

Development of Teaching Materials in Curriculum Studies and History Textbooks

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengembangan bahan ajar berbasis saintifik pada mata kuliah kajian kurikulum dan buku teks sejarah. Penelitian ini menggunakan metode R & D, dengan model penelitian adalah model ADDIE. Hasil penelitian didapat tingkat pencapaian presentase kelayakan bahan ajar sebesar 87,5% setelah disesuaikan dengan tabel kelayakan, presentase tingkat pencapaian 87,5% berada dalam kualifikasi sangat baik. Pengembangan bahan ajar sangat membantu dan mempengaruhi banyak hal dimulai dari mahasiswa yang lebih aktif dalam belajar, mempermudah mahasiswa dalam mengerti akan materi yang diajarkan, dan mahasiswa menikmati pelajaran tanpa ada rasa bosan. Kemudian pengaruh pengembangan bahan ajar bagi dosen, dosen menjadi lebih kreatif dalam pengembangan bahan ajar. Karena pengembangan bahan ajar bukan hanya sekedar mengembangan saja tetapi dosen juga dituntut mengikuti perkembangan mahasiswanya serta aktif dan kreatif dalam mencari sesuatu yang bisa digunakan dalam mengajar. Bahan ajar juga dikatakan berkualitas jika dapat menarik dan tentu saja relevan dengan pembelajaran dan tepat guna, tepat waktu, tepat sasaran, bahan ajar bias kita ciptakan dengan mencari bahan-bahan bekas yang kita modifikasi sebagai bahan ajar bisa juga dengan mencari di perpustakaan dan sumber lainnya

Kata kunci: pengembangan, bahan ajar, kajian kurikulum, buku teks sejarah.

Abstract

The aim of this research is to determine the development of scientific-based teaching materials in curriculum study courses and history textbooks. This research uses the R & D method, with the research model being the ADDIE model. From the research results, it was found that the percentage attainment level for the appropriateness of teaching materials was 87.5% after being adjusted to the feasibility table, the percentage achievement level of 87.5% was in very good qualifications. The development of teaching materials is very helpful and influences many things, starting from students being more active in learning, making it easier for students to understand the material being taught, and students enjoying lessons without feeling bored. Then the influence of the development of teaching materials for teachers or lecturers, teachers become more creative in developing teaching materials. Because developing teaching materials is not just floating around, teachers or lecturers are also required to follow the development of their students and be active and creative in looking for something that can be used in teaching. Teaching materials are also said to be of quality if they are interesting and of course relevant to learning and are appropriate, timely, and targeted. We can create teaching materials by looking for used materials which we modify as teaching materials, we can also search in libraries and other sources.

Keywords: development, teaching materials, curriculum studies, history textbooks.

INTRODUCTION

Education is the most important environment in helping humans to achieve their development. Therefore, providing education is a necessity. Education and

learning are always oriented towards achieving certain competencies, whether related to the development of spiritual, intellectual, emotional, social and creative intelligence. The government's

efforts to improve the quality of education are carried out continuously as seen in several changes to the curriculum. Another government effort can be seen in Law Number 20 of 2003 concerning the National Education System (Abdulhak & Darmawan, 2013).

Learning history as one of the nation's foundational studies presents abstractness beyond students' experience, so it becomes difficult material, but students are required to be able to build and foster awareness of the importance of events in the past. Past study time, unfamiliar territory, and the weight of the study material are causes of difficulty in studying history (Tian Belawati, 2003).

History learning in Indonesia faces three problems, namely: (1) the tradition of intelligence which is dominated by essentialism and materialism thinking with the fact that you have to master historical facts, (2) the occurrence of differences between intelligence for designing history learning and the history learning process, (3) different intelligences between the vision of school textbook writers with history teachers in selecting the metrics that should be taught. This problem changes the paradigm that history learning must be carried out innovatively in the development of the modern world based on technology, which we often call digital literacy (Rusman, (2012).

In accordance with the mandate of the Teacher and Lecturer Law Number 14

of 2005 in article 8 it is stated that the competencies that teachers or lecturers must have are: (a). Pedagogical competence, (b). Personality competency, (c). Social competence, and (d). Professional competence. Based on these four competencies, the core competencies that a teacher must have are: (1) developing a curriculum related to the field of learning taught, (2) organizing educational learning activities, (3) developing learning materials taught creatively and, (4) utilize information and communication technology to communicate and develop themselves. Based on these demands and obligations, a teacher is required to be able to prepare innovative and creative teaching materials in accordance with the curriculum, the developing needs of students and the development of information technology (Ati Sumiati, (2017).

According to Widodo and Jasmadi in the book (Lestari, 2013) states that teaching materials are a set of learning facilities or tools that contain learning materials, methods, limitations and ways of evaluating that are designed systematically and interestingly in order to achieve the expected goals, namely achieving competencies and subcompetencies in all their complexity. Here it states that in making teaching materials you really need a lot of books as references that can be looked at and expanded in a more interesting style of

your own but still looking at the expected goals (Setyosari, 2013).

Schunk (2012) said that in developing teaching materials, various aspects can be used as benchmarks, including: (1) A concept is an idea or ideas, (2) A principle is a basic truth as a starting point for thinking or a guide to doing or implementing something, (3) A fact is something that has happened or has been done or experienced, (4) Process is a series of changes, developmental movements, (5) Value is a pattern, size or is a type or model, (6) Skills are the ability to do something good. These benefits are divided into two types, namely benefits for teachers and students (Prastowo, 2012). The benefits obtained by teachers are that teaching materials are in accordance with curriculum demands, not dependent on textbooks and government aid package books, while the benefits obtained by students are, creating interesting learning, fostering motivation, reducing dependency and making it easier to study each indicator contained in learning tools prepared by lecturers or teachers (Sukmadinata, 2012).

The courses used in developing this teaching material are curriculum studies and history textbooks. Based on conditions in the field and the importance of teaching materials, it is very necessary to develop teaching materials that can be used as student learning resources. The aim of developing teaching materials is so

that students do not only focus on the teaching materials that are already available and so that lecturers can develop learning materials according to students' needs (Schunk, 2012).

This research refers to the IKIP PGRI Pontianak research strategic plan with superior field 1, namely Education and innovative learning in the fields of Mathematics and Natural Sciences, Technology, Social and Humanities, with the topic "Development of learning media" with specifications for basic studies and development of learning media based on field of study (Phoenix, 2015).

METHOD

This type of research is development research or Research and Development (R&D) which aims to develop teaching materials for Curriculum Study Courses and History Textbooks (Mulyatiningsih, 2013). The research model used in this research is the ADDIE model which consists of five stages, namely analysis, design, development, implementation and evaluation.

The research subjects in this development research are 3rd semester students who teach Curriculum Studies courses and History textbooks. The data used in this development research is qualitative and quantitative data. The data collection techniques used were observation, interviews, questionnaires and pretest and posttest.

Teaching materials are said to be valid if they have an average score of between 3.4 to 5 from the validation results of material experts and media experts. The instruments used to analyze effectiveness are the results of post tests and the results of analysis of filling out student motivation questionnaires (Sugiyono, 2012). Students are said to have completed if they get a score of more than or equal to 75.

RESULTS AND DISCUSSION

This section explains the procedures for presenting data in the development process. Data presentation and analysis is used at each development focus. The information collection stage is the first stage, information collection consists of observation activities, interviews and distributing questionnaires (Suparno, 2011).

The aim of the observation is to obtain data regarding teaching materials and learning activities in curriculum courses and textbooks. Apart from that, it is also to find out the facilities that can support learning. The room visited by the developer is a classroom. This observation activity was carried out on September 11 2023. From the results of the observation it was found that The classroom is good and very effective in the learning process. Judging from the students who took part in the lecture, they also seemed very enthusiastic during the learning process.

Interviews were conducted with course lecturers on September 12 2023. Interviews were conducted in the lecturer's room at the history education study program at IKIP PGRI Pontianak. The interview aims to obtain information about teaching materials, the learning process in curriculum study courses and history textbooks as well as information about the character of students in the class.

The questionnaire was given to 3rd semester students who took curriculum studies courses and history textbooks.

Table 1. Student Questionnaire Results

Question	Answer	%
Are you satisfied with the Curriculum course teaching materials and history textbooks?	a. Satisfied	61, 87
	b. Less satisfied	35, 02
	c. Not satisfied	3, 11
Teaching materials used during learning	a. Book	21, 16
	b. Journal	57, 12
	c. Article	21, 72
What is the level of understanding of curriculum subject material and history textbooks	a. Good	30, 21
	b. Medium	60, 19
	c. Less	9, 6
Whether the delivery of the material uses certain methods or media	a. Once	52, 58
	b. Seldom	30, 18
	c. Never	17, 03
How do you study to understand the course material	a. Memorize	19, 05
	b. Reading	20, 16
	c. Satisfying Content	50, 40
	d. Others	5, 39
Have the learning outcomes been	a. Already	31, 85
	b. Not yet	68, 15

applied in daily life?		
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Product Development (Develop preliminary From of Product)

This product development went through three stages, namely creating an initial design, preparing facilities and infrastructure and validating teaching materials.

The initial design is the design of all teaching materials that are in accordance with the objectives, materials and strategies that have been determined previously. This initial design is expected to provide an overview of the teaching materials that were previously tested in small groups.

The components of teaching materials in the initial product design development are: (1) title, (2) guidelines, (3) brief course description, (4) material content, (5) supporting information, (6) summary.

Determining facilities and infrastructure aims to find out what facilities and infrastructure are needed in developing teaching materials that will be used as references/literature studies.

The next step is validating the teaching materials, after the teaching materials have been validated they are then revised based on the validator's input. Validation is carried out in two stages, namely validation by experts and user validation (Degeng, 2013).

The validation process carried out by the expert team is by providing a draft of the teaching materials along with the validation sheet that has been created, then the validator provides an assessment of the teaching materials that have been developed. The assessment qualifications for validating teaching materials are (1) Very valid, (2) valid, (3) less valid, (4) invalid (Zajda & Zajda, 2003).

Based on the validation results from the validators, data is obtained which will later be analyzed to determine the quality of the teaching materials created. The data obtained is in the form of quantitative data and qualitative data. The quantitative data is in the form of an assessment questionnaire and the qualitative data is in the form of suggestions and criticism of the teaching materials from the validator.

Table 2. Material Expert Assessment Results

No	Aspect assessed	Score
1	Conformity with KI and KD	4
2	Suitability to student needs	3
3	Suitability to teaching material needs	3
4	Conformity to the substance of the material	4
5	Useful for increasing knowledge insight	3
6	Conformity with values, morality, social	4
7	Match the chapter title with the main description	3
8	operationality of learning objectives	4
9	accuracy of the content of the material	3
10	The ability of the table presentation to support the	4

	description of the main presentation	
Amount		35

Based on the results of the material expert assessment as stated in the table above, it can be calculated that the percentage achievement level for the feasibility of teaching materials is 87.5% after consulting the feasibility table, the percentage achievement level of 87.5% is within the very good qualifications. This means that this teaching material is good to use, so the teaching material does not need to be revised.

Table 3. Student User Assessment Results

No	Aspect assessed	Score
1	Conformity with KI and KD	4
2	Suitability to student needs	3
3	Suitability to teaching material needs	3
4	Conformity to the substance of the material	4
5	Useful for increasing knowledge insight	3
6	Conformity with values, morality, social	4
7	Match the chapter title with the main description	3
8	operationality of learning objectives	4
9	accuracy of the content of the material	3
10	The ability of the table presentation to support the description of the main presentation	4
11	Front Use (type and size)	4
12	layout	3
13	Illustrations, graphics, pictures, photos	3
14	Display design	4
15	Clarity of purpose	3
16	Order of presentation	4
17	Providing motivation	3

18	Interactivity (stimulus and response)	4
19	Legibility	4
20	Clarity of information	3
21	Conformity with Indonesian language rules	3
22	Use of language effectively and efficiently	4
23	Use good and correct Indonesian	3
24	Use writing and punctuation according to EYD	4
25	Use terms correctly and easily understood	3
26	Use communicative language and simple sentence structures	4
Amount		98

Based on the analysis from each validator, the average student book user score was 89.08%, so it can be said that the teaching materials are very valid and ready to be developed in learning. The qualitative data in the form of suggestions and criticism is used to revise the teaching materials being developed.

Student Response Results Data

From the results of the student questionnaire, student responses were obtained regarding the components of teaching materials which included learning materials, student activities, competency tests and the appearance of the teaching materials being developed.

The results of the student questionnaire from the teaching materials that have been developed and validated show five aspects that are good. The first aspect is student opinion which consists of three opinions, including learning

materials, student books, student activities. The average result for the first aspect was 69.45% saying it was easy and 30.55% saying it was difficult. The second aspect is students' feelings which consist of three responses, including lesson materials, student books, and student activities. The average result for this second aspect was 80.56% said they were happy and 19.44% said they were not happy. The third aspect is student opinion which consists of two opinions, namely, the language used and the material presented. The average results for the third aspect were 88.89% saying it was easy and 11.11% saying it was difficult. The fourth aspect is student opinion which consists of three opinions, including writing, drawing and location of the image. The average result for this fourth aspect was 74.07% saying it was appropriate and 25.93% saying it was not appropriate (Daryanto, 2013).

The overall results of the student questionnaire analysis showed that an average percentage of 76.19% of students responded positively to the teaching materials developed and 23.81% did not respond positively. This means that in general students respond positively to the teaching materials developed regarding the presentation of material, presentation of student activities, use of language, selection of images, presentation of layouts, and selection of an approach that is appropriate to the material, namely a

scientific approach. Apart from that, there is a minority of students who do not respond positively to the teaching materials developed (Fuchs, 2011).

Readability Test Data and Difficulty Level

Readability test data and level of difficulty for teaching materials in curriculum study courses and history textbooks were obtained by giving questionnaires to students. This questionnaire was used to determine the quality level of the teaching materials being developed (Tomal & Yilar, 2019).

From the first aspect, namely the readability of teaching materials, the average data obtained was 86.22% stating that teaching materials were easy to read which included material, language, words and sentences, pictures and completeness of presentation. In the second aspect, namely the student activity component, the average data obtained was 85.34% stating that students were happy with student activities which included exercises, instructions, sentences and pictures presented. The third aspect, namely the readability of student activities, obtained an average of 80.78%, stating that student activities were easy which included the language and exercises presented. The last aspect, namely the competency test aspect in the teaching materials, showed that 80.78% of students said it was easy (Sitepu, 2013).

CONCLUSION

The presence of teaching materials apart from helping students in learning is also very helpful for teachers. With the presence of teaching materials, lecturers have more freedom to develop learning materials. Teaching materials must contain material that is adequate, varied, in-depth, easy to read, and according to students' interests and needs. Apart from that, teaching materials must contain material that is prepared systematically and in stages. The material is presented with methods and facilities that are able to stimulate students to be interested in reading. Lastly, teaching materials must contain evaluation tools that enable students to know the competencies they have achieved and teaching materials are prepared. Based on the learning objectives or targets to be achieved.

Teaching materials can be written by lecturers themselves according to student needs. Apart from writing it yourself, lecturers can collaborate with other lecturers to write teaching materials in groups, with lecturers in similar fields of study, whether on the same campus or not. Writing can also be done with experts, who have expertise in certain fields of science. Apart from mastery of the field of knowledge, to be able to write your own teaching materials, you need the ability to write in accordance with instructional principles. Writing teaching materials is always based on student

needs, including the need for knowledge, skills, guidance, practice and feedback.

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