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## Model Development of History Teaching Materials Local History Based for High School With SOI Approach

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### Abstrak

Tujuan Penelitian ini, yakni untuk: (1) Mengetahui substansi materi sejarah lokal dalam bahan ajar sejarah Indonesia yang digunakan di SMA Surakarta; (2) Mengkonstruksi pengembangan bahan ajar sejarah Indonesia berbasis muatan lokal; dan (3) Menguji efektivitas bahan ajar sejarah Indonesia berbasis muatan lokal dengan pendekatan Selecting, Organizing and Integrating (SOI) dalam pembelajaran sejarah di SMA Surakarta kelas XI dalam meningkatkan pemahaman sejarah lokal. Untuk mencapai tujuan tersebut dalam penelitian ini digunakan metode penelitian dan pengembangan atau Research and Development (R&D). Metode R & D adalah metode penelitian yang digunakan untuk menghasilkan produk tertentu, dan menguji keefektifan produk. Metode R & D dianggap paling tepat digunakan untuk masalah penelitian ini. Penelitian ini berusaha membuat produk berupa bahan ajar sejarah berbasis muatan lokal, serta menguji keefektifan penggunaan bahan ajar itu dalam pembelajaran sejarah Indonesia sesuai target dan kriteria yang ditentukan. Penelitian ini dilakukan 4 tahap, yaitu: (1) Eksplorasi; (2) Pengembangan model; (3) Pengujian model; dan (4) Diseminasi. Hasil penelitian menunjukkan bahwa: (1) Kualitas bahan ajar sejarah Indonesia di SMA yang selama ini digunakan hanya mencakup substansi materi dari kompetensi dasar dalam kurikulum nasional. Bahan ajar yang ada berdasar kisi-kisi yang telah dikembangkan di BSNP yang menekankan peristiwa-peristiwa politik nasional, sedang materi sejarah lokal belum diakomodasi dalam materi bahan ajar. Berdasarkan pada kaidah KTSP guru dapat mengembangkan bahan ajar sesuai dengan potensi yang dimiliki wilayahnya. (2) Pengembangan bahan ajar dengan memadukan sejarah lokal yang ada di lingkungan wilayah Surakarta dengan materi yang sudah ada dan bahan ajar berdasar kurikulum nasional dimulai dari: (a) Studi pendahuluan untuk menentukan kebutuhan; (b) Pengembangan prototipe yang menggunakan pendekatan SOI. Materi sejarah lokal diseleksi dari sumber lisan dan sumber artefak dan diintegrasikan dengan materi kurikulum nasional sehingga tersusun bahan ajar berbasis muatan lokal; (c) Dilakukan penilaian pakar (expert judgement) terhadap prototipe bahan ajar dan produk lain yang dikembangkan termasuk instrumen yang digunakan untuk mengukur efektivitas bahan ajar; (d) Instrumen dan produk dilakukan uji terbatas dan uji luas dengan jumlah sekolah yang lebih banyak; dan (e) Finalisasi. (3) Dari hasil uji efektivitas diketahui bahwa penggunaan bahan ajar sejarah berbasis muatan lokal dapat meningkatkan pemahaman sejarah siswa di SMA yang dibuktikan dari hasil uji anava satu jalan antara kelas eksperimen dengan kelas kontrol. Diharapkan penelitian memberikan kontribusi dalam pengembangan pembelajaran sejarah khususnya dalam pembelajaran sejarah lokal melalui pengembangan bahan ajar. Guru dapat menggunakan produk penelitian ini sebagai referensi dalam pengembangan bahan ajar sejarah berbasis muatan lokal.

Kata Kunci: Bahan Ajar, SOI, Sejarah Lokal

### Abstract

The aims of this study were to: ( 1) find out the substance of local history material in Indonesian history teaching materials used in SMA Surakarta; ( 2) Constructing the development of Indonesian history teaching materials based on local content; and ( 3) Testing the effectiveness of local content-based Indonesian history teaching materials using the Selecting, Organizing and Integrating (SOI) approach in history learning at class XI Surakarta Senior High School in increasing understanding of local history. To achieve these goals in this study used research and development methods or Research and Development (R&D). The R & D method is a research method used to produce certain products, and test the effectiveness of products. The R & D method is considered the most appropriate for this research problem. This research seeks to make products in the form of local content-based history teaching

materials, as well as to test the effectiveness of using these teaching materials in learning Indonesian history according to the specified targets and criteria. This research was carried out in 4 stages, namely: (1) Exploration; (2) Model development; (3) Model testing; and (4) Dissemination. The results of the study show that: (1) The quality of Indonesian history teaching materials in high schools that have been used so far only includes material substance from basic competencies in the national curriculum. The existing teaching materials are based on a grid that has been developed in BSNP which emphasizes national political events, while local history materials have not been accommodated in teaching materials. Based on the KTSP rules, teachers can develop teaching materials according to the potential of their region. (2) Development of teaching materials by combining local history in the Surakarta area with existing materials and teaching materials based on the national curriculum starting from: (a) Preliminary study to determine needs; (b) Development of prototypes using the SOI. Local history material is selected from oral sources and artefact sources and integrated with national curriculum material so that teaching materials based on local content are structured; (c) An expert assessment is carried out on prototypes of teaching materials and other products developed including the instruments used to measure the effectiveness of teaching materials; (d) Limited tests and broad tests were carried out on instruments and products with a larger number of schools; and (e) Finalization. (3) From the results of the effectiveness test it is known that the use of local content-based history teaching materials can improve students' understanding of history in high school as evidenced by the results of the one-way ANOVA test between the experimental class and the control class. It is hoped that research will contribute to the development of history learning, especially in local history learning through the development of teaching materials. Teachers can use this research product as a reference in developing history teaching materials based on local content.

Keyword: Teaching Materials, SOI, Local History

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## PRELIMINARY

There are several problems encountered in learning history that cause history subjects to receive less attention from students. This is caused by several factors, including the material is less interesting because it revolves around presenting data and facts of national political history, the conventional learning model is the teacher-centralized paradigm and is dominated by lectures, and learning media is limited and inadequate, and history subjects are not included. National Examination (UN) subjects. History subjects that are less attractive to students have an impact on not achieving the goals of learning history, namely instilling the values and meaning of historical events and the values of nationalism and patriotism for students.

History subject matter that refers to the syllabus that has been set by the BSNP (National Education Standards Agency) is then developed in history teaching materials. The material culminated in the results of the 1974 Second Historical Congress which was standardized in the book National History of Indonesia volumes I to VI which were dominated by themes of political history. Past events are not only political but multidimensional, namely social, economic, cultural and not only on a national scale but also on a local scale. Many local histories are conditional on local wisdom values passed down by their ancestors to instill personality values for the next generation (Frederik, 1982: 5-13).

In order for history learning to achieve its goals, a strategy is needed that can attract students' attention. The strategy that must be developed is the paradigm of teacher-centered history learning to student-centered learning, so that they can develop their knowledge outside of history lessons. During this time students memorize more historical facts such as events, places of occurrence and time or year numbers. In addition to changing the paradigm, teaching materials are also needed that contain local history material. This effort is intended to make students more enthusiastic about learning it. The development of teaching materials is important because

teaching materials can increase the effectiveness and efficiency of learning. Teaching materials can serve as a guide for teachers who direct their learning activities and contain the substance of the competencies to be taught, and for students they can be reference materials for developing the substance of a subject matter.

Local history gives students a level of sensitivity to historical objects because students will better understand objects that occur in their environment because students can conduct studies on historical objects in the surrounding area. In addition, local history contains local wisdom values that exist in the community. Local wisdom values can be material for character building for students (Sartono Kartodirdjo, 1967: 43 - 49).

Many local events have become historical studies but have not been accommodated in Indonesian history learning materials. The socio-cultural background to nation building is that the Indonesian nation has socio-cultural diversity that developed in previous societies in the regions which became the subject of local historical studies. Many of the national events that become material for national history are related to events in the areas that are the subject of local history studies. Therefore national historical material will be more meaningful if it can be connected with local historical material (Sartono Kartodirdjo, 1967: 37-42).

This model was developed by looking at and observing local historical objects in the student's environment so that students can analyze historical events in their environment in relation to historical material studied at school. The construct of understanding of local history is also carried out on oral sources, students conduct direct interviews about historical stories in the student's environment to complement historical knowledge in the national curriculum. With the SOI model students will be more active in deepening historical material in the field, not fixated on learning in class where time is limited. In integrating the curriculum with local content, it requires intelligence and carefulness in selecting local content material that has a correlation with material in the national curriculum.

The unavailability of teaching materials that accommodate local history material makes it relatively difficult for students to understand historical events in their environment. The teaching materials used so far are seen as less effective in achieving the goals of learning history, so they need to be supported by teaching materials specifically designed for certain subjects, especially students can observe and analyze learning material objects. It is necessary to develop historical teaching materials based on local content that are developed using the SOI model. Thus students will understand the values of past events that occurred in the student's environment which can develop students' knowledge and character

Referring to the SOI concept, students can compile their knowledge from many sources, both visually and audio, directly the learner's knowledge by itself filters out the amount of information, only the information it wants is sorted. Selected information will be sought to be remembered. Could Imagine if all the knowledge obtained, whether intentionally or not, was immediately memorized without any sorting process, of course this would actually disrupt the formation of a knowledge concept. Through this stage it means that one stage of SOI namely selecting has been reached (Mayer, 1999: 149). From the information that has been sorted, a learner will combine it with other information, whether it has been obtained, is being obtained or will be obtained later. In this second process, comes the rejection or reinforcement. The difference from selecting, at this stage already leads to objectivity and data accuracy, while the selecting stage emphasized the relevance of the information obtained. In this second process is referred to as organizing, information that is reinforced with other information and thoughts (mental verbal) will continue to compile or renew the development of a concept or knowledge. Relatively constant knowledge (long-term memory) will build a paradigm for a concept or thought. This third step is referred to

as integrating , namely a paradigm development based on selected information that is faced with the learner 's response, both the thoughts and mental attitudes of the learner (Mayer, 2008 : 16-19 ).

## **RESEARCH METHOD**

This research is to develop Indonesian history teaching materials with local content using the SOI approach . To compile the model in this research, research and development (R&D) methods were used . The R & D research method is a research method used to produce certain products, and test the effectiveness of these products (Sugiyono, 2009: 407). The R & D research method is the most appropriate to use for the title of this research, which seeks to make products in the form of local content-based historical teaching materials, as well as test the effectiveness of using these teaching materials in learning Indonesian history according to the specified targets and criteria. According to Nana Syaodih Sukmadinata, 2008: 163-191, stated the steps of R & D research, as follows: *1 ) preliminary study ; 2 ) planning ; 3) developing the initial product ; 4) initial trials ; 5) revision to prepare the main product ; 6) main field test ; 7) revision to prepare operational products ; 8) trials for operational products ; 9) final product revision ; and 10) dissemination and implementation of product development results.*

Referring to the development model of Borg and Gall (2003: 571 - 575 ), this research was carried out in 4 stages , namely: (1) exploration , (2) model draft development , (3) model testing , and (4) dissemination. In this study it was limited to the model dissemination stage. At the stage of developing teaching materials the SOI approach is used, the concept of SOI starts from selecting based on observations and oral sources . After going through this sorting stage, the teaching materials are combined (organizing) with existing knowledge, namely based on the national history curriculum. The last stage is the integration of material into the main curriculum (integrating) . At this last stage, historical teaching materials with a local history approach have been formed. These steps are relevant to the SOI concept, namely learning that prioritizes the process of understanding by the learner himself.

## **RESEARCH AND DISCUSSIONS**

### **Preliminary Study**

This research was developed in high school schools in Surakarta. In the early stages, a preliminary study was carried out which was more focused at SMA Negeri 1 Surakarta. From the results of a preliminary study conducted in class XI IPS SMA N 1 Surakarta, obtained data used to develop history teaching materials based on local content. History teaching in class XI SMA Negeri 1 Surakarta is conducted by one teacher. From the story of the history teacher, history lessons at SMA N 1 Surakarta which have been going on so far have used textbooks that have been included in the BSE (Electronic Standard Book). In addition to the textbooks, supporting books are also used to enrich deepening, namely the National History of Indonesia, published by Balai Pustaka.

The condition of SMA Negeri 2 Surakarta is not much different from SMA Negeri 1 Surakarta, but in SMA Negeri 2 Surakarta the syllabus used refers to the results of the MGMP formulation for History Subject in SMA Surakarta. Teachers still complain about the limited number of hours of history lessons. To get around the limited hours of lessons, the teacher implements Teacher Center Learning (TCL) learning, so that history learning is carried out in the conventional model, namely the dominant lecture method. Learning delivered through lectures emphasizes aspects of cognitive development, while the affective and psychomotor domains receive less attention. Such conditions make learning local history not yet get a portion in history subjects. Knowledge of local history is

only provided in an unsystematic manner according to the teacher's personal knowledge. This is because there are no teaching materials that accommodate local history.

In the national curriculum, history subjects contain material on national-scale politics so that material on local history cannot be conveyed. This is also supported by the limited number of hours of history lessons, namely only 2 hours of lessons or 2 x 45 minutes. History teachers are also still faced with busy teaching routines, especially those who are certified must teach for a minimum of 24 hours each week. This makes teachers do not have time to develop history subject matter that accommodates local history. Such conditions raise concerns if students become unfamiliar with local historical narratives, especially in Surakarta.

In the preliminary research conducted, it can be generalized that SMA in Surakarta shows that some students have not studied up to the level of understanding in the local historical context. Students have not been able to learn facts, concepts, principles, laws, theories, and ideas that emerge from the treasures of Surakarta local wisdom at the memory level, so students have not been able to apply them effectively in solving the problems they face. At present, knowledge and a variety of skills are needed so that students are able to empower themselves to find, interpret, evaluate and use information, as well as generate creative ideas to determine attitudes in decision making. Lessons from past events that have become historical are very useful in interpreting life that is currently underway for future progress. The purpose of learning history (the objective of history teaching) is not just transferring knowledge but also transferring aesthetic values.

Facts on the ground, especially in SMA Surakarta, show that generally learning history is less interesting because it repeats the same material from the elementary school level. Finally, history subjects are considered and assessed by some students as boring subjects.

The existing learning process does not follow students and tolerates a lot of silent culture in the classroom. The causative factor is that historical material is informative (cognitive transfer) and lacks stimulation (stimulus response) for students' reasoning and critical thinking. Another factor is the gap between learning (teaching gap) valuable values which can be seen from the difficulty of developing a history teaching perspective to anticipate the future and conventional historical learning models.

## **Development**

Based on preliminary studies (exploration), historical teaching materials are needed that can equip students with local history knowledge. Local content-based history teaching materials are historical materials that accommodate historical events that become local history. This can be done by selecting events in the region from oral, written and artifact sources that are integrated with material in the national curriculum. After identifying various matters related to the implementation of history learning at Surakarta High School, both through literature and field studies, the researchers conducted a Focus Group Discussion (FGD) with several history teachers before compiling the initial product. The discussion was carried out so that the preparation of this teaching material was able to increase knowledge and understanding of history in the region.

The product developed is an Indonesian history teaching material which is compiled based on the SOI (Selecting, Organizing, Integrating) approach. This teaching material is compiled from the results of the reconstruction of historical events which prioritize oral sources in the form of folklore and the narratives of historical witnesses or informants as well as observations of historical sites triangulated with written sources. The teaching material product contains material on local history which is related to the composition of the national curriculum materials. This material functions as a supplement to national material, with a learning concept that refers to the

concept of constructivism. Teaching materials are prepared based on the basic competencies of the national curriculum as outlined in the syllabus and lesson plans. Learning indicators in the national curriculum syllabus are added with indicators of local content material. The teaching materials developed are intended for students of SMA IPS class XI semester 1. The following is the syllabus used in developing history teaching materials based on local content with the SOI approach.

The teaching materials prepared are equipped with syllabus mapping and RPP for enrichment of history material for Class XI IPS Semester 1 SMA. In addition to the syllabus and lesson plans, the teaching materials are also equipped with learning media in the form of films in the form of DVDs (Digital Video Discs) which contain audio and visual documentation of local historical objects who are in Surakarta according to the order of basic competencies in the developed teaching materials.

The steps are in accordance with tracing oral historical sources and historical sources in the form of artifacts, because SOI emphasizes the selection of oral and observational sources to be integrated with existing historical knowledge. SOI emphasizes more on active students to develop their knowledge in the field through observation and analysis of traces of historical events. From the results of the discussion in the FGD, a prototype of local history-based high school history teaching materials was developed using the SOI (selecting, organizing, integrating) approach. Referring to Mayer's opinion (Charles M. Reigeluth (ed), 1999: 148-157) The development of Indonesian history teaching materials based on local history can be done with the SOI model. In the development of Indonesian history teaching materials through the SOI model, the steps taken are starting with: (1) Selecting or sorting the material. In this first step, two material separations were carried out, namely, oral history and history in the form of historical sites in Surakarta. Oral history in Surakarta as a historical repertoire is much more than written ones, often oral history does not only contain one story from the past but is also full of noble values. The noble values that are held within the scope of history in Surakarta are very relevant in the development of character education which is being promoted. Noble historical values are not only found in oral history but also in historical sites in Surakarta. (2) Organizing, this process involves organizing the representation of historical values in Indonesian history curriculum materials. This step accommodates local historical values in the form of oral history as well as values in historical sites into Indonesian history materials in senior high schools. In this process selection is carried out, be it time selection or material selection that is adjusted to the scope of the contents of the national curriculum. (3) Integrating, from the results of selecting local material that is in accordance with the material within the scope of the national history curriculum which is packaged in the form of a teaching material book. After the history teaching materials based on local history have been formed, the next steps are adapted to the steps of the R&D method.

Local content-based history teaching materials are used as a supplement to historical materials in the national curriculum. History learning remains in the order and material of the national curriculum, but local history is added which has been selected according to the material in the national curriculum. Historical learning activities that are faced with limited lesson time, students can read the material on teaching materials themselves and through structured assignments students carry out independent and group visits to historical objects in the student's environment. Such a learning concept is in accordance with the principles of Student Center Learning (SCL) and the principles of constructivism learning. With these learning activities, students build their own knowledge by reading teaching materials and visiting historical objects, the teacher's role as a facilitator. In developing historical teaching materials based on local content, feedback from students and teachers is needed. Feedback is intended to identify the need for teaching materials.

Test results at the development stage with the above instruments as many as 90% of students said that learning using history teaching materials based on local content was more interesting than

using only teaching materials from the national curriculum. It can be described that learning is carried out more fun because the topics conveyed are in the student's environment, but students do not yet know the historical side of the object being discussed. Absorption of knowledge (material) is faster because events occur in the student's environment, so that student interest in learning also increases. This can be seen from the enthusiasm of students during learning. Student learning activities that use history teaching materials based on local content will experience an increase in knowledge that is more than without using history teaching materials based on local content.

Learning history that uses historical teaching materials based on local content does not add to the learning load of students, instead it helps students in learning history, because this history teaching material uses the concept of constructivism learning so that students can learn independently by using this teaching material. With the limited number of hours of history lessons, teachers feel helped by local content-based history teaching materials, because history lessons can take place outside the classroom, such as visiting objects. The visit can be arranged with group assignments, so that it can be done outside of class hours. At meetings in the classroom the teacher can provide conclusions and reinforcement. For teachers it also makes it easier to deliver material because there are teaching materials that accommodate local history.

### **Model Test**

In this model test, three forms of testing were carried out, namely: limited test, broad test, and effectiveness test.

#### **1. Limited test**

Limited test using the t test statistic. before the t test is carried out, the data is tested for normality and homogeneity test. The normality test uses the Lilliefors test, and the homogeneity test uses the Bartlett test. The results of the normality test and homogeneity test in the limited test are as follows following:

Table 1 . Limited Test Normality Test Circuit

Group	Lilliefors counted	Lilliefors Table	Conclusion
Experiment	0.1364	0.1760	Normal
Control	0.1587	0.1730	Normal

The results of the normality test for the limited test group showed that all data, both the experimental group and the control group, were normally distributed. The complete calculation results can be seen in the attachment.

Table 2 . Limited test homogeneity test

Test Type	$\chi^2$ count	$\chi^2$ Tables	Conclusion
Homogeneity	1.01567	3,841	Homogeneous

The results of the limited test homogeneity test show that all data, both pre-test and post-test data, are homogeneous. The complete calculation results can be seen in the attachment. The normality and homogeneity tests show that the results meet the requirements to continue the t test. The t test was carried out twice, which was tested on the pre-test group and the post-test group. The t-test in the pre-test group aims to determine the respondent's initial ability before the treatment is carried out, and the t-test in the post-test group aims to determine the respondent's ability after the treatment is carried out.

## 2. Extensive Test

area test statistics are as follows:

Table 3. Summary of Extensive Test Descriptive Statistics

Posttest Group		
	Experiment	Control
Sample	25	30
Amount	1740.0	2050.0
Average	69.60	68.33
Sum squared (X) 2	3027600	4202500
Sum squared (X 2 )	121650.0	140850.0

The statistical test in the broad test is the t test, this is done because this statistical test aims to find out whether the respondents who were given the treatment really differed significantly from the respondents who were not given the treatment. Before being tested on one way ANOVA the data was tested for normality and homogeneity test first. The normality and homogeneity tests that the results met the requirements to continue with one-way ANOVA. The results of the one-way ANOVA test between the experimental class and the control class can be concluded that there is a significant difference between the experimental class and the control class, where the average value of the experimental class (75.80 is higher than the average value of the control class (67.17).

## 3. Effectiveness Test

The descriptive statistics of the effectiveness test are as follows:

Table 6. Summary of Descriptive Statistics of Effectiveness Testing

Posttest Group		
	Experiment	Control
Sample	55	60
Amount	4505	4430
Average	81.91	73.83
Sum squared (X) 2	20295025	19624900
Sum squared (X 2 )	372475	330900



The statistical test in the effectiveness test also uses the t test, this is done because this statistical test aims to find out whether the respondents who were given the treatment really differed significantly from the respondents who were not given the treatment. The normality and homogeneity tests that the results met the requirements to continue with one-way ANOVA. Data analysis in this study has two groups, namely pre-test data and post-test data. The pre test was given to all respondents before the respondents were given treatment. This aims to determine whether the ability of respondents before being given treatment already has a significant difference. The results of the three test groups namely limited test, broad test, and effective test showed that there was no difference in ability between the experimental group and the control group, where the three data before being tested t test were tested with prerequisite tests, namely normality and homogeneity. The two prerequisites show normal and homogeneous.

Post tests were given to all respondents after the respondents were given treatment. This aims to determine whether the ability of the respondents after being given treatment already has a significant difference. The results of the three test groups are limited test, broad test, and effective test. Before being tested, the prerequisites were tested by means of the normality and homogeneity tests. The two prerequisites show normal and homogeneous. The results of the t test showed that there were differences in ability between the experimental group and the control group.

The results of the one-way ANOVA test between the experimental class and the control class can be concluded that there is a significant difference between the experimental class and the control class, where the average value of the experimental class ( 81.91 ) is higher than the average value of the control class (73.83) . So it can be seen that there is a difference between the post test scores of the experimental class and the control class, so that the class given history teaching materials based on local content experiences an increase in grades. From the results of testing the effectiveness of using local content-based history teaching materials can increase students' understanding of history in high school as evidenced by the results of the ANOVA test above. The test is carried out by providing a question instrument that is able to measure students' understanding of history.

The effectiveness test was carried out in class XI IPS 3 and XI IPS 4 at SMA N 6 Surakarta as an experimental class. The control class used class XI IPS 2 and XI IPS 5 SMA N 2 Surakarta. Through testing the effectiveness of teaching materials using the assumption of historical understanding with historical learning achievement in harmony. So it was concluded that there was a difference between the post test scores of the experimental class and the control class. The results of the one-way ANOVA test between the experimental class and the control class can be concluded that there is a significant difference between the experimental class and the control class, where the average value of the experimental class is higher than the average value of the control class.

By incorporating local history material with the national curriculum, students' historical knowledge becomes broader. Not only national materials, but also local historical materials. In addition, history teaching materials based on local content are also prepared using learning methods that not only emphasize cognitive development, but also affective and psychomotor development. This is achieved through observational learning activities, field studies, inquiry methods, etc.

## **CONCLUSION**

The quality of existing Indonesian history teaching materials in high schools includes material substance from basic competencies in the national curriculum. The existing teaching materials are based on a grid that has been developed in BSNP which emphasizes national political events, while local history materials have not been accommodated in teaching materials. Students' interest in

studying local history in their area already exists, but with the limited number of hours of history lessons, history lessons only focus on discussing national history. This makes local history almost forgotten, coupled with the limited number of hours of study also makes history learning still use the TCL (Techer Center Learning) concept. Based on the KTSP rules, teachers can develop teaching materials according to the potential of their region.

Development of teaching materials by combining local history in the Surakarta area with existing materials and teaching materials based on the national curriculum. The model procedure for developing historical teaching materials based on local content, using the most appropriate R&D research method to be used for this research title, which seeks to make products in the form of local content-based historical teaching materials, as well as test the effectiveness of using these teaching materials in learning Indonesian history according to the target and The specified criteria starts from: 1) Preliminary study to determine needs; 2) Development of prototypes using the SOI approach. Local history material is selected from oral sources and artefact sources and integrated with national curriculum material so that teaching materials based on local content are structured; 3) An expert assessment is carried out on prototypes of teaching materials and other products developed including the instruments used to measure the effectiveness of teaching materials; 4) Instruments and products were subjected to limited tests and broad tests with a larger number of schools; 4) Finalization and dissemination. Finalization is carried out by making improvements to all the products tested, according to expert input and extensive test results. The results of the broad test conducted are also used to improve dissertation writing. Products and research results that are final are then disseminated through limited seminars, as well as socialization that invites high school teachers in Surakarta and stake holders . The dissemination step is also carried out by writing research results in journals, and the research results will also be compiled as books .

From the results of testing the effectiveness of using local content-based history teaching materials to increase students' understanding of history in high school as evidenced by the results of the one-way ANOVA test between the experimental class and the control class, it can be concluded that there is a significant difference between the experimental class and the control class. The test is carried out by providing a question instrument that is able to measure students' understanding of history.

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