

Development of E-MORPITT (Electronic Module of the 1975 East Timor Integration Struggle-Reconciliation) for History LearningYolan Sadewa Aditya Kusuma¹, Najib Jauhari², Arif Subekti³**Abstract**

This article aims to describe the development of the E-Module for the 1975-Reconciliation struggle for East Timor Integration. Indonesian history teaching materials that discuss the struggle for 1975-East Timor Integration-Reconciliation are still lacking, even the topic of reconciliation has not been discussed in the curriculum. The next problem is the absence of teaching materials that can be accessed as a reference in schools that discuss the topic of reconciliation. The problems of this research are, how is the development of the E-Module teaching materials, whether the E-Module is appropriate as a teaching material, whether the E-Module is effective as a teaching material. This study uses research and development methods. The research steps are looking for potentials and problems in the curriculum, collecting data on sources of teaching materials, designing, validating, revisions that are given criticism and expert advice, small group trials, revising if they find deficiencies, conducting final large group trials, revision before production, and producing teaching materials that have been tested. The results of the E-Modul research have met the objectives of the development, namely valid, practical and effective. Materials and media experts gave a very valid value. Practitioners (teachers), small group trials, and large groups all rated the E-Module as practical and feasible to use. From the effectiveness test, the E-Modul provides effective results in improving student learning outcomes through pretest and posttest evaluations.

Keywords: *Development, Module, East Timor, Reconciliation*

Introduction

The East Timor problem is unfinished homework in Indonesia's national history. The problem of East Timor has not yet been resolved can be seen from the absence of a topic about reconciliation between Indonesia and East Timor in the Ministry of Education and Culture's curriculum at KD 3.5 which is contained in the Class XII Indonesian History Teacher's Book. This research departs from the fact that in the school curriculum there is no topic that discusses reconciliation. The next problem is that there are no teaching materials that can be accessed as a reference in schools that discuss the topic of reconciliation. Even though Indonesia's conflict with East Timor has been discussed in the books *Indonesia in the Flow of History (IDAS)* and *Indonesian National History (SNI)*, the understanding of reconciliation between the two

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countries has not been discussed in either IDAS or SNI. Even though these two books are the main reference books for teaching Indonesian national history.

Meanwhile, the popular book that the author managed to access, to differentiate it from the official book, the Ministry of Education and Culture's curriculum has included the issue of reconciliation between Indonesia and East Timor. Among the popular books found were, *From Invasion to Reconciliation: Dynamics of Relations between FALINTIL and the Indonesian National Army*, by Pinto (2015), a writer from Timor Leste included the topic of reconciliation in the main discussion in the book. *For My Country, a Portrait of the Struggle in East Timor*, by Suratman (2002) from the perspective of former TNI who still want reconciliation in the final quote of the book. *East Timor: The Untold Story*, by Syahnakri (2013), who is also a former TNI member, also includes the issue of reconciliation at the end of the book. *Bridge of Tears: The Human Tragedy of East Timorese Refugees*, by Sindhunata (2003) who wrote a story from JRS (an international organization that deals with refugees) touches on a lot about the evacuation of East Timorese people to West Timor, and at the end of the book discusses the dynamics of reconciliation that is to be achieved. and a *Small History of Indonesia's "Petite Histoire"* volume 1, by Anwar (2004), a journalist in his book noted on one of the topics when President Megawati visited Timor Leste to attend the commemoration of Timor Leste's independence, then visited the Seroja Heroes' Cemetery, and all these activities accompanied directly by President Xanana, which indicated the establishment of reconciliation in the political field. These books quite comprehensively represent various points of view regarding reconciliation. These books will later be used as references for researchers in developing teaching materials.

The issue of reconciliation is important considering that the past of the two countries was shadowed by long conflicts, so relations between the two countries which are close neighbors must be restored and slowly learn from the dark past for the sake of the next generation (Pinto, 2015). Like relations between Indonesia and the Netherlands which have improved after the Dutch king's apology in 2020, after 75 years of Indonesia's independence. Then the relationship between America and Japan was reconciled after World War 2 to the point of friendship.

Researchers chose to develop E-Module teaching materials because E-Module teaching materials can support basic books and become additional teaching materials in schools, making it easier for students to learn independently because they can be accessed anytime and anywhere via the web/link on a smartphone, creating learning history is more effective and efficient in accordance with current developments so that students prefer it compared to printed books (Prastowo, 2011). The development of E-Module teaching materials can be a solution to

the learning problems found at SMAN 1 Pace, because this high school is one of the high schools in Indonesia that does not yet have supporting teaching materials on the topic of the history of the 1975 East Timor Integration struggle-Reconciliation and class XII students. at SMAN 1 Pace do not yet understand the history of the struggle, especially reconciliation which is not included in class XII Indonesian history books.

The e-Module developed by researchers will later become the latest version of teaching materials in schools, especially to deepen the discussion in class XII Indonesian history books regarding Indonesia's reconciliation with East Timor. The dynamics of the Indonesian Army fighting Fretilin for so long in East Timor can be seen in the E-Module and there is data on Fretilin victims and supporting people, all obtained from the 1981 Task Force 2/KTG Operations Report archive. The long struggle from 1975-1999 had an impact. on widespread armed violence in East Timor. Until finally East Timor carried out the 1999 Referendum. The result was independence from Indonesia and becoming the new country of Timor Leste. During the transition period after the referendum leading to independence in East Timor, the interim government was held by the UN through UNAMET (peacekeeping by the UN Security Council to carry out the referendum on East Timor). On May 20 2002 Timor Leste was officially recognized internationally as an independent country. This independence ceremony was attended by President Megawati which marked the start of improving relations between Indonesia and Timor Leste. Three years after that, in 2005 President Susilo Bambang Yudhoyono (SBY) visited Timor Leste to consolidate relations between Timor Leste and Indonesia. Present and future Timor Leste and Indonesia are "brothers and friends who respect and help each other" (Pinto, 2015).

The reconciliation between Indonesia and Timor Leste which has survived to this day can be an example and lesson for students in Indonesia, that every darkness of the past is slowly being erased, replaced by harmony of cooperation towards the glory and prosperity of the two nations and countries (Pinto, 2015). Indonesia and Timor Leste are two neighboring countries that must support each other in a bond of peace. The two countries are currently also working together under one umbrella regional organization, ASEAN, to increase trade cooperation, communications and organize other major events. Reconciliation between Indonesia and Timor Leste is currently very important for the people of both countries, especially the people on the borders of the two countries who still have the same family roots, culture and customs.

Previous researchers who developed E-Modules can be seen from the research of Akbar (2019) and Rosmania (2020). Akbar wrote a development research with the title "Development of an E-Module about the Struggle for Independence in Malang for History Learning for Class The

eruption of Mount Tambora in 1815 for Class directing the content of its products contained in the E-Module which discusses the history of the 1975-Reconciliation East Timor Integration Struggle, new research material and no research development yet which discusses the 1975-East Timor Integration Struggle-Reconciliation. Especially the issue regarding the reconciliation of Indonesia with East Timor until now. Based on the explanation above, researchers are interested in developing teaching materials in the form of E-Modules.

This article aims to describe the development of E-Module teaching materials that deepen KD 3.5 material, especially the issue of reconciliation between Indonesia and East Timor. The problems of this research are, how is the E-Module teaching material developed, is this E-Module suitable as a teaching material, is this E-Module effective as a teaching material.

Method

This research uses research and development methods. Research and Development is a research method used to produce certain products, and test the effectiveness of these products (Sugiyono, 2016). The steps of this research start from looking for potential and problems contained in the history education curriculum, collecting data in the form of material sources for teaching materials, designing teaching material products, validating designs by material experts and media experts, revising designs that have been given criticism and sarah by experts, testing teaching materials carried out with small groups, carrying out revisions if deficiencies are found, carrying out final trials by large groups, revising teaching materials before they are produced, and producing teaching materials that have been tested.

This E-Module development research uses data collection instruments in the form of questionnaires or questionnaires which are used to obtain the required data. The instrument is intended to determine the quality of the learning modules developed. Specifically, a Likert scale questionnaire with four options will be used (Sugiyono 2015). A module feasibility questionnaire grid was created to test the feasibility of media experts, material experts, and a questionnaire grid for students' use of teaching materials.

The analysis technique used is qualitative and quantitative data. Qualitative Data is data in the form of criticism or suggestions that have been provided by expert validators and students. Then the collected data will be analyzed further and then used to revise the product. The final results of the revision can be concluded about the feasibility of the product and the effectiveness of the product in learning history.

Quantitative data analysis techniques involve processing data in the form of numbers. These data were obtained from questionnaires given by researchers to students and expert validator

lecturers. The data analysis technique used to analyze the resulting data from the questionnaire instrument is the percentage analysis technique. The formula used to determine the level of media validation uses a questionnaire according to Arikunto (2013).

Results and Discussion

Development of E-Module based on 1975 East Timor Integration Struggle-Reconciliation

Researchers develop teaching materials in the form of E-Modules. An electronic module or what is called an E-Module is an electronic version of a printed module that can be read on a computer and designed with the necessary software. E-modules are learning tools or facilities that contain materials, methods, limitations and ways of evaluating that are designed systematically and interestingly to achieve the expected competencies according to the level of complexity electronically (Wibowo, 2018).

The development of E-Module teaching materials for the struggle for East Timor Integration was prepared based on the results of the Ministry of Education and Culture's curriculum needs analysis on KD 3.5 contained in the Class XII Indonesian History Teacher's Book. In the analysis of the Indonesian History Teacher's Book, there is nothing that discusses the reconciliation of Indonesia with East Timor. The next problem is that there are no teaching materials that can be accessed as a reference in schools that discuss the topic of reconciliation. More specifically, the results of interviews with history teachers at one of the high schools in Indonesia, namely SMAN 1 Pace, are based on unstructured interviews with class XII history teachers, Mrs. Yuliati S.Pd. mentioned various problems in learning history such as a lack of textbook teaching materials, lack of student interest in reading textbooks provided at school, students prefer learning history using smartphones, and the topic of the 1975 East Timor Integration-Reconciliation struggle is rarely taught due to limited time. In learning, especially material about reconciliation has never been taught at SMAN 1 Pace.

In the 2013 curriculum for Indonesian history lessons for class Starting from basic competencies, then the indicators found. So the researchers developed E-Module teaching materials on the topic of the 1975 East Timor Integration struggle and added the topic of reconciliation which had not been included in the curriculum.

This E-Module teaching material has practical benefits for teachers, students and researchers for the teaching and learning process. The benefits of this E-Module for teachers make it easier for teachers to learn history, become an additional reference for teachers so they don't stick to existing textbooks, inspire teachers to create teaching materials according to students' conditions and inspire them to develop historical material that is not yet in textbooks. The

benefits for students are that they help students understand history lesson material in depth, and students can learn independently without guidance from the teacher. Meanwhile, the benefit of developing this E-Module for researchers is that it can increase knowledge for creating E-Modules as well as the latest material that has not been provided in history learning, and can continue to be developed, namely as a consideration for developing E-Modules with other updated approaches and materials.

The e-module developed by researchers can not only be studied in classroom learning but can also be used in e-learning or electronic learning. With E-Learning, teaching participants do not need to sit quietly in the classroom to listen to everything the teacher says directly (Darmawan, 2014). E-Modules can be accessed via the web/link provided by the teacher so that they can be easily and quickly accessed if studied in class or E-Learning/electronic learning via smartphone. Researchers use the flip pdf pro application to display the E-Module. The researcher focuses more on the content of the product contained in the E-Module which discusses the history of the 1975 East Timor Integration Struggle-Reconciliation. When writing material, researchers use communicative language and are in accordance with EYD. This E-Module presentation is equipped with maps, pictures, videos and relics from the East Timor Integration period so that it can increase students' interest in reading and students can see directly from the pictures the conditions and relics of the struggle period. In collecting material to develop the E-Module, researchers used several sources, including books, archives, or documentation from the Brawijaya Museum. The books found were History of the East Timor Struggle (Basri, 1993), History of East Timor 1975-1999 (Disjarahad, 2018), History of the Birth of the City of Dili and Its Development (Eugenio do C. de Jesus, 1996), National Liberation Movement for East Timor (Hill, 2000), East Timor, 27th Province of the Republic of Indonesia (Imran, 1983), From Invasion to Reconciliation: Dynamics of Relations between FALINTIL-Forca De Defese De Timor Leste and the Indonesian National Army (Pinto, 2015), Eurico Guterres: I am Nobody -who (Reni, 2015), Bridge of Tears: The Human Tragedy of East Timor Refugees (Sindhunata, 2003), Integration: The Determination of the People of EAST TIMOR (Soekanto, 1976), Victims of the Opinion Poll in East Timor (Tyas, 2015), For My Country, a Portrait of the Struggle in East Timor (Suratman, 2002), and other supporting books on the topic.

The design of the E-Module for the East Timor Integration struggle looks more attractive because it uses various colors to attract students' interest. On the cover of the E-Modul there are pictures of volunteers fighting for the integration of East Timor and figures of reconciliation between the two countries. The learning materials include various pictures of historical events

in the 1975 East Timor Integration struggle – Reconciliation. And the format presented is quite complex, starting from the title, foreword, table of contents, instructions for using the module, introduction, concept map, brief description of the material, basic competencies, indicators, learning objectives, learning materials, evaluation, reference list, and is equipped with a glossary.

The material specifications for the East Timor Integration struggle presented in this E-Module product have 3 chapters and 4 sub-chapters for learning material, namely the natural environment in East Timor, the background to East Timor Integration, the 1999 East Timor referendum, and Indonesia-Timor reconciliation. Leste. To add completeness, the E-Module also contains images of relics from the East Timor Integration period as well as explanations obtained from documentation at the Brawijaya Museum.

Feasibility of E-Module Struggle for Integration of East Timor 1975-Reconciliation

Developing a product in a broad sense can take the form of updating an existing product (the goal is to produce a product that is valid, practical and effective) or creating a new product (which has not previously existed) (Sugiyono, 2015). To test the feasibility of the E-Module, it must go through a validation stage. Validation is an activity process to assess whether the product design is suitable for use as teaching material. After that, we will continue with testing the practicality of the product, and finally testing the effectiveness of the product. Product validation in this research was carried out by providing validation instruments to material experts and media experts. The following is a table of eligibility criteria for teaching materials.

Table 1. Eligibility Criteria

No	Percentage Rate	Criteria	Information
1	85%-100%	Very worthy/Very valid	No revisions
2	70%-84%	Eligible/ Valid	No revisions
3	55%-69%	Fairly valid	Revisions
4	50%-54%	Inadequate/ Invalid	Revisions
5	0%-49%	Ineligible/Invalid	Revisions

Source: Arikunto, 2013

The results of the validation recapitulation of teaching materials show that the E-Module for the East Timor Integration struggle is included in the Very Valid category with an average percentage of 93.75% for material experts, while media experts also rate it as Very Valid by obtaining an average percentage of 89.28%. Material and media validators also provide suggestions regarding teaching materials such as notes on improvements that must be made both in terms of material and media.

Next, the researcher carried out revisions according to suggestions from material experts and media experts. Suggestions for improvement from material experts are that quotations must be clarified and images of the legacy of East Timor Integration must be narrated in a complex manner. The suggestions and improvements from media experts are that the display of the module should be more colorful and the placement of images on the module should be more attractive.

In accordance with the objectives of research development, and researchers carry out revisions. The next stage to test the practicality of the product is carried out by practitioners (teachers), then tested on students. To test the practicality of the product, practitioners (teachers) fill out the instrument sheet. The results of the practicality test of the E-Module for the struggle for East Timor Integration by teachers obtained a percentage of 72.5%, which proves that the product is suitable as a teaching material for Indonesian history. The E-Module for the struggle for East Timor Integration which was categorized as feasible was then tested on small and large groups by filling in the instrument sheet. The small group consisted of 9 students and the large group consisted of 18 students. From the results of small group trials, the average percentage was 81.25%, which means feasible, while large group trials obtained an average percentage of 77%, which means feasible and practical for use in learning Indonesian history in class. The E-Module for the East Timor Integration struggle, which is included in the Feasible and Practical categories, can then be used to test the effectiveness of the product.

Effectiveness of the E-Module in the 1975 East Timor Integration Struggle-Reconciliation

In accordance with the objectives of development research which must produce effective products, researchers tested the effectiveness of products in class XII IPS 2 SMAN 1 Pace. The method that functions to select and determine the effectiveness of a product is evaluation research. With the evaluation research method, the best alternative can be selected, and it can be seen how far a product has been achieved (Sugiyono, 2015).

The evaluation research stage was carried out to see whether teaching materials had an influence on student learning outcomes or not. According to Hamalik (2015) evaluation of learning outcomes is the overall measurement activity of data and information collection, processing, interpretation and consideration to make decisions on the level of learning outcomes achieved by students after carrying out learning activities in an effort to achieve the learning objectives that have been set.

To determine the improvement in learning outcomes, the researchers provided evaluations twice in class. The first stage of providing a pretest evaluation was carried out before the

researcher provided the teaching materials, and the second stage of the posttest was carried out after the researchers provided the teaching materials. The results of the pretest and posttest evaluation of 18 students were that there were 17 students whose cognitive scores increased, and 1 student whose cognitive scores remained the same. The increase in the number of student completions was from 4 students (22%) to 17 students (94%). The minimum completion criteria (KKM) value is 75, which conforms to the KKM regulations at SMAN 1 Pace.

In the initial results of the cognitive pretest, students only got an average score of 49.16, and then experienced a significant increase in the posttest with an average score of 76.66. Effectiveness can be achieved if the average student score is more than or equal to 1. From the results of these calculations, the effectiveness of the product that has been tested is 1.1. Based on the research results, the use of teaching material development products E-Module for the 1975-East Timor Integration Struggle-Reconciliation provides effective results in the cognitive field of students through pretest and posttest evaluations.

Conclusion

Indonesian history teaching materials that discuss the topic of the 1975 East Timor Integration struggle - Reconciliation are still very lacking, in fact the specific topic of reconciliation between Indonesia and East Timor has not been discussed in the Indonesian history curriculum. The next problem is that there are no teaching materials that can be accessed as a reference in schools that discuss the topic of reconciliation. Therefore, researchers developed teaching materials in the form of E-Modules. E-Module teaching materials for the struggle for East Timor Integration can increase knowledge insight in a deeper way. Student learning can be done individually without the need for teacher participation.

The E-Module teaching materials for the struggle for East Timor Integration have gone through various instrumental processes. Based on the validation results obtained, the East Timor Integration Struggle E-Module received a very valid assessment both in terms of material and media. Meanwhile, in the practicality test, practitioners (teachers) assess teaching materials as practical and appropriate. Furthermore, for small group and large group trials by students, assessing the E-Module teaching materials for the East Timor Integration struggle as practical and suitable for use in learning Indonesian history. The E-Module for the 1975-East Timor Integration struggle-Reconciliation is also effective in improving student learning outcomes through pretest and posttest evaluations.

The aim of developing teaching materials must be to produce valid, practical and effective teaching materials. From the research results, the E-Module teaching materials for the 1975-

East Timor Integration struggle-Reconciliation have met the development objectives, namely valid, practical and effective. The reason why the E-Module teaching materials for the struggle for Integration of East Timor 1975-Reconciliation are valid, practical and effective is because they can be accessed via the web/link so they are easy and quick to access when studied in classroom learning or E-Learning/electronic learning via smartphone. The content of the product contained in the E-Module is still rarely studied because it discusses the history of the 1975 East Timor Integration Struggle-Reconciliation. When writing material, use communicative language and comply with EYD. The E-Module design looks more attractive because it uses various colors. The cover of the E-Module contains pictures of historical events in the struggle for East Timor Integration. This E-Module presentation is equipped with maps, pictures, videos and relics from the East Timor integration period.

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