

Contextual Bases Indonesian History E-Module Development For Class X Vocational Schools (Case Study at Smk 25 Jakarta Department of Business and Management

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Abstract: Referring to the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 719 / P / 220 concerning Guidelines for Implementing Curriculum in Education Units in Special Conditions, that learning is carried out contextually and communicates using various strategies according to the needs and conditions of students, educational units, and regions. as well as fulfilling the principles of learning. Learning is a process of interaction between students and educators and learning resources in a learning environment. Thus, learning resources play an important role in learning activities, especially during the Covid 19 pandemic, learning sources that can be accessed easily and used virtually are needed. E-module is a solution to meet the needs of learning resources in the absence of face-to-face learning activities. So far, historical learning resources in the form of textbooks and E-modules have not used a contextual approach. In general, they still emphasize informative and textual content. As a result, history learning is more knowledgeable, less related to the needs of students in Education Units, such as Business and Management vocational high schools. Contextual-based E-Modules are teaching materials that link the material to students' real situations. Through this E-Module learning activities will be created that benefit students' lives.

Keywords: *Contextual-Based E-Module, Historical Learning, Learning Resources*

Introduction

Some of the common problems in vocational high schools are that most of the graduates are not able to adapt to changes in science and technology. There is no link and match with stakeholders, which results in them being less ready to use so that they are not absorbed in the job market. Trianto (2017) indicates that learning in vocational schools has not touched contextual problems, so that the competence of graduates is not in accordance with the demands of the world of work that students face in real life. Even though they enter vocational schools with the hope that after graduating they can immediately get a job. (Marta, 2020) For this reason, learning, including history learning, should be carried out so that students have a learning experience that is in accordance with the achievements of graduate competencies and the demands of the world of work.

Based on the competency standards of vocational high school graduates, namely being human beings who have faith and noble character, have a strong mental attitude to develop

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themselves sustainably, master the science of technology and art and have skills according to development needs, have productive abilities in accordance with their field of expertise whether to work or be self-employed, and to contribute to the development of a competitive Indonesian industry facing the global market (Permendikbud No. 20/2016). So to achieve the competency standards of these graduates, learning and materials are developed according to the needs of students based on a contextual approach. There are two important things that must be considered in contextual-based learning and teaching materials, namely 1) the relationship with the environmental context in which students are located which includes the physical, social, cultural, political, psychological and economic environment; 2) There is a connection with other integrated subject matter (Komalasari, 2017). In this regard, learning and historical material in vocational high schools must be relevant to the competencies of graduates to be achieved, so that the learning experience is beneficial for the real life of students.

On the other hand, the polemic of history learning in vocational high schools continues to strengthen, especially since the implementation of distance learning due to the elimination of face-to-face as an effort to prevent the spread of Covid-19 in educational units. Since the implementation of the 2013 curriculum, history learning in vocational high schools is only given to class X. While Indonesian history subject matter in SMA is taught starting from grade X, XI and XII, at SMK Indonesian history material is compressed and taught in grade X. The density of history subject matter is the reason teachers have difficulty developing teaching materials, they are more pragmatic, namely teaching what material is in the textbook. As a result, learning history places more emphasis on the subject matter which is less related to other subjects or the realm of student life. As a result, learning is more factual and not contextual, so that learning history is considered less useful for students' lives.

Referring to the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 719 / P / 220 concerning Guidelines for Implementing Curriculum in Education Units in Special Conditions, that learning is carried out contextually and meaningfully by using various strategies that are in accordance with the needs and conditions of students, educational units, and regions, as well as fulfilling the principles of learning. Learning is a process of interaction between students and educators and learning resources in a learning environment. Thus, learning resources play an important role in learning activities, especially during the Covid 19 pandemic requiring easy-to-access learning resources using applications. In the absence of face-to-face learning activities, contextual-based E-modules are a solution to meet student learning needs. Contextual-based E-Modules are learning resources in electronic form that can be accessed and used in the learning process either independently or with teacher guidance. E-modules contain teaching materials that are arranged systematically and coherently and are related to other subject matter and student reality conditions. Thus it is hoped that meaningful and beneficial history learning will be created for students.

Based on the observations, it is necessary to adjust learning tools, including learning resources that can facilitate student learning needs during a pandemic. However, history learning in both SMA and SMK still relies on textbooks as the main learning resource. Meanwhile, the textbook itself is not contextual based. Even the existing history E-module that can be accessed is not contextual-based. In general, it still emphasizes content that is more informative and textual. As a result, history learning is more about providing historical knowledge, less related to the needs of students in Education Units, for example in Business and Management vocational high schools. History learning should be linked to other subjects and oriented towards the achievement of graduate competencies.

In addition, history learning should be integrated with the vision of vocational schools, for example the Vocational High School for Business and Management Department (SMK 25 Jakarta). SMK 25 Jakarta, Department of Business and Management, is expected that graduates have competency skills in the field of Business and Management who are noble, independent,

skilled and professional in order to be able to compete in entering the world of work. For this reason, history learning at SMK 25 should be linked to this vision, so that students gain learning experience according to the competencies to be achieved. In an effort to optimize learning activities during the Covid 19 pandemic, an E-module in the subject of Indonesian History is needed in accordance with the characteristics of the vision and mission of business and management vocational schools. Contextual-based E-Modules are teaching materials that link the material being taught with students' real-world situations. Through this E-Module learning activities will be created that provide learning experiences that are in accordance with the real life of students. In addition, the E-module of Indonesian history for SMK is a distance learning solution as well as answering the challenges of revolution 4.0.

Literature Review

Today, the development of information and communication technology is growing rapidly and has an impact on the world of education. During the Covid 19 pandemic, learning was carried out remotely, indirectly encouraging the rapid growth of teaching materials or learning resources by utilizing information and communication technology (ICT). One example is developing teaching materials with a hyper content approach, youtube, video etc. Teaching materials are conceptually defined as a set of learning materials / substances (teaching material) arranged systematically, coherently according to the competencies that will be mastered by students in learning activities. One form of teaching material can be a printed or electronic module or an e-module. Teaching material in the form of e-module is an electronic version of the module where access and use is done through electronic devices, such as computers, laptops, tablets, or even smartphones.

Based on the guidelines for developing teaching materials by the Ministry of National Education (2008), it explains that a module is a set of materials, methods, limitations and ways of evaluating which are arranged systematically and attractively with the aim of students being able to learn independently without or with teacher assistance. Modules are arranged according to the learning needs of certain subjects, such as Indonesian history subjects for the purposes of the learning process in order to achieve the expected competencies. Based on this, it can be formulated that a basic competence or competency (KD) is packaged in a self-contained module, the module must be able to teach itself or can be used for self-instructional learning, and provide opportunities for students. to practice and do the tests yourself.

The advantages of e-modules compared to printed teaching materials are that they are more creative and interactive. This is because e-modules can be in the form of video, audio, animation and other interactive features that can be played and played back by students. according to the guidelines, the characteristics of e module are 1) able to teach themselves, 2) formative and summative goals must be formulated clearly and measurably, 3) the material is packaged in small and complete units, available examples of examples and clear illustrations, 4) Available practice questions, assignments and the like, 5). The material is up to date and contextual, 6) simple language logos, and communicative. 7) there is a summary of the material, and 9) there is an assessment instrument that allows students to do self-assessment. Some of the advantages of e module are that it is more interactive, capable of displaying audio and video, easy to revise, students are easier to focus, can be used repeatedly, while the weakness is that it requires special equipment, and tends to be more expensive.

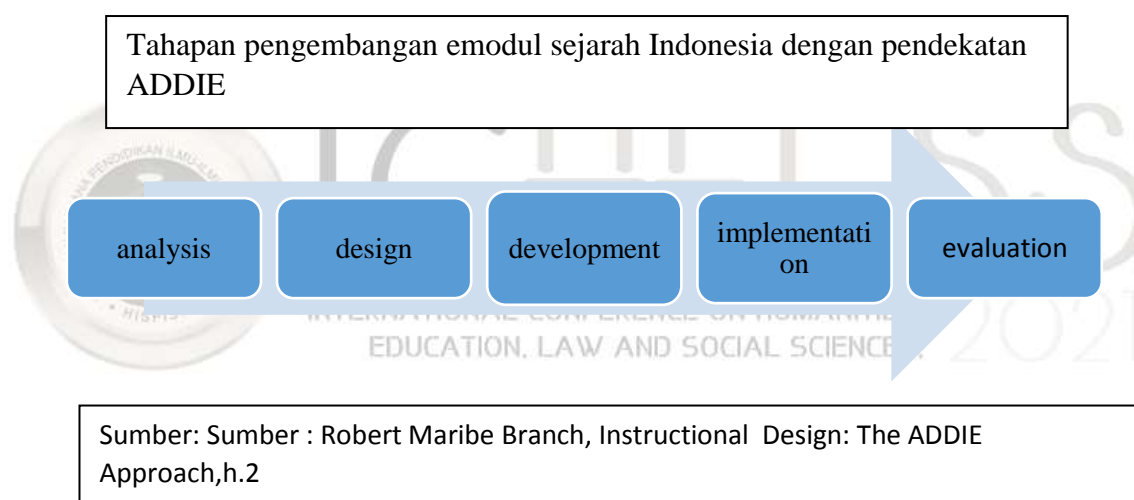
Meanwhile, the emphasis of contextual-based e-modules is the relationship between the material taught by the teacher and situations in the real world of students, and encourages students to make connections between their knowledge and its application in students' daily real life. (Depdiknas, 2002). In essence, the contextual-based history E-module aims to help students see the meaning of academics with contexts in their daily, social, and cultural lives. The knowledge and skills of students are obtained from the effort to construct their own

knowledge and skills of students to construct their own knowledge and skills when learning. In essence, contextual-based e-modules are a concept of learning that helps teachers to relate the content of teaching materials to situations.

Research Methods

The research method uses Research & Development (R&D) with the ADDIE Approach approach. The research stages consisted of 1) student needs, 2) developing product design (E-module), 3) design validation, 4) E-module design improvement, 5) Product testing, 6) Product revision, 7) Testing usage.

The development of the E-Module of Indonesian History uses the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. The ADDIE development model begins with a needs analysis, then the results of the analysis are compiled a development research design, after which the results of the development are then implemented and evaluated. The research steps consisted of; 1 needs analysis 2. Designing a contextual-based Indonesian History E-Module, 3. Developing a Contextual-based Indonesian History E-Module 4. Implementation of the Indonesian History E-Module, 5. Evaluation is carried out to determine the effectiveness of the Indonesian History E-Module based on the contextual learning model history in achieving history learning goals



Findings & Discussion Need Assessment

The development of the E-Module of Indonesian History uses the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. The ADDIE development model begins with a needs analysis, then the results of the analysis are compiled a development research design, after which the results of the development are then implemented and evaluated. The research steps consisted of; 1 needs analysis 2. Designing a contextual-based Indonesian History E-Module, 3. Developing a Contextual-based Indonesian History E-Module 4. Implementation of the Indonesian History E-Module, 5. Evaluation is carried out to determine the effectiveness of the Contextual-based Indonesian History E-Module in schools intermediate vocational majoring in Business and Management.

Based on the research results, it shows that so far history learning at SMK 25 Jakarta still focuses on cognitive aspects, and has not been related to other subjects, the environment including the vision and mission of the school. learning still emphasizes textual not contextual. Each lesson focuses on the material, so that the student learning load is too heavy. From the

observations, history learning in vocational high school (SMK) 25 Jakarta, learning especially history learning is still conventional and has not touched the realm of the dimensions of the students themselves, namely how to actually learn (learning to learn). In a more substantial sense, that the learning process is still dominated by teachers and does not provide access for students to construct independently through findings in their thinking processes. Conventional learning makes the classroom atmosphere teacher-centered, so students become passive. The teacher only explains the concept or mastery of some information. the accumulation of information / concepts in students can be less useful, even not at all useful if it is only communicated by the teacher to students in one direction. In reality at school, students only memorize concepts and are less able to use these concepts to analyze the real conditions faced by students.

Students are not taught learning strategies that can understand how to learn, think and motivate themselves (self motivation), even though these aspects are the key to success in learning. Entering the 21st century, the national education system faces very complex challenges in preparing the quality of human resources who can compete in the global era. For this reason, history learning is needed according to the needs of students, besides that, history learning should also be able to strengthen the competence of graduates, and have benefits for students' lives.

Table 1 : Need assessment

Identification of problem	solutions
<ul style="list-style-type: none"> ● So that the learning process does not stop at memorizing historical facts, but can be understood and interpreted. Through ● learning history, students are expected to be able to think critically and be able to study any changes in their environment, and have an awareness of changes and the values contained in each. historical events ● good history learning is learning that is able to foster students' ability to construct present conditions by linking the past which is the topic of history learning ● In the pandemic era, historical learning resources that are easily accessible, studied independently and over and over again, so as to be able to understand the material he was learning about 	<p>It takes learning resources in the form of contextual-based e modules,</p>

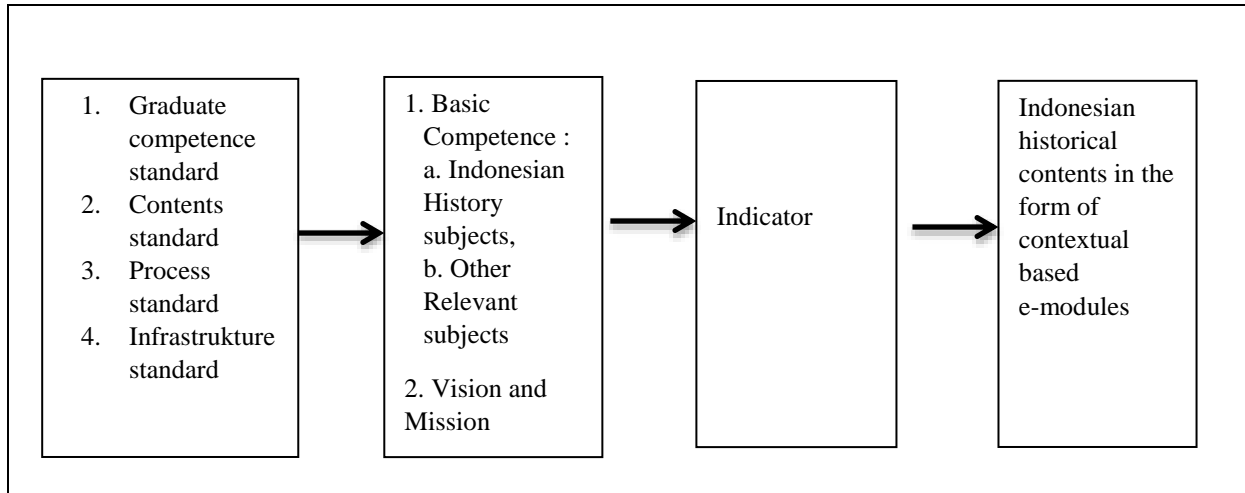
Contextual-Based Indonesian History E-Module Development

Robert Heinic stated; Learning is ... "development of new knowledge, skills, or attitude as individual interacts with learning resources." One of the learning resources is textbooks or modules / e-modules. As an effort to solve the problem of learning history during the Covid 19 pandemic, it is necessary to develop a contextual-based e module, which is a set of historical subject matter that is linked to other relevant subject matter, the environment and student reality life and the school's vision and mission that can be studied independently. Through this contextual-based e Module, it is hoped that meaningful and beneficial learning activities will be created for students' lives.

The design developed refers to Sitepu's opinion which states that teaching materials in the form of textbooks or modules / e-modules are developed based on four national education

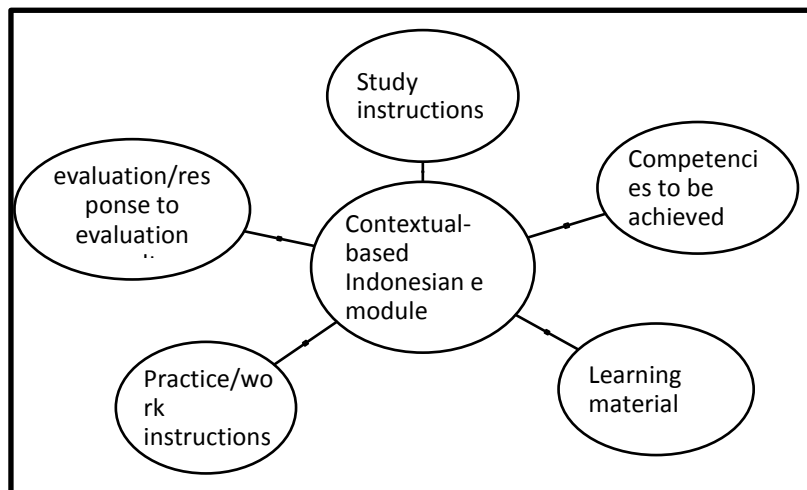
standards, namely content standards, process standards, graduate competency standards and facilities and infrastructure standards (Sitepu, 2015) . The contextual-based e-module development design can be seen as follows;

Diagram 1: The Process of Developing a Contextual-Based Indonesian History (NM) E-Module. Based



Based on this design, a contextual-based Indonesian History E-module was compiled. As with teaching materials in general, the E-module must meet the following elements, namely, there are learning instructions for both students and teachers, the competencies to be achieved, the content or content of learning materials, supporting information, exercises, work instructions (can in the form of worksheets), evaluating responses or feedback on evaluation results. (Ministry of National Education, 2018)

Diagram 2.: Elements of E-modul Indonesian history



Meanwhile, according to Greene, quoted by kokom komalasari, the development of a contextual-based root material or e-module contains several things, namely, 1) point of view; 2) clarity of concept; 3) relevant to the curriculum; 4) attracting interest, 5) growing motivation; 6) stimulate student activity; 7). illustrative; 8) must be understandable by the wearer; 9) Supporting other subjects; 10) respect individual differences; 11). establish values. Furthermore, Hanna, p and Lee J who were quoted by Kokom also stated that the content of the

module should contain 3 elements, namely 1. Formal content, namely materials taken from scientific disciplines, 2). Information content, namely materials taken from the environment 3). Student responses to formal and informal materials.

Based on this design, then a design is made to be used as a contextual-based E-module blueprint of Indonesian history, as follows:

Diagram 2: Contextual-based Indonesian History E-Module Development Design

<p>1. Introduction</p> <ul style="list-style-type: none"> a. Competencies that will be achieved b. Benefits in life c. Link to other lesson concepts d. Sequence discussion e. Learning instructions / instructions for using E-module
<p>2. Presentation of Material</p> <ul style="list-style-type: none"> a. Presentation of material is regression (starting with current conditions, then analyzed with a historical thinking perspective) b. Presentation of material concepts accompanied by presentation of problems, examples of cases, accompanied by illustrations (films, pictures or photos) c. Conclusion of material based on the results of construction student
<p>3. Stimulate the occurrence of competency shows</p> <p>There are questions, exercises, assignments (portfolios)</p>
<p>4. Assessment</p>
<p>5. Giving feedback. Advanced</p>
<p>6. Activities (Transfer of Enrichment, Remedial)</p>

Developed referring to; (Komalasari, 2017)

Historical subject matter developed in the e-module media refers to the content standards set out in Permendikbud No. 21 of 2016 concerning Basic and Secondary Education Content Standards. Subject matter is an important component in learning. Therefore the contextual-based E module is developed not only based on textbooks, but the material is developed from the context of the student's daily life environment, both the physical environment, socio-cultural life, economics and psychology and the integration of the subject matter. In addition, as with the electronic e-module concept, the e-module is adjusted to the characteristics of the teaching material and is packaged in a single unit, then arranged systematically so that students can learn independently and more actively according to the speed or ability of each student. The e-module is expected to be studied by students even without guidance from the teacher.

Meanwhile, the selection of learning materials to be included in the e-module is carried out based on the analysis of scope and sequences. the scope is to determine the breadth and depth of the material, while sequence concerns the order of the e-module content. According to Nasution, the criteria for determining the scope of study material require the following criteria;

1. Learning materials must be selected based on the objectives to be achieved

2. The learning material was chosen because it was considered valuable as a legacy of past generations
3. The subject matter was chosen because it is useful for mastering a scientific discipline
4. The material is chosen because it is considered valuable to humans

History subject matter developed in the form of contextual-based e-modules is based on KI-KD history subjects at SMK class X, linked to the vision and mission of SMK 25 Jakarta, and other relevant subject matter with the aim of achieving competent graduation standards in their field of expertise.

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