

# The Need Analysis of Teaching Materials for the Struggle of Todung Sutan Gunung Mulia History to Improve Political Awareness of the Students in SMAK Diponegoro Blitar Town

Jeffry Dwi Kurniawan<sup>1</sup>, Muhammad Akhyar<sup>2</sup>, Susanto<sup>3</sup>

<sup>1</sup>Graduate Student of History Education, Sebelas Maret University, Surakarta, Indonesia

<sup>2,3</sup>Graduate Lecturer of History Education, Sebelas Maret University, Surakarta, Indonesia

<sup>1</sup>[jeffrydwikurniawan@student.uns.ac.id](mailto:jeffrydwikurniawan@student.uns.ac.id), <sup>2</sup>[makhaliya@yahoo.com](mailto:makhaliya@yahoo.com), <sup>3</sup>[susantofibuns@staff.uns.ac.id](mailto:susantofibuns@staff.uns.ac.id)

**Abstract** : This study was aimed to analyze the quality of the use of teaching materials of history based on the materials relevance with the students' competency, the students' political awareness, and the need of teaching materials of history of the struggle of Todung Sutan Gunung Mulia. This study used a qualitative method (case study) to obtain the data about the use of teaching materials of history and the students' political awareness at SMAK Diponegoro Blitar. The results of the research showed that 1) teaching materials that was used had not supported the political awareness, 2) the students' political awareness was still low, and 3) teaching materials of history of Todung Sutan Gunung Mulia was needed to improve the students' political awareness at SMAK Diponegoro Blitar.

**Keywords** : Teaching Materials of History, Todung Sutan Gunung Mulia, Political Awareness

## I. Introduction

In the life of nation and state, we cannot be separated from politics. Politics is an effort to determine the rules that can be accepted by most citizens, to bring the community towards a harmonious life (Budiardjo, 2010: 15). The political influence in the life of nation and state is very important so that the community must have the political awareness. According to Almond & Verba (1990: 70), political awareness is related to the level of educational achievement and socio-economic position in the society. Educated people are more aware of the influence of the government on their lives so that they pay more attention to the political life and look for a lot of information about the political process, as well as are more competent in politics (Almond & Powell, 1978: 47). Furthermore, political awareness can be emerged through critical dialogue where critical dialogue can be started from historical learning in the classroom. This is in line with Kuntowijoyo (2013: 22) who stated that history can be used as political education where it is used to introduce state ideology as well as rights and obligations.

Teaching materials are not the only resources that can be used in learning and teaching activities of history, but most teachers use the teaching materials as the standard in their teaching. This also occurred at SMAK Diponegoro in which in the learning and teaching activities, the teachers still made the standards using textbooks and students' worksheets. With this background, the author formulated three problems in this research: 1) how were the teaching materials of history used in the learning and teaching activities at SMAK Diponegoro Blitar? 2) How was the students' political awareness at SMAK Diponegoro Blitar? 3) How was the need of the teaching materials of history of the struggle of Todung Sutan Gunung Mulia at SMAK Diponegoro Blitar? These three questions were the focuses of the research. In addition, the objectives of the research were: 1) to analyze the quality of the teaching materials of history based on the materials relevance with the competency oriented at the student center, 2) to analyze the students' political awareness at SMAK Diponegoro Blitar, and 3) to analyze the need of the teaching materials of the struggle of Todung Sutan Gunung Mulia History that was able to improve the students' political awareness.

## II. Review of Literature

### 2.1 Learning Paradigm

In the 21<sup>st</sup> century, the learning paradigm changed from behavioristic to constructivist (Sayono, 2013). In any learning including history, teachers are required to teach higher order thinking skills (HOTS) so that students can solve their problems in school and their lives (Collins, 2014) as well as have skills of 4C consisting of Communication, Critical Thinking, Collaborative, and Creativity (Saavedra & Darleen Opfer, 2012). This is in line with Kuntowijoyo (2013: 4) who stated that history learning at the level of SMA should be critically taught because at the level of SMA, the students' reasoning has been able to think critically. This critical way of thinking is very helpful in the history learning process that is identical to the political content. The materials containing in the history learning are not balanced yet so that the controversial materials are not written yet in accordance with the facts and history of the figures from minority religions that are still marginalized.

### 2.2 History Learning

According to Ali (2005: 352), the core of history learning is to introduce humans who had fought for humans who are struggling. This introduction is started from teachers. The learning objectives can be achieved if teachers can revive the spirit of the human's struggle that had been in the past and that is struggling. This is possible if teachers have been able to explore and revive the human's struggle in themselves. Furthermore, Hamid (2014: 45) stated that in a wider scope, the students must recognize the identity of their nation and state. This is not enough by living in a region. The students need to know the background of identity especially in the effort of the creation of national identity. In creating national identity, a more holistic historical explanation is needed for the history of minority figures.

The development of the history learning of Christian figures especially at the level of SMA has the obstacles in the aspects of historiography and education. In the aspect of historiography, Kuntowijoyo (2000) explained that the development of Indonesian historiography moves in 3 waves, such as: 1) occurring in the decolonization of historical knowledge from Neerlandic centric to Indonesia centric that had begun after national history I seminar in 1957, 2) occurring in the social science approach in historical writing that had begun from the results of national history II seminar in 1970, 3) occurring when history was used as criticism (ethical) in which he was critical in the procedures of historical science and its emergence after the reformation (freedom of expression).

The characteristics of the third wave of Indonesian historiography consist of: 1) the writing of forbidden history, 2) the publishing of critical academic history, and 3) the publishing of the biographies of wasted figures. This caused the paradigm shift and dynamics of Indonesian historiography which were originally single, namely the government version became a more diverse history with the various versions which emerged in the community (Adam, 2007: 9-14). Because of the limitation in the aspect of education, the history learning is described in the competency standards taken from SNI standard books that have been problematic until this moment as well as state and community intervention on the contents of the historical materials (Adam, 2006: ix). Therefore, the availability of teaching materials and learning resources of history of various figures of religions in Indonesia who were fighting for independence with various types of struggle becomes the influential components towards the success in creating national identity.

### III. Methodology

This research used a qualitative method (case study) focusing on the learning and teaching activities at class XI of Indonesian history. The selection of this research location was based on the low level of the students' political awareness towards the surrounding political social situation. Besides, SMAK Diponegoro Blitar is the only one Catholic senior high school in Blitar town in which Catholicity has the motto of *pro ecclesia et patria* which means that the people are required to be more sensitive to the conditions of the surrounding social politics for the sake of the state and the church. In addition, the subjects of the research consisted of the classrooms of XI Language, PIA 1, PIA 2, PIS 1, and PIS 2.

The techniques of the research included 1) in-depth interview with the history teachers and several students of the classroom of XI Language, PIA, and PIS, 2) classroom observation by observing directly at the learning and teaching activities at the history classroom, the use of textbooks as the mandatory guide, and the political awareness, 3) the document analysis including the history textbooks. In addition, the analysis of the qualitative data was conducted through several stages consisting of: 1) data reduction by choosing, grouping, and centralizing the obtained data, 2) data presentation by presenting the grouped data, and 3) conclusion of the obtained data through interpretation. The stages conducted in this research were to sharpen the analysis, categorize, direct, verify, and eliminate the data that were not needed (Sugiyono, 2016: 241-242).

### IV. Discussion

#### 4.1 Teaching materials of history used in the learning and teaching activities at SMAK Diponegoro Blitar

Teaching materials are the books containing knowledge, lowered from the basic competency contained in the curriculum in which the books are used by the students to study (Prastowo, 2012: 167). Generally, teaching materials consist of knowledge, skills, and attitude that must be learned by the students in order to achieve the determined competency standards (Directorate of Junior High School, 2006). Ideally, the teaching materials must have the relevant components and materials to the students' condition. However, the facts showed that generally, the teaching materials at SMAK Diponegoro Blitar had been in accordance with the guidelines for national education standards board, but they had not been able to fulfill the students' needs because SMAK Diponegoro Blitar is a Catholic school. Therefore, there must be foundation of Christian values.

The development of the teaching materials is important because the history learning is an effort to form the human's soul (Ali, 2005: 349). In addition, history is a subject that instills knowledge, attitude, and values regarding the change and development process of Indonesian and world society from the past until this moment (Agung & Wahyuni, 2013: 55). Therefore, there must be the relevance between the history materials and the students' needs so that the students can develop in accordance with the soul of the era. However, the facts showed that the history learning at SMAK Diponegoro Blitar was still based on the history textbooks of the government version and the students' worksheets published by Intan Pariwara. This certainly did not fully answer the students' needs.

Furthermore, there was no collection of the history books in the school library so that the students were lack of the supporting reading in the history learning. If the students searched

the materials through the internet, the credibility of the materials was still questionable. In developing the teaching materials and the history materials, the history teachers had not been able to develop the teaching materials and their own materials because of the limitation of the time and cost. This was in line with the interview with the history teacher.

The textbooks from the government are good but too general, only discussing materials in general and that is somewhat superficially different from the textbooks from the government when using the KBK and KTSP curriculum. In the KBK and KTSP, the materials are deeper and I use these books to add materials in K13. Besides, in fact, the materials in the government textbooks are not so appropriate on the target for our school. In general, this includes, but because our school is from the Catholic foundation, the materials of Catholic and Christian figures in the Indonesian history have not been well accommodated. Well, this should be me and other history teachers who have to develop the materials, but due to the limitation of time and cost, we have not been able to make the module.

From several interviews with the students of class XI, in the learning and teaching activities in the classroom, they only relied on the government textbooks borrowed from the library and the students' worksheets published by Intan Pariwara as the students' guidance. There was no other book references for the history learning. This was supported by the observation of the researcher when joining the learning and teaching activities in the classroom. What were told by the teacher and students were confirmed by the researcher. Thus, it can be concluded that the learning history at SMAK Diponegoro was still based on the government textbooks and the students' worksheets published by Intan Pariwara so that the students at SMAK Diponegoro Blitar needed the teaching materials in accordance with their needs.

#### **4.2 Students' political awareness at SMAK Diponegoro Blitar**

Basically, the core of the history learning at school is to introduce humans who had fought for humans who are struggling in their aspect of life (Ali, 2005: 352). If analyzing deeper, the materials containing in the history learning at school are political. This is due to the history learning used as the political education in which the history learning is used to introduce the state ideology as well as rights and obligations as the good citizens (Kuntowijoyo, 2013: 22). On the other side, the students cannot only live in a region, but also recognize the identity background especially in the effort of creating national identity. In creating national identity, a more holistic and deeper historical explanation is needed. This was appropriate because the background of the students of class XI at SMAK Diponegoro was mostly Christian and Catholic. In addition, they came from various regions starting from North Sumatera (Batak), Nias, Java, Chinese, Bali, Borneo (Dayak), Manado, and Papua. Thus, the students of class XI at SMAK Diponegoro Blitar were the pluralistic and multicultural students so that they had the various political views.

After conducting the deep interview with the teacher and students regarding the students' political awareness and political views at SMAK Diponegoro Blitar, the result of the interview with the history teacher stated:

“In the learning process, it has not explained the political elements because politics is dirty and needs to be avoided if there is someone who gets involved in practical politics that includes extraordinary people. The history learning that occurred at SMAK Diponegoro Blitar is still focused on the event that happened and who was

the key figure of the event and how it would affect it. For the material of the national movement, the involvement of Christian and Catholic figures in the *Volksraad* has never been taught. This is due to the limited references and I did not have time to develop the material because there were many school assignments that had to be accomplished as well.”

The result of the interview showed that the history teacher has not taught the political elements in the history learning. Besides, the teacher considered that politics was dirty and justified all ways. Christian and Catholic people who are actively involved in politics are considered as special people because they are brave to penetrate the boundary and partition between the state and church. This is because the church seldom teaches about politics. Christianity only focuses on the worship ritual so that many Christian and Catholic people feel alienated from politics (Darmaputra, 2000: XIV-XV). In addition, the teacher did not realize that the history learning also taught about politics.

Moreover, the result of the interview with several students of class XI at SMAK Diponegoro Blitar stated:

We have never been taught about politics in the history learning, we know that politics is dirty and justifies all ways from Facebook and PPKN. We don't understand the history of politics in Indonesia and what Christian politics is. What became our question from a long time ago, before Indonesia became independent, we did know yet about the position of the church and Christians at that time and that made us curious. I used to ask, but the answer was not satisfactory.

The result of the interview showed that many students could not answer well about what politics was. The students only knew that politics was related to the government, dirty, adults' business, a place with no honesty and integrity, and justifying all ways for getting power. Several students who had voting rights during the governor election did not use them because they thought that it had no effect on their lives.

Furthermore, they had no idea about the political condition in Blitar town and Indonesia. They did not read print and online newspapers. They also did not watch news on TV or talkshows like Mata Najwa or Indonesia Lawyer Club. In more micro cases at school, only a small number of students enrolled in the test of student council and a little interest in extracurricular activities. Even at their home environment, they were not active in Karangtaruna. They chose to keep being busy in playing social media like Facebook, Twitter, Instagram, YouTube, and online games.

This can be concluded that there were no political education at the church and the lack of political education at school, the lack of the students' active activities at their home and school environment, as well as the social media were only used as limited to self-existence and playing. Thus, the researcher concluded that there was the lack of the political awareness of the students of class XI at SMAK Diponegoro Blitar.

#### **4.3 Need of teaching materials of history of the struggle of Todung Sutan Gunung Mulia at SMAK Diponegoro Blitar**

In the learning and teaching activities, the teacher implemented the teacher center combined with questions and answers to the students. The teacher was only guided by the materials of the history textbook from the government and the students' worksheets published by Intan Pariwara. Sometimes the teacher wrote on the board to explain the important materials

from the textbook. In doing assignments and homework, the students did multiple choice questions and essays on their worksheets. Besides, the teacher did not allow the students to operate their mobile phones in the learning and teaching activities in the classroom except in working on certain assignments that were considered to require the internet and must be authorized by the teacher. From the five classrooms observed by the researcher, the same thing was found out in the process of learning and teaching activities.

Regarding the learning devices compiled by the teacher, the teacher has made the learning devices in the form of syllabus, lesson plans, and curriculum-based assessment lists for 2013. However, at the implementation stage of lesson plan, the teacher did not implement what has been designed in the lesson plan. This was because the situation in the classroom was often not possible to implement the lesson plan. There was the nonconformity between the lesson plan and its implementation due to the limited time and learning media.

Regarding the use of the teaching materials of history, the researcher conducted the interviews with several students that stated:

In the history learning in the classroom, we only use the students' worksheets and borrow the limited textbooks in the library. We were told to look for and read the e-book, but I did not like to read on laptop or mobile phone because it made my eyes tired quickly and made my mobile phone hot and wasteful. All assignments and homework were told to do on the students' worksheets and if for the different group assignments, sometimes we were asked to present, sometimes we were told to do anything depending on the material.

From the result of the interview, it can be found out that the history learning in the classroom only used the students' worksheets and borrowed the limited textbooks in the library. If the students did not get the textbook, the teacher would ask them to search and read e-book. However, most students did not like to read e-book on their laptop or mobile phone because it could make their eyes tired quickly and made their devices hot and wasteful on the battery.

The materials development still focused on the government textbooks and the students' worksheets published by Intan Pariwara. For the material of the national movement, the involvement of Christian and Catholic figures in the *Volksraad* has never been taught. This was due to the limited references and the teacher did not have time to develop the material because there were many school assignments that had to be accomplished. On the other side, the students needed another perspective regarding the involvement of the Christian and Catholic figures during the national movement that has not been discussed in the government textbooks and the students' worksheets published by Intan Pariwara.

From those explanations, it can be found out that the teaching materials focusing on the values of the struggles of the Christian and Catholic figures are needed at this time. They are not only the ordinary figures, but also the figures that give the exemplary attitudes in the church and state. Therefore, the teaching materials developed must contain the values of the struggles of the Christian and Catholic figures so that they can improve the political awareness by emulating their attitudes.

In determining the figures representing from the Christian and Catholic circles, the researcher proposed several figures, such as: Todung Sutan Gunung Mulia, Amir Sjarifuddin, Ignatius Joseph Kasimo, and Albertus Soegijapranata to the teacher. The result of the interview stated:

I agree to develop the teaching materials of history based on the Christian figure of Todung Sutan Gunung Mulia as a companion of the government textbooks and the

students' worksheets published by Intan Pariwara, I am willing to give assistance to correct and assess because when I was a student at the campus, I joined the organization of Indonesian Christian Student Movement in which Todung Sutan Gunung Mulia was one of the initiators for the establishment of GMKI.

From the result of the interview, it was agreed to choose Todung Sutan Gunung Mulia in which the figure was very relevant to be taught to the students because his important role in the national movement. Todung Sutan Gunung Mulia was one of the first intellectuals from the Christian group after the ethical politics was implemented.

His role in the national movement included the member of the *Volksraad*, the editor of the magazine of *Zaman Baru*, the member of *Christelijk Ethische Partij*, the initiator of the Indonesian Christian Party, the Second Minister of Education, the founder of the Indonesian church council, the founder of the Indonesian biblical institution, the founder of Indonesian Christian University, and because his struggle was vital for Christianity in Indonesia, his name was enshrined in the Christian publishing board (BPK Gunung Mulia) (Simatupang, 1985: 26-27; Ngalow, 1994: 100; Klinken, 2010: 99-107). Besides, Todung Sutan Gunung Mulia is still rarely researched so that for the further research, there will be a value of renewal in the research and opening new horizons in the history of Christianity in Indonesia.

The development of teaching materials and this material is based on the KI and KD of the 2013 curriculum. In the 2013 curriculum, teachers are released to explore the materials excavation. This is because the history learning has a vast space to be explored, especially for the involvement of the Christian and Catholic figures in times of the ethical politics, the national awareness, the national movement, and the collapse of the Dutch East Indies that is still not available in the government textbooks.

From the whole observations and interviews conducted by the researcher, the researcher found several problems in the history learning at SMAK Diponegoro Blitar, such as: 1) the history learning still focused on the government textbooks and the students' worksheets published by Intan Pariwara, 2) the facilities related to the teaching materials at school were still minimal, not evenly distributed, 3) the teacher's teaching was still involution, 4) the teacher still pursued the target of the material accomplishment so that it was less effective in the learning and teaching activities.

## V. Conclusion

From those explanations, it can be concluded that the history learning at SMAK Diponegoro Blitar consisted of: 1) in the learning and teaching activities, they still used the government textbooks and the students' worksheets published by Intan Pariwara so that the teaching materials of history have not supported the political awareness, 2) there was the lack of the political awareness of the students of class XI at SMAK Diponegoro Blitar because there were no the political education at church and the lack of the political education at school, the lack of the students' active activities at their home environment (karang taruna) and school, as well as the social media were only used as limited to self-existence and playing, 3) they needed the teaching materials of the history based on the struggle of Todung Sutan Gunung Mulia to improve the political awareness of the students at SMAK Diponegoro Blitar. The reason in choosing Todung Sutan Gunung Mulia was that Todung Sutan Gunung Mulia gave the

exemplary attitudes in the church and state as well as was a representation of the ideal figure to be emulated by the current generation.

## References

- Adam, AW. 2006. *Pengantar Berfikir Historis Membenahi Sejarah*. Kata Pengantar dalam Sam Wineburg. 2006. *Berfikir Historis: Memetakan Masa Depan Mengajarkan Masa Lalu*. Masri Maris (Penerjemah). Jakarta: Yayasan Obor Indonesia.
- Adam, AW. 2007. *Pelurusan Sejarah Indonesia (Edisi Revisi)*. Yogyakarta: Ombak.
- Agung, L & Wahyuni, S. 2013. *Perencanaan Pembelajaran Sejarah*. Yogyakarta: Penerbit Ombak.
- Ali, M. 2005. *Pengantar Ilmu Sejarah Indonesia*. Yogyakarta: LKIS.
- Almond, GA. & Powell, Jr. GB. 1978. *Komparative Politics, System, Process and Policy*. Boston: Little Brown.
- Almond, GA. & Verba, S. 1990. *Budaya Politik: Tingkah Laku Politik dan Demokrasi Lima Negara*. Penerjemah Sahat Simamora. Jakarta: Bumi Aksara.
- Budiardjo, M. 2010. *Dasar-Dasar Ilmu Politik*. (Edisi Revisi). Jakarta: Gramedia.
- Collins, R. 2014. *Skill for the 21st Century: teaching higher-order thinking*. Curriculum & Leadership Journal: An electronic journal for leaders in education, 12(14).
- Darmaputra, E. 2000. *Sambutan Politik Kristen di Indonesia: Suatu Tinjauan Etis*. Kata Sambutan dalam Saut Hamonangan Sirait. 2006. *Politik Kristen di Indonesia: Suatu Tinjauan Etis*. Jakarta: BPK Gunung Mulia.
- Direktorat Sekolah Menengah Pertama. 2006. *Pedoman Memilih dan Menyusun Bahan Ajar*. Edisi Oktober. Jakarta: Dirjen Menejemen Pendidikan Dasar dan Departemen Nasional.
- Hamid, R. 2014. *Pembelajaran Sejarah*. Yogyakarta: Penerbit Ombak.
- Klinken, GV. 2010. *5 Penggerak Bangsa yang Terlupakan: Nasionalisme Minoritas Kristen*. Amiruddin (Penerjemah). Yogyakarta: LKIS.
- Kuntowijoyo. 2000. *Indonesian Historiography In Search Of Identity*, Humaniora. No. 1.
- Kuntowijoyo. 2013. *Pengantar Ilmu Sejarah*. Yogyakarta: Tiara Wacana.
- Ngalow. JZ. 1994. *Kekristenan dan Nasionalisme: Perjuangan Umat Kristen Protestan Dengan Pergerakan Nasional Indonesia 1900-1950*. Jakarta: BPK Gunung Mulia.
- Prastowo, A. 2012. *Panduan Kreatif Membuat Bahan Ajar Inovatif: Menciptakan Metode Pembelajaran yang Menarik dan Menyenangkan*. Yogyakarta: Penerbit Diva Press.
- Saavedra, A. R., & Darleen Opfer, V. (2012). *Learning 21st-century skills requires 21st-century teaching*. Phi Delta Kappan, 94(2), pp 8–13.
- Sayono, J. 2013. *Pembelajaran Sejarah di Sekolah: Dari Pragmatis Ke Idealis*. Jurnal Sejarah dan Budaya, Tahun ketujuh, Nomor 1, Juni 2013, pp 9-17.
- Simatupang, TB. 1985. *Iman Kristen dan Pancasila*. Jakarta: BPK Gunung Mulia.
- Sugiyono. 2016. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- The interviews with Mr. Antonius Hada Beoang, S.Pd. and Mrs. Herawati as the history teachers at SMAK Diponegoro Blitar.
- The interviews with Celine (a student of class XI Language); Gabriel (a student of class XI PIA); Zivenka, Jemi, and Mega (students of class XI PIS).