Development of a Small Historian Learning Model Based on a Local History Site Surakarta Kasunanan Palace on the Sub-Discussion of the Islamic Kingdom Era in Indonesia Class X MAN 1 Surakarta

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Abstract

The objectives of this research are: (1) to analyze the learning condition in X grade before the development of learning model sejarawan kecil, (2) to analyze the development process of learning model sejarawan kecil based on the local history of Kasunanan Surakarta palace, (3) to know the feasibility of learning model sejarawan kecil based on the results of validation by model experts. The research method used in this research is Research and Development (R&D) with a qualitative approach, which is grouped into two stages: preliminary study and development study. The result of this research indicates that (1) the learning models that teachers use in history lessons at X grade of MAN 1 Surakarta are less varied because of limited knowledge about the procedure of innovative learning models; also, history learning that introduces students to the skills of history research that using local history never been used before. (2) In the development study, the design of the learning model sejarawan kecil based on the local history of Kasunanan Surakarta palace is validated internally by model experts and practitioners. (3) After passing the two stages of validation by model experts, the design of the learning model sejarawan kecil based on the local history of Kasunanan Surakarta palace has gained eligibility to be used on the field without revision.

Keywords: Learning Model, Little Historian, Surakarta Empire.

Introduction

Since the implementation of the scientific approach in the 2013 curriculum, student-oriented learning models have begun to be used frequently, including in history learning. This is a positive step to correct the problem in history teaching, where in previous history learning activities, history teachers were synonymous with giving stories that were repetitive, boring, and annoying, and students thought that the history lessons given by teachers were useless (Suharso, 1992, p. 23). History learning is also more teacher-oriented, using expository materials, where teachers dominate learning. Learning history with this scientific approach can be started by introducing the disciplines that exist in history through simple research activities carried out by students. History education at the high school level should indeed introduce the disciplines that exist in history (Hasan, 2003).

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According to Bruner in Garvey and Krug (1977:8) and Mulyana (2007:205), teaching the discipline structure to every student is essential for each level of education as long as it is adjusted to their age development. Seeking the truth is not always done by reading books written by historians; it can also be obtained from historical sources of past relics such as buildings, monuments, artifacts, personal letters, and others. Like historians, students can move to search for data, identify problems, and formulate simple hypotheses to solve problems as researchers from other disciplines do. If teachers want students to not only be able to understand the past but also how to learn about the past, then work that involves students in an element of historical research needs to be done (Asmani, 2016). The approach is repeated, and the method is oriented by formulating If the teacher. Although many student-oriented learning models have been developed in history subjects, researchers see that local historical sites have not been used optimally as a learning resource (Rusydiyah, 2019). To increase students' interest and ability to understand historical material, history learning can be supported by utilizing historical sources from the student's immediate environment, for example, by utilizing the existence of local historical sites (Kurniawati, 2015).

In the 2013 curriculum, local history materials provide vast opportunities to be applied in history subjects at the high school level. This is a positive step in the world of education because, with the elevation of local history in history subjects, it is hoped that it can increase the quality and understanding of students about history in their environment (Yusuf, 2013). In addition, teaching local history in schools is also expected to develop students' competence in thinking chronologically (Romadi & Kurniawan, 2013, p. 79).

According to Bank (1985), Sylvester (1973), and Mays (1974), the use of historical sources is highly expected to be used in history teaching in schools, where students must strive to be able to find evidence of past events (historical sources), process or criticize the sources, interpret, and then compile them into historical stories (Purnamasari & Wasino, 2011, p. 203). Therefore, the expected learning condition of the 2013 curriculum is the creation of encouragement for students to find out from various sources of observation, not only informed in the classroom by teachers. Based on the background description above, the following problems are formulated: 1) What were the initial conditions of history learning in class X MAN 1 Surakarta before developing a small historian learning model based on local history at the Kasunanan Surakarta palace site? 2) How is the development of a learning model for small historians based on the local history of the Surakarta Kasunanan Palace site in the sub-discussion of the Islamic Kingdom era in Indonesia for class X MAN 1 Surakarta? 3) What is the feasibility of the

learning model of small historians based on the local history of the Surakarta palace site in Indonesia's sub-discussion of the Islamic kingdom era based on validation by model experts? Referring to the background and formulation of the problem, this study aims to: 1) Determine the initial conditions of history learning in class X MAN 1 Surakarta before the development of a small historian learning model based on local history at the Surakarta Kasunanan palace site; 2) To find out the development of a small historian learning model based on local history of the Surakarta Kasunanan Palace site in the sub-discussion of the history of the Islamic Kingdom era in Indonesia for class X MAN 1 Surakarta; 3) To determine the feasibility of the learning model of small historians based on local history at the Surakarta Kasunanan Palace site based on the results of validation tests by model experts.

Method

The approach used to develop the learning model in this study is to use a research and development approach by adapting the development model from Borg and Gall. According to Borg and Gall (1998), Sugiyono (2015:28) defines the research and development method as "a process used to develop and validate educational products." Products in education are not limited to material materials such as textbooks, educational films, and so on. However, they can also be related to procedures and processes such as learning and organization methods (Prastowo, 2018). The data collection techniques in this study are grouped based on the research stages, which consist of the preliminary and development stages. In the preliminary study stage, the data collection techniques used are qualitative, which include interviews, observations, questionnaires on the needs of teachers and students, and document studies. Meanwhile, the data collection technique at the development study stage uses a validation test questionnaire by model experts and practitioners. Source and triangulation techniques were used in the data objectivity test for the preliminary study stage. Susan Stainback in Sugiyono (2015:243) explains that triangulation aims not only to find the truth about some phenomena but also to increase the researcher's understanding of the information obtained. In the development stage, construct validity is used to test the data's objectivity based on experts' opinions (expert judgment). The data analysis technique used in the preliminary study stage uses interactive data analysis techniques from Miles and Huberman. Furthermore, the data analysis technique at the development study stage uses quantitative and qualitative descriptive data analysis from the model validation test questionnaire results. Quantitative data was

obtained from validation questionnaire instruments, which were then converted into qualitative data (Nugroho & Ruwanto, 2017).

Results and Discussion

Based on a preliminary study conducted at MAN 1 Surakarta, the researcher found that the curriculum used in MAN 1 Surakarta was the 2013 curriculum. The researcher obtained this information based on the results of observations on the learning that has taken place in class X, wherein the learning steps, there are 5M activities (observing, questioning, collecting information, associating, and communicating) which is the primary step of the implementation of the scientific approach (Ministry of Education and Culture, 2014:10). Through observations on March 7-8, 2017 conducted in class X IPS 1 during history teaching and learning activities, the learning that took place in the classroom has led to student-centered. In terms of learning resources, the handbook that has been a learning resource used by teachers is a package book from Erlangga and LKS publishers. At the same time, the mandatory handle for students during learning is the LKS; the package book functions as a complement and is not mandatory for students because it can be borrowed from the library. The library collection of MAN 1 Surakarta, based on observation activities on March 7, 2017, is indeed dominated by a collection of package books from several decades used in MAN 1 Surakarta.

The collection of reading books about history is still very, very small. In addition, because MAN 1 Surakarta is a religious-oriented school, the library is still dominated by religious books. Regarding the aspects of the innovative learning model that has been used by teachers during history learning in class X, based on the results of an interview on March 6, 2017, the teacher stated that the learning model that has been used is the STAD (Student Teams Achievement Divisions) cooperative learning model. The STAD model referred to by the teacher here is a group assignment model, which students then discuss and present in front of the class. According to Triyanto (2007:56), the STAD learning model is still closely related to the conventional learning model. The difference between this model and the conventional model lies in awarding awards to groups. Meanwhile, the STAD model teachers apply does not have a reward system, so it looks like a regular discussion learning model. This means that teachers' understanding of the learning model implementation is still limited (Mariyaningsih & Hidayato, 2018).

Based on the results of observations in history learning that took place in class X IPS 1 on March 7, 2017, the researcher saw that students' ability to learn history is still in the stage of

memorizing the information they receive and not yet at the stage where they are trying to understand and build knowledge from the information they learn (Ekawati, 2019). In fact, from a scientific approach, students should develop the ability to reconstruct this knowledge. Finally, although teachers have tried to implement the core of the scientific approach in learning, alternatives in the selection of learning models and learning resources are still not to the needs of students and are less varied, causing boredom for students and their lack of ability to understand the material (Maryani & Fatmawati, 2018). At the secondary education level, especially for public schools (SMA) that prepare students to pursue higher education, it is appropriate to introduce skills or skills to understand the discipline of history (Hasan in Mulyana, 2007:188-189). Selecting a suitable learning model and learning resources is needed to help students develop historical thinking (Sepriady, 2016).

Based on the needs analysis results carried out for teachers and students of class X MAN 1, Surakarta shows the desire of teachers and students to develop a learning model that trains students' ability to carry out historical, scientific activities in the field. Therefore, the researcher proposed to develop a new learning model design to develop students' abilities in practicing historical thinking, historical analysis and interpretation, and historical research capabilities (Habsari, 2015). The small historian model was developed by utilizing local historical sites from one of the former Islamic kingdoms in Solo, namely the Surakarta Kasunanan Palace.

Learning local history is very necessary because the emotional closeness of students to their environment is a valuable learning resource for the learning process (Yuliana, 2016). Especially in the 2013 Curriculum, local history has an excellent opportunity to be taught in schools. It is just that the obstacles faced by teachers, such as lack of planning, time limitations, and constraints on implementation costs, prevent their teaching from being carried out in class X MAN 1 Surakarta. The number of activities in even semesters causes teachers to waste time preparing for the National Exam. The approach used to develop the learning model in this study is a research and development approach by adapting the development model from Borg and Gall, which is contained in Sugiyono's book. However, researchers do not carry out all stages due to limited ability, time, and energy. In this study, the research steps applied by the researcher include potential and problem stages, data collection, product design, design validation, design revision, and research results.

In addition to collecting data to determine the potential problems in learning, researchers also collect data to prepare the design of the developed learning model (Farida et al., 2018). At the data collection stage, the researcher looked for literature sources that had been consulted with

experts related to learning theory and learning models, as well as the preparation of local history materials of the Surakarta District. After the required data is considered sufficient, the researcher begins to design a learning model and compile historical materials of Surakarta Kasunanan, which are packaged in the form of modules. This stage is also known as the product design stage. In the process of formulating and developing the design of the learning model, the researcher refers to the definition of the learning model from Suprijono (2011:46) about the learning model as the practical basis of the learning process, which is the result of the decline of educational psychology theory and learning theory designed based on the analysis of the implementation of the curriculum and its implications at the operational level in the classroom. Furthermore, referring to the elements of the model presented by Joyce and Weill (in Huda, 2013:75-76) that each learning model has at least five elements, namely: 1) syntax or stages; 2) social system; 3) duties/roles; 4) support system; 5) influence. Referring to these theories, in the design of the learning model developed by the researcher, there is a definition of the small historian model and the theory that supports its implementation, the implementation of the learning model that will help teachers provide an overview of the implementation of the model in the field, and learning tools consisting of a syllabus and lesson plan (Maksum & Purwanto, 2019). The small historian learning model is a development of the assignment method based on the theory of constructivism, where this model emphasizes the ability of students to reconstruct their knowledge through the learning experiences they go through through the research steps that a historian goes through. According to Kocchar (2008:325), the criteria for a suitable assignment method include: 1) the task must be evident and exciting, or there should be no ambiguity and ambiguity; 2) the assignment must be challenging enough to stimulate students' interest in the task; 3) the assignment must be directly related to the topic, and must provide a complete and meaningful learning experience to students; 4) the assignment must provoke students' curiosity or the desire to fulfill students' interests that have already arisen; 5) two hours of lessons should be sufficient to discuss the outline; 6) Tasks must be flexible enough with various interests and abilities that exist in the group.

In writing material used as research material for students in the model of small historians, the researcher developed the writing of local history materials in Surakarta, namely the Surakarta Kasunanan Palace. Based on the study of documents on the 2013 curriculum syllabus, this material was chosen because it can be inserted into the KD "Analyzing the life of society, government, and culture during the Islamic kingdom in Indonesia and showing examples of evidence that is still valid in the life of the Indonesian people today." The material compiled

by the researcher about the Surakarta Kasunanan Palace contains 1) The life of the Surakarta Kasunanan Government with sub-sub-sub-periods of glory, decline, and independence of the Republic of Indonesia; (2) Socio-Cultural Life; (3) Economic Life; (4) Literature.

After the design of the small historian learning model and the historical materials of the Surakarta Settlement are completed, the next stage is to validate the design of the learning model that has been developed. Model experts and practitioners validated this study. The model experts chosen by the researcher are one lecturer in the Department of History of Unnes who masters learning local history, Drs. R. Suharto, M.Pd, and one lecturer in the Department of History of Unnes who is an expert in history learning and quality assurance, namely Drs. Jayusman, M.Hum., and one class X history teacher from MAN 1 Surakarta, Rita Rahmawati, S.Pd. as a practitioner.

Product validation is carried out in two stages, which are carried out by providing a validation questionnaire to validators containing components that must be assessed according to the learning model developed. The results of the phase I validation activities are shown in the table below:

Table 1. Recapitulation of phase I validation results by model experts

It	Component Valuation	Average Percentage	Criterion
1.	Supporting Theories	91,67%	Proper
2.	Syntax	89,58%	Proper
3.	Comprehensive Principles	94,43%	Proper
4.	Model Implementation	91,67%	Proper
Rata-rata Total		91,84%	
Criterion		Worth a few revisions	

Based on the table above, it is known that the feasibility results of the phase I validation test from the model experts are seen from aspects that include the assessment components: 1) The feasibility of the supporting theory received a percentage of 91.67% with the criteria of Feasible; 2) syntax feasibility received a percentage of 89.58% with the Feasible criterion; 3) the feasibility of the comprehensive principle received a percentage of 94.43% with the criteria of

Feasible; 4) the feasibility of implementing the model received a percentage of 91.67% with the Feasible criteria. The total average of the entire percentage is 91.84%, with the Feasible criterion with slight revisions. In the first phase of the validation test process, the researcher received suggestions from the validator to improve the syntax and lesson plan sections, include the Surakarta Sunanan material, and complete the bibliography section regarding the Surakarta Sunan. After the revision of the learning model design was carried out, the researcher then carried out phase II validation.

The results of the recapitulation of phase II validation activities are presented in the following table:

Table 2. Recapitulation of phase II validation results by model experts

It	Component Valuation	Average Percentage	Criterion
1.	Supporting Theories	97,92%	Proper
2.	Syntax	93,75%	Proper
3.	Comprehensive Principles	97,22%	Proper
4.	Model Implementation	91,67%	Proper
Rata-rata Total		95,14%	
Criterion		It is worth using without revision.	

Based on the data of the recapitulation table of phase II validation activities above, the results of the total average percentage obtained have increased by 3.3% to 95.14%. These results show that the design product of the small historian learning model based on local history developed by the researcher is feasible to be used without revision.

In a new learning model, of course, there are several advantages and disadvantages of the product developed by researchers. Based on the results of the analysis of the validation test questionnaire, the weaknesses contained in the design of the learning model developed by the researcher include: 1) the time required to design the learning model design is relatively long; 2) the cost used to print the module is relatively high; 3) difficulties in determining learning theories used as guidelines for designing learning models; 4) The design of the learning model

developed has not been tested externally so that the possibility of difficulties in its implementation in the field is still unknown.

Meanwhile, the learning advantages of historians from a small model developed by this researcher are: 1) it is a new thing so that it provides a variety of learning that does not make students feel bored, 2) research activities in the field make it easier for students to imagine events that occurred in the past, 3) train students' abilities in historical thinking, historical analysis and interpretation, and historical research capabilities, and 4) become a guideline for teachers to carry out local history-based learning. The development of this learning model design is expected to help history teachers optimize the implementation of a scientific approach to history learning.

Conclusion

Based on the results of observations in class X, IPS 1 shows a student-centered learning style. The learning model shows the steps of a scientific approach consisting of 5M activities (observing, questioning, informing, collecting, associating, and communicating). However, it is not perfect due to time constraints. However, the lack of teacher knowledge of the types of learning models causes teachers to lack variety in learning, causing students to feel bored. The learning resources used are LKS as the main handle and package books from Erlangga as companions. Based on the observation of the library's collections, it is dominated by package books from several generations that have been a handle in history learning at MAN 1 Surakarta. The use of a learning model that emphasizes historical research skills in the field has never been implemented due to time and cost constraints. Based on the results of interviews with teachers, it is known that local history learning has also never been carried out due to the same constraints. The model of a small historian was developed based on local history in the Surakarta area; on this occasion, the material compiled was about the site of the Surakarta Kasunanan Palace as a representation of the glory of the Islamic Kingdom of Mataram located in the city of Surakarta. Meanwhile, the R&D research procedure in this study adapts the research and development model of Borg and Gall contained in Sugiyono's research and development book. Validation of the model design was carried out twice. The first stage showed a total average percentage of 91.84%. The second validation stage showed a total average percentage of 95.14%, an increase of 3.3%. The criteria from the validation results show that the design of the small historian learning model is feasible to use without revision.

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