

Analysis Study Utilization Source Studying History at State High Schools in Magelang City 2013 CurriculumSri Radityo¹, Hamdan Tri Atmaja²**Abstract**

This research aims to explore the phenomenon of history learning sources utilization in SMA Negeri schools in Magelang, focusing on several key issues: the knowledge and understanding of history teachers regarding these sources, how teachers at SMA Negeri 1 Magelang and SMA Negeri 2 Magelang utilize them, and the difficulties they encounter in the classroom. Utilizing qualitative research methods through a case study approach, the study was conducted at SMA Negeri 1 Magelang and SMA Negeri 2 Magelang. Data were collected using a combination of observation, interviews, and documentation. The findings reveal that history teachers at both schools know the various types and kinds of history learning sources available. However, the extent and manner of their utilization vary, with teachers often opting for the most easily managed and comprehended sources. This preference highlights a pragmatic approach to teaching, where ease of use and accessibility of learning materials play a significant role in their integration into the classroom. Despite this, challenges remain in effectively incorporating a diverse range of history learning sources, pointing to a need for further support and resources to help teachers fully leverage these educational tools in their teaching practices.

Keywords: *Historical Learning, Learning Sources, Curriculum 2013.*

Introduction

Whether we realize it or not, the birth of the 2013 Curriculum has had a significant impact on the world of education; coupled with globalization, which is accompanied by rapid changes in all walks of life, the government sees the need to implement a competency and character-based curriculum *that* can equip participants. Students with various attitudes and abilities are influenced by the demands of current developments and technological needs, which is also an elementary step that must be taken (Ali, 2009; Panjaitan et al., 2014). Seeing this phenomenon, the birth of the 2013 Curriculum, which the government initiated as a KTSP reform curriculum, provides an ideal concept by prioritizing affective aspects (attitudes) rather than cognitive aspects (Rahmat, 2017; Kusuma, 2014). With a design approach and learning model that has been prepared in such a way, it is hoped that it will be able to provide student output that is expected to be by the country's objectives, namely: (1) Become a quality human being and be proactive in responding to the challenges of the ever-changing times; (2) educated people who

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Believe And God-fearing to the Lord which almighty, noble, healthy, knowledgeable, capable, creative, independent; and (3) democratic and responsible citizens (Utomo, 25, p. 136). Reflecting on the objectives above, this aligns with the objectives expected in history subjects at school. Organizing history learning for students in schools at various levels aims to raise historical awareness among the younger generation, but historical awareness cannot grow by itself; it must be strived for (Cece, 2018; Lubis, 2018). The historical awareness process can be formal and informal through good coaching (Handayani & Wulandari, 2017; Supriadi, 2016). Building and cultivating historical awareness is expected to encourage and motivate the younger generation to achieve a better standard of living (Subagyo, 2011, p. 253).

If you look at these hopes, the aims and objectives expected in the 2013 Curriculum framework and history learning are relevant because they both prioritize character education.

Of course, in history learning itself, there are moral values that the younger generation can emulate. However, the problem is that history subjects have less of a place in students' hearts (Soedarsono, 2013). We often hear complaints from both students and even fellow teachers who feel less interested when they hear the word history itself, even though, on the other hand, history subjects get a more significant portion of hours compared to the portion of hours in the KTSP curriculum (Mujiyati & Sumiyatun, 2016; Chowanda & Prasetio, 2012; Wahyudhi, 2014). It can be concluded that the emergence of negative stigma in history learning cannot be separated from the role of teachers when conducting learning in their classes, and this has become a continuous habit repeated from year to year. Moreover, if this continues, then what are the hopes and objectives of the 2013 Curriculum and History learning cannot be realized well (Ahmad, 2014; Susilo & Sarkowi, 2018; Andarwati, 2017). One of the things that causes this negative stigma is the teacher's less exciting way of teaching, which makes students bored and fed up, even though good learning is fun, as stated by Peter Kline in Musfiqon (2011, p. 7), learning will be effective if it is done. In a pleasant atmosphere (Fun and Enjoy), one factor influencing the implementation of enjoyable teaching and learning activities is the educator factor, which is supported by various things. One of them is the selection of excellent and appropriate learning resources and teaching materials.

This makes it attractive to study in more depth how teachers who are still implementing the 2013 Curriculum in Magelang City after the Minister of Education's Decree was issued, which canceled the implementation of the 2013 Curriculum for schools that have only implemented the 2013 Curriculum for one year can return to the KTSP curriculum except for schools that become a pilot project utilizing history learning resources in the context of the 2013 Curriculum which is a centralized curriculum. In addition, Magelang City and its surroundings are among

the cities and districts with adequate historical learning resources. Of course, this will be seen from the history teacher's knowledge and understanding of historical learning resources, how good use of them is made in electronic, internet, and physical forms, along with the obstacles teachers face in using them.

Method

This research employs a qualitative approach to gain an in-depth understanding of history teachers' knowledge and comprehension of history learning resources, their utilization practices, and the obstacles or constraints they encounter (Semiawan, 2010; Nugrahani, 2014). To collect data, the study utilizes a combination of techniques, including observation, in-depth interviews, and documentation (Noor, 2011; Rukajat, 2018). This multi-faceted approach ensures a comprehensive collection of data from various perspectives. The analysis uses interactive qualitative analysis, allowing for the iterative examination of the data and facilitating detailed insights. The selection of informants follows a purposive sampling technique, targeting individuals who are most likely to provide relevant and rich information for the study. The research was conducted in state high schools that continue to implement the 2013 curriculum, specifically State High School 1 Magelang and State High School 2 Magelang.

To ensure the validity of the findings, the study employs source and technical triangulation. This involves cross-verifying the data from multiple sources and using different data collection methods to confirm the consistency and reliability of the results. The qualitative data analysis process includes several steps: data collection, data reduction, data presentation, and conclusion verification. During data reduction, irrelevant information is filtered out, allowing the researcher to focus on the most significant data. Data presentation involves coherently organizing and visualizing the data, facilitating a more straightforward interpretation. Finally, verification of conclusions ensures that the interpretations accurately reflect the collected data, maintaining the integrity of the research findings. This rigorous data analysis approach helps produce valid and reliable results, providing a clear and detailed picture of teachers' utilization of history learning resources in these schools and the challenges they face.

Results and Discussion

In this research, the informants came from two public high schools in Magelang City, where these schools are two of the five state high schools that are still implementing the 2013

Curriculum, and these two schools are also piloting projects for the 2013 Curriculum in Magelang City. These two schools are SMA N 1 Magelang and SMA N 2 Magelang.

History Teachers' Knowledge and Understanding of History Learning Resources

Knowledge and understanding are essential things in this life because every action a person takes is usually based on knowledge and understanding of a particular matter, so this knowledge and understanding will guide a person in determining his actions. Likewise, with teachers in schools involved in research, we must first look at the history teacher's knowledge and understanding of the history learning resources before looking at the process of using them. Based on Parson's action theory and Bloom's taxonomy of learning theory, Parson argues that a person's actions are based on knowledge, understanding, experience, and stimulus. At the same time, Bloom divides learning into three cognitive, affective, and psychomotor levels. The cognitive aspect is divided into six levels, from C1 to C6 (knowledge, understanding, implementation, analysis, synthesis, and evaluation). Referring to these two theories, we will see the ideal concept and the reality of gaps in the field.

From the results of research in the field, it was found that there is a gap in terms of knowledge and understanding regarding its use; the fact shows that teachers at SMAN 1 Magelang and SMAN 2 Magelang only know and understand general historical learning resources, whereas, for types of historical learning resources In particular, teachers do not fully understand it. Of the three indicators observed, namely knowledge about electronic history learning resources, the internet, and physical history learning resources, informants admitted that they did not understand electronic and internet history learning resources, especially knowledge related to supporting soft skills such as mastery of technology, mastery of software and specific applications. Several informants and resource persons also admitted that the weak knowledge and understanding of history learning resources such as electronic history learning resources and the internet was due to the age factor where the informants were already relatively senior as teachers and also considering their busy schedule with other duties as a teacher, making teachers have difficulty keeping up with technological developments. Therefore, to their knowledge, several sources and informants only know and understand several learning resources, categorized as electronic history and internet learning resources.

As with physical history learning resources, limited knowledge and understanding result in resource persons and informants being limited in choosing available physical history learning resources, especially physical history learning resources in the form of temples, museums, and historical sites. From the informant's narrative, information was obtained that their lack of knowledge and understanding of physical history learning sources in the form of temples,

museums, and historical sites in Magelang and its surroundings was due to the lack of information available on these historical sites and objects so that the informants also experienced difficulty in extracting the information contained therein. Knowledge and understanding of historical learning sources are essential for a teacher and are strengths of a teacher's pedagogical competence. Knowledge does not come by itself but through a long process, effort, and experience. The informants also acknowledged the source of their knowledge and understanding built from experience and learning processes during previous lectures. However, the latest information is obtained from seminars, workshops, and training results. Of all this, teachers also admit that there are still deficiencies in teachers' knowledge and understanding of historical learning resources, especially in mastering the latest technology.

Utilization of History Learning Resources at SMA N 1 Magelang and SMA N 2 Magelang

As previously explained, teachers' knowledge and understanding of historical learning resources ultimately impact how they utilize the resources around them. Facts in the field show that the use of history learning resources at SMA N 1 Magelang and SMA N 2 Magelang is undoubtedly different. At SMA N 1 Magelang, history teachers there make more use of history learning resources in the form of PPT (PowerPoint), use of the Internet, and 2013 Curriculum package books, while physical history learning resources in the form of sites and temples are less utilized due to lack of knowledge and understanding and linking historical learning resources. With the context of its KI/KD. The use of the internet is also limited to the use of search engines for browsing material and student assignments. The reason for the dominant use of the internet at SMA N 1 Magelang is also due to adequate internet network facilities at the school.

The use of electronic history learning resources at SMA N 1 Magelang is also carried out in collaboration with external parties; according to information obtained from related sources at SMA N 1 Magelang, there has been collaboration with parties from two private stations, namely Metro TV and Trans TV in order to fulfill electronic history learning resources in the form of historical films and historical documentary videos. At SMAN 1 Magelang, the use of the internet as a source for learning history has also begun to be used by every teacher to upload the material they teach via the web, but this cannot yet work because the teacher's resources and soft skills regarding this matter have not been mastered well.

SMA N 2 Magelang, although internet use is utilized, the facilities at the school are lacking because not all classes can reach the internet network, and internet use is primarily done in the library, which also provides good internet facilities. SMA N 2 Magelang also makes excellent use of the reference book facilities available in the library because, from field data obtained by

researchers, the SMA N 2 Magelang library has many historical reference book titles that support history learning. We also try to use the environment as a source for learning history by inviting students to go on field visits and make documentary films about these objects or conduct direct interviews with historical figures who still exist. However, not all objects can be used as sources for learning history due to limited information and teachers' understanding of these objects.

From the information of one of the sources at SMA N 2 Magelang, it was also discovered that to fulfill history learning resources for their students in class, teachers also tried to buy electronic history learning resources in the form of PowerPoint slides, video demonstrations, flash player slides from national media development institutions. From this phenomenon, the resource person explained that due to his limited mastery of technology in creating electronic history learning resources and lack of time due to other teacher duties, the teacher decided to buy it as an alternative for fulfilling and utilizing history learning resources in his class. The existence of the Social Sciences Laboratory at SMA N 2 Magelang is also quite helpful for teachers in utilizing physical history learning resources. However, the condition of the Social Sciences Laboratory space is not adequate; the availability of The collection of items in it is pretty helpful for teachers in the teaching and learning process, such as using maps, globes, mock-ups, and others.

Obstacles in Utilizing History Learning Resources at SMA N 1 Magelang and SMA N 2 Magelang

The emergence of obstacles has become a spice and color in itself for history teachers at SMA N 1 Magelang and SMA N 2 Magelang; even though in their daily lives they admit that they do not experience significant obstacles, it is a little implied from the confessions of the informants that the obstacles they face lie in their human resources and of course is the breadth of their knowledge and understanding of historical learning sources themselves. From the results of interviews conducted by researchers, the informants experienced problems utilizing electronic history learning resources and the Internet; for example, teachers only knew about the Internet for browsing, e-mail, and several other general things, but they admitted that they did not understand things. -details contained therein. In addition, teachers also do not understand several applications that can be used to support their learning, such as video creation applications using U-lead, Flash Player, Camtasia, Adobe Photoshop, and others.

This is very regrettable regarding obstacles in utilizing physical history learning resources, considering that Magelang City and its surroundings have many historical relics and objects. Several informants admitted that they were having problems adapting the object material

contained in these historical objects to the KI/KD in the syllabus, plus time constraints and other tasks at school made it difficult for teachers to innovate and create in utilizing these physical resources, which in Finally, the use of physical history learning resources focuses more on the use of libraries and available reference books. To overcome these obstacles, the teachers ended up using various ways to cover up their shortcomings, such as the use of electronic history learning resources; for example, the teachers experienced difficulties in making films, so the teachers gave assignments to students by making historical films by dividing them into groups and giving them specific theme. The assignment results will be presented and then explained again by the teacher concerned. The films resulting from this assignment can later be reused according to the teacher's needs on other occasions.

Teachers also take advantage of regular meetings in the history MGMP in Magelang City to exchange ideas, media, and other historical learning resources. According to information from the head of the Magelang City History MGMP, in the Magelang City MGMP environment, it is also starting to become a habit that if a teacher has finished an assignment in a seminar, training, and workshop, he will inform his other friends at the Magelang City History MGMP. Meanwhile, at SMA N 2 Magelang, as has been explained, electronic history learning resources can be fulfilled by utilizing them provided by national media development institutions; of course, this is done by purchasing them first. Using historical web-based learning resources is also an alternative at SMA N 2 Magelang to reduce students' poor internet use, so teachers try to introduce students to sites and websites on the internet that contain historical materials. The existence of literacy obligations at SMA N 2 Magelang is also quite helpful for teachers to use so that reference books available in the library can be used outside effective classroom teaching hours so that students do not only get information in the formal teaching and learning process.

Conclusion

From the results of the research and discussion above, it can be concluded that based on the two theories used, there is a gap between the ideal concept and the facts in the field regarding how, in the end, history teachers' lack of knowledge and understanding regarding history learning resources makes teachers limited in choosing history learning resources for students and of course, if this continues it will have an impact on the daily teaching and learning process because today's professional teachers should be required to continue learning and transform with the demands of the times so that student's learning needs can be met. What is more important is that the conveying of character and moral values can also be internalized into students through an exciting teaching style and the selection of historical learning resources

that are selective, insightful, and entertaining. This, of course, cannot be separated from the competence of a good teacher, where the teacher obtains all these competencies from every experience and maturation during learning because life is an endless learning process. It is hoped that the collaboration between teachers, Magelang City History MGMP, related agencies, and various parties will also reduce the obstacles faced through sharing activities, training, seminars, and mentoring in the field. Thus, it is hoped that teachers' competence will increase in the future, and they will be able to utilize and even create history learning resources that are pleasing, entertaining, and meet the student's needs.

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