

PAPER • OPEN ACCESS

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

To cite this article: L Khuriyah *et al* 2020 *IOP Conf. Ser.: Earth Environ. Sci.* **485** 012077

View the [article online](#) for updates and enhancements.



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

L Khuriyah^{1*}, M Naim², and N Umamah¹

¹Student in Jember University IPS Education Degree, Jalan Kalimantan No. 37, Kampus Tegalboto, Jember, Jawa Timur, 68121, Indonesia

²Lecturer at the Faculty of Teacher Training and Education, University of Jember, Jalan Kalimantan No. 37, Kampus Tegalboto, Jember, Jawa Timur, 68121, Indonesia

¹Lecturer at the Faculty of Teacher Training and Education, University of Jember, Jalan Kalimantan No. 37, Kampus Tegalboto, Jember, Jawa Timur, 68121, Indonesia

*email: luluk.khuriyah@gmail.com

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 more wise and prudent in responding to today's life to realize a better future.

For some reason, the subjects of Indonesian history at that time were not given much attention in SMK. Is it not important? Even though the Indonesian Proclaimer, Ir. Sukarno stated JASMERAH, Never Leave History. He also said that a big nation is a nation that values the services of its heroes. Don't look into the future with your blind eyes! The past is very useful to be the spectacle of the future of the future. By learning history, a sense of love for the motherland will grow, be proud of being part of the Indonesian nation, knowing and appreciating ancestral culture and struggle, embedded with a sense of nationalism, patriotism, and others. From studying history we can be 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 in 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 Competency (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 Analyzing strategies and forms of
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	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
3.9	4.8
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	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
3.10	4.9
Evaluate the development of the political and economic life of the Indonesian people in the early days of independence until the Guided Democracy period	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
3.11	4.10
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	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
3.12	4.11
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	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
3.13	4.12
Evaluating the life of the Indonesian people in developing science and technology in the era of independence (from the proclamation to the Reformation)	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

Reformation)

Source: Direktorat Pembinaan Sekolah Menengah Kejuruan, 2017:73-74

3.2. Teacher's Book and Student's Book

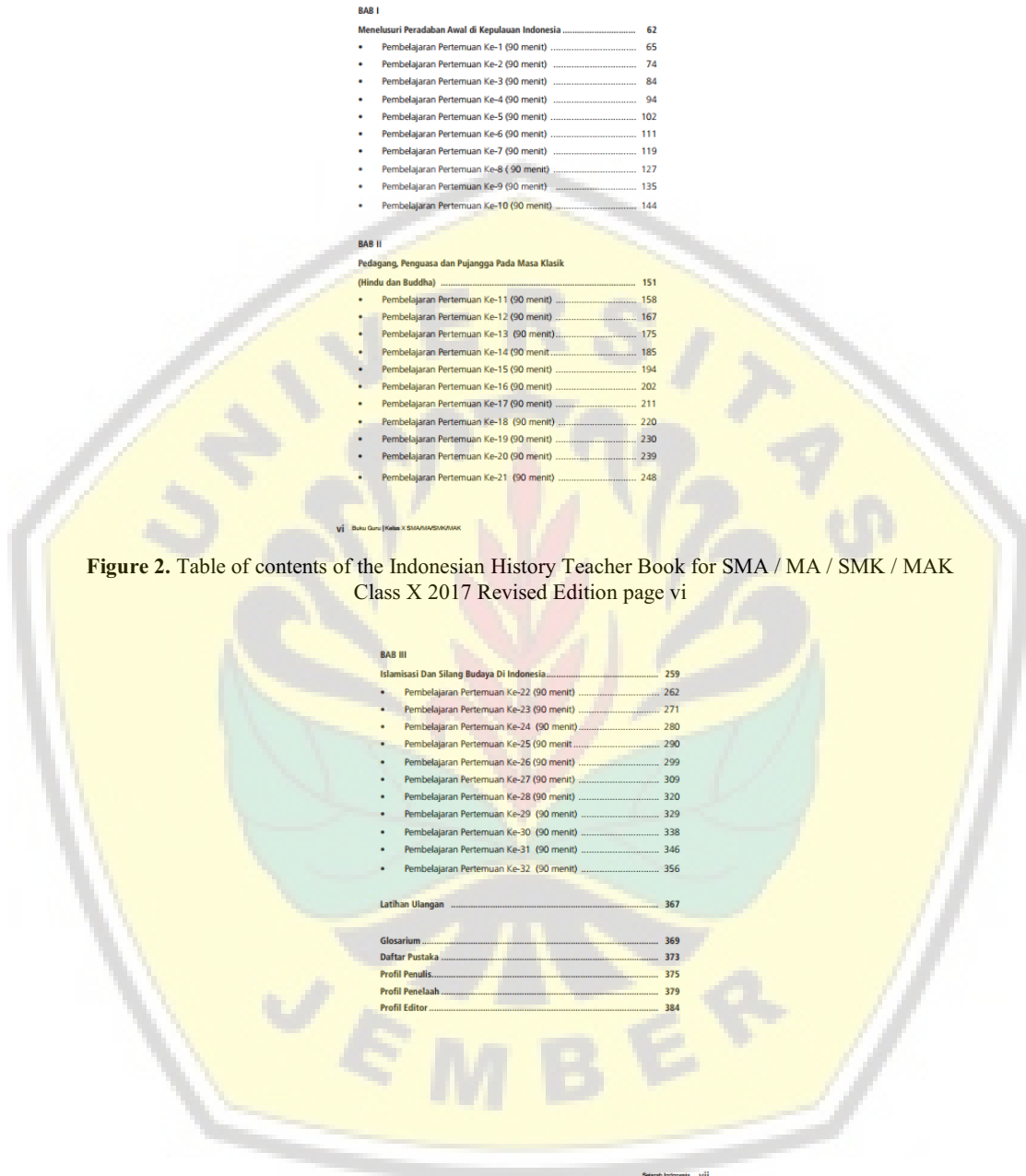
Changes that occur in Basic Competence (KD) automatically bring changes to the material being taught. At the same time the Ministry of Education and Culture also issued a revision of the Teacher's Book and Student's Book which became guidelines for learning in class.

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:

Daftar Isi

Kata Pengantar	iii
Daftar Isi	v
BAGIAN 1 : Petunjuk Umum	
A. Maksud dan Tujuan Mata Pelajaran Sejarah Indonesia	1
1. Rasional	1
2. Pengertian	2
3. Prinsip-Prinsip Pembelajaran	7
4. Tujuan	8
5. Ruang Lingkup	9
B. Struktur KI dan KD Mata Pelajaran Sejarah Indonesia	10
C. Strategi dan Model Umum Pembelajaran	14
1. Pengembangan indikator	14
2. Pengalaman Belajar	19
3. Model dan Skenario Pembelajaran	20
D. Penilaian Hasil Belajar	41
1. Prinsip-Prinsip Penilaian	41
2. Aspek-Aspek yang Dinilai/Evaluasi Mencakup	41
3. Indikator Keberhasilan Belajar Sejarah	42
4. Pendekatan Penilaian Hasil Belajar Sejarah	43
5. Penilaian Autentik	44
6. Panduan Observasi	50
7. Skala Penilaian	53
E. Format Buku Teks Pelajaran Sejarah Indonesia	59
BAGIAN 2 : Petunjuk Khusus Pembelajaran Per-Bab	60

Figure 1. Table of contents of the Indonesian History Teacher Book for SMA / MA / SMK / MAK Class X 2017 Revised Edition page v



BAB I

Menelusuri Peradaban Awal di Kepulauan Indonesia 62

- Pembelajaran Pertemuan Ke-1 (90 menit) 65
- Pembelajaran Pertemuan Ke-2 (90 menit) 74
- Pembelajaran Pertemuan Ke-3 (90 menit) 84
- Pembelajaran Pertemuan Ke-4 (90 menit) 94
- Pembelajaran Pertemuan Ke-5 (90 menit) 102
- Pembelajaran Pertemuan Ke-6 (90 menit) 111
- Pembelajaran Pertemuan Ke-7 (90 menit) 119
- Pembelajaran Pertemuan Ke-8 (90 menit) 127
- Pembelajaran Pertemuan Ke-9 (90 menit) 135
- Pembelajaran Pertemuan Ke-10 (90 menit) 144

BAB II

Pedagang, Penguasa dan Pujangga Pada Masa Klasik
(Hindu dan Buddha) 151

- Pembelajaran Pertemuan Ke-11 (90 menit) 158
- Pembelajaran Pertemuan Ke-12 (90 menit) 167
- Pembelajaran Pertemuan Ke-13 (90 menit) 175
- Pembelajaran Pertemuan Ke-14 (90 menit) 185
- Pembelajaran Pertemuan Ke-15 (90 menit) 194
- Pembelajaran Pertemuan Ke-16 (90 menit) 202
- Pembelajaran Pertemuan Ke-17 (90 menit) 211
- Pembelajaran Pertemuan Ke-18 (90 menit) 220
- Pembelajaran Pertemuan Ke-19 (90 menit) 230
- Pembelajaran Pertemuan Ke-20 (90 menit) 239
- Pembelajaran Pertemuan Ke-21 (90 menit) 248

vi Buku Guru Kelas X SMA/MA/SMK/MAK

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

BAB III

Islamisasi Dan Silang Budaya Di Indonesia 259

- Pembelajaran Pertemuan Ke-22 (90 menit) 262
- Pembelajaran Pertemuan Ke-23 (90 menit) 271
- Pembelajaran Pertemuan Ke-24 (90 menit) 280
- Pembelajaran Pertemuan Ke-25 (90 menit) 290
- Pembelajaran Pertemuan Ke-26 (90 menit) 299
- Pembelajaran Pertemuan Ke-27 (90 menit) 309
- Pembelajaran Pertemuan Ke-28 (90 menit) 320
- Pembelajaran Pertemuan Ke-29 (90 menit) 329
- Pembelajaran Pertemuan Ke-30 (90 menit) 338
- Pembelajaran Pertemuan Ke-31 (90 menit) 346
- Pembelajaran Pertemuan Ke-32 (90 menit) 356

Latihan Ulangan 367

Glosarium 369

Daftar Pustaka 373

Profil Penulis 375

Profil Penelaah 379

Profil Editor 384

Seperti Informasi viii

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

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:

Menelusuri Peradaban Awal di Kepulauan Indonesia	1
A. Sebelum Mengetahui Tulisan.....	3
B. Terbentuknya Kepulauan Indonesia.....	8
C. Mengetahui Manusia Purba.....	18
1. Sangiran.....	19
2. Trinil, Ngawi, Jawa Timur.....	21
3. Perdebatan Antara Pithecanthropus ke Homo Erectus.....	30
D. Asal Usul Persebaran Nenek Moyang Bangsa Indonesia.....	34
1. Proto Melayu.....	35
2. Deutero Melayu.....	36
3. Melanesoid.....	37
4. Negro dan Weddid.....	38
5. Teori Out of Africa dan Out of Taiwan.....	40
E. Corak Hidup Masyarakat Praaksara.....	46
1. Pola Hunian.....	46
2. Dari Berburu, Meramu sampai Bercocok Tanam.....	47
3. Sistem Kepercayaan.....	49
F. Perkembangan Teknologi.....	54
1. Antara Batu dan Tulang.....	55
2. Antara Pantai dan Gua.....	58
3. Mengetahui Api.....	61

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

4. Sebuah Revolusi	63
5. Konsep Ruang pada Hunian (Arsitektur)	66
Kesimpulan	69
Bab II	
Pedagang, Penguasa dan Pujangga pada Masa Klasik (Hindu dan Buddha)	73
A. Pengaruh Budaya India	75
B. Kerajaan-Kerajaan pada Masa Hindu-Buddha	86
1. Kerajaan Kutai	87
2. Kerajaan Tarumanegara	90
3. Kerajaan Kalangga	97
4. Kerajaan Sriwijaya	100
5. Kerajaan Mataram Kuno	110
6. Kerajaan Kediri	125
7. Kerajaan Singhasari	129
8. Kerajaan Majapahit	136
9. Kerajaan Buleleng dan Kerajaan Dinasti Warmadewa di Bali	145
10. Kerajaan Tulang Bawang	146
11. Kerajaan Kota Kapur	147
C. Terbentuknya Jaringan Nusantara Melalui Perdagangan	151
D. Akulturasi Kebudayaan Nusantara dan Hindu-Buddha	157
Kesimpulan	165
Bab III	
Islamisasi dan Silang Budaya di Nusantara	168
A. Kedatangan Islam ke Nusantara	170
B. Islam dan Jaringan Perdagangan Antarpulau	176
C. Islam Masuk Istana Raja	184
1. Kerajaan Islam di Sumatra	185
2. Kerajaan Islam di Jawa	202

Figure 5. Table of contents of the Indonesian History Student Book for SMA / MA / SMK / MAK Class X 2017 Revised Edition page vi

3. Kerajaan-kerajaan Islam di Kalimantan	216
4. Kerajaan-kerajaan Islam di Sulawesi	221
5. Kerajaan-kerajaan Islam di Maluku Utara	226
6. Kerajaan-kerajaan Islam di Papua	229
7. Kerajaan-kerajaan Islam di Kalimantan	231
D. Jaringan Keilmuan di Nusantara	235
E. Akulturasi dan Perkembangan Budaya Islam	239
1. Seni Bangunan	240
2. Seni Ukir	245
3. Aksara dan Seni Sastra	246
4. Kesenian	248
5. Kalender	248
F. Proses Integrasi Nusantara	250
1. Peranan Para Ulama Dalam Proses Integrasi	250
2. Peran Perdagangan Antarpulau	251
3. Peran Bahasa	252
Kesimpulan	254
Latihan Ulangan	256
Glosarium	258
Daftar Pustaka	265
Profil Penulis	271
Profil Penelaah	275
Profil Editor	280

Figure 6. Table of contents of the Indonesian History Student Book for SMA / MA / SMK / MAK Class X 2017 Revised Edition page vii

From the table of contents of the two books, we can know that the handbook is not in accordance with the Basic Competencies applied at the Vocational School. Class X Teacher's Books and Student Books only reach KD. 3.4 only. This is a discrepancy that occurs between the concepts that exist in KI and KD that apply in vocational schools and existing practices in learning.

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 gaded 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.

Acknowledgments

I thank Mr. Mohamad Naim and Ms. Nurul Umamah. Thank you for all the criticisms, suggestions, and guidance.

References

- [1] Direktorat Pembinaan Sekolah Menengah Kejuruan, 2017 *KI&KD SMK/MAK*. (Jakarta: Kementerian Pendidikan dan Kebudayaan)
- [2] Kementerian Pendidikan dan Kebudayaan, 2017 *Buku Guru Sejarah Indonesia Untuk SMA/MA/SMK/MAK Kelas X Edisi Revisi 2017* (Jakarta: Kementerian Pendidikan dan Kebudayaan)
- [3] Kementerian Pendidikan dan Kebudayaan, 2017 *Buku Siswa Sejarah Indonesia Untuk SMA/MA/SMK/MAK Kelas X Edisi Revisi 2017* (Jakarta: Kementerian Pendidikan dan Kebudayaan)
- [4] Kementerian Pendidikan dan Kebudayaan, 2017 *Buku Guru Sejarah Indonesia Untuk SMA/MA/SMK/MAK Kelas XI Edisi Revisi 2017* (Jakarta: Kementerian Pendidikan dan Kebudayaan)
- [5] Kementerian Pendidikan dan Kebudayaan, 2017 *Buku Siswa Sejarah Indonesia Untuk SMA/MA/SMK/MAK Kelas XI Semester 1 Edisi Revisi 2017* (Jakarta: Kementerian Pendidikan dan Kebudayaan)
- [6] Kementerian Pendidikan dan Kebudayaan, 2017 *Buku Siswa Sejarah Indonesia Untuk SMA/MA/SMK/MAK Kelas XI Semester 2 Edisi Revisi 2017* (Jakarta: Kementerian Pendidikan dan Kebudayaan)
- [7] Kementerian Pendidikan dan Kebudayaan, 2018 *Buku Guru Sejarah Indonesia Untuk SMA/MA/SMK/MAK Kelas XII Edisi Revisi 2018* (Jakarta: Kementerian Pendidikan dan Kebudayaan)

- [8] Kementerian Pendidikan dan Kebudayaan, 2018 *Buku Siswa Sejarah Indonesia Untuk SMA/MA/SMK/MAK Kelas XII Edisi Revisi 2018* (Jakarta: Kementerian Pendidikan dan Kebudayaan)
- [9] Soepeno, B 2018. *Fungsi dan Aplikasi: Teori Dalam Penelitian Sosial* (Jember: Jember University Press)
- [10] Soepeno, B 2019 *Paradigma, Rancangan, dan Proposal Ragam Penelitian Kualitatif Bidang Ilmu-Ilmu Sosial dan Pendidikan* (Yogyakarta: LaksBang PRESSindo)

