

The Teacher's Perception Of Developing Teaching Materials Of Local History By Critical Pedagogy Approach In SMAN 3 Ponorogo

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Abstract: The globalization creates a competitive situation among the young generations around the world. The danger of globalization continued to threaten the sense of nationalism and nationality will have an impact on the country which has a multicultural character. Differences in ethnicity can be a time bomb ready to explode if not addressed wisely. The education has an important role in providing solutions related to the problems the caused by globalization. In this case, the history of education has a role in building national awareness and respect for diversity. The local history of each regions containing inspirational education values can be a means of forming the character of the young generations. It is necessary for innovation that one of this is the development of teaching materials that suit of the learners needs. This research described how far teachers are aware of the importance of local history as the subject of history materials, the material development Efforts of local history as a learning source, and how the teacher's response on critical pedagogy approaches a paradigm in the development of teaching materials of local history. The method used in this research is the qualitative method. Data collected by using observation, interview, and inquiry. The research conducted at SMAN Ponorogo by focusing excavation of existing local history. This study tries to demonstrate several things, (1) the urgency of the development teaching materials of local history, (2) the teacher's perception of the importance of developing teaching materials of local history, (3) the perception of teachers' about the critical pedagogy approaches the basic for developing teaching materials of local history.

Keywords: Teaching Materials; Local History; Critical Pedagogy Approach.

1. INTRODUCTION

The learning and teaching activities require a means to obtain knowledge. Creative and innovative learning should be done by teachers as an effort to achieve quality education (Kuswono & Light, 2017). Postmodern era does not let the hegemonic practice of teachers by dominating class or teacher-centered and demanding meaningful learning. Learning history based on the curriculum 2013, essentially having a base and a clear objective that require learning-based communication, collaborative, critical thinking and problem solving, creativity and innovation (4C), Strengthening the Character Education (PPK), the literary activity (GLS), and high order thinking skills (HOTS) in order to produce a generation of critical, innovative, skilled, moral, and literate. Education implicitly contains three elements of knowledge, covering; cognitive, affective, and psychomotor (Kuswono, 2013). This should

be a consideration in the selection of strategies and instructional media of history learning.

Local history is a science that wilderness as growing character and means of introducing the students to the local identity in the 21st century. The question of Indonesia centrist tendencies in the writing of histories, such as the dominance of political history and national perception of history, has been sacrificing and the ruling out the social dynamics in each region (Widja, 1989). The dominance of national history has succeeded in creating doubts about the future of the identity of each district. The low local awareness and loss of collective memory, causing the local historical society no man's land, will impact in the disappearance of local identity forever (Priyadi, 2012). The number of students who live in a historic place, but do not care or do not realize the potential of the existing history need to be considered and acted.

The lack of understanding of students in local history will result in low awareness and love of local wisdom. The impact of globalization brings community concerns that the nation's identity will be threatened (Monoarfa, 2017). Local history is often known by the micro stories of the past of a local area. Local history as a micro-unit has a characteristic as ethnic and cultural unity (Priyadi, 2012). The uniqueness of the area's history is clearly different from one another, so it deserves to be studied and used as a source for national history. Local history has inspiring educational values that can be used as live learning, so the students more careful in dealing with the situation. Moreover, learners can take advantages of educational values as a form of motivation to overcome the existing problems.

Efforts to introduce students to local history can be done by developing some learning strategies among other models, methods, or instructional medias. The competence of teacher becomes important factors, including; mastery of teaching materials, the ability in the development of teaching materials based on the need analysis of learners, master on the strategies and methods of learning and professionalism (Aman, 2011). In the context of the developing teaching materials of local history, teachers can take advantages of events in the locality. In reality, there are a number of teachers are still using conventional teaching materials without the effort of planning, preparation by its own (Praswoto, 2012). Consequences are not to be contextual, monotonous, uninteresting, and not necessarily in accordance with the needs of learners. This will impact on the effectiveness of using teaching materials. Based on the case, the teacher should develop the teaching materials based on curriculum, material resources, and the needs of learner analysis. Development of teaching materials independently by teachers will be allowed in encouraging learners to get the needed information.

One approach that can be used in the development of teaching materials is critical pedagogy. The purpose of this approach is to lead learners to get critical

thinking and be able to find the construction of his own thoughts. According to Freire, education using a "character storytelling" that the teacher as storyteller and learners as listeners are a form of oppressive education. It is because the teachers are very dominating in learning activities that can be considered as a tool of teacher's power in education (Hidayat, 2013). According to Freire, the ideal education is the humanitarian education by "co-existential".

Based on the background, the author wants to conduct research related to the urgency of developing teaching materials of local history by critical pedagogy as an alternative solution for growing historical awareness.

2. METHOD

The author used the qualitative method to provide qualitative details about the teacher's perception of history materials of local history in SMAN 3 Ponorogo, East Java. The data were collected by observation, interview, and inquiry techniques.

3. FINDING AND DISCUSSION

The Local History Of Ponorogo

Ponorogo is a historic district located in the East Java. Historic sites containing local history generally appears in historical places (Wibowo, 2016). This district has some local cultures, including; First, the Kingdom of "Bantar Angin" known as Wengker is closely linked to the history of Ponorogo. The region of Ponorogo is a former area of "Bantar Angin". In the future, this kingdom is related to the history of *reyog*.

Second, Bathoro Katong is the founder and first leader of Ponorogo. The history of the Bhatoro Katong leadership should be an enrichment materials with the goal of moral education and character in students. The leadership values of Bathoro Katong in teaching Islam and forming a strong government can be able to serve as inspiration and motivation to solve

problems occurred. In addition to spiritual values of Bathoro Katong can be a learning experience in religious moral and spiritual especially Islam.

Third, “Warok”, a local identity of Ponorogo, is known as the local informal leader who was respected and honored by the people. This figure was inspiring of a good character from the ancestors of Ponorogo to the next generation. First, “warok” generally became a chief village in Ponorogo, but in the future was known as the informal leader and cultural figure who oversees the reyog communities.

Fourth, “reyog”, a cultural wealth of Ponorogo, has various histories. This culture has some components including; *Barongan*, *Jathilan*, *Klana Sewandana*, *Pujangganong*, and *Warok* with inspiring meanings. The details are; 1) *Barongan*, containing a philosophical meaning a strength and beauty, are realized in the form of a tiger's head, known to the savagery and ferocity, and beauty embodied in the form of peacock feathers; 2) *Jathilan*, symbolizes the patriotic spirit of a soldier and illustrates agility in battle on horseback; 3) *Klana Sewandana*, implies a fair and wise leadership. These beautiful dance figures depict a leader who knew any situation. In carrying out of his leadership, Klana Sewandana has the weapon called "Pecut Samandiman" which contains a remarkable miracle; 4) *Pujangganong* is a picture of a governor of *Bantar Angin*. The values and meanings of *Pujangganong* that seemed funny, a lot of the acts, and always creating a sensation is a symbol of life that does not always run smoothly and straight; 5) *Warok*, symbolizes authority and charismatic leader form of Ponorogo society.

Fifth, *larung sesaji*, a ceremonial ritual for praying to God Who gives a protection from the evil spirits, has been done by society as a form of relationship between the creature with God. Another reason of *larungan* is able to express a thanksfull to the gift. In the future, this ritual has changed either of the

components or the aims. This is due to the interference of the government who knowingly commodification of this culture causing some changes happened. This phenomenon is interesting to be the discussion topic. Those histories have values which can be used as learning materials.

Developing Teaching Materials Of Local History

According to Kochhar (2008), instructional purposes of teaching history at the Senior High School (SMA) include ; (1) knowledge, namely, the process of remembering, recognizing, and showing the historical information in various forms, (2) understanding, that is the competence started from classify to the interpretation of historical events, (3) critical thinking, which is capable of critical thinking in identifying and analyzing a problem, (4) practical skills, it is skill in the writing of the research results, (5) interest, developing of an interest in independent study such as collecting historical objects, reading historical documents, and writing articles about local history (6) behavior, namely development behavior of learners including a sense of patriotism, showing respect, building friendships, practicing a good living and working together in community social activities.

In the learning process, teachers are expected to provide motivation, purpose, and means to students. One indicator of successful teachings is capable of making learners interested and more enthusiastic about learning history (Wibowo, 2016). History has the potential to make human inhumanity that is not performed by all subjects (Wineburg, 2006). Science is also prepared following fields of knowledge past the main values of life, which can be transformed to younger generations through education (Hamid AR, 2015). Existing problems generally occurred on such things as interest and motivation of students is low, the limitations of

learning resources and passive learning environment classroom (Hamid AR, 2014). Thus the necessity of the historical development of teaching materials, in order to facilitate the students and provide them to be motivated pupils.

Local history learning allows students in touch "intimate" with a very local event and has an important and valuable role in shaping the larger events (Abdullah, 1990). In the process of development of teaching materials of local history, should take into consideration the socio-cultural of learners that suitable to character values appropriated to the curriculum 2013. The importance of developing material of local history includes; 1) learning materials allow students to obtain any materials, 2) learning resources that are close to the students will be more readily available and understood, and 3) improving the knowledge of locality, and 4) be able to apply the knowledge, skills, and attitudes learned to solve the problems (Siska, 2015).

Teacher's Perceptions Of Deveoping Teaching Materials Of Local History By Critical Pedagogy.

The history of SMAN 3 Ponorogo was over the function of the School of Teacher Education (SPG) started in 1989 and accredited A. The number of history teachers that there are three people, each holding different class levels. The learning process of history that has been implemented was quite good. It is based on the assessment of student and class history teacher. There are some challenges and issues involved, include; 1) there was no learning by dialogue system (two-way learning). This is evident from the dominant used of the lecture method and the lack of space for students to be actively involved in learning activities; 2) supporting reference competent enough that textbooks published yudhistira appropriated curriculum of 2013. But the teacher has not been giving a stimulant to the local history gave

impact to the students skill of local history literacy; 3) Based on interviews with some students, it can be concluded that the students have a low competence of local history literacy and historical research materials 5) the learning process was still dominated by attending class and learning by textbooks, even the teacher often asked students to do the worksheet in the text book that only leads to cognitive aspects and less emphasis on the affective and psychomotor.

Based on the interview, all the history teachers agreed that the local history is important taught to learners and they agreed that developing teaching materials of local history by critical pedagogy approach is needed to be done. However, there are several obstacles faced by teachers in the developing teaching materials of local history, 1) the lack of space for local history in the curriculum subjects of history, 2) the demands on competence goals have been determined, 3) The teacher has lack of knowledge in developing teaching materials, and 4) lack of support from the school. evidenced by the school which always ordered the textbooks as yudhistira, erlangga, and textbooks from the government. The history teachers have experienced turmoil between the striving fulfillment of competence or teaching local history that took much time. The efforts done by teachers as efforts to introduce local history was giving work to do research about the local history of Ponorogo.

Data show that the history teachers of SMAN 3 Ponorogo responded enthusiastically about developing learning materials of local history by critical pedagogy approach. This approach emphasizes learning in both directions, the democratic system or the provision of equal opportunity, and problem-based learning considered to encourage students to understand history deeply. Teachers recognized that using teacher-centered approach had been adversely affected the activeness of

students. The domination of teachers impacted students to be passive and tended to get bored with the history lessons. Therefore, teachers in SMAN 3, agreed with the development of teaching materials by critical pedagogy approach by reasons of their conformity by the approach of curriculum 2013.

Instructional materials encouraged students to be active, critical, and independent generations. SMAN 3 is an educational institution that already provided needs of learners in the teaching materials form of history. However, teachers have not been able to develop teaching materials according to the needs of learners. Data show that the literacy skill of local history of learners is low, due to several factors, among others; 1) there is no material of local history in the curriculum of Indonesian history, 2) the teachers have not been encouraging and facilitating learners in learning local history, 3) the lack of history awareness and a love of local culture.

4. CONCLUSION

This study shows that the development of teaching materials into a local history of urgency that must be done immediately. A new approach, critical pedagogy, appropriated to the curriculum 2013 can be used as an alternative in the development of innovative teaching materials, unconventional, and load the critical literature. Perception of teachers to the development of teaching materials with an emphasis on the mastery of local history by applying the principles of dialogue, liberation, and problem-solving, is necessary to be a bridge for students to become qualified, critical, active, and literate generation.

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