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FEASIBILITY ANALYSIS OF HISTORY EDUCATION TEXTBOOK FOR HIGH SCHOOL GRADE 12TH CURRICULUM 1984

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ABSTRACT

This study aims to analyze the contents of Grade 12th Indonesian National History textbooks in the 1984 curriculum. This study used a qualitative approach. The data collection technique is a literature study; the analysis begins by reading and examining all available data, especially primary data. The results of this study indicate that the history textbook for High School Grade 12th curriculum 1984 in terms of the eligibility of the presentation content, the language is appropriate to use, the thing that needs to be improved for THIS book is in terms of graphics where not all material and aspects have a history that must be explained so that historical values can make it easier for students to understand more deeply the material being studied. Then there are still some chapters that still need to include supporting material. However, in terms of content, it has followed the standards of the BSNP. In conclusion, the feasibility of this book's content, graphics, language, and presentation meet national standards.

KEYWORDS: Content Feasibility Analysis, History Textbooks, Curriculum 1984

INTRODUCTION

Education is an environment that plays an important role in helping humans to achieve certain competencies; according to Bruner (1996: 44), the challenge is always to situate our knowledge in the living context that poses the "presenting problem," to borrow a bit of medical jargon. And where education is concerned, that living context is the schoolroom situated in a broader culture. And that living context, concerning education, is the schoolroom—the schoolroom that lies within the wider culture.

The functions and objectives of national education according to Law No. 2 of 1989 concerning the National Education System explain that National Education functions to develop capabilities and improve Indonesian people's quality of life and dignity in the context of efforts to realize national goals. With the aim of educating the life of the nation and developing the Indonesian people as a whole, namely human beings who have faith and are devoted to God Almighty and have a noble character, knowledge and skills, physical and spiritual health, a solid and independent personality and a sense of social and national responsibility.

In understanding analysis, according to Gomes (2020: 4), Descriptive and contrast analysis has been carried out using parametric tests. The results show that the textbooks from Spain and Portugal mostly cover activities between elementary and intermediate cognitive levels, whereas, in the UK, activities are at medium or high cognitive levels. In addition, textbooks are textbooks in certain fields of study, which are standard books, compiled by experts in that field for instructional purposes and purposes, which are equipped with teaching tools that are compatible and easy to understand by users in schools and tertiary institutions so that they can support a teaching program (Muslich, M. 2010: 13).

History textbooks are important as a medium for historical track records and learning history. Textbooks as a medium that conveys history could be better. The agitation of interest in writing history to legitimize the power of both the state and groups continues to occur, so it is necessary to write an objective history following the events that occurred. At this time, there are many publications of history books with various historical sources but textbooks (package books) remain a guide and guide in learning activities in schools. Textbooks have a strategic role within the framework of student character formation; textbooks are a learning component that allows the integration of character values (Saleh and Baharman, 2017: 285)

Writing textbooks must be based on the curriculum used; in this case, the curriculum used is the 1984 curriculum. According to Hamalik (2018: 18) says that with a curriculum, teachers and students have directions and references for carrying out educational, teaching, and learning activities in educational institutions in schools, starting from subject matter that must be given, learning programs and plans that must be made, learning activities and experiences that must be carried out and an assessment of the education that has been carried out in the form of learning outcomes achieved by students. Textbooks (Print Books) are more important in learning at the senior high school level than at the elementary school level. In some schools, the direction of learning in a given field of study is still determined by the contents of the printed book.

Analysis of the 1984 Grade 12th Grade High School History Education Textbook by G. Moedjanto, Nani Sudarti. Chr. Cristanto Dh. Anton Haryono and A.A. Padi regarding Indonesia entering the modern era. The 1984 curriculum has a special feature of this curriculum which is its student-centered teaching approach through active student learning, or what we often call CBSA. The subject matter is also given with a spiral concept, which means that the higher the class or level, the deeper and wider the subject matter is (Maimuna Ritonga, 2018: 95). The 12th Grade Indonesian National History textbook in Chapter 1 explains the material about a. Social Structure, b. Colonial Politics in the Transitional Period, and c. Social Communication.

RESEARCH METHODS

This study was designed using a qualitative approach, namely qualitative research is a scientific approach that uses methods such as observation and interviews to collect rich, in-depth information about the human experience (Andrea Sankar, 2006: 3) by applying library research methods. Library

research is research in which the main data or supporting data are obtained from available library materials and are related to the problems studied. The data collection technique is a literature study; the analysis begins by reading and examining all available data, especially primary data, namely the narratives contained in Moedjanto, G., Sunarti, N., Kristanto, C. D., Haryono, A., & Padi, A. A. (1992) textbooks. Indonesian National History for the 1984 curriculum.

RESULT

In the History textbook entitled History of Indonesia Volume 3, the 1984 curriculum for High School Grade 12, which PT published. Gramedia Widiasarana. 1992 High School and Equivalent Volume. 3 to carry out an analysis regarding the feasibility of the contents of Chapter 1, which are the Core Competencies and Basic Competencies issued by the BSNP.

The historical material presented in the textbook contains all the subject matter in terms of the scope aspects that support the achievement of Core Competencies and Basic Competencies, which have been formulated in the 1984 curriculum, the book National History of Indonesia, Grade 12th SMA. For example, by explaining the living conditions of the Indonesian people in entering modern times, such as in the social structure

The presentation of the material is complete, regarding the presentation of concepts, definitions, principles, procedures, and supporting examples, such as the explanation of the social structure, colonial politics in the transitional period of the XIX–XX centuries, and social community. The material on social structure is intended to make it easier for students to understand social structure by providing boundaries regarding socio-economic structure, social mobility, and national elites and nationalism. The most dominant factor causing urbanization is socio-economic structure. On the other hand, the population explosion is no longer accommodated in the agricultural economic system and the expansion of employment opportunities in cities, which is supported by tables regarding urbanization from year to year.

In the material scope, the history textbook narrates the social structure with the socio-economic structure, namely fertile rice fields, population density, and population distribution. Furthermore, regarding the life of the people who initially relied on agriculture, they began to switch to industry, supported by supporting discourse and images. In the second sub-chapter, population mobility is explained, starting from the reasons and objectives for mobility, both in general and specifically.

After discussing population mobility, students must know about the phases or stages of the development of historiography in Indonesia. The history textbook explains its characteristics, and examples of this historiography are given in the form of densely populated areas and sparsely populated areas so that they become urbanization goals.

The next material is about national elites and nationalism regarding important concepts in national elites and nationalism so that in understanding there are no misunderstandings by students, it is explained further about whether the national elite, namely the elite group, is a minority group, but their position and role are very influential in society. It is said to be a minority because, in the composition of society, the number is relatively small compared to the groups below it. It should be remembered that in society, there is not only a single elite group but other groups are layered based on certain social statuses. Society is generally divided into three social layers: the lower, middle, and upper layers (in modern society, enslaved people no longer exist). The upper layers of society are then better known as the elite.

In spreading the spirit of nationalism to all Indonesian people, the national elites used facilitated not only by modern and neat organizational arrangements but also thanks to the expansion of education and communication media. Another advantage in the framework of the national movement is the increasing popularity of Indonesian as an intermediary language. Through the unity of language, information on various things can be more easily distributed. The unity of language, which originates from the Malay language, certainly has a big contribution, considering that the Indonesian nation consists of hundreds of tribes. Furthermore, the unity of language facilitates the flow of information and creates a climate of national unity, so there is often a saying, "Language shows the Nation."

The end of this material explains the social community explaining education, the Indonesian press, and the Indonesian Malay language. The material contained in educational issues is explained by educated people stopping at efforts to build their existence and simultaneously realizing the nation's existence. They realize that the movement's strength lies in the unity of all existing Bumiputera components. Infrastructure leading to shared awareness, among others, lies in implementing good education and will soon produce results if it is separated from colonial interests. The movement, apart from establishing modern organizations, also founded schools. The style of schooling managed by the movement was oriented towards the nation's interests for that period and the next. Furthermore, we call the schooling model of the movement national education.

Furthermore, the material on the Indonesian press discusses the wisdom of the emergence of the press in Indonesia. One fundamental thing, namely the relaxation of manipulation and monopoly of information by the colonial government. Such a new situation greatly benefits the national movement because the people are confronted with various new information, sometimes contradicting one another. If this is the case, society is stimulated to be critical. It's different if the government monopolizes the information; what happens is a process of sterilizing insights.

Indonesian Malay language material is the last material in the discussion in Chapter 1, where Indonesian Malay language The national movement with the press and the teaching of the Malay language encouraged the birth of a national identity. This is justifiable, considering that directly or indirectly, the movements spread the Malay language to various levels of social life. They initiated

the birth of a national identity, bearing in mind that the Malay language would later be unanimously appointed as the national language under the name Indonesian. Through the common language, unity and solidarity among native peoples were easily raised amid colonial grip. Automatic information will be easily conveyed because the language used is the same.

The 1928 Youth Pledge is the most historic for the Malay language. At that time, the youth was determined to uphold Malay as the language of unity, which he called Indonesian. If we look back, those who pledged were youths from various ethnic backgrounds and spoke their regional languages. They also pledged that they only have one nation and one homeland, namely Indonesia. The 1928 Youth Pledge inaugurated Indonesian nationalism due to political developments since the early 20th century. The pledge is an honor in itself for the Malay language.

Material Accuracy

Accuracy of concepts and definitions of material in textbooks is presented accurately to avoid misconceptions by students. Concepts and definitions must be formulated appropriately to support the achievement of KI and KD, as has been very clearly explained in the material in detail; for example, social communication material is explained coherently about communication in the education field and Indonesian Malay. Accuracy of principles is one of the aspects used to develop a theory. The principles presented in this textbook have been formulated accurately to avoid causing multiple student interpretations. The accuracy of the procedures is the steps that must be taken to achieve a certain goal. Procedures must be formulated accurately so that students avoid making systematic mistakes.

The accuracy of examples, facts, and illustrations of concepts, principles, procedures, or formulas has been clarified by examples, facts, and illustrations that are presented accurately. For example, a table of population distribution according to the 1930 census and pictures of the development of the Indonesian press is evidence of the youth activities at the youth congress which resulted in the 1928 Youth Pledge. In this way, students do not only understand knowledge verbally but as a whole.

Social Accuracy, Students' mastery of concepts, principles, procedures, or algorithms must be built by questions that are presented accurately. Such as writing evaluation practice questions are presented with various types of questions ranging from multiple choice questions, cause and effect questions, essays, discussions, inquiry questions, and very accurate reflection questions.

Learning Support Materials

Compatibility with the development of science and technology. The material (including examples, exercises, and bibliography) contained in textbooks must follow developments in science and technology; for example, one of the questions in chapter one is given a discussion question entitled the role of social structure. This question has proven the development of science and technology, requiring students to discuss the truth.

Up to date Features, examples, and references. Features (including descriptions, examples, and exercises) reflect current events or conditions. This update can be seen in the sources or references used. Generally, references that are appropriate for use in textbooks use maximum references from the last five years. The latest features in this book are clear. Reasoning (Reasoning) This reasoning plays a role when students have to make conclusions. Therefore, textbook material must contain descriptions, examples, assignments, and practice questions encouraging students to make valid conclusions sequentially. The material can also contain open-ended questions requiring students to provide various answers or solving strategies. In Chapter 1, the questions, questions, and enrichment are clear under the material to make conclusions clear to students.

Problem-solving To foster student creativity, the presentation of material in textbooks needs to contain a variety of problem-solving strategies and exercises. Problem-solving includes understanding the problem, designing the model, checking the results (looking for a feasible solution), and interpreting the solutions obtained. This chapter has been presented well and made it easier for students.

Linkages between concepts in textbooks can be shown in descriptions or examples. This is intended to assist students in building a complete knowledge network. In addition, it is also necessary to show the relationship between lesson one and the lesson or the link between the material being studied and everyday life so that students realize the benefits of this material in life. The interrelatedness of the concepts in this chapter is explained interrelatedly; for example, in chapter one, this is given questions about social structure which refer to patterns of development and distribution of the population.

Communication (write and talk). The material in the textbook should contain examples or exercises to communicate ideas, both in writing and orally, to clarify the situation or problem being studied or faced. In chapter one, it is rare to find material or exercises to communicate ideas both in writing and orally that are being studied.

Application (application). The material in the textbook should contain descriptions, examples, or questions that explain the application of a concept in everyday life. This is intended so that students can apply, in real life, every concept that is learned. In Chapter I, we can see the material that supports the application of the material at the beginning and end of each exercise in chapter one.

The attractiveness of material in the textbook should contain descriptions, strategies, tables, pictures, photos, sketches, examples, or interesting questions that can arouse students' interest in studying further. If students are interested in the material being studied, they will be stimulated to study it further. The materials in Chapter 1 are interesting because each discussion and sub-chapter includes supporters; for example, tables and pictures are given about the state of Indonesia entering the modern era.

Encouraging to seek further information on material in textbooks should contain assignments that encourage students to obtain further information from various other sources such as the internet, books, articles, and so on. There are assignments. In this task, students are asked to look for image information about primary sources and secondary sources so that students are more critical in finding additional information about the material being studied.

Enrichment material. The material in textbooks should provide descriptions, examples, or enrichment questions related to the topic being discussed so that the presentation of the material is broader or deeper than the material required by KD. With this enrichment, students are expected to have broader and richer competencies; in this first chapter, the enrichment material has been fulfilled because after studying a discussion or sub-chapter, students are given a question related to the discussion they are studying.

CONCLUSION

High school history textbook equivalent Grade 12th Curriculum 1984 published by PT. Gramedia Widiasarana is suitable for use in terms of content, language, and presentation feasibility. The material presented in the book is very broad and clear to understand in outline. The accuracy of concepts, definitions, principles, procedures, examples, facts, illustrations, and questions in the book are accurate and precise. Most of the chapters in this book have presented supporting material which includes aspects of up-to-date features, examples, and references to aspects of reasoning which are usually in the description questions at the end of the problem-solving material, which is generally found in multiple choice questions and descriptions of aspects of communication, the application of which has been explained although each chapter is found. However, it does require supporting and additional material from outside the book that a teacher must prepare. This history textbook for SMA Grade 12th Curriculum 1984 is complete both in terms of the feasibility of the presentation language has been fulfilled, but in terms of the feasibility of tables and pictures, this book is not fulfilled when viewed from the completeness of the material available; this book is structured to conform to the 1984 curriculum. Therefore, the simplicity of this textbook is a good thing. From that simplicity, the teacher must look for other supporting materials that can make the learning process achieve.

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