The importance of updating the learning media for history teachers in vocational high schools

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Abstract. The subjects of Indonesian History are closely related to the management of national character values such as nationalism, patriotism, national culture, national struggle, and others. The government program in the 2013 Curriculum has brought back Indonesian History in compulsory subjects (group A) in high schools including in vocational high schools throughout Indonesia. However, there are some discrepancies in the application of these subjects, between High Schools (SMA) and Vocational High Schools (SMK) such as the material, time allocation, handbooks, and others. This article uses a Qualitative research method with a case study design. The focus of the study was a government program that re-applied the subjects of Indonesian History in Vocational High Schools as compulsory subjects (Group A). The research limitation in this article is about the Teacher's Book and Revised edition student books issued by the Ministry of Education and Culture in 2017. The results showed a discrepancy between the handbook (the teacher's book and the student book) given at the Vocational School with the material and Basic Competence (KD) that should have been taught. This raises questions about the follow-up that should be done so that teachers and students in vocational schools can also have an Indonesian History handbook that is in accordance with what is needed in vocational schools.

1. Introduction

My name is Luluk Khuriyah. I am a teacher at Lumajang State Vocational School 1. I have taught Indonesian History lessons since 2015, and in previous years I taught Pancasila and Citizenship Education and Social Sciences lessons. Why? Because in the Vocational High School the subject of History had melted into the Pancasila and Citizenship Education (PPKn), had become part of the Social Sciences lesson (IPS), and even had disappeared. Pathetic.

The subject of Indonesian History is an important subject in the effort to build the nation's character. Studying Indonesian history will instill nationalism and patriotism in the hearts and souls that study it. Teaching the history of Indonesia to the young generation will remind them of the past events of the nation's struggle, to the noble values of the nation's culture, to local wisdom, to the nation's glory and its ups and downs. Indonesian history contains many life lessons that can make us wiser in dealing with life.
Fortunately, a good change occurred with the implementation of the 2013 Curriculum which brought back Indonesian History subjects into compulsory subjects at the Vocational High School. Since the inception of the 2013 Curriculum there have been many changes and revisions. Originally Indonesian History was only applied in class X, then the following year continued to class XI, and continued in class XII for several years. But the history of Indonesia experienced a compression of subject matter. Indonesian history is only taught in class X and XI, with material that remains so that there is material compression. The revision occurred again, the subject of Indonesian History was then only taught in class X, with the addition of study hours from 2 hours a week to 3 hours a week. Initially the subject matter remained, even added to the material development of science and technology (Science and Technology). But then revised again, so the subject matter listed in the Basic Competition (KD) is just thirteen (13) only.

The Basic Competencies in Indonesian History in High School (SMA) and Vocational High School (SMK) are the same, namely 13 KD. The difference is that in the high school history of Indonesian History with 13 KD, they are distributed starting in class X, XI, and XII, while in SMK all KD is only taught in class X. This greatly affects the delivery of material and the learning process of Indonesian History in SMK when compared to in High school. Coupled with the condition of teacher books and student books that refer to the allocation of Indonesian History learning time in high school and the absence of teacher books and student books specifically for SMKs. What's with Indonesian History lessons at SMK?

2. Methods
This article uses a Qualitative research method with a case study design. Case studies are a series of scientific activities carried out intensively, in detail, and in-depth about a program, event, and activity, both at the level of individuals, groups of people, institutions, or organizations to gain in-depth knowledge about the event. This case is actual and ongoing [9].

The focus of the study was a government program that re-applied the subjects of Indonesian History in Vocational High Schools as compulsory subjects (Group A). The research limitation in this article is about the Teacher's Book and Revised edition student books issued by the Ministry of Education and Culture in 2017.

3. Results and Discussion

3.1. Core Competencies (KI) and Basic Competencies(KD)
Indonesian history is one of the compulsory subjects of group A in the 2013 Curriculum structure in Vocational High Schools which must be taken by all students in all fields of expertise, all expertise programs, and all expertise competencies. The allocated time for Indonesian history lessons is 108 hours, with 45 minutes per hour. Within a week history subjects are held once a week with an allocation of 3 hours of study time per week.

The following are the Core Competencies (KI) that exist in the subjects of Indonesian History at the current SMK:
1. Appreciate and practice the religious teachings he embraces.
2. Live and practice honest behavior, discipline, responsibility, care (mutual cooperation, cooperation, tolerance, peace), polite, responsive, pro-active and show attitude as part of the solution to various problems in interacting effectively with the social environment and Nature and in placing themselves as a reflection of the nation in the world association.
3. Understanding, applying, analyzing, and evaluating factual, conceptual, procedural, and metacognitive knowledge in accordance with the fields and scope of the study of Indonesian History at a technical, specific, detailed and complex level, with regard to science, technology, art, culture, And humanities in the context of developing self-potential as part of the family, school, world of work, national, regional and international citizens.
4. Carry out specific tasks using tools, information, and work procedures that are commonly done and solve problems in accordance with the field of study of Indonesian History. Showing performance under the guidance of the quality and quantity measured in accordance with work
competency standards. Demonstrate reasoning, processing and serving skills in an effective, creative, productive, critical, independent, collaborative, communicative, and solutive manner in the abstract domain related to the development of what they learn in school, and able to carry out specific tasks under direct supervision. Demonstrates skills of perception, readiness, imitating, getting used to, proficient motion, making natural motion in the realm of concrete related to the development of what is learned in school, and being able to carry out specific tasks under direct supervision (Direktorat Pembinaan Sekolah Menengah Kejuruan, 2017:71-72).

The following are the Basic Competencies (KD) that exist in the subjects of Indonesian History in vocational schools today:

| Table 1. Basic Competencies (KD) |
|----------------------------------|
| **Basic Knowledge Competency**   | **Basic Competency Skills**       |
| 3.1 Understand the basic concepts of history (chronological thinking, diachronic, synchronous, space and time as well as change and sustainability) | 4.1 Presents an understanding of the basic concepts of history (chronological thinking, diachronic, synchronous, space and time as well as change and sustainability) |
| 3.2 Analyzing human life and cultural results of the Indonesian Pre-Literacy community | 4.2 Present information about humans and cultural products, especially the Indonesian Pre-Literacy community |
| 3.3 Analyze various theories about the entry process of Hindu and Buddhist religion and culture and their influence on the lives of Indonesian people (government, culture) | 4.3 Processing information about various theories of the entry of Hindu and Buddhist religion and culture and their influence on the lives of Indonesian people (government, culture) |
| 3.4 Analyzing various theories about the entry process of Islam's religion and culture and its influence on the lives of Indonesian people (economy, government, culture) | 4.4 Presenting the results of the analysis of various theories about the entry process of Islam's religion and culture and its influence on the lives of Indonesian people (economy, government, culture) |
| 3.5 Analyze the process of entry and development of European colonization (Portuguese, Spanish, Dutch, English) to Indonesia | 4.5 Process information about the process of entry and development of European colonization (Portuguese, Spanish, Dutch, English) to Indonesia and present it in the form of historical stories |
| 3.6 Analyzing the political, cultural, social, economic and educational impacts of the European colonial period, the birth of national movements and the youth oath event | 4.6 Reasoning the political, cultural, social, economic and educational impacts of the European occupation during the birth of national movements and youth oaths |
| 3.7 Analyze the events of the proclamation of independence and the formation of the first government of the Republic of Indonesia, as well as their meaning for the social, cultural, economic, political and educational life of the Indonesian people | 4.7 |
| 3.8 Analyzing strategies and forms of | |
| | |
struggle of the Indonesian people in an effort to maintain independence from the threat of the Allies and the Dutch
3.9 Evaluating the efforts of the Indonesian people in facing the threat of national disintegration including PKI Madiun 1948, DI / TII, APRA, Andi Aziz, RMS, PRRI, Permesta, G-30-S / PKI
3.10 Evaluate the development of the political and economic life of the Indonesian people in the early days of independence until the Guided Democracy period
3.11 Evaluating the development of the political and economic life of the Indonesian people in the New Order era until the beginning of the Reformation, as well as the role of students and youth in Indonesian political and state change
3.12 Evaluating the role of the Indonesian people in world peace including KAA, the Garuda Mission, the Juanda Declaration, the Non-Aligned Movement, and ASEAN, the OKI, and the Jakarta Informal Meeting
3.13 Evaluating the life of the Indonesian people in developing science and technology in the era of independence (from the proclamation to the Reformation)

Reasoning the proclamation of independence and the formation of the first government of the Republic of Indonesia, as well as their meaning for the social, cultural, economic, political and educational life of the Indonesian people
4.8 Processing information about the strategies and forms of the struggle of the Indonesian people in an effort to maintain independence from Allied and Dutch threats
4.9 Present conclusions about the efforts of the Indonesian people in facing the threat of national disintegration, including PKI Madiun 1948, DI / TII, APRA, Andi Aziz, RMS, PRRI, Permesta, G-30-S / PKI
4.10 Present the results of a review of the development of the political and economic life of the Indonesian people in the early days of independence until the Guided Democracy
4.11 Processing information about the development of the political and economic life of the Indonesian people in the New Order period until the beginning of the Reformation, and the role of students and youth in Indonesian political and state change
4.12 Present the results of the study of the role of the Indonesian people in world peace including KAA, the Garuda Mission, the Djuanda Declaration, the Non-Aligned Movement, and ASEAN, the OKI, and the Jakarta Informal Meeting
4.13 Make an evaluation study of the life of the Indonesian people in developing science and technology in the era of independence (from the proclamation to the
3.2. *Teacher's Book and Student's Book*

Changes that occur in Basic Competence (KD) automatically bring changes to the material being taught. At the same time the Ministry of Education and Culture also issued a revision of the Teacher's Book and Student's Book which became guidelines for learning in class.

In the table of contents of the Indonesian History Teacher Book for SMA / MA / SMK / MAK Class X 2017 Revised Edition (Ministry of Education and Culture, 2017: v-vii) the contents of the book are divided into:

![Figure 1. Table of contents of the Indonesian History Teacher Book for SMA / MA / SMK / MAK Class X 2017 Revised Edition page v](image-url)
While in the table of contents of the Indonesian History Student Book for SMA / MA / SMK / MAK Class X 2017 Revised Edition (Ministry of Education and Culture, 2017: v-vii) the contents of the book are divided into:

| Table of Contents | Page |
|------------------|------|
| Pendahuluan Pendekatan 1 | 3 |
| Pendahuluan Pendekatan 2 | 4 |
| Pendahuluan Pendekatan 3 | 5 |
| Pendahuluan Pendekatan 4 | 6 |
| Pendahuluan Pendekatan 5 | 7 |
| Pendahuluan Pendekatan 6 | 8 |
| Pendahuluan Pendekatan 7 | 9 |
| Pendahuluan Pendekatan 8 | 10 |
| Pendahuluan Pendekatan 9 | 11 |
| Pendahuluan Pendekatan 10 | 12 |
| Pendahuluan Pendekatan 11 | 13 |
| Pendahuluan Pendekatan 12 | 14 |
| Pendahuluan Pendekatan 13 | 15 |
| Pendahuluan Pendekatan 14 | 16 |
| Pendahuluan Pendekatan 15 | 17 |
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| Pendahuluan Pendekatan 17 | 19 |
| Pendahuluan Pendekatan 18 | 20 |
| Pendahuluan Pendekatan 19 | 21 |
| Pendahuluan Pendekatan 20 | 22 |
| Pendahuluan Pendekatan 21 | 23 |

**Figure 2.** Table of contents of the Indonesian History Teacher Book for SMA / MA / SMK / MAK Class X 2017 Revised Edition page vi
Figure 4. Table of contents of the Indonesian History Student Book for SMA / MA / SMK / MAK Class X 2017 Revised Edition page v

| Section | Page |
|---------|------|
| 1 | 1 |
| 2 | 3 |
| 3 | 8 |
| 4 | 19 |
| 5 | 21 |
| 6 | 30 |
| 7 | 34 |
| 8 | 35 |
| 9 | 36 |
| 10 | 37 |
| 11 | 38 |
| 12 | 40 |
| 13 | 46 |
| 14 | 46 |
| 15 | 47 |
| 16 | 49 |
| 17 | 50 |
| 18 | 51 |
| 19 | 52 |
| 20 | 53 |
| 21 | 58 |
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Figure 5. Table of contents of the Indonesian History Student Book for SMA / MA / SMK / MAK Class X 2017 Revised Edition page vi

| Section | Page |
|---------|------|
| 1 | 63 |
| 2 | 65 |
| 3 | 69 |
| 4 | 75 |
| 5 | 80 |
| 6 | 87 |
| 7 | 90 |
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| 10 | 110 |
| 11 | 125 |
| 12 | 129 |
| 13 | 136 |
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| 18 | 157 |
| 19 | 165 |
| 20 | 168 |
| 21 | 170 |
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| 23 | 184 |
| 24 | 189 |
| 25 | 252 |
3.3. Problems and Efforts To Overcome Them

To meet the lack of material, we Indonesian History teachers at Vocational Schools use Teacher Books and Student Books in libraries belonging to the previous class, class XI and XII which are not used during this school year. This has an impact on the reluctance of students to bring Indonesian History textbooks consisting of Class X Student Books, Class XI semester 1, Class XI semester 2, and class XII. And that's the new material in KD. 3.13 about the development of science and technology in the era of independence (from the proclamation to the Reformation) none of these books.

The use of technology that is growing more rapidly in the era of the industrial revolution 4.0 brings many conveniences, including for us Indonesian history teachers at SMK. Although the Indonesian History subject in Vocational School does not get the ration of Teacher's books and Student's book advanced material from class X history books (because indeed in Vocational High School Indonesian history subjects only exist in Class X with material that includes our grade X, XI, and XII material) Can download an ebook from the Teacher's Book and Indonesian History Student Book for High School. From this ebook that we downloaded, we learned that on the cover of Indonesian History books Class XI and XII, teacher books and student books apparently still listed the designation of these books for teachers and students in vocational high schools. This raises the question again, why is that?

From this ebook we also get a reality that is not much different. It turns out that the teacher's book as well as the class XII 2013 curriculum book student revision 2018 in it does not discuss the last KD, KD. 3.13 which contains the development of science and technology in the era of independence (from the proclamation to the Reformation). Even though the KD is interesting to us, and will make students motivated to learn because the material is the material closest to the lives of students today.

From this fact we again need to be grateful for the rapid development of technology and information today. By searching on the internet sites, simply typing or speaking the keywords we are
looking for will get a lot of relevant information. Lots, lots of data to get. Trustworthy and less reliable
data, even news hoaxes. This is where new challenges arise from the solutions we have come to expect
from technological developments. This is actually related to KD 3.13 which is not covered in teacher
books or student books, but is very concerning. It is also a challenge for History teachers not to be
sidelined by the loss of knowledge compared to internet search engines.

4. Conclusions
The existence of a handbook for both teachers and students is however important and needed in the
implementation of learning. Relying on internet searches alone cannot be considered true because
anyone can post anything through the internet that still needs to be questioned for its truth. Sometimes
someone's post is just a re-share of someone else's post, sort of spreading the story and the news.
Whereas the textbook is a work that has undergone research and testing.

For this it is necessary to upgrade the handbook and the media according to the Indonesian History
material learned in SMK. Handbooks for teachers and students that cover all KDs taught, as well as
practice questions and discussion materials, so that teachers and students have a good handle. Unlike
today, teachers' books and student books for the X-Elementary School are only used until the pre-
Semester Exam.

In addition it is necessary to utilize technological developments and applications in cyberspace
wisely. Do not let us reject the development of technology or even carried away by the flow of
technology. KD 3.13 concerning the development of science and technology must be used as best we
can to develop teaching abilities and also guide students in utilizing technology.

In addition to developing, updating, and maximizing textbooks, it is also necessary to make use of
existing applications in gadgets that are commonly used by teachers and students. So that there are
benefits of learning in smartphones, and Detroit, and gadget who are already familiar in the daily lives
of students. If we can upgrade historical subjects to be fun and can be accessed anywhere. Use
learning sites and applications that have developed a lot on the internet, because many are not paid so
it does not burden students.

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