

**Diversity of Media and Learning Methods in History Learning
2013 Curriculum at Three Public High Schools in Brebes Regency**Andi Amirudin¹, Andy Suryadi²**Abstract**

This study discusses the diversity of media and learning methods in learning the history of Curriculum 2013 in three State High Schools in Brebes District. The research method used a qualitative approach. The techniques used to collect data are interview methods, observation, and documentation. Purposive sampling is also used. Technique of data validity with source triangulation and Technique. Data analysis with interaction analysis. The results showed that only two SMA Negeri utilize the learning media with the maximum and by the Curriculum 2013, which prioritizes the development of technology and information as a medium of learning is SMA Negeri 1 Brebes and SMA Negeri 1 Larangan while SMA Negeri 2 Brebes less use of learning media maximally. In addition, the use of media is widely used by students rather than teachers. The learning media used in SMA Negeri 1 Brebes, SMA Negeri 2 Brebes, and SMA Negeri 1 Larangan are LCD projector, sound system, computer/laptop, PowerPoint, video learning, pictures/photos, student books, teacher books, worksheets, maps, and the Internet. The methods include lectures, discussions, snowball throwing, and presentations.

Keywords: *Diversity Of Media And Method, Historical Learning, Curriculum 2013.*

Introduction

A curriculum is a set of plans and arrangements regarding objectives, content learning materials, and methods used as guidelines for implementing learning activities to achieve specific educational goals (Muradi, 2013; Nasbi, 2017; Pawero, 2018). These specific goals include national education goals and suitability to the specificities, conditions, and potential of regions, educational units, and students (Huda, 2017; Zaini, 2015). The occurrence of curriculum changes is, of course, based on many things; apart from the reasons for improving the previous curriculum, the essential thing is that the curriculum that will be determined can answer the challenges of changing times and can prepare students who can compete in the future with all advances in science and technology (Sudin, 2014). The curriculum in Indonesia has changed quite a lot along with the development of the world of education (Asri, 2017; Tarihoran, 2017). One of them is the 2013 Curriculum replacement curriculum KTSP. Curriculum 2013 emphasizes dimensions of pedagogy in learning, that is, using a scientific approach. Approach scientific (scientific approach) in learning as intended includes observing, asking questions,

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Gathering information, associating, and communicating with all subjects (Irawan & Yuliaritningsih, 2017; Mulyani, 2015). For certain subjects, materials, or situations, it is very possible that this scientific approach is not always appropriate to apply procedurally. In such conditions, the learning process must continue using scientific values or characteristics and avoid non-scientific ones (Rhosalia, 2017; Sani, 2015).

The 2013 curriculum, based on character and competency, was born as a refinement of the 2006 Curriculum (KTSP) and adapted to developments in needs and the world of work. However, many obstacles were faced in implementing the 2013 curriculum in Indonesia. For now, the implementation of the 2013 curriculum has to be stopped for schools that have only implemented it for one semester. It continued the 2013 curriculum for schools that had been implemented for three semesters, and these schools were converted into schools—Pilot Curriculum 2013 for other schools in the area. The 2013 curriculum strongly recommends using ICT-based learning media (Marzoan, 2017). This is evident in the KTSP curriculum, where ICT (Technology and Communication Science) is still a subject. In contrast, in the 2013 Curriculum, ICT is no longer a subject but a learning tool. So, a teacher must know the learning media used in teaching and learning activities.

Based on observations and interviews conducted by researchers in June-August 2015 at SMA Negeri 1 Brebes, SMA Negeri 2 Brebes, and SMA Negeri 1 Larangan, several obstacles were found for history teachers, especially class XI, namely regarding media and learning methods. The 2013 curriculum is expected to stimulate active student learning, especially history lessons. Therefore, there is a need for a learning component that must be maximized. Moreover, technology and information are increasingly advanced nowadays, and it is hoped that teachers and students can maximize technology and information to support learning (Putra, 2017). Researchers are interested in researching the diversity of media and history learning methods in the 2013 Curriculum at three state high schools in Brebes Regency. Based on the background, the problems studied are as follows: (1) How is learning media used in learning history in the 2013 curriculum? (2) What are the obstacles to the use of learning media experienced by teachers in teaching history in the 2013 Curriculum?; (3) How do students appreciate the use of learning media in learning history in the 2013 Curriculum?; and (4) How to use learning methods related to learning media in history learning in the 2013 Curriculum 7.

Method

The research method used to examine the diversity of media and learning methods in history learning in the 2013 curriculum at three public high schools in Brebes Regency is qualitative.

According to Bogdan and Taylor, qualitative research is a research procedure that produces data and descriptions in the form of written or spoken words from the people and actors being observed (Moleong, 2011, p. 3). The data collection techniques were interviews, observation, and documentation (Rahardjo, 2011; Mulyadi, 2011; Nugrahani, 2014). This research activity was used to observe how history learning was implemented according to history teachers using the 2013 Curriculum at SMA Negeri 1 Brebes, SMA Negeri 2 Brebes, and SMA Negeri 1 Larangan. To obtain as complete data as possible, researchers conducted in-depth interviews (depth interviews).

Test the validity of the data using triangulation of sources and techniques. In this research, the source triangulation technique was used, namely directing researchers to collect data; they must use various sources different from those available. In this study, the researcher researched SMA Negeri 1 Brebes with a class XI history teacher as the research resource, Titin Rahmawati Amalia, M.Pd. SMA Negeri 2 Brebes, with a class XI history teacher as a research resource, is Maya Ulfa, S.Pd. Next, SMA Negeri 1 Larangan, with a class XI history teacher as a research resource, was Sri Widayanti, S.Pd. So, the resource persons in this research were three history teachers from different school locations.

Results and Discussion

Utilization of Learning Media in History Learning in the 2013 Curriculum

The three public high schools in Brebes Regency used as research sites were SMA Negeri 1 Brebes, SMA Negeri 2 Brebes, and SMA Negeri 1 Larangan. The three high schools were used as research sites because They have state status and are pilot schools for implementing the 2013 curriculum for other schools and surrounding areas. These high schools also represent high schools in urban and rural areas. History learning is a teaching and learning activity that instills knowledge and values regarding the process of change and development of Indonesian society and the world from the past to the present. The word media comes from Latin *medius*, which means middle, intermediary, or introduction. In Arabic, media is an intermediary or messenger from the sender to the message's recipient (Azhar Arsyad, 2009, p. 3). In this sense, it can be concluded that learning media is an intermediary tool or introduction to knowledge; the media can be in the form of humans as messengers, can be in the form of textbooks that readers can read themselves, and can also be audio-visual media that is used to deliver messages of knowledge. According to Sanjaya (2006, p. 147), the learning method is a method used to implement plans that have been prepared in actual activities so that the goals that have been prepared are achieved optimally. This means the method is used to realize the strategy that has

been set. Thus, methods in the learning system play a vital role. The success of learning strategies depends on how the teacher uses learning methods because a learning strategy can only be implemented through learning methods. History teachers' understanding of media and learning methods is that learning media is a tool or messenger. In contrast, learning methods are the teacher's way or effort to convey material.

The 2013 curriculum is competency learning, strengthening authentic learning and assessment processes to achieve competency in attitudes, knowledge, and skills. Strengthening the learning process is carried out through a scientific approach, namely learning that encourages students to be more capable of observing, asking questions, trying/collecting data, associating/reasoning, and communicating. History teachers' understanding of learning history using the 2013 Curriculum is that learning history in the 2013 Curriculum makes students more active, creative, and innovative. Learning is student-centered, while the teacher is only a facilitator, helping students to achieve the desired learning process. Before learning begins and is carried out, it is a good idea to determine preparations for the learning itself. Learning planning is designed as a syllabus and Learning Implementation Plan (RPP), which refers to content standards. Learning planning includes preparing learning implementation plans, preparing media, learning resources, learning assessment tools, and learning scenarios. Furthermore, the syllabus and lesson plans are prepared according to the learning approach. In the 2013 curriculum, the learning approach used was scientific.

Based on the research results regarding preparation or learning planning, the teacher makes a learning plan and creates or prepares the media and learning methods. Teachers make lesson plans at once for several meetings, and these lesson plans always use a scientific approach, which is the approach recommended in the 2013 Curriculum. Apart from that, the lesson plans made by teachers contain learning media and methods. On average, the lesson plans made by teachers are not implemented by implementing learning in the classroom. However, the implementation of learning by teachers in utilizing media and learning methods is, on average, sufficient. Good, even though they still use simple media and learning methods. According to Heinrich in Azhar Arsyad (2009, p. 67), an influential media use planning model known as ASSURE (Analyze learner characteristics, State objective, Select or media, Utilize, require learner response, and Evaluate) in selecting and modifying Using learning media, teachers should plan. This model suggests five primary activities in learning planning as follows: (1) Analyze learner characteristics, analyzing the general characteristics of the target group, whether they are high school or college students; (2) State objective, stating or formulating learning objectives, these objectives will influence the selection of media to be used; (3) Select

or modify media, selecting, modifying or designing and developing the suitable materials and media, (3) Utilize, using materials and media, after selecting the suitable media and materials you need to prepare how and how much time is needed to use them; (4) Require learner response, asking for responses from students; (5) Evaluate, evaluate the learning process, the primary purpose of evaluation here is to determine the level of student achievement regarding learning objectives, the effectiveness of media, approaches and the teacher himself.

The class carried out learning media planning. The basis of the media used depends on the material used. These reasons are felt to be sufficient to meet their needs during learning. Class student books, teacher books, worksheets, maps, and the internet use the same learning media. Meanwhile, the same method is used in the form of lectures, discussions, assignments, and presentations. The difference in using learning media is that class or learning resources are open packages and LKS books. The difference in the learning methods used by the three class XI history teachers is that the presentation method used by the class XI history teacher at SMA Negeri 1 Brebes tends to be simple and occasionally uses the snowball throwing method. The class XI history teacher at SMA Negeri 2 Brebes uses the lecture method more often. In contrast, the history teacher for class According to teachers, learning evaluation in the 2013 Curriculum is considered complex and burdensome for teachers because many aspects must be evaluated. For evaluations related to media and learning methods, teachers have carried out evaluations quite well, although in a simple and not optimal way.

Obstacles to the Use of Learning Media in Learning History in the 2013 Curriculum

Teachers will face several difficulties when teaching if they do not use learning media, especially if the teacher wants their students to be directly emotionally involved in the material being taught. For example, in history learning, where the historical material focuses on events that occurred in the past, of course, the teacher will not be able to take students into these events. However, with the help of media, he can show the chronology of the events. Learning media is not easy, and teachers face many obstacles. Starting from the use of learning media, which is considered troublesome, the assumption that good learning media is sophisticated and expensive learning media, the teacher is not used to using learning media, there is no learning media available that can be used during the learning process, the assumption that media is entertainment while learning is seriously so that teachers are reluctant to use learning media, there are also reasons that the teacher cannot use learning media, the teacher's habit of using conventional methods in the form of lectures, and there is no appreciation from the school or superiors which results in teachers not using learning media. This is almost the same thing experienced by history teachers at three public high schools in Brebes Regency, namely SMA

Negeri 1 Brebes, SMA Negeri 2 Brebes, and SMA Negeri 1 Larangan. The obstacles to using media and learning methods experienced by history teachers in the 2013 Curriculum in three State High Schools in Brebes Regency include the history teacher of class.

Student Appreciation of the Use of Learning Media in Learning History in the 2013 Curriculum

Students learning subjects support the learning media teachers use in the learning process, especially in history subjects, which have extensive and complex material. With learning media in history subjects, students can assess and feel the effectiveness of the teaching and learning process; students, as recipients of information or subject matter, can measure how much material can be absorbed during the teaching and learning process. As for the appreciation that students give to the use of media and learning methods in the 2013 Curriculum, it can be concluded that students tend to be more interested and better understand history lesson material by teachers using learning media that can be displayed and seen by students. In comparison, learning forces students to hear, read, and listen to the teacher's explanations. This is also in Hamalik's opinion in Azhar Arsyad (2009, p. 15), where using learning media in the teaching and learning process can generate new desires and interests, motivate and stimulate learning activities, and even psychologically influence students.

Utilization of Learning Methods in History Learning Related to the 2013 Curriculum Learning Media

According to Sanjaya (2006, p. 147), the learning method is a method used to implement plans that have been prepared in actual activities so that the goals that have been prepared are achieved optimally. This means the method is used to realize the strategy that has been set. Thus, methods in the learning system play a vital role. The success of learning strategies depends on how the teacher uses learning methods because a learning strategy can only be implemented through learning methods. History teachers' understanding of media and learning methods, namely, learning media, is defined as a tool or introduction to the message. In contrast, learning methods are defined as the teacher's way or efforts to convey the material. Based on data obtained by researchers regarding the use of learning methods related to learning media in history learning in the 2013 Curriculum at SMA Negeri 1 Brebes and SMA Negeri 1 Larangan, when the teacher's learning process uses discussion and presentation methods, the media used is PowerPoint which is projected onto the LCD. In contrast to SMA Negeri 2 Brebes, the learning process rarely uses information and technology-based learning media and is done when the learning method is in the form of lectures and assignments; the media used are textbooks in the form of student books and LKS books.

Conclusion

Based on research regarding the diversity of media and learning methods in teaching history in the 2013 Curriculum in three public high schools in Brebes Regency, it can be concluded that there are only two high schools that maximize media and learning methods by the principles and criteria in the 2013 Curriculum, namely SMA Negeri 1 Brebes and SMA Negeri 1 Larangan, while SMA Negeri 2 Brebes has not optimally utilized media and learning methods because teachers still prefer learning media which can be used as a learning resource. Apart from that, students use or utilize learning media a lot, not teachers who use learning media. Class LKS, maps, and the internet use the same learning media, while the same methods are lectures, discussions, assignments, and presentations. The difference in using learning media is that class XI history teachers at SMA Negeri 1 Brebes and SMA Negeri 1 Larangan prefer using learning media in the form of PowerPoint projected onto the LCD. Meanwhile, the class XI history teacher at SMA Negeri 2 Brebes prefers to use learning media as books or learning resources like open packages and LKS books. The difference in the learning methods used by the three class XI history teachers is that the presentation method used by the class XI history teacher at SMA Negeri 1 Brebes tends to be simple and occasionally uses the snowball throwing method. Class XI history teachers at SMA Negeri 2 Brebes often use the lecture method. Meanwhile, the class XI history teacher at SMA Negeri 1 Larangan, the presentation method used more often, uses PowerPoint. According to the teacher, learning evaluation in the 2013 Curriculum is considered burdensome because many aspects must be evaluated; while the evaluation is related to media and learning methods, the teacher has carried out the evaluation quite well, although in a simple and not optimal way.

Based on the research results, there are different results regarding the obstacles in using media and learning methods experienced by history teachers in the 2013 Curriculum in three public high schools in Brebes Regency, including the class learning has been used before, the history teacher of class such as miniatures or replicas of historical buildings. Based on the results of research regarding students' appreciation of the use of media and learning methods used by history teachers in the 2013 Curriculum in three public high schools in Brebes Regency, on average, students prefer the learning process using varied media and learning methods, because the media is accessible for students. Remember what is learned and can easily be used by teachers and students. Students generally appreciate teachers who, during the learning process, involve students in playing an active role.

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