

THE DEVELOPMENT OF INITIAL TEXTBOOK PRODUCT OF LOCAL HISTORICAL HERITAGE FOR CLASS IV STUDENTS OF PRIMARY SCHOOL IN RAYA DISTRICT OF SIMALUNGUN, INDONESIA

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ABSTRACT: *Material presented contains historical heritage outside the local area (Simalungun District) is that the students in following the effective learning process and students' knowledge of the existing historical heritage in the local area (Simalungun District) are very low due to the lack of learning resources that can provide explanations. Textbook used as a learning resource in the fourth grade of SD Negeri No. 091317 Pamatang Raya, SD Negeri No. 091341 Bintang Maria, SD Negeri No. 091332 Raya Bayu, and SD Negeri no. 095160 Sihubu cannot meet the students' needs in learning the subject matter on the basic competence of "appreciating the historical heritage in the local environment (district/city, province) and preserve it".*

KEYWORDS: Textbook, Local Heritage, Primary School, Simalungun

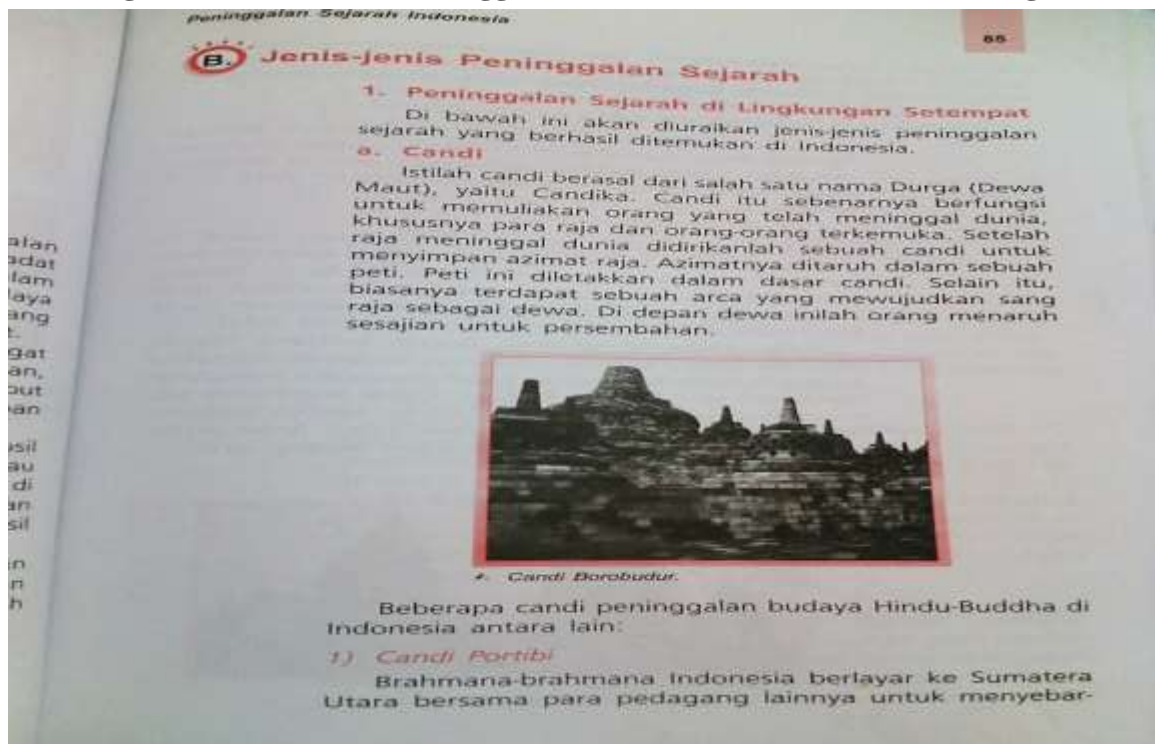
INTRODUCTION

The development of a textbook should be able to improve the effectiveness of students' learning. The effectiveness of the students in following the learning will increase if it is supported by the textbook in accordance with the competence to be achieved. Through the development of a textbook, students are expected to have knowledge in accordance with the competence to be achieved related to the existence of local historical heritage. Thus it is expected to improve the effectiveness of the students' learning.

Based on the results of initial observations that the researcher conducted in Raya District, namely: SD Negeri. 091317 Pamatang Raya, SD Negeri No. 091331 Raya Bayu, SD Negeri No. 091341 Bintang Maria, and SD Negeri no. 095160 Sihubu, the textbooks used as dominant learning resources present national historical heritages. The impact of the use of textbooks on the lack of students' recognition of local historical heritages create the learning is inadequate to achieve competence and learning objectives.

The following are some of the material (pages) of the textbooks of Erlangga and Quadra publisher that are used as learning resources for Social Studies (IPS) of Class IV related to the subject of Historical Heritage.

Figure 1: Textbook of Erlangga Publisher for IPS of Class IV SD Page 85



Textbook of Erlangga Publisher for IPS of Class IV SD Page 90-91

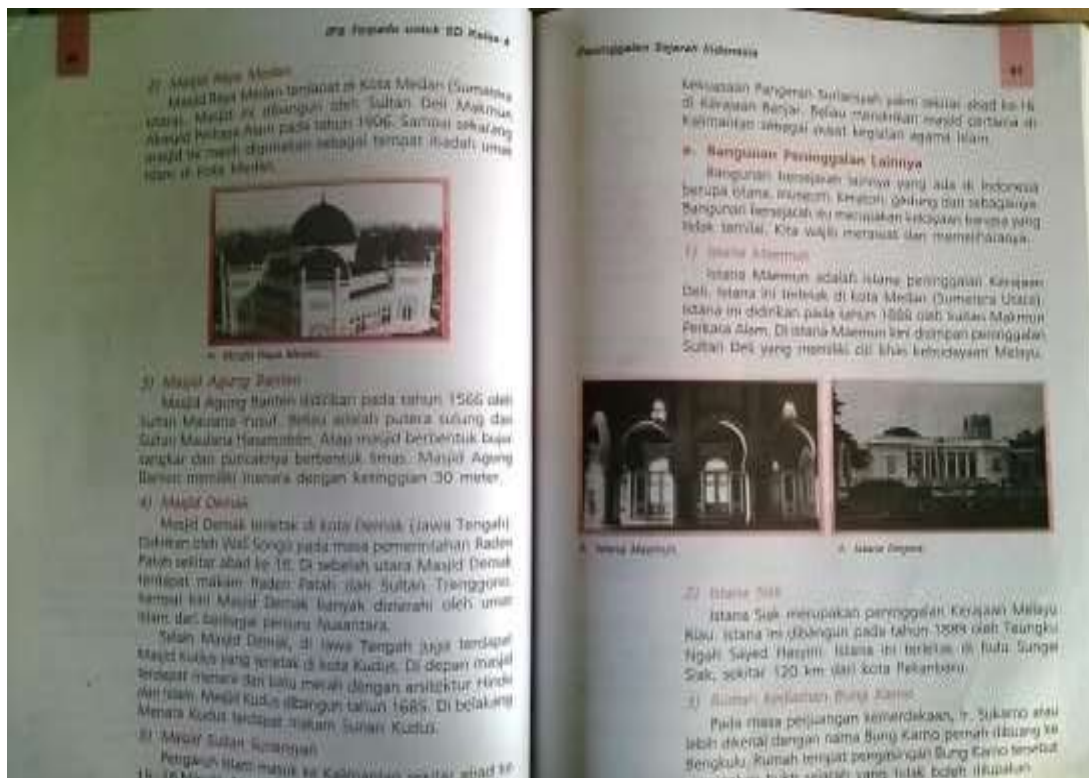
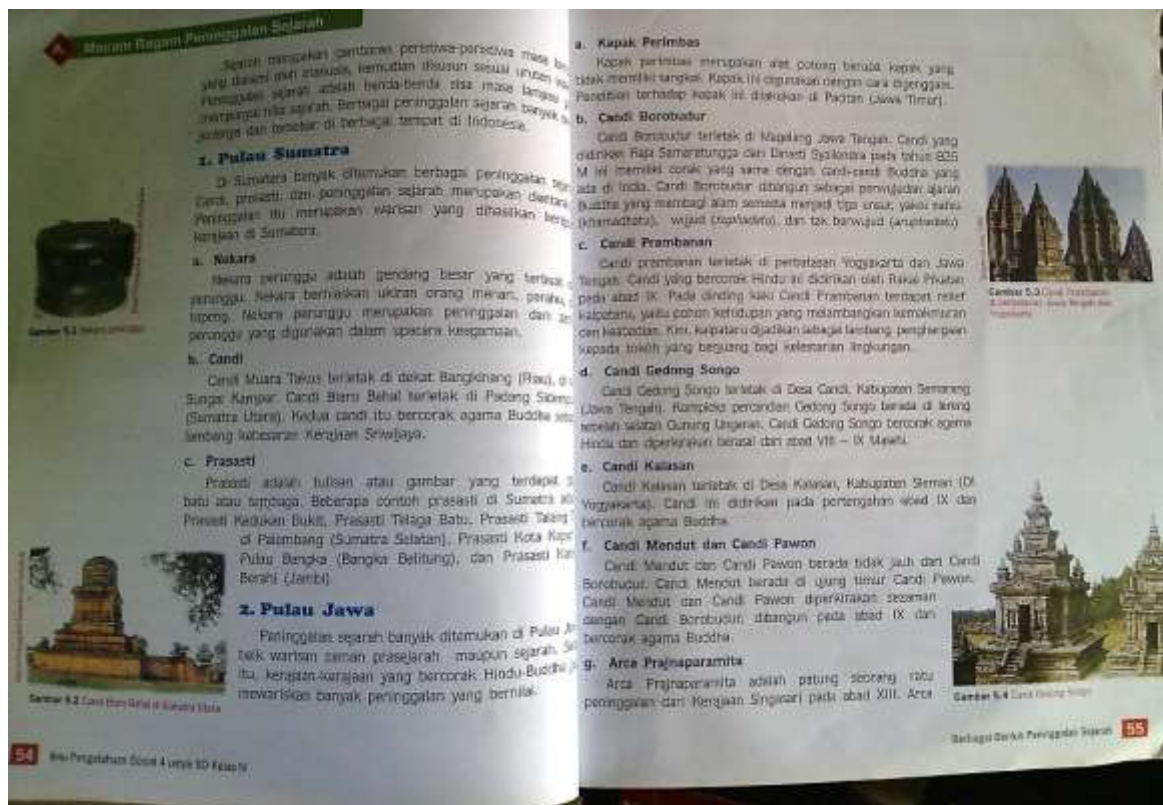
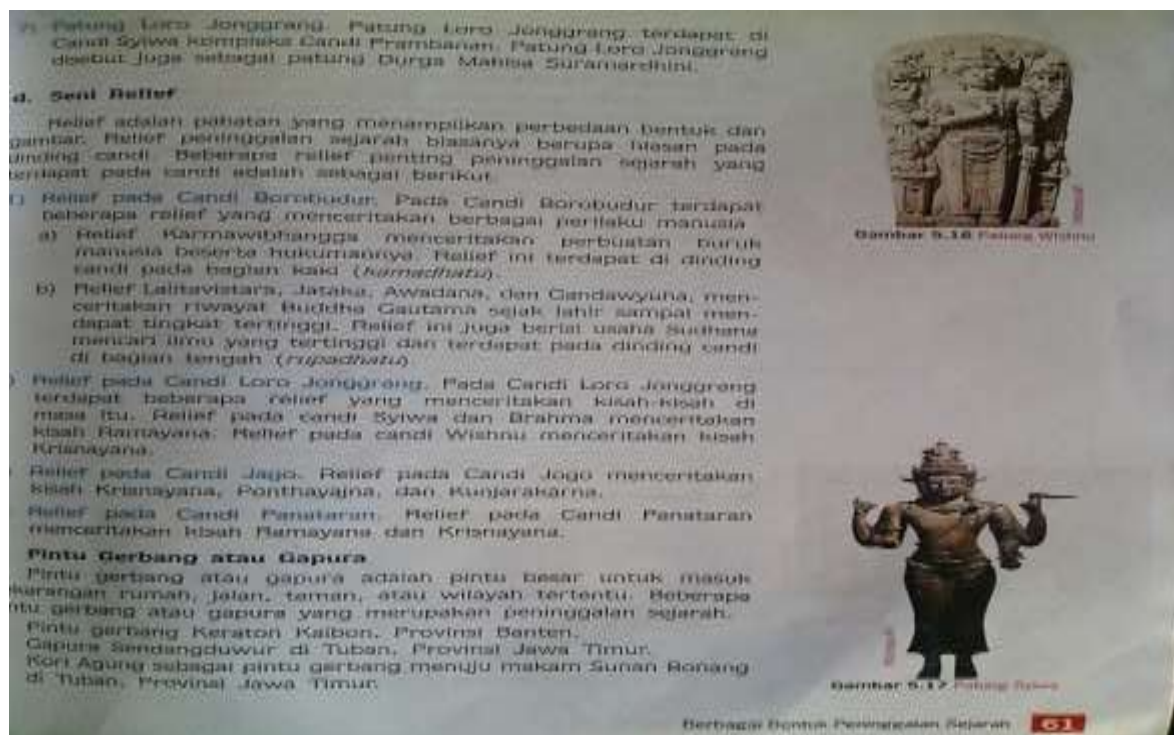
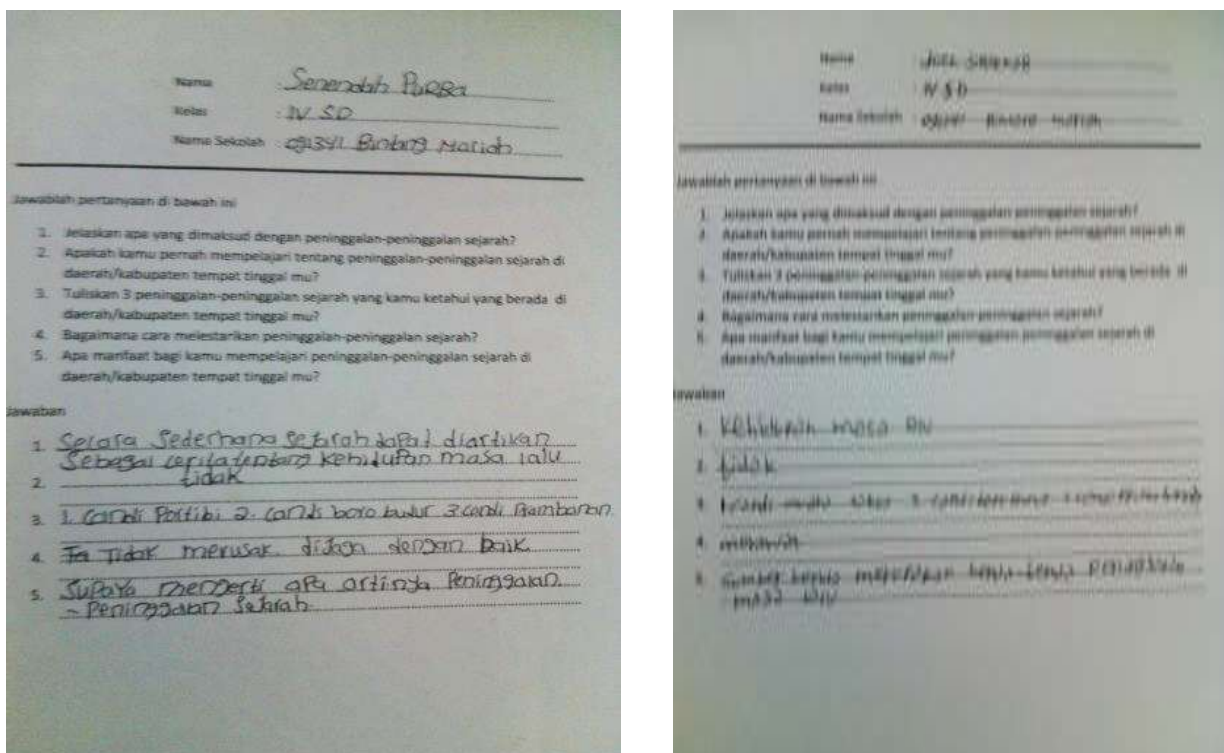


Figure 3: Textbook of Quadra Publisher for IPS of Class IV SD Page 54-55**Figure 4: Textbook of Quadra Publisher for IPS of Class IV SD Page 61**

In the textbook that the students use as a source of learning, it is very apparent that the material is presented a national heritage, and far from the thinking reach of the students. The information

presented in the textbook does not in the least present historical heritage located in the local area (Kabupaten Simalungun) as required in the standard of competence and basic competence in the subject of IPS class IV of primary school. The impact of the material presented contains historical heritage outside the local area (Simalungun District) is that the students in following the effective learning process and students' knowledge of the existing historical heritage in the local area (Simalungun District) are very low due to the lack of learning resources that can provide explanations, both about the historical relics that exist in the student's residence area. This can be seen from the results of written tests given to the students relating to basic competencies "Respecting the various historical heritage in the local environment (district/city, province) and maintain its sustainability".

Figure 5: Students' Answers Sheet on the Written Test



Based on the analysis of the students' answers, it can be said that the students' knowledge about the local historical heritage is minimum and this influence the students' learning achievement toward the material of local historical heritage is low. The realization of historical heritage in Simalungun which has many historical values some of them are: *bolon* house in Purba, museum Simalungun in Pematangsiantar, Great Mosque in Pematangsiantar from *Raja Sangnauuluh*, a church built in 1901 in Raya Tongah Raya District, isolation house of Ir. Soekarno in Parapat. The local historical heritage in Simalugnun District is part of Indonesian historical heritage which have true values that must be adhered. The existence of local historical heritage should be understood by the students of Primary School. In realizing the historical heritage, it also contains the cultural and religious society that can be an inspiration and example for the students.

But the IPS textbooks used by fourth grade teachers in SD Negeri No. 091317 Pamatang Raya, SD Negeri No. 091331 Raya Bayu, SD Negeri No. 091341 Bintang Mariah, and SD Negeri no.

095160 Sihubu, is not sufficient to achieve the basic competence. The Erlangga publisher textbook, used as a source of learning material presented dominant historical heritage far from the reach of learners who live in the Raya District such as: Borobudur Temple, Prambanan Temple in Central Java, Masjid Raya Medan and Maimun Palace in Medan. Of all the materials do not conform to indicators and the basic competencies are expected. Similarly, the book IPS publisher Quadra class IV of Primary School, the material of historical heritage that presented has not been in accordance with the basic competencies to be achieved.

REVIEW OF LITERATURE

Understanding the Textbook

Book is a written material as a source of reading that serves as a teaching material that presents the science of the mind of the author in the form of printed material (Prastowo, 2014: 242-243). Textbook is the application and development of instructional design that emphasizes the principles adopted from the theory and findings of research on learning. The textbook orientation is to optimize learning activities in order to achieve optimal learning outcomes. Therefore textbooks should be able to present meaningful learning materials for students as learning subject.

Textbook as a learning resource for students is a book that contains material descriptions of specific subjects, organized systematically and has been selected based on specific goals, learning orientation and student development, to be assimilated (Muslich, 2010: 24). This definition is in line with the definition of textbooks according to Pusat Perbukuan (2006: 1), which states that the textbook is a book that is used as a handle of students on a certain level of education as a medium of instruction (instructional), related to certain subjects.

Understanding the Social Studies Learning

Learning is the process of interaction of learners with educators in a learning environment that exchanged information derived from teaching materials. Fundamentally, social studies (IPS) learning is related to human life that involves all the behavior and needs. IPS is concerned with the way in which people meet their needs, whether they need to meet their material, culture, and culture, utilize the resources that exist on the surface of the earth, regulate their welfare and governance as well as other needs in order to sustain community life. In short, IPS studies, examines, and examines human life systems on the surface of the earth in their social or human context as members of society. IPS or also known as social study is a study of human beings with all its aspects in the system of social life. IPS examines how people relate to each other in their own environment, with close neighbors to far away. IPS also examines how humans move and meet the needs of life.

Pusat Kurikulum defines social studies as the integration of various branches of Social Studies such as sociology, history, geography, economics, politics, law and culture. Social Studies is formulated on the basis of reality and social phenomena that embody an interdisciplinary approach and branches of social science such as sociology, history, geography, economics, politics, law and culture (Pusat Kurikulum, 2006: 5). Susanto (2014: 6-7) formulates that IPS is an educational program which is essentially a whole questioning about human beings in the physical natural environment, as well as in their social environment whose material is derived from various social sciences such as geography, history, economics, Anthropology, sociology,

politics and social psychology. It can also be said that the IPS lesson is a blend of a number of social studies subjects, or IPS is a subject that uses certain parts of the social sciences.

METHODOLOGY

Research Model

The model of research conducted in this research is research and development. Borg and Gall (2003: 50) explains that "research development is a process used to develop and validate educational product". This research is conducted through a series of activities undertaken by developing a certain product, and test the effectiveness of these products (Sugiyono, 2015: 407). The stages of research and development in this study refer to the research and development of Borg and Gall model by developing textbooks IPS class IV SD which refers to local heritage Simalungun in the environment of learners as the object of learning.

Research Location

This research was conducted in the fourth grade of elementary school of SD Kabupaten Simalungun, namely: SD Negeri no. 091317 Pamatang Raya, SD Negeri No. 091332 Raya Bayu, Public Elementary School No. 091341 Bintang Mariah, and SD Negeri 095160 Sihubu. The selection of research location was conducted purposively, that is choosing with the intention of obtaining a location that is considered relevant to the purpose of research.

Time of Research

The arrangement of research time and development adjusts to the research and development steps of the Borg and Gall model in six stages. This research was conducted from February 2017 until April 2017.

Data Analysis Techniques

Data analysis used in this research are: 1) data analysis of IPS textbook validity based on local history of Simalungun, and 2) analysis of the students' learning achievement before and after using the textbook.

Validation Results Analysis of Expert, Leader and Practitioner

The feasibility analysis of textbooks is used by experts, figures, and practitioners. The rating scale used on the validation questionnaire is as follows:

- Score 1 = not good
- Score 2 = less good
- Score 3 = good enough
- Score 4 = very good

Then the resulting score is analyzed using percentage score of the formula:

$$\text{Score Percentage} = \frac{\text{total score obtained}}{\text{Total score}} \times 100\%$$

(Sa'dun, 2015:95)

The data calculation of validation results use the above formula will result in the figure in the form of percentage, then converted into classification in the form of percentage. The next step is to determine the level of eligibility of textbooks based on the assessment results that have been implemented. Then it is interpreted with qualitative sentences as listed in table 1 below.

Table 1: Percentage of Textbook Validity Level (Sa'dun, 2015: 40-41)

No.	Validity Criteria	Validity Level
1.	85,01 % - 100,00 %	<i>Very Good</i> , or can be used without revision
2.	70,01 % - 85,00 %	<i>Good</i> , or can be used but needs a little revision
3.	50,01 % - 70,00 %	<i>Less Good</i> , it is suggested not to use because it needs big revision
4.	01,00 % - 50,00 %	<i>Not Good</i> , not valid or cannot be used

Data Analysis of the Students' Response Results

To determine the feasibility of the textbook, the research used likert scale. By using likert scale measurement, then the variables will be measured into variables indicator (Sugiyono, 2015: 135). The data obtained is the data in the form of numbers which are further categorized according to the measurement of the liker scale that is the average score of answers from all respondents. The results of the feasibility test for the developed textbooks in this study are categorized into five categories. The feasibility of research aspects of the development of the textbooks based on local heritage of Simalungun can be seen in table 3.2 below:

Table 2: Student's Response to Textbooks

Total Score of The Answers	Students' Response Classification
> 4,2 s/d 5,0	Very Good
> 3,4 s/d 4,2	Good
> 2,6 s/d 3,4	Less Good
> 1,8 s/d 2,6	Bad
1,0 s/d 1,8	Very Bad

(Source: Widoyoko, 2014:112-114)

Data Analysis of Learning Achievement Test

Completion of Classical Learning

To find out the individual completion and classical completion of the students in implementing the learning process, the researcher used the acquisition of student scores through the test results of learning. The formula to know the students' individual mastery, namely:

$$KB = \frac{T}{T1} \times 100\% \quad (\text{Trianto, 2010:241})$$

Note:

KB = Students' completion
 T = total score obtained by the the students
 T1 = total score

Each student is said to complete the study if the proportion of the correct answers of the students $\geq 65\%$ if the value of learning achieves the KKM for the subjects of social studies that is 66. To find out the completion of the classical learning, the researcher used the following formula:

$$PKK = \frac{JT}{JS} \times 100\%$$

Note

PKK = Percentage of classical mastery

JT = The number of students is complete

JS = Total number of students

A class is declared complete in learning if in the class there are $\geq 85\%$ of students who have completed learning. The results of individual completion analysis and classical completion will then be used to describe the quality of IPS textbooks that have been developed. The IPS textbooks based on historical heritage of Simalungun are declared effective and worthy if the students' learning completion individually and classically has been achieved.

Gain Test

N-Gain is the normalization of gain obtained from the pre-test and post-test, the calculation of the average value of N-Gain is conducted to see the improvement of the students' learning achievements. From the N-gain value, it will be known to increase the learning outcomes by using the IPS textbook Based on local historical heritage of Simalungun. The formula of the calculation used is:

$$N-G = \frac{S_{posttest} - S_{pretest}}{S_{maximal} - S_{pretest}}$$

Note:

$G > 0,7$ = high improvement

$0,3 \leq G \leq 0,7$ = moderate improvement

$G < 0,3$ = low improvement

(Sudijono, 2011)

Table 3: Students' Response on the Textbook

Total Score of The Answers	Students' Response Classification
$> 4,2$ s/d $5,0$	Very Good
$> 3,4$ s/d $4,2$	Good
$> 2,6$ s/d $3,4$	Less Good
$> 1,8$ s/d $2,6$	Bad
$1,0$ s/d $1,8$	Very Bad

(Source: Widoyoko, 2014:112-114)

DISCUSSION

Validation of Content Expert

The validation by the content expert is conducted to meet the feasibility of the development of the IPS textbooks based on local historical heritage of Simalungun with reference to the existing types of historical heritage. The textbook development process is conducted based on the competency standards and basic competencies contained in the curriculum.

The content expert validation conducted by prof. Dr. Robert Sibarani, M.S as a professor/lecturer in the Social Anthropology Study Program of Medan State University (UNIMED). The validation results of the content are presented in Table 3.4.below.







Table 4: Results of Content Expert Validation

No	Component	Indicator	Score	
			I	II
1.	Conformity of the material with the competence standard and basic competence	The material in the textbook in accordance with the determined SK and KD	3	3
		The relevant material with competencies that must be mastered by the students	3	4
		The accuracy of the unit title with the material description in each chapter	3	4
		The degree of difficulty and complexity of the material is tailored to the students' thinking ability	2	3
2.	Presenting the competencies that must be mastered by the students	Competence to be achieved presented in textbook	3	4
		Accuracy of learning objective formula	3	4
3.	Material accuracy	Material presented in accordance with the scientific truth	3	4
		Depth of material according to the students' development level	3	3
		Compatibility between training content and learning objectives	3	4
		Compatibility of summary content with the core points of subject matter content	3	4
4.	Benefits to add insight	Cultivate the students' curiosity	4	4
		Encourage student interaction with learning resources	3	4
		Encourage the students to build their own knowledge	3	4
		The material presented encourages students to study independently or in groups	3	4

5.	Supporting materials of learning	Compatibility of reference used in accordance with the field of science	3	3
		Table of contents is presented in textbook	3	4
		The glossary presented in the book adds to the students' knowledge	3	4
		Availability of instructions in working on exercise	3	4
Total of Score			53	76
Percentage			73,61% (Good)	94,44% (Very Good)

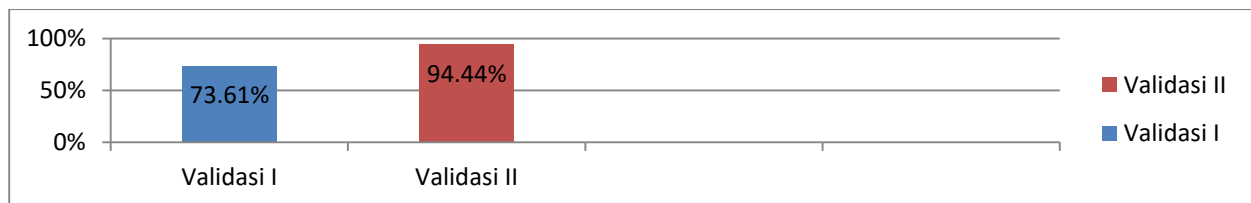
From the table 4 which is based on the response of content expert on the first validation, it is stated that the material presented in the textbook obtained a score of 53 or 73.61%. The result of 73.61% is at the percentage level of *good* or can be used but it needs a little revision according to the proposed suggestion. The suggestions put forward by the content expert on the first validation are presented in Table 5 below.

Table 5: Suggestion from the Content Expert

No.	Before Revision	After Revision	
	Suggestion	Display	Display
1.	As part of Social Studies the material of historical heritage should be linked to the spirit of cooperation or part of social life.		
2.	The pictures in the textbook mentioned the location		
3.	The manuscript for the fourth grade of SD, the language and its explanation should be simplified		

Based on the suggestions of the content expert, the researcher revised the material presented in the textbook to obtain better results. After the revision, the second validation by the content expert and obtained the score of 76 or 94.44%. The 94.44% result is at a *very good* percentage rate or can be used without revision. The percentage of expert material assessment can be seen in the diagram below:

Figure 6: Chart of Content Expert Validation Percentage



Language Expert Validation

Language aspect of this research and development of IPS textbooks based on local historical heritage of Simalungun is one aspect that must be considered. The language aspect gets attention because the simpler the discussion presented in the textbook certainly makes it easier for the students to absorb the subject matter.

The language validation was conducted by Dr. Wisman Hadi, S.Pd., M.Hum as a lecturer of the Indonesian Language Postgraduate of State University of Medan (UNIMED). The expert language validation results can be seen in table 6 below.



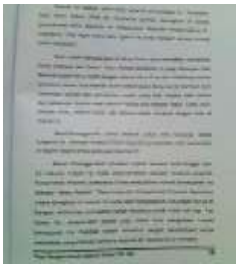
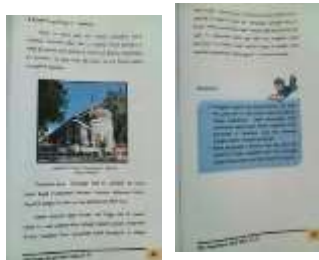
Table 6: Result of Expert Language Validation


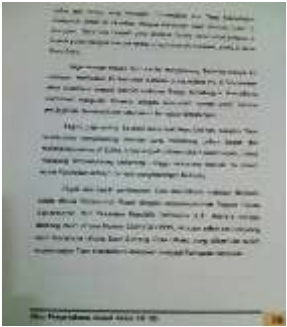
No.	Component	Indicator	Score	
			I	II
1.	Reading	Grammatical accuracy	3	4
		Accuracy of spelling usage	3	3
		Easy to read and understand	3	4
		The message contained in the material is well conveyed	4	4
		Sentences and paragraphs are not too long	3	4
2.	Clarity of information	The information presented in the textbook is easy for students to understand	3	4
		The information provided adds new insights for students	4	4
		Information submitted accordingly With fact	4	4
		Information in textbooks is required by students	4	4

3.	Structure of the sentences is in accordance with the students' understanding	Sentences used easy to understand by the students	3	4
		Sentences used are in accordance with the rules of the good and true Indonesian language	3	3
		The use of correct punctuation and capital letters	3	4
4.	Effective and efficient use of language (clear and concise)	The language used is easy to understand	3	3
		The language used is briefly solid and clear	3	4
5.	Compatibility of the students' development	The language used is in accordance with the student's thinking level	4	4
		Compatibility of emotional development level	4	4
Total Score			54	61
Percentage			84,38% (Good)	95,31% (Very Good)

From the table 6 above which is based on the response of language expert in the first validation, stated that the language presented in the textbooks get a score of 54 or 84.38%. The results of 84.38% are at either a *good* percentage or can be used but need a little revision according to the proposed suggestion. The suggestions put forward by language expert are presented in Table 3.7 below.

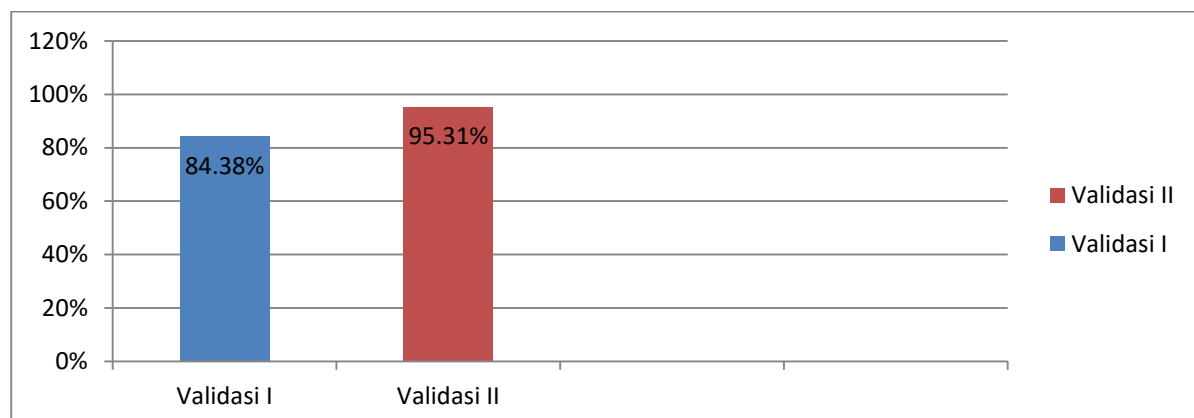
Table 7: Suggestion from Language Expert

No.	Before Revision	Display	After Revision
	Suggestion		Display
1.	Note the use of spelling and punctuation		
2.	Simplify the pattern of speech and sentence		

3.	Use good and correct Indonesian language		
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The suggestions proposed by language expert, is a reference for the researcher to revise the use of language presented in the textbooks. After revision, the second validation by the linguist was obtained and the score was 61 or 95.31%. The 95.31% result is at a *very good* percentage rate or can be used without revision. The percentage of validation results of language expert can be seen in the following diagram:

Figure 7: Chart of Language Expert Validation Percentage



CONCLUSION

Textbook used as a learning resource in the fourth grade of SD Negeri No. 091317 Pamatang Raya, SD Negeri No. 091341 Bintang Mariah, SD Negeri No. 091332 Raya Bayu, and SD Negeri no. 095160 Sihubu cannot meet the students' needs in learning the subject matter on the basic competence of "appreciating the historical heritage in the local environment (district/city, province) and preserve it". The material presented in the textbook does not describe the historical heritage contained in Simalungun District, so the textbooks used are less supportive in achieving the objectives of social studies subjects according to Permendiknas no. 22 of 2006.

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