

Analysis of Local History Material in the Independent Curriculum Class X History Book

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Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana penggunaan buku teks pada pembelajaran sejarah dan mengetahui materi sejarah lokal pada buku teks sejarah. Metode yang digunakan dalam penelitian ini yaitu metode kualitatif dengan pendekatan studi kepustakaan (*library research*). Sumber yang digunakan dalam penelitian ini berasal dari sumber primer yaitu dua Buku Teks Sejarah Kelas X yang diterbitkan oleh Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi Republik Indonesia tahun 2021, serta buku, artikel, dan web resmi. Berdasarkan hasil penelitian, diperoleh hasil bahwa pada buku teks SMA kelas X Kurikulum Merdeka terdapat materi sejarah lokal, dimana didalamnya memuat tentang hal yang paling sederhana, semisal peserta didik diarahkan untuk menganalisis fenomena Sejarah dalam kehidupan sehari-hari dari sebuah konsep dan teori yang mereka pelajari. Hal lain yang memperkuat adanya materi Sejarah lokal ada buku teks Sejarah kelas X kurikulum Merdeka adalah adanya keselarasan antara capaian pembelajaran, tujuan pembelajaran dan isi konten pada buku teks yang diterbitkan oleh Kementerian Pendidikan, kebudayaan, Riset dan teknologi Republik Indonesia pada tahun 2021.

Kata kunci: materi sejarah lokal, buku teks sejarah, kurikulum merdeka.

Abstract

This research aims to find out how the use of textbooks in learning history and knowing the local history material in history textbooks. The method used in this research is a qualitative method with a library research approach. The sources used in this research come from primary sources, namely two Class X History Textbooks published by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia in 2021, as well as books, articles, and official websites. Based on the results of the research, it was found that the Merdeka Curriculum class X high school textbook contains local history material, which contains the simplest things, such as students being directed to analyse historical phenomena in everyday life from the concepts and theories they learn. Another thing that reinforces the existence of local history material in the class X History textbook of the Merdeka curriculum is the alignment between learning outcomes, learning objectives and content in textbooks published by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia in 2021.

Keywords: local history material, history textbook, independent curriculum.

INTRODUCTION

Education is the most important environment that supports the growth of society. Therefore, in seeking to organise education, it is mandatory that the teaching and learning process is always aimed at the acquisition of specific

abilities related to the development of spiritual, intellectual, emotional, social and creative intelligence (Cauvin, 2016). To achieve this, we need media. The media in question relates to the intellectual essence and different curricula (Rohman, 2015).

The curriculum as a learning medium has emphasised the teaching and learning process in educational institutions. In order for interaction to occur, the interaction process leads to the achievement of educational goals (Rohman, 2015). The government has made various efforts both traditionally and innovatively to improve the quality of education in Indonesia. However, the focus is on the goal of national education: improving the quality of education through curriculum improvement (Essiaw, 2022).

The implementation of the education system in Indonesia refers to the Pancasila philosophy which is a reference for the implementation of education for the people of Indonesia. This is stated in the National Education System Law article 2, which states that national education is based on Pancasila and the 1945 Constitution. Indonesia itself currently adheres to the philosophy of education based on Pancasila in the implementation of education. Indonesia's educational philosophy is rooted in the cultural values contained in Pancasila. Pancasila values must be instilled in students through the implementation of national education in all levels and types of education. According to (Semadi, 2019) one way to implement Pancasila education with character is by implementing Pancasila values, such as: (1) Must understand the values contained in Pancasila, (2) Make Pancasila a rule of law

in life, (3) Provide examples of the implementation of educational values to students well (Mastrianto, Sariyatun, & Suryani, 2020).

The foundation of Pancasila education consists of: (1) Historical Foundation, (2) Cultural Foundation, (3) Juridical Foundation, (4) Philosophical Foundation. Education in Indonesia tries to incorporate various learning theories such as Behaviourism, Cognitivism, Constructivism, Project Based Learning, and Contextual theories in curriculum development and teaching practices, focusing on achieving national education goals and helping learners develop cognitively, affectively, and psychomotorly (Made et al., 2022). But in reality learning approaches and practices may vary between schools and regions in Indonesia. This can also be seen from learning practices in history lessons at the secondary school level in Indonesia, which use textbooks as a source of learning history (Culture, 2016).

Permendikbud No 8 of 2016 explained that textbooks are the main source of learning in achieving basic competencies and core competencies and are said to be feasible by the Ministry of Education and Culture for use in educational units. However, whether the material in history textbooks is appropriate in achieving the objectives of the national education system, and whether teachers during learning include

material content about local history, because students when studying local history will know about history and know more about the places around them (Smith & Niemi, 2001).

Textbooks are important and functional books for students. Through this textbook, students can obtain knowledge information that cannot be obtained from the teacher (Carretero, 2011). Textbooks contain detailed and clear explanations of topics in accordance with the subjects studied, and textbooks provide clear learning materials and can also provide questions as assessment materials for students. In addition, textbooks can also increase student learning motivation (Muslich, 2010). For teachers, textbooks created and developed according to the current curriculum are very useful for selecting teaching materials and presenting teaching materials. For students, the presence of a good textbook is very helpful and expands the knowledge gained through classroom interaction (Tarigan, 2009).

Textbooks are a form of literature used as a primary source in the learning process at school (Cooper & Chapman, 2009). Textbooks are specifically designed to provide learning materials that are structured, organised, and in line with the applicable curriculum. They contain relevant information, key concepts, examples, exercises, and assessments that

help students acquire knowledge and understanding of various disciplines (Tarigan, 2009) in (Triansyah et al., 2023).

According to Deepublish, the definition of textbooks is the main learning resource to achieve basic competencies and core competencies and is declared feasible by the Ministry of Education and Culture for use in educational units (Deepublish, 2020) in (Triansyah et al., 2023).

Textbooks play many important roles in education and the learning process in schools. First, as a description of certain material that is compiled and used as teaching material as well as being used as a medium that makes it easier for educators to convey and develop material in the classroom (Rahmawati, 2015) in (Triansyah et al., 2023). Second, as a clear learning guide for students. They provide explanations, examples, exercises, and evaluation questions that assist students in a deep understanding of the material being studied (Stanton, 2015).

The material analysed in the textbook is local history material. Where local history is the study of the history of a social group located in a particular region. The boundaries of the local history study area are different from the boundaries of the administrative area. The administrative region of North Sumatra, for example, is an area of various ethnic-cultural regions. Likewise, the history of

Minangkabau is not the same as the history of West Sumatra. The boundaries of the region can be a place where an ethnic group lives, a city, or even a village (Mustopo, Hermawan, & Waluyo, 2007).

The main feature of local history is the territorial factor. Because of the difficulty in determining the boundaries of local history, it is necessary to determine the centre of local history, while the process of local history moves in the area around the centre. One example of local history is Sartono Kartodirdjo's work entitled *Peasant Rebellion in Banten*. Sartono Kartodirdjo's research shows that peasant rebellions always occur in a short time, are local, traditional and radical. The event was also related to the socio-cultural conditions of the community. Although the rebellion was led by religious figures such as kusi and hajj, the area of influence of the rebellion depended on the socio-cultural conditions of the community (Mustopo, Hermawan, & Waluyo, 2007).

The change in curriculum from the 2013 curriculum to the independent curriculum causes textbooks to also adjust to follow the changes. The book used is a book published by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia in 2021. The quality standards of the book include content eligibility, linguistic components, and presentation

components. The book analysed has an ISBN standard.

This curriculum provides flexibility for education units and teachers to develop their potential and flexibility for students to learn according to their abilities and development. To support the implementation of the curriculum, it is necessary to provide textbooks that are in accordance with the curriculum. This textbook is one of the learning materials for students and teachers (Britt, Rouet, Georgi, & Perfetti, 2012).

In 2021, this curriculum will be implemented on a limited basis in the SMK Centres of Excellence. Similarly, the textbooks as one of the teaching materials will be implemented on a limited basis in the SMK Centres of Excellence. Of course, feedback from teachers and students, parents, and communities in the SMK Centres of Excellence is needed to improve the curriculum and textbooks.

METHOD

This research uses a qualitative method with a library research approach, library research is a theoretical study of references and other scientific literature related to the culture of values and norms that develop in the social situation under study (Sugiyono, 2012). In this study, researchers conducted the analysis starting with reading and reviewing all the data that has been available in literature sources such as books, relevant articles,

official websites, as well as primary data sources, namely the Class X History Textbook published by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia in 2021 which is used in the independent curriculum.

RESULTS AND DISCUSSION

Use of Textbooks in History Learning

In the learning process the most necessary thing is textbooks, textbooks are used as a support in the teaching and learning process in the classroom which is carried out to achieve educational goals. With the use of textbooks in learning, students can add insight into the material being studied. In addition to containing material, the textbook also contains illustrative examples, questions for evaluation done by students. Supriatna in (Darmawan & Mulyana, 2016) revealed that history textbooks are a source in assisting the learning process, where history textbooks are usually written by experts and experts in the field (history).

A history textbook is a work of historiography that is used for educational purposes, one of which is as a reference material for teachers and students in teaching in the classroom, besides that textbooks are also one of the sources of learning history. Textbooks generally contain subject matter or materials taught by teachers to students in the learning process in order to hopefully achieve

learning objectives. In history subjects, the textbooks used can be explained following the development process of historiographic historical writing or the development of Indonesian history (Prihadi Dwi Hatmono, 2021).

According to (Muzarohmah, 2021), he explained that there are several benefits obtained from textbooks, including: (1) Become a guide for teachers in determining the right direction in learning, (2) Provide insight and knowledge for students, (3) Provide opportunities for students to repeat subject matter or be used to learn new material, (4) Become a source of learning in educational institutions to achieve the goals of learning itself, (5) Make it easier for students to convey learning material, and (6) Present material that is easily understood by students with an attractive appearance.

The textbooks used by teachers and students are books published by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia in 2021. The book quality standards include content eligibility, linguistic components, and presentation components. The book analysed has an ISBN standard. In 2020, the Centre for Curriculum and Bookkeeping developed a curriculum along with textbooks (main textbooks) that promote the spirit of independent learning. The curriculum development policy is contained in the

Decree of the Minister of Education and Culture of the Republic of Indonesia Number 958/P/2020 concerning Learning Outcomes in Early Childhood Education, Primary Education, and Secondary Education.

The completeness of the material presented in the independent curriculum textbook published by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia supports the achievement of learning outcomes that have been formulated by the independent curriculum in phase E for SMA class X.

In the component of mastery and depth of material, the history textbooks used are complete and good in terms of appearance and material presented. As there is an explanation of the meaning of history that describes from general understanding to in-depth understanding put forward by historical experts. Flexibility can be seen from the provision of examples of material applications that are associated with real conditions in the environment. Then the provision of image illustrations in the textbook provides an attraction for students so that even though learning History but students are brought to imagine and create a mind map that is easy to remember. Providing varied enrichment can help students make learning easier. As explained by (Paramita, Agung, & Gede, 2022) said

Picture book media is feasible to use to help students in the learning process.

Local History Materials in History Textbook

Local history is a historical story originating from a particular region or place that includes the history of the region, the history of the place and the role of its figures. Local history is part of national history that needs to be developed so that students better understand and learn about their respective regions (Romadi & Kurniawan, 2017). Revealed that learning local history at school is very important because there is a link to the local identity of students. In addition, local history is part of the nation's history, which means that a historical event that occurs in a particular locality has a cause and effect of an event in national history. When learners study local history, it can also increase their understanding of local intellectual values embedded in local culture.

The value of local wisdom contained in local history can foster an attitude of regional nationalism, foster curiosity about historical places in the region, and can foster a sense of struggle for the nation through regional heroes. Jefrianto in (Romadi & Kurniawan, 2017) explains that each region has its own history in a particular locality. Each local history has local wisdom values that are used as the

basis for character building of the younger generation.

According to Taufik Abdullah in (Supardi, 2016), the writing of local history has such a great meaning for the effort to discuss in detail about national phenomena and events that are in pieces. With the existence of local history, it is hoped that it can contribute to awareness as a multi-cultural nation that is shown by acknowledging the weaknesses of each by building equality among diversity.

Through learning local history, the learning process becomes more interesting because students learn aspects related to themselves and by studying local history students become directed in understanding national history. This is because local history can foster an attitude of nationalism and can help students to understand national history. In addition, local history can be used as a learning resource and can be developed into teaching materials to help students strengthen historical awareness (Syahidah & Setiawati, 2019).

The application of local history learning that can be done by teachers are: (1) the teacher can illustrate an example of a local event by linking it to national history material in the textbook, (2) the teacher can invite students to historical sources so that students can directly observe relics of past history such as visiting museums, historical sites, heroes' graves, and so on), and (3) the teacher

can give a project-based assignment to students to support students' understanding of the local history material studied, the teacher can also adjust the tasks given to the times, such as utilising technology and social media in learning local history, this can also increase student creativity.

Widja in (Prihadi Dwi Hatmono, 2021) describes several objectives of the application of local history carried out by teachers in learning history at school, namely: (1) Students will more easily absorb learning materials, (2) Learning resources in the region are easier to use in educational purposes, (3) Students are more familiar with environmental conditions, (4) Increase students' knowledge and understanding of their region, (5) Students can help themselves and their parents in order to meet their needs, (6) Students can apply the knowledge, attitudes, and skills they have learned in solving problems that will be encountered in their environment, and (7) Participants become more creative, innovative, love the country, patriotic because they are familiar with their surroundings (Mardiani, Hermawan, Halim, & Maulidi, 2023).

The application of local history in learning is highly dependent on how teachers manage national history materials in textbooks by linking local history or local content materials of certain regions in terms of regions, local

events, influential local figures, and events related to national historical events.

In accordance with the learning outcomes in the independent curriculum, at the end of phase E, learners are able to understand the basic concepts of humans, space, time, diachrony (chronology), synchronicity, the use of history, history and social theory, historical research methods, and local history. Through literacy, discussion, direct visits to historical sites, and collaborative project-based research, learners are able to analyse and evaluate various historical events that occurred in Indonesia including the concept of the origin of ancestors and the spice route in Indonesia, Hindu-Buddhist kingdoms, and Islamic kingdoms in Indonesia.

When analysing the book published by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia in 2021, the content conveyed is very much in accordance with the learning outcomes. Where in the textbook is even attached to the objectives of the learning that will be carried out, one of which is the learning objectives that reads (1) Explain a number of historical science concepts, can describe various historical events, and their influence on people's lives. (2) Analyse various historical phenomena in everyday life from the concepts and theories that have been learned.

From the learning objectives listed in the textbook, it is clear that the book published by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia in 2021 is in accordance with the learning outcomes in phase E.

After analysing the content of the book, many illustrations relate and discuss local history. For example, there is a quote in the book (Oktafiana, 2021) which reads "besides learning from the 1883 eruption of Mount Krakatau, can you observe and recognise historical natural phenomena in the surrounding environment that can affect life? Of course, to answer this question, you can ask people who are witnesses to history and historical actors and search various archives, books, and sources of information relevant to the event".

From the fragment above, it explains that there is local history material content and there is a match between learning outcomes, learning objectives, learning content to be taught during the learning process. This shows that the History book for class X of the Merdeka curriculum is suitable and suitable for use.

In contrast, the book published by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia in the 2013 curriculum does not contain local history material, nor does it include local history material in

the basic competencies in the 2013 curriculum.

CONCLUSION

The Class X History textbook published by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia in 2021 contains local history and is suitable for use in terms of content feasibility because it is in accordance with the learning outcomes and learning objectives in the independent curriculum, language and presentation. It is expected that during the learning process, teachers can develop more widely about local history material and local wisdom found around the area where students live, this can foster students' historical awareness of local stories in their area. Teachers can utilise historical places around the school or the area where students live as a source of learning local history.

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