



The Use of History Textbooks as Learning Resource For Students of The History Education Study Program at UISU

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ABSTRACT

Learning resources are part of learning that is very important for the success or failure of learning. So far, experience has shown that many lecturers who teach on campus still rely on books as the main reference in their teaching process. Of course, this cannot be called wrong, but making textbooks the only reference work has led to a decrease in the creativity of lecturers and students. This also happened to history subjects at UISU. In sixth semester history classes, where the subject is based mostly on facts and past events and one's memory is limited, books are very reliable in recalling the lecturer's memory of the material he taught the students. Likewise, students who are often given assignments by subject lecturers often make history textbooks and/or textbooks for other subjects, most of them make textbooks as learning resources and sources or materials to complete their subject assignments. The purpose of this work is to describe and analyze the use of history textbooks as a source of student learning in the history curriculum of the Islamic University of North Sumatra. The research method used in the preparation of this article is the literature review method, namely by means of sources obtained from books and scientific journals. The results of this study indicate that history textbooks play a very important role in ongoing history learning, so that it can be said that textbooks must have several content qualifications, which include the completeness of the material, the breadth and depth of the material. about the material and the accuracy of the material. Textbooks also have advantages and disadvantages, such as textbooks which must contain core and basic skills to support successful learning.

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INTRODUCTION

Education is one manifestation of the needs of dynamic human development and culture (Trianto, 2014:1). Education is not only an effort to produce a generation of competent students, but education also emphasizes how this process can be applied. The prevailing educational process is an interaction that encourages learning. The success or failure of learning can be supported by several factors. One of them is the learning resources used. Learning resources are textbooks, libraries, newspapers, teachers and others. According to Zulfadrial (2012:170) Learning resources can be interpreted as everything that is outside the student that allows him to learn, in the form of messages, people, materials, technical tools, and the environment. According to Edgar Dale, 1969 (Sitepu, 2014:18) Learning resources are something that can be used to support and facilitate learning." From this it can be concluded that all learning resources in the environment, both outdoors and indoors, can support and facilitate learning. The difference between the two human elements creates educative interaction through the use of learning resources which include teaching materials as facilitators. One of these teaching materials is received by lecturers or lecturers through print media to guide and channel all the resources that students have so that learning takes place effectively to achieve learning objectives. One type of print media that can be used, especially by history lecturers in the learning process, is the use of textbooks.



According to Sitepu (2012:8) Textbooks are compulsory reference books for use in schools, which contain learning materials for the formation of faith and piety, morals and personality, scientific and technical abilities, sensitivity and ethical abilities, physical potential and health, which are prepared based on national education standards. Therefore, it can be understood that textbooks serve to facilitate individual guidance of teachers and can increase students' desire to learn more actively, especially in the learning process of history subjects, through the use of history textbooks for students of history education study programs at UISU.

According to Utami & Nasucha (2019) The curriculum is a reference tool for determining educational achievement. So, if there is no good and correct curriculum, children will find it difficult to achieve educational goals. Indonesia has made several curriculum changes, one of which was in the 2013/2014 academic year when the government changed the curriculum from the KTSP curriculum to the 2013 curriculum. This curriculum change affects several parts of education such as the subjects of each textbook. According to Nafiah & Sudirman (2016) The curriculum provides instructions or guidelines for how students should learn. Textbooks are very important for the implementation of teaching and learning activities, because textbooks are useful to support teaching and learning activities and to achieve educational goals. Textbooks are special reference works that complement and accelerate the teaching and learning process of lecturers and students. For students, textbooks are important and functional.

In publications Tarigan Arraman & Hazmi (2018) Textbooks aimed at students are very helpful in acquiring knowledge, and good and correct textbooks are very helpful to broaden the horizons of student knowledge gained through interaction in the classroom. Textbooks contain clear and detailed descriptions of appropriate topics and depending on the field of study, they have well-planned and organized study materials and assessment materials designed for students in the form of questions. In addition, having textbooks motivates students to learn. (Muslich, 2010). Lecturer textbooks are books that are compiled, designed and developed in accordance with the curriculum, which can later assist educators in selecting material and presenting material in learning activities. According to Nasution (2008), because textbooks are the main source of student learning, the quality and quality of education depends on the quality and quantity of textbooks used by teachers and students. To carry out learning activities, lecturers and students should use textbooks more often than other sources. In this way, lecturers and students are also encouraged to select and order appropriate and high-quality textbooks with material components. The existence of history books is beneficial for both students and lecturers because it makes it easier to find and present material. It can be said that history lecturers may find it difficult to deliver material if there is no history textbook, because history lessons contain material with a very long time span from the past to the present to the future.

RESEARCH METHODS

The research method used in the preparation of this article is the literature review method Sugiono (2010: 30). This literature research method is a method that uses reference sources for books and journals. This article uses academic journal sources on history textbooks and academic journals about the feasibility and advantages and disadvantages of textbook content. The information collected is organized and sorted logically and systematically. Conclusions are drawn after reading the entire article, after which the main discussion points are summarized in a conclusion.

DISCUSSION

History Textbooks as A Source of Learning

The study of history has a huge impact on the life of modern man. Knowing history can help a person solve a problem in the present or future. Therefore, the learning of history subjects in schools should have the criterion that history can be a lesson that allows the experience of a past event or problem that can affect the present or the future. Teaching materials that allegedly still play an important role even the most widely used are textbooks. Textbooks are important because they act not only as a source, but also as a learning medium, as a means of delivering material, as an assessment tool and to increase student interest and motivation. With the help of textbooks, students are expected to memorize facts, concepts, principles, laws, theories and other innovative ideas and apply them effectively in solving problems.

This is because in today's era of globalization, knowledge and various skills are needed so that students can find, interpret, evaluate and use information and develop creative ideas to inform attitudes towards decision making. Therefore, optimal utilization of effective textbooks through different teaching methods is expected to improve the quality of teaching. Questions about the role and function of textbooks in history lessons at UISU continue to be an interesting learning material. This is because there are still historical learning problems related to general learning problems and suboptimal history learning. Part of the problem in teaching history is the ever-evolving classical problems of teaching history.

According to Zulfa & Husnita (2015) History lecturers must know how to choose material that fits the criteria for learning history. In choosing history teaching materials, lecturers must pay attention and consider four components, the first concerns the feasibility of the material or content, the second language, the third presentation, and the fourth graphics. Textbooks play an important role in student learning activities and learning outcomes.

Textbooks are a powerful tool for acquiring student skills because they teach students to experience, practice, and seek information on their own. Textbooks also teach how to assimilate and discover the information contained in textbooks systematically or programmatically (Berotot dalam Darwatio, 2010). History textbooks are a useful tool in the learning process, as an explanation of the subjects taught, and as a tool for lecturers to interact with students during the learning process. Textbooks also play an important role in history education, as a center for updating new historical information. Therefore, publishers of history books continue to develop and update history books that have been published, so that history books in the future need to be updated. According to Darwati (2010), the role of history learning textbooks is to increase and encourage students' interest and curiosity in reviewing historical information from various information sources to strengthen students' critical thinking and construction skills. The student's ability to think in relation to aspects of history, including political, social, economic, cultural, military and historical thought.

Based on the function of textbooks in teaching history, it is expected to be able to develop student potential in the process of teaching and learning history in relation to student understanding of events or events in the past when the understanding is transferred to students later. Able to know history, so it can also be said that education and history learning play an important role in the education system and achieve educational goals. Textbooks are a very strategic means for the continuous teaching of history and national education to the next generation of state campuses. In line with the opinion of Djoko Suryo (2001: 8), Syamsudin (1998: 103) emphasized that the place, purpose, and role of history textbooks are very strategic because they form cognitive (intellectual) and affective (respect, value) aspects for all students at all levels of education. The history of the nation, especially the material contained and packaged in history books, gets interactive-pedagogical value in the formation and unification of national identity based on the collective experience of society and state.

Therefore, teaching and learning activities that involve students and optimize the function of textbooks are very important to make students aware of the meaning and importance of studying textbooks and assist lecturers in fulfilling their duties, especially in terms of facilitating teaching objectives. To achieve the importance of history textbooks in learning can be seen from the Regulation of the Minister of National Education Number 2 of 2008 concerning Books, concerning book writing, evaluation of textbooks, selection of textbooks in lessons and the use of textbooks in the classroom. Includes units, duplication, publishing and distributing books, funding, supervision, textbook lifetime and sanctions. The Minister of Education has issued several regulations on textbooks in the past. For the teaching of history, in 2007, the Minister of Education issued Regulation No. 48 to identify history textbooks that meet the admission requirements of learning.

Since then, many history textbooks have emerged that are used by lecturers and students as mandatory sources of learning. In practice, textbooks used in history lessons are used according to the wishes of each teacher, as long as they are books approved by the Ministry of Education and Culture. Therefore, the selection of criteria and strategies for using textbooks in learning depends on each lecturer. Many history books are circulating in Semarang Regency from various publishers, including Erlangga, Yudhistira, Balai Pustaka, Countess, Tiga Serangkai, and Intan Pariwara. It is interesting to explore many possibilities in this book. Each student has their own tastes and criteria in choosing and using textbooks in learning. This is what the study wanted to know, which was to find out why college students chose certain

textbooks and what strategies students followed for textbook use in history class. Like textbooks, textbooks play an important role in learning. With the help of textbooks, learning programs can be implemented more regularly, because teachers who conduct training get clear material instructions. Regarding the importance of this textbook, Grambs, J.D. in Mansur Muslich (2008) states that "textbooks are one of the most important tools used by lecturers to guide learning". Textbooks have an influence on the personality of students as targets, although their influence varies between students. Reading textbooks inspires students to think and act positively, for example solving problems posed in textbooks, making observations suggested in textbooks, or taking training courses guided by textbooks.

This constructive motivation reduces or prevents bad or destructive impulses or motives. Therefore, what Musse et al. Mansur Muslich (2008b) mentions is that the influence of textbooks on children can be divided into two parts, namely. H. (1) encourage good development and (2) prevent bad development. On the other hand, schoolbooks can be seen as archives of information from different areas of life, since they are organized according to content and content and offer prerequisites for self-study. Therefore, the use of textbooks is part of an effort to create a "book culture" for students which is an indicator of an advanced society" (Center for Books, 2002: 40).

Benefits of Textbooks as A Learning Resource

Textbooks play an important role in the success of learning. Several research findings indicate that textbooks play an important role in student success. Textbooks also play a role in learning, especially in acquiring competencies that can be achieved through learning. This is because students need to gain experience and practice and collect certain information. An effective tool for acquiring these skills is the use of textbooks. This is because in textbooks the experience and training to be obtained and the information to be sought as well as the recording and findings are presented programmatically. In learning stories, G. Moedjanto (1995:139) states that history books function as teaching aids. History textbooks should be tools for explaining subjects, for student-teacher interaction in learning and as material in the absence of lecturers, tools for student dialogue, tools for instilling values and tools for student learning motivation, visualization tools and especially CBSA tools.

This is because G Moedjanton (1955:139) Textbooks basically have scientific and pedagogical tasks. The purpose of history textbooks is to (1) stimulate students' interest in history and increase their curiosity to review historical information from various sources; (2) build critical thinking; (3) Thinking skills are developed not only in relation to military and political history, but also in relation to cultural, scientific, social, economic and mental history. As educational books, textbooks play an important role in learning. With textbooks, learning programs can be carried out more regularly, because teachers as implementers of education will get clear material guidelines.

Regarding the importance of this textbook, Grambs, J. D. in Mansur Muslich (2008) states "textbooks are one of the main tools used by teachers for learning guides".For target students, textbooks will affect their personality, even though the effect is not the same between students. By reading textbooks, students will be encouraged to think and act positively, for example solving problems raised in textbooks, making suggested observations in textbooks, or conducting training instructed in textbooks. With this constructive encouragement, bad or destructive impulses or motives will be reduced or blocked. Therefore it is true what Musse et al. quoted by Mansur Muslich (2008b) that the influence of textbooks on children can be grouped into two, namely (1) can encourage good development and (2) hinder development that is not good. (Pusat Perbukuan, 2002: 40). On the other hand, textbooks can be viewed as a store of knowledge about various aspects of life because they have been prepared in terms of completeness and presentation, they provide facilities for independent learning activities, both about their substance and about how. Thus, the use of textbooks is part of efforts to create a "book culture" for students, which is one of the indicators of a developed society.

Viewed from the results of learning, textbooks have an important role. Various research results show that textbooks play a meaningful role in student learning achievement. Textbooks also have a role in the learning process, especially in achieving the competencies to be achieved in learning. This is because students need

to go through experience and practice and look for certain information. One effective tool to achieve this competence is through the use of textbooks. This is because the experience and practice that needs to be taken and the information that needs to be sought, as well as about how to go and look for it, are presented in the textbook programmatically. In history learning, G. Moedjanto (1995: 139) stated that history textbooks function as a tool in learning activities.

Textbooks in history must be able to be a tool in the explanation of learning materials, student-teacher interaction in learning, and material in the event that the teacher is absent, a means of student dialogue with the author, a means of transmitting values, a tool for motivating student learning activities, a means of visualization, and specifically as a means of CBSA. This is because according to G Moedjanto (1955: 139) textbooks basically actually have scientific and educational functions. Textbooks in history learning have the functions of (1) Arousing students' interest in history and fostering their curiosity to re-investigate historical information from various sources; (2) Build the ability to think critically; (3) Build the ability of reason not only in aspects of military and political history, but also in terms of culture, natural sciences, social, economics, and mentality history.

During learning, lecturers usually explain and give examples of seeing pictures from textbooks. For example, when a lecturer provides material from prehistoric relics to "analyze the early life of Indonesian people". Images of prehistoric remains such as stone axes, nekar, standing stones and dolmens are tools that make it easier for lecturers to explain various prehistoric remains. The method is designed in such a way that when the teacher delivers the material, students at least get a foundation, so that when the material is explained, students are ready to ask questions and understand what is taught, so that learning can take place through dialogue. To make it easier for students to access lessons, teachers then give assignments to students in the next session to first read their textbooks.

CONCLUSION

Learning history has a very big impact on modern human life. Knowing history can help identify and solve problems in the present or future. In learning, textbooks are needed to support the smooth learning. With the help of textbooks, learning becomes more effective when one acquires knowledge and information. The use of textbooks for lecturers is a guideline and tool for selecting material to be taught in class. The use of textbooks is a means for students to find information and add information independently. Textbooks must contain several qualification components and be in accordance with the core competencies and basic competencies formulated in the curriculum. The content validity of the textbook includes several core competencies, one of which is the core competence of the information in this section which consists of the completeness of the material presented, the depth of the material, the scope and accuracy of the material. The material is delivered without having to formulate Core Competencies and Basic Competencies. Using a textbook will help beginners understand new material. In addition, textbooks can also be used as further learning guidelines for students who have special interests. As a source of textbooks, textbooks are also important to ensure the consistency of good standards. Textbooks function as learning materials and media which are very important for achieving learning target competencies. Therefore, used textbooks can contribute to improving the nation's learning and education, in this case the students.

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