

The Development of Leaflet for Local History Teaching Materials

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ABSTRAK

Artikel ini dituliskan dari skripsi penulis yang berjudul pengembangan media leaflet mata pelajaran sejarah materi sejarah lokal kelas XI Sekolah Menengah Atas (SMA) Negeri 6 Padang. Penelitian ini adalah penelitian pengembangan, yang dilatarbelakangi siswa belum memanfaatkan buku teks serta materi yang jarang dikaitkan dengan sejarah yang berada di sekitar siswa sehingga pembelajaran sejarah kurang bermakna. Tujuan dari penelitian ini adalah untuk mengetahui kelayakan dan kepraktisan media leaflet dalam pembelajaran sejarah. Metode yang digunakan dalam pengembangan ini mempedomani langkah-langkah model Borg and Gall. Subjek uji coba penelitian ini adalah siswa Sekolah Menengah Atas Negeri 6 Padang kelas XI IPS 4 berjumlah 27 orang, dengan bantuan 2 orang dosen sebagai validator ahli materi dan ahli media serta bantuan dari 2 orang guru mata pelajaran sejarah kelas XI Sekolah Menengah Atas Negeri 6 Padang. Hasil penelitian menunjukkan bahwa menurut validator, respon siswa dan guru menunjukkan leaflet layak dan praktis digunakan untuk pembelajaran sejarah materi pendudukan Jepang di Indonesia.

Kata kunci: pembelajaran sejarah, leaflet, R&D

ABSTRACT

This article is written based on the thesis entitled "The Development of Leaflet Media for Local History Teaching Media" Grade XI at Senior High School (SMA) 6 Padang. This research is a developmental research, carried out because the students are yet to utilize the textbook as well as the other reading materials containing the relevant learning materials, thus their learning experience is less meaningful. The purpose of this research is to reveal the eligibility and practicality of leaflet as a History teaching material. The research method refers to the mechanisms introduced by Borg and Gall. The objects of this research are the students of Sekolah Menengah Atas Negeri 6 Padang grade XI Social Science 4 whose number is 27 students, with 2 lecturers as the expert in material validators and 2 History teachers in grade XI Senior High School No. 6 Padang, according to the feedback from the students and teachers, the leaflet is eligible and practical to be used in the teaching and learning process of Japanese Colonialization.

Keywords: history learning, leaflet, R&D

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INTRODUCTION

Learning is a complicated process happening throughout the course of each individual's life. The learning process takes place at anytime and anywhere. One of many signs that someone has learned can be seen in the behavioral changes as the result of the changes in the level of intelligence, skills, and characters (Arsyad, 2002).

According Zainiyati (2017), the development of knowledge and technology has boosted the efforts of modernization making use of the technology in teaching and learning process. Teachers are demanded to creatively utilize and take the advantage of media provided by the school, and it is possible that the teachers will be developing their own teaching media relevant to the goals of the lesson in case it has not been available at school.

The variety of teaching media belongs to teacher's strategy to help students understanding and adsorbing the lesson materials. The lesson material should be the one which is understandable to the students. Teachers who remain using contextual learning model, method, and media have to correlate the learning model with the lesson materials aside of the situation and condition where the teaching and learning process takes place. The shift towards contextual learning can be promoted through local history lesson at school, therefore history is not only considered as facts occurring in the past (history) brought by the teachers to the classrooms.

Cooper (in Ofianto, 2018) stated that history has 3 interconnected components. The first component is all events occurred in the past which are related to the present situation, this part is also considered as events which literally happen. The second component is related with the method used by the historians in reconstructing the past events. In this realm, History is a

field of study functions to investigate the changes occur from time to time. Meanwhile, the last component is the statements written by the historians about past events. In terms of learning goals, elementary and middle schools have 3 aims: building the awareness towards history, training the academic capacity, and shaping the student's nationalism. Those 3 aims are interconnected each other; in another word, the academic capacity will affect the student's awareness and nationalism and vise and versa. Furthermore, the History lesson is aimed at gaining knowledge, skills, and building the characters and values.

The most important thing in the History lesson at school is that students are able to see the transformation and continuity in History related to past, present situation, and the future. To master those skills, the teacher has to use the right teaching media. A teacher has to be able to develop a teaching media and choose the appropriate model and teaching media to reach the purpose of the lesson. Based on the researcher's observation in SMA Negeri 6 Padang, the teacher had not maximally created the teaching media. Besides, the teacher also mentioned that they still needed another teaching media to easy them in delivering the lesson materials and guided the students in understanding the lesson materials. The lesson materials will be easier to understand if they are integrated to the student's daily life. However, not all teachers introduce the local history to the students. Hence, the students are mainly exposed to national history rather than the local ones.

Referring to the situation above, an innovation in the History lesson material is needed, therefore the researcher suggests a media in form of leaflet to teach the History. Leaflet is a printed media which comes in form of pieces of paper. In order

for the leaflets look more interesting, the they are usually designed carefully and completed using the illustration and simple, short, and easy-to-understand language (Majid, 2008).

The leaflet is designed in accordance to the student's needs to comprehend the lesson material, which is the Japanese colonialization in Padang. This topic is chosen due to the writer's intention to familiarize the students with their surrounding related to Japanese colonialization in Padang. Because of the situation above, the researcher is interested in conducting a research in "developing a leaflet as a teaching material for Grade XI in SMA Negeri 6 Padang."

This research is aimed at revealing the eligibility and practicality of using a leaflet in teaching the history of Japanese colonialization in Padang. It is expected that this paper will benefit the researcher, teachers, and readers. The reference for this research is a research by Falsifah (2014) investigating a teaching material in form of leaflet about the 5 days battle of Semarang. In addition, the second reference is a research conducted by Weni Dwi Harini (2016) who developed a teaching material in form of a 3D (pop-up) Hidrosfir.

METHOD

The method employed in this research is a development research. Sugiyono (2017) stated that a development research is intended to produce a certain product and test its effectivity. The main purpose of a development research is not to test the theoretical foundation of the research, but to create an effective product to be utilized at school (Gay, Mill dan Ariasan in Emzir, 2012). Furthermore, this development research refers to the research procedures of Borg and Gall consisting of 10 systematic ways. Sugiyono (2017) explains the 10 Borg and Gall's research procedures:

1. Resources and Problems. Resources are anything which will yield added values when it is utilized. In this regard, resources available are the students who have the willingness to learn History, the school (SMA Negeri 6 Padang) which is located nearby a historical place, and the city (Padang) which has many unexposed historical documents of Japanese colonialization. As for problems, they are disorientation occurring in the field. Thus, the problem in this research is teachers' lack of innovation in developing the History teaching media as well as no utilization of available historical resources in Padang City.

2. Data Collection. Technically, the data in this research is collected through observation and interview process. The observation yields an indication that students are still yet to be interested in learning the History. Additionally, according to the interview, the teachers are still using a conventional teaching media and Power Point. They have not yet made use of historical sites in Padang specifically the Japanese colonialization era to draw the student attention towards the History lesson.

3. Product Design. The design of the product initially begins with the analysis of Core Competence (KI) of Curriculum 2013, then the analysis of Basic Competence (KD) "Analyzing the characteristics of Japanese colonialization and the Indonesian response towards it", and finally this analysis is narrowed down to the indicator, goals, and lesson materials. Before the leaflet is printed out, the researcher creates the draft as follow: (a) analyzing the theme and collecting the lesson materials relevant to the Japanese colonialization in Indonesia especially in Padang by visiting the areas used to be inhabited by Japanese

colonials in the past. Some historical inheritance by Japanese colonists can be seen below:



Picture 1. Bunkers in the city of Padang (source: personal photo)

(b) deciding the leaflet design, (c) arranging the narratives for each artefact, (d) designing the leaflet using Corel Draw, and (e) printing out the leaflet. The products are then undergoing a validity and experiment process with teachers and students as the users. The instrument used in the validation process is a questionnaire. Zafri (2013) stated that a questionnaire consists of a list of questions/written questions. The questionnaire is used by both material and media validators to testify the leaflet eligibility and practicality.

- 4. Design Validity.** Sugiyono (2017) mentions that design validity is done by inviting the experts who are experienced enough in evaluating the new designed products, thus the strengths and weaknesses of those products can be determined. The product validators in this research are 2 lecturers namely the content and media experts.
- 5. Design Revision.** When the validation process has been done, the

strengths and weaknesses of the products can be revealed, making it is easier to revise the product design in accordance to the validator's suggestions.

- 6. Products Test.** The revised products are then tested through the students in SMA Negeri 6 Padang grade XI IPS 4 who's number are 27 students. This experiment is carried out to reveal how much has the leaflet been practical and eligible to ease the students in comprehending the History lesson i.e. the Japanese colonialization specifically in Padang and in Indonesia generally.
- 7. Product Revision 0.1.** The student's feedbacks towards the product will present the product's strengths and weaknesses and will be the basis to revise the products into the better ones.
- 8. Practicality Test.** The practicality test includes all students and History teachers in SMA Negeri 6 Padang. It is useful to judge the product's positive values and the drawbacks.
- 9. Product Revision 0.2.** The practicality test enables the researcher to see the product's strengths and weaknesses based on the student's and teacher's feedback. The weaknesses will be fixed therefore a new better product can be made.
- 10. Mass Production.** Based on the data analysis above, the leaflet which has been refined will be produced in enormous amount and used in a larger community.

RESULT AND DISCUSSION

The discussion in this research refers to the data description and analysis as the result of the product revision.

The Analysis of Leaflet Eligibility

The product yielded in this research is a leaflet of History lesson on Japanese colonialization in Indonesia. The product innovation in this research refers to the systematic ways in Borg and Gall's model consisting of 10 steps including potency and problems, data collection, product design, design validation, design revision, product test, product revision, practicality test, product revision, and mass production.

Potency, problem, and data collection are included into research stage. The potency in this research comes in form of student's willingness towards learning the History as well as SMA Negeri 6 Padang which is located nearby the Japanese colonialization historical site. Teachers and schools have made use of this potency/resource; however, more interesting and practical media are needed in the History lesson. Moreover, the integration of history lesson material with historical resources in the school area is still rare, thus the students are less exposed to the nearby historical resources/sites, making the lesson is less meaningful.

The development stage is started by designing the product initiated by with the analysis of Core Competence (KI) of Curriculum 2013, then the analysis of Basic Competence (KD) "Analyzing the characteristics of Japanese colonization and the Indonesian response towards it", and finally this analysis is narrowed down to the indicator, goals, and lesson materials. Before the leaflet is printed out, the researcher creates the draft as follow: (a) analyzing the theme and collecting the lesson materials relevant to the Japanese colonialization in Indonesia especially in Padang by visiting the areas used to be inhabited by Japanese colonials in the past, (b) deciding the leaflet design, (c) arranging the narratives for each artefact, (d) designing

the leaflet using Corel Draw, and (e) printing out the leaflet.

The leaflets are then validated content and media validators. This process is intended to evaluate whether the product design (leaflet) will be more interesting and practical in History lesson. Therefore, the errors can be prevented during the development process, in this case the validators are the content and media experts. The content validity is aimed at judging the eligibility of content in the leaflet, while media validity is carried out to determine the eligibility in terms of its display, narrative, and appearance. Measurement of content and media validity is presented through a *Likert* scale as follow:

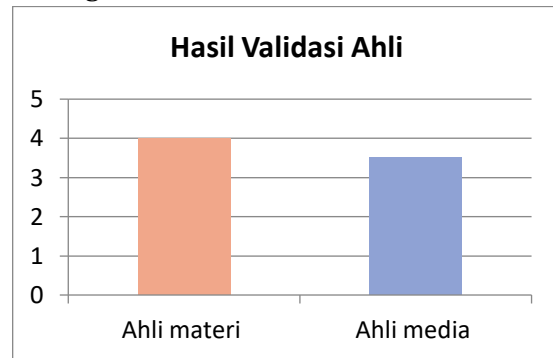


Chart 1. The evaluation by content and media validators (source: processed secondary data)

Based on the diagram above, the result of the evaluation shows the average eligibility at the scale of 4. When interpreted according using the *Likert* diagram, it is very eligible to use as a teaching media. The result of the media evaluation shows that the leaflet gains 3.5 as the average score, means that it is very eligible to use in the History lesson.

The weaknesses of products which have been validated can be revealed. Those weaknesses are reduced by revising the design in accordance to the validator's advice. As for the leaflet's content, it is eligible if the content is relevant to the History development, accurate photographs/

images especially those which are located around the student's neighborhood, vivid information contained in the leaflet, and the leaflet has some exercises by the end of the lesson materials. Meanwhile, according to the media expert, an eligible leaflet has to have appropriateness with its content, creative and attractive design, the proportion of its front and back part should be consistent, limited number of font variety, consistency of position (margin and space), more understandable new information to be delivered to its readers, and relevance to the student's cognitive development.

The Analysis of Leaflet Practicality

The practicality in this regard means that the leaflet may be used by the students and teachers as an alternative media in the lesson of Japanese colonialization in Indonesia. The practicality of the leaflet can be seen in how portable it is compared to textbooks and that it is not dependent on the projector/computer. Moreover, it can be reused for many times, resulting in the easy access to its users. Leaflets also contain some new information including the history of things surrounding the students.

The next development stage is the product experiment. The subject of the experiment is the Social Science students 4 of SMA Negeri 6 Padang grade XI accounted as much as 27 people. The experiment is carried out for two stages using questionnaire. Prior to the questionnaire distribution, the researcher had a class discussing about the Japanese colonialization in Padang and in Indonesia generally using the leaflets. Then, the students are asked to give their feedback towards the use of the leaflet in the History lesson. The student's response on the leaflet is presented below:

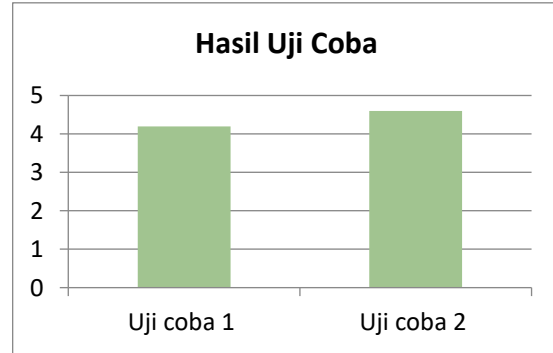


Chart 2. Student's response towards the Leaflet (source: processed secondary data)

Based on the diagram above, the student's average response towards the first experiment is 4.2, which according to the *Likert* scale means that the leaflet is very practical to be employed in the History class. Further, the second experiment yields the student's average response as much as 4.6. It shows that the leaflet is very practical for the topic of the Japanese colonialization in Indonesia.

The availability of leaflet draws student attention towards History lesson even more since it does not only provide the information on national history, but also the history of objects/area surrounding the students such as the Japanese colonialization in Padang. Nevertheless, the students do not realize that the Japanese tunnel is also one of the historical documents. Learning History using the leaflet becomes a student's platform to get more familiar with their environment.

Not only does the practicality experiment require the student's response but it also requires the teachers. The experiment of leaflet practicality towards teacher is carried out by distributing the leaflets to teacher and their feedbacks on the use of leaflets in the History lesson. The practicality validation involves 2 teachers. Below is the data obtained from practicality validation towards the teachers in SMA Negeri 6 Padang:

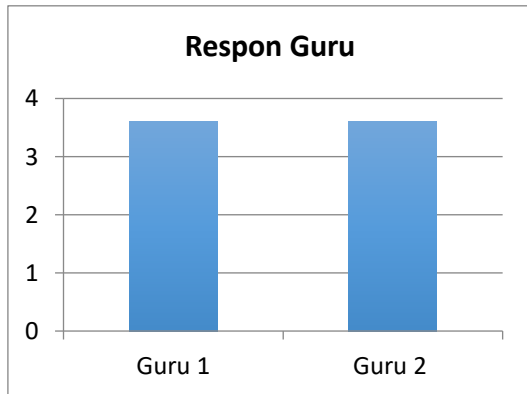


Chart 3. Teacher's Response towards the Leaflet (source: processed secondary data)

The leaflet practicality analyzed from 2 teachers at grade XI SMA Negeri 6 Padang shows that the average practicality is 3.6. If it is interpreted using the *Likert* scale, the leaflet is considered practical in terms of content and media.

According to the analysis above, it can be concluded that the leaflet to teach History especially on the topic of the Japanese colonialization in Indonesia is eligible and practical to be used continuously. However, the upgrading towards the leaflet is still needed.

CONCLUSION

Based on the data obtained in the research and the discussion above, there are several conclusions can be drawn: There are 10 ways of developing a leaflet for teaching History based on Borg and Gall's model. The leaflet eligibility level for the topic of the Japanese colonialization in Indonesia gets 3,4 score. If this is interpreted using the *Likert* scale, the leaflet is very eligible to be employed in the History lesson. In terms of its media validation, the average score is 3.5, falls in the category 'eligible' to be used in the History of Indonesia.

The practicality level of the History learning media in form of leaflet can be revealed through the analysis towards student's and teacher's feedback. The

student's response in two practicality test obtains the average score as much as 4.2 in the first practicality test, while in the second one, the score increases up to 4.6. Hence, the leaflet is very practical to be utilized in the History class. On the other hand, the analysis of teacher's response towards the leaflet is scored 3.6 in the eligibility test. When this score is interpreted using the *Likert* scale, it is considered very practical.

In conclusion, based on the analysis above, it can be concluded that the leaflet to teach History especially on the topic of the Japanese colonialization in Indonesia is eligible and practical to be used continuously. However, the upgrading towards the leaflet is still needed.

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