

Development of History Teaching Materials on the Subject of Indonesian Independence in the Inculcation of Nationalism Values for Grade XI Students of SMA Negeri 1 Kroya

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Abstract

The purpose of this study is to (1) Describe the development of teaching materials on the history of the independence of Indonesia in the cultivation of the values of nationalism grade XI. (2) knowing and analyzing the feasibility of handouts about essential events, Indonesia's 1945 proclamation of independence, as seen from the validation results, are performed by expert material and media experts as well as responses to teacher and student feedback. The methods used in this research are Research and Development with the qualitative approach with phases according to Borg & Gall, i.e., potential and problems, data collection, design validation, product design I, design revision I, design II, revision of Validation design II, and trial usage. Powerpoint and book packages are learning materials for use in the classroom. Conventional models, such as lectures, summarize teachers' use in teaching so that students' reading interest is still low. Based on the results of the validation of the feasibility level of expert material and media expert handout showed results of 94.60% for stage I material validation and 96.01% for the validation of material phase II, as well as media validation to 97.44% for phase I and 98.57% for media validation phase II, besides getting the results of 93.42% teacher responses, as well as the results of the analysis of the responses of the students of 86.61% (both categories).

Keywords: *Development, Teaching Materials, Indonesian Independence, Nationalism.*

Introduction

Indonesian history is a study or study of various events related to the origin and development and the role of Indonesian society and nation in the past to become a lesson in the life of society and the country. Indonesian history can also be interpreted as a study of the splendor/excellence and value of the Indonesian nation's struggle to be transformed by the younger generation to give birth to a generation of countries that are superior and full of wisdom. Through history materials, students can learn their identity and national values that were fought for in the past, which are maintained and adjusted for today's life and developed in their current and future lives. The nation's values will be seen in the values of struggle, success, and excellence, the spirit that never goes out to fight for the truth that historical actors did in the past (Hasan, 2012, p. 8). Hasan (2012, p. 34). History learning is also one of the lessons related to developing national attitudes, the spirit of nationalism, love for the homeland, the spirit of democracy, and patriotism. Students learning history at school should ideally see real life directly, not material

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far from reality. Learning good history can come from students' daily experiences. Students' emotional closeness to the environment is a valuable learning resource (Mulyono, 2008, p. 1). According to Kochhar (2008, p. 160), learning resources are essential for learning and teaching. Teachers must exploit various kinds of resources to get the right tools to teach and complement those already available in printed books, add information, and arouse interest in concepts and students.

According to Sudjana and Rivai (2009, p. 77), learning resources are all resources that can be used to make it easier for someone to learn. According to Suryani (2012, p. 44), learning resources are materials that add new knowledge for students. So, from the above statement, researchers can conclude that a learning resource is a means or media students use to find and add information needed by students. Teachers often face problems in learning activities: choosing and determining appropriate learning materials that aim to help students achieve competence. This is because teaching materials are only written in outline as primary materials in the curriculum and syllabus. Meanwhile, in reality, in the field, many educators still use conventional teaching materials, namely ready-made, without any effort to plan, prepare, and compile them themselves (Prastowo, 2013, p. 18).

The role of learning resources is vital because what determines the success of learning is the learning resources and students are not teachers (Daryanto, 2010, p. 65); from the above statement that systematic learning resources that have been managed properly can be an alternative for students to find information in learning activities. History teachers can apply many learning methods in teaching and learning activities in the classroom to help provide an understanding of historical facts taught to students. Prastowo (2013, p. 30) states that learning resources and teaching materials have different meanings. A learning resource (objects, data, facts, etc.) can give rise to the learning process. Even teaching materials have different meanings. A learning resource (objects, data, facts, etc.) can give rise to the learning process. Meanwhile, teaching materials (information, tools, and texts) are systematically arranged to display the complete figure of the competencies that students will master and use in the learning process. So far, students are only limited to receiving information compiled in government textbooks taught through tutors. Communication patterns in learning are greatly influenced by the role of learning resources used in the learning process. Teaching resources are vital because they determine learning success, namely learning resources and non-teacher students (Daryanto, 2010, p. 65). Based on the researcher's preliminary observations on April 21, 2017, there was a problem with the absorption of material related to the main point of Indonesian independence.

It can be seen that the results of the Mid-Semester Exam for the History subject of some grade XI students still need to complete their competencies. The author made initial observations by conducting interviews with History Nurkamah S.Pd., M.Pd teachers and obtained the following results: 1) Students' interest in learning is low. 2) The limited learning resources used as student package books are in the library and LKS, which do not contain in-depth information.

In addition to conducting interviews with history teachers, the researcher also conducted interviews with several grade XI students from three different classes, namely XI Science 4, Science 2, and Social Studies 4, and obtained the following results: 1) Inadequate teaching materials because they rely on LKS books. 2) The teacher summarizes the material from the package book so that students who do not leave miss the learning material. 3) The one-way way of teaching teachers makes students experience boredom. The researcher visited the library to explore the teaching materials, namely in the form of KTSP History package books, BSE, 2013 Curriculum, 30 Years of Indonesian Independence, and Modern Indonesian History and the number is still limited, but what is used by both teachers and students in teaching and learning in the classroom is in the form of Student Work Training books.

The researcher realized that currently, at SMA N 1 Kroya, there are no teaching materials to discuss specific themes in History lessons. Therefore, researchers recognize the importance of providing proper teaching materials for students, so it is necessary to develop unrigid teaching materials to make it easier for students to learn. From the background that has been described above, to develop teaching materials for Indonesian history at SMA Negeri 1 Kroya grade XI Semester II on the material of important events around the proclamation of Indonesian independence in the form of a handout and the formulation of the problem was obtained, namely (1) How to develop teaching materials on the history of Indonesian independence in instilling the value of nationalism among students in grade XI of SMA Negeri 1 Kroya? (2) How is the feasibility of Indonesian independence material in instilling nationalist values seen in the results of validation carried out by material experts and media experts, as well as the responses of teachers and students?

Method

The basis of the research used in this study is the research and development method in English Research and Development or R&D, which adapts the development research model from Sugiono. The research approach used in this study is in the form of a qualitative approach for preliminary studies on potential and problems, while to find out the level of feasibility of teaching materials, use descriptive analysis of percentages to find out the assessment by

material experts and media, and to find out the responses of students and teachers to teaching materials.

The R&D research procedure in this study adapts the development of the Sugiono model. Research The stages of development research, according to Sugiono, can be explained as follows: it has ten stages, namely potential and problems, data collection, product design, design validation, design revision, product trial, product revision, use trial, product revision, and mass production (Sugiono, 2009, p. 409). The researcher cannot prove all stages in this study due to time and energy limitations. In this study, the research steps are summarized into three phases, in which there are ten steps, including the preliminary study stage, namely defining product objectives, analyzing needs, and collecting information (initial development of teaching materials).

The development stage includes designing and compiling product handouts as teaching materials for history learning (Wijayanti et al., 2016; Aditia et al., 2013). Furthermore, design validation is carried out to assess whether or not the media is suitable for use (Fannie et al., 2014; Asyhari et al., 2016). The evaluation stage, namely the implementation stage, is the feasibility of handouts to discover the teaching materials for learning history by conducting trials in limited groups (Pratiwi, 2015; Idayati, 2016; Khotimah, 2017). In the product trial in a limited group, the researcher took class XI Science 4 SMA Negeri 1 Kroya Cilacap Regency. Data was collected by observation, interviews, document studies, questionnaires (questionnaires), and data validity using source triangulation techniques and triangulation techniques (Vitasari et al., 2013; Abidin, 2016; Hadi, 2016). The data analysis method is a qualitative descriptive analysis method consisting of data collection, data presentation, drawing conclusions or verification, and percentage descriptive analysis (Purbandani et al., 2013; Wati et al., 2016; Pratama et al., 2017).

Results and Discussion

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History teachers must be able to develop history teaching materials and understand, develop, and apply a suitable model or strategy in history subjects (Purnamasari, 2011; Sulaiman, 2012). History lessons, if only explained through oral explanations, will provide an abstract picture to students; students must be shown a picture or a tangible form that can be seen directly by students (Pradana et al., 2017; Susilana et al., 2008). The teaching materials made by the researcher to answer all of them are handouts. The learning handout made by the researcher is

suitable for classroom learning activities if it has undergone a validation assessment process from media experts and material experts as validators. To be considered suitable for use, the validation assessment by the validator must at least obtain good criteria. Based on the results of the validation assessment in this study, the average percentage of the validation of the first phase of material experts was 94.60%, phase II was 96.01%, and the results of the validation of phase I media experts were 97.44% and phase II of 98.57%, then the average teacher response was 93.42%. The average student response was 86.61%.

In the process of developing teaching materials in the form of handouts, researchers carry out various stages. These stages can be taken to compile a handout of teaching materials, according to the National Education in 2004 (in Prastowo, 2013, p. 313):

1. Title

(derived from essential competencies or subject matter according to the number of materials) in making the title of this handout, the researcher took the subject matter of Indonesian independence. In contrast, for the KD, the researcher took KD 3.7 in the 2013 curriculum, analyzing the events of the proclamation of independence and its meaning for the Indonesian nation's social, cultural, economic, political, and educational life. The researcher made this handout to be used as a medium for teaching materials for class XI in Indonesian history subjects. Students need teaching materials other than package books and LKS.

2. Handout making

When he first made the handout, the researcher looked for references that supported the process of making the handout, such as the Japanese Occupation and the Proclamation of Indonesian Independence by Drs. A.J. Sumarmo, Rengasdengklok Revolution of August 16, 1945 by Her Suganda, The Controversy of the Collaborator by Hendri F. Isnaeni, Api Sejarah 2 by Ahmad Mansur Suryanegara and several pdf newspapers about the Seconds of the Proclamation of Indonesian Independence. After the sources are collected, the researcher makes a handout using Photoshop and Word applications, and the summary of the material is maximized with Ms. Word.

Then, the researcher began to design and compile teaching materials according to the rules for preparing handouts with the title Important Events Around the Proclamation of Indonesian Independence 1945, which were packaged in the form of handouts—the design of research products in the development of materials. The design of the teaching material development product consists of 3 (three) components, namely: a) Introduction containing a brief descriptive of the material, KI, KD, learning objectives, developed characters, instructions for use, and material charts; b) Presentation containing a description of the material accompanied by

illustrations of pictures; and c) The cover contains a summary, practice questions, bibliography and a list of terms.

3. Validation

The testing of teaching materials by material and media experts aims to determine the feasibility level of teaching materials. The test was carried out using a questionnaire with the Likert scale. According to Sugiono (2009:93), The Likert scale measures the attitudes, opinions, and perceptions of a person or a group of people about social phenomena; with the Likert scale, the variables to be measured are described as variable indicators. To determine whether a product is feasible, conduct an assessment or validation from experts. Validation is done by giving an assessment instrument sheet to validators or experts the supervisor has approved.

The validators consist of media and material validators. For the material validators, namely Drs. Jayusman, M.Hum and Drs. Abdul Mutolib, M.Hum, and media experts, namely Drs. R Suharso, M.Pd., the validation results are in the appendix. The first validation for material and media experts is still being revised; in terms of material that needs to be revised in writing and the language used, there are still those who use spoken language. Meanwhile, in terms of media, the back cover uses too many fonts, and the writing layout is less attractive. The handout contains developed values; the purpose of these values is that students have a passion for learning and fighting. In instilling nationalist values such as daring to fight oppression, injustice, and arbitrariness, having a big spirit and yielding for the sake of the greater good, mutual respect and cooperation, and building an attitude of responsibility, contained in the handout in this study the researcher in addition to making the development of teaching materials, as well as a place or forum for instilling nationalist values, because in fact with the learning of history many meanings can be obtained that are beneficial for the life of the nation and state.

4. Revision

After the product design is validated in phase I through discussions with material and media experts, its weaknesses, such as incorrect grammar writing, excessive font back cover design, and improper sentence preparation, can be known. These weaknesses are then improved in the material's content and design by the direction and input from the validators. Hopefully, the teaching materials revised in phase I can be better.

After the post-revision and validation of the handout design, phase II has several advantages, including (1) The back cover is neater, the font is not too excessive, and (2) Errors in writing have been corrected. However, this handout also has several weaknesses, including (a) The cost of printing handouts is quite expensive; it is feared that it is unaffordable for students; (b) There are still typos in writing; (c) The exercise test is less varied.

5. Design Validation II

After the design is improved, the design of teaching materials is validated by material experts and media experts in phase II. The researcher conducted a discussion about the feasibility of teaching materials. If there are still improvements, the researcher makes improvements before the design of teaching materials is tested.

6. Product Trial

After the design of the teaching material product was validated in phase II, the researcher conducted a product trial on students in grade XI Science 4 of SMA Negeri 1 Kroya. The researcher conducts learning activities in the classroom to find out the opinions of students and teachers on the teaching materials developed by the researcher.

The Feasibility of History Teaching Materials for Indonesian Independence in Instilling Nationalism Values

The handouts that have been developed are then submitted to the validators for validation. Teachers are used as material validators who aim to find out whether the extent of the material to be delivered in the handout is appropriate or not. In this study, validation was carried out in two stages, namely phase I and II. The assessment component of this handout teaching material is based on the assessment instrument of the history textbook from BSNP (National Education Standards Agency) 2014. Validation aims to determine the feasibility of a product being developed. The eligibility of the handout has gone through several stages of revision. The results of validation by material experts in phase I were 94.60%. Phase II was 96.01%, media experts in Phase I were 97.44%, and Phase II was 98.57%. Then, the teacher's response was 93.42%, and based on the analysis of the student response questionnaire showed the average score of 32 students in grade XI of SMA Negeri 1 Kroya of 86.61% with perfect criteria. This shows that using this handout in class XI history learning, the material on Important Events Around the 1945 Proclamation is beneficial and good.

Based on the results obtained in phase I and phase II validation, both from the material aspect and the media aspect, it can be seen that the teaching materials developed by the researcher in the form of handouts are suitable for use as teaching materials that are by the feasibility standards of teaching materials according to BSNP 2014 (National Education Standards Agency). Judging from the figures from the description above, the researcher can conclude that the handout of important events around the 1945 proclamation of Indonesian independence is suitable for learning Indonesian history at SMA Negeri 1 Kroya Cilacap Regency.

Conclusion

Based on the results of the research and discussion conducted by the researcher, it can be concluded that the lack of teaching materials at SMA Negeri 1 Kroya so that the development of teaching materials in addition to LKS is needed, and package books that can be used to increase student references, and this handout can be a new learning resource for students. The process of developing teaching materials in the form of handouts with the title of important events around the proclamation of Indonesian independence in 1945 includes several stages, namely potentials and problems, data collection, product design, design validation I, design revision, design validation II, and product trials. The teaching materials developed by the researcher in the form of handouts were declared suitable for use as learning materials and learning resources in the history learning of class XI of SMA Negeri 1 Kroya by the feasibility standards of teaching materials according to BSNP 2014 with the results of material validation II 96.01% and media validation II 98.57% as well as the results of teacher responses of 93.42% and student responses of 86.61%.

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