

Implementation of Manuscript-based History Learning on High School Students' Learning Outcomes in Langsa City, Indonesia

Bukhari ¹

¹ *Samudra University*

Jalan Prof. Syarief Thayeb, Meurandeh, Langsa Lama, Aceh, 24416, Indonesia

DOI: [10.22178/pos.93-5](https://doi.org/10.22178/pos.93-5)

LCC Subject Category: L7-991

Received 26.05.2023

Accepted 28.06.2023

Published online 30.06.2023

Corresponding Author:

bukhari@unsam.ac.id

© 2023 The Author. This article is licensed under a Creative Commons Attribution 4.0 License



Abstract. The study investigates the impact of history learning based on the Abdurrauf As-Singkili manuscript on student learning outcomes. The research addresses the limitations of history education in schools, particularly regarding the lack of engaging and locally relevant content. By utilising the valuable historical resource of the manuscript, the study aims to provide an innovative approach to history education that enhances student motivation and learning outcomes. The experimental research methodology involved two groups: an experimental group that received history instruction using the manuscript and a control group that did not. The study was conducted in two high schools in Kota Langsa, Aceh, Indonesia, and the participants were X-grade students. A questionnaire assessed students' knowledge, and data analysis included hypothesis testing. The results indicate that the experimental group achieved higher average scores than the control group, suggesting the positive impact of utilising the manuscript in history education. The average score of students in SMA Negeri 1 Kota Langsa with the module was 85.54, while the average score of students in SMA Negeri 3 Kota Langsa without the module was 69.28. The statistical analysis showed that the distribution of post-test data for the experimental group can be considered normal. The findings contribute to developing innovative history teaching methods and highlight the significance of utilising local historical resources in enriching students' learning experiences.

Keywords: historical learning; Abdurrauf As-Singkili Manuscript; learning outcomes.

INTRODUCTION

The Role of History Education in Developing Students' Understanding of the Past, Culture, Civilization, and Values that Form the Basis of National Identity. However, the teaching process of history in schools often focuses solely on using textbooks and less engaging materials, leading to student boredom and a lack of enthusiasm for learning history. Based on observations and discussions with history teachers in High Schools in Langsa City, there are issues regarding the content of Indonesian History textbooks in the K-13 curriculum, which lack local content richness. This is a common occurrence in history education, particularly in local history, where teachers face challenges, including limited historical sources, time allocation, and a lack of innovative ideas to facilitate students. The low literacy culture in local history is one of the problems that need to be addressed by teachers and researchers [1]. Consequently, the goals of history educa-

tion, which aim to shape good citizens, make students aware of themselves as good individuals, and provide historical perspectives to students, are challenging to achieve.

Efforts to achieve educational goals become the responsibility of educators in preparing future generations from an early age. In this regard, educators must strive to develop academic concepts and learning processes for students, especially in the learning age group, as they will be the future generation. Therefore, they should be instilled with positive values that apply to society, shaping good character.

History education plays a role in actualising two elements: instruction and intellectual training, moral education for the nation and a democratic civil society responsible for the nation's future. History education's instructional and academic training elements provide an overview of the past and train critical thinking, concluding, and

extracting meaning and values from the studied historical events.

History education is answering "what to teach" and how the learning process can capture and impart the values and messages behind historical realities to students. This learning process aims not only for students to master the subject matter but also to assist in the personal development of students, enabling them to respond and adapt to the increasingly complex socio-national actions and global demands [2]. One learning resource that can be utilised is historical manuscripts, which serve as a local wisdom treasury of Aceh's historical knowledge.

Various forms of local wisdom that can be incorporated into educational development in the community include [3]:

- 1) local wisdom in the form of written regulations on the obligation to learn, such as the requirement for illiterate community members to participate in learning activities;
- 2) local wisdom in maintaining harmonious relationships among individuals through cooperation in various activities;
- 3) local wisdom related to art, where certain artistic expressions hold values that foster a sense of togetherness, respect for leaders, and elders;
- 4) local wisdom in informal systems agreed upon during community meetings to promote the intelligence of citizens, such as the obligation for community members to be literate when applying for an Identification Card and Family Card.

In the context of this research, the relevant form of local wisdom relates to maintaining harmony among individuals by fostering a sense of togetherness, setting an example, and showing respect for the nation, leaders, or elders. Specifically, in a historical context, Abdurrauf As-Singkili successfully composed a manuscript titled *Mir'at Al-Thullab* after the death of Sultan Iskandar Tsani, the Sultan of the Aceh Sultanate. The manuscript embodies universal and cosmopolitan values.

The manuscript by Abdurrauf As-Singkili is a valuable historical legacy of Aceh, but it has not been optimally utilised in history education. Manuscripts are valuable resources for delving into local history and understanding cultural heritage. Using manuscripts as the basis for history education is expected to provide a more engaging learning experience, motivate students, and enhance learning outcomes. However, there is

currently a lack of research exploring the impact of manuscript-based history learning on the learning outcomes of high school students in Langsa City. Therefore, this study aims to fill this gap by investigating the influence of this learning method on the learning outcomes of high school students. The findings of this research are expected to contribute to the development of more innovative history teaching methods, particularly in utilising the Abdurrauf As-Singkili manuscript (further - Manuscript) as a historical learning resource [4].

The results of this study are expected to provide scientific information regarding the design of manuscript-based history learning using the Manuscript to enrich the solidarity of high school students in Langsa City. Additionally, it aims to develop programs, curricula, and learning designs based on the Manuscript, particularly in history education, to bridge the gap between school education and historical education and align with the needs and changes in social and cultural processes within society. This aligns with the national education plan to implement an education paradigm that focuses on life skills based on the support and needs of the community [5].

METHODS

The research method used in this study is experimental research. It is a planned and conducted activity by the researcher to collect evidence related to the hypothesis, focusing on manipulating and controlling variables and observing and measuring the experimental outcomes. In this research, variables are manipulated on two independent variables: history learning using the Manuscript as the first experiment and history learning without using the Manuscript as the second.

The research is located in Langsa City, Aceh Province, Indonesia. The research subjects are Class X in SMA Negeri 1 Langsa (the experimental group), and SMA Negeri 3 Langsa (the control group). These two schools were chosen because they have similar academic achievements, have multicultural students from various ethnic backgrounds, are located in the city centre, and have students with diverse economic backgrounds. The instrument used in this study is a questionnaire consisting of 29 questions based on

knowledge indicators. The data analysis used is hypothesis testing of knowledge data.

RESULTS AND DISCUSSION

The results of this study indicate that the experimental group achieved higher scores than the control group. The average score of students in SMA Negeri 1 Langsa with the use of the Manuscript (experimental group) was 85.54, while the average score of students in SMA Negeri 3 Langsa without the use of the module (control group) was 69.28. Therefore, comparing the mean results between the experimental and control groups can be calculated as a difference of $85.54 - 69.28 = 16.26$.

Based on the pre-test data obtained from the student's learning outcomes before the treatment, it was found that the scores of 32 students ranged from a minimum of 0 to a maximum of 84. The average score obtained was 51. However, after the treatment using the Manuscript as an experimental class, the post-test data revealed that the scores of 32 students ranged from a minimum of 76 to a maximum of 100. The average score obtained was 89.

On the other hand, for the control group without the treatment, the pre-test data showed that the scores of 32 students ranged from a minimum of 16 to a maximum of 76. The average score obtained was 45. In the post-test data, the scores of 32 students without using the Manuscript as the control group ranged from a minimum of 52 to a maximum of 96. The average score obtained was 74.

Using SPSS version 19, the statistical analysis was performed with a sample size of $n=32$ and $\alpha=0.05$. The Sig value for the normality test of the SMA Negeri 1 Kota Langsa post-test data, which utilised the module, was 0.501. Since the Sig value is more significant than 0.05, the assumption of normality for this data group is accepted (null hypothesis accepted). In other words, the distribution of post-test data for the student's learning outcomes in SMA Negeri 1 Kota Langsa can be considered normal using the module.

Similarly, using SPSS version 19, the statistical analysis for the pre-test data of SMA Negeri 3 Kota Langsa without using the module resulted in a Sig value of 0.882 for the normality test. Since the Sig value is more significant than 0.05, the assumption of normality for this data group is also

accepted (null hypothesis received). In other words, the distribution of pre-test data for the student's learning outcomes in SMA Negeri 3 Kota Langsa without using the module can be considered normal.

From the above learning outcomes, it can be observed that the students of SMA Negeri 1 Kota Langsa achieved higher learning outcomes than those of SMA Negeri 3 Kota Langsa. This indicates that the instructional design and learning approach used in SMA Negeri 1 Kota Langsa, which incorporated the Manuscript as a teaching material, effectively enhanced the students' learning outcomes.

The design of history-based learning using the Manuscript as a guide for Enrichment Solidaritas originated from the researcher's interest in developing the history learning process in SMA Negeri in Kota Langsa. Several components played essential roles in the instructional design created by the researcher, including the planning, implementation, and evaluation phases [6]. The planning phase involved the creation of history learning, the Manuscript, and the Enrichment Solidaritas [7]. The learning materials created included the syllabus, lesson plans, and modules. The implementation phase involved teaching history using the Manuscript and utilising the Enrichment Triad Model by Joseph Renzulli for student Solidaritas. The history-based learning design was then developed through syntax to produce instructional and guiding impacts. The instructional implications included improving the learning process, while the guiding influence aimed to enhance students' knowledge.

In many schools in Kota Langsa, history teaching still largely relies on conventional models or methods found in textbooks or learning materials provided by the schools. During the observation of the sample schools in this study, it was noted that history teachers predominantly used conventional teaching methods and relied on printed books or packaged textbooks available at their schools.

History education plays a role in actualising two elements of learning and teaching. The first element is instruction and intellectual training. In contrast, the second element is moral education for the nation and democratic civil society responsible for the nation's future. In history education, instruction and intellectual training provide an overview of the past and cultivate critical

thinking, concluding, and extracting meaning and values from the historical events studied.

The outcomes of history education shape students into individuals with strong personalities who understand things and can determine their attitudes. The importance of understanding history for daily life equips students with tools to uncover the mysteries of societal movements. Through history, the results of struggles from the past can be known. History can be likened to a teacher as it educates the human spirit through its achievements.

History education aims to shape good citizens, make students aware of being good individuals, and provide a historical perspective to students. The specific objectives of history teaching include teaching concepts, developing intellectual skills, and providing historical information to students [8].

In history education, it is also essential to build the existing thoughts within students. To achieve

this, constructivism as a teaching approach is recommended in the history learning process.

CONCLUSIONS

The experimental group utilised the Manuscript as teaching material and achieved higher learning outcomes than the control group. The average score of students in SMA Negeri 1 Kota Langsa with the module was 85.54, while the average score of students in SMA Negeri 3 Kota Langsa without the module was 69.28. The statistical analysis showed that the distribution of post-test data for the experimental group can be considered normal. The instructional design and learning approach used in SMA Negeri 1 Kota Langsa, which incorporated the Manuscript, effectively enhanced students' learning outcomes. The history-based learning design focused on enriching solidarity and utilised the Enrichment Triad Model by Joseph Renzulli.

REFERENCES

1. Kurniawati, K., Winarsih, M., & Rahman, A. (2022). Teachers' Ability in Applying Historical Literacy in History Learning in Senior High School. *Paramita: Historical Studies Journal*, 32(1). doi: [10.15294/paramita.v32i1.28405](https://doi.org/10.15294/paramita.v32i1.28405)
2. Alaby, M. A. (2020). *Menumbuhkan Kepribadian Bangsa yang Berkarakter Pancasila* [Cultivating National Personality with Pancasila Character]. *Jurnal Pendidikan Terintegrasi*, 1(1), 45–55 (in Indonesian).
3. Fadli, A., & Ali, A. Z. (2021). Kedaulatan Tanah Berbasis Kearifan Lokal Desa Rejoagung Kecamatan Semboro Kabupaten Jember [Land Sovereignty Based on Local Wisdom in Rejoagung Village, Semboro District, Jember Regency]. *Jurnal Kewarganegaraan*, 5(2), 801–810. doi: [10.31316/jk.v5i2.2087](https://doi.org/10.31316/jk.v5i2.2087) (in Indonesian).
4. Abdullah, R., & Masduki, M. (2017). Karakteristik Tafsir Nusantara (Studi Metodologis atas Kitab Turjumun al-Mustafid Karya Syekh Abdurrauf al-Singkili) [Characteristics of tafsir nusantara (Methodological Study of Kitab Turjumun al-Mustafid by Sheikh Abdurrauf al-Singkili)]. *Jurnal Studi Ilmu-Ilmu Al-Qur'an Dan Hadis*, 16(2), 141. doi: [10.14421/qh.2015.1602-01](https://doi.org/10.14421/qh.2015.1602-01) (in Indonesian).
5. Sujana, I. W. (2019). *Fungsi Dan Tujuan Pendidikan Indonesia* [Functions and Objectives of Indonesian Education]. *Adi Widya: Jurnal Pendidikan Dasar*, 4(1), 29–39 (in Indonesian).
6. Wibowo, J. S., Februariyanti, H., & Utomo, M. S. (2022). Media Pembelajaran Pengenalan Gedung Bersejarah Spiegel Semarang Menggunakan Augmented Dan Virtual Reality [Learning Media for the Introduction of Spiegel Semarang Historical Building Using Augmented and Virtual Reality]. *Jurnal Dinamika Informatika*, 13(1), 55–62. doi: [10.35315/informatika.v13i1.8923](https://doi.org/10.35315/informatika.v13i1.8923) (in Indonesian).
7. Prihadi Dwi Hatmono. (2021). Historiografi Buku Teks Sejarah Lokal Pada Pembelajaran Sejarah [Historiography of Local History Textbooks in History Learning]. *Sabbhata Yatra: Jurnal Pariwisata Dan Budaya*, 2(1), 60–74. doi: [10.53565/sabbhatayatra.v2i1.279](https://doi.org/10.53565/sabbhatayatra.v2i1.279) (in Indonesian).

8. Pane, R. M. (2022). Pendekatan Strategi Mind Mapping Dalam Pelajaran Sejarah Perkembangan Demokrasi Indonesia [The Mind Mapping Strategy Approach in Learning the History of the Development of Indonesian Democracy]. *Education & Learning*, 2(1), 16–21. [10.57251/el.v2i1.229](https://doi.org/10.57251/el.v2i1.229) (in Indonesian).