

NEEDS ANALYSIS OF KUNINGAN KINGDOM DIGITAL TEACHING MATERIALS WITH INQUIRY MODELS TO IMPROVE HISTORICAL LITERATION

Nur Amalia¹, Leo Agung Sutimin²

¹Postgraduate History Education, Sebelas Maret University, Surakarta, Indonesia,

²Department of History Education, Sebelas Maret University, Surakarta, Indonesia

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ABSTRACT

The aim of this research is to develop digital teaching materials for the Kuningan Kingdom that will be introduced at SMA Negeri 3 Kuningan, to develop constructivist-based digital teaching materials for the Kuningan Kingdom, and to evaluate the effectiveness of constructivist-based digital teaching materials for the Kuningan Kingdom in increasing historical literacy. The ADDIE design model was used in the development design. The t-test results of the historical literacy questionnaire, which have a significance value of 0.0010.05 showed the efficacy of Kuningan Kingdom teaching materials. These findings suggest that an inquiry model with a constructivism approach has a significant impact on the use of digital teaching materials for the Kuningan Kingdom of the Dutch East Indies period. Thirty respondents were used in the study of the Kuningan Kingdom's digital teaching material needs.

KEYWORDS: digital teaching materials, historical literacy, inquiry model.

INTRODUCTION

The aim of developing digital teaching materials is to increase students' engagement and creativity in their learning. Additionally, digital teaching materials provide a variety of interactive functions and provide students with a variety of multimedia content, such as videos and animations, which can help increase students' interest and motivation in learning (Byun, Choi, & Song, 2006; Cingdem, 2015). There are few historical lessons in SMA Negeri 3 Kuningan that address local history. This is because of several limitations faced by teachers during the learning process, including limited historical learning resources, time allocation, and a lack of innovative historical teaching materials that support students in school. History learning is also beneficial for comprehending how past events contribute to current events. Students may also benefit from historical literacy by obtaining a greater understanding of the historical material presented by the teacher. History education is a required subject in high school. As a required subject, history education is an integral part of the relevant curriculum and national education; the only difference is that subjects have different characteristics. For high school history courses. The learning that takes place is inextricably related to historical education in general and to the development of basic competencies, specifically as internalizing historical values, knowledge, and skills thru a series of events designed and structured to influence and encourage students' learning processes (Depdikbud. 2013: 2). Based on the issues confronting history education in the twenty-first century, which must be oriented toward digital teaching materials.

THEORETICAL REVIEW

1. Needs analysis

Researchers collect data then conduct preliminary studies by reviewing relevant literature, conducting research, and conducting surveys at SMA Negeri 3 Kuningan. The primary activity is an analysis of the need for or importance of teaching materials in the learning process, as well as the feasibility, the use of digital teaching materials to assist students in their history learning process.

The aim of learning needs analysis is to collect data about which learning needs are most important so that this analysis can place a greater emphasis on the process. (Savira and Suharsono 2013). The aim of this learning needs analysis is to determine the skills that students must achieve in order to achieve their maximum result. According to Glasglow (1990), the object of the material requirements reviews: (1) Defining work-related needs, i.e., what problems affect work; (2) Providing a framework for prioritizing actions; (3) Providing a database for analyzing the effectiveness of learning; (4) identifying learning problems; and (5) formulating general goals for problem-solving.

2. Historical Digital Literacy

Historical literacy is the practice of reading, writing, speaking, and resolving environmental and social problems. Digital literacy can assist in more efficient communication and can result in new discoveries, making studying history more interesting. (Sormin, Siregar, and Priyono 2017). Historical literacy is important in this teaching material because it impacts student quality. History lessons will eventually vanish if students lack an understanding of historical literacy. Teachers face a challenge in developing and implementing historical literacy in the school environment. There are many obstacles that teachers must overcome in order to promote historical literacy, including teachers' limited capacity to improve historical literacy and a lack of time to discuss historical literacy. Then there is a dearth of teacher interest and motivation for historical literacy. Thus, the researcher's aim is to improve historical literacy in order for it to be effectively used and work in the development of digital teaching materials. Teachers and students in the twenty-first century are expected to incorporate more digital media into the learning process in order to make it more exciting and interactive.

3. Inquiry Model

According to Gulo (2010), inquiry learning is a sequence of activities that maximizes all students' abilities to search and investigate systematically, systematically, logically, and analytically in order to confidently infer their own abilities.

RESEARCH METHODS

This research was conducted at SMA Negeri 3 Kuningan. This study used a qualitative descriptive research method since the findings were obtained through interviews, questionnaires, and a pre-test. The questionnaire for the student needs analysis research was distributed randomly to each class. Students complete a questionnaire that uses the Likert scale. The questionnaire administered to

students inquired about the circumstances that occurred during the learning process in class, as well as the teaching materials used by teachers and students. Beginning with the learning method, the teaching materials used, the learning resources, and the learning model used in this classroom. The collected data was then analyzed and processed properly to produce high-quality data.

RESULT AND DISCUSSION

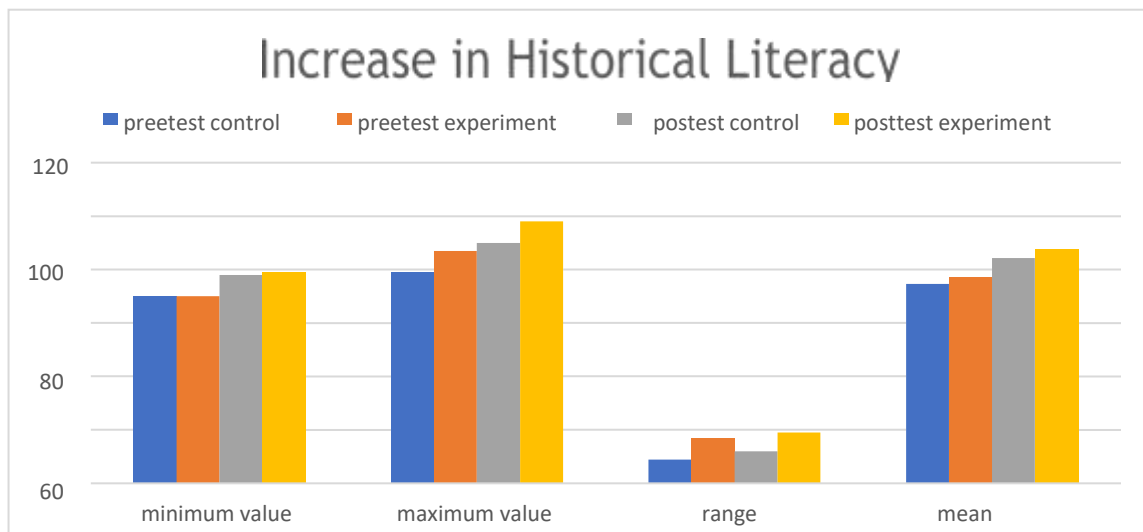
Validity

No.	item question	Validity Value	Information
	Item 1	0,93	Invalid
	Item 2	4,99	Valid
	Item 3	571	Valid
	Item 4	454	Valid
	Item 5	341	Valid
	Item 6	0,93	Invalid
	Item 7	499	Valid
	Item 8	465	Valid
	Item 9	466	Valid
	Item 10	478	Valid
	Item 11	425	Valid
	Item 12	344	Valid
	Item 13	490	Valid
	Item 14	341	Valid
	Item 15	339	Valid

Instrument reliability

Cronbach's Alpha	N of Items
.842	15

According to the table above, the test results for the cognitive aspect assessment instrument's validity and reliability indicate that two of the 15 multiple choice questions are invalid, namely item number 1 and item number 6. Because the validity value (rxy) is less than 0,3, and the reliability value is 842, the cognitive aspect is reliable because it has a reliability value greater than 0.60.



Based on the test results of increasing historical literacy in the experimental class and control class, it can be explained as follows: the experimental class had the lowest score in the pre-test, which was 70 and the highest score was 87, so the difference in value was 17 with an average of 77.20. While in the control class the lowest pretest score was 79 and the highest score was 90 so that the difference in the number was 11 with an average of 87.70. Meanwhile, in the control class the posttest score that was owned was the lowest score of 78 and the highest was 90, so that the range between the two values was 12 with an average value of 84.35. The experimental class has an average difference of 10.50, and the control class has an average difference in value of 2.55, and a significance value (2- tailed) of the experimental class of 0.000. The experimental class has a sig value (2- tailed) <0.05, meaning that H0 is rejected, there is a difference in the increase in student literacy in the experimental class and the control class. Meanwhile, the increase in the pretest and posttest scores of the experimental class was 0.43 in the high category, while the control class was 0.37 in the medium category. Based on this, an

increase in student literacy in the experimental class and control class can have a beneficial impact on digital teaching materials in the Kuningan Kingdom to increase students' historical literacy.

4. Preliminary Studies Results

a. The condition of digital teaching materials for the Kuningan Kingdom in SMA Negeri 3 Kuningan

According to the teaching materials used in SMA Negeri 3 Kuningan, information from the history subject teachers indicated teachers continued to use conventional teaching materials, specifically textbooks. Thus, some studies show that the use of conventional teaching materials has several disadvantages, including the following: it is entirely teacher-centered; it becomes repetitive when used continuously; students become passive; there is no contact between students and teachers; and learning is highly abstract and theoretical. Conventional learning is described as teaching that places importance on teacher control of students in order to structure learning in the classroom (Bellanca in Safrina,: 2014). Students that use interactive teaching materials in the classroom make learning more fun by providing interesting teaching materials. It will help students excel academically in order to combat the impact of technology. According to the theoretical framework outlined above, it is critical to develop digital teaching materials for use as teaching materials during the learning process. However, based on the results of interviews conducted at SMA Negeri 3 Kuningan, it is understood that history teachers have never used digital-based history teaching materials because of a lack of counseling about their use.

b. Needs Analysis of digital teaching materials for the Kuningan Kingdom

Based on the teaching materials in this study, it was found that the teacher had never used the Kuningan Kingdom digital teaching materials in the history learning process. One cause is the lack of facilities and availability of historical teaching materials for the Kuningan Kingdom. Given the importance of local historical literacy in the Kuningan district, it causes students to lack understanding of the importance of local history. Through historical literacy, we can strengthen our collective spirit to achieve progress in the future. Soekarno once said never to forget history. So, from this it can be concluded that literacy is very important in history learning and, in the mas, teachers still use conventional teaching materials, namely as textbooks. Therefore, according to several studies, it is said that the use of conventional teaching materials has many weaknesses, including that it is only teacher-centered, if used continuously it will be boring, students will become passive, there is no interaction between students and teachers, learning is very abstract and theoretical. Conventional learning is learning that emphasizes teacher control of students so that learning is structured in the classroom (Bellanca in Safrina,: 2014). Students who use digital teaching materials in the classroom allow the learning process to be more enjoyable because the teaching materials are interesting. And can make students excel in academics to face the influence of technology. Based on the theoretical framework above, digital teaching materials are important to be developed as teaching materials in the learning process. but based on the results of interviews conducted at SMA Negeri 3 Kuningan, history teachers

have never used digital-based history teaching materials because there has been no counseling on the use of these digital teaching materials.

c. Needs analysis for digital teaching materials

The teacher had never used the Kuningan Kingdom digital teaching materials in the history learning process, based on the teaching materials in this study. One reason for this is a lack of facilities and historical teaching materials for the Kuningan Kingdom. Given the significance of local historical literacy in the Kuningan district, this results in students lacking an understanding for the importance of local history. Through historical literacy, we will fortify our collective spirit in order to achieve future progress. Soekarno once said that history should never be forgotten. Because of this, it can be inferred that literacy is important for both studying history and preparing for the future. According to the preliminary study's digital teaching materials, it was discovered that students at SMA Negeri 3 Kuningan still had a very low level of historical literacy, showing the need for additional efforts to boost students' historical literacy. History subjects were chosen to pique students' interest in historical literacy in schools, especially regarding local history material. History education is a field of science that incorporates elements based on historical events with educational elements. The combination is consistent with educational objectives in general. The government's function is to hold education policy because of debates about the objectives of historical learning. According to the government regulation of the minister of education number 22 of 2006, historical education aims to improve students' competence: by educating students about the importance of time in a process, specifically the past, present, and future. According to the findings of a preliminary study on historical literacy among students at SMA Negeri 3 Kuningan, it remains low, and efforts should be made to improve historical literacy among its students. Additionally, based on a preliminary study, the local historical literacy of the Kuningan Kingdom has never been used in this school, implying that the Kuningan Kingdom's digital teaching materials must be implemented in schools.

CONCLUSION

The researcher will include conclusions, implications, and suggestions based on the findings and discussion in Chapter IV regarding the research and development of digital teaching materials for the Kuningan kingdom in order to improve historical literacy. The following are some conclusions: SMA Negeri 3 Kuningan's Digital Teaching Materials According to information obtained from history subject teachers, teachers use conventional teaching materials as textbooks. Thus, some studies show that the use of conventional teaching materials has several disadvantages, including the following: it is entirely teacher-centered; it becomes tedious when used continuously; students become passive; and there is no interaction between students and teachers.

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