

Development of K13 Learning Media Materials for History Subject at SMA Muhammadiyah 2 Genteng, Banyuwangi

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Abstrak

Mengetahui masa peralihan kurikulum saat ini menjadi tantangan yang cukup kompleks. Media pembelajaran yang populer di sekolah adalah penggunaan video pembelajaran studi kasus kelas 12, seperti video tentang pembelajaran sejarah yang menyajikan sejarah masa lampau di masa kini. Tujuan observasi untuk mengetahui bagaimana kondisi pembelajaran di SMA Muhammadiyah 2 Genteng. Berdasarkan hasil observasi dan wawancara, penerapan metode tidak dapat dipisahkan. Metode kuantitatif tersebut menggunakan teknik pengumpulan data yang diperoleh dengan mengamati lingkungan belajar di SMA Muhammadiyah 2 Genteng, melakukan wawancara dan mengamati bagaimana kinerja guru di depan kelas. Penelitian ini menggunakan penelitian kuantitatif yang berfokus pada media pembelajaran dari mana data statistik dikumpulkan. Kondisi pembelajaran di SMA Muhammadiyah 2 Genteng masih memakai kurikulum 2013 namun sudah memasukkan nilai-nilai dari kurikulum merdeka. Siswa sudah familiar dengan modul (elektronik dan non elektronik) di masa pandemi, sehingga materi ini bisa dimanfaatkan. Media pembelajaran yang digunakan yaitu video pembelajaran, power point, dan studi kasus. Dapat disimpulkan bahwa pembelajaran sangat tergantung terhadap kurikulum yang dipakai.

Kata kunci: media, pembelajaran, sejarah.

Abstract

Knowing the transitional period of the current curriculum is quite a complex challenge. A popular learning media in schools is the use of class 12 case study learning videos, such as videos about history lessons that present past history in the present. The purpose of the observation is to find out how the learning conditions in SMA Muhammadiyah 2 Genteng are. Based on the results of observations and interviews, the application of the method cannot be separated. The quantitative method uses data collection techniques obtained by observing the learning environment at SMA Muhammadiyah 2 Genteng, conducting interviews and observing how the teacher performs in front of the class. This study uses quantitative research that focuses on learning media from which statistical data is collected. The learning conditions at SMA Muhammadiyah 2 Genteng still use the 2013 curriculum but have included values from the independent curriculum. Students are familiar with modules (electronic and non-electronic) during a pandemic, so this material can be utilized. The learning media used are learning videos, power points, and case studies. It can be concluded that learning is very dependent on the curriculum used.

Keywords: media, learning, history.

INTRODUCTION

In terms of education, the most important aspect is the curriculum. All scopes of education from the teaching process,

vision, mission, etc. to expedite learning and teaching activities are included in the curriculum. Each curriculum policy is definitely different depending on the

policies given by the government for education in Indonesia. This means that teachers must also understand the curriculum system that applies, and any changes regarding the curriculum must learn quickly (Bahri, 2011; Fantula et al., 2021).

Preliminary education is an effort to prepare the younger generation to accept and face developments in the current global era (Nengsi, 2021). Therefore, it is necessary to carry out coaching as much as possible to achieve quality education and improve the quality of human resources (Ahmadi, Abu & Joko, 2013). Technological developments have an impact on the education sector. The learning process is very closely related to the media, methods, and learning outcomes. Social media can be used to share teaching materials distributed by teachers to students. The learning method regulates the organization and communication strategy of the subjects. In addition, learning outcomes are measured effectively and efficiently to determine student competence and interest in these subjects.

A curriculum is a written plan for teaching and learning that has a specific format. The 2013 curriculum is currently being analyzed as an independent learning curriculum. Nadiem claims the beginning of the independent curriculum was to reach Indonesian education during the Covid-19 pandemic. Nadiem also believes

that an independent curriculum creates flexible learning activities (Basri et al., 2022; Bunari et al., 2023; Ikhsan, 2022; Suciati et al., 2023). However, the curriculum introduced by the Minister of Education and Culture was not fully accepted by researchers. This report provides facts about the practical application of the self-study curriculum from the perspective of a business teacher in a secondary school. In addition to the implementation of the curriculum itself, this report also contains the coordination of lesson plans (RPP) made by teachers and their implementation in class.

METHOD

Based on the results of observations and interviews, the application of the method cannot be separated. In general, the scientific method is quantitative, qualitative, and mixed research (Anggito, A., & Setiawan, 2018; Creswell, 2009; Gay, L. R., Mills, G. E., 2012). This method uses data collection techniques obtained by observing the learning environment at SMA Muhammadiyah 2 Genteng, conducting interviews, and observing how the teacher performs in front of the class. Using quantitative research, we conducted research that focused on learning media from which statistical data were collected (Agustina et al., 2022; Gay, L. R., Mills, G. E., 2012). Observation at SMA Muhammadiyah 2 Genteng, Jl. Jember KM.2, Setail, Kec.

Genteng, Banyuwango Regency, East Java 68468. Respond November 2, 2022, 12.52 to 15.00 WIB. The subjects of this observation were history teachers and students of SMA Muhammadiyah 2 Genteng.

RESULTS AND DISCUSSION

The learning conditions at Muhammadiyah 2 Genteng High School during the transition period to the Merdeka 2 curriculum at this time were that learning at that school was currently the same as in other schools. Children are used to learning during a pandemic, so the transition from learning during a pandemic to a new normal takes a lot of time and energy. In general, the learning conditions can be said to be good. Materials for SMA Muhammadiyah 2 Genteng The material that is currently relevant is learning modules (electronic and non-electronic). Students are familiar with modules (electronic and non-electronic) during a pandemic, so this material can be utilized.

A popular learning media in schools is the use of class 12 case study learning videos, such as videos about the process of preparing company financial statements and the results of company financial reports and adopting them on public websites such as YouTube. platforms and other platforms. According to the current independent curriculum, materials, and media suitable for use in learning are independent curricula, and materials and

tools suitable for independent curricula are modules and case studies (videos and financial reports).

By studying history, we incorporate Pancasila values into the classroom B. Class XI lesson on the history of inflation. It shows the state of inflation caused by the 1965 war with Malaysia. The Dutch conquered West Papua and did not fight the PKI. This is a bitter experience for the government and all Indonesian people. With the country's entire energy and economy geared toward war, domestic demand for food was negligible, food prices spiraled out of control, and inflation reached 570%.

Since then, the government has tried to contain inflation through an intensive and planned long-term development strategy, which was proclaimed in 1969. Then he advised me that I must follow Pancasila values so that hyperinflation does not occur again.

According to the Big Indonesian Dictionary, development means the process, method, or act of development. Perfection or divinity, the term "media" comes from the Latin term "media" which means "intermediary" or "introduction". In addition, the media is the means by which the message is channeled or which use of the message examines the news to be conveyed to the destination or recipient of the message.

The use of educational media can contribute to learning success. In learning,

teaching media is a container and distributor of messages from the sender of the message (in this case the teacher) to the recipient of the message (in this case students). Yusufhadi Miarso defines "educational media broadly as anything that can be used to involve students' thoughts, feelings and attention and increase readiness in learning" (Dzulfiqar, 2018).

Media is part of the learning component and both teachers and students understand the benefits and role of media in learning. The teacher's ability determines the success of using the selected teaching media during the learning process (Dzulfiqar, 2018). Teachers must be able to devise learning strategies if the teaching media can be effective and efficient when used and indeed can support teaching and learning activities in class. A teacher must consider several things when choosing media. Care about students, care about learning goals, care about learning strategies. Includes skills in planning and using media, aspects of cost, aspects of equipment and infrastructure as well as aspects of efficiency and effectiveness. Indonesia's education development policy has existed for a long time.

The government's role in regulating the implementation of education is the 10-year Compulsory Education Law. Curriculum policy in Indonesia can be divided into three parts: Pre-

independence, independence, and reform. According to Article 7(2) of the August 2022 National Education System Law, Indonesian citizens must complete 10 years of primary education and 3 years of secondary education.

Prior to independence, Omo and Dutch colonial educational policies separated European and Bumiputra schools. The European school is specifically for European children while the Bumiputra school is for local children. Education Policy During the Independence Period After the end of the colonial period and Indonesian independence, the state could determine its own national education system and goals (Muhaemin, 2017). Over time, the curriculum became educational goals. At the beginning of independence, between 1945 and 1969 to be precise, Indonesia's national education goals underwent five changes. This was stated in the Decree of the Minister of Education, Culture, Sports, Science and Technology.

These reforms had an important impact on the development of education in Indonesia. This began with the issuance of UUSPN Number 20 and its derivative regulations in 2003. Post-independence education policies were implemented in 1947, 1952, 1964, 1968, 1975, 1984, and 1994 (Muhaemin, 2017).

The reform policy had a major impact on school development. National Education. So far, policies related to the

reform period curriculum can be divided into three parts, viz. H. curriculum policy (2004) in the form of a Competency-Based Curriculum (KBK), the curriculum (2006) is known as the Education Unit Level Curriculum (KTSP) (Baedhowi, 2007).

The freedom to plan learning according to the environment and the circumstances of the students and the conditions of the school. Because the Ministry of Education and Culture has established Basic Competency Standards (KD), Graduate Competency Standards (SKL), and Basic Competency and Qualification Standards (SKKD) for each subject and students.

The 2013 curriculum policy has a very important task and role as a strategy, although it is not the only important factor for the success of the educational process, the curriculum is a guide and direction for educational success (Machali, 2014). Therefore, good teachers and educators are those who are able to understand the curriculum and implement it in the learning process (Mahnun, 2012). The changes made to the 2013 curriculum are a form of development and refinement of the previous curriculum, namely the 2006 KTSP curriculum contained in its implementation (Baedhowi, 2007). The focus of developing the 2013 curriculum is improving ways of thinking, strengthening curriculum management, deepening and expanding material, strengthening the learning process, and adjusting learning

loads to suit what is desired. and what has been achieved is guaranteed (Machali, 2014).

The plan for implementing learning in the process of teaching activities includes preliminary activities, core activities, and closing activities. Each meeting is held for 3x35 minutes, in the first 15 minutes there is an introductory activity that contains orientation, apperception, motivation, and giving references to students. the next activity is the core activity which is carried out for 105 minutes and contains simulations of giving stimulation to students, asking questions or identifying problems, collecting data, managing data, proving, and drawing conclusions.

Preliminary activities, in the orientation begins with greetings, thanksgiving to the Almighty God, and continued with prayer. Investigate the presence of teacher learners as a disciplinary regime. Prepare students physically and psychologically to start learning activities. Preliminary activities in the apperception begin by associating the learning material that will be carried out with students' previous experiences on the material that has been taught, students can ask questions and opinions about the material they need, and students can also ask questions related to the learning that is being carried out.

Preliminary activities in motivation begin by outlining the benefits of learning

that must be learned in everyday life, if the material or project is well-designed and well-mastered, students are expected to be able to define and understand the elements of management.

Kegiatan pendahuluan dalam motivasi diawali menguraikan manfaat pembelajaran yang harus dipelajari dalam kehidupan sehari-hari, jika materi atau proyek dirancang dengan baik dan dikuasai dengan baik, siswa diharapkan mampu mendefinisikan dan memahami unsur-unsur manajemen.

Preliminary activities in providing references begin by informing about the topics being discussed in the material, providing information about core competencies, basic competencies, indicators, and KKM in ongoing meetings, and explaining the mechanism for implementing learning experiences by following the learning steps (Sastranegara et al., 2020; J. Setiawan & Hadi, 2018; Johan Setiawan & Wulandari, 2018).

Core activities include literature activities by providing stimulation to see, observe, read, write, listen, and listen. Critical thinking encourages students to ask questions related to the material presented to obtain further information and to form the critical thinking necessary for intelligent living and lifelong learning.

In collaborative activities, students and teachers discuss together examples of textbooks on management material. The next step is to record information

obtained from understanding, write neatly and use good and correct Indonesian. Students can convey material confidently according to their understanding and from this presentation, they can exchange information. Communicating the results of discussions on material insights and management factors in the form of conclusions based on the results of verbal, written, or other media analysis, sharing trustworthiness, conscientiousness, tolerance, ability to think systematically, and expressing opinions politely.

Through an active reaction, students from other groups obtain new reference material which is used as material for further group discussions, using the scientific method from the student handbook or worksheets provided using precision, various conscious, honest, polite behaviors, respecting the opinions of others, communication skills, apply the ability to collect issues in an asynchronous way, study, spread learning habits, and lifelong learning.

This closing activity is the task of students or students making resumes with teacher guidance about important points that arise in learning activities, which have just been completed to control and manage material, plan homework and teacher assignments review student work that has been completed quickly, to able to understand the material and elements of management.

Students who complete the project/product/portfolio/performance task will receive initials and a serial number which will be evaluated for assessing assignments. Gives credit for understanding issues and elements of management to teams with excellent experience and performance.

CONCLUSION

Based on the observations made, it can be concluded that the development of media teaching materials for history subjects is one way to support learning success. Early childhood education is an effort to prepare the younger generation to accept and face the current developments in the global era. A curriculum is a written plan of teaching and learning that has a certain format. Media is the media used to convey messages or the media used by the sender of the message to check the information sent to the recipient or receiver of the message. The role of the state in regulating the implementation of education is the 10-year law on compulsory education.

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