

NEED ASSESSMENT OF HISTORY INSTRUCTIONAL MATERIAL IN TEMBILAHAN HIGH SCHOOL: AN EFFORT TO INTEGRATE THE LOCAL ECONOMIC HISTORY TO HISTORY CURRICULUM

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ABSTRACT

The research aims to capture the existing conditions of history subject learning in Tembilahan High School (SMA Negeri 1 Tembilahan), in Indragiri Hilir Regency - Riau Province, Indonesia. The research results indicate that the history instructional materials currently used in Tembilahan High School have not been effective to meet the teaching and learning needs of teacher and students. It found that history instructional materials are having the weakness such as: 1) its inability to associate and accommodate the local history of student's society; 2) its accessibility, because the whole text-book are provided by the school, so the students only used it during teaching and learning activities or read it in the library; 3) its availability, because there is just one book title that explains the local history of students' society. The lack of history local history of Indragiri Hilir society has led difficulty to integrate the local history on the teaching and learning activities. Recommendation of the research is a development of instructional material products related to the economic history of Indragiri Hilir's coconut commodity.

KEYWORDS: History Education, Local Economic History, Need Assessment.

1 INTRODUCTION

Generally, history subject in the high school is considered as the subject that are not interesting, bored, difficult, and other various negative perceptions. Even so sometimes History regarded as a undervalue subject that is too abstract, imaginary, just to remember the past (date, name, chronology, events) and rarely leads to deep analytical thinking. Other thing that sometimes become obstacles to make historical learning are more in-depth and analytical is the limited learning resources, both in the form of instructional material and historical objects that can be observed. Instructional materials in history education depend on the availability of historiography, while historical objects are rarely to be found in every region -not every region has a museum or historical site- (Hasan, 2008). This situation can be worsen when the teacher's pedagogy approaches are not effective, such as too monotonous learning strategies and text book-oriented without being able to expand the learning content and examine the meaning of history or to make history meaningful on the student's needs. In addition, most teachers teach using textbooks as "recipes", they teach history based on books from pages per page, and learning strategies are dominated by efforts to complete learning material in the available time, and lack of effort to make processes happen in students to digest material actively and constructively

Other problem in learning history is regarded conventional approaches to historical learning, likely lectures, question & answer, and assignments or based on "behaviorist" or "structuralist." Traditional teaching of history has resulted in students only working procedurally and understanding history without reasoning, oriented to behavioral and structural psychology, emphasizing memorization and making poor preparation for later professional work of students (Subakti, 2010).

This traditional learning approach is often criticized by many history educator, but this is a reality in historical learning. The government tried to solve these problems by providing grants for Indonesian history teachers and history researchers to create various instructional materials based on local history.

The need to explore local history instruction is because currently the history curriculum has a few local history cases. Moreover, it is not related to more diverse and wider aspects of human life as well as closer to the student environment, so it results on students feel bored and foreign to the learning they experienced (Amin, 2011). In Ministry of Education Regulation Number 22 (Permendiknas No. 22 Tahun 2006) about the content of Indonesian education, local custom must be taught by school in accordance with its regional and cultural identity. In addition the National Education System Law (Undang - undang Sistem Pendidikan Nasional No. 23 Tahun 2003) has also reiterated the importance of exploring local custom throughout education curriculum in each region through Local Content Subject.

Taufik Abdullah (2005) was defined local history as "history of a place", a locality, whose boundaries are determined by the historian agreement. The term of local history in Indonesia is often used also as regional history, whereas in the West, in addition to the term local history, community history, or neighborhood history, and nearby history mean local history as a type of history that spatially discusses events that limited to a small area, from village to provincial level.

Taufik Abdullah (2005) was defined local history as "history of a place," a locality, whose boundaries are determined by the historian agreement. The term of local history in Indonesia is often used also as regional history, whereas in the West, also known similar term like community history, neighborhood history, and nearby history. Local history discusses spatially events that limited to a small area, village, regency, or provincial region. The scope of local history is mainly related to the elements of the region, both in terms of time (temporal sphere) and certain events (themes) of the past. Thus the scope of local history is the whole surrounding environment, both concerning regional unity such as villages, sub-districts, small towns, regencies or other locality units along with socio-cultural institutions within it such as families, settlement patterns, local government institutions, and others. Therefore in the study of local history, various aspects of the past life of the local community can be investigated, including political, social, economic, culture and so on. But it needs to be underlined that the main problems must begin from the local reality itself. It means that the selection of events is determined by the level of importance in the development of the local community. And it is important to be noted that local history is not antagonistic toward the sake of national history, it

will make a positive contribution. As Taufik Abdullah stated, local history approach is not involutory which only revolves around itself, but it explores and enriches the national history as whole. It is part of the process toward the realization of national awareness, as the main requirement for the national integration (Abdullah, 2005).

According to Gall, Gall, and Borg (2003), research and development is an industry-based development model where research findings are used to design new products or procedures, which are then systematically field tested, evaluated, and refined until they meet the criteria of effectiveness, quality, and standard. Borg and Gall (1983) state that R & D in education is a process that used to develop and validate educational products. Generally, R & D begin with exploration stage, the objectives of this stage are to catch the existing condition of research object, to know the strength and weakness of current object, and asses the need of product that want to be create. This article is part of the authors' research and development (R&D) of history instructional material in Tembilahan High School, Indragiri Hilir, Riau Province, Indonesia. It explains about the R & D (exploration stage) beginning stage of history instructional material in order to meet the students and teachers need of the local history.

Many Indonesian history educators have conducted a need assessment and then develop history teaching materials. For example, Sariyatun (2013) conducted a needs analysis of the historical learning needs of the educational model of local cultural values based on the tradition of Batik Art; Jayanti (2017) developed instructional materials in the form of the history book of heroic Kebon Rojo Event; Fauzi (2017) developed instructional material in the form of history handout of Banyumas People's Struggle in Indonesian Revolutionary War; Bhuwana (2017) develops teaching materials in the form of the encyclopedia of local history and the culture of Dieng; the development of info graphic instructional material was carried out by Aldilla (2016) on the History of Islamic Kingdom in Java and its acculturation; Puji (2014) developed local history instructional material with the display of the Portuguese Fort in Situbondo; and many other similar studies. Every region and society has different history and cultural identity which the national history curriculum cannot afford the whole story. So, the case study research conducted to catch the existing condition and need assessment of history instructional material in Tembilahan High School.

II. MATERIALS AND METHODS

The research methods used in this research is case study. Merriam (1998) defines qualitative case study as "an intensive, holistic description and analysis of a bounded phenomenon such as a program, an institution, a person, a process, or a social unit". Then, case can be a person, a program, a group, a specific policy and so on. In Merriam's view which is influenced by Miles & Huberman's (1994) understanding of "the case as a phenomenon of some sort occurring in a bounded context", as long as researchers are able to specify the phenomenon of interest and draw its boundaries or what they are going to inquire, they can name it a case. Merriam (1998) presents step by step the process of designing qualitative research which includes conducting literature review, constructing a

theoretical framework, identifying a research problem, crafting and sharpening research questions, and selecting the sample (purposive sampling).

Yin (2002) argue that case study research should rest upon multiple sources of evidence, with data needing to converge in a triangulating fashion, and benefit from prior development of theoretical propositions to guide data analysis and collection. Yin suggests the researchers make use of six evidentiary sources: documentation, archival records, interviews, direct observations, participant observation and physical artifacts. Then to maintain the validity of the data, triangulation was done by confrontating each data and information gathered from several source and techniques. Analysis of data uses Interactive Models developed by (Miles, Huberman, & Saldana, 2014), which consist of three stages, namely data condensation, data display, and drawing/verifying.

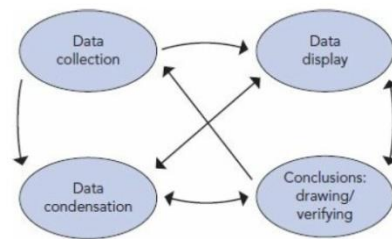


Figure 1: Flowchart of Interactive Models

The data were obtained by: 1) Interview with senior history teacher of Tembilahan High School, Mrs. Tien Rahmawati. Interviews were conducted to find information related to current history learning and analyze the expected instructional material needs; 2) Questionnaires, were distributed to find out the existing condition of students' perceptions about instructional materials that currently used. Questionnaires were distributed randomly to 33 students of 10th grade and 12th grade out of total 274 students; and 3) Analysis of documents (archival records), carried out by analyzing the strength and weakness of instructional materials currently in used. Analysis of document has done by inventorying all of instructional materials that used in teaching and learning activities.

III. RESULT AND DISCUSSION

3.1. Result of Questionnaires Dissemination

Questions raised through questionnaires attempt to find out students' perceptions about history instruction materials that used in teaching and learning activities, and also measure their responses to the products offered.

Table 1: Recapitulation of Questionnaire Dissemination Results

Code	Question	Yes	No
1a	<i>Do you satisfied with the history instruction material that currently exist?</i>	33,3%	66,7%
1c	<i>Whether the history instruction material that currently exists has fulfilled your needs in understanding your local society history??</i>	27,3%	72,7%
1d	<i>Whether the history instruction material that currently exists relate to local history in your region?</i>	33,3%	66,7%
1e	<i>Do you agree with the contain of history instructional material that currently exists which is mostly told about the political and national history and had have a few story about other historical themes such as local history, social history, economic history, etc??</i>	21,2%	78,8%
2b	<i>Do you agree if the local history of your region integrated on history instructional material?</i>	100%	-
2d	<i>Do you agree if the Economic History of Indragiri Hilir Coconut Estates becomes integrated on history instructional material?</i>	100%	-

3.2. Analysis of Documents

Analysis documents have done through inventory of all history instructional materials that used in learning activities and those which are available in the school library. Then to check out availability, ownership and frequency of the used of history instructional material, the data is confirmed to the teacher and librarian.

Table 2: Inventory of History Instructional Material

Genre of History Book	Quantity (title)	Used Frequency	Ownership
National History	14 titles of books	- Used during teaching and learning activity - Available in the library	Provided by school
Local History	6 titles of books	- Just used if needed - Available in the library	Provided by school
Students Working Papar	1 title of book	- Used during teaching and learning activity - Available every time	Own by students
Culture	1 title of book	- Used during teaching and learning	Provided

History		activity - Available in the library	by school
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3.3. Interview

The interview was conducted with the senior history teacher of Tembilahan High School, Mrs. Tien Rahmawati. The main interview was held on October 12, 2018, in addition informal interviews were also conducted directly or via electronic messages to confirm or ask something about additional information needed. Following are compressed transcripts from the main interview:

- Interviewer : *Can you tell me about the history instructional materials that used by students and teachers during teaching and learning activities of history in this school?*
- Informant : *Usually, we use textbooks and student worksheets. Textbooks are provided by schools but are not provided free, so they are only used when teaching and learning activities. While student worksheets are purchased by students and becomes their property.*
- Interviewer : *Beside the text-books and students worksheets, are there another history instructional material that used by teacher and student?*
- Informant : *Yes, there are plenty history books in the library, but they are rarely used. They are only used if necessary or if students themselves want to read them in the library.*
- Interviewer : *Can you tell me the weakness of current history instructional materials?*
- Informant : *Students have lack of interest in reading book. They must be guided continuously. Mostly students have more intention to read book if the book has attractive feature for examples it has unique illustrations, pictures and photos. They shows enthusiasm in watching historical video, it seems more effective to boost their learning spirit.*
- Interviewer : *Can you tell me more about the specific weakness of current history instructional material?*
- Informant : *It seems less attractive for them, too many stories and less illustration.*
- Interviewer : *How do you associate the Indonesia national history curriculum with local history of Indragiri Hilir?*
- Informant : *Usually when the subject material regarding to the history of Indonesian Islamization, it can be linked to the history of da'wah Tuan Guru Abdurrachman Siddiq (local cleric). In the material about the revolutionary war of Indonesia independence, then it can be associated with the M. Boya's Struggle (local hero). If the subject matter discusses about western influence and colonialism, it can be associated with the resistance of Tengku Sulung (local hero).*
- Interviewer : *Are there instructional materials that explain the local history of Indragiri Hilir?*
- Informant : *In the textbook there is certainly no one, so I just tell to the students about the stories (Inhil local history) based on folk story that I know. In the library there are several of local history books, you can just try to check.*
- Interviewer : *What do you think if there are instructional materials about the economic history of the Indragiri Hilir society?*

- Informant : *Good, interesting too. For the commoners it is rarely to know about economic history, hopefully it can be useful for students.*
- Interviewer : *We intent to offer instructional materials about the development of the Indragiri Hilir Coconut Estates in the 1980s - 1990s (while showing the draft product of instructional materials). Do you agree to use this instructional material as supplementary material for history learning?*
- Informant : *(After checking the draft product for a while) this is good, our region is the largest coconut cluster in the world. It is important for the students to know more about their local history. What do you think is suitable for this material?*

IV. DISCUSSION

The result of questionnaires showed that based on question 1a, 66.7% of the samples stated that they were not satisfied with the current instructional materials. In the questionnaire comments feedback, mostly students reasoned because the visualization of the instructional material in the textbooks and student worksheets was monotonous. Students who expressed satisfaction, most of them thought that textual learning method was easier for them to understand. When analyzing the textbooks, like common history textbook, they were packed with full narration and writing, this is likely to make students feel bored. It is better if the instructional materials can be more attractive with many illustration and visualization that make students feel more comfortable for reading.

Question 1c and 1d are proposed to know about locality aspects of the society in the history instructional material. 72.7% of the samples stated "no" for questions 1c and 66.7% of samples stated "no" for questions 1d. In the questionnaire comments feedback, generally students assume that history instructional material is told almost entirely about national history, and only a few are related to local history. According to the history teacher, indeed the presentation of local history or connect it with locality aspects of the society are seldom to do because of limited resources and the interrelationship of the historical aspects of the Indragiri Hilir community with history materials in the curriculum.

Question 1e is proposed to determine students' perceptions of historical themes which are dominated by political and national narration. The results showed that 78.8% of the samples stated "no", in the questionnaire comments feedback, mostly students reasoned because of their curiosity about other history themes and want to enrich their knowledge. The reliability of this question is low because some students do not understand the essence of the questions. Perhaps these questions implied that students do not like political and national history, but in the comments column students state that it is more due to their curiosity towards other history themes.

100% of the samples stated "yes" to question 2b. The students agreed that the local history of Indragiri Hilir is integrated on the history instructional material. Question 2d proposed to measure students responses about the instructional material product that being offered by the authors. The students' responses of question 2d showed that 100% of the samples agree with the product offered. Both teachers and students agreed with the new supplementary history instructional material about history of Indragiri Hilir Coconut Estates in the 1980s - 1990s. Coconut commodity is the main economical commodity of Indragiri Hilir along as the icon of the region. So it makes easier for teachers and students to be attracted by its story. Furthermore, the existence of new supplementary

instructional material will make it easier for the teacher to associate history learning activities with the social and economic nearby environment of students.

Based on the analysis of documents, textbook and student worksheet are the main history instructional material that used in the Tembilahan High School. The text book is provided by the school while the student worksheet is owned by the students. The textbook just only used by students during the teaching and learning activities conducted or they can to access it in the library. While student worksheets are owned by students and available to be used in everytime. The material in the textbooks and student worksheet refers to the existing curriculum, because the limited source of local history of Indragiri Hilir in both textbook and student worksheet. to provide relations between history education and the aspects of society locality, the teacher usually explains itself based on their knowledge.

According to school librarian, Mr. Iskandar, students are seldom to visit the library. History books were only occasionally read by several students. Unfortunately, there is not existed registrations or visitors record of the school library due to poor administration system. The teacher also advices for students to read more but the students have lack literacy and curiosity.

4.1 A Brief of Product Offered: The Rise of Coconut Estates in Indragiri Hilir 1980s – 1990s

Coconut has been hereditary cultivated by the Indragiri Hilir community and their main agricultural commodity. Mostly the residents of Indragiri Hilir live as coconut farmers. There are 208,522 small farmers and 6,087 workers in private coconut plantation out of a total of 703,734 residents. Indragiri Hilir is also the largest cluster of coconut estates in Indonesia. In 2017, there are 429,942 hectares of Indragiri Hilir coconut estates and 341.295 tons of coconut production or around 11.9% of Indonesia's total coconut production (Centre Bureau Statistics of Indragiri Hilir, 2017). Before the entry of the first coconut (coconut oil) processing industry in 1967, the Indragiri Hilir community had relied on rice and coconut cultivation. Eventhough the stickiness of coconuts in the pulse of the economy and culture of the Indragiri Hilir community is symbolized in the regional logo which symbolizes with rice and coconut as the main income of Indragiri Hilir people.

Coconut cultivation in Indragiri Hilir and other east coast Sumatra began when Banjaresse immigrants arrived and opened land around the Indragiri river. Drought and crop failures as well as trauma from the war and Dutch annexation of the Banjar Sultanate led to the exodus of migration of Banjar residents out of their original areas to West Kalimantan, East Kalimantan, Malaysia (Perak River) and the east coast of Sumatra in the late eighteenth century (Potter & Badcock, 2004). The Banjaresse community have hereditary local genius about wet rice cultivation (in the swamp lands) and tree crops export commodities such as pepper, coconut, and rubber both in the past and now (Potter, 2001).

The product offered was adapted from history research conducted by the authors. The focus of product materials revolves around the history of Indragiri Hilir coconut estates, especially in the 1980s - 1990s. Although the product offered has attracted for students and teachers, it should related to the national history curriculum. Because the development of history instructional materials must

be in line with the goals of national education and the curriculum set by the government. The product offered will be adjusted to the Basic Competencies of the history curriculum.

V. CONCLUSION

The research results indicate that the instructional materials currently used in Tembilahan High School have not been effective to meet the teaching and learning needs of students and teachers. It found that history instructional material is have weakness such as: 1) its inability to associate and accommodate the local history of student's society; 2) its accessibility, because the whole text-book are provided by the school, so the students only used it during teaching and learning activities or read it in the library; 3) its availability, because there is just one book title that explains the local history of students' society.

Lack of history instructional material related to the locality aspects of Indragiri Hilir society has led difficulty for the teacher to integrate local history on the teaching and learning activities. So far the teacher only depends on his personal knowledge because of the lack of instructional materials that support her explanations and due to limited resources and the interrelationship of the historical aspects of the Indragiri Hilir community with historical materials in the curriculum.

The offered product received positive responses from both teacher and students. Students and teacher are attracted to the product because it relates to the major economic commodity of Indragiri Hilir, so it has attracted them to know more about their local economic history. In addition, the presence of the product offered will make it easier for teachers to associate historical material in the curriculum with students' nearby environment. Another minor result found that students' literacy are poor and the monotonous instructional materials visualization also affect students' interest in using the instructional materials.

VI. RECOMMENDATIONS

First, it would be better if history instructional material can be more accessible and available for the students. Second, the history instructional material should be in the form of online instructional materials or e-books, so the students can easily accessed it anytime and anywhere. Third, it is necessary to set up an attractive display of history instructional material to reduce student saturation when they read it. Further research recommendation based on this research is needed an examine on the effect of the product to the students cognitive achievement as well as other instructional objectives.

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