

Development of History Teaching Materials in the Form of Booklets on the Proclamation of Indonesian Independence Materials to Increase the Learning Interest of Grade XI Students of SMAN 1 Kertek Wonosobo

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Abstract

The research objectives are: (1) To produce and analyze history teaching material in a booklet of Indonesia's Independence Proclamation, which will be developed in SMA N 1 Kertek. (2) To know and analyze the feasibility of history teaching material in the form of a booklet on Indonesia's Independence Proclamation from the validation results of material and media experts, practitioners, and students' responses. (3) To describe the effectiveness of using history teaching material in the form of a booklet of Indonesia's Independence Proclamation seen from the average student's learning interest in SMA N 1 Kertek. The type of research conducted is Research and Development (R&D), which is grouped into three stages: introduction, development, and evaluation. The approach used by the researcher is a quasi-experimental approach, which is a nonequivalent control group design. The results show (1) the Condition of teaching material developed based on interviews and analysis of teaching materials needs. (2) The development of teaching material in the form of a developed booklet is considered feasible based on the validation results by the experts (3) History teaching material in the form of a booklet Indonesia's Independence Proclamation is effective to be applied in learning History of Indonesia in SMA N 1 Kertek.

Keywords: *Historical Learning, Booklet, Proclamation of Indonesian Independence, and Student Learning Interest.*

Introduction

One of the lessons carried out in the 2013 Curriculum is history learning; through history learning, students are invited to study the relationship between life experienced by themselves, society, and their nation so that they grow into a young generation who have historical awareness, get inspiration or wisdom from the stories of heroes which ultimately encourage the formation of thinking patterns in the direction of reasoning, critically, empirical, and no less critical is history learning that develops an attitude of appreciating human values (Wiyanarti, 2012, p. 2). The goal of history learning should refer to the broader educational goals. A teacher's goal in teaching must be precise and clear. Kochhar (2008:393) said that history teachers have an essential role in learning.

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In addition to developing forms of mechanical aids and developing education that focuses on student progress, history teachers also play an essential role in making history lessons lively and engaging for students (Susilo & Sarkowi, 2018). History teachers are responsible for interpreting the concept of history, namely about humanity, to their students. Teachers are a critical component required to meet the demands of fast learners and to concoct the four elements of the 2013 curriculum: content standards, process standards, assessment standards, and graduate competency standards (Rusman, 2017). On the other hand, successful classroom learning management is a prerequisite for the success of the overall learning process. Therefore, classroom learning management must be mastered by teachers properly (Utomo, 2015, p. 137). As long as it is identified, this is a history learning that uses strategies, methods, and learning techniques that rely more on an approach based on teacher activity and minimize student participation (Mulyono & Wekke, 2018). Teachers are positioned as the only source of information; students are left behind as objects, while teachers, as all sources and managers of information, only teach with conventional lecture and question-and-answer methods (Wiyanarti, 2012, p. 4).

Learning involving teachers and students in schools still uses conventional teaching materials, namely those that are just used, bought, instantaneous, and without any effort to plan, prepare, and arrange them. This makes the quality of learning low when educators are only fixated on conventional teaching materials without any creativity to develop these teaching materials innovatively (Prastowo. 2014:18-19). The teaching materials in schools today still need to attract students' interest and are also very complicated to learn because they are less attractive and monotonous. According to Mayer (2009), students will find it easier to understand a concept if learning is presented with words and pictures. Learning with interesting teaching materials will greatly help students understand history learning materials because using attractive teaching materials will present learning that attracts students (Rothman et al., 2015). SMA N 1 Kertek is one of the schools that implemented the 2013 curriculum, which requires students to be active in teaching and learning activities. In the 2013 Curriculum, teachers must also be more creative and innovative in developing teaching materials (Sofyan, 2019). With many students, few references or teaching materials are used to support the learning process at SMA N 1 Kertek. Based on the initial study's results, namely interviews and observations at SMA N 1 Kertek, information was obtained that learning Indonesian History shows that history teaching materials still need to be improved and students' interest in learning is low. This can be seen in students who rarely take advantage of the opportunities given by the teacher to ask questions about the subject matter that needs to be clarified. Some students talk to themselves,

and some even get sleepy when the history teacher explains the material (Ermaviati & Sulistyorini, 2016).

In addition to observing the subject of Indonesian History, the researcher also conducted interviews with several students of class XI Social Sciences from different classes and obtained the following results: 1) The one-way way of teaching teachers makes students experience boredom; 2) Interest in the material taught with different material topics so that students find it challenging to understand the material; 3) Inadequate teaching materials by relying only on student package books; 4) Students' interest in learning history subjects is still low.

Based on the above background, the following problems can be formulated: 1) How is history teaching materials in the form of booklets in the material of the Proclamation of Indonesian Independence developed at SMA N 1 Kertek Wonosobo? 2) How is the feasibility of history teaching materials in the form of booklets on the material of the Proclamation of Indonesian Independence seen from the validation carried out by material experts and the media?; 3) How is the effectiveness of history teaching materials in the form of booklets on the material of the Proclamation of Indonesian Independence seen from the difference in the average learning interest of students in grade XI of SMA N 1 Kertek?

The objectives of this study are: 1) Producing and analyzing teaching materials in the form of a booklet on Indonesian Proclamation material that will be developed at SMA N 1 Kertek Wonosobo; 2) Knowing and analyzing history teaching materials in the form of booklets of the Proclamation of Indonesian Independence seen from the validation carried out by material experts and the media; 3) Knowing the effectiveness of using history teaching materials in the form of booklets on the Proclamation of Indonesian Independence seen from the difference in the average learning interest of students at SMA N 1 Kertek.

Method

The method used in this study is the Research and Development (R&D) method. This method produces specific products and tests their effectiveness (Sidik, 2019). In this study, the product to be developed is a booklet of teaching materials by adapting the research model from Borg & Gall, which Sugiyono then developed. Sugiyono (2015:11) explained that research and development (R&D) research is a research method used to produce a particular product and test its effectiveness. R&D is defined as a deliberate, systematic, purposeful, or directed research method to find, formulate, improve, develop, produce, and test the effectiveness of certain products, models, methods or strategies or methods, services, procedures that are superior, new, effective, efficient, productive, and meaningful (Saputra & Faizah, 2017).

There are six steps of research and development carried out: potential and problems, data collection, product design, product validation, design revision, and product testing; broadly divided into three steps in research and development—first, a preliminary study, reviewing the theory and observing the existing product. Second, carry out product development. They are third, testing, or validating new products or activity programs. Development activities are carried out through several trials with limited and more comprehensive samples. Product testing is conducted experimentally (Sukmadinata, 2009, p. 57).

The experimental model used is a pretest-posttest control group design model using two class groups, namely the experimental and control classes (Sarniah et al., 2019). Then, a pre-test was carried out on the experimental and control classes to determine the initial conditions between the two classes. The result of a good pre-test is the absence of significant value differences between the control and experimental classes (Purwanto & Nughoro, 2012). The research approach used in this study is qualitative for preliminary studies on potential problems while determining the effectiveness of its use using a quantitative approach (Hermawan & Amirullah, 2016). The quantitative approach in the research was carried out using a quasi-experimental model design in the form of a non-equivalent control group design. The characteristics of the model are the existence of a control group and an experimental group (Antari et al., 2019).

The experimental group will receive treatment in research by applying the development of history teaching materials in the form of booklets on the Proclamation of Indonesian Independence in learning. The control group in this study is a group that does not receive treatment in the form of the use of teaching materials (Supriyanto, 2018). The population in this study consisted of all classes XI of SMA N 1 Kertek, totaling 160 students. In this study, the researcher chose class XI IPS 3 as the sample of the control class and class XI IPS 4 as the sample of the experimental class. The sampling technique used is nonprobability sampling with purposive sampling technique. The data collection techniques and research instruments used are observation, documentation, and interviews. Observation is used to determine the initial state of the research object (Anufia & Alhamid, 2019). Interviews were used to determine students' interest in learning history using history-teaching materials like booklets on the proclamation of Indonesian independence. The questionnaire used in this study is in the form of a checklist using a Likert scale.

Data analysis is an activity after data from all respondents or other sources is collected from respondents or other data sources (Sugiyono, 2015, p. 207). The quantitative data processing carried out in this study included two questionnaires on the effectiveness of history teaching materials in the form of booklets on the Proclamation of Indonesian Independence and a

questionnaire on students' interest in learning history given in the control class and the experimental class. The data analysis techniques used are descriptive and inferential (data hypothesis analysis), including an independent sample t-test. Before conducting an independent sample t-test, a prerequisite test, which consists of a normality test and a homogeneity test, is carried out first (Enterprise, 2014).

Results and Discussion

Results of Teaching Material Product Development

The development of teaching materials in this study is in the form of history teaching materials in the form of booklets on the Proclamation of Indonesian Independence. This research has several stages in the development of teaching materials that have been carried out by researchers, including the pre-production stage, production stage, and post-production stage (Bahriah et al., 2017). First, the pre-production stage. This stage begins by preparing the materials used to produce the history teaching Bahn in the form of a booklet on the Proclamation of Indonesian Independence. The materials used to carry out the production consist of two materials, namely materials in the form of tools used to design teaching materials and materials in the form of literature studies used to compile the content or materials of teaching materials. The tools to compile the teaching materials include a laptop equipped with Corel Draw X6 software, Adobe Photoshop CS5, and MS. Publisher 2010. Corel Draw X6 and Adobe Photoshop CS5 software are used to design the cover of teaching materials, while MS. Publisher 2010 is used to arrange the layout and arrangement of materials in teaching materials. The study of the literature used to prepare the material was obtained from several references, both from books and the internet.

Second, the production stage. At this stage, the researcher begins the process of making teaching materials. The creation starts with conceptualizing the cover design and the booklet's contents. After conceptualizing the booklet, it continued with the preparation of the materials needed to produce history teaching materials in the form of a brochure on the Proclamation of Indonesian Independence. Then, continue by making a booklet page design and inserting the material that has been compiled into the booklet page that has been created. The booklet contains supporting information and historical materials on the Proclamation of Indonesian Independence. Supporting information in this teaching material includes introductions, instructions for using the booklet, KI & KD, a table of contents that is useful so that students can find the pages they want to search for, concept maps, KI & KD, indexes, list of images, and bibliography. The teaching materials also present drawings and maps to attract more

students' interest. Evaluation tools are provided in the form of essay questions and student worksheets to determine how far the level of student understanding of the material in the teaching materials is. The last stage is the creation of a booklet cover. The researcher is very concerned about selecting letters, colors, and cover design layouts.

Third, the post-production stage. At this stage, the finished teaching material products are re-examined in terms of appearance, writing style, and integration of content or material. After that, the product goes into the printing process. This product is arranged into a booklet so that the appearance of this product is in the form of a book with A5 size. The final result obtained in the teaching material of the history of the Indonesian Proclamation of Independence is a booklet with an A5 landscape size and a stapler volume in the middle.

Results of Validation Analysis of Teaching Materials

After making the product, the researcher validates it to material and media experts. The material experts chosen by the researcher are two Unnes History lecturers who have mastered the material of the Proclamation of Indonesian Independence. Meanwhile, the media expert selected by the researcher is a Unnes History lecturer who is an expert in teaching materials and teaches Resource and Learning Media courses.

Validation regarding material and media consists of two stages: validation stage I and validation stage II. Validation is carried out in two phases to discover inputs and improvements that experts suggest. According to material experts, several revisions need to be considered, one of which is the consistency in using words in the booklet (Personal, 2017). The material compiled is deemed a material validator; it is just that in some parts, it is necessary to add a more in-depth review. Meanwhile, media experts suggested improvements to font types and sizes, which were initially considered inconsistent. According to media experts, fonts should ideally be only 2; another suggestion is using left-aligned paragraphs in the paragraph. In addition, resources are needed to develop the teaching materials. This is because it is to avoid complaints from the legitimate owner of the image. After implementing improvements to the teaching materials using the instructions of the validator, the researcher conducted phase II validation. Phase II validation was carried out to double-check whether the revisions made by the researcher were to the directions given by the material validator. The recapitulation of the results of product validation assessments by material experts and media experts can be seen in the table below.

Table 1. Recapitulation of product assessment results by material experts

It	Aspects of the Indicator	Presented	Criterion
1	Accuracy of <i>Booklet Materials</i>	95%	Excellent
2	Presentation of Booklet Materials	93%	Excellent
3	Readability of <i>the Booklet</i>	89%	Excellent
4	Booklet Learning Objectives	95%	Excellent

Table 2. Recapitulation of product assessment results by media experts

It	Aspects Indicator	Presented	Criterion
1	Physical Size of the Booklet	80%	Good
2	Booklet Cover Design	97,5%	Excellent
3	Design the contents of the booklet	85%	Good

Based on the validation of phase II by validators in terms of material and media, each received a percentage of 91.54% in terms of material and 87.5% in terms of media. Both aspects are included in the "Very Good" criteria. Therefore, there is no need to validate teaching materials because the requirements have been met.

Effectiveness of the Use of Teaching Materials

Effectiveness in the learning process, according to Budimansyah, Suparlan, and Meirawan (2009:70), is a learning process that produces what students should master after the learning process takes place. In the learning process, we always find learning goals that will be achieved in the end; the effectiveness of the learning process is an essential stage to produce the expected

learning goals. According to Fathurohman (2015:34), the goal of learning is the achievement of behavior or competency changes in students after participating in learning. From the experts' views, the researcher concluded that the learning process's effectiveness affects the learning objectives.

In this study, one of the effectiveness of the learning process is the interest in learning from students. According to Slameto (2003:180), interest is a sense of preference and interest in something or activity without anyone telling it to. In this study, the interest in question is students' interest in learning Indonesian History. So, based on the theory developed by Slameto, it can be concluded that the stronger the sense of interest in the relationship between students and the subject of Indonesian History, the greater the interest of students in Indonesian History itself. The indicators of interest used as a reference for this study are feelings of pleasure, attention, and curiosity. Based on the results of observations at SMA N 1 Kertek, the results were obtained that when participating in Indonesian History learning, students rarely take advantage of the opportunities given by the teacher to ask questions about learning materials that need to be clarified. Several students talk to themselves when the teacher is explaining the material. In addition, based on interviews with teachers and students, information was obtained that most students feel bored with history subjects because there are too many things to remember and memorize. From the findings in this field, it can be concluded that the attraction or interest of SMA N 1 Kertek students in learning history still needs to be higher.

In this study, the steps taken by the researcher to overcome the low interest in learning of students are by developing history teaching materials in the form of booklets of the Proclamation of Indonesian Independence to make learning Indonesian History in schools more interesting (Nahria, 2019). The development of teaching materials itself also has many benefits for students, as explained by Prastowo (2014:142); first, learning activities will be enjoyable. Second, students will get more opportunities to learn independently with the guidance of educators. Third, students will learn every competency that must be mastered quickly. After the booklet was validated and declared suitable for use, the researcher conducted a trial process through learning activities in class XI, consisting of control and experimental classes. The use of teaching materials for the Indonesian Proclamation of Independence booklet is only carried out in experimental classes or trial classes. In contrast, the control class uses the initial teaching materials used in schools.

The researcher measured students' interest in learning, including feelings, attention, willingness, awareness of needs, and student participation in Indonesian History. In addition, the researcher also measured students' interest in the variety of methods, media, and teaching materials used.

An overview of the level of students' interest in learning during the pre-test and post-test in the control class and experimental class is presented in the following table.

Table 3. The level of interest in learning the experimental class and the control class

Source of Variation	Experimental Classes		Class Control	
	Pre-test	Post-test	Pre-test	Post-test
σ Students	28	28	28	28
Average grade	78,6	93,5	78,9	80,75
Highest score	101	107	103	109
Lowest score	61	81	66	65

The effectiveness of using teaching materials can be seen from the results of student learning interest questionnaires in experimental and control classes. To know the equality of ability, the researcher gave a pre-test to the experimental and control classes. After analysis, the average control class was 78.6% while the experimental class was 78.9%, which showed that the control and experimental classes were equal.

In this study, the effectiveness of learning that is the goal is to change students' learning interests for the better, and the learning process carried out runs according to plan in using history teaching materials in the form of booklets of the Proclamation of Indonesian Independence. This is evident in the average learning interest of students in the experimental class of 14.9, much greater than that of students in the control class of 1.85. So, the treatment with history teaching materials in the form of the Indonesian Proclamation of Independence booklet in the experimental class showed a more significant difference in the average learning interest of students than in the control class, which did not use the teaching material. Thus, the use of history teaching materials in the form of booklets of the Proclamation of Indonesian Independence in learning activities in experimental classes has a significant influence.

Conclusion

Based on the research results conducted by the researcher and the discussion presented, the conclusion obtained from this study is that the initial condition of the teaching materials in the field is only limited to the 2013 Indonesian History Curriculum textbook and internet sources.

The development of teaching materials on the history of the Proclamation of Indonesian Independence is based on interviews with history teachers and students, observations, and document studies. Based on the potential and problems found in the field, it was concluded that the teaching materials on the material of the Proclamation of Indonesian Independence need to be developed.

History teaching materials in the form of booklets of the Proclamation of Indonesian Independence developed by researchers have been declared suitable for use as teaching materials on the subject of the Proclamation of Indonesian Independence. This is because the history teaching materials in the form of booklets received a validation assessment in terms of material experts reaching a percentage of 90.1%, which is included in the "perfect" criteria, and a validation assessment in terms of media reaching a rate of 87.5% which is included in the "perfect" criteria. History teaching materials in the form of booklets on the Proclamation of Indonesian Independence are adequate for learning Indonesian History in grade XI of SMA N 1 Kertek Wonosobo. This is based on the average result of students' learning interest in the experimental class, which has a more significant difference of 14.9 than the average learning interest of the control class, which is only 1.85.

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