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Students' Understanding of Historical Events: A Case Study of The 2017 Film Kartini

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ABSTRACT

History education helps students understand past events and develop historical awareness. However, history is often considered less interesting when taught only through textbooks. Therefore, films can be used as alternative learning media to present historical events in a more engaging and meaningful way. One example is Kartini (2017), which portrays the struggle of R.A. Kartini for women's education and emancipation in Indonesia. This study aims to identify students' understanding of historical events through the film Kartini (2017) and examine the use of film as a learning medium in history education. The study focuses on analyzing students' responses to case-study questions and assessing their understanding based on Bloom's cognitive indicators of comprehension: expressing, interpreting, and classifying information. A mixed-methods approach with a convergent design was employed involving twelfth-grade students at SMAN 5 Palu. Data were collected through case-study questions and analyzed qualitatively and quantitatively. The average score for expressing information was 78.18%, while interpreting and classifying information reached 90.63% and 90.00%, respectively. These results suggest that the film Kartini (2017) effectively supports students' understanding of historical events and can serve as a valuable learning medium in history education.

1. Introduction

Studying history can be quite interesting if we approach it in ways that align with our interests, such as reading history books, watching historical films or documentaries, and learning firsthand by visiting historical sites (Heri Susanto, 2014). By studying history, we can understand past events, appreciate the struggles of our national heroes, and draw valuable lessons for our present and future lives (Nisha Kumari, 2025). In addition, studying history also helps foster critical thinking, a sense of nationalism, and an awareness of the importance of preserving our cultural heritage (Arsenijević & Perić, 2025).

The use of instructional media also plays a crucial role in helping students understand historical material. Learning is a communication process; therefore, educators need instructional media to convey material effectively, engagingly, and in a way that is easy to understand. Instructional media serve as tools that provide visual and interactive experiences, enhance motivation to learn, and help transform abstract concepts into more concrete ones (M.Basri & Sumargono, 2018). Thus, instructional media can improve students' understanding and retention of the material being studied. By learning history through various instructional media, students not only gain knowledge about past events but also develop critical thinking skills, understand the values of struggle, and foster a sense of nationalism and appreciation for the nation's cultural heritage (Pandiangan et al., 2024).

Presenting a historical film or a film set in a historical context makes history lessons more engaging in school. "But have films succeeded in becoming an engaging alternative medium for the younger generation to learn about history?" Questions regarding this issue require further research. The use of video-based media to create visual content that captures students' interest (Mutmainnah & Kaharuddin, 2025). In history education, film as an audiovisual medium serves as a tool that can present past events in a more engaging and easily understandable way. The use of films aligns with the needs of 21st-century learning, which demands interactive and contextual methods (Burgos-Videla et al., 2025). In addition to increasing students' interest and understanding, historical films also help instill values of struggle and heroism, as well as provide a more vivid picture of the lives of people in the past (Fuentes-Moreno & Ambrós-Pallarés, 2020).

The 2017 film *Kartini* was selected to examine students' understanding of historical events at SMA Negeri 5 Palu. The film conveys values related to women's roles, education, and their relevance to everyday life (Merryasni, 2023). Based on preliminary observations, *Kartini* has never been used as a learning medium in history classes at the school. Therefore, Class XII Merdeka 1 was chosen as the unit of analysis. Students' abilities to identify, explain, interpret, and classify historical information vary. While previous studies have focused on women's emancipation, education, and patriarchal culture in *Kartini*, research on students' understanding of historical events through the film remains limited.

Students' ability to understand historical events is influenced by their historical thinking skills, so each student's level of understanding varies (Widja, 2018). As a result, some students only recognize *Kartini* as a national figure without understanding the significance of her struggle and the historical context of women's emancipation. Research on students' understanding of historical events through the film *Kartini* (2017), based on Bloom's taxonomy of learning, remains limited. Films, as a learning medium, can provide a concrete depiction of past events. Therefore, this study aims to determine students' level of understanding of historical events in the film *Kartini* (2017), specifically regarding *Kartini*'s struggle, education, and social change during the colonial period.

A previous study, entitled *A Case Study of Ninth-Grade Students' Understanding of Explanation Text Learning at SMP Muhammadiyah 2 Tarakan*, examined

students' understanding of learning materials through a case study approach. The findings showed that students' understanding can be assessed by analyzing their ability to comprehend, interpret, and explain concepts that have been learned. The study highlighted that understanding is an essential aspect of the learning process because it reflects students' mastery of the material and supports the achievement of learning objectives (Asih Riyanti et al., 2025). However, Riyanti et al. focused on students' understanding of explanation texts in Indonesian language learning. In contrast, the present study investigates students' understanding of historical events through the film *Kartini* (2017). Therefore, this research differs in its emphasis on historical understanding and the use of film as a learning medium. Despite these differences, both studies emphasize the importance of students' understanding as a cognitive factor in successful learning. By using visual aids to clarify abstract concepts (Anita Sari & Fitriah Aras, 2025).

2. Methodology

This study aims to examine students' understanding of historical events through the heroic biographical film *Kartini* (2017). Students' comprehension is analyzed using three indicators based on Bloom's concept of understanding, as presented in *Education: An Introduction* and cited (Soetomo Hadi, 2003), expressing, interpreting, and classifying. These indicators reflect students' ability to communicate information in their own words, interpret meanings, and categorize historical information. The research process is presented visually in a flowchart shown in Figure 1.

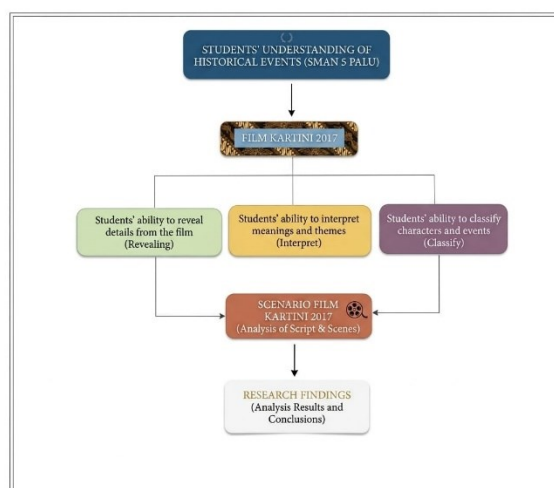


Figure 1. Research Flowchart

This research was conducted at SMAN 5 Palu, Tondo village, Mantikulore District, Palu city, Central Sulawesi. The study focused on 32 students of Class 12 Merdeka 1, one history teacher, and the 2017 biographical film *Kartini*. It examined students' understanding of historical events related to R.A. Kartini through film analysis activities. The research also explored how teachers implement film-based project assignments to enhance historical understanding and encourage deeper engagement with historical content.

This study uses a mixed-method approach with a convergent design. Quantitative data were collected through questionnaires to measure students' understanding of expressing, interpreting, and classifying historical information. Qualitative data were obtained from teacher interviews and observations to explore students' understanding of historical events presented in films. In this design, quantitative and qualitative data are collected simultaneously but analyzed separately (Syafri Yanto et al., 2025).

Questionnaire data analysis uses Percentage calculation techniques. By using this formula, the researcher can calculate the yes and no answers through the questionnaire. Data analysis of the research questionnaire responses is conducted after determining what factors are present from the collected data up to the results of the questionnaire completion, and then interpreted into several categories/criteria of percentage interpretation according to Arikunto (Suharsimi Arikunto, 2016). The interpretation of this table is divided into 7, as can be seen in Table 1 below.

Table 1. Arikunto's Interpretation

Persentase	Interpretasi
0%	None
1-25%	A small part
26-49%	Almost half
50%	Half
51-75%	Most
76-99%	Almost all
Almost	All

3. Results and Discussion

This study was conducted on September 10, 2025, involving 32 students from Class XII Merdeka 1. The activity began with an introduction to R.A. Kartini and the learning objectives. Next, the students watched the film *Kartini* (2017) by Hanung Bramantyo, which was screened in the classroom using a projector and speakers; the film had a total runtime of approximately 122 minutes. After the screening, the researcher shared the film again via the class group so that students could rewatch it and deepen their understanding. On September 17, 2025, students worked on a case study assignment involving a group analysis of the film and presented their results in front of the class. Collaborative Project Activities, followed by Reflection and Presentation, in which students reflect on the learning process and present their projects to encourage collaboration and communication (Sari & Sinaga, 2026). On the same day, the researcher also distributed a questionnaire to all students as part of the research data collection to measure their understanding of three indicators: expressing, interpreting, and classifying. Figure 2 shows students from Class 12 Merdeka 1 watching the film together in class.



Figure 1. watching the movie Kartini

A brief overview of the film *Kartini*, which was watched together with the students of Class 12 Merdeka 1 in the classroom. The film's plot begins with Kartini, who grew up witnessing firsthand how her mother, Ngasirah, was treated as an outcast in her own home. This was because her mother was not of noble birth and worked as a servant. Her father, Raden Sosroningrat, who loved Kartini dearly, was powerless to challenge the traditions that had been passed down through generations. Figure 3: A scene showing Kartini arguing with her family to prevent her from getting married so she can go to school in the Netherlands and adulthood, and a scene showing Kartini being confined because she had reached adolescence.

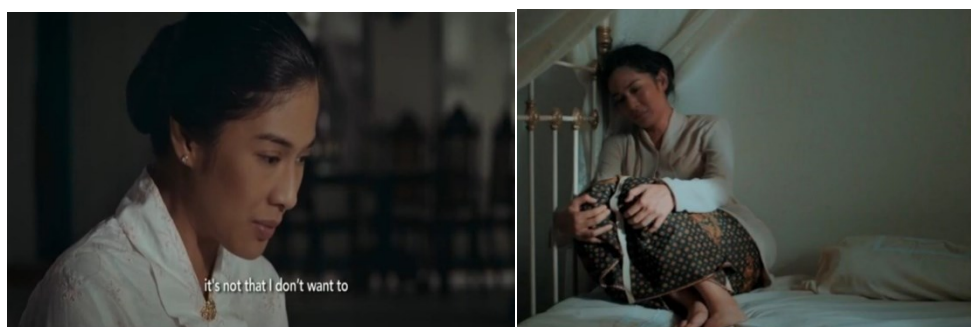


Figure 3. Scene film Katini

The film also highlights how inequality in access to education is not just a matter of gender, but also of social class. Women from the lower classes have no access at all to formal education. Kartini saw this as an injustice, and therefore she aspired to open a school for indigenous women so that they would not remain forever in a state of backwardness and ignorance. In the film, Kartini always wanted to continue learning; even though she faced a great deal of opposition from those closest to her, she never gave up on pursuing her education and freedom.

The interview with the history teacher took place on Friday, September 19, 2025. The interview was conducted to gather information regarding the indicators of understanding: describing, interpreting, and classifying. Table 2 below presents a list of interview questions and questionnaire items posed to teachers and students as research data collection instruments.

Table 2. Interview Guidelines for Teachers

No	Interview Guidelines for Teachers
Expressing indicators	
1.	Have you been using appropriate teaching materials in your history lessons? Please explain why you use those teaching materials!
2.	Do you use concept maps to help students categorize information in history lessons? And how do you do that?
3.	Do you ask open-ended questions to help students develop higher-order thinking skills? And how do you do that?
4.	Do you summarize the lesson at the end to assess how well the students have understood the material you taught?
5.	Do you conduct active and challenging history lessons in your classroom?
Interpretation Indicators	
6.	How did you express historical events based on the situations depicted in the 2017 film Kartini?
7.	How would you explain the significance of learning history through the 2017 film Kartini?
8.	What are your thoughts on the 2017 film Kartini?
9.	Could you please offer your interpretation or share your impressions or insights regarding the 2017 film Kartini?
10.	When you hear “Kartini 2017,” can you identify the historical events depicted in the film?
Classification Indicators	
11.	How do you hone your ability to identify students’ learning abilities?
12.	How do you identify the similarities and differences between teaching and learning activities that use historical films and those that do not? Also, from your perspective, what are your thoughts on using the 2017 film Kartini?
13.	How can you determine the basic teaching skills needed to use historical films to spark students’ curiosity about historical events? And what is your perspective on the 2017 film Kartini?
14.	Can you directly compare the results when using teaching materials such as historical films versus when not using them?

Findings from a student case study on the film Kartini conducted by students in Class 12 Merdeka 1 at SMAN 5 Palu

Based on the findings, students of Class XII Merdeka 1 at SMAN 5 Palu demonstrated a fairly good understanding of the historical events presented in Kartini (2017). They were able to identify Kartini’s values of struggle, the social conditions of her era, and her ideas on women’s emancipation. This understanding was developed through a case study assignment completed after watching the film. Working in five groups, students analyzed the film’s historical content, which helped strengthen their understanding and critical thinking about historical events and figures. Through group assignments, students learn not only to memorize but also to understand concepts and try to solve problems both independently and collaboratively (Dwi Astuti & Fadly, 2025).

The first case study asked students, “In your opinion, is Kartini’s struggle still relevant to the conditions of women today?” Based on the responses from the five groups, all students agreed that Kartini’s struggle remains highly relevant. They explained that Kartini fought for women’s right to education and opened opportunities for women to develop their potential. Students also noted that

Kartini's ideas laid the foundation for the advancement of modern women. Although the challenges faced by women today differ from those in Kartini's era, issues related to equality still exist in various aspects of life, including education and employment. The groups emphasized that Kartini's spirit continues to inspire women to pursue their goals and make their own life choices. These findings indicate that students understand Kartini's struggle as an effort to empower women and promote equal opportunities, particularly through education and personal development.

The second case study asked students, "What was most inspiring about Kartini's character in the film? Do you agree that she deserves to be named a national hero? Why?" Based on the responses from the five groups, students agreed that Kartini deserves recognition as a national hero. They considered her inspiring because of her visionary thinking and her significant contributions to improving women's lives in Indonesia. Students highlighted her courage in advocating for women's education and challenging traditions that limited women's opportunities. They also recognized her role in laying the foundation for the women's emancipation movement in Indonesia. In addition, students admired her bravery in opposing feudal and patriarchal systems that discriminated against women. The groups emphasized that Kartini's determination to challenge restrictive customs, including the seclusion system portrayed in the film, made her an influential figure whose legacy continues to inspire future generations. Based on students' responses, Kartini's courage, visionary thinking, and advocacy for women's education were considered most inspiring, leading students to view her as an influential figure and deserving national hero.

The third case study asked students, "If you were in Kartini's position, would you make the same choice? Explain your reasoning." Based on the responses from the five groups, all students stated that they would make the same choice as Kartini. They agreed with her struggle because she fought for women's rights, especially in education and freedom of thought. Students believed that Kartini's efforts helped open opportunities for Indonesian women and contributed to social change. They also emphasized that her courage demonstrated how meaningful change can begin with determination and perseverance. In addition, students recognized that education was central to Kartini's struggle, as it provides opportunities for a better future. They viewed her efforts to challenge restrictive traditions as important because they enabled women to gain greater access to education, freedom, and self-development in society. Most students would make the same choice as Kartini by supporting women's rights and educational equality. These responses indicate a positive view of her struggle and values.

The fourth case study asked students, "Kartini often argued with her family about education. In your opinion, was that the right thing to do? Why?" Based on the responses from the five groups, students agreed that Kartini's actions were appropriate because they helped challenge traditions that limited women's opportunities. They explained that her debates with family members raised awareness that women also have the right to receive an education. Students believed that Kartini's willingness to express her views played an important role in opening

access to education and personal development for women. They also noted that her actions should be understood within the social context of her time, when women faced many restrictions. According to the students, if Kartini had remained silent, women's voices and aspirations might not have been heard. All student groups considered Kartini's actions appropriate. They viewed her debates as a courageous effort to defend women's rights and bring about social change, reflecting a positive understanding of her struggle.

The fifth case study addressed the question: "What is your opinion on the seclusion system depicted in the film? Do you agree that the system should be abolished? Why?" According to the students in Class 12 Merdeka 1, they agree that the system should be abolished because the rules confine women and prevent them from fully contributing to their families and education; they limit women's freedom to pursue education; they restricted educational opportunities at that time the seclusion system prevents women from developing their full potential and it restricts women's freedom to leave the house, study, and develop themselves. A scene showing Kartini being confined because she had reached adolescence and adulthood.

The case study assignment, which was designed around questions about the character of Kartini in the film, demonstrated that students were able to identify the root of the problem such as the discussion of "pingitan," a series of deeply rooted Javanese cultural practices that restricted women's freedom and that students were able to offer an opinion relevant to the context of the issue regarding the character of Raden Ajeng Kartini in the film. Through the questions provided, students portray Kartini as a figure who made significant contributions to education at that time; consequently, their answers inevitably address education and its importance for bringing about change.

Expressing indicator assesses students' understanding of historical events related to Kartini and the 2017 film Kartini

In the context of students' understanding of historical events as reflected in the indicators. The researcher formulated questions through a questionnaire regarding how to improve students' thinking processes when using learning media adapted by history teachers, as well as affective strategies for history learning. Additionally, supplementary questions regarding Kartini were included to assess students' understanding through the indicators. Consequently, students' ability to analyze information, that is, to understand concepts and draw logical and meaningful conclusions, can be enhanced through engaging teaching strategies employed by educators, particularly when combined with instructional media to improve efficiency. Consider selecting issues relevant to factual learning that can provide answers with simple, logical explanations to the questions asked (Anugrah Dipuja & Wahyuni, 2025). The following are excerpts from interviews with a history teacher for Grade 12 Merdeka 1, which the researcher has summarized along with the researcher's analysis of the responses provided.

1. Interview Analysis

The interview analysis highlights the important role of teachers in improving students' understanding during learning. Through an interview with Mr. Irwan Yama, a history teacher at 12 Merdeka 1, the researcher found that he uses various instructional media, including PowerPoint presentations, concept maps, videos, and films, to make history learning more effective and engaging for students. Mr. Irwan Yama explained that he uses various media to support history learning. PowerPoint presentations help him present material clearly and display relevant images related to the topic being discussed. Concept maps are used to emphasize important points and help students understand key concepts. He also utilizes videos and films that are closely related to the learning material to attract students' attention and increase engagement. According to him, some lessons are delivered after students watch a video or film so they can better understand the content. As examples, he showed a video of the Indonesian Proclamation of Independence and a film depicting the Hiroshima bombing when teaching about World War II.

In addition to videos and films, the informant played a historical song for the students to listen to and asked them to listen and pay close attention. He then asked the students to identify the historical significance of the song, after which he related it to the material he was about to present. "For example, if I want to present material on the French Revolution, I play the song 'Bourgeoisie,' which tells the story of the bourgeoisie in France." In the researcher's opinion, using historical songs in history education is a creative strategy that combines the educational elements of a history lesson with entertainment.

In addition to the explanation above regarding the use of instructional media, this paragraph focuses on the explanation of stimulus questions. In learning, stimulus questions are essential because they serve to spark students' curiosity, engage critical thinking, and connect lesson material to real-world experiences. Leading questions are a learning strategy used to stimulate critical thinking, increase student engagement, and build a deeper understanding of a concept (Susan M. Brookhart, 2021). Well-designed probing questions help students think more analytically and reflectively when understanding the material being taught. This strategy allows students to connect concepts they already know with new information, thereby creating a more meaningful and constructive learning process (Annisa Turrohmah & Salito, 2025).

Regarding prompt questions in history lessons at SMAN 5 Palu, the teacher poses a prompt question before delving into a deeper discussion of the material to be covered, for example, asking a question about the prehistoric era. I displayed an image of a stone used as a cooking tool in that era and posed a prompt question to the students: "What was the purpose of this object for household needs at that time?" With a question like this, students were able to provide a variety of answers.

This paragraph discusses summaries. Summaries are essential in every lesson because they help students understand, remember, and connect the material they have learned. The expert stated that creating summaries or conclusions is a

reflective activity for students after a lesson, but it is typically done when there is still plenty of time left. However, if time is running short, he does not do it.

With these strategies, Mr. Irwan, a history teacher at SMAN 5 Palu, demonstrates great creativity in his teaching. He is a teacher with extensive teaching experience and a wealth of expertise, employing a variety of methods to ensure students can learn history effectively. These strategies help students express their understanding of the material he teaches, making history lessons more active and engaging. Mr. Irwan explains that the use of educational media, as described earlier, enhances the effectiveness and engagement of classroom learning.

2. Analysis of Questionnaire Results

Based on the results of the questionnaire, which consisted of five questions aligned with the indicators, a score of 78.13% was obtained. Thus, based on the data analysis, as interpreted by Arikunto, it can be concluded that nearly all students were able to express both facts and opinions regarding the strategies teachers implemented in the classroom to enhance their understanding. This result of 78.13% indicates that students are able to describe the use of affective history learning media and strategies, such as the use of varied or appropriate learning media in history lessons.

It was concluded that students can explain the use of concept maps (commonly known as diagrams), the use of prompting questions in history lessons, creating summaries at the end of a lesson, and the implementation of active and challenging learning. Given that students tend to vary in their learning styles and comprehension of the material from these lessons, this is linked to the history teacher's efforts to enhance student understanding. These results indicate that students' factual understanding and ability to express it can improve. Enhancing students' understanding and higher-order thinking skills can be achieved through the use of engaging learning media and effective teaching strategies.

Expression in the learning process is crucial; teachers employ this approach to assess students' ability to articulate and explain their ideas regarding the material being taught. The survey results, based on questions related to the "expression" indicator for students, are similar to the questions for history teachers. This is to determine how students express their opinions regarding the importance of the strategies employed by teachers, to help them better understand the lessons taught. The following table presents the tally of "Yes" and "No" responses for the "expressing" indicator. Table 3 shows the results of the calculations indicator expressing.

Table 3. Expressing Indicator

Expressing indicator	Responses:yes		Responses: No	
	Number	%	Number	%
Question1	22	68,75%	10	31,25%
Question2	26	81,25%	6	18,75%
Question3	29	90,63%	3	9,38%

Question4	25	78,13%	7	21,88%
Question5	23	71,88%	9	28,13%
Total	125		35	
Everage score	25	78,13%	7	21,88%

In addition to the percentage table shown, the results of the analysis are also presented in the form of a bar chart, which illustrates the expressing indicator. As shown in Figure 4.



Figure 4. Bar chart of the expressing indicator

Following the history teacher's feedback, there were a few responses that students wrote in the questionnaire regarding questions that the researcher could summarize. One student explained that with the help of summaries from history lessons, they could remember the material and understand it more clearly.

One student also explained that if the teacher uses learning media in class, the explanations become more engaging and concise. Using learning media makes lessons easier to understand, more interesting, and less monotonous. Students are also more focused and enthusiastic about learning. For example, when learning about R.A. Kartini, if the teacher just tells a story, it's sometimes hard to imagine what her struggle was like. But if the teacher plays a historical film like Kartini (2017), students can directly see the atmosphere of that era, the way people dressed, and Kartini's struggle to fight for women's rights. So, the lesson feels more alive and real to us. Engaging with historical films involves listening and paying close attention to the historical information and values presented visually and aurally. Furthermore, films not only provide sound but also showcase expressions, settings, and situations that help students grasp the message more fully.

In addition to the need for summaries to help students articulate the material that has been taught, listening skills are also essential in the learning process, whether through instructional media or by listening to the teacher's explanations, so that the learning process can be considered successful. The additional questions were

general questions about R.A. Kartini. Based on the results of the questionnaire, which consisted of six questions corresponding to the additional questions in the indicator, the results showed a percentage of 93.23%. This 93.23% result indicates that students were able to express what they knew about R.A. Kartini, women's emancipation, and R.A. Kartini's struggle. Additionally, the question addressed whether films can serve as an easily understandable tool for learning history. The following are the survey results for the additional questions included in the "expressing" indicator.

Students in the 12th grade can express their understanding of the heroine R.A. Kartini not through movies, but through books or by reviewing what they learned in elementary school and elsewhere. They are accustomed to hearing and learning about heroes' stories from textbooks, films, and national holiday commemorations, so they come to understand the values of struggle and patriotism embodied by heroic figures, such as the story of R.A. Kartini.

Interpretation Indicators in the Context of Students' Understanding of Historical Events Regarding Kartini and the 2017 Kartini Film

In the context of students' understanding of the 2017 Kartini film, the interpretation indicators show that students are able to express the film's message in relation to the social conditions of that era. From the students' writings explaining their impressions regarding their views on the 2017 Kartini film, the film is very good and highly inspiring for these students because it thoroughly explains Kartini's struggle for equality in every aspect.

1. Interview Analysis

The interview analysis focuses on the role of a teacher, who undoubtedly plays a crucial role in enhancing students' understanding during the learning process. There are several interpretations from the informant, Mr. Irwan, a 12th-grade history teacher at Merdeka 1 High School. These pertain to film as a learning medium, the 2017 film Kartini, and the historical figure R.A. Kartini, which the researcher has summarized. "Using the film Kartini as a learning tool in the classroom allows us to express and convey the various impressions or meanings of historical events to both myself and the students. By watching the historical film I assign, students are able to complete tasks such as analysis and other assignments given."

Based on the results of this interview, the researcher concludes that the way a teacher, as an educator and students express their reactions to historical events or true stories while watching a film in class will naturally vary. Expressing oneself while watching a tense historical film like 30S PKI will differ from watching Kartini, whose struggle serves as a source of motivation. The informant's perspective on the educational significance of the film "Kartini": "Kartini's struggle remains inspiring to this day, which is why this film is excellent to watch, so that her struggle, particularly in the realm of education, is remembered." Kartini's ideas on education are of great importance in human life, as education is the key to enhancing intelligence and progress. Women, in particular, must free themselves from backwardness or ignorance through education. Through education, women

will understand their rights and responsibilities, what is permissible and what is not, and will be empowered to make decisions (Riwanti et al., 2023).

According to the interviewee, the 2017 film *Kartini* is an excellent resource for learning more about the heroine R.A. Kartini. Furthermore, this film serves not only as a valuable source for studying Kartini's history but also as a source of motivation to better honor the legacy of R.A. Kartini's struggle. Providing an interpretation or conveying the message and significance of the film *Kartini* from the perspective of a history teacher, which can serve as a teaching tool, makes *Kartini* one of the best films for presenting the figure of R.A. Kartini and her struggles, from which we can learn.

Additionally, the source's perspective on "the 2017 *Kartini* film is a film that tells the story of Kartini's struggle to elevate the dignity and status of women at that time. "What events are depicted in the film *Kartini* regarding Kartini's life and what she did, her struggle to challenge customs and to stand on equal footing with men" As in the quote above, upon watching the 2017 *Kartini* film, Mr. Irwan was able to provide an interpretation of the historical events depicted within it.

2. Questionnaire Analysis

Based on the results of the questionnaire, which consisted of five questions aligned with the "Interpretation" indicator, a score of 90.63% was obtained. Thus, according to Arikunto's interpretation of the data, it can be concluded that nearly all students were able to provide their interpretations. This 90.63% result indicates that students were able to express the messages in the film regarding the social conditions of that era, such as gender inequality and the Javanese feudal system. For example, in the scene where Kartini is confined to her room, students felt that Kartini's character in the film was severely restricted and unable to socialize with her peers or the local community. With a score of 90.63%, students were also able to interpret the meaning and their own perspectives, and were able to provide an interpretation of the film *Kartini*, along with Kartini's struggle for education and equality. This indicates that students were able to interpret the meaning of Kartini's struggle in a contextual manner.

The following is a quote from a survey response by a student named Komang Asna: "This film conveys the impression that Kartini's struggle is very meaningful for Indonesian women." Students' impressions of R.A. Kartini, as portrayed in the 2017 film *Kartini*, reflect their ability to express views, feelings, and assessments of her as a historical figure. Students in Class 12 Merdeka 1 recognize Kartini as an inspirational heroine whose story motivates them to continue their education and become individuals who contribute positively to society. The findings indicate that students' interpretive skills have improved through exposure to the film's moral and social values. They can understand Kartini's struggle not only as a physical effort but also as a struggle for ideas, equality, and educational advancement.

The message conveyed by the 2017 film *Kartini* is captured in the words of a student named Nafsyah Salsabillah: "Women must have the courage to fight for their rights. Other historical films besides *Kartini* can certainly offer valuable lessons as well."

Kartini believed that the importance of education for women must be prioritized because women play a key role as the primary educators in shaping children's character. How can the next generation thrive if a mother lacks sufficient access to provide a good education for her children? Kartini's views during her time demonstrated a mindset far more progressive than the norms of the time, which were still confined to conservative perspectives (Nuril Karomatillah Arifah & Almi Novita, 2023). Table 4 shows the results of the calculations and interpretation of the indicator.

Table 4. Interpretation indicators

Interpretation indicator	Responses:yes		Responses: No	
	Number	%	Number	%
Questio1	29	90,63%	3	9,38%
Question2	29	90,63%	3	9,38%
Question3	30	93,75%	2	6,25%
Question4	28	87,50%	4	12,50%
Question5	29	90,63%	3	9,38%
Total	145		15	
Everage score	29	90,63%	3	9,38%

In addition to the percentage table shown above, the following are the results of the analysis, presented in the form of a bar chart, which illustrates how to interpret the indicators. As shown in Figure 5.

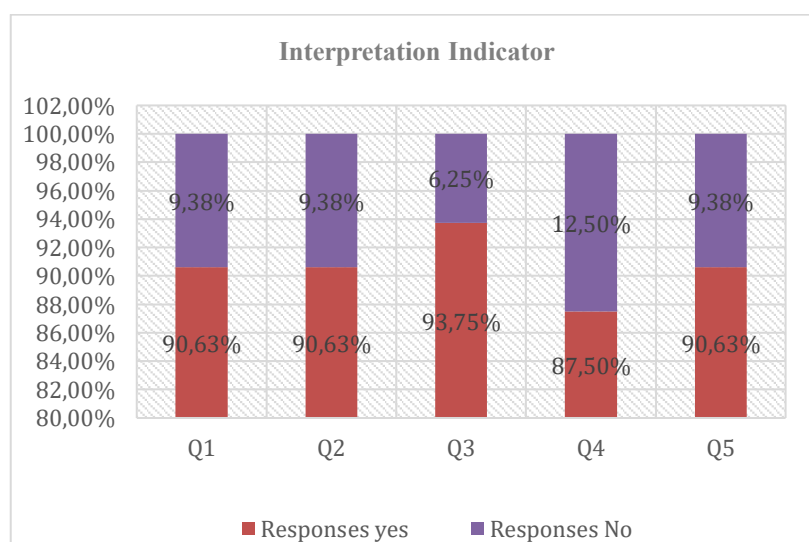


Figure 5. Bar chart of the Interpretation Indicator

Classification Indicator in the context of students' understanding of historical events regarding Kartini and the 2017 Kartini Film

In the context of students' understanding of the 2017 Kartini film, the classification indicator refers to students' ability to distinguish their own learning abilities from

those of others and to differentiate between learning with and without the use of the film. This is intended to better assess students' level of understanding by identifying the challenges and shortcomings they face, thereby maximizing the potential for improving understanding through both classroom instruction and individual study.

1. Interview Analysis

Interview analysis focuses on the role of a teacher, who undoubtedly plays a crucial role in enhancing students' understanding during the learning process. According to the informant's perspective on honing the skill of distinguishing students' learning abilities, this is achieved by increasing the number of questions and answers with students. By increasing the number of questions and answers, we can assess how well students grasp the history you teach and their ability to comprehend the material presented.

Teachers need to know how to classify students' understanding, such as through the skill of distinguishing the knowledge of the students they teach. As explained by Mr. Irwan Yama, a history teacher at SMAN 5 Palu, "To hone the skill of distinguishing students' learning abilities, we should increase the number of questions and answers with students." The skill of distinguishing students' abilities that Mr. Irwan described involves directly identifying them through question and answer sessions with students. This learning process is better known as the process skills approach, which focuses on students' ability to perform tasks in a practical way to develop their thinking and action skills.

In the learning process using the process skills approach, the teacher acts as a motivator and facilitator, as the teacher does not serve as an informant. The learning process is now student-centered, meaning students will learn independently in accordance with the learning process. Students are required to think critically so that their abilities can be distinguished during the learning process (Ernawati M, 2018). Regarding the similarities and differences when using films as learning media and the differences when conducting teaching and learning activities using historical films, Mr. Irwan explained, "When using historical films, the function of the film is to make history learning more dynamic by having students watch the film and then asking them to analyze it. The difference is that if we consistently do not use media such as historical films in history lessons, the lessons become very uninteresting and appear very monotonous."

When using films in teaching, there are several things that must be understood and taken into account, namely, which approaches are suitable for achieving the learning objectives. Essentially, teaching approaches can be understood as the methods employed by a learner to learn effectively. In this context, teachers play a crucial role in providing the necessary tools and models that enable students to meet these needs (Khairiyah et al., 2024).

The results of an interview regarding how teachers can determine essential teaching skills to spark students' curiosity. The interviewee explained that he increases the number of question and answer sessions with students. By increasing the number of questions and answers, the teacher can assess the extent of students'

understanding of the history being taught and their ability to grasp the material. This is done by having students watch a film I play and asking them to analyze it. This answer is similar to the previous one.

2. Questionnaire Analysis

Based on the results of the questionnaire, which consisted of five questions aligned with the interpretation indicators, a 90% response rate was obtained. Thus, according to the data analysis interpreted by Arikunto, the results indicate that nearly all students were able to classify the information. According to the research results using the classification indicator of 90%, students were able to distinguish their own abilities when studying independently and were able to distinguish how others learn in the classroom. Thus, the use of films such as Kartini can support the achievement of learning objectives in history education. The findings show that students can understand historical events presented in the film, but many still perceive all scenes as historical facts. This indicates that while films enhance visual and emotional understanding, students' ability to distinguish and classify historical information based on valid sources requires further development through teacher guidance and critical analysis activities.

According to the 12th-grade history teacher in Merdeka 1 class, the way he distinguishes students' abilities is through question-and-answer sessions; however, a quote from one student's survey regarding the skill of distinguishing their own abilities states, "Everyone has different abilities; I learn by adapting my own methods, such as rereading the material." Distinguishing their own abilities is a process of identifying similarities and differences between themselves and others so that students can learn concepts that can enhance their understanding.

Of this 90%, students were also able to classify information, such as identifying similarities and differences, when using the 2017 film Kartini, demonstrating their foundational skills in learning through film and their ability to spark curiosity about the historical events depicted in the film, as well as their ability to compare their learning outcomes. Based on these results, students were able to distinguish between historical events that actually occurred in the film Kartini and those that did not. This indicates that students were able to understand the concept of historical events through the film. In research, various methods of questionnaire analysis serve as the primary tools for obtaining valid data (Taherdoost, 2016). The following data presents the results of the questionnaire analysis based on the classification indicator, which the researcher compiled according to students' responses, using percentage calculations. Table 5 shows the results of the calculations of the Classification indicator.

Table 5. Classification indicators

Classification indicator	Responses:yes		Responses: No	
	Number	%	Number	%
Question1	27	84,38%	5	15,63%
Question2	30	93,75%	2	6,25
Question3	26	81,25%	6	18,75

Question4	31	96,88%	1	3,13
Question5	30	93,75%	2	6,25
Total	144		16	
Everage score	28,8	90,00%	3,2	10

In addition to the percentage table shown above, the following are the results of the analysis, presented in the form of a bar chart, which shows the classification indicators. As shown in Figure 6.

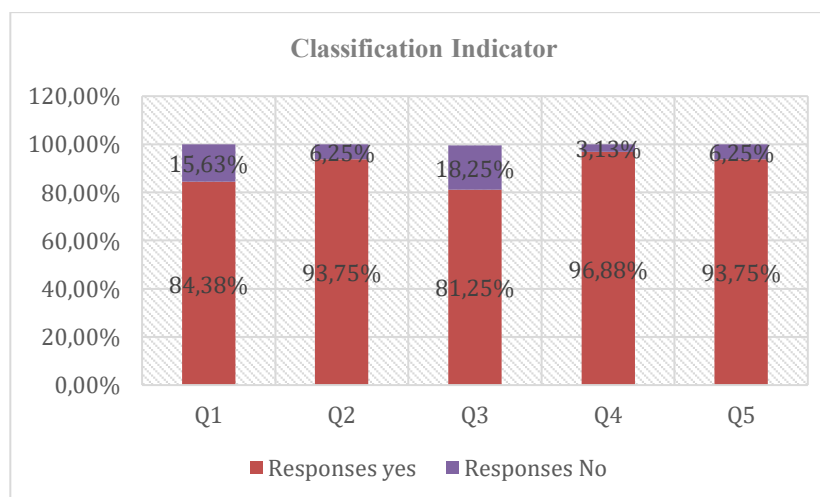


Figure 6. Bar chart of the Classification Indicator

4. Conclusion

Based on the research findings and discussion outlined above, it can be concluded that students have a good understanding of the historical events depicted in the film *Kartini* (2017). This finding was obtained through an analysis of (1) students' ability to identify and understand the film's content through the group assignments they were given. The assignment includes several questions regarding the relevance of Kartini's struggle to the conditions of women today, the values that Kartini embodies, the students' perspectives if they were in Kartini's position at that Time, Kartini's actions in advocating for women's education and equality, and the system of seclusion depicted in the film. (2) Most students were able to express, interpret, and classify information related to appropriate instructional media and the historical content in the film to support their level of understanding. These findings indicate that historical films can serve as an effective instructional medium by helping students understand historical events and values in a more meaningful and engaging way. That is, the use of films such as *Kartini* can support the achievement of learning objectives in history education. It is hoped that future research can be expanded to include other historical films or different research methods, such as examining the influence or impact of the 2017 film *Kartini* on students' understanding of historical events, thereby allowing for generalizations and

providing a broader picture of the influence of film as a medium on students' understanding of history.

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