
NEEDS ANALYSIS OF MODULE TEACHING MATERIALS OF GORONTALO MUHAMMADIYAH ORGANIZATION IN LEARNING HISTORY AT SMAN 1 GORONTALO

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ABSTRACT

This paper aims to analyze the needs of teaching materials module history of movement organization Muhammadiyah Gorontalo at SMAN 1 Gorontalo. This is done because, in the learning in the school has not used the module as a companion of textbooks. The research method used is descriptive-qualitative, that is by doing observation, interview and document study. The results showed that during the learning process of history at SMAN 1 Gorontalo, less exploration of local history studies, especially related to the movement of the Muhammadiyah organization. On the one hand, students need a new understanding of the local history of Gorontalo. Thus, the use of a module containing the historical material of Muhammadiyah organization movement in Gorontalo becomes important to be compiled, then taught to students. The goal is that students can know that the Gorontalo region also has a variety of history that is not less interesting when compared with other areas in Indonesia. The implications of this study can be used as a guide to the teacher in analyzing the various learning needs required by students during the learning process at school. For students, with the teaching material of this module, more exploring willingness learn according to requirement given by teacher.

Keyword : Needs Analysis, Module, Muhammadiyah Organization, Gorontalo, Learning of History.

INTRODUCTION

The use of textbooks has become central to the learning process in the classroom. Historical textbooks provided by the government have been adapted to the curriculum program (Educational activities), especially in the process of developing student achievement (Sanjaya, 2013: 3-4; Hamid, 2012: 45). Therefore it becomes mandatory to use. However, although it has become a compulsory learning tool, does not mean the use of textbooks can not be replaced with other learning tools. As a professional educator (Soetjipto & Kosasi, 2004: 43), teachers should be able to explore their abilities, in order to achieve optimal student learning outcomes. Not just based on textbooks only, it combines with learning models (Joyce, Weil dan Calhoun, 2011: xvii), media, especially in terms of writing or developing teaching materials (True teachers have the ability in this field. See Sudaryanto, 2012: 4).

The teaching materials referred to in this study are modules, Namely a learning tool designed to obtain quality learning outcomes (Ismawati, 2012: 236; Daryanto & Dwicahyono, 2014: 171). The essence of module compilation is that students can learn independently at

their own pace from the learning process (Vembriarto, 1985: 27). In addition, the purpose of the module, to develop historical material not found in historical textbooks. Based on observation of the history lesson of SMA Negeri 1 Gorontalo, especially class XI IPS, obtained data learning historical more using lecture method, than develop (module) than developing lessons that should be used when doing classroom learning.

In the preliminary study, it can be concluded that there is no support material such as the module used by the teacher. The historical lessons taught by the teachers are only fixed on textbooks that have been provided by the school, so for historical material, especially local history has never been taught. Because the module can contain material that is not contained in textbooks, based on research of the development of teaching materials module conducted by Sufandi Iswanto who succeeded in developing nation character through the material “*Sulam Karawang Gayo*”. From this research can be proved that, module containing local history material is needed by teacher in process of learning in class. This problem is also based on the principal's narrative “...Schools only provide book packages that have been provided by the government” (Interview, 11-10-2016). The introduction of history starting that from the local level is very important, because if the principle of history is something "unique", then can be said all history, especially national history, begins from local history (Purwanto, 2010: 496). Other than that, delivery of material done by teachers only by using lecture and question and answer methods, without of the use of other learning models which can also support the success of the learning process.

RESEARCH METHOD

The method used in this study is descriptive-qualitative with the context of the problems obtained in certain social situations (Sugiyono, 2014: 287; Sugiyono, 2015: 15; Sukmadinata, 2013: 95). The study was conducted from October to December 2017 with teachers and students as research subjects. This research tries to analyze the need of SMAN 1 Gorontalo on teaching material of history module of Muhammadiyah organization movement as companion of text book which have been used. Data collection techniques used in this study include observation, interviews and documentation (Sugiyono, 2014: 309).

First; At the observation stage done in some parts, that is directly involved in the learning process, looking at the shortcomings and advantages of teaching materials used today, and observe the ability of students to digest the material given. *Second*; Interview teachers, especially history teachers and students, by randomly selecting students who are considered representative and able to provide answers to research problems. *Third*; Looking for data related to student learning process so far, then from the data is analyzed based on requirement of instructional material of history module. In addition, it also requires articles, thesis, related to the needs of teaching materials.

THE USE OF HISTORY TEACHING MATERIALS IN SMA NEGERI 1 GORONTALO

Based on an interview with Mrs. Nolva, during this history learning only use the package book which refers to the 2013 curriculum. Package has become the main source in supporting the teaching and learning process of history (Interview, 12-11-2016). Similar to the statement from Misel Tampanas (students of class XI C1) and Arsan Ashari Biya (students of class XI C2) “In the classroom the teacher only uses the lecture learning model,

without combining other teaching styles, for example variations of the use of learning models that can support the teaching and learning process” (Interview, 12-10-2016).

Associated with other supporting teaching materials such as modules, according to a student class XI C1 named Nur Rahman Ishak as follows “About the module, Mrs. Nova has never used the history module let alone concerning the movement of Muhammadiyah organizations that are here (Gorontalo). In learning, Mrs. Nova only gives a summary of the material history per chapter”. Another student named Andri Hulinggata said:

“Nova's mother never used modules when giving historical material, Just give a summary of the material to make learning easier. Because, if learn all the material that is in the package book, it will be very difficult for us to understand it. While related to local history in Gorontalo, I do not know if Muhammadiyah organization is very big in Gorontalo. For the movement of the Muhammadiyah organization, what we know in Java.

Statement from the students, teaching materials in the form of modules have never been applied in the learning process, moreover modules related to local history namely the movement of the Muhammadiyah organization Gorontalo. They do not know about the history of Muhammadiyah Gorontalo organization movement. Even though the history of Muhammadiyah organization movement in Gorontalo experienced a very large dynamics, especially about the ups and downs of this organization's struggle. Some students confess, it would be great if the history of the Muhammadiyah organization could be taught, because it can enrich local history knowledge in Gorontalo. Can be indicated, students also expect their teachers to teach local history in Gorontalo, not only is monotonous on a very common historical material. Thus it can be analyzed, student euphoria attitudes arise when knowing, it turns out that Gorontalo area has the same history with other regions in Indonesia. This stage is said by Sukmadinata as the stage of intellectual development of students (Sukmadinata, 2009: 214). Therefore the wise attitude of a teacher is preparing and delivering learning according to the abilities and development of the student.

Interview statements from these students should be understood by the teacher, that local history is very important, so teachers should have an alternative to answer the problem. Thus, it does not rule out the possibility of using local history lessons, achievement levels and students' learning willingness to history can increase. Therefore it can answer the myth that have been developed among students. Myths are deliberately shaped by the teacher. Master's negligence causes students to hate history lessons, so teachers should be smart to prepare various alternatives in answering the issue with do a persuasive approach.

Teachers are important actors of the implementation of teaching and learning process in the classroom. In addition, the core task of becoming a teacher, is to make students understand every method of learning conveyed. Teachers should be able to explore all their knowledge to create effective learning conditions. Full classroom control should be completely done by the teacher, so that the emergence of various problems in the classroom will be directly known, especially problems in learning. Therefore, the benchmark of achievement level in each student must be known by a teacher. As proposed by Thobroni & Mustafa (2012: 19), learning is not just introducing from being ignorant to know, but learning is a permanent process that leads to changes in student behavior. That is, if there is a change in behavior in students, it can be said that the student has experienced the learning process.

Based on interviews and observations about student needs, that in SMAN 1 Gorontalo requires teaching materials as a companion textbook. Besides being used to make it easier the delivery of material, companion teaching materials are also expected to open the insights of learners about the history of their own region. Another thing to be want to know of is the

obstacles faced by teachers in preparing special teaching material to discuss local history. Because in the preparation of the module, teachers are free to choose the material to be developed in accordance with the needs of students.

Preparation of historical module of organizational movement Muhammadiyah Gorontalo, is an early alternative to be introduced to students. Because during this time in SMAN 1 Gorontalo has never arranged material related to local history in Gorontalo. Thus, the preparation of the historical module of Muhammadiyah Gorontalo organization movement becomes very important to do. This module is arranged based on the RPP and Syllabus used in SMAN 1 Gorontalo. In RPP and Syllabus, special material of movement history is taught to students of class XI IPS, then the reason for choosing class XI IPS to introduce the module history of movement is very precise.

As mentioned earlier, history modul of organization movement Muhammadiyah Gorontalo developed, Is one of the many local histories in the Gorontalo region. Then it is expected with the development of this module, A good start for the development of module teaching materials in the future with to associate variations of local history materials Gorontalo.

Local history becomes important to be introduced, Because it is the largest contributor to the national history unit (Abdullah, 1990: 16). Indirectly on, national history is largely determined by events occurring in certain locality. Therefore, the writing of local history should be intensively conducted by historians as well as other authorized agencies. In other words, although history in certain areas is not contained in the educational curriculum, teachers as subject facilitators should be able to dig as much as possible to understand the historical events occurring in the region. However, Because of some obstacles encountered, So the alternative is to develop local history in the form of modules.

In developing the module of history of organization movement Muhammadiyah Gorontalo, other than because well as in accordance with the material in the class XI IPS contained in RPP and Syllabus, also to prove that by knowing the history of the movement of Muhammadiyah Gorontalo can increase student's nationalism. Therefore, teachers should be able to provide understanding to students, How to better love the domestic products and not too consumptive to the products coming from the West.

The historical value that can be drawn from the movement of the Muhammadiyah organization in Gorontalo, Namely to provide understanding to students about the importance of nationalism Through the attitude of nationalism students learn to love Indonesia's homeland, especially the ones from the west. In accordance with the concept of nationalism which states the highest allegiance of individuals should be submitted to the nation state, an individual must have a deep feeling about the close bond with the is homeland, with local traditions and so forth (Kohn, 1984 : 11). Other than that, nationalism also provides a more meaningful identity than social ties like class and other material interest associations. Nationalism is one more than that of other limited groups, not on the regional, but collectively.

That is how it is picture of nationalism carried by the Muhammadiyah organization. The movement is more apriority of the community in order to maintain the culture of the homeland. In Gorontalo also happen. So is the case happen in Gorontalo, the activities of the Europeans in overriding indigenous cultures are often uncontrollable. Therefore, the emergence of the Muhammadiyah Organization in 1912 provided insight for the people of Gorontalo in order to keep what should be safeguarded.

CONCLUSION

Based on the results of this study, it can be concluded that, SMAN 1 Gorontalo requires teaching material module history of Muhammadiyah organization movement as one of supporting learning process in class. All this time the learning process, SMAN 1 Gorontalo only uses textbooks, without using the module as a companion, especially modules related to local history. From the results of interviews with students, in explaining the material history, teachers only use the material available in textbooks provided with historical material that is general, while students want to know the history associated with the region itself. Therefore Gorontalo local history module containing material movement of Muhammadiyah Gorontalo organization need to be developed by teacher.

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INFORMAN LIST

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