

**Development of Lasem War Teaching Materials in Form
Booklet for Learning Local History at SMA Negeri 1 Lasem**Muhammad Yusuf¹, Ufi Saraswati², Tsabit Azinar Ahmad³**Abstract**

This study aimed to describe the needs of teachers and students in learning local history at SMAN 1 Lasem, knowing the development of regional history teaching materials, and understanding the effectiveness of the teaching materials developed. The method used in this study was the research and development method with the pretest-posttest control group design. Data collection techniques used in this study include observation techniques, interviews, questionnaires, document studies, and tests. The results showed that the development of teaching materials in the form of booklets on the local history of the War of Lasem was tailored to the needs of teachers and students and relevant sources. The feasibility of booklet teaching material was seen from the results of validation by material experts in stage I (82.04%) and stage II (84.49%) and media experts in stage I (75.56%) and stage II (78.75%) and teacher responses (87.5%) and students (88%) so that it can be concluded that the booklet-shaped teaching material is suitable for use in learning local history in SMAN 1 Lasem. Using teaching materials in the form of booklets can improve student learning outcomes. The experimental class student learning outcomes (84.6538) were better than the control (78.3571). Therefore, it can be concluded that the teaching materials in booklets are effective for teaching materials used in learning local history in SMAN 1 Lasem.

Keywords: *local history, history teaching, booklet, War of Lasem*

Introduction

Local history in Indonesia has many significant meanings. According to (Lapian, 2009; Rengganis, 2013), through local history, we can understand various historical events throughout Indonesia better and with meaning from various ethnicities, cultures, and histories. The diversity of local history increasingly encourages the need to learn local history. By providing local history, the values that existed in the past in certain localities can be transmitted to the younger generation so that young generations in certain localities have an excellent awareness of history and what Indonesia is like in particular. However, local history becomes a basis for students to learn the history of other regions. So, including local history as a curriculum in schools plays a very urgent role in generating a love of learning in the region

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(Abdullah,1996). History learning is a system with components including objectives, materials, students, teachers, situations, methods, and evaluation (Widja, 1989; Harry H. et al., 2021; Aziz, 2020). In this research, what is meant by history learning is the learning and teaching process in which learning about the past is used as a guide for life in the future and to foster a sense of love for the country so that students' behavior changes for the better. Based on the research results of Purnamasari and (Wasino, 2011; Kurniyawan, 2020), it can be concluded that (1) the development of a learning model for teaching history based on local historical sites can improve the quality of learning, (2) local historical sites can be used as effective teaching material. Therefore, learning history is significant in creating the value of love for the country in the younger generation, mainly local and regional history, so that they will love their region more and know its history (Nafiin, M. I, 2018; Septyana, 2012; MUAWANAH, 2015)

Every region has a local history, including Lasem Rembang Regency. There is much local history in Dilasem, starting from the pre-literate era to colonialism. There is some local history in Lasem, such as during the Hindu Buddhist era, there was the Majapahit Kingdom, Islam, and the spread of Islam by Sunan Bonang until the colonial period. One of the histories of Lasem in the era of colonialism was the Lasem War in 1741-1750. One of the fascinating local histories in Rembang is the Lasem War (Lestari et al., 2018; Hadi, 2018). The Lasem War was the resistance of the people of Lasem and its surroundings to VOC rule. The conflict arose due to the Chinatown commotion in Batavia, followed by a large-scale migration of the Chinese population to Lasem. This event led to a rebellion known as the Lasem War of 1741-1743 (Unjiya, 2014; Merdeka, 2013; Riyanto et al., 2020). The development of local history learning in Lasem has been inferior; in fact, many history students and teachers have minimal knowledge of local history in Lasem. According to the history teacher at SMA N 1 Lasem, the development of teaching materials in history learning in some schools in Lasem has so far been stuck to the same methods as before, namely using PPT, memorizing and working on existing questions such as on LKS and so on. This makes students feel bored and tired of reading and memorizing.

According to (Amin, 2011; Jaeni, 2021), the systematization of formal learning is ideally supported by learning media and textbooks that make it easier for students to understand local historical values. Apart from that, the existence of media and textbooks can support students' implementation of independent learning. Research results (Tanjung, 2015; Yusuf, et al, 2019).) Shows that students' history learning outcomes taught through learning media have increased. In developing local history in Lasem, researchers intend to create teaching materials that are easier for students to read and understand. This learning development focuses on making

products, namely booklets. Booklets have a small format (size) like a leaflet, but the structure of the contents of a booklet resembles a book (there is an introduction, contents, and conclusion); only the way the contents are presented is more concise than a book (Mintarti, 2001; Hadi, 2020). Mintarti (2001) believes that booklets as a learning medium have increased the target audience's knowledge in specific fields. According to Satmoko (2006), booklets can be used to increase knowledge because booklets provide specific information, are widely used as an alternative medium for studying at any time, and can be read anywhere. Based on the problems found in the field regarding the limited knowledge of local history in the Lasem area, researchers feel that an assessment or research is needed to solve this problem. For this reason, the researcher intends to conduct Research and Development (R&D) research focusing on a booklet titled "Development of Lasem War Teaching Materials for Learning Local History in Rembang."

Method

The type of research used in this research is research and development. Research and development methods (Research and Development) are used to produce specific products and test the effectiveness of these products (Sugiyono, 2015). The research design used in this research is a pretest-posttest control group design. In this case, there are two class groups: the experimental and the control. The research design is depicted in the following figure.

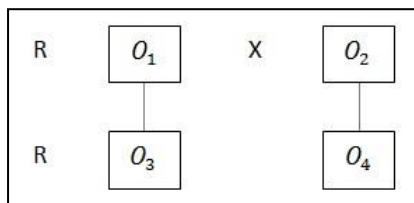


Figure 1. Research Design (source: Sugiyono, 2015)

The first group that will use the new method is called the experimental group, while the second group that will use the old method is called the control group. R means that the selection of experimental and control groups was carried out randomly. O_1 is the initial ability value of the experimental group, and O_3 is the initial ability value of the control group. After the positions of the two groups are balanced (O_1 is not different from O_3), the experimental group is given treatment (X), and the control group is not given treatment. The treatment referred to in this research uses the Lasem War History booklet teaching materials developed by researchers. After the experimental group was given treatment (X), the experimental and control groups were given a final test, and the results were compared. In this test, O_2 is the test result of the

experimental group after being given treatment, and O_4 is the test result of the control group. If the value of O_2 is significantly higher than O_4 , then applying the new method, namely using the Lasem War History booklet teaching material, is effective and efficient. The research will be conducted at SMA N 1 Lasem, located east of Jalan Sunan Bonang Km 01 Lasem, or in front of the Lasem District office.

This research will be carried out in class XI IPS in history subjects. This research focuses on developing teaching materials in the form of history booklets for teaching the local history of the Lasem War at SMA N 1 Lasem. Data collection techniques used by researchers are observation, interviews, document studies, questionnaires, and tests. Researchers conduct observations and interviews to determine the level of needs in the learning process, then create products to meet existing needs in the field. The final step is to conduct due diligence on products from various parties and describe them. The stages in this research include the preliminary, development, and evaluation stages.

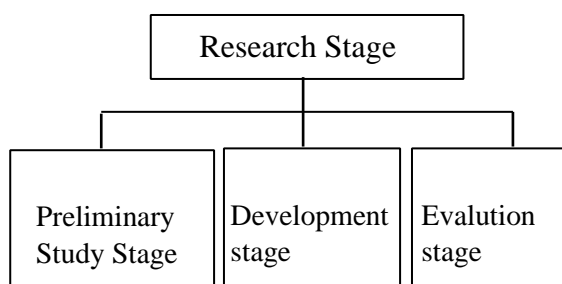


Figure 2. Research Stages Chart (source: processed data)

Results and Discussion

Based on observations made by researchers at SMA N 1 Lasem, problems were determined that could be addressed in developing teaching materials for Lasem local history, especially the Lasem War, in order to arouse feelings of love for the homeland and appreciate the struggle of the Lasem people against the invaders. This is in line with local history, which is rarely taught in history lessons at school due to limited time and sources of local history information. Based on interviews conducted with history teachers, it was found that teachers still did not teach local history material in a structured manner but only touched on a small quantity of Lasem's local history content. Apart from that, the history teacher at SMA Negeri 1 Lasem has not yet made teaching materials related to Lasem's local history, especially material about the Lasem War. Apart from interviews with teachers, researchers also conducted interviews with class XI IPS 4 students to discover the conditions of history learning and the teaching materials

needed. Based on the interview results, it can be concluded that there are still no teaching materials that contain local history material, so it would be better if there were unique teaching materials that contained the local history of Lasem.

Using interesting teaching materials accompanied by pictures and narratives is the teaching material that students want. The teaching materials offered by researchers are in the form of booklets on the history of the Lasem War. The potential contained in this school made researchers develop teaching materials in the form of booklets regarding the local history of the Lasem War. The booklet was chosen because it can make it easier for students to understand the events of the Lasem War and make students more interested in studying it. Teaching materials in the form of booklets can also be studied by students individually. Research on developing history teaching materials in the form of Lasem War History booklets was carried out at SMA N 1 Lasem. The development of this teaching material is based on problems found at SMA N 1 Lasem regarding limited resources and teaching materials for learning local history. Besides the limited teaching materials, time constraints rarely cause local history to be taught in lessons.

Local history in the history education curriculum is significant because the curriculum has an integration function, namely that the curriculum functions to educate individuals who are integrated with society (Wijayanti, 2017). Supardi (2006) states that local history can contribute to awareness of a multicultural nation, demonstrated by recognizing each other's weaknesses and building equality among diversity. Therefore, students need to know and study the local history of their respective regions; in this case, the area in question is the Lasem area. However, history learning in class still does not explicitly contain local history. Local history is only presented briefly and incompletely. This is due to limited time and existing historical sources. One of the local history materials in Lasem that is still rarely taught is the History of the Lasem War from 1741 to 1750. The local history material that is often presented is material regarding the spread of Islam by Sunan Bonang. The presentation of the material is still only a short story, not a specific lesson. Therefore, the material developed in making this teaching material is the History of the Lasem War 1741-1750. Based on the results of interviews with the History teacher at SMA N 1 Lasem, it is necessary to develop unique teaching materials that can be a source of information regarding the history of the Lasem War (Aziz, 2020; Nafiin, 2018). This problem became the background for developing teaching materials on local history material in Lasem. Media use in learning is essential and can strengthen learning, motivate students, and make learning more authentic. Learning media are physical suggestions for conveying learning content or materials, such as books, films, videos, etc. The learning media

developed by researchers is teaching material in the form of a booklet on the History of the Lasem War from 1741-1750. The teaching materials developed aim to provide teaching materials regarding local history material that are by curriculum demands by considering student needs and learning conditions at SMA N 1 Lasem. The teaching materials developed lead to independent learning. Time limitations in delivering local history material require students to be able to learn independently through existing learning media. This is in line with Satmoko's (2006) opinion that booklets are a medium that can be studied at any time and read anywhere. Therefore, teaching materials in the form of booklets can be used as alternative teaching materials that can be used for independent learning.



Figure 3. Booklet Product Image (source: research results, 2018)

Conclusion

Based on the research, it can be concluded that in local history learning, teaching materials are not appropriate to the regional nature of resistance to colonialism in Indonesia. Due to limited time and information sources, Lasem's local history material is rarely presented in history lessons. Thus, it is necessary to develop local history teaching materials at SMA N 1 Lasem to make students know and understand the people's struggle against colonialism and appreciate the historical heritage found in their region.

The advantage of the teaching materials taken by researchers is that they make it easier for students to understand the local history in Lasem, supported by pretty clear pictures and easy-

to-understand material. The weakness, especially in teaching materials, is that there is not much material, and the only thing that takes the essence of the history of the Lasem War is that the teaching materials developed are teaching materials in the form of booklets on the history of the Lasem War. The development of this teaching material has gone through the stages of making teaching materials in research and development (Research and Development), from the stage of exploring potential and problems, data collection, product design, product validation, product improvement, product validation as well as assessing practitioner responses to the resulting booklet product. This booklet is equipped with pictures of the historical heritage of Lasem and explanations of figures in the Lasem War.

The booklet teaching material "A History of the Lasem War 1741-1750" developed by researchers was declared suitable and adequate for learning local history in Rembang. This is shown by the results of the tests, namely that the average learning outcomes of students in the experimental class are more than those of students in the control class.

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