

Contribution of Conflict Materials in the Subject of Local History of the Demak Kingdom For Historical Awareness of Grade XI IIS 2 Students of Sultan Agung 2 Islamic High School Jepara

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Abstract

This research aims to (1) know and analyze the effect of conflict material history learning in the study of local history of Demak Kingdom student awareness toward history and (2) students' appreciation toward the material. The research method used is qualitative type research with a descriptive strategy. The source of data comes from informants, learning activities, and documents. Data collection techniques include observation techniques, interviews, and documentation. The result of this study was summarized into two major points that showed that (1) history learning using local sub-materials of local history contributed toward history awareness level. By studying conflicts that had happened in Demak Kingdom, students could prevent them from happening again in the future, and (2) student appreciation toward the material that related to their environment was positive.

Keywords: *Conflict Material, Local History, History Awareness*

Introduction

Law No. 20 of 2003 concerning the National Education System Article 1 reads, "National education is education based on Pancasila and the Constitution of the Republic of Indonesia in 1945, which is rooted in the values of Indonesian national religion and culture and responsive to the demands of changing times". The point is that national education has a goal based on the values contained in Pancasila and the values contained in the 1945 Constitution, where Pancasila and the Constitution are rooted in or based on the values of religion, Indonesian national culture, and these things can be responsive to the demands of the development of the times that continue and always occur. Based on the above statement, education is critical for the next generation to form a dignified character and nation. This education aims to be an awareness process with an educational and social perspective, covering the diversity of religious, socio-economic, and cultural life. Therefore, education is used to realize national ideals, as stated in the preamble to the second 1945 Constitution.

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The design of learning in educational institutions is prepared by considering various things about the learning process and individual development, called the curriculum. The curriculum functions as a guideline or reference. The curriculum applied in high schools contains various historical materials related to conflict (Suhendra, A. 2019).

Learning materials related to conflicts that occurred in Indonesia from the time of the Hindu-Buddhist Kingdom to the Islamic Kingdom are very many and exciting to study—starting from the ancient Mataram Kingdom, which adheres to Hinduism, to Islamic Mataram, which adheres to Islam. Conflict is intrinsic and impossible to avoid in social change (Sofyan, 2010). Conflict is an expression of heterogeneity of interests, values, and beliefs that arise as a formation caused by social change that arises in opposition to inherited obstacles. Conflicts occur due to many factors and can occur at any time if something arises that triggers the conflict. The scope of the conflict discussed in this study is related to local history and conflicts in the Demak Kingdom.

Conflict can be an instrumental process in the formation, unification, and maintenance of social structures. Conflicts can establish and maintain a boundary line between two or more groups. Conflict with other groups can reinvigorate the group's identity and protect it from blending into the social world around it (Margareth, 2004, p. 6). The term conflict encompasses a wide variety of things. From lighting to industrial strikes to competition and dislike or displeasure. In a broad sense, conflict occurs when achieving a goal is hindered. Most observable forms of conflict arise when two or more parties attempt to achieve goals that are opposite to each other. The achievement of the first party's goals causes the second party to be unable to achieve its goals, and its simple form is the one that appears in a single individual (Puspita, W. 2018). A teacher in the teaching and learning process is not only delivering material but must also strive to make the learning material delivered an enjoyable and easy-to-understand activity for students by the history teaching material associated with historical events around the student's residence. The next stage is to relate the subject matter taught at school with the nearest events or occurrences in the student's residence (Wasino, 2005, p. 1). So far, history teachers in schools have not paid attention to the role and aspects of local history in their teaching; history teaching has been monotonous so far and should receive special attention to be more It is used to show appreciation for students the basis of the effort to grow national awareness. This historical awareness will give rise to the essence and meaning of history for students in the present and the future. The emphasis on student involvement is tried to be more active in history subjects (Syafi'I, 2016, pp. 1-18).

The function of teaching local history in schools is to clarify the identity of each region with wisdom and intelligence later. This is very much needed in the context of regional autonomy in the sense that the region does require an identity or characteristic that is different from others but is equivalent to the unity and unity of the State of the Republic of Indonesia and avoids the tendency to appear social disintegration, the importance of teaching history has been recognized by the guardians (Devianty, 2017). In teaching local history, students will get many examples and experiences from various community development levels, including their current situation. In other words, it will be easier to grasp the concept of time or development (change), which is the key to connecting the past, present and future (Widja, 1989, p. 113).

According to Douch, the application of local history studies can be divided into three forms. The first is by taking examples from local history studies to provide a more vivid illustration of the description of national and world history taught. The second model is in the form of environmental exploration activities. The third form is in-depth case studies on various aspects of history in the student environment. A person who does not understand his past will never become an adult. Understanding the events that have occurred in the past can foster the awareness that the present is a product of the past and that the present determines the future. Historical awareness cannot grow by itself but must be pursued (Rulianto, 2018, pp. 127-134). Historical awareness can be carried out gradually through formal and informal coaching. Building and cultivating historical awareness is expected to encourage and motivate the younger generation to achieve a better standard of living (Subagyo, 2010, p. 253).

Elements of historical awareness include sensitivity to how other times and places differ from our own, awareness of the essential continuity in the events of human history throughout time, the ability to record and explain meaningful changes, and sensitivity to the causes and causes of various causalities, the awareness that all written history is an imperfect reconstruction in reflecting the past as it is has occurred (Salkind et al., 2019).

Learning to think historically is a gradual process through several stages of development. There are at least four stages that are passed, including the first stage of history as a fact; the second stage: history as cause and effect; the third stage: history as complexity; and the fourth stage: history as interpretation/interpretation (Subagyo, 2010, p. 256). In this case, the Kingdom of Demak will be one of the objects of research because this Kingdom was the first Islamic Kingdom in Java and had triumphed around the 15th century. However, there were many internal conflicts within the Kingdom. The Demak Kingdom's throne was contested by Sultan Trenggono's descendants, initially after the death of Pati Unus or Prince Sabrang Lor. There was a power struggle between Prince Lepar (Lepen) and Sultan Trenggono. Feeling entitled to

the throne, Demak finally killed Prince Lepir/Lepen through a subordinate named Ki Surabaya. Finally, Sultan Trenggono fulfilled his ambition to become the successor to the throne of the Demak Kingdom. Not only that but later, the son of the prince of Lepen, Arya Penangsang, who did not accept the death of his father, retaliated by killing Sunan Prawata and his wife. Feeling inadequate, he also killed the brother of Sunan Prawoto, namely the husband of Ratu Kalinyamat. The prolonged conflicts caused this Kingdom to only last a few years before finally being moved to the interior of Panjang. From this brief description of history learning, students are required to take the value of life from the conflicts that occurred in the family of the Demak Kingdom, which incidentally was the first Islamic Kingdom on the island of Java and was able to Triumph before being abandoned by the legendary Sultan Trenggono.

This study aims to find out and analyze conflict materials in history learning on the subject of the local history of the Demak Kingdom that affect students' historical awareness and see how students' appreciation of the material after learning is carried out.

Method

Qualitative research examines the contribution of conflict materials on the subject of the local history of the Demak Kingdom to students' historical awareness. Descriptive analysis is research conducted to accurately describe situations and events related to the state of the object or problem (Anggito et al., 2018). With this approach, it is hoped that the contribution of conflict material on the subject of the local history of the Demak Kingdom to the historical awareness of students in grade XI material on the system and social structure of the community in the Islamic Kingdoms in various regions shows a map of the territory of the Islamic Kingdoms in various regions and describes the bureaucratic structure, regional center relations, and laws in the Islamic Kingdom at the Sultan Agung 2 Jepara Islamic High School for the 2016/2017 Academic Year can be described more thoroughly.

According to Moleong (2010, p. 6), qualitative research is research that intends to understand the phenomenon of what is experienced by the research subject, such as behavior, perception, motivation, action, and others, holistically and using descriptions in the form of words and language, in a particular context that is natural and by utilizing various natural methods. This method is considered because adjusting qualitative methods is more accessible when dealing with double reality. Then, this method directly presents the essence of the relationship between the researcher and the respondent. This method is more adaptable to the many sharpening of influences and the value patterns encountered.

This qualitative method is often referred to as naturalistic research because the research is carried out in natural conditions (natural setting). It is also called the ethnography method. Initially, this method was more widely used for research in the field of cultural anthropology; it was called a qualitative method because the data collected and the analysis were more qualitative (Sugiyono, 2014, p. 13). Thus, the qualitative research method, based on the philosophy of postpositivism, is used to research the natural condition of objects (as opposed to experiments) where the researcher is the key instrument, the data collection technique is carried out by triangulation (combined), data analysis is inductive/qualitative. The results of the research emphasize meaning rather than generalization (Sugiyono, 2014, pp. 13-14).

The type of research used in this study is qualitative. Namely, research conducted to obtain a concrete picture of the situation and events with the state of the object to be studied so that it is hoped that the contribution of conflict material in the subject of the local history of the Demak Kingdom to the historical awareness of students at SMA Islam Sultan Agung 2 Jepara for the 2016/2017 Academic Year can be researched and descriptively valuable results can be obtained. The data sources in this study were obtained through observation, interviews, and documentation. The data analysis used was triangulation technique analysis (Wahidmurni, 2017). In this study, the researcher used two triangulation techniques: source and method triangulation. According to Patton (Moleong, 2010, p. 330), source triangulation is comparing and rechecking the degree of trust of information obtained through different times and tools. In this technique, the data taken by the researcher consists of various sources such as history teachers, students, learning tools (Syllabus and RPP), and several examples of student assignments. The method triangulation technique, according to Patton (Moleong, 2010, p. 331), there are two strategies, namely: (1) checking the degree of confidence in the discovery of research results of several data collection techniques and (2) checking the degree of confidence in several data sources with the same method. In the triangulation method, the researcher explores the same information by comparing different methods. The methods used by the researcher are interviews, direct observation, and document review.

Results and Discussion

Learning History at the Local Level on the Subject of the Demak Kingdom

Based on the results of observations and interviews conducted by researchers on teachers, both before and after carrying out learning activities have been summarized into 6 points as follows:

1. Planning for history learning at the local level of the subject of the Demak Kingdom.

The historical learning about the material of the Demak Kingdom is slightly different

because it is a sub-material of the primary material of Indonesia during the Islamic Kingdom, which has four sub-materials for discussion, namely, a. The emergence and development of Islamic Kingdoms in various regions, b. The main characteristics of the system and social structure of the society in the Kingdom are Islamic in various regions, c. The territory of the Islamic Kingdoms in various regions, d. The bureaucratic structure, regional center relations, and laws in the Islamic Kingdoms. The material is not very important in general when viewed in terms of learning time, material content, and learning achievement goals. However, to arouse students' interest in the local history of the Demak Kingdom, the material is interesting to be reviewed more deeply when learning. Even so, the learning objectives are still prepared by teachers by paying attention to and considering the needs of students with the overall material by competency standards and essential competencies (Astawa et al., 2015).

2. Availability of historical learning resources on the subject of the Demak Kingdom. The learning resources used at SMA Islam Sultan Agung 02 are student worksheets (LKS) and package books. Student Worksheets or LKS are the leading learning resource because the material is not too heavy, the language used is easy for students to understand, and enrichment questions to train students. The package books used are the history package book by M. Habib Mustopo, published by Yudhistira, and I Wayan Badrika, published by Erlangga. The package book is not used as the leading learning resource because the weight of the material is heavy for students, and it is also a reference when the material in the student worksheet is lacking. Besides that, there are other sources, namely modules made by teachers, which are summaries of material derived from LKS and Package Books. The modules here are only used to make it easier for students to understand the material better because of the concise content. Furthermore, the source of learning about the history of the Demak Kingdom material is from the internet. Teachers search the internet for materials not listed in Student Worksheets, Package Books, or modules prepared by teachers. This is because the material in the Student Worksheet and the package book only discusses one point of view, so it is not complete to be taught.
3. The use of history learning media on the Demak Kingdom. In general, the media for learning the history of the Islamic Kingdom of the archipelago, the subject of Demak history, still relies on PowerPoint media, even though it is interspersed with image and documentary video media. Nevertheless, LKS and package books remain a guide for SMA Islam Sultan Agung 02 Kalinyamatan students.

4. The use of the history learning method on the subject of the Demak Kingdom. Teachers use interactive lectures and discussions to learn the history of the Islamic Kingdom of the archipelago material. Both methods adjust to students who tend to be passive when learning history. The discussion method is also used when the learning material is sufficient and the learning time is still available.
5. Development of history teaching materials on the subject of the Demak Kingdom. The form of material development carried out by teachers shows a connection between the Islamic Kingdom of the archipelago material, the Demak Kingdom subject, and the school environment. The material taught is also a combination of material in the package book and LKS, so later, the material collected will be complemented by material obtained from the internet. In the implementation of learning, the material is delivered objectively by listing the advantages and disadvantages of each (Mariana, 2018).
6. Evaluation of learning of the subject matter of the Demak Kingdom. Teachers use three evaluation methods: daily assessments, assignments, and evaluation questions from LKS. Teachers carry out daily assessments by looking at the attitude of students when learning takes place and also giving questions such as quizzes; if anyone can answer, they will get a score. For assignment assessment, the teacher asks to make some clipping related to the material studied individually. Furthermore, for the evaluation questions from the LKS, the teacher instructed the students to work on the practice questions in the Student Worksheet to be corrected together.

Historical Awareness in Class XI IIS 2 Sultan Agung Islamic High School 02 Jepara

Based on interviews with several students in class XI IIS 2, it can be illustrated that the formation of historical awareness in the cognitive realm or their knowledge is said to be good. This can be seen from whether or not they know about the material of the Islamic Kingdom of the Archipelago, the subject of the Demak Kingdom. In addition, the student's understanding of the material is relatively good. The affective domain in learning is closely related to attitudes, emotions, appreciation or appreciation of values, norms, awards, and something learned. History learning carried out by teachers in the affective realm can make students feel more interested in materials related to the surrounding environment and things of historical value regarding the relationship between Demak and Jepara (Hasan et al., 2003).

The next aspect of history learning is the psychomotor aspect or skill. It is closely related to the ability to carry out physical activities from various subjects. Learning in the psychomotor

aspect emphasizes forming skills when carrying out learning activities (Alifah et al., 2019). For example, the feeling of students seeing the great mosque of Demak as a symbol of the greatness of the former Demak Kingdom, the struggle of Raden Fattah when establishing the Demak Kingdom, Sultan Trenggono when making the Demak Kingdom Berjaya until his death had to suffer setbacks due to conflicts.

Based on the data obtained by the researcher, historical awareness in class XI IIS 2 SMA Islam Sultan Agung 2 Kalinyamatan Jepara can be considered relatively high. Students have been able to explain important figures related to the material of the Islamic Kingdom of the archipelago, the subject of the Demak Kingdom. Students also know how the Demak Kingdom stood until it finally experienced a setback. The most important thing is that they can apply the attitude and example of their predecessors in themselves. That way, students can interpret the essence of history for the present and the future (Sitepu et al., 2019).

Students appreciation for learning the history of the Demak Kingdom conflict material

Learning the history of the Demak Kingdom conflict sub-material carried out in class XI IIS 2 gives students an alternative to learning history more deeply about the sub-material, in this case, the primary material, namely the Islamic Kingdom of the archipelago. Because the researcher conducted research at SMA Islam Sultan Agung 02 Kalinyamatan Jepara, the material about the Demak Kingdom was finally chosen, whose scope is close to where the students live.

The response shown by students to the Demak Kingdom sub-material that teachers have taught can be said to be good when asked about their preference for history subjects. With what has happened in the Demak Kingdom, students can learn how to ensure that the incident never repeats itself in each aspect of their lives. Here, it can be seen how vital the role of a teacher is in explaining the material more precisely so that positive things from an event in the past can be stored in their memory to be used as learning in the future (Yaumi, 2018).

The history learning carried out by teachers in class XI IIS 2 SMA Islam Sultan Agung 02 Kalinyamatan Jepara began with planning, implementation, and evaluation. Starting from the planning, teachers first prepare the syllabus, lesson plans, and so on. Before learning begins, the teacher prepares lesson plans, syllabi, and so on that are based on the material of the Islamic Kingdom in the archipelago, which is the subject of the Demak Kingdom conflict. Implementing the learning process starts from the introduction by doing perception and core activities, which include mastery of the material and others, to closing or evaluation activities (Budiani et al., 2017). In the core activities, students are taught to absorb the SK, KD, and indicators values. The use of excellent and fun learning models and methods, as well as exciting

media, has been applied in the study of the subject history of the Demak Kingdom. So, most students in class XI IIS 2 like history learning. However, some students still have difficulties learning history because of the amount of material they cannot memorize. Efforts that students can make in overcoming these obstacles are to be more careful with books, listen to learning well, follow learning seriously, and so on (Suardi, M. 2018). The historical awareness of students in class XI IIS 2 SMA Islam Sultan Agung 02 Jepara is relatively high because they have been able to explain important figures related to the material in the Demak Kingdom, even though they are limited to knowing. Nevertheless, they have actively participated through the attitude shown when participating in activities at school, such as ceremonies and singing various national songs when carrying out history learning. Efforts that can be made to increase students' historical awareness are to know the students' identity through their families. Because the family is the most essential part closest to students (Saidillah, A. 2018). Through the family, teachers invite students to understand the history of their lives better to appreciate the hard work of those closest to them. In order to appreciate the struggle of both parents in sending students to school. Some of these processes can make students more aware of and appreciate their life history. Students at the high school level can be said to be mature in thinking; they can distinguish between good and evil. However, in reality, this is not always the case because, in the school environment, the association is very decisive. Teachers try to instill character in students to overcome this so that students do not fall into bad situations. This can be done by showing the historical values of Indonesian heroes. The student's playset will also be formed regarding characterizing or idolizing heroes (Putra et al., 2018).

Leo Agung (Paramitha Vol 24 No. 1 pp. 134–135) stated that the KKBB learning model was proven to have a significant influence on improving learning achievement (cognitive aspects) and strengthening students' character (affective and psychomotor/skill aspects) compared to the control group that used a varied lecture model. This learning model may be suitable if applied in schools with high student academic achievement, but the results may be different for schools where student academic achievement is low and even tends to be mediocre. Teachers in several schools still rely on the lecture learning model because the level of student understanding of the material is not limited to schools, and the difference between classes is high. For this reason, in this study, the researcher chose a school that still uses a varied lecture model in general, which is different from Leo Agung's study, which emphasizes the KKBB (Critical, Creative, Chain, and Character) learning model.

Conclusion

Based on the previous chapter, the research on the learning of the history of conflict material in the subject of local history of the Demak Kingdom for historical awareness can be concluded: History learning carried out by teachers in class XI IIS 2 SMA Islam Sultan Agung 02

Kalinyamatan Jepara using learning tools that refer to SK and KD and syllabus that have been registered in the curriculum. History teachers only analyze, develop, and adjust to the needs of schools, which are based on Islamic values. Analyzing the syllabus is carried out by sorting out the scope of the material that will later be developed in the Rpp. The implementation of history learning uses various lecture methods, discussions, questions and answers, and others.

Although the school rarely visits museums, students have the initiative to do so because, in addition to traveling, they know more about the nation's culture and try to preserve their historical heritage. The media used in history learning are PowerPoint and film. Students are shown essential points in the material through PowerPoint, while film media is a reinforcer. This means that through film media, students can see, hear, and feel directly how an event occurred, making it easier to absorb information and messages or values contained in the film. Historical material that is 'local' about the Demak Kingdom contains many primordial values, such as love for the region and the culture of the region itself. The material is suitable for further fostering students' historical awareness because it contains material that can provide various life lessons about the struggle of Islamic Kingdom figures, the spirit of never giving up, and a high sense of kinship, which can later have implications for the growth of students' historical awareness.

According to students, learning the history of the Demak Kingdom conflict material that teachers have carried out is fun and exciting. The way the teacher delivers the material casually, accompanied by a little 'sense of humor', also more or less makes the atmosphere in the classroom fun during the learning process. Through this material, students learn more about the Demak Kingdom. Students also hope that the incidents that befall the Kingdom of Demak will not happen again in the future in any scope without exception. Students also hope to emulate the figures who have struggled to raise the Demak Kingdom after receiving material from teachers.

The students' appreciation of learning the Demak Kingdom conflict material is pretty good, at least when the teacher explains the material in class. The students focused on the teacher's material delivery, even though some did not pay much attention. However, overall, it is suitable for a class that receives 'sunnah' material for students at the high school (SMA) level.

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