

Content Feasibility Analysis of Grade 1 Senior High School History Textbook in Indonesia

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ABSTRACT

The research aims to (1) decrypt the content of historical material in the 1st grade textbook of Senior High School in Indonesia. (2) Analyzing the feasibility of the content of grade 1 Senior High School historical textbook in Indonesia. This research uses a qualitative descriptive approach, then the data collection techniques are library studies, the analysis begins with reading and studying all the data that has been available mainly primary data. The results of this study show that the history of grade 1 Senior High School textbook has a three-chapter material payload and some of the description material. The feasibility of the contents of the 1st grade history textbook in Indonesia was discussed consisting of a material conformity indicator with SK and KD, the accuracy of materials and learning support materials. The results of the analysis showed that the history of grade 1 Senior High School in Indonesia is worth learning, because the book has fulfilled the feasibility of content that is arranged by the National Education Standards Agency (BSNP) in Indonesia.

Keywords: Content Feasibility Analysis, History Textbooks, Indonesia

INTRODUCTION

The achievement of educational objectives one of the things that can support the education process is a learning resource. The existence of learning resources in education is the source contained in the textbook. Fitriani et al. (2019:2) that textbooks are books that contain selected

materials on certain areas of study, in written form that meet certain requirements in teaching and learning activities, and arranged systematically to be assimilated.

According to Sitepu (2015:17) stated that the textbook of elementary, secondary, and tertiary education textbooks hereinafter referred to as textbooks is mandatory reference books for use in primary and secondary education units, which contain Learning materials in order to increase faith, piety, noble morality, personality, mastery of science and technology, increased sensitivity and aesthetic ability, kinesthetic improvement and health based on national standards Education.

The official education curriculum used in the Indonesian state at this time is the curriculum 2013 (K-13). Previously, the education curriculum that applies in Indonesia is 2006 curriculum or education Unit level Curriculum (KTSP). The implementation of curriculum 2013 is a change made by the Indonesian Government in order to face the challenges of the Times (Abrar, 2015:15). The 2013 curriculum has been implemented in Indonesian pilot schools, meaning that not all schools implement the 2013 curriculum. The implementation of curriculum 2013, has influenced the pattern of development textbook lesson, judging by the changes in the curriculum in Indonesia, of course, and the textbook changes each subject can carry out all obligations and realize the right. The curriculum will also give signs to the

learners must learn (Nafiah & Sudirman, 2016:3)

The 2013 curriculum has two types of textbooks in the learning process, which are textbooks for teachers and textbooks for students. The textbook for teachers is a guideline for teachers in managing learning activities, while textbooks for students are a hold for students, which contain material descriptions and some training and evaluation content (Arraman & Hazmi, 2018:124). Thus, for the smooth learning process, teachers also need students' books to know the content of the material in detail.

Good and quality textbook criteria in Indonesia according to the National Board of Education Standards (BSNP), that is to fulfill the four elements consisting of the feasibility of content, eligibility, appropriateness, and graft eligibility (Muilich, 2010: 291). From these criteria, textbooks are expected to generate a reader's interest. In addition, textbooks in Indonesia must be adapted to the needs of students, and are given examples relevant to daily life.

The curriculum changes from the KTSP to the 2013 curriculum led to the textbook changing too. Many publishers come to each school to offer the books they publish for use in the school. This textbook change affects many publishers who publish books not in accordance with the text book's Quality standards. The book's quality standards include components of content eligibility, linguistic components, book rendering components, and graphic components.

Related to the eligibility of content presented by each textbook of different history lessons. In addition, the issuer also does not pay attention to the conformity of material components presented by the book with the core competencies already made by the Ministry of Education. Based on these issues, research was conducted to analyze the textbook of Indonesian 1st grade senior high school history, according to the 2013 curriculum published by the Ministry of Education and Culture. This research,

researcher only analyzes textbooks Indonesia's history only on the aspect of content eligibility.

MATERIALS & METHODS

This research uses a descriptive approach to qualitative analysis with document study methods. According Best, descriptive research means that the results of this research in the form of the description of the observed symptoms should not be in the form of numbers but words and sentences (Darmadi, 2011:145). Qualitative as in this study the data obtained comes from the documents. The object of this research is Indonesian history grade 1 Senior High School, which is a compulsory teaching book from Kemendikbud based on curriculum 2013. Data collection techniques are conducted by document study methods. The data analysis technique in this study uses triangulation, which consists of 3 kinds of triangulation techniques namely (1) Data triangulation, (2) Triangulation method and (3) theory triangulation.

RESULT AND DISCUSSION

Content of Indonesian History Material for Grade 1 Senior High School

The material plays a very important role in the learning process, because the factors, the historical material taught at each level of education, both primary and secondary education should reflect the purpose of learning in accordance with the age of learners. The existence of the material must cover the whole of both cognitive, affective and psychomotor dimensions. Thus, the process of reasoning of science in particular history, can be effective.

Kochhar (2008:75-76)) reveals that the historical material taught in the school should be adjusted to the psychology of student developments. And history is also believed to be learned correctly and appropriately through the process of developing figures, events and ideas, and all of them are instrumental in creating history. While according to Kartodirdjo (1992:54),

that historical material is a construction that is always a coherent unity. The coherency contains demands that the elements (facts) are gathered but not separated from each other, which are the relationships that the

elements mutually support, so that they are essentially interdependent (interdependencies), especially Functions. All of them function to support functions in totality.

Table 1. Description of Indonesian Historical Material Grade 1 Senior High Schools in Indonesia

No.	Chapter Category	Material Description
1.	Chapter 1. Tracing Early Civilizations in the Indonesian Archipelago	<ol style="list-style-type: none"> 1. Pre familiar with writing 2. The formation of the Indonesian archipelago 3. Ancient Man (in Sangiran and East Java Trinil) 4. The development of Ancient human technology 5. Ancient social, economic and human life 6. Arrival of Deutro and Proto-Melayu
2.	Chapter 2. Traders, rulers and poets of the Classical Period (Hinduism and Buddhism).	<ol style="list-style-type: none"> 1. From the Indus Valley to the Muarucu (the birth of Hinduism, Buddhism and its influence on the Nusantara community) 2. The kingdoms during the Hindu-Buddhist period (Kutai, Tarumanegara, Kalingga, Sriwijaya, Ancient Mataram, Kediri, Singasari, Majapahit, Buleleng and the Warmadewa dynasty of Bali). 3. The formation of the Nusantara network through trade 4. Nusantara da Hindhu-Buddha cultural acculturation (the fields of building, fine arts and sculpture, literature and literacy, beliefs and reign).
3.	Chapter 3. Islamization and Cultural Crossage in the Archipelago	<ol style="list-style-type: none"> 1. Arrival of Islam in the Archipelago 2. Islam and inter-island trade networks 3. Islam entered the King's Palace <ol style="list-style-type: none"> a) Islamic kingdom in Sumatra b) Islamic kingdom in Java c) Islamic kingdom in Kalimantan d) Islamic kingdom in Sulawesi e) Islamic kingdom in Maluku f) Islamic kingdom in Papua g) Islamic kingdom in Nusa Tenggara 4. The establishment of the Nusanatara scientific network 5. Acculturation of Islamic culture (building art, sculpture, literacy and literature, art and calendar) 6. Islam and the integration process <ol style="list-style-type: none"> a) The role of scholars in the integration process b) The role of interisland trade c) Role of language

Content Feasibility Analysis

Muslich (2010: 292-297) said that for the feasibility of the contents, there are three indicators that must be considered, namely (1) Conformity of the material with competency standards and basic competencies contained in the curriculum of the subject concerned, (2) accuracy material, (3) learning support material.

1. Conformity of Material with Competency Standards and Basic Competence

The completeness of the material presented contained all the subject matter in the aspect of scope which supports the achievement of Core Competencies and Basic Competencies that were formulated in the 2013 History Curriculum of high school class 1 senior high school. Based on chapter 1, which discusses Tracing Early Civilizations in the Indonesian Archipelago,

this chapter discusses the existence of Ancient Man in the Indonesian archipelago. Chapter 2, which discusses Traders, Authorities and Poets in the Classical Period (Hinduism and Buddhism), this chapter discusses human civilization during Hibu and Budaha, and chapter 3 on the Islamization and cross-culture of the Archipelago, which chapter discusses human life in the Indonesian archipelago during the Islamic era. All material content and material description of these three chapters are in accordance with Core Competencies and Basic Competencies.

The breadth of the material and the depth of the material presented is very complete, both regarding the presentation of concepts, definitions, principles, procedures, and supporting examples. This Indonesian History Book contains three historical events in Indonesian history arranged

chronologically and divided into three chapters namely the period of early civilization in the Indonesian archipelago, the Hindu-Buddhist period, the period of Islamization and the cross culture of the archipelago. Based on this material, the explanation in this book is broad and deep.

Chapter 1 discusses the early civilizations in the Indonesian archipelago. Furthermore, the elaboration material in this chapter consists, before knowing how to write, the formation of the Indonesian archipelago, the introduction of ancient humans, the origins of ancestors, the style of prehistoric human life and technological development. The description in this chapter is very clear and easy to understand, moreover there are a number of images displayed.

Chapter 2, discusses the Hindu-Buddha period. The material described in this chapter is the influence of Indian culture, kingdoms during the Hindu-Buddha era, the formation of trade networks in the archipelago and the acculturation of Nusantara and Hindu-Buddhist cultures. The preparation of this material is very broad and deep, for example the period of Hindu-Buddhist kingdoms ranging from the oldest kingdoms namely Kutai to the Warmadewa Dynasty in Bali, the last Hindu kingdom in the archipelago after the collapse of Majapahit. The end of the Majapahit kingdom on Java marked the entry of the period of Islamic empires. In each period the kingdom is told about the power of kings in particular who played a major role. In this chapter there are examples and exercises so that students can broadly understand and deepen.

Chapter 3, discusses the Islamization and cross-culture of the archipelago. The material described in this chapter is the arrival of Islam in the archipelago, Islam and inter-island trade, Islam enters the royal palace, scientific networks in the archipelago, and acculturation and culture in the archipelago. All material presented is easy to understand, because in every description of the material there is always a picture to strengthen the explanation. In

addition, the examples presented are easily understood by students.

2. Accuracy of the Material

Material Accuracy of concepts and definitions in textbooks is presented accurately to avoid misconceptions by students. Concepts and definitions must be formulated appropriately to support the achievement of core competencies and basic competencies, as has been explained in detail in the material. For example material or definition of historical research and other examples of definitions of the nature of history, the scope of history and the nature of the science of history.

The accuracy of the principles which is one aspect used to construct a theory. The principles presented in this textbook have been formulated accurately so as not to cause multiple interpretations for students. The accuracy of procedures consists of steps that must be taken to achieve a certain goal. Procedures must be formulated accurately so that students do not make systematic mistakes. As contained in the Historical Research material, there is detailed explanation about the steps in conducting research.

The accuracy of examples, facts, and illustrations of concepts, principles, procedures, or formulas has been clarified by examples, facts, and illustrations that are presented accurately. For example, a picture of the tomb of a governor of Gajah made is explained, a picture that is evidence of the existence of a governor in history. In this way, students not only understand a knowledge verbally, but comprehensively.

Students' Social Accuracy mastery of concepts, principles, procedures, or algorithms must be constructed by accurately presenting problems. Such as writing

Evaluation exercise questions that are presented with various types of questions ranging from multiple choice questions, cause and effect questions, essays, discussions, inquiry questions and very accurate reflection questions.

3. Learning Support Materials

Supporting Learning Materials 'suitability with the development of science and technology. The material (including examples, exercises, and bibliography) contained in the textbook must be in accordance with the development of science and technology, for example in one of the questions in chapter one, a discussion problem entitled the trail of Austronesia is given. This problem has proven the development of science and technology which requires students to discuss the truth, regency of features, examples and references. Features (including descriptions, examples, and exercises) reflect current events or conditions.

This regency is seen in the sources or references used. In general, a reasonable reference is used in textbooks using a maximum of the last five years. The regency of the features in this book is clear, for example, the pictures in chapters 1, 2, and 3 are references that have been more than 5 years because they are sourced from Wikipedia.

Reasoning plays a role when students have to make conclusions. Therefore, the material in a textbook needs to contain descriptions, examples, assignments, questions, or practice questions that encourage students to make conclusions that are valid (valid). The material can also contain open-ended problems, which are questions that require students to provide answers or various completion strategies. In chapters 1, 2, and 3 these questions and enrichments are clearly in accordance with the material, not making students confused in making conclusions.

Problem solving. To foster student creativity, the presentation of material in textbooks needs to contain a variety of strategies and problem solving exercises. Problem solving includes understanding the problem, designing a model, checking the results (looking for a viable solution), and interpreting the solution obtained. In this chapter it has been well presented and made easier for students.

The interrelationship between concepts in a textbook can be raised in the description or example. This is intended to assist students in building a complete knowledge network. In addition, it is also necessary to show the relationship between the previous lesson and the relationship with the material being studied and everyday life so students are aware of the benefits of the material in life. The interconnected concepts in this chapter are explained interrelated, for example in chapter one the question is given about writing important past events that occurred in a family.

Communication (write and talk). Material in a text book should contain examples or exercises to communicate ideas, both in writing and orally, to clarify the situation or problem being studied or faced. In chapter one there is not enough material or training to communicate ideas both in writing and verbally being studied. Application the material in a text book should contain a description, example, or questions that explain the application of a concept in daily life. This is so that students can apply in real life every concept learned. In chapters 1, 2, and 3 the material that supports the achievement of the application of material can be seen at the beginning and end of an exercise contained in chapter one.

The attractiveness of the material in the textbooks should contain descriptions, strategies, drawings, photographs, sketches, historical stories, examples, or interesting questions that can arouse students' interest to study further. If students are interested in the material being studied, they will be stimulated to study it further. The material in the 3 chapters presented is interesting, because in each discussion and sub-chapter included supporting images.

Encourage searching for further information. Material in textbooks should contain assignments that encourage students to obtain further information from various other sources such as the internet, books, articles, and so on. There are assignments. In the task students are told to look for image information about primary sources

and secondary sources so that students are more critical in finding an additional information about the material being studied.

Enrichment material. The material in the textbook should present a description, examples, or enrichment questions related to the topic being discussed so that the presentation of the material is broader or deeper than the material demanded by Core Competencies and Basic Competencies. With this enrichment, students are expected to have broader and richer competencies. In the first chapter enriching material has been fulfilled because after studying a topic or sub-chapter, students are given a problem related to the study they learn.

CONCLUSION

According to 2013 Curriculum published by the Ministry of Education and Culture, the arrangement of Textbooks on the History of Indonesian Class 1 Senior High Schools is in accordance with Core Competencies and Basic Competencies, and is suitable for use. Specifically for the appropriateness of contents, the material presented in the book is very broad and clear to be deeply understood. The accuracy of the concepts, definitions, principles, procedures, examples, facts, illustrations, and problems contained in the textbook are quite accurate and precise. Chapters in this book have provided supporting material that contains aspects of the regency of features, examples and references to the reasoning aspects are usually in the problem descriptions at the end of the material. Problem solving aspects that are generally found in MCQs and communication aspects,

application implementation has been explained.

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