

Use of History Teaching Materials for Specialization and Appreciation of SMA/MA Students in Brebes RegencySindi Safitri¹, Hamdan Tri Atmaja²**Abstract**

This study aims to know the use of historical specialization teaching materials in early world civilization materials by history teachers in third graders High Schools/Madrasah Aliyah of the same level in Brebes and then to know student appreciation towards the history book used in historical subjects and implementation of teaching history material in learning history. The type of this research was qualitative, with data collection techniques using direct observation, in-depth interviews, and document studies. The results of this study indicate that the use of teaching materials provided by the schools has not been optimal. However, teachers use varied teaching materials that can increase student learning motivation. Student appreciation of valuing and assessing textbooks shows uniformity, but in the aspect of appreciating/interpreting students from two schools that are MAN 2 Brebes and SMAN 1 Bantarkawung, known that a small number does not have supporting books that are worksheets and summary of material prepared by teacher indicates that students have not appreciated/interpreted as an essential element in learning history. Teachers implement teaching materials by integrating teaching materials into learning methods that are interesting and varied. However, two of the three schools have technical problems in using instructional media; these were the availability of LCDs and inadequate projectors.

Keywords, *usage, teaching materials, appreciation, textbooks*

Introduction

In education, teachers play a vital role as distributors of knowledge. Accurate use of learning methods and smooth communication can also help students understand and interpret the importance of education. Thus, according to Sudjana in Zahra (2014, p. 18; Putri, 2019), teachers occupy an essential position as teachers; teachers must be able to translate and explain the values contained in the curriculum and then transform these values to students. Through the learning process at school. In connection with students' understanding, according to Majid (2009, p. 170; Ilmiawan et al., 2018), ideally, learning resources are used effectively so that they make proper contact with students. However, several teachers at two high schools and one MAN were interviewed, and researchers carried out observations on 21-25 March 2019 and disclosed that they tend to use one of several teaching methods that can be developed. This is

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Due to the limited teaching materials available in schools and the teachers' limited free time to develop teaching Materials. Apart from that, the lack of optimization of the use of teaching materials in schools is influenced by students' lack of interest in going to the library, so students only gain knowledge from the material presented by the teacher. Moreover, the History lesson specializing in 'Early World Civilizations' material, this material is material that covers a vast area where students are not yet familiar with world history material because previously, both in class X and at the SMP/MTs level, students were presented with it. Historical material with a scope limited to the Indonesian region and world history material is only presented briefly (Herlina, 2020). For this reason, teaching materials are needed that are good in terms of quality and also sufficient in terms of quantity, so in this case, the role of teachers and schools is vital in developing and providing sufficient teaching materials for students (Hana, 2020).

In this Millennial era, the character of students who have a low interest in reading requires teachers to provide history teaching that is easy to understand, especially as history subjects seem to have much material. It is not uncommon for students to feel bored when they have to read. This is in line with the results of research by Sulistyawan, Jayusman, and Suharto (2019, p. 25), which revealed that students lack of interest in reading was caused by the less attractive appearance of the teaching materials that students used in learning history, so they were less interested and lazy to read. Apart from that, the teacher's skill level in various learning methods can influence students' interest in learning. As found by Ahmad et al., the obstacles encountered in the learning aspect still focus on limited teacher skills in implementing learning variations, lack of enthusiasm from students, material that is difficult to understand, problems in learning media, implementation of evaluation systems, and limited facilities and sources. (2014, p. 271 ; Pahlevi, et al, 2021).

According to the Radio , if the teacher cannot deliver the lesson as interestingly as possible, then there will only be a wrong view of students towards learning history. The solution that can be done to overcome this problem is to change students' views on history lessons themselves by using varied and innovative learning methods so that students are interested and do not feel bored with history lessons and history books, which mainly contain written material (Saputra, 2021; Leo et al., 2019; Praise, 2014). Interesting teaching materials or books can encourage students' enthusiasm for learning, which is also related to students' understanding. This is in line with research conducted by Mordechai (2014, p. 85), “. . . *there is a positive correlation between the use of the humorous clips and my student's understanding of the content, engagement in the lessons and ability to think critically* ”, in other words, it can be

concluded that using humorous videos can increase understanding, involvement in learning, and thinking critical students.

Brebes Regency is an area with cultural diversity; according to Handoyo (2015, p. 65; Chandra, 2016), cultural diversity can be seen from the differences in language and customs, which become a frame of reference in their daily social activities. Looking at the aspect of language, according to Kottak in the book *Multicultural Education* by Yaqin (2007, p. 87; Zahra, 2014), language cannot be separated from culture because culture is part of language, and vice versa, so when culture experiences changes, then a person's language and way of thinking will also change. These differences in cultural background can determine students' attitudes, as stated by Oemar Hamalik, who states that the culture of the society where students live significantly influences students' attitudes (2001, p. 12). According to Purnomo (2011, p. 16), attitudes start from feelings of likes or dislikes related to a person's tendency to respond to something/object. Attitude also expresses a person's values or outlook on life. Attitudes can be formed so that desired behavior or actions occur. Thus, teachers have an essential role in being role models in shaping students' attitudes (Krismawati et al., 2018; Kuswono et al., 2021).

From the above background, the researcher studied the use of History teaching materials for the Specialization of Early World Civilizations material, students' attitudes towards using history teaching materials, and their appreciation for them. Hence, the researcher wrote a thesis entitled " Use of History Teaching Materials for the Specialization of Early World Civilizations Materials and High School Students' Appreciation /MA Negeri Di Brebes "to find out whether the teaching materials for the History Specialization subject 'Early World Civilizations' are used and developed as well as possible by teachers so that they receive good appreciation from students and increase students' interest in learning history.

Method

This research is descriptive qualitative research. This research was conducted in the Brebes Regency, and the schools used as research sites were SMA N 1 Bumiayu, MAN 2 Brebes, and SMA N 1 Bantarkawung. Data collection methods include observation, interviews, and documentation studies. This research aims to determine the use of teaching materials by history teachers, students' appreciation of textbooks, and the implementation of history teaching materials in learning three SMA/MA in the Brebes Regency. Observation, interviews, and documentation studies were used to obtain the data for this research. This research uses an interactive analysis model whose stages include data collection, reduction, presentation, and conclusion. The research entitled " Use of History Teaching Materials Specializing in Early

World Civilization Material and Appreciation of State High School/MA Students in Brebes " determines teachers' use of history teaching materials and students' appreciation of textbooks.

Results and Discussion

Use of History Teaching Materials

Aspects of the Use of History Teaching Materials Focusing on ' Early World Civilizations ' material, researchers took several indicators that will be discussed, namely what teaching materials are used, the development of teaching materials by teachers, the obstacles experienced by teachers, and evaluations related to the obstacles experienced.

1) Teaching Materials Used

At SMA Negeri 01 Bumiayu, two textbooks are used in learning the History Specialization material 'Early World Civilizations'; however, the most dominantly used is the Module book, while the package book is only used to complement learning. Apart from that, teachers look for other references by buying history books to support historical material not included in either the module book or package book and use teaching materials summarizing the material in PowerPoint form displayed via *LCD* to attract students' interest. In contrast to SMA N 1 Bumiayu, for the History Specialization, MAN 2 Brebes does not use textbooks, packages, or worksheets because the school does not provide them. However, the teacher provides summaries of the material to write on the blackboard, and students can search for material online. The difference at SMA Negeri 1 Bantarkawung is the use of history teaching materials the school provides in textbooks and LKS. However, the dominant use of LKS is still used during learning.

2) Efforts to Develop Teaching Materials by Teachers

Efforts to develop teaching materials for the History Specialization material on 'Early World Civilizations' by teachers at SMA Negeri 1 Bumiayu, in the form of compiling a collection of materials that are not discussed in module books and package books and developing teaching materials in the form of material summaries in PowerPoint form. In contrast to SMA N 1 Bumiayu, MAN 2 Brebes has tried to develop teaching materials from other references, which are developed into a summary of the material, which is then written on the blackboard. In contrast to SMA N 1 Bumiayu, in the History lesson specializing in 'Early World Civilizations' material, the teacher only uses textbooks provided by the school, and LKS books dominate this.

3) Barriers Experienced by Teachers

The obstacle experienced by teachers at SMA N 1 Bumiayu is in the use of teaching materials for the History Specialization. The availability of teaching materials for history specialization

in the library is felt to be lacking by both teachers and students because fiction books dominate the library. Nevertheless, Indonesian History textbooks have reached an adequate number of students. In contrast to SMA N 1 Bumiayu, the obstacle experienced by MAN 2 Brebes teachers is the lack of availability of teaching materials in the form of textbooks for both Indonesian History and Specialization History subjects, as in borrowing books, there are still conflicts between one class and another class which has hours. History lesson at the same time. Moreover, students prefer to write material given by the teacher rather than duplicating modules to support learning. Some students do not seem to attach importance to the teaching materials that should be used to support learning. According to teachers, the limitations of LKS at MAN 2 Brebes are known because school regulations do not encourage teachers to let students buy works not from the government. Apart from the lack of teaching materials, teachers revealed that students' background understanding influenced learning. At SMA N 1 Bantarkawung, although the textbooks available in the library come from various printing companies, there are still few. Because of the differences in publishers, students often feel confused about whether to use these textbooks. The obstacle teachers face in developing teaching materials is the lack of free time due to the large number of official duties from schools and other work, which causes the slow development of teaching materials. Teachers are also hampered by the lack of a laboratory for social studies subjects, so teachers have difficulty describing historical objects to students. Of the nine history teachers interviewed, the majority of teachers revealed that in the 2013 curriculum, there was an overlap in the subject matter of Indonesian History and Compulsory History, where the material taught in Special History lessons had already been studied in Indonesian History lessons so that reducing students' interest in learning because the material has already been taught.

4) Teacher Evaluation in Overcoming Barriers

Tips for SMA N 1 Bumiayu teachers in overcoming the limitations of History teaching materials. The specialization material on 'Early World Civilizations' is to look for additional material not covered in module and package books. Apart from that, in expanding students' knowledge, teachers also allow students to use devices to Look for historical teaching materials online. Apart from that, to overcome the language problem in textbooks that are too long, teachers invite students to buy LKS books with more practical material and practice questions. Like SMA 1 Bumiayu and MAN 2 Brebes, efforts are made to anticipate the shortage of handouts to be distributed to students and used as additional teaching materials. Teachers responded that a shortage of teaching materials had been experienced since the implementation of specialization lessons, which were relatively new at the same time as the 2013 Curriculum

was established. The shortage of textbooks required teachers to continue to meet students' learning needs by developing available teaching materials.

Student Appreciation of History Textbooks

Students' appreciation of the History Specialization textbook on 'Early World Civilizations' history material can influence their attitudes towards learning, as researchers found in research in three schools in Brebes Regency, namely that there is a gap in quality between Indonesian History textbooks and Special History textbooks, p. This is because the History Specialization lesson is still relatively new and emerged at the same time as the 2013 Curriculum. The appreciation aspect here includes appreciating, appreciating/interpreting, and evaluating. The following is an attitude of appreciating, appreciating/interpreting, and assessing textbooks at SMA N 1 Bumiayu, MAN 2 Brebes, and SMA N 1 Bantarkawung,

1) Value

SMA Negeri 01 Bumiayu, in studying History Specialization, uses modules, while for History lessons, you must use worksheets and textbooks. Students in terms of material in the History Specialization module admitted that the 'Early World Civilizations' material and other material were challenging to understand. In terms of quality, students said it was not good. In contrast to specialization history textbooks, Indonesian history textbooks already provide worksheets and textbooks as support with good quality paper and pictures. Likewise, MAN 2 Brebes students have a gap between Indonesian History and History Specialization textbooks in terms of availability. The availability of textbooks is due to the school providing only a certain number of students in one class, with the hope that the textbooks will be used alternately; however, due to simultaneous learning schedules with different teachers, one class has to give in and does not receive a textbook loan. Apart from that, schools do not provide worksheets, so students only depend on the material presented by the teacher. However, two out of three students interviewed thought that writing down the material given by the teacher could make it easier for them to understand the essence of the material. Not much different from students at SMA N 1 Bantarkawung, the textbooks used at SMA 01 Bantarkawung are in the form of textbooks and LKS; there are enough history textbooks to meet students' learning needs. However, using teaching materials in learning is still dominated by LKS. Several students had opinions regarding the LKS used; according to three students interviewed, the appearance of the LKS could affect students' interest in learning because the quality was less attractive.

2) Appreciate/interpret

At SMA N 1 Bumiayu, even though the history specialization module was deemed poor quality, students expressed an attitude of appreciating/interpreting the teaching materials that the importance of history books was in meeting learning needs because they were the only textbooks students had. Likewise with MAN 2 Brebes, even though they experience a shortage of teaching materials, some students still interpret books as essential teaching materials. However, some students are lazy in writing the material presented and do not copy the summary of the material prepared by the teacher. Not much different from SMA 1 Bumiayu, MAN 2 Brebes, and SMA N 1 Bantarkawung, apart from the lack of textbooks, which, as stated by students, most students consider necessary in learning history. In connection with the importance of textbooks in learning, as with MAN 2 Brebes students at SMA N 1 Bantarkawung, some students still choose not to buy worksheets.

3) Evaluate

Assessing teaching materials, SMA 1 Bumiayu students considered that the textbooks used were good, especially for History Specialization textbooks, seeing that the teaching materials held by students were only Module books. Similar to the attitude of MAN 2 Brebes students in assessing history textbooks, all of the students whom researchers interviewed assessed that history textbooks were good but were still constrained in terms of availability. Then, for students at SMA N 1 Bantar kawung, in assessing the history textbooks used in history learning, the students interviewed by researchers revealed that the history textbooks used had supported learning, especially Specialized History lessons, which experienced a gap with Compulsory History lessons.

Implementation of Teaching Materials in History Learning

1) Conditions for Learning History

The learning conditions for class The interaction between teachers and students is good because a reciprocal relationship has been created. Based on observations made by researchers on March 21, 2019, it can be seen that Mrs. Fahrana's history learning went very orderly. In contrast to MAN 2 Brebes, the learning conditions in class are different. However, the interaction between teachers and students has created a reciprocal relationship. However, each class has a different level of activity. The learning conditions in class This is influenced by the teacher's fun way of teaching so that students do not get bored spending too long in class. The interaction between teachers and students is good because the teacher's humorous character means students do not get bored with their learning.

2) Learning methods

The learning methods used by SMA N 1 Bumiayu teachers vary significantly because the methods used must adapt to the different characters of students. The method used in the History Specialization lesson on 'Early World Civilizations' is a group discussion. The results are presented in front of the class when it is their turn to teach the material. Besides that, learning is not only carried out in the classroom, but teachers invite students to study outside the classroom around the school. Students responded to the methods used by the teacher, saying that the lessons taught were engaging. In implementing learning methods, teachers are supported by adequate facilities and infrastructure at SMA Negeri 1 Bumiayu, which can be seen from each class's facilities with *LCDs* and projectors installed. It makes it easier for teachers to deliver teaching materials in audio and audio-visual form. Apart from that, *Wi-Fi is also installed in each class* to make it easier for students to find additional materials and *online-based assessments*. In preparing the materials used in various learning methods, one of the history teachers, Mrs. Nurjannah, invited students to participate.

Not much different from SMA N 1 Bumiayu, MAN 2 Brebes teachers apply the group discussion learning method, and students are given the assignment to write a paper, then present it in front of the class, and at the end of the lesson, the teacher gives a lecture as a compliment. Apart from that, teachers also apply game learning so that students do not feel bored. Then, at SMA 1 Bantarkawung, the role-playing method using puppets was used. The reason for choosing this method was because it was believed that the teacher could attract students' interest and participation compared to using the lecture method. Based on the learning methods used by teachers at three schools, five out of nine teachers, it was revealed that the learning objectives had been achieved. However, some teachers had not yet reached a very satisfactory stage, but at least they had exceeded the Minimum Completeness Criteria (KKM).

3) Obstacles in Learning At SMA N 1 Bumiayu, the obstacles experienced are in the use of game-based learning methods; teachers use this game as *an ice breaker* so that students do not feel bored during the group discussion method; some students consider the game method to be less effective, This is because when learning, students feel rushed. In the discussion and presentation method, the obstacles teachers face are students who are inactive in discussions and do not intervene in carrying out assignments in their groups. This is overcome by forming random discussion groups so that the groups of active and inactive students are evenly divided. Apart from that, regarding facilities and infrastructure, teachers sometimes experience dead Wi-Fi connections and damaged LCDs; this is very influential considering that students need Wi-Fi to find additional material and LCDs for learning. In contrast to MAN 2 Brebes, history teachers face obstacles in the form of a lack of learning aids such as *LCDs* and projectors.

Several LCDs and Projectors that do not match the number of classes means teachers and students have to fight with other classes to be used in learning; this certainly impacts the learning strategies that the teacher has prepared. Apart from obstacles in the field of learning aids, both teachers and students feel the obstacles that exist in implementing learning methods. Regarding constraints, each learning method has its constraints. For example, in the lecture method, students stated that if the teacher takes too long to deliver the material, the students will feel bored and sleepy.

Like MAN 2 Brebes, at SMA N 1 Bantarkawung, facilities, and infrastructure are still constrained by learning aids where *LCDs* and projectors are not installed in every class. This causes the delivery of material to be less than optimal because the common problem faced is using *LCDs* and projectors, which must be fought with other teachers. To overcome this incident, the teacher anticipates this by changing the learning method by discussing and visiting the library. From the results of this research, it was found that class X history teachers used history textbooks in the form of worksheets and textbooks. However, there are several gaps between Compulsory History textbooks and Specialized History textbooks; this can be seen in quality and availability. Regarding the quality of Compulsory History textbooks, package books are available with white paper and colored pictures, while specialization history textbooks are still presented on opaque paper and colorless pictures. Regarding availability, one in three schools has a shortage of teaching materials regarding textbooks. Namely, schools only provide textbooks for a certain number of students in one class, hoping each class can use them. However, lesson hours that often conflict sometimes require students not to use textbooks because other classes have used them.

Of the three State High Schools/MAs studied, there are similarities: all teachers use exciting teaching materials and interactive learning methods so students do not feel bored. Moreover, the response from students from three schools was very enthusiastic and eager to participate in learning. This aligns with the theory of *Connectionism* according to Thorndike, who stated that learning is a process of interaction between stimulus and response. In this case, what acts as a stimulus is interesting teaching material in the form of *PowerPoint* that is relevant to the material, and the response that is generated is students' enthusiasm for learning. Apart from the *Connectionism theory*, the results of this research also prove the *Conditioning theory* put forward by Guthrie, which was implemented with research using the Opposite Reaction Method, so that it can be concluded as follows: When students do not like history lessons because there is much material, the teacher provides stimulus in the form of material—

engaging teaching and fun game-based learning methods. This activity is carried out many times so that the students' perspectives become interested in history lessons.

The researcher interviewed nine students from three high schools/equivalents in Brebes Regency; based on the researcher's observations, it was concluded that there was a gap between the Compulsory History textbooks and Special History textbooks. Six students from SMAN 1 Bumiayu and SMAN 1 Bantarkawung thought that the History Specialization textbook in the form of LKS was considered not good in terms of its quality, namely the display of images of an object and the choice of paper. Meanwhile, the gap that occurred at MAN 2 Brebes was that three students stated that the students in their class did not use LKS textbooks because most did not want to buy them, so for the History Specialization lesson, they only depended on the material written by the teacher on the blackboard. However, all nine students considered history textbooks in any form to be critical in supporting learning.

Looking at the use of textbooks by teachers, in this study, the researcher interviewed six history teachers in general and three class X history teachers in particular, who teach at three different schools, namely SMA N 1 Bumiayu, MAN 2 Brebes, and SMA N 1 Bantarkawung. Along with the process of observation, in-depth interviews, and documentation, researchers found a categorization of teachers based on the use of teaching materials in learning, including teachers who utilize available teaching materials, teachers who develop teaching materials, and teachers who utilize available teaching materials and also develop them, as explained as follows,

- a. Teachers who utilize available teaching materials, teachers who fall into this category are SMA N 1 Bantarkawung teachers. This was concluded based on interviews with three students who revealed that in learning the History Specialization material 'Early World Civilizations,' the teacher only used teaching materials like worksheets.
- b. Teachers who develop teaching materials and fall into this category are MAN 2 Brebes teachers. This is because the lack of teaching materials for the History Specialization requires teachers to develop teaching materials as summaries of material that students will later use in learning.
- c. Teachers who utilize available teaching materials and also develop them. A teacher who falls into this category is Mrs. Fahrana, a teacher at SMA N 1 Bumiayu. This is because in learning the History Specialization material on 'Early World Civilizations,' apart from using modules provided by the school, the teacher also develops teaching materials in the form of *PowerPoint* to attract students' attention. This is undoubtedly supported by the school's facilities and infrastructure, which are adequate for teaching and learning activities.

Looking at students' appreciation towards textbooks, all nine students interviewed had statements that showed the same attitude of appreciation and assessment but differed in the aspect of appreciation/meaning. The attitude of students' appreciation shows uniformity in how students express the shortcomings of packaged history textbooks and LKS regarding quality and availability. All students interviewed were unanimous of the opinion that the most dominant teaching materials used, namely LKS, had good quality paper and pictures. not so good that it affected students' learning motivation; in contrast to textbooks, students stated that the quality of the paper and pictures was good, however, as the teachers said, the language of the material in textbooks was still too difficult for students to understand.

Then, in the assessing aspect, all students interviewed simultaneously stated that regardless Of the lack of quality and availability, history textbooks are considered suitable for supporting learning. Different from the appreciation/meaning aspect, students expressed that textbooks have a significant meaning in learning because they are a source of learning apart from teachers, especially in implementing the 2013 Curriculum, which requires students to be more independent in the classroom. Hence, textbooks are essential in supporting learning. However, at MAN 2 Brebes, there are still students who do not have supporting textbooks such as material sheets compiled by the teacher. Considering that MAN 2 Brebes does not recommend that teachers use worksheets, students prefer to borrow them from friends between classes rather than having their own.

Conclusion

Based on the problem formulation and research results discussed in the previous chapter, it can be concluded that the researcher found several categorizations from class X teachers interviewed at SMA N 1 Bumiayu, MAN 2 Brebes, and SMA N 1 Bantarkawung. The first category is teachers who utilize available teaching materials, teachers who develop teaching materials, and teachers who utilize and develop them.

Students at the three schools had varying opinions on appreciating history textbooks. However, in terms of book quality, students had uniform assessments. Students at SMA 1 Bumiayu and SMA 1 Bantarkawung, who used LKS books as supporting textbooks, assessed that LKS books are less attractive regarding the quality of the pictures and paper. In contrast, MAN 2 Brebes students say that the summary of the material provided by the teacher is more concise and easy to understand, considering that the school only provides textbooks to support learning. Teachers implement teaching materials in learning by integrating teaching materials with various learning methods and producing good interaction between teachers and students.

However, students cannot carry out independent learning and are still dependent on the role of the teacher.

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