



Implementation of History Textbooks as A Learning Resource at SMA Brigjend Katamso 1 Medan

**Nadiyah Zahra Lubis¹, Benny Junior Kaban*², Surya Aymanda Nababan³, Muhammad Adika Nugraha⁴
Dedi Kusbiantoro⁵, Muhammad Ricky Hardiyansyah⁶, Fikri Alkhairi⁷**

Universitas Islam Sumatera Utara, Indonesia ^{1,3,,4,5,6}

History Teacher, SMA Swasta Methodist Binjai, Indonesia²

Learning Staff, Genza Education Ringroad Sumatera Utara, Indonesia⁷

ABSTRACT

History textbooks play an important role in the history learning process at SMA Brigjend Katamso 1 Medan. These textbooks become the main source of information and understanding of historical events for students. The implementation of history textbooks shows a systematic and structured effort in incorporating historical material into the school curriculum. The use of high-quality history textbooks provides accurate and in-depth information about historical events, helping students understand their context. While important, the use of history textbooks also faces challenges such as limited information, the need to update content according to the latest research, and maintaining an inclusive diversity of historical perspectives. The use of history textbooks can improve history learning at SMA Brigjend Katamso 1 Medan by helping students gain a better understanding of history and relate it to the current social, political, and cultural context. This research is a library research where research is based on previous literature searches that are relevant to the problems discussed in this study. The data collected in this study were obtained through excavation and tracing of books, articles, magazines, journals, internet access, and other important records related to the subject of this study and can help understand the issues discussed. However, this research is descriptive analytical, which means collecting data, interpreting it, then analyzing and interpreting it.

ARTICLE HISTORY

Submitted 01 Juni 2023

Revised 14 Juni 2023

Accepted 22 Juni 2023

KEYWORDS

Textbooks; History Learning; Learning Resources

CITATION (APA 6th Edition)

Lubis, N. Z., Kaban, B. J., Nababan, S. A., Nugrah, M. A., Kusbiantoro, D., Hardiyansyah, M. R., & Alkhairi, F. (2023). *Keguruan: Jurnal Penelitian, Pemikiran dan Pengabdian*. 11 (1), 22-28.

*CORRESPONDANCE AUTHOR

bennykaban02@gmail.com

INTRODUCTION

Based on Law No. 20 of 2003 concerning the National Teacher Training System, it is a planned conscious effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills, which are needed by themselves, society, nation, and state (Sanjaya, 2011). Therefore, learning activities should focus on students and teachers should act as advocates and direct activities to achieve goals. According to Article 3 of Law No. 20 of 2003 concerning the National Teacher Training System, the purpose of teaching is to develop students into individuals who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and democratic citizens.

There are some opinions that say that the curriculum comes before textbooks. Books are considered as a supporting tool for the curriculum. Even so, it is not closed at all that the curriculum is born based on the existence of books that are considered relatively good to be followed and programmed with a system. Such a pattern of preparing textbooks is considered unsuccessful, not caused by the curriculum or anything, but by its incompatibility with the nature of textbooks (Suryaman, 2015). The curriculum is like a recipe and textbooks are the ingredients that are done to process the dish, in this case the processing or cook is the teacher (Tarigan and Tarigan, 2009).

According to John Hattie learning is the process by which students are actively engaged in acquiring, understanding, and applying new knowledge, skills, and attitudes through interaction with the subject matter and interaction with teachers and classmates (Hattie, 2015). Learning is basically a teacher's effort to help their students learn. The purpose of learning is for student learning activities to run



effectively and efficiently. The type of learning students do in class varies depending on the subjects they study, such as history learning. Effective learning will occur if existing teaching materials are available. So that the material delivered by the teacher is well absorbed by students. The most important component in the learning process is learning resources. Learning resources are various forms of information presented in the form of media and can be used by students as learning aids to carry out the process of behavior change (Majid, 2013). In an education, there are several tools needed during the learning process, such as strategies, methods, media, techniques, shorten, and others. One of the important components in the learning process is the textbook. Regarding the Technical Guidelines for Regular School Operational Assistance, it provides an explanation of the provision of main textbooks with the following conditions: (1) adjusted to the curriculum used; (2) meet the ratio of 1 (one) book for each Student in each theme/subject; (3) meet the needs of books for teachers in each theme/subject taught; (4) the purchased book is a book that has been assessed and determined by the Ministry; and (5) books purchased by schools must be used as a guide in the learning process in schools (KEMENDIKBUD RI, 2020).

Textbooks are a more detailed elaboration of the educational curriculum (Sitepu, 2012). In essence, textbooks are still considered the main and most basic source of reading that both students and teachers must have in schools. Parents of students strive to buy textbooks so that their children can follow the learning process. Because, teachers also rely heavily on textbooks as a learning resource. The application and selection of textbooks as one of the efforts to improve the quality of history learning because textbooks have an important role in history education. In history education and learning, textbooks can serve as a source and medium of learning that can build visualization, interpretation, and generalization of students to historical events and facts. Thus, history learning can be meaningful because students are able to take meaning from events that occurred in the past. Textbook materials must be in accordance with the objectives of teacher education, based on the curriculum applicable in each educational institution. Therefore, the presentation of learning textbooks should contain examples that are close to the daily environment in order to stimulate students to try or apply the knowledge gained to their real lives (Rofi, 2014).

RESEARCH METHODS

This research is classified into case study research types. The data collection can be obtained through various methods namely interviews, observations, documentation and any data to describe a case in detail. The case in this study is about the procedures and constraints of grade XI students of SMA Brigjend Katamso 1 Medan in implementing history textbooks as learning resources. The method in this study is the descriptive method. The reason researchers choose the descriptive method is because researchers want to describe all the symptoms that occur at the time of the study.

Qualitative research is a type of research that focuses on an in-depth understanding and interpretation of the phenomenon under study. This research was conducted with a more descriptive approach, exploring the meaning and social context of the data collected. Qualitative research often uses methods such as participatory observation, in-depth interviews, document analysis, and content analysis to obtain data relevant to the phenomenon under study (Moleong, 2017).

DISCUSSION

Textbooks in History Learning

The availability of textbooks is an important part of the educational process. In addition, textbooks, if used correctly, help teachers manage learning. Textbooks are indeed learning resources and teaching materials for teachers and students that are conventional in nature. Although this type of textbook has long existed and is widely considered traditional, textbooks are still very helpful for the learning process. Some subjects require textbooks. Since it is complete and well presented, textbooks can be considered a storehouse of knowledge about various aspects of life. They allow the reader to learn independently, both about its substance and its methods. Textbooks have many functions, objectives and uses or benefits in supporting the learning process (Prastowo, 2011). Textbooks in history have the function of (1) arousing students' interest in history and fostering their curiosity to investigate historical information from various sources, (2) building critical thinking skills, (3) building reasoning skills not only in aspects of military and military history, but in terms of culture, social sciences, economics, and mentality history. In history learning, textbooks are also used as a means of updating the latest historical information. Therefore, development in

textbooks is always adjusting, so that in writing there must always be futures improvements for historical information (Darwati, 2011).

During this time, teachers and students underutilized history textbooks. Only textbooks are used by students to help them with assignments assigned by teachers and prepare for exams or tests. Textbooks instead shackle teachers and students, even in the field. However, research by (Arraman and Hazmi, 2018) found that the 2013 grade X Curriculum high school history textbook published by Erlangga is suitable for use in terms of content, language, and presentation. The material presented in the book is very broad and easy to understand. The book is quite accurate and precise in terms of concepts, definitions, principles, procedures, examples, facts, illustrations, and problems discussed. The implementation of textbooks as learning resources in the learning process is stated in the current curriculum that in the effective learning process is to use a variety of learning resources.

Judging from the type or origin of learning resources can be divided into two, namely:

- 1) Learning resources by design are learning resources that are specifically or intentionally designed or developed to achieve certain learning objectives. Examples are: textbooks, modules, learning VCD programs, learning audio programs, and transparency (OHT)
- 2) Learning resources that are already available and stay utilized (learning resources by utilization), namely learning resources that are not specifically designed for learning purposes, but can be found, selected and utilized for learning purposes. For example: government officials, experts, religious leaders, sportsmen, zoos, reservoirs, museums, films, rice fields, terminals, newspapers, television broadcasts, and others.

History subjects are subjects that are mandated as a mapel of character education in the 2013 curriculum. Of course, this is a breath of fresh air and also a great mandate for history teachers. An important innovation developed in the mapel of Indonesian History and History is the continuity of learning between national history and local history (Agustinova, 2018).

Therefore, the material developed is based on the textbook, and the material delivered by the teacher is in accordance with what is in the textbook. The teacher does not try to explore other sources. (Purwanta, Santosa, and Haryono, 2015) explained that history textbooks are seen as capable of instilling nationalism if they contain descriptions of historical facts and interpretations that foster self-awareness as citizens of the nation and develop the ability to make decisions that can be accounted for rationally and morally for readers. At the curricular level, history textbooks are required to contain descriptions that build strong national character or cultural identity, provide encouragement to maintain community cohesiveness and progressivity and develop high academic abilities for students as readers. History textbooks are very strategic because they involve the formation of cognitive (intellectual) and affective (appreciation, values) aspects of all students from each level of education (Utami and Widiadi, 2016).

History textbooks tell about things that happened in the past that changed society, so that people can learn from it for the better in the future. Teachers must be able to choose the right activities and approaches for their students. Online learning can be synchronous and asynchronous, involving the roles of teachers and students. However, teachers must make learning as interesting as possible so that students still understand the subject matter. By using an active, creative, and innovative learning approach in history subjects, students can follow lessons well and not get bored

As a result, the implementation of history textbooks is used to find and solve historical learning problems, specifically providing assignments to students with options that correspond to their ability to create learning independence. In this way, each student will try their best to complete the task while still understanding the subject matter.

In terms of content, textbooks contain more facts that make students lost. As a result, students feel bored reading, which is exacerbated by their rigid rhetorical conditions and not in accordance with scientific standards. (Darmawan and Mulyana, 2016) states that history textbooks as one of the historiographic works intended for educational purposes do not mean breaking away from the use of historiographic academic rules in historical science. By reading history textbooks, it is expected that learners can think about the past so that they can understand their past and understand the context of the era. This understanding of history may be a process of "humanizing" people so that they can act like real human beings, who are feeling, wise, wise, and of course have careful and critical thinking and judgment in the face of challenges. To start, people compare past and present. They are then connected and adjusted to gain a common understanding, without diminishing the meaning of the past and apply it to become more human in the present. In reality, we not only "learn history how", but also "learn from history". As a form of historical awareness, this principle will instill a wiser and wiser awareness in the soul of students. If

history learning is not supported by students' good reasoning skills, learning will not be able to make students sensitive to the present and especially the future. Thus, a creative approach in history learning can be defined as one that can foster creative nature, creative thinking, and, ultimately, creative action.

For many years, history textbooks were considered the main source of learning. Therefore, the existence of textbooks is an important part of the historical learning process. As facilitators of learning, teachers often use textbooks as a source of learning, sometimes even as the only source of learning. Although history textbooks were created for educational purposes, they did not break away from the application of academic standards in the historical sciences. (Mulyana, 2013) explained that the understanding of historiography in writing history textbooks is more a method than a history of historical writing. Scientific requirements must still be considered in writing history textbooks. The problem in writing history textbooks is that there are two demands that can contradict each other. The first demand is that textbooks as historiographical works require objectivity based on the rules of scientific truth, while the second demand emphasizes textbooks as historical educational tools that have an ideological mission (Mulyana, 2013). However, students who read textbooks critically develop more truths that depart from students' reasoning power when reading the history of their nation (Sugito and Aulia, 2020).

History Textbook as a Learning Resource at SMA Brigjend Katamso 1 Medan

As mentioned earlier, textbooks serve as guidelines and learning resources to increase students' potential. According to the Regulation of the Minister of Education and Culture No. 8 of 2016, textbooks are the main source of learning to achieve basic competencies and core competencies and are declared feasible by the Ministry of Education and Culture for use in education units.

There are several reasons for using textbooks, such as textbooks provide learning materials and assignments or evaluations that are ready to use, textbooks help organize and schedule time for teaching and learning activities, students have a clear focus because of the textbooks they have, and others. History textbooks should conform to the curriculum set by the government or educational institutions. Problems can arise if the textbook does not cover or does not follow the standards set in the curriculum. The learning process can be said to be successful and also quality if all students are actively involved, both mentally, physically and socially in learning poses (Kulsum, 2016). If a teacher can do it, it will have an impact on how important the role of textbooks is to students. The increasing need for textbooks in supporting the learning process in schools requires support through good quality of the textbooks used (Rahmawati, 2015).

The teaching and learning process in education depends on several factors such as the selection of teaching materials (Coombs, 2009). In the developing education system, textbooks are very important as a source of teaching and learning for students and teachers. Although reading materials are sometimes criticized and face challenges than other teaching aids such as computers, television, and the Internet, textbooks remain a source of teaching and learning (Ag Ghani and Abdullah, 2006). According to this explanation, textbooks are an important component that is directly involved in the learning process of students. The task is to measure how well students are in one subject taught. This task should be carried out without taking into account other factors. The fact is that textbooks are the only reference recognized by the Ministry of Education and are mandatory for all students. Therefore, high-quality reading materials are needed so that students can conduct learning more effectively and smoothly. Textbooks also serve as a primary reference source for students, providing support in their understanding of the material and helping them succeed in future exams or exams. Everyone knows that history is one of the important subjects taught in school.

SMA Brigjend Katamso 1 Medan is one of the schools located in Medan City, precisely in Medan Sunggal District. Each school and level of education has the same use of textbooks published by the Ministry of Education and Culture of the Republic of Indonesia. Starting from Indonesian lessons, mathematics, crafts, cultural arts to Indonesian History. However, it is undeniable the use of additional books used by students as references or additional knowledge. The characteristics that each book has have different purposes, functions, processes, uses, and analyses. History subjects are studies about events in society in the past that are in accordance with causality or causation and their development can be used as experience and learning to be better (Sulfemi, 2016). Since the 2013 curriculum was implemented, history lessons have been divided into two subjects: Indonesian history and history specialization. History specialization is used to train students to think critically and contextually during learning. The 2013 curriculum may adhere to the role of teachers as facilitators, motivators, and coordinators. As a result of research, the teacher has carried out actions to select textbooks. The selection

of textbooks by teachers is based on the relevance of the material contained in the textbooks to the curriculum structure, as stated in Permendiknas No. 22 of 2006. The teacher said that the selection of textbooks is based on the Competency Standards and Basic Competency for Senior High School. They also say that the textbooks were chosen because the contents were complete enough that students could easily obtain a variety of information. For teachers, a good textbook should also have illustrations to help students visualize abstract historical concepts. However, before making a selection of selected textbooks, there are some general criteria used in choosing textbooks as learning resources. These criteria are (1) economical, (2) practical and simple, (3) easy to obtain, (4) flexible, and (5) the components are fit for purpose (Sudjana and Rivai, 2007).

In terms of economics, teachers are more likely to choose textbooks at low prices. Cheap here does not mean low price, but seen from its long-term use and the scope of the material contained in the textbook. However, when compared to other media such as multimedia devices or videos, textbooks are classified as a fairly affordable learning resource. The next aspect is practical and simple. Textbooks are an option because they do not require difficult and rare side services and procurement. Books are a very simple resource because they do not require services that use complex specialized skills. Another aspect to consider is the aspect of ease in obtaining. The textbooks chosen by teachers are textbooks that have been widely circulated in the market, so that these books are easily obtained, and there are even agents who offer these textbooks to schools for sale in schools.

CONCLUSION

Textbooks play an important role in the learning process because they contain an outline of the learning material that will be delivered by the teacher to students during the learning process. In the process of learning history at SMA Brigjend Katamso 1 Medan, textbooks are the main source. These textbooks play an important role in providing students with information and understanding of historical events. The use of history textbooks shows a systematic and structured effort to incorporate historical material into the curriculum of SMA Brigjend Katamso 1 Medan. This implementation shows awareness of the importance of imparting historical knowledge to students as part of their education. In the context of learning history at SMA Brigjend Katamso 1 Medan, high-quality history textbooks can provide accurate and in-depth information about historical events, thus helping students understand the context. Although history textbooks are an important source of learning, there are potential challenges that need to be overcome. Some challenges may include limited information in textbooks, the need to update historical content in line with the latest research developments, as well as efforts to maintain an inclusive diversity of historical perspectives in textbooks. The use of history textbooks can help improve history learning at SMA Brigjend Katamso 1 Medan. Students can gain a better understanding of history and relate it to the current social, political, and cultural context by using appropriate and relevant textbooks.

REFERENCE

- Ag Ghani, A., and Abdullah, A. H. (2006). *Persepsi Pelajar Terhadap Penggunaan Buku Teks Jawi Pendidikan Islam Dalam Pembelajaran: Satu Kajian Ke Atas Pelajar Tingkatan 4, Sekolah Menengah Kebangsaan Kota Masai, Johor Bahru*. Universiti Teknologi Malaysia.
- Agustinova, D. E. (2018). Penerapan Kurikulum 2013 pada mata pelajaran sejarah pada Sekolah Menengah Atas. *ISTORIA: Jurnal Pendidikan Dan Sejarah*, 14(1).
- Arraman, B. C., and Hazmi, N. (2018). Analisis buku teks sejarah kelas X Kurikulum 2013. *Kaganga: Jurnal Pendidikan Sejarah Dan Riset Sosial Humaniora*, 1(2), 122–140.
- Coombs, B. (2009). *Mengajar Secara Efektif*, terj. Siti Aishah Mohd Elias, Cet. Ke-5. Kuala Lumpur: Institut Terjemahan Negara Malaysia Berhad.
- Darmawan, W., and Mulyana, A. (2016). Antara sejarah dan pendidikan sejarah: Analisis terhadap Buku teks pelajaran sejarah SMA berdasarkan kurikulum 2013. *Jurnal UPI*, 278–289.
- Darwati, D. (2011). Pemanfaatan Buku Teks oleh Guru dalam Pembelajaran Sejarah: Studi Kasus Di Sma Negeri Kabupaten Semarang. *Paramita: Historical Studies Journal*, 21(1).
- Hattie, J. (2015). The applicability of visible learning to higher education. *Scholarship of Teaching and Learning in Psychology*, 1(1), 79.
- KEMENDIKBUD RI. (2020). Kementerian Pendidikan dan Kebudayaan » Republik Indonesia. 2020, p. 2022.
- Kulsum, D. U. (2016). Optimalisasi penggunaan buku teks dalam upaya meningkatkan prestasi belajar di SMP. *Manajemen Pendidikan*, 10(1), 117–128.
- Majid, A. (2013). *Strategi pembelajaran*. Bandung: PT Remaja Rosdakarya.
- Moleong, L. J. (2017). Metodologi penelitian kualitatif (Revisi). *Bandung: PT Remaja Rosdakarya*, 102–107.
- Mulyana, A. (2013). Nasionalisme dan militerisme: Ideologisasi historiografi buku teks pelajaran sejarah SMA. *Paramita: Historical Studies Journal*, 23(1).
- Prastowo, A. (2011). *Panduan kreatif membuat bahan ajar inovatif*. Yogyakarta: DIVA press.
- Purwanta, H., Santosa, H. H., and Haryono, A. (2015). Wacana identitas nasional pada buku teks pelajaran Sejarah di Inggris dan Indonesia: kajian komparatif. *Patra Widya: Seri Penerbitan Penelitian Sejarah Dan Budaya.*, 16(3), 345–362.
- Rahmawati, G. (2015). Buku teks pelajaran sebagai sumber belajar siswa di perpustakaan sekolah di SMAN 3 bandung. *EduLib*, 5(1).
- Rofi, A. (2014). Pengembangan Buku Teks Pembelajaran Berbasis Kontekstual dalam Materi Proses Morfologis Bahasa Indonesia Pada Program Studi Pendidikan Bahasa Dan Sastra Indonesia fakultas Keguruan Dan Ilmu Pendidikan Universitas Batanghari Jambi. *Bahasa, Sastra, Dan Pembelajaran*, 2(3).
- Sanjaya, W. (2011). *Strategi pembelajaran berorientasi standar proses pendidikan*.
- Sitepu, B. P. (2012). *Penulisan buku teks pelajaran*. Bandung: PT Remaja Rosdakarya.
- Sudjana, N., and Rivai, A. (2007). Teknologi pengajaran. *Bandung: Sinar Baru Algensindo*, 76–84.

28 | Lubis, N. Z., Kaban, B. J., Nababan, S. A., Nugrah, M. A., Kusbiantoro, D., Hardiyansyah, M. R., & Alkhairi, F. Sugito, N., and Aulia, R. (2020). Nasionalisme dalam Historiografi Buku Ajar Sejarah POLRI Untuk Tamtama POLRI TAHUN 1980. *Seminar Nasional Sejarah*, 2(1).

Sulfemi, W. B. (2016). Hubungan persepsi peserta didik tentang kompetensi guru mata pelajaran sejarah dengan hasil belajar peserta didik mata pelajaran sejarah di kelas X SMA Negeri 1 Pamijahan Kabupaten Bogor. *Jurnal Fascho*, 5(2), 52–70.

Suryaman, M. (2015). *Dimensi-Dimensi Kontekstual di dalam Penulisan Buku Teks Pelajaran Bahasa Indonesia*. *Diksi*, 13 (2), 165–178.

Tarigan, H. G., and Tarigan, D. (2009). Telaah Buku Teks Bahasa Indonesia (Angkasa. *Percetakan Angkasa*.

Utami, I. W. P., and Widiadi, A. N. (2016). Wacana Bhineka Tunggal Ika dalam Buku Teks Sejarah. *Paramita: Historical Studies Journal*, 26(1), 106–117.