

Development of Infographic Teaching Materials for the Events of the September 30, 1965 Movement in Indonesian History Learning at SMAN 1 Kudus

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Abstract

The purpose of this study includes: (1) Analyze the history of the Incident Movement of 30 September 1965, which was done in SMA N 1 Kudus. (2) Analyze the infographic history of the Incident Movement of 30 September 1965 that corrects of students needed in SMA N 1 Kudus. (3) Analyzing the infographic feasibility of the history Incident Movement of 30 September 1965 as a teaching material. This research uses the Research and Development (R & D) method and is then grouped into three research stages: preliminary stage, development, and evaluation. The results of this study indicate that the teaching materials used in SMA N 1 Kudus are from Worksheet and the student book of Curriculum 2013. After passing the validation stage, the infographic teaching materials of the G30S 1965 Event have gained eligibility for use in school without revision. Based on student and teacher responses of infographic teaching materials showing a positive reaction to use infographic in teaching history as teaching material, that is proven by the response questionnaire from teacher and students.

Keywords: *Infographic, G30S, Indonesian History*

Introduction

According to Kuntowijoyo, history must be given critically to high school students. They are expected to be able to think about why something happened, what exactly happened, and the direction of the incident (Kuntowijoyo, 1995, p. 4). Students must be able to relate the subject matter of history to its relevance to today's life. In addition, by receiving history lessons, students are expected to gain values that can be drawn from past events instead of focusing on their knowledge alone. History learning should be organized as a joint adventure of the teacher and the student. The conception is not memorization of facts but joint research between teachers and students (Soedjatmoko in the Ministry of Education and Culture, 1989, p. 11). The conception is by Permendiknas No. 22 of 2006, which aims to enable students to build critical power to understand historical facts correctly based on scientific approaches and correct methods. Also, it aims to foster students' appreciation and appreciation for historical relics as evidence of the past.

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The presentation of history is very dominated by memorization, which is a description of dry and empty facts because it is in the form of a chronological order of events and contains the names of important figures (Abimantoro, 2010). If this runs repeatedly and monotonously from the elementary school level to the advanced secondary level, it will undoubtedly result in boredom among students. They are less interested and do not like history lessons (Abimartono in Paramita, 2010, p. 229). For this reason, the need for innovations must be given to students in learning history to minimize student boredom. These innovations can be created in the form of teaching materials and teachers' teaching methods. In today's world of education, history lessons are still considered less in demand by students (Putra, 2017). The statement refers to the results of observations made at SMA N 1 Kudus. When the teacher explains the history lesson, some students do other things, such as playing with gadgets or doing other subject assignments. This is due to too much subject matter for students and the mindset in students that history lessons are memorization lessons (Dewi, 2018). However, not all students are indifferent to history lessons; in certain materials, some students look critical and enthusiastic in the learning process (Sutarmi & Suarjana, 2017). This can be seen from the way students respond and ask questions of the teacher when explaining the history subject matter. One of the materials is the September 30, 1965 Movement (G30S1965).

The writing of the history of the 1965 G30S in various school books in each curriculum turns out to be different; for example, the history book of the Competency-Based Curriculum (KBK) no longer uses the word PKI after the word G30S, but in the following published book, including in the 2013 Curriculum book, the word PKI is still used for the mention of the G30S sentence. This cannot be separated from the difference in the preparation of the historical historiography of the G30S, which leads to an interest from certain parties. According to Purwanto in Ahmad (2016, p. 34), interests in history can be used as a means to legitimize interests, both by the majority and minorities. Thus, there is a tendency for each group to write history that is tailored to their own goals and interests.

The difference in the preparation of the G30S historical historiography also has an impact on the process of students receiving G30S material. The many studies on the G30S event until now that have had an impact on students' interest in history lessons can be seen from students' more critical thinking in asking questions about the event compared to other materials. However, the students' criticality of the 1965 G30S material is not directly proportional to the teaching materials used. According to the results of interviews with students, the teaching materials used still lack understanding for students regarding the 1965 G30S material. In addition, students are quickly bored when reading because the teaching materials used are only

written in convoluted language (Nurhayanti et al, 2019). Based on the above background, the following problems are formulated: (1) How is the history of the 30 September 1965 Movement carried out at SMA N 1 Kudus? (2) How is the infographic of the historical narrative of the September 30, 1965 Movement by the learning needs of students at SMA N 1 Kudus? (3) Is the historical narrative infographic of the September 30, 1965 Movement worthy of being a teaching material? The objectives of this study are: (1) To describe and analyze the historical learning of the September 30, 1965 Movement which has been carried out at SMA N 1 Kudus; (2) Producing and analyzing infographics of the historical narrative of the September 30, 1965 Movement that is in accordance with the needs of students at SMA N 1 Kudus; (3) Knowing and analyzing the feasibility of infographics on the historical narrative of the September 30, 1965 Movement as teaching materials.

Method

The research method used in this study is research and Development (R&D). Research and development methods are used to produce specific products and test the effectiveness of those products (Sugiyono, 2015, p. 407). R&D research is longitudinal (several stages); for needs analysis research that can produce hypothetical products, basic research methods are often used (Haryati, 2012). This research and development is grouped into three stages, namely: (1) The preliminary study stage includes a survey of potential problems and data collection; (2) The development stage includes product design, design validation, and design revision; (3) The evaluation stage includes research results in the form of student and teacher responses to the product developed. Meanwhile, the data sources in the preliminary study are the learning process, documents, and informants; Data sources at the development stage are theoretical concepts and empirical data or the results of preliminary studies; and data sources at the evaluation stage, namely history teachers and grade XII students of SMA N 1 Kudus (Wahidmurni, 2017).

The data collection techniques in the study are also grouped based on the research stage. (1) data collection techniques in the preliminary study include observation, document study, questionnaire, and interview; (2) data collection techniques in the development include validation questionnaires; (3) Data collection techniques at the evaluation stage include response questionnaires. In the data objectivity test, triangulation techniques and source triangulation were used for the preliminary study stage (Octaviani & Sutriani, 2019). Triangulation is a check of data from various sources in various ways and at various times (Sugiyono, 2015, p. 372). At the development stage, construct validity or validity from experts

is used. At the evaluation stage, validity and reliability techniques point to one understanding that an instrument is trustworthy enough to be used as a data collection tool because the instrument is good (Arikunto, 2012, p. 221).

Meanwhile, the data analysis technique in the preliminary study uses interactive analysis, quantitative and qualitative descriptive analysis in development, and quantitative descriptive analysis of percentage in evaluation. Qualitative data was obtained from validation instruments given to experts. Meanwhile, quantitative data was obtained based on teacher and student responses to questionnaires (Wandari et al., 2018).

Results and Discussion

Based on the results of observations, researchers know a lot about the condition of SMA N 1 Kudus, especially in the history learning process. SMA N 1 Kudus has implemented the 2013 Curriculum system by emphasizing character values in students. SMA N 1 Kudus, which is one of the favorite schools in Central Java, continues to improve the quality of education. Unsurprisingly, this school was later used as a pilot school for several schools in Central Java. The books used in learning are by the 2013 Curriculum. Based on observations made by researchers on January 11, 2017, the teaching materials used in the history learning process are Student Worksheets (LKS) that students must have. Teachers require every student to have an LKS book as a guide to the learning process, while the 2013 Curriculum package book is not required, so only a few students bring the 2013 Curriculum package book (Lestari et al., 2018). Although the LKS has been mandatory, some students do not use it; they only photocopy if there is an assignment given in the LKS by the teacher (Salirawati, 2018).

When students use LKS books and 2013 Curriculum package books in history learning, they feel bored with the many material writings available (Safitri & Atmaja, 2019). This is also in line with the statement of Virga Rosa, class XII MIPA 4, who feels easily bored when reading history books. However, according to Kochar (2008), teachers must have at least two qualities: 1) mastery of material in the scientific field and 2) mastery of techniques. This means that in learning, teachers must not only master the material in books or teaching materials but also can create a comfortable learning atmosphere and use various learning media (Mustika, 2015). The use of various media includes innovations related to the development of teaching materials where the teaching materials give an impression and are more attractive to students. With this, the learning atmosphere and learning goals in the classroom can be achieved (Susilana & Riyana, 2008).

Based on the results of the document study, the researcher analyzed the content of the 2013 Curriculum history book (Mardiana & Sumiyatun, 2017). In the 2013 Curriculum history package book, the material on the 1965 G30S is included in the chapter "The Struggle to Face the Threat of National Disintegration." The material of the 1965 G30S event is reviewed as many as seven pages and is included in the category of conflict and upheaval material related to ideology. The 2013 curriculum-based book only contains dense writing with few images or photos that do not support the explanation of the material (Inayah, 2018). In terms of structure, the material in the book seems to have no subs, so the explanation is described in its entirety. This can make it difficult for students to understand the problem (Ahmad, 2016, p. 153). According to Ahmad (2016, p. 153), the 2013 Curriculum book has explained the dynamics and friction of interests that occurred in society before the 1965 event. Explaining the causality of the events in this book provides clues about how students reconstruct the events of 1965. However, what has not been elaborated on is how the international context at the time of the 1965 incident occurred. Meanwhile, the 1965 G30S event material in the LKS is only written in three pages. As described above, the 1965 G30S material should be delivered in full so that students can truly understand the historical event.

Based on the results of filling out the needs analysis questionnaire given to students in grades XII MIPA 4 and XII MIPA 5, as many as 69 students agreed that the teaching materials developed in the material of the 1965 G30S Event were infographics. This is also in line with the results of interviews with students in grades XII MIPA 4 and XII MIPA 5, who stated that the use of history teaching materials in the form of infographics will make students interested in reading, in addition to that students will be more precise in understanding a material because it is accompanied by supporting images.

Infographics are a presentation of data combined with exciting illustrations. By making teaching material in the form of infographics on the 1965 G30S history material, it is hoped that it will attract students' attention and help them understand the historical material chronologically. Basic visualization lets people immediately understand a message with striking patterns, tendencies, and anomalies in the data (Lancow et al., 2014, p. 30). In preparing this teaching material, the researcher refers to the development steps according to Borg & Gall. However, due to time and energy limitations, researchers do not carry out all stages. In this study, the researcher only applies the stages of potential and problems, data collection, product design, design validation, design revision, and research results (Septian et al., 2018). In addition to collecting data to find out the potential problems that exist in learning, researchers also collect data to prepare developed teaching materials (Farida et al., 2018). In

collecting data, researchers use sources that have been consulted with material experts to find the right sources for developing material in teaching materials. After all the data is collected, the researcher then compiles teaching materials in infographics with historical material on the 1965 G30S Incident, or at this stage is called the product design stage. Although in the development of this teaching material, the researcher develops the material, the researcher still refers to the material in the 2013 Curriculum book. The material in the 2013 Curriculum book is explained more widely and in detail in the prepared infographic teaching materials.

After the preparation of the 1965 G30S Incident history infographic teaching materials, the researcher then conducts a validation process for material and media experts. The material experts chosen by the researcher are two Unnes history lecturers known to have expertise in contemporary history material, namely Tsabit Azinar Ahmad, S.Pd., M.Pd., and Dr. Hamdan Tri Atmaja, M.Pd. Meanwhile, for media experts, two Unnes history lecturers with experience in the media field were also selected, namely Tsabit Azinar Ahmad, S.Pd., M.Pd and Atno, S.Pd., M.Pd. Product validation is carried out in two stages; in the validation process, the researcher provides a validator sheet containing components that must be assessed by BNSP.

Table 1. Percentage range and data from the validation of material experts and media experts

Percentage Range (%)	Interpretasi
81,25 % $100 \% < x \leq$	Strongly Agree
62,50 % $81,25 \% < x \leq$	Agree
43,75 % $62,50 \% < x \leq$	Nervous
25 % $43,75 \% < x \leq$	Disagree

The material aspect contains components of content eligibility, presentation feasibility and language feasibility. In the first stage of validation, the content feasibility component received a percentage of 72.28%, the feasibility of presentation got 76.56%, and the language feasibility got 77.08% so that the average of the results of the first stage of validation by the two experts was 75.31% with the criteria of being suitable for use in the field with revision. The results of the first validation stage by media experts got 75% for the infographic size, 68.05% for the cover design and 68.12% for the content design. Based on this assessment, an average of 70.39% was obtained with the feasibility criteria of use with revision. In this first stage of the validation process, researchers received expert advice and input. In terms of material, researchers are advised to add some material and cut material that is too long. Before the second phase of the validation process was completed, the researcher conducted a product trial at SMA N 1 Kudus

by providing a response questionnaire or response to both students and teachers. The researcher gave a response questionnaire to grade XII MIPA 5 students on February 21, 2017, and class XII MIPA 4 on February 22, 2017. In addition, the researcher also involved teachers as expert practitioners by providing a questionnaire containing three assessment components, namely content feasibility, presentation feasibility, and language feasibility. In the feasibility component, the infographic content received an assessment percentage of 85.87%, the feasibility of presentation received 95.31%, and the language feasibility received 93.75%. Based on the results of the recapitulation of assessments from teachers as experts, practitioners received an average percentage of 91.64% with criteria suitable for use in learning without revision.

The second stage of validation of each expert's assessment, material and media, has increased. For the material aspect of the content feasibility component, it received a percentage of 85.83%; from these results, it can be seen that there was an increase of 13.33%. The assessment of the presentation feasibility component received a percentage of 90.26%, an increase of 13.7%. The language eligibility component received a percentage of 93.75% and also increased by 16.67%. From these results, the second validation phase received an average percentage of 85.98%, showing an increase of 10.67%. Thus, based on the criteria scale from the Center for Books and Curriculum 2014 in this second validation, the 1965 G30S Event infographic teaching material received criteria suitable for use in the field without revision.

Meanwhile, in terms of media, there has also been an increase in the three components. The assessment for the infographic size component received a percentage of 90%, so there was an increase in the percentage by 15%. The cover design component received a percentage of 92.22%, an increase of 24.17%. For the assessment of the content design component, the percentage received 88.5%, an increase of 20.38%, so from the three assessment components, on average, a percentage of 90.24% was produced, which showed an increase of 19.85% from the previous validation and received criteria suitable for use in the field without revision. Thus, it can be stated in this second validation stage that the infographic teaching material products developed have met the criteria for being suitable for use in the field without revision in terms of material and media.

According to Nusa Putra (2011, p. 67), the Research & Development method is defined as a systematic research method, aims, or is directed to find, formulate, improve, develop, produce, and test the effectiveness of products. Related to this explanation, the researcher carried out learning activities at SMA N 1 Kudus in grades XII MIPA 5 and XII MIPA 4 in the trial of infographic teaching material products. In learning activities in grades XII MIPA 5 and XII

MIPA 4, the researcher distributed infographic teaching materials to students and explained the material of the September 30, 1965 Movement by the flow of material in the infographic.

In the learning carried out, it was seen that students' enthusiasm in reading the teaching materials in the form of infographics. The researcher then distributed a response questionnaire to students in each class. The response questionnaire contains students' responses regarding infographic teaching materials used during the learning process. Based on the analysis of the results of the questionnaire response of students in grade XII MIPA 5, the percentage was 89.58%, and class XII MIPA 4 was 90.25%. By looking at the percentage results of the responses of the two classes, it can be concluded that students strongly agree that the teaching materials infographic of the history of the G30S Events that have been developed are used in the learning process in the classroom. Students gave a positive response to the use of teaching materials in the form of infographics. In addition, the results of the analysis of the response questionnaire given to teachers were also obtained, which was 93%, which also showed agreement and an excellent response to using the history teaching materials of the 1965 G30S Event in the form of infographics.

Based on the description of the research results above, the G30S infographic certainly has benefits and advantages in learning history, one of which is explaining the G30S events chronologically and more complete and more enjoyable to read because it has a design that is not monotonous and explains the G30S events chronologically and more completely. Meanwhile, the weakness of this infographic is the size of the infographic teaching materials that use custom sizes, so printing must be done more carefully so that no components change or are wrong.

Conclusion

The teaching materials used by teachers and students in learning history at SMA N 1 Kudus are required LKS and the 2013 Curriculum student package book that not all students bring when studying history. This has an impact on students' interest in reading history subject materials. Students have difficulty understanding the 1965 G30S Incident because school textbooks still use convoluted language. So in learning history at SMA N 1 Kudus, it is necessary to develop teaching materials that can make students interested and understand the material. The teaching material developed in history learning at SMA N 1 Kudus is the infographic of the 1965 G30S Event.

The teaching materials in the form of infographics explain the history of G30S 1965 extensively and in easy-to-understand language. Thus, the teaching materials developed can

give a distinct impression to students and become one of the innovations in learning the historical material of the 1965 G30S Incident. The feasibility of the infographic teaching material on the History of the September 30, 1965 Movement has been assessed by validators who are material experts and media experts. After the validation stage, the 1965 G30S Event infographic teaching materials have been eligible for use in the field without revision. In addition, based on the responses of students and teachers to the teaching materials, infographics show positive responses to be used in learning. Thus, the history infographic teaching material of the 1965 G30S Incident is one of the solutions to the problem of history learning at SMA N 1 Kudus related to teaching materials and is suitable for use in history learning in the classroom.

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