

## Utilization of Interactive Booklets on World War II History Material in Realizing P5 Values for Class XI Students at SMAN 14 Semarang

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### Abstrak

Penelitian ini bertujuan untuk mendeskripsikan pemanfaatan booklet interaktif dalam pembelajaran sejarah, khususnya materi Perang Dunia II serta peranannya dalam mewujudkan nilai-nilai Profil Pelajar Pancasila (P5) pada siswa kelas XI SMAN 14 Semarang. Metode yang digunakan adalah deskriptif kualitatif dengan teknik pengumpulan data melalui wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa penggunaan booklet interaktif mampu meningkatkan pemahaman siswa terhadap materi sejarah secara signifikan. Selain itu, juga mendorong tumbuhnya nilai-nilai P5 pada diri siswa. Hal ini terlihat dari partisipasi aktif siswa dalam diskusi sesi wawancara dan kemampuan mereka dalam menyikapi nilai kemanusiaan dan perdamaian. Dengan demikian, booklet interaktif menjadi media pembelajaran yang efektif dan relevan dalam mendukung implementasi Kurikulum Merdeka.

**Kata kunci:** pembelajaran sejarah, booklet interaktif, inovasi media pembelajaran.

### Abstract

*This study aims to describe the use of interactive booklets in history learning, especially World War II material and its role in realizing the values of the Pancasila Student Profile (P5) in class XI students of SMAN 14 Semarang. The method used is descriptive qualitative with data collection techniques through interviews, observations, and documentation. The study results indicate that using interactive booklets can significantly improve students' understanding of history material. In addition, it also encourages the growth of P5 values in students. This can be seen from the active participation of students in the interview session discussion and their ability to respond to the values of humanity and peace. Thus, interactive booklets are an effective and relevant learning media in supporting the implementation of the Merdeka Curriculum.*

**Keywords:** history learning, interactive booklet, learning media innovation.

### INTRODUCTION

Learning is an educational process that provides opportunities for students to develop their full potential into abilities that improve over time in terms of attitude (affective), knowledge (cognitive), and skills (psychomotor) (Sutarman, 2018). History learning is an important element in education that is closely related to nationalism. Through history learning, teachers can encourage students to begin to understand the

essence of every historical event in order to raise historical awareness on a regular and ongoing basis, thereby awakening nationalism in students (Handy, 2021). History is part of human life that tells what, who, and where an event occurred and what its impact was. History has a positive impact on both cognitive and affective aspects. Cognitively, history provides knowledge about past events from which moral messages or experiences can be learned, which can be used as

references in making decisions or policies in the future in order to make better and wiser decisions. Affectively, history has an impact on the growth of historical awareness, nationalism, and love for the homeland among the nation's future generations.

Although history has such a positive impact on the cognitive aspect, students sometimes consider history to be boring because the material is very extensive and complex. Most students consider history to be a boring subject because it only focuses on memorizing historical figures, events, and places (Rahadian & Setiawan, 2021). Additionally, another factor contributing to the perceived boredom of history lessons in schools is the inability of teachers to bring the spirit or essence of history to life (Rahadian & Setiawan, 2021). This results in a loss of interest and enthusiasm among students in learning history.

The role of history teachers is very important in dispelling this assumption. Through innovative and interactive history teaching methods, students will feel inspired and motivated to learn more about history in greater depth. That's why, in addition to being a transfer of knowledge, teachers must be able to adapt psychologically to their students to foster a sense of familiarity. By building a rapport between teachers and students, teachers can more easily guide students to

encourage and motivate their enthusiasm for learning (Susilo, 2020).

High motivation will maximize student activity in utilizing online historical learning resources and media, especially now that technology and information are easily accessible, free, and flexible, and even more exclusive through historical learning media, thereby maximizing students' knowledge.

At SMAN 14 Semarang, the utilization of technology and learning media is already very good. This was found by the researcher during the pre-research interviews with the history teacher, Mrs. Ika Dewi Retnosari, M.Pd. History education at SMAN 14 Semarang is aligned with the Merdeka Curriculum, where teachers act as facilitators in the classroom, and students explore their knowledge independently. Through this approach, students are encouraged to explore their abilities and knowledge further and more deeply through the use of diverse technology and learning media. One of the learning media utilized by Mrs. Ika Dewi Retnosari, M.Pd., is the use of Interactive Booklets.

An interactive booklet is an innovative learning medium in the form of a collection of student work that is then compiled into a learning module and reused by students. The interactive booklet contains advanced history material in more detail, concisely, and is equipped with decorations or illustrations

that make it interesting for students to read. The availability of interactive booklets complements students' needs in history learning at SMAN 14 Semarang because the history material in the current curriculum teaching modules tends to be incomplete and text-heavy. This certainly affects students' interest in exploring historical events in greater depth. This research was motivated by students' need for targeted and contextual learning media in project-based history learning. The extensive material on World War II and the P5 requirements necessitate a medium that not only conveys information but also fosters critical thinking, collaboration, and historical awareness. The interactive booklet emerges as an appropriate solution to meet students' learning needs.

This prompted researchers to conduct research on the analysis of the use of interactive booklets in World War II material that encourages or embodies the P5 values (Pancasila Student Profile). P5 is part of the implementation of the Merdeka Curriculum, which facilitates differentiated learning for students to achieve more optimal results. P5 consists of six dimensions, some of which can be explored and analyzed in World War II history materials, given that the historical events in question involve many countries, including Indonesia. Through this analysis, it becomes clear that P5 is not merely a dimension of the Merdeka Curriculum but

can also serve as an aspect in examining historical events from the past.

Previous studies were reviewed to identify new insights. Research on the utilization of booklets has been conducted by (Eldarita et al., 2023) This study used a qualitative method that focused on educating parents and children at SDN Patran Banyuraden, Sleman, on how to brush their teeth at least twice a day using the correct technique and timing. The data was collected using the OHIS recording format, which showed a score of 3.2-3.25 (poor) before the education program and 0.8-1.2 (good) after the program. The study found that there was a significant improvement in knowledge and skills in tooth brushing with the help of the booklet. Research on the utilization, development, and effectiveness of booklets in history learning was conducted by (Ningrum et al., 2018) through a quantitative approach. The results of the study showed that the use of booklets brought about changes in the learning interest of students in the experimental class towards history learning, particularly the Proclamation of Independence, which became better and more influential, with an average student interest of 14.9, which was much higher than the average learning interest of students in the control class, which was 1.85.

Research examining the manifestation of Pancasila Student Profile (P5) values in history learning by (Agustina et al., 2023)

This study uses a qualitative method that focuses on analyzing P5 activities in history learning. This study shows that P5 activities are relevant to the history learning process, which is an important foundation for strengthening the character of the nation's future leaders. In addition, P5 accommodates students' aspirations, interests, potential, collaboration, and creativity in learning, both in history and other subjects.

Some of the studies mentioned above certainly have similarities and differences. The similarities lie in the research methods and approaches used and the focus of the research on the use of booklets and P5 values in history learning. However, the research conducted has differences that can be seen explicitly, where the above research has not attempted to describe how interactive booklets can be used in a subject, namely World War II History, to realize the P5 values of students at SMAN 14 Semarang. Therefore, the research conducted has novelty and is certainly different from previous research.

This study is expected to contribute to the body of knowledge in the field of history education, particularly in the development and utilization of innovative learning media such as interactive booklets. This aims to improve the quality of history learning that is not only oriented towards mastery of material but also towards character building of

students. In addition, it is hoped that the results of this study can be a reference for teachers to integrate P5 values into learning activities in a creative and contextual manner so that history education can be an effective means of building a generation that is critical, independent, cooperative, patriotic, and noble.

## **METHODS**

This study was conducted using qualitative research methods with a descriptive approach, where data was presented in the form of words or sentences (Maghfur & Amin, 2024). This method was used because the researcher tried to analyze and explore how interactive booklets are used in history learning, particularly in relation to World War II and the internalization of Pancasila values (P5). The data collection techniques used were in-depth interviews, observation, and documentation.

Interviews were conducted directly with relevant informants, namely history teachers and five students, three of whom were from class XI.3 and two from class XI.4 at SMAN 14 Semarang. The interviews were semi-structured, allowing researchers to explore information more broadly and flexibly. The data obtained from the interviews were then analyzed to identify the meanings that emerged regarding the effectiveness of the interactive booklet in promoting the

achievement of P5 values in World War II history material.

Observations were conducted through *passive participation*, where the researcher came to the location of the activity being observed but did not participate in the activity (Sugiyono, 2022). Then, documentation is obtained from secondary sources, including books, articles, writings, student work, or archives. The validity of research data applies source triangulation and member checking techniques so that the research results have better credibility and validity (Sugiyono, 2022).

## RESULTS AND DISCUSSION

### 1. The Process of Utilizing Interactive Booklets and Their Relationship to the Pancasila Student Profile

Interactive booklets are one of the learning media in the form of small books designed as companion literature. Booklets have a small format (size) like leaflets, but the structure of the booklet content resembles a book (there is an introduction, content, and cover) (Yusuf et al., 2019). The use of interactive booklets bridges students' needs for information visualization while building the involvement of cognitive and affective aspects in learning history. This is in line with the opinion of Satmoko et al. (2006), that booklets are used to increase

knowledge because booklets provide specific information.

The history class XI.3 and XI.4 of SMAN 14 Semarang taught by Mrs. Ika Dewi Retnosari, M.Pd. utilizes interactive booklets on advanced history subjects, ranging from the history of ancient civilizations to world wars and their impacts. Before being utilized, the interactive booklet was first created by students in groups. It is intended that students explore their knowledge and then analyze the events of World War II from various sources critically in groups.

Another purpose of using interactive booklet media is explained through an interview with Mrs. Ika Dewi Retnosari, M.Pd. it is known that:

"History is written, not just memorized, which makes history material boring for students. I thought about how students were invited to write historical memories, but I thought that if the writing was only poured in the form of a mading it would only be valid for a moment, later if they moved classes, it would no longer be used. Secondly, if the mading or poster model is only one sheet of material and not detailed. That's why I asked the children to make a simple booklet (popular science book) so that the material in the children's book is more interesting to read and is equipped with supporting pictures."

The interview data shows that one of the reasons interactive booklets are effective learning media in the classroom is because the material is concise and detailed. That booklets can be used to increase knowledge because booklets provide specific information and are widely used as alternative media to learn at any time (Satmoko & Astuti, 2006).

Teaching and learning activities cannot be separated from *planning*, *implementation*, and *evaluation* (Oemar, 2014). This is intended to make learning more directed and easy to give feedback on whether learning has gone well and achieved CP or not. Based on the observation, it is known that the utilization of interactive booklets on World War II material in class XI.3 and XI.4 has three main points in learning.

One, the planning aspect. A week before the implementation of booklet making and utilization, Mrs. Ika Dewi Retnosari, M.Pd. gave signs to students by conveying the material and what would be done. Through an interview with her, it is known that:

"Before making the booklet and utilizing it, I have given signs to the children. The signs include the background, the battle map, the countries involved, the characters, the war equipment, and how the war ended. In addition, I also instructed the children about the A5 booklet size with a minimum of 5 pages which were then *printed out*."

The data above shows that history teacher have carried out learning planning in a structured and directed manner. This reflects that the learning process does not run spontaneously but is carefully designed so that learning objectives can be achieved optimally.

Two, the implementation aspect. The implementation of making and utilizing booklets lasts for a week (5jp/3x) per class. At the time of implementation, students worked on projects in groups with the help of the Canva editing application in inputting the results of the exploration of the material obtained and this work was only done during history class hours. So when the history lesson is over, the project is continued the next meeting. Even so, there are still students who work at home. Making this booklet, Mrs. Ika allows students to be creative in designing it as long as the "signs" and reference sources that have been given are still listed. Through an interview with Mrs. Ika Dewi Retnosari, M.Pd. mentioned that:

"I let the students be creative in designing it. It's just that it still has to be in accordance with the signs that I have instructed. This is so that later the booklet material is complete when put together and booked. Also, I always tell the children in any assignment or project if they take information or sources from other parties, I always direct them to

include references either text, images, or videos with the intention of training them about respecting other people's copyrights."

The interview data shows that the implementation aspect of the booklet project has been carried out by teachers and students. In this implementation process, there is an interesting part, namely the alignment between cognitive and affective learning achievements. This is shown by the teacher's attitude which implicitly shapes students' character in terms of creativity, responsibility, and academic integrity.

Three, the evaluation aspect. This aspect is a reflection of whether the learning has a significant impact on students' cognitive and affective abilities or vice versa. According to Febriana (2021), learning evaluation is a continuous process system about collecting and interpreting information, in *assessing* decisions made to design a learning system. Learning evaluation activities in classes XI.3 and XI.4 are carried out by Mrs. Ika Dewi Retnosari, M.Pd. using written tests by answering questions and directly assessing student work in the form of interactive booklets. The assessment includes the completeness of the "signs" that have been given, the clear

flow of history, and student creativity.

Based on the description of the research results above, it was found that the three aspects of learning which include planning, implementation and evaluation are important and continuous. These three aspects become a baton in achieving better learning.

Learning planning does not escape the role of media as an introduction to historical material to students. Interactive booklets are present as an alternative media for students' independent learning. Student feedback with this booklet is very good in class XI.3 and XI.4. The results of interviews with students named RYK, PSBZ, and AD found that:

"In my opinion, this use is very useful, we can find out about World War II. The booklets that have been collected and booked will be placed in the library to be read or those who do not know about the history of World War II can know more, how the war was, the pictures, the impact is still there today or not."

"I like reading History, with this booklet it becomes more interesting, especially if there are good designs or pictures that interest me. It's more concise too."

"Yes, because there are pictures, characters, and the words are easier to understand."

The interview data above shows that the use of interactive booklets is preferred by students and has a

positive impact on students in expanding their knowledge rather than textbooks which tend to be dominated by scientific writing which more or less affects students' interest in reading them.

Another feedback that researchers found in students through the process of making and utilizing Interactive Booklets is the connection with the Pancasila Student Profile in the dimensions of Gotong Royong, Critical Thinking, Creative, and Independent.

Gotong Royong dimension, this dimension is reflected in the ability of individual students to cooperate, care, respect differences, and contribute actively in society. The results of an interview with a student named AD found that:

"We divide the tasks, for example I look for references, search for content, and find photo sources. While my partner searches and puts the source material into the design in Canva."

The interview data above shows that practicing the value of Gotong Royong students is very good in the classroom. Pancasila students have the ability to work together and show a positive attitude with others. (Kemendikbudristek, 2022)

Critical and Independent Thinking Dimension, this dimension is reflected in an objective attitude in processing information, being able to analyze

information, evaluate and conclude it, and reflect on their thinking in a decision (Kemendikbudristek, 2022). The results of interviews conducted with students named SCW and AD found that:

"Yes, that's right, I feel trained to think which source is the right one so I look for it one by one and compare and choose which one is the most relevant and put it together."

"The content has a background, a purpose, about wars. Finding references requires extra thought. For example, looking for the background of the war in Okinawa, there are a lot of sources and it's impossible to take all the sources, so we have to read in detail which ones are important and which ones are not."

The research data above shows that students have practiced the value of the Pancasila Student Profile (P5) of the critical and independent thinking dimension through the use of interactive booklets.

The last dimension is creative. This dimension is reflected in students who are able to produce meaningful, useful and impactful work. The results of interviews conducted with SCW and IIA found that:

"I'm excited because the problem with the creative design is that we gen Z look at the appearance first. If the appearance is good and then the booklet is opened and read, it will be fun and gradually we will understand the

historical material in the booklet."

"In making the booklet, we designed and edited it ourselves. With editing-based projects, we can mobilize our creativity and imagination. "

The interview data shows that by creating and utilizing interactive booklets, students can further explore their abilities, knowledge, talents and interests. This dimension has certainly been realized through the interview data and researcher observations in the classroom.

The utilization of interactive booklets at SMAN 14 Semarang had a very positive impact on both teachers and students. From the teacher's perspective, the creation and utilization of this booklet can reduce the scope of complex advanced history material to only the main and important points because booklets have at least five pages but no more than 48 pages outside the cover (Satmoko & Astuti, 2006). It is certainly more concise and interesting than the use of history textbooks which are often dominated by text rather than illustrations. Through this interactive booklet, students are more interested and interested in exploring World War II history material. This is in line with the

positive responses of students when interviewed where students prefer learning media in the form of booklets as an alternative to history textbooks that are too thick and complex.

## **2. Internalization of Pancasila Student Profile Values (P5) in World War II History Materials**

The Pancasila Learner Profile (P5) is the character and ability built in daily life that lives in every learner through school culture and learning in the curriculum, the Pancasila Learner Profile Strengthening Project (P5)(Sulistiyaningrum, Tri; Fathurrahman, 2023). The Pancasila Learner Profile and P5 are an inseparable unit. The difference is only in its use where the Pancasila Profile is an identity and P5 is a project to strengthen Pancasila students. The Pancasila Learner Profile has 6 dimensions including 1) faith, devotion to God Almighty, and noble character, 2) independence, 3) mutual cooperation, 4) global diversity, 5) critical reasoning and 6) creativity (Kemendikbudristek, 2022). The six dimensions need to be seen as a whole so that each individual can become a competent learner, have character, and behave according to the values of Pancasila throughout their life. The Pancasila Learner

Profile acts as the main reference that directs various educational policies including being a reference for educators or teachers in building student character and competence. The development or packaging of the implementation of the Pancasila Learner Profile (P5) at school or in the classroom is of course entirely left to the teacher. Teachers, of course, in packaging adjust to the CP Phase in each education unit.

SMAN 14 Semarang, especially class XI, has entered Phase F which is the final stage of secondary education in the Merdeka Curriculum. In the context of history learning, Phase F of grade 11 focuses on developing the ability to analyze and evaluate historical events, both in Indonesia and the world. History in grade XI is divided into 2 namely Indonesian History and Advanced History (TL). Indonesian History material emphasizes the history of the Indonesian nation itself with the aim of building students' sense of nationalism, while Advanced History focuses more on world history and civilization which aims to provide a broader understanding and develop critical and analytical thinking skills about world history. One of the Advanced History materials is the World War and its Impact. The World War is divided into 2 rounds, World

War I and World War II. World War I was motivated by the assassination of Prince Franz Ferdinand in Sarajevo who was the crown prince of the Austria-Hungary kingdom by Serbian revolutionary groups (Zenius, 2022). At the end of World War I on November 11, 1918, Germany surrendered and the war was over. The following year, the Treaty of Versailles was signed, which found Germany guilty and subjected it to severe sanctions. The war saw millions of casualties and widespread destruction.

The outbreak of World War II was motivated by the military attack on Danzig, Poland by Germany on September 1, 1939, which certainly violated the Versailles Treaty. Of course this made Britain and France furious and declared war on Germany. This became the forerunner of World War II which involved many small and large countries, it had a worse impact than World War I because almost all countries in the world were involved, either as perpetrators or as victims of war. The end of World War II was the surrender of Japan on August 15, 1945 and the signing of the surrender document on September 2, 1945 aboard the battleship USS Missouri in Tokyo Bay.

The World War II material in history learning implicitly contains

two dimensions of P5 Values, namely Faith, God Almighty and Noble Character and Global Diversity. The dimension of Faith, God Almighty, and Noble Character is reflected in compassion and virtue among fellow human beings. Always prioritizing equality, humanity, and respect over differences. In addition, this dimension also contains rejection of discrimination, intolerance, and violence against fellow humans. In an interview session conducted with students named SCW and IIA, it was found that:

"It makes me sad to think that they are victims when they are innocent. If I were in that position, I would definitely be very traumatized."

"The act of war is sadistic, from a moral and humanitarian point of view it is also not good."

The interview data above shows that the dimensions of Faith, God Almighty, and Noble Character are reflected and realized in students. The soul of humanity, compassion between fellow human beings, and love for peace are illustrated through this statement.

Furthermore, the Global Diversity dimension is reflected through understanding the dynamics of relations between nations, ideological differences, and the impact of war on various countries and people around the world. In addition, students are

also taught to respect human rights. In an interview session conducted with students named SCW and AD, it was found that:

"We are one world with many countries, we need to support each other. It's not just about war, it's about humanity, about the economy we have to support between countries."

"It is important to have friendship between countries and interaction. It is also important to respect and honor in times of war in order to achieve a more meaningful peace."

The interview data above shows that the Global Diversity dimension has been understood by students through reflection on World War II History. World War II not only acts as a cognitive source but also an affective one that can be unraveled through practicing the P5 values of the Merdeka Curriculum.

The interview data above found that the World War II material contains P5 values which are reflected in students' responses to the impact of the war. Through this material, students are not only taught knowledge but also given moral messages that can be taken from a historical event as an experience or view to make decisions in the future so that nothing similar happens.

## CONCLUSION

Based on the results it can be concluded that the utilization of interactive booklets in learning the history of World War II is significantly able to improve students' understanding of the material while fostering the values in the Pancasila Student Profile (P5). Students' positive response to the use of interactive booklet media also shows that this approach is able to foster a more active, reflective, and contextual interest in learning history. In addition, teachers observed an increase in participation, collaboration between students, and their ability to relate historical events to the values of today's life. Thus, the interactive booklet proved to be effective as a learning media that supports the implementation of Merdeka Curriculum and the strengthening of P5 values in the school environment.

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