Paramita: Historical Studies Journal, 33(2), 2023, pp. 317-328
P-ISSN: 0854-0039, E-ISSN: 2407-5825
DOI: http://dx.doi.org/10.15294/paramita.v33i2.37112

# Preparing Graduates for the Workforce: The Development of Contextual-Based History Learning E-Modules in Vocational Schools

**Nur Aeni Marta[1]✉, Abdurakhman[2], Djunaidi[1]**
[1] *Universitas Negeri Jakarta, ✉nuraeni@unj.ac.id*
[2] *Universitas Indonesia*

**Article history**
Received : 2022-06-17
Accepted : 2023-08-15
Published : 2023-10-05

**Keywords**
Contextual E-Modul, History Learning, Vocational High School, Pandemic

**Abstract**: During the COVID-19 pandemic, history lessons were carried out online. As a result, several obstacles are encountered, including internet network problems. Teachers have difficulty carrying out learning activities in class optimally and meaningfully. Meanwhile, there has been no contextual-based history e-module for Vocational High Schools. Even though history learning for SMK should be different from SMA. The direction and objectives of SMK learning are to strengthen graduate competency standards to be ready for work. For this reason, researchers recommend using contextually based e-modules as an effort to prepare graduates who are ready to work. Contextual e-modules are modules that are presented electronically; the material is related to other subject matter that is relevant to the field of vocational science and graduate competency achievements. The research used the R&D method with the ADDIE approach. The results of the study show that contextually based E-modules can optimize history learning and encourage innovative creativity. The advantages of contextually based E-modules are that the material is related to areas of expertise, easily accessible at any time, and can be studied independently and repeatedly. As a result, learning history can be carried out effectively and thoroughly.

**Abstrak**: Pada masa pandemi COVID-19, pembelajaran sejarah dilakukan secara daring. Dampaknya, terdapat beberapa kendala yang dihadapi di antaranya adalah masalah jaringan internet. Guru mengalami kesulitan melaksanakan kegiatan pembelajaran di kelas secara optimal dan bermakna. Sementara itu, selama ini belum ada e-modul sejarah berbasis kontekstual untuk SMK. Padahal seharusnya pembelajaran sejarah untuk SMK berbeda dengan SMA. Arah dan tujuan pembelajaran SMK adalah memperkuat standar kompetensi lulusan untuk siap kerja. Untuk itu, peneliti merekomendasikan penggunaan e-modul berbasis kontekstual sebagai upaya mempersiapkan lulusan yang siap kerja. E-modul berbasis kontekstual merupakan modul yang disajikan melalui elektronik, materi dikaitkan dengan materi pelajaran lain yang relevan dengan bidang ilmu kejuruan dan capaian kompetensi lulusan. Penelitian menggunakan metode R&D dengan pendekatan ADDIE. Hasil penelitian menunjukkan E-modul berbasis kontekstual dapat mengoptimalkan pembelajaran sejarah dan mendorong muncul kretivitas inovasi baru. Kelebihan E-modul berbasis kontekstual adalah materi dikaitkan dengan bidang keahlian, mudah diakses kapan saja, serta dapat dipelajari secara mandiri, dan berulang-ulang. Dampaknya, pembelajaran sejarah dapat dilakukan secara efektif dan tuntas.

**Cite this article:** Marta, N. Abdurakhman, Djunaidi (2023). Preparing Graduates for the Workforce: The Development of Contextual-Based History Learning E-Modules in Vocational Schools. *Paramita: Historical Studies Journal*, 33(2), 317.-328 http://dx.doi.org/10.15294/paramita.v33i2.37112

Available online at
http://journal.unnes.ac.id/nju/index.php/paramita

## INTRODUCTION

History is a science field with important values related to character-building and strengthening national identity. Events in history can evoke emotions, values, and ideals that make life meaningful. Thus, learning history should be an internalization of values so that students can have the ability to think critically and causally. Historical sources are also expected to arouse students' interest in making history relevant and useful for students (Rowse, 2014; Widiadi et al., 2022).

However, unfortunately, learning history in Indonesia, especially in Vocational High Schools, is still not optimal. The polemic of learning Indonesian history at SMK has raised pros and cons among the community, teachers, and stakeholders. Since the decision of Dirjen Dikdasmen No.719/P/2020 regarding the structure of the SMK curriculum being implemented, there has been a significant change in the learning of Indonesian History. Initially, Indonesian History subject was taught in stages, starting from class X, XI up to class XII. After the decision of the Elementary School was made, History was only taught in class X. The material was only taught in semester one and semester 2, with 3 hours of lessons per week. With a short time and much material, SMK history teachers admit that it is difficult. This condition has been exacerbated since the outbreak of the COVID-19 pandemic. Limited study hours and online learning often experience technical problems. For example, problems with internet quota or signal, devices running out of battery, and less conducive teaching situations. These things resulted in a lack of effectiveness during class hours.

Another problem related to history learning in Vocational High Schools is that the learning is more textual. Students only learn what is written in the textbook. As a result, learning history is less meaningful and less appropriate to be taught to Vocational High School (SMK) students. SMK graduates are expected to have competencies in their vocational fields and meet industry demands. Besides that, learning history only relying on textbooks is highly discouraged. According to Percoco (1998), meaningful history learning uses information from textbooks and archives, artifacts, and even witnesses or historical actors.

Based on data from the Central Statistics Agency (BPS) for 2020, Vocational High School graduates are the largest contributors to the open unemployment rate. BPS data for 2020 shows that the number of open unemployment in Indonesia is dominated by vocational school graduates, which is 13.55% for the August 2020 period (BPS, Pengangguran Terbuka Menurut Pendidikan yang Ditamatkan, 2021). Meanwhile, for 2021, the open unemployment rate will still be dominated by Vocational High School (SMK) graduates. BPS data for August 2021 to November 26, 2021, the population with the final education level of SMK who still has not got open jobs/unemployment has reached 11.13%. Based on the open unemployment rate databox by education level as of August 2021, it is shown in the table 1.

**Table 1.** Open Unemployment Rate by Education Level

| Education Level | Percentage |
|---|---|
| College | 5.98 |
| Diploma I/II/III | 5.87 |
| Vocational High School (SMK) | 11.13 |
| Senior High School (SMA) | 9.09 |
| Junior High School (SMP) | 6.45 |
| Elementary School (SD) | 3.61 |

Source: BPS, Pengangguran Terbuka Menurut Pendidikan yang Ditamatkan, 2021

Based on Table 1, it can be said that although the percentage shows a decrease when compared to the unemployment rate at the education unit level, graduates of Vocational High Schools, in general, are still a contributor to the open unemployment rate in Indonesia. In other words, vocational high school graduates are still not ready to work and do not meet the demands of the business and industrial world.

The development of information technology in the 4.0 era which is so advanced has influenced the field of education and encouraged innovation. Innovation in education aims to improve the quality of education. This innovation is aimed at various aspects, such as finance, infrastructure, resources, and the learning process (Churchill, 2017; Sujana & Sopandi, 2020). Several historical learning media resulting from technology-based innovations are already available with various applications and websites that can be accessed by students at any time, not limited by time. Among them, are websites for primary sources of history, school-made e-learning applications, and maximizing the Google Classroom feature (Efendi et al., 2021; Widiadi et al., 2022)

Based on a literature search, no one has reviewed contextual modules or e-modules related to the competencies of Vocational High School gradu-

ates. Some literature that is contextually based and relates the material to graduate competencies includes the writings of Deni Rakhman and Djoko Suryo, writes Character Education content In Learning History In Jogjakarta SMA IT Abu Bakar describes the contents of character education in history learning at SMA IT explaining that learning history is associated with character values that are by its vision and mission (Rakhman & Suryo, 2018). At the same time, Fitri Mardiani writes about the development of local history learning media based on audio-based Sasirangan fabric learning media at SMAN 5 Banjarmasin (Mardiani, 2018). In addition, Iin Purnamasari & Wasino, in their article entitled The Development of a historical learning model based on local historical sites at SMA Negeri Temanggung Regency, is a historical learning model that links material with local characteristics of education units (Purnamasari & Wasino, 2011).

For this reason, there must be an effort to change the pattern of learning history, including the development of teaching materials in the form of printed modules or e-modules that can link the subject matter with the competency areas of expertise in vocational high school units. One way to achieve this is through the use of contextual e-modules, which are teaching materials that relate the material to other subjects that are relevant to the vision, mission, Learning Achievements (CP), and Learning Achievement of Graduates (CPL) of vocational high schools and the environment. This is based on the fact that learning history must be able to provide a useful learning experience and can strengthen the achievement of graduate competency standards in their area of expertise. This is important so that Vocational High School graduates are ready to work according to the needs of stakeholders, the business world, and industry (DUDI).

Contextual e-Modules contain subject matter linked to other relevant material and graduate competencies. The use of certain applications makes students learn independently without being limited by space and time. This is expected to be a solution so that history learning can be carried out completely and the learning objectives are achieved.

## METHOD

In this section, the researcher explains the research method to be used. This research use qualitative methods. Qualitative research is a social examination that focuses on how people interpret and understand their experiences and the world in which they live. Qualitative researchers usually use four methods in collecting data, namely; (1) participation, (2) direct observation, (3) in-depth interviews, and (4) document and material analysis (Lune & Berg, 2017).

In this study, researchers participated, made direct observations in class, analyzed documents related to existing concepts, and conducted in-depth interviews with key and key informants. The determination of the research sample is based on purposive sampling, which is determined based on the research objective. The object of research here is class X students of SMKN 25 Jakarta. Data collection was conducted from January to December 2021.

After that, researchers used the R & D method with the ADDIE Model. The ADDIE Model steps include 5 stages, that is; (1) Analyze, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation (Sinha, 2020). In the first stage, the researcher tries to analyze what students need and how they have learned so far. At the design stage, researchers begin to design e-module contents, activities, and hardware/software requirements. Furthermore, researchers developed e-module learning media for students. At this stage, researchers match sound and graphics to create e-modules that are useful for students. Then, the researcher carried out the implementation. The implementation phase is carried out by testing the e-module directly on students and teachers. This stage also includes the validation or feasibility process for the e-module. Finally, the researcher conducted an evaluation. Evaluation is carried out by making an application feasibility questionnaire. After processing the results of the questionnaire, the e-module will be revised based on feedback from students.

Finally, researchers also ensure the validity and reliability of this study. Validity and reliability of data in qualitative research using saturation and triangulation. Saturation or saturation is a criterion for judging when to stop sampling data in the absence of additions that can develop research-related categories. This is illustrated when researchers listen to answers or comments that are repeated even though the range of data obtained is very wide. Triangulation is a process that facilitates data validation through cross-verification which is carried out by comparing various types of data with different methods to strengthen research arguments (Malhotra et al., 2017).

## LEARNING HISTORY IN VOCATIONAL HIGH SCHOOLS

History is a science that studies all human activities in the past. Human activity is very complex and

includes social, cultural, political, and economic (Suharso, et al, 2020). History subject matter can be said to have special characteristics, namely studying past events that have occurred and cannot be repeated, and can only be traced from traces of their remains such as artifacts, documents/archives, or testimonies from historical actors. However, the impact of these historical events affects current conditions and will have an impact on the future. This means that history has dimensions of change, development, repetition, and continuity. These dimensions allow historical material to be developed by the needs and characteristics of the learning outcomes of school graduates in the education unit (Rowse, 2014).

The scope of proficiency standards in History subjects based on the independent learning curriculum includes; a) Historical Conceptual Skills, b) Historical Thinking Skills, c) Historical Consciousness, d) History Research, and e) Historical Practice Skills (Kemendikbudristek, 2022). Based on graduate competency standards, Vocational High Schools (SMK) aim to improve intelligence, knowledge, personality, noble character, and skills to live independently and attend further education in their profession. This means that SMK graduates are expected to be able to live independently and be ready to work. For this reason, learning history in SMK must be adapted to the needs of students (Wasino, 2011)

In the current era of globalization, history learning in Vocational High Schools that are content oriented, which emphasizes textual material in books, must be replaced with contextual -based history learning (Nasution et al., 2021) Historical learning that is content oriented tends to be textbook thinking. So far, teacher orientation tends to try to achieve the target of teaching all the material in the textbook, and students can answer questions on the midterm exams (UTS) or final semester exams (UAS). Such learning makes history learning more textual in nature which is "dry" and only provides information about historical facts, even though the teacher should be able to explain historical material comprehensively and be able to systematically describe how historical events occurred according to the context of the era. what is the background, how is the connection and continuity of these historical events in the present which will have an impact on the future, besides that the material is related to the area of expertise of the department?

Learning history that only teaches past events is only for the past itself, so it seems as if there is no continuity with the present, or in other words, it does not relate history subject matter to the real conditions currently being faced by students. Almost no textbooks or history lesson modules were found that linked historical material to vocational scholarship. Whereas learning history that relies on textbooks is inappropriate, because textbooks are often not designed for independent study, but explanatory assistance is needed from the teacher. In addition, textbooks that contain textual writings are sometimes sentences in one long long paragraph, making them boring, so students are less interested in reading and studying them in-depth and thoroughly. So far, even though the hours of history lessons in SMA and SMK are different, the material they study is the same and refers to the same textbook. This is because there are no special history books for SMKs. Even though it should be, history subject matter is prepared based on the needs of vocational high school education units, to provide a meaningful and beneficial learning experience for students' lives.

From initial observations, so far learning history has emphasized more aspects of knowledge or is more theoretical in nature. history is taught about factual material, namely about when who, and what the consequences of learning history are more rote in nature and more efforts are made so that students can answer exam questions so that student scores are above the Minimum Completeness Criteria (KKM). As a result, learning history becomes dry and boring. History learning is more focused on material that teaches past events, and as separate is not related to other subject matter. so that students do not feel the usefulness of learning history. This is partly because the teacher is less able to turn historical material to the context of the times and relates to current contextual conditions. In addition, learning history is taught according to the material in the textbook. While textbooks have weaknesses, namely the information contained in them is often left behind by other information media.

## DEVELOPMENT OF CONTEXTUAL-BASED HISTORY LEARNING E-MODULES FOR VOCATIONAL HIGH SCHOOLS

### Need Analysis of Contextual E-Module

The History teacher at Vocational Schools complained that history subjects for Vocational High Schools were taught only in class X, even though the material was the same as the Indonesian history material taught in High Schools. While in high school, Indonesian history subjects are taught start-

**Table 2.** Weaknesses and Strengths of the Distance Learning (PJJ) Platform

| Platform Name | Strengths | Weakness |
|---|---|---|
| Zoom | Learning can be carried out synchronously, the teacher can meet face to face with students with a large number/capacity, the teacher can broadcast the subject matter live, and there are several interesting features, such as being able to record and save videos. | Wasteful data packages, less secure, and paid, the less emotional closeness between teachers and students, or students with students |
| Google Meet | Learning can be done synchronously; the teacher can explain directly by distributing the material (for example in the form of PowerPoint Slides/PPT). | Limited screen load, lack of emotional closeness, both students and teachers or students with students. |
| Learning Management System (LMS) | Teachers can share material and store material, students can access material without being limited by time. | Teachers cannot see students, and teachers are less able to monitor the development of student learning abilities. |
| WhatsApp | Teachers can share materials and referral links. | Video call capacity is limited, so it is only used for assignments. |
| Google Classroom | Has more features, there are discussion columns, assignments, grades | Teachers cannot see students, teachers cannot monitor the progress of student knowledge properly. |

Source: Processed by Researchers (Observation Results)

ing from grades X, XI, and XII. This has resulted in some teachers complaining about the lack of class hours to be able to completely complete so much history subject matter. The difficulties for teachers and students are increasing when learning is carried out remotely with online techniques. In online learning, lesson hours are reduced, namely 1 lesson hour, which was originally 45 minutes to 30 minutes. Even online learning through Zoom or Google Meet platforms still experiences many technical problems which result in ineffective class hours. These obstacles include internet quota and signal. Unstable internet signal results in broken sound, so students cannot hear clearly. Another obstacle is that not all students have laptops or cell phones.

Some of the obstacles to distance learning with the Zoom and Google Meet platforms encourage teachers to use more assignment learning methods via the WhatsApp group or Google Classroom in learning activities. The assignment method shows several weaknesses, one of which is that learning history does not only teach the knowledge of historical facts but also understands and can interpret historical events for present and future life. Learning history also contains the cultivation of nationalist values and awareness of national identity as a human being who is a nation and a state. For example, the territory of Indonesia, which covers from Sabang to Merauke, is a historical heritage. The formation of the Indonesian national state was not based on ethnicity, ethnicity, religion or race, but was based on historical similarities. There are Malay tribes who became Indonesians, Malaysians, Singaporeans, and Brunei Darussalam, this is due to historical reasons.

The results of research on learning history with the assignment method can be said to increase the burden on students because students have to do assignments from other subjects. Besides that, to gain an understanding of history, it is necessary to have a comprehensive explanation from the teacher. Some students complain about the lack of benefits of learning history for their lives. Based on the results of empirical research, shows that the perceptions of vocational high school students think that learning history does not provide direct benefits for the reality of their lives. Of the 32 respondents from class XII students of SMK, 24 respondents stated that they did not provide direct benefits for the reality of their lives. Moreover, only 6 respondents stated that it was beneficial for their lives. This means that history learning in vocational high schools is not optimal and is considered to have not achieved the learning objectives.

In addition, students also experience difficulties in obtaining textbooks or references in the form of textbooks, because the library does not serve visitors offline, but can be accessed via e-books. From the results of observations, students tend to be lazy

to read books such as e-books which contain long writings, as a result, students do not understand information from references in the form of e-books. Thus, teaching materials are needed in the form of Contextual E-modules that link other relevant subjects and graduate competency standards. Then packaged using internet applications, the content includes sound, text, and images. Thus, the content is not only textual but also includes sound, images, and reference links. It is hoped that students will benefit from the learning experience of a history learning activity through this contextual e-module. In addition, e-modules can be studied repeatedly without being limited by time and place of study, so it is hoped that history learning can be understood and studied thoroughly.

Some of the advantages of contextually based Indonesian history E-module include (1) it can be accessed anywhere and anytime, (2) it can be studied independently, and (3) it is associated with other material that is relevant to the context of the subject matter, (4) associated with the characteristics of graduates of educational units. In other words, the Contextual-based Indonesian History E-module has special characteristics that distinguish it from other teaching materials, which are self-instruction, self-contained, stand-alone, adaptive, and user-friendly (Budimanjaya, 2015).

The Association of Educational and Communication Technology (AECT), states that learning resources can be classified into (1) People (experts, teachers, writers, etc.), (2) Message content (information presented in the form of books, papers, or modules), (3) Materials and software (software) and (4) Equipment (hardware), (5) Methods and techniques (procedures carried out to achieve something), and (6) Environment (where learning events take place). This means that learning resources consist of various types. One type of learning resource is teaching materials in the form of textbooks in printed or electronic form (e-books) and modules in printed or electronic form (e-modules).

The module is a complete program unit, so it can be studied by students individually. As independent learning material, the subject matter is packaged in such a way that through modules, students can learn independently without being bound by time, place, and other things outside of themselves. Through the module, students can learn at their own pace. According to Wina Sanjaya, a minimum module contains goals to be achieved, instructions for use, learning activities, material summaries, assignments and exercises, reading resources, test items, success criteria, and key answers (Budimanjaya, 2015).

**Designing Contextual-Based Indonesian History E-Modules**

Robert Heinic states that learning is ... "development of new knowledge, skills, or attitudes as individuals interacting with learning resources." One source of learning is textbooks or modules/e-modules (Churchill, 2017). As an effort to solve the problem of learning history during the Covid-19 pandemic, it is necessary to develop contextual e-modules, namely a set of historical subject matter linked to other relevant subject matter, the environment, and the real-life of students as well as the school's vision and mission that can be studied independently. Through this contextual e-module, it is hoped that meaningful and beneficial learning activities will be created for students' lives.

The design developed refers to Kosasih




**Figure 1.** Elements of the Indonesian History E-module

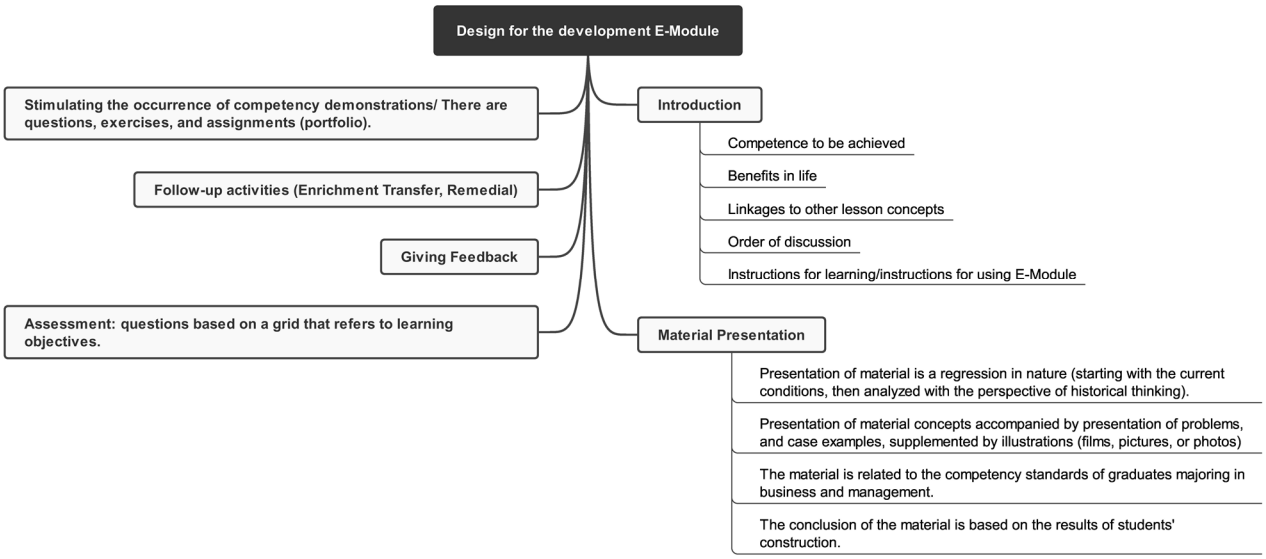



**Figure 2.** Design for the development of a Contextual-Based Indonesian History E-Module

(2021) that teaching materials in the form of textbooks or modules/e-modules were developed based on four national education standards, namely content standards, process standards, graduate competency standards, and facility and infrastructure standards.

As teaching materials in general, the E-module must meet the following elements, namely, study instructions for both students and teachers, competencies to be achieved, content or content of learning materials, supporting information, exercises, work instructions (can be in the form of worksheets), evaluation of responses or feedback on the results of the evaluation (Ministry of National Education).

The development of contextual-based root materials or e-modules contains several things, namely, (1) Point of view, (2) clarity of concept, (3) relevant to the curriculum, (4) attract interest, (5) increase motivation, (6) stimulate student activity, (7) illustrative, (8) must be understandable by the user, (9) Support other subjects, (10) respect individual differences, and (11) establish values. Furthermore, the contents of the module contain 3 elements: (1) Formal content, namely material taken from scientific disciplines; (2) Content information, namely materials taken from the environment, and (3) Student responses to formal and informal materials (Komalasari, 2017).

**Contextual E-Module Design Development**

Based on this design, a design is then made that is used as a blueprint for Contextual-based Indonesian history E-modules, as figure 2. The history subject material developed in the e-module media refers to content standards regulated by Permendikbud No. 21 of 2016 concerning Content Standards for Elementary and Secondary Education (Kemendikbudristek, 2022). The subject matter is one of the important components of learning. Therefore, contextual e-modules are developed not only based on textbooks, but also on additional material developed from the environmental context of students' daily lives, both the physical environment, sociocultural life, economics, and psychology, and integration between subject matter, and also linked to graduate competency standards. In addition, as with the concept of electronic e-modules, e-modules are adapted to the characteristics of teaching materials and packaged in a unified whole, then arranged systematically so that they can be studied independently and more actively by students according to the pace or ability of each student. The e-module is expected to be learned by students even without guidance from the teacher.

Modules are different from teaching materials in the form of textbooks. The module has the characteristic that it can be studied independently, either with or without the guidance of a teacher/lecturer. Modules packaged in print are in the form of a collection of material in the form of sheets of paper, while modules in electronic form (e -modules) are in the form of softcopy, which can be stored on a plastic disk or laptop or Google Drive. The characteristics of the E-Module can be classified as follows: (1) Able to teach yourself, (2) The intermediate goals and final objectives of the module must be clearly and measurably formulated, (3) The material is packaged in small units and is

complete, there are examples, clear illustrations, (4) Available practice questions, assignments, and the like, (5) The material is up-to-date and contextual, (6) simple language, straightforward communication, (7) there is a summary of the learning material, (8) Assessment instruments are available that allow training participants to carry out self-assessments. (Budimanjaya, 2015).

Meanwhile, the selection of learning materials to be included in the e-module is based on scope and sequence analysis. Scope of scope to determine the breadth and depth of the material, while the sequence concerns the order of the contents of the e-module. The criteria for determining the scope of the subject matter require the following criteria: (1) Learning materials must be selected based on the objectives to be achieved; (2) The study material is chosen because it is considered valuable as a legacy from past generations; (3) The study material is chosen because it is helpful for mastering a scientific discipline; (4) The material is chosen because it is considered valuable for humans.

The history subject matter developed in the form of a contextual e-module is based on the KI-KD of history subjects in class X SMK, linked to the vision and mission of SMK 25 Jakarta, and other subject matter relevant to the goal of achieving competent graduation standards in their field of expertise. SMK 25 Jakarta is a vocational high school majoring in business and management, so material development is linked to other materials and graduate competency standards. An example of a contextual-based e-module on human material in history is shown in figure 3.




**Figure 3.** Humans in History E-Module for Business and Management Vocational Schools

History subject matter can be divided into essential material and eventual material. Essential material is the main material in the curriculum, while eventual material can be developed according to the needs and characteristics of students in an education unit, for example, in a Vocational High School, Department of Business and Management, the material developed is historical material related to business and management so that it can provide a useful learning experience for competence development. Thus it is hoped that they will have integrated competency capabilities, not only hard skills but also soft skills.

**The Implementation of Contextual-Based History Learning E-Module**

Teaching materials in the form of modules, both printed and electronic, have special characteristics that distinguish them from other teaching materials, namely self-instruction, self-contained, stand-alone, adaptive, and user-friendly. In other words, modules are teaching materials that are systematically arranged, interesting, and easy to learn independently or with teacher guidance. Modules as teaching materials require reference material or substance of knowledge that must be taught to students. The material/content is developed based on four national education standards, namely; content standards, process standards, graduate competency standards, and facilities and infrastructure standards (Kosasih, 2021).

Content standards cover the scope of material or learning load for students in educational units, in this case,e vocational high schools. Process standards are national standards relating to implementation in educational units to achieve graduate competency standards. Graduate competency standards are qualifications for graduate abilities that include attitudes, knowledge, and skills. While the goals of the vocational high school education unit are to increase intelligence, knowledge, personality, noble character, and skills to live independently and take further education following their profession. Thus, teaching materials in the form of textbooks or modules/E-modules should be able to facilitate the real needs of students, so that students benefit from their

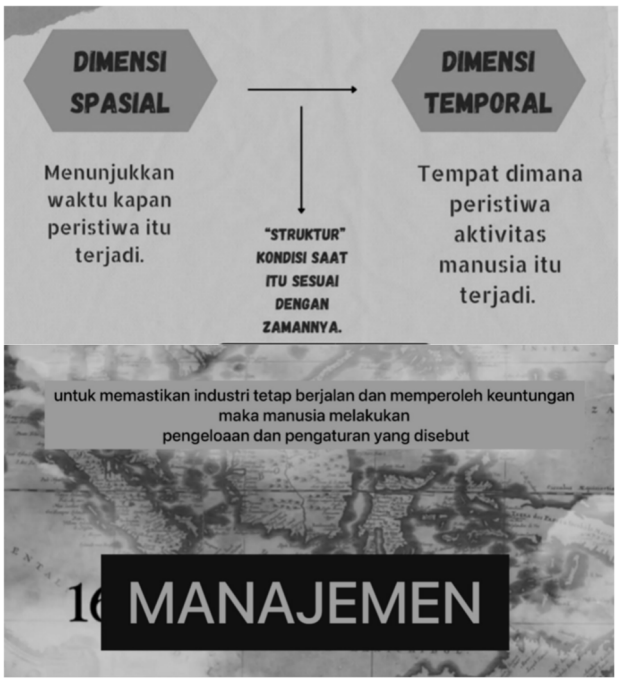



**Figure 4.** Contents of E Module

learning experience so that students can live independently (Kosasih, 2021).

To achieve this goal, students must be facilitated with several learning tools that can stimulate and increase competence not only in theory but also able to relate new knowledge to the learning experiences they have acquired to be constructed so that students gain new learning experiences that are under the real needs of student life (Stufflebeam, 2014).

In general learning, there are three main activities, namely preliminary activities, core activities, and closing. The use of e-modules needs appropriate steps so that their use is more effective. The steps needed are: in the preliminary activity the teacher explains in advance how to use the e-module, the objectives of learning history are by KI-KD, in the core activities; the teacher explains the material in outline, the teacher gives problems/ cases, students search for and solve problems, discuss problems together with students and teachers. In the closing activity, quizzes and reflections are carried out, whether students understand the material, and whether learning has been carried out effectively and thoroughly.

From the results of the research, it turns out that contextually based historical e-modules for SMKs majoring in Business and Management can be carried out well by the teachers and can stimulate creative innovation from students to develop material according to their field of expertise. From the results of their research, they have been able to

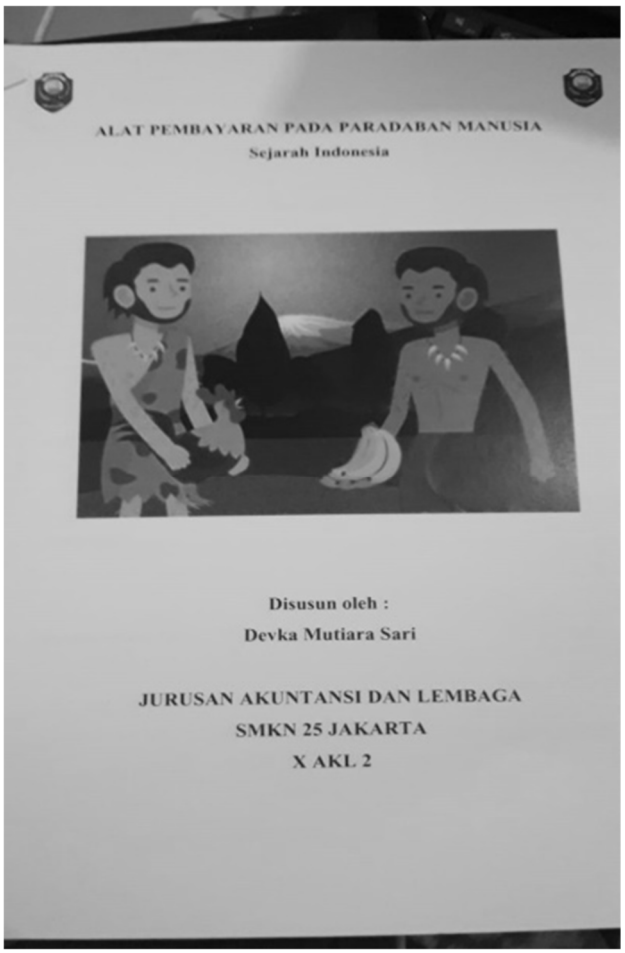



**Figure 5.** Portfolio Example

create new e-modules with the theme; History of Finance in Indonesia, Means of Payment in Human Civilization.

**Contextual-Based History Leaning E-Module Evaluation**

The evaluation stage is the final stage in the ADDIE model. This involves measuring efficiency and overall effectiveness. At the evaluation stage, an assessment is carried out to see the effectiveness of the e-modules made. Evaluation can be carried out through several methods such as surveys, interviews, questionnaires, or focus groups. The output is then compared with the previously set goals to evaluate the effectiveness of the program. Based on the analysis results, further changes are made to the module (Sinha, 2020; Stufflebeam, 2014).

Based on the results of the study, shows that the use of contextually based e-modules has weaknesses and strengths. Thus it can be said that contextually based e-modules can be used in history learning in Vocational High Schools. But there needs to be a modification, the harmony between sound, music, and pictures is better so that learning is fun.

**Table 3.** Strengths and Weakness of Contextual E-Module in History Learning

| Strength | Weakness |
|---|---|
| • The material is directly related to graduate competencies/ graduate competency achievements.<br>• Inspire and encourage innovation and creativity.<br>• Providing learning method solutions that are flexible, interesting, and easy to understand.<br>• The solution to overcome the limitations of study hours.<br>• Train students to be able to learn independently.<br>• Train discipline and become a student learner. | • The duration of the discussion is too fast<br>• Lack of accuracy, still exists<br>• Typo sentence<br>• Display is still simple, not supported by sophisticated technology<br>• Applicative examples related to business and management activities are still lacking |

## DISCUSSION

The goal of national education is to develop the potential of students to become human beings who believe in and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. This means that education aims to develop students' potential, not only in academic abilities (hard skills) but also students must have the ability to demonstrate knowledge and skills that can produce creative innovations and soft skills (Kemendikbudristek, 2022). For this reason, studying history should not only provide historical knowledge but understand the meaning of historical events for today's life, because history has been used not only for educating, being inspiring to be able to make creations and innovations that are useful for one's life.

The results of the study show that learning history places more emphasis on aspects of knowledge or is more theoretical in nature. History is taught about factual material, namely about when, who, and what the consequences of learning history are more rote in nature and more efforts are made so that students can answer exam questions so that student scores are above the minimum completeness criteria (KKM). As a result, learning history becomes dry and boring. History learning is more focused on material that teaches past events, and as separate is not related to other subject matter. so that students do not feel the usefulness of learning history. This is partly because teachers are less able to enliven historical material in the context of the times and relate to current contextual conditions.

The development of information technology in the 4.0 era which is so advanced has had an impact on the field of education. Several historical learning media resulting from technology -based innovations are already available with various applications that can be accessed by students at any time, not limited by time. For this reason, contextually based e-modules are a solution to optimizing history learning in Vocational Schools through contextually based e-modules, thereby providing a beneficial learning experience for students' lives.

Technological developments, especially developments in audio technology, help visualize abstract teaching materials to become more concrete. In the process of communication, the message will be easier to understand if the message is conveyed in detail, and concretely and students experience it firsthand (Sadiman, 1990). Other studies also state that the average human ability to remember is stronger verbally and visually than verbally or visually alone (Komalasari, 2017)

For this reason, various kinds of equipment are used by the teacher to convey messages or subject matter to students through sight and hearing (audio-visual) to avoid verbalism. One way is to use teaching materials in the form of e-modules packaged in a hypercontent and contextually based manner, namely content linked to other relevant, contextual material and packaged systematically using various multimedia aids so that content is not only presented in text form but also equipped with audio-visual (Komalasari, 2017; Spector, 2016)

Modules are different from teaching materials in the form of textbooks. The module has the characteristic that it can be studied independently either with or without the guidance of a teacher/ lecturer. Modules packaged in print are in the form of a collection of material in the form of sheets of paper, while modules in electronic form (e-modules) are in the form of softcopy which can be stored on a disk or laptop, or Google Drive. The characteristics of the E-Module can be classified as follows; (1) able to teach yourself, (2). The intermediate goals and the final objectives of the module must be formulated clearly and measurably, (3) The material is packaged in small and complete units, examples are available, and clear illustrations, 4).

There are practice questions, assignments, and the like, (5) The material is up to date and contextual, (6) Straightforward communicative simple language, (7) There is a summary of the learning material, (8) Assessment instruments are available that allow students to carry out self-assessments (Komalasari, 2017; Kosasih, 2021; Spector, 2016).

Modules in the form of e-modules have advantages when compared to printed modules which are easily torn and weathered. Some of the advantages of E-Module include: 1) Modules become more interactive, 2) Being able to display audio and video, 3) Easy to Revise, 4) Students can focus more easily, 5). Can be used repeatedly, and 6) easy to carry anywhere because it is light, or can be accessed anywhere and anytime. However, e-modules also have drawbacks, namely their production requires special equipment and applications and tends to be quite expensive. There are alternative, easily accessible applications such as the ADOBE application, which are simpler to use (Komalasari, 2017; Kosasih, 2021)

So far, no literature reviews contextual-based history learning e-modules related to the competencies of Vocational High School graduates. Some literature that is contextually based and relates the material to graduate competencies (Surto, 2018). While Mardiani (2018) writes about the development of audio-based local history learning media using Sasirangan fabric learning media at SMAN 5 Banjarmasin. In addition, Iin Purnamasari & Wasino, (2011) article entitled Development of a historical learning model based on local historical sites at SMA Negeri Temanggung Regency is a history learning model that relates the material to local characteristics of educational units.

Based on the evaluation results that have been carried out by researchers, students feel that this e-module helps them learn and make more sense of history lessons. Indeed, contextual learning is good learning to apply. Because, this learning can increase students' meaningful activity in learning (Sujana & Sopandi, 2020). This proves that contextual learning has a positive impact on student achievement and can improve critical thinking skills (Nawas, 2018). Contextual learning can emphasize the relevance of the material being studied to students' real lives so that students better understand the benefits of science for their real lives (Nashon & Madera, 2013). In addition, this research also proves that contextual learning can also build cooperative relationships between teachers and students and increase student interest and motivation in learning (Ekowati, Darwis, Upa, & Tahmir, 2015).

Some of the advantages of learning history through contextually based E-Modules are that they contain subject matter linked to other relevant material and graduate competencies. In addition, because it is packaged using electronics, through certain applications it can be accessed for independent study and repeatedly without being limited by space and time. It is expected that history lessons are dense in material while the lesson time is only 2 hours, then the e-module can be a solution for students to learn until they understand it so that learning can be carried out thoroughly and learning objectives are achieved.

## CONCLUSION

Learning history at Vocational Schools majoring in Business and Management prioritizes mastery of skills or skills that must be possessed by students. SMK students majoring in Business and Management are educated with various skills that will later be used when working in the industrial world or entrepreneurs with the ability to read business opportunities and manage businesses. Learning in Vocational High Schools always adapts to industrial needs, for this reason, the historical material developed is adapted to the needs and characteristics of students. This is because the purpose of SMK is to educate students so that they have the skills in their majors which are intended to work in the industry. The contextual-based history learning e-modules are a way of optimizing history learning activities in vocational high schools, especially during the COVID-19 pandemic. The history lesson material is dense, while in the implementation there are often obstacles, especially technical problems, which result in wasted learning time, so the teacher does not have time to explain the material. Therefore the use of contextually based e-modules is an alternative solution to optimize history learning.

Some of the advantages of this contextually based e-module include (1) packaged in electronic form so that it is easily accessible at any time, not limited to time and place; (2) students can learn independently; (3) The material is packaged systematically by linking other relevant material, the environment of students' daily lives, and the vision and mission of the school so that learning history can strengthen the competency achievements of graduates. 4. In addition, the e-module is equipped with instructions and guidelines for its use, making it easier for students to learn the subject matter. Thus, contextual-based e

-modules can be said to be a solution to overcoming the limited learning time in vocational high schools and optimizing history learning activities.

**ACKNOWLEDGMENTS**

The author thanks for the help from various parties so that the article which is the result of research can be published. Thanks are addressed to the Institute for Research and Community Service (LPPM) at the State University of Jakarta, teachers of SMK 25 Jakarta, Department of Business and Management, who have supported and collaborated in providing the necessary research data. In addition, the authors also thank the UNES Paramita journal for publishing the results of our research.

**REFERENCES**

BPS. (2021, Agustus). Pengangguran Terbuka Menurut Pendidikan yang Ditamatkan. Badan Pusat Statistik. https://www.bps.go.id/indicator/6/674/1/-pengangguran-terbuka-menurut-pendidikan-tertinggi-yang-ditamatkan.html

Budimanjaya, W. S. (2015). *Paradigma Baru Mengajar.* Kencana.

Churchill, D. (2017). *Digital Resources for Learning*. Springer Singapore.

Duffy, T.M., & Jonassen, D.H. (Eds.). (1992). *Constructivism and the Technology of Instruction: A Conversation* (1st ed.). Routledge.

Efendi, T. F., Rokhmah, S., Rais, N. A. R., Muslihah, I., & Muliasari, D. (2021). E-learning application design at SMK pelita bangsa during the covid-19 pandemic. *Turkish Journal of Computer and Mathematics Education, 12*(12), 4652-4658.

Ekowati, C. K., Darwis, M., Upa, H. M. D., & Tahmir, S. (2015). The Application of Contextual Approach in Learning Mathematics to Improve Students Motivation at SMPN 1 Kupang. *International Education Studies, 8*(8), 81-86. 10.5539/ies.v8n8p81.

Kemendikbudristek. (2022). *Keputusan Kepala Badan Standar , Kurikuum dan Assesmen Pendidikan Kemenristekdikti No.033/H/KR/2022 Tentang Perubahan Atas Keputusan Kepala Badan Standar, Kurikulum, dan Assesmen Pendidikan No. 008/H/KR/2022 ttg CP Kurikulum Merdea.* Kemenristekdikti.

Komalasari, K. (2017). *Pembelajaran Tekstual : Konsep dan Aplikasinya.* Aditama.

Kosasih. (2021). *Pengembangan Bahan Ajar.* Bumi Aksara.

Lune, H., Berg, B.L. (2017). *Qualitative Research Methods For The Social Sciences (9th edition): Global Edition*. Pearson Education.

Malhotra, N. K., Nuna. D., & Birks, D. F. (2017). *Marketing Research: An Applied Approach 5th Edition.* Pearson Education.

Mardiani, F. (2018). Pengembangan Media Pembelajaran Sejarah Lokal Berbasis Audio Visual Corak Kain Sasirangan Di Sman 5 Banjarmasin. *ISTORIA Jurnal Pendidikan dan Ilmu Sejarah*, 14(1).

Nasution, N., Sarmini, S., Warsono, W., Wasino, W., & Shintasiwi, F. (2021). Using coping strategies of informal sector traders amid covid-19 in indonesia for social studies teaching materials on realizing sdgs. *Journal of Social Studies Education Research*, *12*(3), 144-174.

Percoco, J. (1998). *A Passion For The Past: Creative Teaching Of U.S History* USA: on Acid-free Paper.

Rowse, A.L. (2014). *Apa Guna Sejarah*. Komunitas Bambu.

Sadiman, A. S. (1990). *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya.* CV Rajawali.

Sinha, D. (2020). *ADDIE Model: A Comprehensive Guide to the 5-step Instructional Design Model.* Certified Human Resource Management Professional. *https://www.chrmp.com/addie-model-guide/*.

Spector, J. (2016). *Foundation of Educational Technology: Integrative Approaches and Interdisciplinary Perspectives.* Routledge.

Stufflebeam, D. L., & Coryn, C. L. S. (2014). *Evaluation theory, models, and applications* (2nd ed.). Jossey-Bass/Wiley.

Sujana, A., Sopandi, W. (2020). *Model-Model Pembelajaran Inovatif: Teori dan Implementasi.* Raja Grafindo Persada.

Nashon, S. M., & Madera, E. K. (2013). Instrument for Assessing Disposition for Contextual Learning of Science of Students in East Africa. SAGE Open, 3 (3). https://doi.org/10.1177/2158244013494862

Nawas, A. (2018). Contextual Teaching and Learning (CTL) Approach through React Strategies on Improving the Students' Critical Thinking in Writing. *International Journal of Management and Applied Science*, *4*(7), 46–49.

Suharso, R., Wasino, Setyawati, D. L., & Utomo, C. B. *Teaching Multiculturalism based on Islamic Historical Relics in Northern Java*. *International Journal of Innovation, Creativity and Change*, 11(10), 445–463.

Rahman, D. & Suryo, D. (2018). Character Education Content In Learning History In Yogyakarta SMA IT Abu Bakar. *Istoria Jurnal Pendidikan & Ilmu Sejarah, 14 No.1*, 1-19. http://dx.doi.org/10.21831/istoria.v14i1.19432

Wasino, & Purnamasari, I. (2011). Pengembangan model pembelajaran sejarah berbasis situs sejarah lokal di SMA negeri kabupaten temanggung. *Paramita: Historical Studies Journal*, 21(2), 202 - 210. http://dx.doi.org/10.15294/paramita.v21i2.1040

Widiadi, A.N., Sheehan, M., & Shep, S. (2022). The Potential of Web-Based Historical Sources as Learning Resources to Foster Students' Historical Thinking Skills. *Paramita: Historical Studies Journal*, 32(1), 138–148. https://doi.org/10.15294/paramita.v32i1.31048