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## Development of Local History-Based Teaching Materials at SMA Negeri Semadam, Aceh Tenggara Regency

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### ABSTRACT

The purpose of this study is to find out how the development and feasibility of teaching materials based on the local history of the struggle of the Alas people against the Dutch colonialism in the material of Aceh jihad class XI IPS SMA Negeri Semadam, Southeast Aceh Regency. This type of research is a type of development research using a qualitative descriptive approach. The results of the research were in the form of the development of teaching materials based on the local history of the struggle of the Alas people against the Dutch colonialism. For the feasibility of teaching materials as follows: expert assessment of the material of the first stage an average score of 3.90 converted on a scale, namely 3 is declared sufficient, the next stage the average result of 4.09 converted scale is 4 declared good. The assessment of media experts in the first stage of the average score of 3.37 converted scales, namely 3 declared sufficient, the next stage the average results of 4.62 converted scales, namely 4 declared good. Small group student trials average results 3.03 converted scale i.e. 3 declared sufficient, advanced small group trials average results 4.10 converted scale i.e. 4 declared good, trials broadly average scores 4.10 converted scales i.e. 4 declared good.

**Keywords:** Development, Teaching Materials, Local History, Alas Community Struggle

### ABSTRAK

Tujuan penelitian ini untuk mengetahui bagaimana pengembangan dan kelayakan bahan ajar berbasis sejarah lokal perjuangan masyarakat Alas melawan kolonial Belanda pada materi Aceh berjihad kelas XI IPS SMA Negeri Semadam Kabupaten Aceh Tenggara. Jenis penelitian ini merupakan jenis penelitian pengembangan menggunakan pendekatan deskriptif kualitatif. Hasil penelitian berupa pengembangan bahan ajar berbasis sejarah lokal perjuangan masyarakat Alas melawan kolonial Belanda. Untuk kelayakan bahan ajar sebagai berikut: penilaian ahli materi tahap pertama skor rata – rata 3,90 dikonversikan skala yaitu 3 dinyatakan cukup, tahap selanjutnya hasil rata – rata 4,09 dikonversikan skala yaitu 4 dinyatakan baik. Penilaian ahli media tahap pertama skor rata – rata 3,37 dikonversikan skala yaitu 3 dinyatakan cukup, tahap selanjutnya hasil rata – rata 4,62 dikonversikan skala yaitu 4 dinyatakan baik. Uji coba siswa kelompok kecil hasil rata – rata 3,03 dikonversikan skala yaitu 3 dinyatakan cukup, uji coba kelompok kecil lanjutan hasil rata – rata 4,10 dikonversikan skala yaitu 4 dinyatakan baik, uji coba secara luas nilai rata – rata 4,10 dikonversikan skala yaitu 4 dinyatakan baik.

**Kata Kunci:** Pengembangan, Bahan Ajar, Sejarah Lokal, Perjuangan Masyarakat Alas

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## INTRODUCTION

Education is the foundation and initial foothold in the development of educational practices, such as curriculum development, school management and teaching and learning processes. Curriculum and learning are related to educational theory or in the preparation of a curriculum, and this learning plan refers to educational theory (Sholicha, 2018: 24). Education, according to the 1945 Constitution, is the highest law in Indonesia. All other laws and regulations shall be subject to or shall not conflict with these laws. As the name implies, he underlies all existing legislation that appears later. Positions like this make the law contain content that is general in nature. Thus the rules of education in this constitution are very simple (Pidarta, 2013: 43). Education is a foothold that can develop several things such as curriculum development, school management and the teaching and learning process. The preparation of curriculum and learning plans should refer to educational theory. In addition, the 1945 Constitution also regulates the challenge of education in Indonesia, which is the highest law in Indonesia.

Historical learning so far still makes up a lot about local history. In the world of education, for example, our history curriculum, from time to time, tends to only display national history. Much of the local history is of educational, inspiring, and recreative value. Without knowledge of local history, we as a nation are unaware of the realities of nationality. According to Hariyono (2017: 160), local history is one of the interesting historical themes both in the research process and learning at the elementary, secondary and higher education levels.

From the teaching of local history, students will get many examples – examples and experiences – experiences from different levels of development of the community environment, including its present situation. They will also be more encouraged to develop special skills such as observation, questioning techniques or conducting interviews, selecting sources, finding facts and others (Novandri, 2013: 27).

Therefore, the use of local history-based teaching materials must be made or developed in the process of history lessons which can provide examples – examples and experiences – experiences from various levels of the community environment; besides that, local history-based teaching materials, can develop the specific skills

of these learners. With the development of teaching materials based on local history, teachers must choose, design and make the lessons more relevant so that the teaching and learning process is more effective.

The teaching materials are unique and specific. Unique, meaning that the teaching material can only be used for a specific audience in a certain learning process. Specific means that the content of the teaching material is designed in such a way only to achieve a specific goal of a particular audience. Systematics of the way of delivery is adjusted to the characteristics of the subject and the characteristics of the students who use it (Sadjati, 2012: 6).

Teaching materials are one of the important factors in the effectiveness of learning, especially at the college level. The lack of teaching materials certainly affects the quality of learning or lectures (Arsanti, 2018: 71). In the teaching and learning process, teaching materials are one of the most important parts that can be used in the delivery of materials so as to affect the learning process both at the high school (SMA) and public universities. As Lapien wrote in Fauzan (2017: 27), local history actually provides identity and fills in the benefits, and contributes to the development of a sense of belonging as the Indonesian nation, but in fact, historical learning in Indonesia is less telling stories for certain people and is not felt until now as something owned or lived alone. Local history is a potential source of learning to develop in historical education (Wiyanarti, et al., 2020: 68). Therefore, local history can provide learning that can be developed in historical materials so that it can be lived by themselves and students who are following the teaching and learning process in the historical material.

One of the local history in Southeast Aceh that until now is still very rare to be discussed in schools is the struggle of the Alas people in fighting the Dutch colonial in 1904. The history of the Alas land people in fighting the Dutch colonial cannot be separated from the independent part of Indonesia.

The strategy or way of the Alas people in dealing with the Dutch colonial attack on them has a uniqueness or peculiarity in accordance with the situation and conditions in its time. When going to fight against the Dutch, the inhabitants of a village or *mersah*, both men and women and children, are deployed to participate in a war. They all gathered to confine themselves in a shelter in the form of a fortress - a fortress

with walls - a wall of earth around which the surroundings are made bushes - thorny bushes as well as bamboo - pointed bamboo. They use weapons - punch guns and various types of sharp weapons and rifles - "old lantak" rifles that can only be used once. It is with these types of weapons that they are together against dutch *Marsose* troops who use modern *mauser rifles*. These Alas fighters together read prayers – prayers while wearing all-white – white clothes that symbolize that they have prepared themselves for martyrdom. On the dutch colonial side, in this case, Van Daalen as the leader of *Marsose*, did not use tactics other than to expect them to surrender completely or die completely. All those (Alas fighters) who were in the fortress - the fortress had to be exterminated, and Van Daalen did not want any prisoners to be taken (Sufis, et al., 2008: 43-44).

The struggle of the Alas people in fighting the Dutch colonial above can make it easier for students to understand local historical materials, especially the history of the struggle of the Alas people through the development of teaching materials.

The development of teaching materials based on local history in PS class XI historical materials, especially at sma Negeri Semadam, Southeast Aceh Regency, about the struggle of the Alas people in fighting the Dutch Colonial in 1904. To make it easier for students to understand the local historical material.

Therefore, researchers are interested in conducting research on the development of teaching materials based on local history, entitled "Development of Teaching Materials Based on Local History of Alas Community Struggle Against Dutch Colonial In Aceh Berjihad Material Class XI IPS Sma Negeri Semadam Southeast Aceh Regency".

## LITERATURE REVIEW

### Learning Media Development

Learning media development is a series of processes or activities carried out to produce a learning medium based on existing development theory. The media in question is a learning medium, so the development theory used is the theory of learning development (Cahyadi, 2019: 69-70).

### Teaching Materials

Teaching materials or learning materials (*instructional materials*) broadly consist of knowledge, appearance, and attitudes that students must learn in order to achieve predetermined standards of concentration. In detail, the types of learning materials consist of knowledge (facts, concepts, principles, procedures), skills, and attitudes or values (Ministry of Education, 2006: 4).

### Local History

Local history is a historical unit that has the characteristic of ethnic and cultural unity as a dimension of Indonesian national history (SNI). Local history is a *microhistory* that studies *micro-units*, which in general, each *micro-unit* exhibits characteristics that are not found in both other *micro-units* and *macro-units* (Priyadi, 2012: 9-10).

### Struggle

A struggle is an effort made or made or contributed by a person or group that can affect an event with hard work that is full of challenges to achieve something to be achieved (Sari, 2019: 24). Meanwhile, according to Supriyanto (2014: 2), the struggle has the meaning of trying its best to express the results of work.

### History Learning

Learning is an activity carried out by teachers and students in the form of teaching and learning activities in the learning process carried out using methods (Rokhman, et al., 2015: 55). As Helius Sjamsuddin stated in Marli (2012: 1), the word history is an Indonesian translation of the English word *history*, and English itself was previously etymologically taken from the Greek word *historia*, which means *inquiry* or *research*. So, the core of historical content from the beginning until now is actually a discipline that is the product of a study.

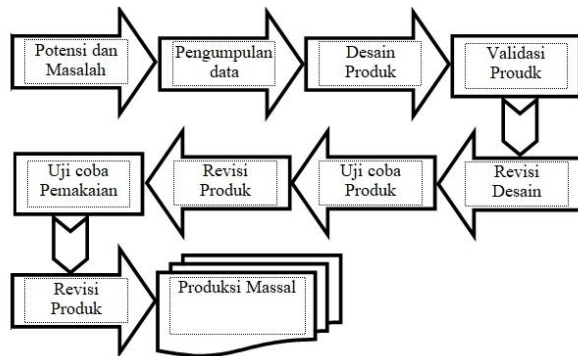
## RESEARCH METHODS

### Research Design

The type of research used in this research is a type of *Research and Development (RnD)* research using a descriptive qualitative approach. *Research and Development (RnD)* is a research method used to produce a particular product (Sugiyono, 2015: 297). At the same time, the descriptive qualitative approach is a method used to find the knowledge of the research subject at any given moment. In this development research, the objectives of the development research procedure, according to Sugiyono (2015: 298), are tai-

lored to the needs of researchers. The development procedure, according to Sugiyono, can be seen in the image below.

**Gambar 1.** Langkah – langkah penggunaan Metode *Research and Development (RnD)*



Sumber: Metode Penelitian Kuantitatif Kualitatif Dan R&D (Sugiyono, 2017: 298)

### Study Participants

The subjects of this study are material experts and learning media experts, as well as students of class XI IPS sma Negeri Semadam Southeast Aceh Regency. The object of research is the development of local history-based teaching materials on historical materials to support historical learning.

### Instruments

Research instruments are tools used to collect useful data to answer research problems. The instrument used is a review sheet. The instruments used in this study are intended to assess the feasibility of Historical learning media in high school as a support for the historical learning process in the form of local history-based teaching materials.

A tool used to measure the feasibility of a new learning medium was developed in a trial using the Likert scale. The Likert scale is chosen with considerations including, namely, 1) making it easier for researchers to dig up respondent information, 2) making it easier for respondents to answer questions and statements that are in accordance with the respondent's circumstances, 3) facilitating in research, because the score has been determined in advance according to the level.

**Table 1.** Material Expert Instruments

| No | Aspects                                       | Indicators                                                                                                                                                                                      | Value Scale |   |   |   |   |
|----|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|---|---|---|---|
|    |                                               |                                                                                                                                                                                                 | 1           | 2 | 3 | 4 | 5 |
| 1  | Con-formity of materials with SK and KD       | Material Discretion<br>Depth of matter                                                                                                                                                          |             |   |   |   |   |
| 2  | Accu-racy of Materi-als                       | The mate-rial presents accurate things<br>Present ac-curate illus-trations<br>Material has scientific truth, in ac-cordance with the de-velopment of cutting-edge sci-ence, valid and accu-rate |             |   |   |   |   |
| 3  | Learning support materials                    | Conformity of the mate-rial with the develop-ment of sci-ence and technology<br>Current fea-tures, exam-ples and re-fereces                                                                     |             |   |   |   |   |
| 4  | Materi-als can improve student compe-tence    | Contextual<br>Identify ob-jects and phenomena that exist in nature                                                                                                                              |             |   |   |   |   |
| 5  | The ma-terial follows scientific system-atics | Presented from a sim-ple concept to a difficult one                                                                                                                                             |             |   |   |   |   |
| 6  | Materi-als de-velop                           | Develop problem-                                                                                                                                                                                |             |   |   |   |   |

### Material Expert Instruments

thinking skills and abilities solving skills

• **Media Expert Instruments**

**Table 2.** Media Expert Instruments

| No | Aspects                  | Indicators                                                                                                                                                                       | Value Scale |   |   |   |   |
|----|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|---|---|---|---|
|    |                          |                                                                                                                                                                                  | 1           | 2 | 3 | 4 | 5 |
| 1  | Teaching material design | Harmony of color<br>Colour contrast between text, illustrations and images<br>The imagery of historical concepts in design<br>Conformity with the material<br>Layout element put |             |   |   |   |   |
| 2  | Illustration/picture     | The accuracy of the image so as to cause traction<br>Image provisions                                                                                                            |             |   |   |   |   |
| 3  | Colour                   | Colour suitability with the background                                                                                                                                           |             |   |   |   |   |

• **Instruments for Students**

**Table 3.** Instruments for Students

| No | Assessment Criteria                              | Rating Scale |   |   |   |   |
|----|--------------------------------------------------|--------------|---|---|---|---|
|    |                                                  | 1            | 2 | 3 | 4 | 5 |
| 1  | Presentation of sequence material                |              |   |   |   |   |
| 2  | Delivery of interesting materials                |              |   |   |   |   |
| 3  | His learning activities motivate learning        |              |   |   |   |   |
| 4  | Clarity of language in the delivery of materials |              |   |   |   |   |
| 5  | Interesting material                             |              |   |   |   |   |

- 6 Easy-to-understand material
- 7 Materials are able to increase knowledge
- 8 Easy to use media
- 9 Colour combination
- 10 Image quality

**Data Analysis Techniques**

The analysis technique that researchers use is a descriptive qualitative data analysis technique. Data analysis is the process of processing, separating, grouping and combining a number of data collected in the field empirically into a structured and systematic collection of scientific information that is then ready to be packaged into research results reports. The analytical technique that researchers use is the analysis of Miles and Huberman Model data (Mukhtar, 2013: 135).

**RESULTS AND DISCUSSIONS**

**Form of Development of Teaching Materials Based on Local History**

The results obtained from this form of local history-based teaching material development are in the form of a collection of materials as materials to make teaching material products based on local history. The results of research on the development of teaching materials based on the local history of the Alas people's struggle against the Dutch colonial are described based on the steps of developing teaching materials that can be seen from the research procedures written by Sugiyono (2015: 298) in his book entitled "Quantitative, Qualitative, and R&D Research Methods" namely the procedures are Potentials and Problems, Data Collection, Product Design, Product Validation, Design Revision, Product Trial, Product Revision, Usage Trial, Product Revision and Mass Production.

**Potential and Problems**

Discussions in local history-based historical materials were not discussed in historical learning, especially at sma Negeri Semadam, Southeast Aceh Regency. Therefore, it is necessary for researchers to develop historical materials by making local historical materials in order to become teaching materials used in schools. The development of teaching materials based on local history is possible to be a teaching material that can be taught by teachers to their students about the local history in the Southeast Aceh Regency area regarding the struggle of the Alas people in fighting the Dutch colonial.

## Data Collection

At the data collection stage, researchers collect data from various sources. To obtain the material as a material to make the initial product requires several sources. The source is RPP and material from books - reference books that concern the history of the struggle of the Alas people against the Dutch colonial.

## Product Design

### • Adjust RPP

Adjusting the RPP in making teaching materials is very important. At this stage, researchers conduct an analysis of RPP to find out the compatibility of RPP with the material to be made into the teaching material.

### • Writing Teaching Materials

In writing the material, researchers made the title " The Struggle of the Alas Society In Fighting the Dutch Colonial". The title was made because it is in accordance with the RPP in the material in the history teacher at Semadam State High School, Southeast Aceh Regency, where the historical subject matter is in accordance with the RPP, namely about Aceh Berjihad Material. In addition to the written teaching material there is also a question exercise and glossary.

### • Teaching Material Cover Design

This cover design stage is done using CS6 photoshop software by creating several types of colours with colour codes, namely, 834e0a (light brown), f69523 (dark brown), and decent (white). In addition, there is also an image made on the cover in the form of an image of the Kuta Reh fortress as a place of battle for the Alas community and dutch marsose troops.

**Gambar 2.** Cover Depan Belakang Bahan Ajar

## Product Validation

### • Material Expert Validation

The results of evaluation by material experts are in the form of values using a rating scale ranging from 1 to 5.

**Table 4.** Material Expert First Validation Results

| No | Aspects                                | Indicators      | Value Scale |   |   |   |   |
|----|----------------------------------------|-----------------|-------------|---|---|---|---|
|    |                                        |                 | 1           | 2 | 3 | 4 | 5 |
| 1  | Conformity of materials with SK and KD | Material        |             |   |   | √ |   |
|    |                                        | Discretion      |             |   |   |   |   |
|    |                                        | Depth of matter |             |   |   | √ |   |

|                |                                                 |                                                                                                               |   |   |   |        |   |
|----------------|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---|---|---|--------|---|
| 2              | Accuracy of Materials                           | The material presents accurate things                                                                         | √ |   |   |        |   |
|                |                                                 | Present accurate illustrations                                                                                |   | √ |   |        |   |
|                |                                                 | Material has scientific truth, in accordance with the development of cutting-edge science, valid and accurate |   |   | √ |        |   |
| 3              | Learning support materials                      | Conformity of the material with the development of science and technology                                     | √ |   |   |        |   |
|                |                                                 | Current features, examples and references                                                                     |   |   | √ |        |   |
| 4              | Materials can improve student competence        | Contextual                                                                                                    |   | √ |   |        |   |
|                |                                                 | Identify objects and phenomena that exist in nature                                                           |   | √ |   |        |   |
| 5              | The material follows scientific systematics     | Presented from a simple concept to a difficult one                                                            |   |   |   | √      |   |
| 6              | Materials develop thinking skills and abilities | Develop problem-solving skills                                                                                |   |   |   |        | √ |
| Sum            |                                                 |                                                                                                               | 0 | 0 | 1 | 1      | 0 |
| Number X Score |                                                 |                                                                                                               | 0 | 0 | 3 | 4      | 0 |
| Total Amount   |                                                 |                                                                                                               |   |   |   | 43     |   |
| Average        |                                                 |                                                                                                               |   |   |   | 3,90   |   |
| Information    |                                                 |                                                                                                               |   |   |   | Enough |   |

Assessment scale description:

1= very less, 2= less, 3= enough, 4= good, 5 = very good

In the table above, it can be explained that:

- The number of questions in the table is 11.
- The number of questions on a scale of 3 that has been answered there is 1 question, so the number of questions is multiplied by the number of scores;

$1 \times 3 = 3$  (number of values on a scale of 3)

- The number of questions on a scale of 4 that has been answered there are 10 questions, so the number of questions is multiplied by the number of scores;

$10 \times 4 = 40$  (number of values on a scale of 4)

- Total number = number of values on a scale of 3 + number of values on a scale of 4

Total amount =  $3 + 40 = 43$

- The average is calculated from the total number divided by the number of questions;

Average =  $43 : 11 = 3.90$

The results of the first stage of validation from experts in teaching materials based on local history have a total number of values of 43; if the average result is 3.90, and if converted based on a scale of 3 then overall, it is declared "sufficient".

#### • Media Expert Validation

The results of evaluation by media experts are in the form of values using a scale ranging from 1 to 5.

**Table 5. Media Expert First Validation Results**

| No | Aspects                  | Indicators                                             | Value Scale |   |   |   |   |
|----|--------------------------|--------------------------------------------------------|-------------|---|---|---|---|
|    |                          |                                                        | 1           | 2 | 3 | 4 | 5 |
| 1  | Teaching material design | Harmony of color                                       |             |   |   |   | √ |
|    |                          | Colour contrast between text, illustrations and images |             |   |   |   | √ |
|    |                          | The imagery of historical concepts in design           |             |   |   | √ |   |
|    |                          | Conformity with the material                           |             |   |   | √ |   |
| 2  |                          | Layout element put                                     |             |   |   | √ |   |
|    |                          | The accuracy of the                                    |             |   |   | √ |   |

Illustration/picture

image so as to cause traction

Image provisions

√

3 Colour

Colour suitability with the background

√

Sum

0 0 5 3 0

Number X Score

0 0 1 1 0

5 2

Total Amount

27

Average

3,37

Information

Enough

Assessment scale description:

1= very less, 2= less, 3= enough, 4= good, 5 = very good

In the table above, it is explained that:

- The number of questions in the table is 8.
- The number of questions on a scale of 3 that has been answered there are five questions, so the number of questions is multiplied by the number of scores;

Five  $\times$  3 = 15 (sum of values on scale 3)

- The number of questions on a scale of 4 that has been answered there are three questions, so the number of questions is multiplied by the number of scores;

3  $\times$  4 = 12 (number of values on a scale of 4)

- Total number = number of values on a scale of 3 + number of values on a scale of 4

Total number =  $15 + 12 = 27$

- The average is calculated from the total number divided by the number of questions;

Average = 3.37

The results of the validation of the first stage of this local history-based teaching material media expert have a total number of values of 27 if on average it is 3.37 and if converted based on a scale of 3 then overall it is declared "sufficient".

#### Design Improvements

Researchers and validator experts discuss the teaching material products that researchers have made. In this discussion, researchers can find out what are the weaknesses in teaching material products that researchers have made through the previous stage, namely product validation that has been validated by experts. These weaknesses will then be corrected by researchers to reduce weaknesses in the product.

#### Product Trial

This trial stage was carried out for students of class XI of IPS SMA Negeri Semadam in as many as 2 trial stages, namely the first stage of the early-stage small group trial stage and the second is the advanced stage small group trial stage.

#### • Early Stage Small Group Trials

The initial small group trial was conducted on three students of class XI of Semadam State High School, with criteria of 1 high-ability student, 1 medium-capable student, and 1 low-ability student. A description of student responses in early-stage small group trials can be seen in the table below:

**Table 6. Early Stage Small Group Trial Results**

| No                            | Assessment Criteria                              | Rating Scale |    |        |    |   |
|-------------------------------|--------------------------------------------------|--------------|----|--------|----|---|
|                               |                                                  | 1            | 2  | 3      | 4  | 5 |
| 1                             | Presentation of sequence material                | 0            | 0  | 3      | 0  | 0 |
| 2                             | Delivery of interesting materials                | 0            | 0  | 3      | 0  | 0 |
| 3                             | His learning activities motivate learning        | 0            | 1  | 2      | 0  | 0 |
| 4                             | Clarity of language in the delivery of materials | 0            | 0  | 1      | 2  | 0 |
| 5                             | Interesting material                             | 0            | 0  | 2      | 1  | 0 |
| 6                             | Easy-to-understand material                      | 0            | 1  | 2      | 0  | 0 |
| 7                             | Materials are able to increase knowledge         | 0            | 0  | 1      | 2  | 0 |
| 8                             | Easy to use media                                | 0            | 0  | 3      | 0  | 0 |
| 9                             | Color combination                                | 0            | 1  | 2      | 0  | 0 |
| 10                            | Image quality                                    | 0            | 2  | 0      | 1  | 0 |
| Sum                           |                                                  | 0            | 5  | 19     | 6  | 0 |
| Number X Rating Scale         |                                                  | 0            | 10 | 57     | 24 | 0 |
| Sum                           |                                                  |              |    | 91     |    |   |
| Average – Average Information |                                                  |              |    | 3,03   |    |   |
|                               |                                                  |              |    | Enough |    |   |

Assessment scale description:

1= very less, 2= less, 3= enough, 4= good, 5 = very good

In the table above, it can be explained that:

- The number of statements in the table is 10, and there are 3 students who give an assessment.
- The number of statements that have been answered on a scale of 2 is 5, so the number on

the scale 2 is multiplied by the value of the score.

$5 \times 2 = 10$  (number of values on a scale of 2)

- The number of statements that have been answered on a scale of 3 is 19, so the number on the scale 3 is multiplied by the score value.

$19 \times 3 = 57$  (number of values on a scale of 3)

- The number of statements that have been answered on a scale of 4 is 6, so the number on a scale of 4 is multiplied by the score value.

$6 \times 4 = 24$  (number of values on a scale of 4)

- Total number = number of values on scale 2 + number of values on scale 3 + number of values on scale 4

Total amount =  $10 + 57 + 24 = 9$

- The average is calculated from the total number: (number of statements in table X the number of students who gave the assessment)

$91 \div (10 \times 3) = 91 \div 30 = 3.03$

Based on data from early-stage small group trials, overall, it can be concluded that the local history-based teaching materials that researchers developed are "sufficient" according to students. This is seen from the average number of assessments converted on a scale of 3, which is 3.03.

#### • Advanced Small Group Trial

The advanced small group trial was conducted on 5 students of class XI of State High School Semadam with criteria of 2 high-skilled students, 2 medium-capable students, and 1 low-ability student. A description of student responses in advanced small group trials can be seen in the table below:

**Table 7. Advanced Small Group Trial Results**

| No | Assessment Criteria                              | Rating Scale |   |   |   |   |
|----|--------------------------------------------------|--------------|---|---|---|---|
|    |                                                  | 1            | 2 | 3 | 4 | 5 |
| 1  | Presentation of sequence material                | 0            | 0 | 0 | 2 | 3 |
| 2  | Delivery of interesting materials                | 0            | 0 | 1 | 2 | 2 |
| 3  | His learning activities motivate learning        | 0            | 0 | 2 | 2 | 1 |
| 4  | Clarity of language in the delivery of materials | 0            | 0 | 2 | 3 | 0 |
| 5  | Interesting material                             | 0            | 0 | 0 | 3 | 2 |
| 6  | Easy-to-understand material                      | 0            | 0 | 2 | 2 | 1 |



|                               |                                          |   |   |      |    |      |
|-------------------------------|------------------------------------------|---|---|------|----|------|
| 7                             | Materials are able to increase knowledge | 0 | 0 | 0    | 1  | 4    |
| 8                             | Easy to use media                        | 0 | 0 | 2    | 3  | 0    |
| 9                             | Color combination                        | 0 | 0 | 1    | 3  | 1    |
| 10                            | Image quality                            | 0 | 0 | 1    | 2  | 2    |
| Sum                           |                                          | 0 | 0 | 11   | 23 | 16   |
| Number X Rating Scale         |                                          | 0 | 0 | 33   | 92 | 80   |
| Sum                           |                                          |   |   | 205  |    |      |
| Average – Average Information |                                          |   |   | 4,10 |    | Good |

Assessment scale description:

1= very less, 2= less, 3= enough, 4= good, 5 = very good

In the table above, it can be explained that:

- The number of statements in the table is 10, and there are 5 students who give assessments.
- The number of statements that have been answered on a scale of 3 is 11, so the number on a scale of 3 is multiplied by the value of the score.  
 $11 \times 3 = 33$  (number of values on a scale of 3)
- The number of statements that have been answered on a scale of 4 is 23, so the number on a scale of 4 is multiplied by the value of the score.  
 $23 \times 4 = 92$  (number of values on a scale of 4)
- The number of statements that have been answered on a scale of 5 is 16, so the number on a scale of 5 is multiplied by the value of the score.  
 $16 \times 5 = 80$  (number of values on a scale of 5)
- Total number = number of values on a scale of 3 + number of values on a scale of 4 + number of values on a scale of 5  
Total amount =  $33 + 92 + 80 = 205$
- The average is calculated from the total number: (number of statements in table X the number of students who gave the assessment)  
 $205 \div (10 \times 5) = 205 \div 50 = 4.10$

Based on data from early-stage small group trials, overall, it can be concluded that the local history-based teaching materials that researchers developed are "good" according to students. This is seen from the average number of assessments converted on a scale of 4, which is 4.10.

### Product Revision

- Material Expert Revision

The results of revisions in the second stage by material experts in the form of values using

the assessment scale range 1 to 5. In the table below can be seen an overview of the assessment of revisions by material experts.

**Table 8.** Material Expert Second Stage Validation Results

| No | Aspects                                       | Indicators                                                                                                                                                                                     | Value Scale |   |   |   |   |
|----|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|---|---|---|---|
|    |                                               |                                                                                                                                                                                                | 1           | 2 | 3 | 4 | 5 |
| 1  | Con-formity of materials with SK and KD       | Material Discretion<br>Depth of matter                                                                                                                                                         |             |   |   | √ |   |
| 2  | Accu-racy of Materi-als                       | The material presents ac-curate things<br>Present ac-curate illus-trations<br>Material has scientific truth, in ac-cordance with the de-velopment of cutting-edge science, valid and ac-curate |             |   |   | √ |   |
| 3  | Learning support materials                    | Conformity of the mate-rial with the development of science and technol-ogy<br>Current fea-tures, exam-ples and ref-erences<br>Contextual                                                      |             |   |   | √ |   |
| 4  | Materi-als can improve student compe-tence    | Identify ob-jects and phenomena that exist in nature                                                                                                                                           |             |   |   | √ |   |
| 5  | The ma-terial follows scientific system-atics | Presented from a sim-ple concept to a difficult one                                                                                                                                            |             |   |   | √ |   |

|   |                                                                                                                                                                                                                                                                                                |                                |   |                                                                                                                                                           |           |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 6 | Materials develop thinking skills and abilities                                                                                                                                                                                                                                                | Develop problem-solving skills | √ | Colour contrast between text, illustrations and images                                                                                                    | √         |
|   | Sum                                                                                                                                                                                                                                                                                            | 0 0 0 10 1                     |   | The imagery of historical concepts in design                                                                                                              | √         |
|   | Number X Score                                                                                                                                                                                                                                                                                 | 0 0 0 40 5                     |   | Conformity with the material                                                                                                                              | √         |
|   | Total Amount                                                                                                                                                                                                                                                                                   | 45                             |   | Layout element put                                                                                                                                        | √         |
|   | Average                                                                                                                                                                                                                                                                                        | 4,09                           |   | The accuracy of the image so as to cause traction                                                                                                         | √         |
|   | Information                                                                                                                                                                                                                                                                                    | Good                           |   | Image provisions                                                                                                                                          | √         |
|   | Assessment scale description:                                                                                                                                                                                                                                                                  |                                |   | Colour suitability with the background                                                                                                                    | √         |
|   | 1= very less, 2= less, 3= enough, 4= good, 5 = very good                                                                                                                                                                                                                                       |                                |   | Sum                                                                                                                                                       | 0 0 0 3 5 |
|   | In the table above, it can be explained that:                                                                                                                                                                                                                                                  |                                |   | Number X Score                                                                                                                                            | 0 0 0 1 2 |
|   | - The number of questions in the table is 11.                                                                                                                                                                                                                                                  |                                |   |                                                                                                                                                           | 2 5       |
|   | - The number of questions on a scale of 4 that has been answered there are 10 questions, so the number of questions is multiplied by the number of scores;                                                                                                                                     |                                |   | Total Amount                                                                                                                                              | 37        |
|   | 10 × 4 = 40 (number of values on a scale of 4)                                                                                                                                                                                                                                                 |                                |   | Average                                                                                                                                                   | 4,62      |
|   | - The number of questions on a scale of 5 that has been answered is 1 question, so the number of questions is multiplied by the number of scores;                                                                                                                                              |                                |   | Information                                                                                                                                               | Good      |
|   | 1 × 5 = 5 (number of values on a scale of 5)                                                                                                                                                                                                                                                   |                                |   | Assessment scale description:                                                                                                                             |           |
|   | - Total number = number of values on a scale of 4 + the number of values on a scale of 5                                                                                                                                                                                                       |                                |   | 1= very less, 2= less, 3= enough, 4= good, 5 = very good                                                                                                  |           |
|   | Total amount = 40 + 5 = 45                                                                                                                                                                                                                                                                     |                                |   | In the table above, it is explained that:                                                                                                                 |           |
|   | - The average is calculated from the total number divided by the number of questions;                                                                                                                                                                                                          |                                |   | - The number of questions in the table is 8.                                                                                                              |           |
|   | Average = 45 : 11 = 4.09                                                                                                                                                                                                                                                                       |                                |   | - The number of questions on a scale of 4 that has been answered there are 3 questions, so the number of questions is multiplied by the number of scores; |           |
|   | The results of the second stage validation from the local history-based teaching material expert have a total number of values of 45. If the average result is 4.09 and if converted based on a scale of 4 then overall, it is declared "good" and worthy of the next stage of the user trial. |                                |   | 3 × 4 = 12 (sum of values on scale 4)                                                                                                                     |           |
|   | • Media Expert Revision                                                                                                                                                                                                                                                                        |                                |   | - The number of questions on a scale of 5 that has been answered there are 5 questions, so the number of questions is multiplied by the number of scores; |           |
|   | The results of the second stage revision by media experts are in the form of values using a rating scale ranging from 1 to 5. In the table below can be seen an overview of the assessment of revisions by material experts.                                                                   |                                |   |                                                                                                                                                           |           |

**Table 9.** Media Expert Second Stage Validation Results

| No | Aspects                  | Indicators       | Value Scale |   |   |   |   |
|----|--------------------------|------------------|-------------|---|---|---|---|
|    |                          |                  | 1           | 2 | 3 | 4 | 5 |
| 1  | Teaching material design | Harmony of color |             |   |   |   | √ |

- $5 \times 5 = 25$  (number of values on a scale of 5)
- Total number = number of values on a scale of 4 + the number of values on a scale of 5  
Total amount =  $12 + 25 = 37$
  - The average is calculated from the total number divided by the number of questions;  
Average = 4.62

The results of the validation of the second stage of this local history-based teaching material media expert have a total value of 37, if on average it is 4.62, and if converted based on a scale of 4 then overall it is declared "good" and feasible, for the next stage, namely the user trial. According to media experts as a whole, the design of the teaching material cover and the suitability of the colour on the cover and image is good.

### Usage Trial

The use trial in this broad stage is based on input from expert reviews of materials, media experts, early-stage small group trials and advanced small group trials; then, the next is to carry out product use trials in a broad stage or in one class. In class XI ips sma Negeri Semadam is 15 students. A description of student responses in this broad-stage trial can be seen in the table below:

**Table 10.** Results of The Widely Used Trial

| No | Assessment Criteria                              | Rating Scale |   |   |   |   |
|----|--------------------------------------------------|--------------|---|---|---|---|
|    |                                                  | 1            | 2 | 3 | 4 | 5 |
| 1  | Presentation of sequence material                | 0            | 0 | 4 | 4 | 7 |
| 2  | Delivery of interesting materials                | 0            | 0 | 2 | 5 | 8 |
| 3  | His learning activities motivate learning        | 0            | 0 | 3 | 8 | 4 |
| 4  | Clarity of language in the delivery of materials | 0            | 0 | 5 | 4 | 6 |
| 5  | Interesting material                             | 0            | 0 | 3 | 4 | 8 |
| 6  | Easy-to-understand material                      | 0            | 0 | 6 | 4 | 5 |
| 7  | Materials are able to increase knowledge         | 0            | 0 | 2 | 5 | 8 |
| 8  | Easy to use media                                | 0            | 0 | 4 | 7 | 4 |

|                   |                   |   |   |     |      |     |
|-------------------|-------------------|---|---|-----|------|-----|
| 9                 | Color combination | 0 | 0 | 5   | 7    | 3   |
| 10                | Image quality     | 0 | 0 | 5   | 8    | 2   |
| Sum               |                   | 0 | 0 | 39  | 56   | 55  |
| Number X Rating   |                   | 0 | 0 | 117 | 224  | 275 |
| Scale             |                   |   |   |     |      |     |
| Sum               |                   |   |   |     | 616  |     |
| Average – Average |                   |   |   |     | 4,10 |     |
| Information       |                   |   |   |     | Good |     |

Assessment scale description:

1= very less, 2= less, 3= enough, 4= good, 5 = very good

In the table above, it can be explained that:

- The number of statements in the table is 10, and there are 15 students who give assessments.
- The number of statements that have been answered on a scale of 3 is 39, so the number on the scale 3 is multiplied by the score value.  
 $39 \times 3 = 117$  (number of values on a scale of 3)
- The number of statements that have been answered on a scale of 4 is 56, so the number on a scale of 4 is multiplied by the score value.  
 $56 \times 4 = 224$  (number of values on a scale of 4)
- The number of statements that have been answered on a scale of 5 is 55, so the number on the scale of 5 is multiplied by the value of the score.  
 $55 \times 5 = 275$  (number of values on a scale of 5)
- Total number = number of values on a scale of 3 + number of values on a scale of 4 + number of values on a scale of 5  
Total amount =  $117 + 224 + 275 = 616$
- The average is calculated from the total number: (the number of statements in the table  $\times$  the number of students who gave the assessment)  
 $616 \div (10 \times 15) = 616 \div 150 = 4.10$

Based on the data of the results of the trial of wide-ranging use, overall, it can be concluded that the teaching materials based on the local history of the Alas people's struggle against Dutch colonial colonization that researchers developed are "good" according to students. This is seen from the average number of assessments converted on a scale of 4, which is 4.10.

### Product Revision

Revision suggestions from experts on local history-based teaching material products are as follows:

**Table 11.** Advice – Improvement Advice From Experts

| No | Validation Type Name | Revision Suggestions                                                                                                                       |
|----|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Materialist          | Teaching materials made must be more efficient to have sources of reference so that the material in the teaching material is more accurate |
|    | Media Expert         | The images listed must have more colour so that students are more interested in seeing the contents of the teaching materials made         |
| 2  |                      |                                                                                                                                            |

### Bulk Product Manufacturing

This stage of mass product manufacturing is carried out when the product that has been tested is declared worthy by validation experts. The stages that researchers have passed in the manufacture of teaching materials based on local history have been revised several times by experts and have been tested on students of class XI IPS SMA Negeri Semadam, starting from small-stage group trials, advanced stages and extensive usage trials, experts state that the teaching materials made can be said to be feasible.

### Feasibility of Local History-Based Teaching Materials

Assessment of the feasibility of teaching materials by experts and trials that have been conducted on students. In this study, researchers used assessment instruments that had been provided and based on the assessment scale used, ranging from 1 to 5. A score of 1 means very less, a score of 2 means less, a score of 3 means enough, a score of 4 means good, and a score of 5 means very good.

Based on the assessment of expert revisions and product trials, the following data is generated:

- Based on Material Experts

Based on the results of the validation of the first stage of the local history-based teaching material expert, it has a total value of 43; if the average result is 3.90 and if converted based on a scale of 3, then overall it is declared "sufficient". Based on the next revision of the second stage

validation results from local history-based teaching material experts, it has a total number of values of 45; if the average result is 4.09 and if converted based on a scale of 4, then overall, it is declared "good" and worthy of the next stage, namely the use trial.

- Based on Media Experts

Based on the results of the validation of the first stage of the local history-based teaching material, media expert has a total number of values of 27, if on average it is 3.37, and if converted based on a scale of 3, then overall it is declared "sufficient". Based on the next revision of the results of the validation of the second stage of the local history-based teaching material, media expert has a total number of values of 37, if on average it is 4.62 and if converted based on a scale of 4, then overall it is declared "good" and worthy of the next stage of use trials.

- Based on Student Trials

Based on data from early-stage small group trials, overall, it can be concluded that the local history-based teaching materials that researchers developed are "sufficient" according to students. This is seen from the average number of assessments converted on a scale of 3, which is 3.03. Furthermore, based on data from the results of advanced small group trials, overall, it can be concluded that the local history-based teaching materials that researchers developed are "good" according to students. This is seen from the average number of assessments converted on a scale of 4, which is 4.10. Based on the data from the results of the trial of wide-stage use, overall, it can be concluded that teaching materials based on the local history of the Alas people's struggle against the Dutch colonial that researchers developed were "good" according to students. This is seen from the average number of assessments converted on a scale of 4, which is 4.10.

From the above presentation based on the assessment of validation and trial experts on students of class XI IPS sma Negeri Semadam, teaching materials based on the local history of the alas community's struggle against the Dutch colonial, which was developed for history subjects can be declared worthy as a medium of learning teaching materials.

### CONCLUSION

The result of making learning media in the form of teaching materials based on local history in Aceh Berjihad material about the struggle of the Alas people in fighting the Dutch colonial. In

the manufacture of teaching materials, this follows the steps of development procedures, namely, potential and problems, data collection, product design, product validation, design revision, product trials, product revisions, product revisions, and mass production.

The results of the feasibility test on teaching materials based on the local history of the Alas people's struggle against the Dutch colonial developed, according to the material experts on the results of the first stage validation have an average result of 3.90 and when converted based on a scale of 3 is declared sufficient, then in the validation of the second stage by the material expert has an average result of 4.09 and when converted based on a scale of 4 is declared good. From the results of validation of the first stage, media experts have an average result of 3.37, and when converted based on the scale that is 3 is declared enough, then in the validation of the second stage by media experts has an average result of 4.62 and when converted based on the scale that is four is declared good. Based on the trial of students with early-stage small group trials, namely, having an average result of 3.03 when converted on a scale of 3 is enough, then the advanced small group trial has an average result of 4.10 when converted on a scale of 4 which is good, and finally, the trial of widespread use or in one class that has an average score of 4.10 and when converted based on a scale of 4 is good. Based on these results, this historical teaching material is declared worthy of use as a medium of historical learning.

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