

DEVELOPMENT OF ECONOMIC LOCAL HISTORY BOOKLET FOR HISTORY EDUCATION STUDENTS

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Abstract-The challenge of the beginning of the economy local history development. Interest Study of economy Local history in the colonial. The background of this research is necessary the developing of the history material lesson with local economy history material in the colonial. Because of lack of material in accordance with KKN 2013 Curriculum. The characteristic of the targets and the needs of students and some relics of the local history in East Sumatra in the colonial underutilized in learning history. Plug Scientific and Technological progress more sophisticated so that students lazy to seek and read the history books. For it, the researchers developed history material lesson used R&D method (Research and Development) that is research used to product certain products and test products effectiveness. Purpose of this research are: (1) describe material lesson that during this time used in history about economy local history in the colonial in East Sumatra for student at third semester in JPS FIS Unimed, (2) product material lesson according to the needs of the history learning especially economy local history substance for students, (3) knowledge and analyzed effectiveness of material lesson that developed in economy local history learning about interest study for students. The results of research showing (1) the developed of material lesson shaped economy local history substance in colonial (2) students more understanding with economy local history in colonial, students activity involved in learning-teaching process and more motivated and easy to understand history lesson, interest study and curiosity of students more high, and (3) the booklet effectiveness give the positive influence to interest study. The conclusion of this research are (1) the developing of history lesson material through two steps testing by expert team (2) application of history lesson material can make students more interest to study history, brave argued opinion, active in learning process and respect for opinions other people, (3) application of developing of history lesson material has did by research give the positive influence for interest study of students. Based on same of the above conclusions, researcher ask the suggestion as here. The teacher should start to develop materials in accordance with the curriculum, the good lesson material should comply all effective, efficient and innovative criteria and following the development of science and technology.

Keywords: history lesson material, booklet, economy local history

1. INTRODUCTION

Learning is a process that combines all the components for the running serially. In this Study the history that serves instill the values of historical events that are learned through learning processed to students. Learning is the process of interaction with educators and learners learning resources in a learning environment. Therefore learning should happen in a reciprocal process with optimization of the role of each component, either from a lecturer in conducting planning, the selection of the model and the selection of learning materials or learning resource.

Materials have a very important position in learning, i.e. as a representation (representatives) of the explanation lecturer at the front of the class and also as a component for the achievement of the learning competence. In the process of teaching and learning activities in the classroom, a Professor of learning materials must determine what to wear or to be used in order to achieve the standards of Competence already determined.

Based on Sisdiknas law No. 8 2013 explained that the obligation of professors before they stood in front of the class is to create the atmosphere of a meaningful education, creative, dynamic, and dialogic and professionally committed to improving the quality of education. Regardless of whether the Government is already providing a learning book, professors, syllabi, and manual lecturer. The lecturer is obliged to make learning materials needed by students during the course of economic history books still less and does not meet the expectations of college professors and students.

Learning materials which become one of the issues in the history of the learning function as components of the formation of character or planting value through learning event does not run as expected. One of them, namely, the provision of learning materials or economic history book in the library that does not exist and use only books from Professor discusses history in spatial often leave local history. Geographical restrictions regardless of in the sense of local history, especially in the study of history should ideally operate from a local phenomenon and problems, so that the students have to have feelings and needs towards subjects that were presented.

During this learning process a charged history local history is still very low in the curriculum developed for KKNi 2013 local economic history subjects. Low awareness of local digging lecturer in genius (local wisdom) as learning materials make students not able to recognize their local history on its own let alone to be a local pride is still very far from its internal. For example the only regional Figures in the war against colonial, many not well known by the students in the region or regions themselves. With unfamiliar heroes from its territory poses no pride themselves in her. Besides the learning interest of college students are also influenced by the procurement of learning materials. This happens because the learning history on campus use only materials provided a lecturer discusses the history of history professors nationwide and do not do the development of learning materials for the needs of learning history that teaches local history that are part of national history.

Of the problems occurred in the history of learning in college-related materials which do not include local history, hence the need for innovation in the provision of learning materials. I.e. by doing the development of learning materials in his local history make the study of history to lift local history into the history of learning that would infuse the local value to students and improve student learning interest in taking action against the learning history.

This research use approach to research and development or Research and Development (R&D) which is a research method that is used to produce a particular product, and test the effectiveness of these products. Steps in research Research and Development include: (1) the potential and problems, (2) data collection, (3) product design, design validation (4), (5) free trial usage, (6) revision of product, product test (7), (8) design revision, revision products (9), (10) mass production. However, in this study the steps of research summarized into three stages in which the terdapat10. However, the researchers tried to simplify the development of learning materials to this booklet-shaped into, (i) the potential and problems, (2) data collection, (3) product design, Design Validation (4), (5), trials (6) evaluation of the product.

2. DISCUSSION

The research development of booklets in learning the history of the local economy includes a needs analysis development feasibility assessment, booklet design, test early and test usage. results of charging the now needs shows that the Students gave positive feedback about the existence of a historical booklet the economy and feel attracted to the material as well as tasks in the booklet. Assessment of the feasibility of the design was done by validator material and media. The results of the analysis of the expert assessment are used to revise the booklet was developed. Booklet developed has met the eligibility criteria, then the booklet ready for tested on a limited group. The results of the assessment of the feasibility of media material and the validator can be seen in Table 1.

Table 1. Feasibility assessment booklet by validator

No.	Assessment Validator	Score	Criteria
1	Material	91%	Very Decent
2	Media	92%	Very Decent
Average		91,5%	Very Decent

Feasibility assessment booklets as a learning resource material on the history of the economy using the eligibility assessment instruments instrument feasibility assessment material and media. Booklet as a learning resource material on local history economy meets the criteria score assessment of media material and validator > 62.5%. Assessment of the material in this booklet the validator has advantages among others on the component content of the material is in accordance with the basic competencies, core competencies, and learning materials as well as the needs of the listed questions contains the entire learning indicators. Component instructional design booklet has advantages

because it centered on students, according to the learning objectives as well as able to stimulate student thinking depth. It is supported by Nur [1] stating that to choose a textbook lesson needs to consider the contents of the book include the precision concepts, to the actual information, the suitability of the sample, and the extent and depth of the material. Assessment of media excess, the validator this booklet lies in its ease of use and simplicity. Media design components this booklet has the advantages of communicative, creative display and presentation of illustrations, Tables, and photos so that it can facilitate the students absorb the material. Mukminan stated that to develop the learning media needs to pay attention to the principles of the visuals, the abbreviation of: (1) Visible: easily visible, (2) Interesting: interesting, (3) Simple: simple, (4) Useful: the contents are useful, (5) Accurate: true (socially), (6) Legitimate: legitimate or reasonable, and (7): Structured Structured or arranged well [2].

The initial trials done to obtain the response and comments of students regarding the readability of the booklet by 34 students class Reg A 2015. Overall the students at the beginning of the trial gave a positive response toward the local economy History material booklet. Recapitulation of the student towards the readability question form booklets are listed in Table 2.

Table 2. Recap of limited scale trial of the now number one

No	Question	Responses (%)	
		Yes	No
1.	Attraction booklet	100	0
2.	The clarity of the writing in the booklet	97	3
3.	Clarity and ease of language used	82,5	17,5
4.	The presentation is simple and uncomplicated	94	6
5.	The use of type and size of letter	76	24
6.	The use of the image for easy learning	94	6
7.	A contrasting background color/easily distinguished	88	12
8.	Practicality booklet	100	0
Average		91,5	8,5

Students give responses with average score of 91.5%. This results has been achieved $\geq 75\%$ criteria very feasible. According to the booklet of the shortcomings of the students is the font size that is too big and bold on the part of the material and the design of the cover that are less attractive. The shortfall was revised by changing the font from bold to be normal, minimize the size of the letters, and revise the design. Input obtained from the initial trial is the readability of the text. According to students, on a few pages, the writing can't be read particularly in the Table due to printing problems. This is fixed by changing the resolution on the printer. Advice from students at the initial trial was made a guideline for doing repairs. After the revision is completed next local history booklets that developed economies are tested on the scope of the student.

After initial testing and revision of the product, followed by the trials of usage. Discharging test is performed to obtain data of student responses against booklet-based research in learning, and student learning outcomes that include cognitive and affective aspects.

Test booklets in usage study conducted two meetings against the 69 students (35 students a regular class C 2015 and Regular-grade students 34 2015) Department of Education history of Unimed. Recap of the cognitive learning results of students can be seen in Table 3.

Table 3. Student learning outcomes at the tryout class usage

RESULTS Of The Study	Highest	Lowest	Average Class	Percentage Complete KKM (%)
A Regular 2015	92	74	86,7	93
B Regular 2015	92	76	85,2	94
Average				93,5

The success of student learning outcome class C Regular 2015 achieve 93% with an average grade of A-grade Regular and 86.7 2015 achieve success of 94% with the average class 85.2. The success of the learning outcome class C Regular 2015 amounting to 93% means that the number of students who obtained a value of ≥ 80 , numbered 33 of 35 students. The success of the learning results of regular class A 2015 amounting to 94% means that the number of students who obtained a value of ≥ 80 , numbered 32 of 34 students. The average percentage of students achieve learning outcomes

success 93.5%. Learning outcomes both classes of data are then analyzed in statistics to tell the difference using a t-test. Based on the results obtained that t-test at $\alpha = 5\%$, t count so there is no ttable < significant difference between average Regular-grade learning results and Regular C.

The difference in learning outcomes students in Regular class A and C Regular can be caused by low student interest and motivation. According [3] the success or accomplishment of students in learning is basically influenced by several interrelated factors, both internal and external. This means there is no single factor that stands on its own and automatically determine one's success or achievement in learning. One of the factors that can affect the success of student learning is a learning resource utilization.

At the end of the study, the student provides responses to the use of learning materials booklet as a source of pollution of local history with an average of the percentage of students who answered "Yes" were obtained from the question form of 92.5%. Recap of the results of student responses now can be seen in Table 4.

Based on student responses to question form, this booklet is excess material with material as well as the clarity of an image, an attractive look. The experience of student learning in the booklet uses is not the first time because students never used other learning in the booklet, but for learning the history of that first. Students give a response very well to learning the material history of the local economy using the booklet. This is demonstrated by the average score of the children as much as 92.5% with a very worthy category.

Table 4. Recap of the student response

No	Statement	Reg A Yes %	Reg C Yes %	Average
1.	The experience of the first booklet	66	65	66,5
2.	Ease of use	100	100	100
3.	The ease of language	100	100	100
4.	Increase motivation and learning interest	97	85	91
5.	Interest contents	100	100	100
6.	Understanding of the material	97	94	95,5
7.	Learn independently	83	91	87
8.	Learning in groups	97	100	98,5
9.	Practicality	100	97	98,5
10.	Images increase understanding	100	100	100
11.	Improve the ability of historical thinking	94	76	85
Average		94	91	92,5

According to students, the use of the booklet in learning cannot be separated from the role of a Lecturer, students still need a referral to get information that is submitted. It is supported [4] which claimed that the process of learning history conducted a teacher should allow the occurrence of the development of understanding, attitudes, and improving students' interest towards the history lesson. Students can dig their own knowledge and experience. The role of Lecturer in learning only as guides and facilitators.

Some things that are considered as excess student booklets include 100% of the students assess the booklet has the ease of use because of its simple design, concise, yet still markedly compared to the textbook, 100% student presume that they used a more easily understood and more communicative so 95.5% students can understand the material contained in the booklet with the supported use of images, 91% of students considered booklet can increase motivation and passion of learning because most students are happy with the new and by the existence of this booklet as learning resources student can learn at any time, but most students prefer to direct observation, with a 100% rate booklets have interesting content because it comes with the research results, color images as well as the explanations are easy to understand. Assessment of the practicability of the excellent booklet (98% of the students), the booklet is easy to carry, lightweight, and the material is already encapsulated so concise and easy to understand as it pertains to the history, 85% of students also argued that the material in this booklet is able to cultivate and enhance the competence of the local history of the economy. According to [5], learning resource utilization will be able to help and give you the

opportunity of participating students, give a concrete learning experience, so that the learning objectives can be achieved and can stir up motivation and learning interest of students.

In addition to the realm of cognitive, affective domain in the form of the now care about the local history are also given to students. Through this question form Professor to know the level of awareness of the students against the local history. Recapitulation score affective student regarding the awareness of local history are listed in Table 5.

Table 5. Score affective student

Psychological scale score		Category	Number Of Students	
A Reguler 2015		C Reguler 2015		
1.	75%≤P<100%	Very high	33	31
2.	50%≤P<75%	High	2	3
3.	25%≤P<50%	Low	-	-
4.	0%≤P<25%	Very low	-	-
Average		88%	Very high	

Based on Table 5, obtained an average percentage score affective student reaches 88% with the details as follows, 95% of students with Regular 2015 has very high historical thinking character means 33 students have score very high and 2 students have a high score while 91% grade C Regular 2015 has the characters care about local history is very high with 31 students score very high and 3 students with high scores.

Overall assessment regarding the affective character of historical thinking and student learning outcomes is high enough. [6] stating that the cultivation of the values of the characters has a major influence on the results of the study because the characters include a good moral integrity, who processed together with intelligence.

The formation of the character's love of history starts from the basic knowledge of students about history. The students know the basic concepts in a historical material. Students trained knowledge essentially through a discussion group I in the booklet. Basic knowledge of college students used to search information on the historical problems that occur in the environment related local history material of local economy. The students know the local problems that occur in their environment through the information. Once students know the problems that exist, arising awareness in students. The concern was delivering students to analyze and find solutions that can be used to resolve the issue. The tasks contained in the dikusi Group II. Science process skills students develop in line with the activities of inkuiri [7]. Students are led to be able to observe the environment and find out information related to a task in the Group therefore. The event made the students not only understand the material history of the economy, but it can also instill a sense of love for the history.

Learning to use research-based booklet providing a positive influence against the results of the study and the value of students ' affective. The use of the booklet has the advantage, as expressed [8], among others, (1) are concrete, (2) addressing the limitations of time and space, (3) addressing the limitations of observation, (4) clarify an issue, and (5) packaged with a relatively easy to use. Research results booklet comes with a student discussion sheet that contains the issue serves to add to the understanding of the students. Matters contained in the booklet can be done in a group of students with a method of discussion. The discussion method is a way of delivering material by analyzing, digging, or debating the issues to gain a settlement [9]. This method is useful for connecting material with real-life as well as provide an opportunity to the students to participate so that they can help the process of teaching and learning centered on college students. The application of discussion method assist students in understanding the material because the students are able to brainstorm and create a productive and enjoyable classes. A method of group discussion using the booklet can be applied in learning. Based on the student's assessment showed that the booklet is effective used as a learning resource for local history material economy.

3. CONCLUSIONS

Based on the results and discussion, it can be summed up as follows: (1) Booklet was developed based on the results of the analysis of the now needs development by teachers and now early observation by students; (2) Development of research-based booklet is the process of making learning materials the material history of the local economy with the addition of scientific journals that are

designed in an interesting graphic design application; and (3) Effective research-based Booklet used as a learning resource can be seen from the results of students' learning in local history material economy achieve success learning $\geq 80\%$ with a value of ≥ 80 as well as a decent used with average results of media material and validator 91.5%.

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