

TEACHING MATERIALS INSPIRING STORIES IN HISTORY LEARNING: STUDY IN THE CITY OF PADANGSIDIMPUAN HIGH SCHOOL, INDONESIA

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Abstract

This research is motivated by the discrepancy between learning achievement and students' ability to implement values in reality. Judging from the enculturation in history learning, students are less interested in history, in the end students are only able to be limited in theory, not in application. For this reason, it is necessary to design a teaching material that contains inspirational stories in learning history in high school. This type of research is development research that develops a history learning product. The research instrument used consisted of a questionnaire, test, interview guide, and observation guide. The results of this study indicate that there is an increase in student learning outcomes by using inspirational stories teaching materials in history learning, obtained 91%. That is, the teaching materials can make students succeed.

Keywords: history, teaching, school students.

INTRODUCTION

The phenomenon of learning history in senior high schools in Indonesia is still far from being achieved in the curriculum in terms of the relevance of learning materials to reality. The history learning system that has been developed so far cannot be separated from the influence of deep-rooted culture, where the teacher is used as the main source of knowledge and this becomes very difficult to change, as a result the role of students in the learning process becomes passive. Learning history feels dry, uninteresting, and does not give students the opportunity to learn to explore the meaning of a historical event (Waring and Lipscomb, 2015).

Integrating the curriculum with primary sources and disciplined-based methods allows educators the opportunity to meet these requirements in

effective and authentic ways (Britt & Howe, 2014). The school curriculum of citizenship education reflects the public definition that a society elaborates through its political and educational systems (Cox and Carolina, 2021). O'hara and O'hara (2001) states that history can and does make an important contribution to children's education in general and a unique contribution to their social, cultural and intellectual development particular. History learning in the curriculum specifically does not aim to advance knowledge or produce prospective historians, because the emphasis in learning is still related to two didactic aspects, namely in terms of delivery techniques or methods. and in terms of its substance or teaching material (Mar'at, 2016).

Specific skills that are essential to developing and fostering historical ways of thinking are sourcing, contextualization, close reading, and corroboration (Wineburg, 2010). The process of sourcing is when the individual viewing a source thinks about its author and the creation of the source. Contextualization is having the ability to situation a source and events associated with it in time and place. Close reading refers to being able to carefully consider what the source is documenting and the methods used to convey a particular message. Corroboration is the act of utilizing multiple additional sources to ask questions about important details about a source and to confirm or refute understandings made about previous source(s) analyzed.

Ideal learning not only creates interactions between teachers or lecturers and their students, but students are also able to interact with learning sources, such as various reading materials, resource persons, natural environment, socio-culture, and others (Widja, 2018). The problem found in learning history at high school in Padangsidempuan City, North Sumatra Province, Indonesia is that the specifications of teaching materials used by teachers have not been able to arouse students' interest in learning. This means that the text in the student handbook does not touch or describe inspiring stories of heroes who symbolize nationalism and patriotism. The majority of student handbooks present learning materials that contain only normative texts, not yet in the direction of the specification of the inspirational story of a hero in his struggle.

Referring to the results of a questionnaire that has been given by researchers to high school students in the city of Padangsidempuan, 43.6% of students still use handouts and worksheets. In the implementation of learning that lasted for only 30.8% of students still tended to memorize, while 46.7% of students stated that the material presented by the teacher was not pleasant. From the results of the questionnaire obtained 88.2%, indicating that it is necessary to develop a teaching material that helps students be able to generate student interest in learning the learning materials provided by the teacher.

From the results of the questionnaire, it is in line with the opinion of Dick and Carey (2009) that instructional material contains the content either written, mediated, or facilitated by an instructor that a student as use to achieve the objective also includes information that the learners will use to guide the progress. Instructional materials are the audio visual materials (software/hardware) which can be used as alternative channels of communication in the teaching-learning process (Opara and Oguzor, 2011).

In connection with the results of the questionnaire, the development of these teaching materials is focused on the inspirational stories of several heroes to increase students' creativity in learning. This teaching material emphasizes finding facts, building concepts, and forming students' scientific skills. In addition, these teaching materials also lead to the concept of higher order thinking as part of student skills in the 21st century. The research roadmap can be described as follows.

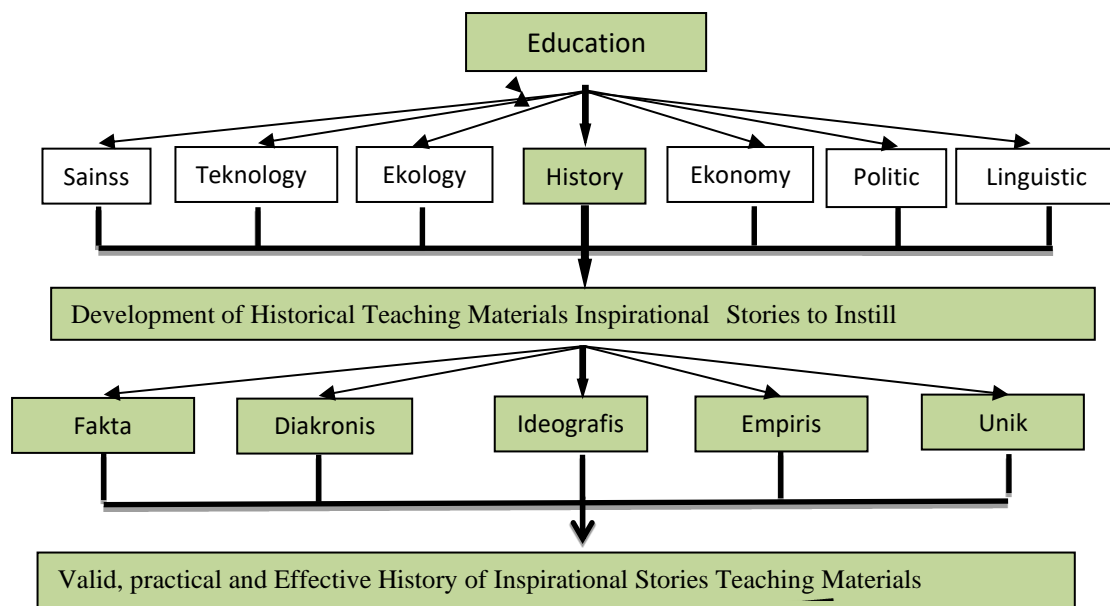


Figure 1. Roadmap Research

Method Research

The achievement in this research is to produce a learning product, namely teaching materials for history learning. This type of research is development research which aims to help overcome the problems found in history learning. Teaching materials were developed from the analysis of the needs and characteristics of students that have been observed by researchers. This is the empirical basis for creating new creations or developing these teaching materials (Richey & Klein, 2007).

The development model used in this study is the ADDIE model, namely Analysis, Design, Development, Implementation, and Evaluation which refers to the main process of the learning system development process (Molenda, 2003). Ching et al (2012) argue that the ADDIE model is the generic process traditionally used by instructional designers and training developers. The five phases ADDIE of Analysis, Design, Development, Implementation, and Evaluation represent a dynamic, flexible guideline for building effective training and performance support tools. That is, the development of these teaching materials is tested and applied in history learning in high school by preparing complex learning facilities by involving stakeholders in situations, interactions in context, and interactions between contexts (Branch, 2009).

Sezer et al (2013) define ADDIE is the systems approach implies an analysis of how its components interact with each other and requires coordination of all design, development, implementation and evaluation activities. This ADDIE approach includes an indirect approach that can be used to analyze the relationship of one component to another, but coordinates with each other at the design, development, implementation, and assessment stages. In short, the ADDIE model is very easy to apply according to a curriculum that emphasizes knowledge, skills, and attitudes (Cheung, 2016). Each stage in the ADDIE model can be described according to the following steps. The analysis stage is the first stage that must be carried out by a learning device developer.

The procedures carried out in this study began at the needs analysis stage, design stage, development stage, implementation/trial stage, and evaluation stage (Aldoobie, 2015). In the design phase, researchers analyzed the needs of history teachers, students, and high school curriculum in the city of Padangsidempuan, Indonesia. Researchers conducted discussions and interviews with teachers and students about problems in learning history.

In the design phase, the researcher designed a book of teaching materials according to the results of discussions and interviews with

history teachers and students. This model book is adapted to Joyce and Weil's theory and model which consists of rationality models, philosophical foundations, theoretical foundations, syntax, reaction systems, and support systems. In the development stage, the researcher prepared several instruments that were used during field trials. Instruments in the form of questionnaires, tests, interview guidelines, and observation guidelines.

The next step is to try out the model of teaching materials in class XI SMA Negeri Padangsidempuan City. During the trial, the researcher was assisted by two observers to observe the course of the experiment. After the model of teaching materials was tested, all research instruments carried out according to their functions were given to teachers and students. The final step is to analyze the data that has been obtained or collected. To analyze this, the researcher used descriptive analysis and statistical analysis, because the data in this study were of two types, namely qualitative data and quantitative data.

Results and Discussion

Data Description

After testing the context-based review writing model in class XI SMA Negeri Padangsidempuan, the following research results were obtained. The results of the teacher's response to the developed model. The problems felt by students in learning the history of the theme of inspirational stories so far, in essence, are not much different from what teachers feel. The complaints of these teachers are generally related to the lack of variety of available teaching materials. This can be seen from the responses of ten history teachers from five public high schools in the city of Padangsidempuan. The responses of each teacher can be seen in the following table below.

Teacher's Response	Teacher's Answer
less attractive	7 (70%)
hard to understand	3 (30%)
Total	10 (100%)
Factors That Cause Less Attractive Textbooks	

Rigid book layout	1 (10%)
More text than images	5 (50%)
The image presented is not clear	3 (30%)
Partly colorless (monotone)	1 (10%)
Total	10 (100%)

Validation of student books consists of several aspects that are assessed, including content accuracy, linguistic aspects, effects on learning strategies, graphics, and aspects of benefit/usability. The assessment/validation was carried out by five validators with details of two material experts (Dr. Yeni Erita, M.Pd and Dr. Yenni Melia, M.Pd); two teaching materials design experts (Dr. Abna Hidayati, M.Pd and Dr. Ulfia Rahmi, M.Pd); and one linguist (Dr. Hennilawati, S.S., S.Pd, M..Hum). The five validators validate the product as a whole so that it is worth testing. The validation process is carried out by giving the product to the expert along with the assessment sheet in the form of a questionnaire containing 40 statement items using a scale of 1 to 5 with the following criteria: Value 1 = Invalid; Value 2 = Less Valid; Value 3 = Sufficiently Valid; Value 4 = Valid; and Value 5 = Very Valid. Experts do not immediately validate the product, but ask for time to study it first before being validated.

Table 1. *Model Book Validation Results*

No	Rated Aspect	Validator Value
1	Book Content	4.16
2	Language	4.36
3	Learning Strategies	4.70
4	Graphics/ Layout	4.31
5	Benefit	4.00
Average Total Validation		4.30
Intraclass Correlation^a		.568^b
		.868^c

The results of student responses to student books with an average of 4.38 with very practical criteria and can be implemented well. Meanwhile, based on the intraclass correlation test (ICC) obtained a value of 0.908c, it means

that between respondents there is a very large correlation in determining the practicality of the product. Apart from using a questionnaire, a student's book readability test was also carried out. The readability test is carried out by means of the Cloze Test, which is a kind of gap test and the test filler is asked to fill in the appropriate words. Cloze Test is given to students as many as 3 questions in the form of discourse.

Tabel Hasil Keterbacaan Uji Coba One to One Trial

Bagian	Nilai Siswa			Rata-rata	%	Kategori
	1	2	3			
Wacana 1	4	4	5	4.3	86	Tinggi
Wacana 2	5	4	5	4,6	93	Tinggi
Wacana 3	4	5	4	4.3	86	Tinggi
Jumlah	13	13	14	4.4	88	Tinggi

The level of readability based on table 4.15 obtained an average value of 4.4 or 88% in the high category. Based on the responses of students and teachers as well as the level of readability of students' books, inspiring stories can be concluded that they are easy to understand. This is because students' books with inspirational stories are equipped with clear and colorful pictures of characters or heroes, this gives an appeal so that they are easy to understand.

The results of the pretest scores of the control class and the experimental class were seen from before the learning process was carried out, first the students' initial ability pretest was measured, by giving 20 questions multiple choice.

Table 2. Pretest Values for Control Class and Experiment Class Students

Student Pretest Score Results	Control Class	Experiment Class
The number of grades obtained by students classically	264	289
Average value	8,32	8,45

The highest score	13	13
Lowest value	4	4
Varians	4,99	5,26

Posttest learning outcomes are student learning outcomes after treatment, consisting of posttest learning outcomes for the control class and the experimental class. The difference between pretest and posttest learning outcomes in the form of an increase (positive value) or decrease (negative value) is called gain and the percentage increase or decrease in student learning outcomes is called N-gain. The results are listed in table 35 as follows.

Table 3. Average Pretest and Posttest Scores

Class	Experiment Class	Control Class
Pretest	8,45	8,32
Posttest	18,68	14,55
Gain	10,23	6,03
N-Gain	0.90	0.53

From the table above, the learning outcomes of the experimental class and control class students both experienced an increase. However, the increase in student learning outcomes in the experimental class was higher than the control class. The average pretest score of student learning outcomes in the experimental class was 8.45, after the treatment was carried out, the average post-test score of students rose to 18.68. This shows an average gain (gain) of 10.23 or (N-gain) 90%. Meanwhile, in the control class, the average pretest score was 8.32, then after the treatment was carried out, the average post-test score was 14.55. This also shows an increase in student learning outcomes (gain) of 6.03 with (N-gain) of 53%.

Discussion

Inspirational stories of national heroes are part of historical material, have a very important function in shaping the personality of students, the quality of humans and Indonesian society. However, until now the level of success is still being questioned, considering the phenomenon

of the life of the nation and state, especially the younger generation, its existence is increasingly doubted. Learning history is often considered a rote and boring lesson. This learning is considered nothing more than a series of years and a sequence of events that must be remembered and then revealed again when answering exam questions. This fact cannot be denied, because it is still happening today. The history learning that has been taking place in schools is considered dry and still far from the expected goals.

Historical learning like this, according to the perspective of critical pedagogy, is considered to fulfill the desires of dominant groups such as the ruling regime, curriculum developers and others, thus ignoring the role of students as historical actors in their time (Cevat, 2017). History never lies, but greedy people often lie about history, because the main enemies of history are greedy people. It must be admitted that the history material in history is one of the subjects that students are less interested in. This is known from the results of questions and answers with several students of class XI SMAN in the city of Padangsidempuan. The students stated that they were not interested in historical material because they thought learning history was not interesting because they only memorized the date and year of events and characters. Whereas history lessons are so important for life and there are so many noble values that can be learned and learned from history.

The application of these teaching materials in history learning is more effective when compared to the application of teaching materials in the form of textbooks used by teachers. This is in accordance with the results of research by Mohammad and Ariegusrini (2017) that the use of student books in learning is very effective in being used as teaching materials in the social sciences learning process. The same thing was also stated by Monica (2016) that the use of student books in learning was able to attract students who were reluctant to read, became fond of and finally able to read ordinary books full of writing. The use of student books is a new way to motivate and assist students in developing their potential.

Conclusion

Based on the research results and referring to the research objectives, it is concluded that this development research has produced historical teaching materials with inspirational stories themes in the form of student books and their supporting products in the form of valid, practical and effective teacher books. The validity of teaching materials in the form of books is viewed from several aspects, namely the accuracy of the contents of the book, linguistic aspects, effects on learning strategies, graphics, and aspects of benefits/usability. These five aspects of the assessment were validated by five experts consisting of two materials experts, two teaching materials experts and one linguist. The five validators stated that the student book in the form of teaching materials with the theme "Inspirational Stories" obtained an average total validation value of 4.31 with the criteria "very valid" and suitable for use without revision.

These three components were validated by the same expert who validated student books with very valid categories. The level of practicality of the product is measured through the responses of students, teachers and the level of readability. Based on the results of the trials that have been carried out, it can be seen that the student's response to teaching materials in the form of student books is very positive. The students' responses to the one-on-one test obtained an average value of 4.28 in the very practical category with a readability level of 4.4 (88%) also in the high category. Meanwhile, in the small group trial, the average student response score was 4.6 (very practical) with a readability level of 4.6 (91%) which was also in the high category. During the field test, a student response of 4.30 was also obtained in the high category.

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