

**Development of History Teaching Materials on Islamization Subjects Based on
Historical Relics of the Great Mosque of Demak**Fathimah Zahra¹**Abstract**

This study aims to explore the development of historical empathy in learning global diversity through qualitative research using a literature review method. The study identifies the formulation of the problem, selects relevant research, and maps the data to compile and report results. Findings define historical empathy and its role in shaping global diversity, proposing learning models like introduction, investigation, display, and reflection. Recommended resources include films or museum visits, tailored to specific learning materials. This research offers implications for history teachers to enhance students' historical empathy skills, emphasizing global diversity to foster tolerant, democratic, open-minded, and critical-thinking students. The study highlights the development of teaching materials integrating Islamic history and the Great Mosque of Demak, demonstrating improved student engagement, analytical skills, and cognitive outcomes through research and development methodology.

Keywords: *History of Instructional Materials, Islamization, Heritage, Great Mosque of Demak.*

Introduction

In an era like today, history teaching is very much needed to be able to provide education that is easy to understand because there is a general impression that the methods used by teachers in teaching history in schools are not attractive, so students feel bored to learn history, especially with the curriculum which has been changing often lately, requiring students to master the existing material so that educational goals are achieved. According to Widja (1989, p. 91), history learning is perceived as a description of dry facts in mere sequences of years and events. History lessons are also often felt by students repeating the same things from elementary to high school levels. Teachers occupy the most important position because of their role as teachers. Teachers must be able to translate and describe the values contained in the curriculum and then transform these values to students through the learning process at school (Sudjana, 2002, p. 1). It must also be admitted that teachers are the main factor in the education process. If the existence of qualified teachers does not support it, the teaching and learning process cannot be achieved optimally. Teachers are required to be more qualified from time to time. Competent teachers will also produce quality students (Nurdin, 2008, p. 49; Santoso,

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2015; Wahyudi, 2014; Santosa, 2013).

History teachers have an essential role in the entire history learning process. In addition to developing forms of mechanical learning aids and developing education that focuses on student progress, history teachers also play an essential role in making history lessons lively and engaging for students (Kochhar, 2008, p. 393; Muhammad, 2008; Andri, 2010; Jeki, 2016). The goal of learning history cannot be fully achieved due to several factors, including those related to the learning process. Teachers occupy an essential and strategic position in improving the quality of history learning, so teachers must continuously improve their competence and professionalism to improve the quality of history learning.

The goal of history teaching should refer to the broader educational goals. A teacher's goal in teaching must be precise and clear. This is important in the current context, where various efforts are being made at all levels to improve the curriculum and redesign the overall pattern of education (Kochhar, 2008, p. 27). The success of the learning process is highly dependent on the teacher's ability to appreciate creativity (Burhan, 2010; Akhtim, 2013). History teachers need to understand the spirit, vision, and mission of each educational unit's applicable curriculum, perspective, and approach, use teaching methods that are by the level of students' abilities, and make optimal use of learning media and available objects.

Thus, teachers must have basic skills, including mastering teaching materials. In its application, a teacher must review the curriculum materials in the field of study and the content of textbooks in related fields (Hamalik, 2008, p. 52). History learning through the development of teaching materials on Islamization based on the historical relics of the Great Mosque of Demak is one of the innovations in teaching. The teacher only mentioned the Great Mosque of Demak as a heritage building of the Islamization period. The explanation given, in general, was not detailed.

Method

The development model carried out in this study is a comprehensive framework designed specifically for creating history teaching materials that focus on the Islamization process, with a particular emphasis on the historical significance of the Great Mosque of Demak. This model was implemented for grade XI social studies students at SMA Negeri 1 Dempet, aiming to provide a deeper understanding and appreciation of this critical historical event. By employing a descriptive procedural model, the research meticulously outlined each step and phase of the development process, ensuring the educational materials were informative and engaging for the students. The researcher applied this model rigorously to meet the specific needs and learning objectives of the grade XI social studies curriculum at SMA Negeri 1 Dempet. This

approach facilitated a structured development of history teaching materials and highlighted the pedagogical strategies necessary for effectively conveying the significance of the Great Mosque of Demak in the context of the Islamization process. Through this model, the study sought to enhance students' historical knowledge and foster a greater appreciation for their cultural heritage.

Results and Discussion

Teaching materials are a set of materials that are systematically prepared both in writing and unwritten and are used to assist teachers/instructors in carrying out learning activities in the classroom. These teaching materials contain knowledge, skills, and attitudes that students must learn to achieve predetermined competency standards (Wasino, 2010, p. 1). Pannen (in Prastowo, 2011, p. 17) reveals that teaching materials are materials or subject matter systematically arranged and used by teachers and students in the learning process. For teaching materials to be meaningful for students, the organization of textbooks must have specific characteristics that distinguish them from other books. Characteristics that need to be considered in designing teaching materials include: (1) the content of the message must be analyzed and classified into specific categories, (2) each category must be divided into several pieces of text, (3) there needs to be a presentation of a visualization format to make the content appealing, and (4) the title format containing materials must be selected. The purpose of testing teaching materials is to determine their feasibility. Researchers submit teaching materials prepared to a team of experts for feasibility testing using the Likert scale.

After conducting an evaluation test of teaching materials carried out by education experts—several lecturers from the Department of History, Faculty of Social Sciences, State University of Semarang—various suggestions were obtained to improve teaching materials, including format, design, content of materials, evaluation tests, and summaries. The subsequent testing of teaching materials involves developing materials on Islamization based on the Great Mosque of Demak for students in grade XI social studies at SMA Negeri 1 Dempet using a cooperative learning model. History learning requires students to actively recall history in their area, namely in Demak Regency. By studying the history of the historical heritage of the Great Mosque of Demak, students can learn about their area's history based on scientific research. Therefore, teachers must develop teaching materials that assist in teaching and learning activities in the classroom (Akhmadan, 2017; Dolong, 2016). These materials are both written and unwritten. Teaching materials with a cooperative learning model are developed to create a practical learning situation.

After studying the history of Islamization based on the historical relics of the Great Mosque of Demak with a cooperative learning model in the classroom, the researcher tested the teaching material product. The testing of teaching materials in class XI Social Sciences at SMA Negeri 1 Dempet aimed to determine the readability level of teaching materials by students in class XI Social Studies using the Likert scale. As described in the first product test regarding the Likert scale test, the objects and instrument items used have undergone development. Using testing teaching materials with student readability indicators on Islamization, researchers measured student understanding, which had a positive impact. This was evident from the high level of student understanding after the questionnaire was calculated. Observations in the field showed that the development of teaching materials on Islamization based on the historical relics of the Great Mosque of Demak applied in cooperative learning resulted in students becoming more active in learning in small groups, cooperating, and discussing by involving all students. Such conditions demonstrate students' abilities individually and in groups because developing teaching materials with this cooperative model requires active student participation. Meanwhile, teachers act as motivators and guides in teaching and learning activities. Thus, it can be concluded that the teaching materials show a relatively high level of readability and understanding among students, according to the results of the questionnaire.

In addition to testing the readability of teaching materials, the researcher asked students for criticisms and suggestions regarding the teaching materials developed on Islamization based on the historical relics of the Great Mosque of Demak. The researcher compiled a questionnaire of student criticisms and suggestions, which will later be used to revise history teaching materials. Based on the findings from the questionnaire, the researcher concluded that the data had the same variant. The improvement of the class shows that the development of teaching materials applied to the development of teaching materials on Islamization based on the Great Mosque of Demak is beneficial for students in obtaining better or more optimal results, making learning more effective. In conclusion, the development of history teaching materials on Islamization based on the Great Mosque of Demak has received a positive student response and has increased cognitive outcomes. Teacher competence is crucial for mastering teaching materials and modules in today's history learning. With the 2013 curriculum, teachers must also master and create historical teaching materials. It is hoped that teachers will be able to develop historical materials that align with contemporary times.

Conclusion

Based on the results of the research that has been carried out, it can be concluded that history teachers at SMA Negeri 2 Batang have understood the 2013 curriculum. However, one of the history teachers has not mastered and understood the implementation of the 2013 curriculum. History teachers at SMA Negeri 2 Batang have participated in training on applying the 2013 curriculum for history learning. However, in the learning process in the classroom, the teacher is still the center or object; even though the teacher has understood the 2013 curriculum, in its application, the teacher is not ready to use the 2013 curriculum fully. This is because teachers only know about the meaning in theory, so training on the 2013 curriculum needs to be held again until teachers master the concept and process in detail and depth. One of the other history teachers is very knowledgeable about the 2013 curriculum; he explained in detail how to apply the 2013 curriculum in the learning process. The curriculum also strives for all SMA Negeri 2 Batang teachers to understand how to teach using the 2013 curriculum. History teaching materials to develop historical empathy with global diversity insight must indeed be selected and implemented carefully by history teachers. It is even better if history teachers consistently carry this concept in each teaching material.

From the results of research in the field, the application of the 2013 curriculum is a curriculum that uses a scientific approach; the scientific approach is a scientific or scientific approach. Teachers at SMA Negeri 2 Batang have applied a scientific approach to learning history. Teachers always try to create new methods so students are enthusiastic about participating in history lessons. In learning history, students are expected to be able to think critically from the perspective that they see and questions that the teacher then answers. Besides that, students are also invited to discuss a problem whose results are presented in class so that students are more courageous to express their opinions in front of many people, and other students can also learn from other people's opinions and respect each other's opinions. This is the so-called scientific approach; teachers are no longer objects in learning activities, but students must be more active in learning. Adequate facilities and infrastructure must also support the scientific approach, which is a shortcoming of applying the scientific approach at SMA Negeri 2 Batang. The lack of LCDs is an obstacle to applying a scientific approach in the learning process; it needs to be prepared in advance so that it takes time or reduces lesson hours to prepare LCDs and laptops because they have to borrow from TU or computer rooms. However, facilities and infrastructure have been well available, such as comfortable classrooms, libraries, and hotspot areas. Everything is swampy and well-managed.

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