

**Implementation of Learning Indonesian History with Block System
at SMK Negeri 3 Salatiga**Faridha Dwi Harsiwi¹**Abstract**

This research discusses the implementation of learning Indonesian history with a block schedule system in SMK N 3 Salatiga. This research uses qualitative descriptive, interviews, observation, study documentation, and recording to collect data. The results showed that learning Indonesian history was implemented using Curriculum 2013 and a block schedule system with the application for each block a week. Advocates in implementing learning are moving the class system, compression of 2x2 hours to spending time 40 minutes, compression of history matter, and creativity teachers when giving the lectures. Obstacles in the implementation of learning are the application of a block schedule system, conditions in students themselves, background and commitment of teachers, and the source and media of student learning such as books, Wi-Fi, and LCD limited and marginalization of history subject. The efforts by teachers to overcome the obstacles to build the systematic of learning, follow the theme related to the purpose of education, use basic geography subjects, form the MGMP, use varied media, give strength and grating ahead of the exam, and tasks structured, assigned the students to search the source in the internet and local library.

Keywords: *Historical Learning, Block System, Vocational School.*

Introduction

The development of science and technology in Indonesia needs to catch up and is very worrying compared to European countries, the United States, and even Asia. One of the leading causes is that only some Indonesians still receive Western education, which is significantly higher. Science and technology in Indonesia are starting to develop, marked by universities and research centers such as science institutions and bodies for studying and applying technology (Subhan, 2012; Firdianti, 2018).

The importance of improving the quality of education is to anticipate current developments, which cannot be separated from the role of the nation's generations (Susilo & Sarkowi, 2018; Subandowo, 2019; Nasution, 2014; Nasution, 2015). The national generation referred to here is the younger generation, Indonesian people with youthful enthusiasm, such as students or students with a sense of nationality and love for their homeland. One way to form a generation of people who have a sense of nationality and love for their homeland is through Education history (Hasan, 2012; Sardiman, 2015; Susrianto, 2012). The term history is taken from the

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Greek word history, which means "information" or "research aimed at obtaining the truth" (Kochhar, 2008, p. 1). One must know history entirely and correctly to understand social phenomena qualitatively. Quite a few groups of people have lost their identity and are unable to continue living a realistic life because they have forgotten their past experiences. Renier (Suwito, 2012, p. 2). Meanwhile, according to Aman (2009, p. 2), history lessons have a socio-cultural function, raising historical awareness. Based on historical awareness, national awareness is formed, which is ultimately helpful for nation-building.

Through history education, students are expected to be able to strengthen national solidarity, generate national pride that can inspire other young generations, and foster aspirations regarding the nation's glorious future. A critical component in implementing education is the quality of learning in a school (Sari et al., 2018). Good learning quality will greatly determine student achievement, which is ultimately helpful in equipping them to enter social and community life independently in various contexts. This aligns with the aim of Vocational High Schools (SMK), where students are guided and educated to live as individuals and citizens who can develop themselves and contribute to the life of society, nation, state, and world civilization. (Permendikbud Number 70 of 2013).

Based on the results of initial observations, it is known that the implementation of learning at SMK Negeri 3 Salatiga in the 2015/2016 academic year implemented a block learning system. Learning with a block system is part of the innovation in the 2015/2016 academic year by SMK Negeri 3 Salatiga in forming student competencies. The use of this system is also an improvement on the regular learning system that has been implemented since the inception of SMK Negeri 3 Salatiga until the 2014/2015 academic year because the system was deemed less effective for practical subjects majoring in Motorcycle Engineering, Automotive, Mechatronics, Geomatics, Welding, as well as ATPH. The school separates the subject schedule between Normative-Adaptive and Productive to make it more effective. However, the update to the block learning system turned out to cause problems, one of which was in history learning.

With long history lesson material, a history teacher must be clever at sorting and shortening the material to be as straightforward as possible. As is the case this semester, the Indonesian History subject for classes XI and XII is only given for one month because of the internship activities for class XI and student compaction for class XII. One semester's Indonesian History material was only shown in 1 month using a block system, and implementing Indonesian history learning at SMK Negeri 3 Salatiga did not run well. For history teachers, this block learning system is deemed ineffective and insufficient to meet their teaching needs, so teachers

must make efforts to optimize history learning so that it can be completed on time or finished when the Normative-Adaptive block ends.

Based on the description above, the formulation of the problem raised in this research is: (1) How is Indonesian History learning implemented using the block system at SMK Negeri 3 Salatiga? (2) What are the supports and obstacles in implementing Indonesian History learning using the block system at SMK Negeri 3 Salatiga?; and (3) How do history teachers attempt to overcome obstacles in implementing history learning using the block system at SMK Negeri 3 Salatiga?

Method

The research basis used in this research is a qualitative research method with a qualitative descriptive approach to obtain more in-depth information (Suwendra, 2018). The data sources in this research are (1) informants; Researchers determine informants based on specific considerations and criteria. Researchers choose informants who are considered knowledgeable (key informants) and can be trusted to be reliable data sources and know the problem in depth. (2) Learning activities, specifically those studied, are the obstacles teachers face during classroom learning. (3) Documents obtained directly from informants in the field, such as school documents, photos, and so on (Wijawa, 2018; Rachmawati, 2017). Documents are complementary data sources for using observation methods and interviews in qualitative research to make the data obtained more credible and trustworthy (Sugiyono, 2012, p. 329).

Data collection techniques were carried out using interviews, observation, documentation studies, and recording, while data validity testing used triangulation of sources and methods (Rukajat, 2018). Source triangulation utilizes different types of data sources to explore similar data with greater emphasis on differences in data sources. Data sources were obtained from sources (informants) in various positions using in-depth interview techniques so that information from one source could be compared with information from other sources. Meanwhile, technical triangulation is carried out to test the data's credibility by checking data from the same source using different techniques. Researchers conducted interviews supported by observations during class and documentation studies using documents obtained during the research process.

Qualitative data analysis in this research includes (1) Data reduction, which consists of analyzing, classifying or categorizing, directing, and discarding what is unnecessary; and organizing data to draw and verify conclusions. (2) Presentation of data. They are, namely, arranging sentences systematically. The presentation of data in qualitative research is designed

to combine information that is placed in a form that is coherent and easy to achieve. (3) Drawing conclusions or verifying data (Ardiati, 2012). Concluding is the decomposition of research results through a developed theory that previously carried out temporary conclusions. Then, the conclusions are verified to be justified by reviewing field notes or checking whether the research report results are correct.

Results and Discussion

With implementing the 2013 curriculum, social studies lessons at SMK Negeri 3 Salatiga were replaced with subjects in Indonesian history and mandatory group subjects. In the 2013 Curriculum at Vocational Schools, the application of the Indonesian History subject is compulsory for all majors in classes X, XI, and XII. In preparing the RPP, it is also mandatory to comply with the 2013 Curriculum and its allocation for history subjects, namely, 2 hours of lessons per week. For the 2015/2016 academic year, SMK Negeri 3 Salatiga is implementing an innovation using an English block system learning model called Block Schedule. SMK Negeri 3 Salatiga itself, in the even semester of the 2015/2016 academic year, implemented a semi-block version, which means changing blocks is carried out once a week.

The learning process must be organized as well as possible in a mature planning format so that when the learning process takes place, there are no errors caused by inappropriate component selection, including teachers having to understand the curriculum, master the teaching materials, and prepare learning tools such as syllabus, porta, promissory notes, lesson plans. (Learning Implementation Plan) Moreover, lesson material will be delivered to students (Prastowo, 2017). Then, at SMK Negeri 3 Salatiga itself, the implementation of history learning is the same as teachers in general; namely, the teacher teaches starting with opening, apperception, and core activities until finally evaluating students to determine the level of students' understanding. Based on the results of interviews and findings in the field, students at SMK Negeri 3 Salatiga themselves have good interest. They are interested in the history learning delivered by the teacher. Students' interest and response to history learning are outstanding because the average student in history learning is enthusiastic and interested in participating in the learning process. However, some students are not interested and feel bored in learning history, but only a few take history lessons to fulfill their obligations at school. In history learning, teachers use various learning methods to support teaching and learning activities (Sepriady, 2016). Learning methods used by teachers include lectures, discussions, question-and-answer methods, and projects/visits to historical places.

The learning resources used by students at SMK Negeri 3 Salatiga are textbooks. Apart from the textbook, students are also given material from the module, photocopied, and then summarized by the students themselves. Students can also dig up information from the internet. Teachers have used learning media in history learning to support teaching and learning process activities, such as showing pictures on PowerPoint and history learning videos (Pohan, 2017). The availability of facilities and infrastructure or facilities at SMK Negeri 3 Salatiga for understanding history is still lacking, as evidenced by the limited LCDs, the absence of a history laboratory for learning activities so that history learning only takes place in the classroom, reference books for Indonesian History lessons in the library as well are not adequate, and sometimes the internet facilities provided by schools cannot be maximized by students because long connections hamper them.

The forms of assignments teachers use to evaluate student learning outcomes use various methods through existing mechanisms. These written tests include daily, mid-semester, and final-semester tests (Subagia & Wiratma, 2016). The oral form usually involves question-and-answer activities and assignments given to students, such as working on questions in the textbook, making reports, and summarizing/summarizing the book. In evaluating students' level of understanding, teachers use three aspects: cognitive or knowledge aspects, psychomotor aspects or attitudes, and affective aspects or skills. The learning outcomes obtained by students in learning history are pretty good because the average score achieved by students is above the KKM.

Support means all aspects carried out by schools or teachers to help and support achieving an educational goal. One form of support the school at SMK N 3 Salatiga provides is implementing a block system. The periodic moving class system can be well controlled using a block system. When students in class A get Indonesian History as a normative-adaptive block, they will occupy the classroom. On the other hand, class B students who get the productive block will occupy the practice room (workshop). And so on, according to the period determined by the school. So that learning continues well even though we must separate normative-adaptive and productive subject groups.

By Minister of Education and Culture Regulation no. 70 of 2003 concerning the basic framework and structure of the SMK/MAK curriculum, Indonesian History subjects are included in group A (compulsory) with a time allocation of 2 hours per week for classes X, XI, and XII. However, for SMK Negeri 3 Salatiga, because it uses a block learning system, the Indonesian History subject is given 2 x 2 hours of lessons per week with an allocation of 40 minutes per 1-hour lesson. So, each class will meet with history subjects two times a week.

Even though history lessons are given periodically, they are compressed to 2x a week or 4 hours of lessons per week.

Then, the following form of support comes from the teacher. The teacher shortened the long history material because, with block time, it would not be possible for the teacher to focus enough to explain all the material in the book. For class XII, as a final assignment, the teacher assigns students to read the material from that chapter, and then students create their questions. So, automatically, like it or not, students must read the book in its entirety; even though it is short, at least students know and understand the description of the material in the student's book, so with this, history learning continues. The objectives of history learning can still be achieved. Even though school facilities and infrastructure do not support providing LCDs, Sugiartini uses drawing media by drawing his drawings on the blackboard. So that learning history will also become more varied. Suppose the teacher's creativity is shown in the classroom. In that case, students will be happier, and learning will become more enjoyable without spending much time or more money because discipline and time efficiency are demanded at SMK Negeri 3 Salatiga to realize more advanced competencies.

Factors that can cause obstacles in learning history at SMK Negeri 3 Salatiga are (1) the block system, (2) students, which includes the conditions within the students, (3) teachers who cover teacher basics and teacher commitment, and (4) limited student learning resources and media including books, Wi-Fi and LCD and marginalization of history subjects. Meanwhile, the obstacles teachers face in learning history at SMK Negeri 3 Salatiga are limited time allocation. Limited in the sense that the time for implementing history learning is divided into two blocks (Nordap-Productive) alternately every week. When there is a normative block in the first week, which contains historical subjects, then in the following week, it changes to a productive block. Second, learning comes out of the RPP. The teacher's teaching is very different from that in the RPP because, based on observations in class XI in the even semester, the teacher only attended one meeting. Third, the teacher's background is from something other than the history department, so teachers can only download lesson plans on the Internet; apart from that, teachers admitted that they did not like reading history books, so the teacher only taught history on the surface.

Fourth, irregular material. The material in the students' books needs to be in order; this confuses the teacher because it does not match the syllabus. Apart from that, the order or arrangement of the material could be more precise, unlike in the books previously used. Fifth, there is a lack of interaction between history teachers. I will not approach other history teachers who are more

senior, even though neither is from the history department, even though this senior history teacher was the only teacher taking training and joining the city-level history MGMP.

Sixth, learning resources and media still need to be completed, such as the availability of LCDs and history reference books, especially history books for the new 2013 Curriculum, which need to be completed; other history reference books in the library are also incomplete. Seventh, teachers need help evaluating students, such as creating questions and grids due to a lack of resources. Eighth, marginalization of history subjects. School policy still considers history lessons an essential subject because they are not tested nationally, and schools focus more on productive subjects to increase student competence, so sometimes, students underestimate the history subjects taught in school.

Then, the obstacles students face include quickly forgetting assignments and schedules because they are not disciplined. Changing weekly blocks should require student discipline, but students quickly forget because they are not used to it. Students need to remember the material they have studied because they are one week behind the productive block.

Then, regarding assignments, students will also need to remember that they are often late in submitting assignments. Then the next obstacle is that students need help understanding the UKK material because the teacher never comes in. Class XI teachers never enter the class, so students do not understand the history material in the Class Promotion Examination (UKK) because the teacher only provides a summary of the history subject. In contrast, in other classes with the same teachers, students do not get any overview from the history teacher. The next obstacle is that students must catch up in their lessons because teachers rarely attend class due to ineffective weeks. For example, when there is a public holiday or the teacher has something to do, the teacher cannot attend class. With the long block system time lag, learning will be further behind, so students will miss lessons.

The next obstacle for students is to be more active in reading history books. Much of the history subject matter must be studied, sometimes making students lazy to read and less interested in participating in history lessons because students need help understanding and memorizing much historical material. Lastly, students need more resources and use of learning media. The availability of history source books in school libraries is incomplete, so sometimes students find it difficult to add other book references for history learning. Apart from that, teachers have yet to utilize learning media optimally. This is also an obstacle because teachers only use manual methods in teaching history and rarely use learning media such as LCDs. Hence, students are less interested and bored during learning activities.

To overcome the obstacles teachers face in learning history at SMK Negeri 3 Salatiga for limited time allocation, the solution is to create a learning system and assign children to study and look for their material at home. To overcome the discrepancy between the learning carried out by the teacher and that in the RPP, the teacher continues to follow the theme of the material in the student's book based on the learning objectives. To overcome the background/basics of teachers who are not history majors, teachers enrich the material by utilizing their basics in Geography by combining Indonesian History material with Geography and forming MGMP in schools to help teachers discuss with each other. In the case of the RPP structure, which often changes, teachers use the RPP by the provisions that the government has socialized. Then, for material in students' books that needs to be in order, the teacher handles it by following the order of the material in the students' books but still referring to the 2013 Curriculum syllabus. To overcome the lack of interaction between history teachers by maximizing MGMP activities in schools. To handle incomplete learning sources and media, teachers use other media such as newspapers, atlases, maps, magazines, and other media to cover the lack of media in history learning. Teachers can discuss with fellow history subject teachers (MGMP in schools) to overcome the lack of resources to create questions and grids. The solution to the lack of school or management support capacity is for teachers to take approaches to students independently by motivating students that history lessons are also crucial for instilling nationalism and national values.

To overcome the obstacles students face in their negligence in collecting assignments or neglecting the lesson schedule, the teacher places more emphasis on changing blocks for students, reinforces this by teaching students to be able to use their time, and punishes students who are not disciplined. To overcome teachers who never come to class, the teacher provides grids before the Class Promotion Test (UKK). The effort made when the teacher cannot come to class is by giving structured assignments to students. Efforts should be made to address students who are lazy about reading and less interested in following lessons by arousing interest in learning by not leaving students alone, such as forcing students to read and come to the front of the class. To overcome the limitations of history source books, students actively look for other learning sources by searching on the internet and looking for other history book references by visiting libraries outside the school.

Conclusion

The history learning at SMK Negeri 3 Salatiga differs from schools with a regular learning system because they have implemented a block learning system. The block system separates

academic schedules between Normative-Adaptive and Productive, with one weekly block. The block system is suitable for vocational schools because it can increase students' productive competence. However, for studying history, this system could be more effective because, with material that is long for one semester, it is impossible to shorten it into just one meeting. Schools must pay more attention to Indonesian history lessons so that there is no marginalization in Indonesian history subjects and that the objectives of learning Indonesian history can be achieved well.

Apart from that, the quality of teachers, both from within and outside, also needs to be improved so that they can teach Indonesian History in vocational schools that implement this block system well. Students must also remember their duties and roles in studying history. Indonesian history is a mandatory subject that must be studied in vocational schools, even though it still needs to be included in the subjects tested on the National Examination.

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