

การวิเคราะห์เนื้อหาหนังสือเรียนวิชาประวัติศาสตร์ ชั้นมัธยมศึกษาตอนปลายปีที่ 1 ประเทศอินโดนีเซีย

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ (1) อธิบายเนื้อหาของหนังสือเรียนประวัติศาสตร์ชั้นมัธยมศึกษาตอนปลายปีที่ 1 ของประเทศอินโดนีเซีย และ (2) วิเคราะห์เนื้อหาของหนังสือเรียนประวัติศาสตร์ชั้นมัธยมศึกษาตอนปลายปีที่ 1

ของประเทศอินโดนีเซีย การวิจัยครั้งนี้ใช้วิธีการวิจัยเชิงพรรณนา จากนั้นเทคนิคการเก็บข้อมูล คือ การศึกษาวรรณกรรม และการวิเคราะห์จากการอ่าน และนำมาวิเคราะห์ข้อมูลที่มีอยู่ทั้งหมดโดยเฉพาะข้อมูลปฐมภูมิ ผลการศึกษาพบว่า หนังสือเรียนประวัติศาสตร์ชั้นมัธยมศึกษาตอนปลายปีที่ 1 ของประเทศอินโดนีเซียประกอบด้วยเนื้อหาทั้งหมด 3 บท ด้านเนื้อหาของหนังสือเรียนประวัติศาสตร์ดังกล่าวมีความเหมาะสมถูกต้องและสอดคล้องกับมาตรฐานการศึกษา ตัวชี้วัด และสื่อการเรียนรู้ของ (BSNP) ผลการวิเคราะห์แสดงให้เห็นว่า หนังสือเรียนประวัติศาสตร์ชั้นมัธยมศึกษาตอนปลายปีที่ 1 มีความสมบูรณ์ของเนื้อหาและสามารถเติมเต็มความรู้ด้านประวัติศาสตร์ให้กับผู้เรียน และเนื้อหาของหนังสือเป็นไปตามข้อกำหนดของสำนักงานมาตรฐานการศึกษาแห่งชาติ (BSNP) ประเทศอินโดนีเซีย

คำสำคัญ: หนังสือประวัติศาสตร์ชั้นมัธยมศึกษาตอนปลายปีที่ 1; เนื้อหาและการวิเคราะห์หนังสือประวัติศาสตร์; สำนักงานมาตรฐานการศึกษาแห่งชาติประเทศอินโดนีเซีย

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

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Abstract

The purpose of this research was to (1) describe the content of historical textbook in the 1st grade of Senior High School in Indonesia, and (2)

analyzing the content of historical textbook in the 1st grade Senior High School in Indonesia. This research uses a qualitative descriptive approach; in which the data collection techniques are library studies, the analysis begins with reading and studying all the data that has been available mainly through primary data. The results of this study should show that the history of grade 1st Senior High School consisting of three chapters. Thus, the content of this textbook is appropriate and consistent with the educational: database, indicators and learning materials (BSNP). The results will show that the textbook at the end of year 1st is complete and can fulfill the knowledge achieved, and its contents of this book is in accordance with the regulations of the National Education Standards Agency (BSNP) in Indonesia.

Keywords: History textbook of 1st grade of senior high school; Content and analyzing of historical textbook; National Education Standards Agency (BSNP) in Indonesia

Introduction

The achievement of educational objectives is one of the things that can support the education process as a learning resource. The existence of learning resources with education is the source contained in this textbook. Fitriani, et al. (2019, p. 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 are arranged systematically to be assimilated.

According to Sitepu (2015, p. 17) stated that the textbook of elementary, secondary, and tertiary educational textbooks are here then referred to as textbooks that are 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, increasing sensitivity and aesthetic ability, kinesthetic improvement and health_based on national standards Education.

The official education curriculum presently used in the Indonesian state at this time is the curriculum 2013 (K-13). Previously, the education curriculum that was applied in Indonesia was 2006 education unit level curriculum. The implementation of curriculum 2013 is a change made by the Indonesian Government in order to face the challenges of the ‘current times’ (Abrar, 2015, p. 15). The 2013 curriculum has been implemented in Indonesian pilot schools, meaning that not all schools have implemented this 2013 curriculum. The implementation of curriculum 2013, has influenced the pattern of development with textbook lessons, also, judging by the changes in this curriculum in Indonesia, its implementation, of course, has changed each textbook subject to be carried out with all obligations

to correct historical truths and facts. The curriculum will also give indication to what learners must learn (Nafiah & Sardiman, 2016, p. 3).

Mulyasa (2014, p. 6), the 2013 curriculum emphasizes the character of students, especially at the elementary level, which will be the foundation for the next level. This curriculum encourages students to be able to make observations, ask questions, to reason, and communicate, what they gained after each learning material. And have the ability to live as individuals and citizens who are faithful, productive, creative, innovative and affective; and able to contribute to their community, and their national country. As this curriculum focuses on textbooks as an important means of achieving these educational goals. Thus, the quality of textbooks will be borne by the National Education Standards Agency (BSNP).

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 source for students, which contain material descriptions and some training and evaluation content (Arraman & Hazmi, 2018, p. 124). Thus, for the smooth learning process, teachers also need students' books to express the content of the material in detail.

Good and quality textbook are a 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 (Mislich, 2010, p. 291). From these criterias: 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 2006 curriculum to the 2013 curriculum led to the changing of the textbooks too. Many publishers solicited to each school their offer of textbooks, so they will be used in the Indonesian school(s). This considered educational need to change textbooks affected many publishers who didn't have or published books in accordance with the new curriculum's text book's quality standards. These book's quality standards for the new curriculum needed to 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 historical 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 history textbook of Indonesian 1st grade senior high school, according to the 2013 curriculum published by the Ministry of Education and Culture. This research, and its researchers only analyzed textbooks of Indonesia's history: with only aspect of its content eligibility.

Research Methods

This research uses a descriptive approach to qualitative analysis with documented 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, p. 145). Qualitative as (in this study) the data obtained comes from the documents. The object of this research is Indonesian history grade 1st Senior High

School, which is a compulsory teaching book from the Ministry of Education and Culture 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 three kinds of triangulation techniques namely (1) data triangulation, (2) triangulation method, and (3) theory triangulation.

Discussion

1. Content of Indonesian History Textbook for Grade 1st Senior High School

The material plays a very important role in the learning process, because the factors, the historical textbook 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, pp. 75-76) reveals that the historical material taught in the school should be adjusted to the psychology of student developments. And history is 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, p. 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 functioning to support functions in totality.

Table 1. Description of Indonesian Historical Textbook Grade 1st
Senior High School

No.	Chapter Category	Material Description
1.	Chapter 1 Tracing Early Civilizations in the Indonesian Archipelago	<ol style="list-style-type: none"> 1. Before getting to know the character letter 2. The formation of the Indonesian Archipelago 3. Know the Ancient Man 4. The Origin of the Distribution of Ancestors 5. Patterns of Pre-Literacy Society 6. Technology Development
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.

No.	Chapter Category	Material Description
3.	Chapter 3 Islamization and Cultural Cross ages 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 Nusantara 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 inter-island trade c. Role of language

2. Content Analysis History Textbook

The researcher has adopted the National Education Standards Agency (BSNP) which has set indicators for evaluating the quality of books in three components which are: (1) conformity of the material with competency standards and basic competencies contained in the curriculum of the subject concerned, (2) accuracy of material, and (3) learning support materials Mislich (2010, pp. 292-297).

Analysis of the contents of the textbooks in this study is to analyze the contents, terms, concepts, diagrams, tables, pictures and so forth. This study aims to determine the classification of historical textbooks. The data obtained will be analyzed qualitatively with the aim to determine the appropriateness of the contents of historical textbooks for grade 1st high school, in Indonesia to be explained in detail as follows:

a. 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 1st 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 Hindu-Buddha, and chapter 3 of the ‘Islamization’ and cross-culture of the Archipelago, in which these chapters discuss human life in the Indonesian archipelago during the Islamic era. All contents of the historical textbooks within three chapters are in accordance with core competencies and basic competencies defined by the National Board of Education Standards (BSNP).

The breadth and the depth of the material presented are 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 these materials: the explanation in this book is broad and deep.

Chapter 1 discusses the early civilizations in the Indonesian archipelago. Furthermore, the elaborate 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 its 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 lengthy and deep. For example, the period of Hindu-Buddhist kingdoms ranging from the oldest kingdoms namely Kutai to the Warmadewa Dynasty in Bali, and the last Hindu kingdom in the archipelago after the collapse of Majapahit. Also, the end of the Majapahit kingdom on Java marked the entry of the period of Islamic empires. In each period the kingdom unfolds is told of the power of kings in particular in who played a major role. In this chapter there are examples and exercises so that students can broadly understand and visualize this period.

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, with the acculturation and culture within the archipelago. All materials presented are easy to understand, and because in every description of the material there is always a picture to strengthen the explanation and mental imagination. In addition, the examples presented are easily understood by students.

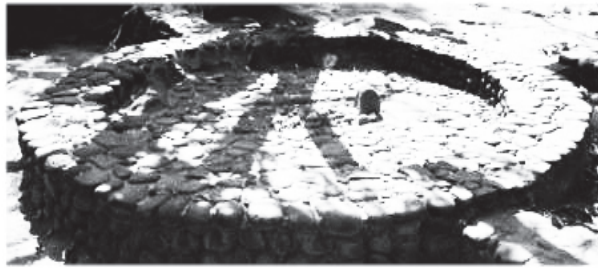
b. Accuracy of Historical Textbook

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, that has been explained in detail in the material. For example, material or definition of historical research and other examples of definitions of the nature and scope of the history and the nature of the science with 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 explanations about the steps needed 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 Gajah Mada a powerful military leader and credited with bringing the Islamic kingdom to its peak. This is explained, in a picture that is evidence of the existence of Gajah Mada in history. In this way, students not only understand the knowledge verbally, but is helped through their imaginations too.



**Picture 1: Tomb of Gajah Mada powerful
military leader of Islamic**

Ministry of Education and Culture (2014, p. 86)

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.

c. 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 1, 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. Featuring (including descriptions, examples, and exercises) reflections of 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 used for more than 5 years.

Reasoning plays a role when students have to make conclusions. Therefore, the history textbooks need 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 of strategies. In chapters 1, 2, and 3 these questions and enrichments are clearly in accordance with the material; therefore, not making students confused in making conclusions.

Problem solving is given to foster student creativity, the presentation of history textbooks needs to contain a variety of strategies and problem-solving exercises. In addition, 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, its subjects have 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 knowledgeable network. In addition, it is also necessary to show the relationship between the previous lesson and the relationship with the material being studied with everyday life, so students are aware of the benefits of the material in life. The interconnected concepts in this chapter are explained interrelatedly; for example, in chapter 1 the question is given about writing important past events that occur in a family.

History textbook 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 1, there is not enough material or training to communicate ideas both in writing or verbally being studied. Application in historical textbooks should contain a description, example, or questions that explains the application of a concept in daily life. This is so that students can apply real life with every concept learned. In chapters 1, 2, and 3 the contents support the achievement of the application of textbook to be seen at the beginning and end of an exercise contained in chapter 1.

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

Encourage research for further knowledge in historical 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), so students are told to look for image information about primary sources and secondary sources so that students are more critical in finding additional information about the material being studied.

The content in the textbook should present explanations, examples, or questions relating to the topics discussed. So that students can analyze the content in each topic deeply and continuously with each topic; which is as specified by the core competency and basic competency. In this way, students will be able to analyze more broadly and more completely. Each chapter should include a discussion of the problems encountered in each topic. For students to know, think and find problems in various sub-topics and that can be linked to the heading in each chapter, which is filled with knowledge and practicing analytical thinking (completely) for student's educational benefit.

Conclusion

Currently, Indonesia uses the curriculum 2013 curriculum to emphasizes the character of students, especially at the elementary level, which will be the foundation for the next level. This research focuses on analytical content and the historical textbook in the 1st grade of Senior High School in Indonesia based on the National Education Standards Agency (BSNP) which has set indicators for evaluating the quality of books in three components which are: (1) conformity of the material with competency standards and basic competencies contained in the curriculum of the subject concerned,

(2) accuracy material, and (3) learning support material.

From the study found that, 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. Context in this book have related content aspects of various, given examples and references to the reasoning aspects that are usually in the problem descriptors at the end of each material which then the students are able to understand.

Also, problem solving aspects that are generally found in multiple choice questions (MCQ) and communication aspects, application implementation has been explained. The problem-solving aspect is in multiple choice questions or exercises.

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