

## Development of Teaching Materials on National Historiography

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Received: January 26, 2026; Revised: March 5, 2026; Approved: April 5, 2026

**Permalink/DOI:** <http://dx.doi.org/10.32332/social-pedagogy.v7i1.12938>

**Abstrak:** Bahan ajar adalah materi pelajaran yang disusun secara lengkap berdasarkan RPS yang telah disusun dan sejalan dengan prinsip-prinsip pembelajaran serta kebutuhan belajar mahasiswa. Tujuan penelitian ini berfokus pada pengembangan bahan ajar Historiografi Nasional yang sesuai dengan gaya belajar mahasiswa dan tantangan belajar pada pendidikan tinggi. Metode penelitian ini adalah *Research and Development* dengan prosedur penelitian pengembangan menurut ADDIE yang tersusun dalam beberapa tahap yaitu analisis, desain, pengembangan, dan implementasi. Hasil validasi uji materi dengan 20 indikator, memperoleh skor 87% dari 100%, dengan rekomendasi sangat layak. Instrumen yang digunakan dalam uji ahli adalah lembar validasi ahli yang disusun dalam bentuk angket skala Likert untuk menilai kelayakan produk dari aspek materi. Uji efektifitas produk dilakukan menggunakan angket yang diujikan pada kelompok terbatas. Berdasarkan hasil angket diketahui bahwa penyajian materi yang terdapat pada buku ajar Historiografi Nasional 36,4% sangat baik, dan 60,6% responden memberikan penilaian baik. Penyajian buku ajar Historiografi Nasional dinilai baik dan sesuai dengan kebutuhan belajar mahasiswa karena materi disusun terstruktur, tampilan tertata rapi, disertai penggunaan tabel dan rangkuman membantu memperjelas isi dan menjadikan tampilan buku menjadi menarik serta praktis digunakan.

**Kata Kunci:** Pengembangan, Produk, Bahan Ajar, Historiografi Nasional

**Abstract:** Teaching materials are comprehensive learning resources compiled in accordance with the established syllabus and aligned with learning principles and students' learning needs. The objective of this study focuses on the development of teaching materials for National Historiography that are suited to students' learning styles and the challenges of higher education. The research method employed is Research and Development, utilising the ADDIE model, which comprises several stages: analysis, design, development, and implementation. The results of the material validation test, using 20 indicators, yielded a score of 87% out of 100%, with a recommendation of 'highly suitable'. The instrument used in the expert review was an expert validation sheet designed as a Likert-scale questionnaire to assess the suitability of the product from a content perspective. The product's effectiveness was tested using a questionnaire administered to a limited group. Based on the questionnaire results, it was found that the presentation of the material in the National Historiography textbook was rated as 'very good' by 36.4% of respondents, whilst 60.6% rated it as 'good'. The presentation of the National Historiography textbook was rated as good and appropriate for students' learning needs because the material was structured, the layout was neat, and the use of tables and summaries helped to clarify the content and made the book visually appealing and practical to use.

**Keyword:** Development, Products, Teaching Materials, Historiography Nasional

## INTRODUCTION

Learning in higher education is heavily influenced by the nature of the courses taught and the competencies that must be achieved. In terms of teaching approaches, the learning process in higher education employs an adult learning approach, or andragogy (Sitepu & Lestari., 2018). Ideally, with this approach, during the initial session the lecturer explains what and how the course will be taught, as well as preparing various components of the learning materials to be used throughout the course (Susanto et al., 2023). One of the many components within this teaching system is learning resources. In simple terms, learning resources are teaching materials, such as textbooks or similar materials. There are various forms of learning resources used in the learning process (Prasetiyo & Perwiraningtyas, 2017).

Learning resources encompass all supporting materials for learning activities, including support systems, materials, and the learning environment. Learning resources are not merely the tools and materials used in learning, but also encompass people, budgets, and facilities. Learning resources can include anything available to assist a person in learning (Supriadi, 2017). Learning resources are, in essence, components of the instructional system comprising messages, people, materials, tools, techniques and the environment, all of which can influence learning outcomes. Thus, learning resources can be understood as all kinds of resources existing outside the individual (the learner) that facilitate the learning process. To ensure that these learning resources are suitable, they must meet the following three requirements: (a) they must be readily available; (b) they must enable students to motivate themselves; and (c) they must be individualised, for example, they must be able to meet the diverse needs of students in independent learning (Eskha, 2018).

Based on their design, learning resources can broadly be divided into two types, namely: (1) Learning resources by design, which are resources specifically designed or developed as components of an instructional system to provide structured and formal learning opportunities. (2) Learning resources by utilisation, namely learning resources that are not specifically designed for learning purposes and whose existence can be identified, applied and utilised for learning purposes (Ali et al. in (Hawa, 2025)).

Learning materials constitute the content component of the curriculum that must be conveyed to students. This component takes various forms, including concepts, principles, procedures, problems, and so on. This component serves as the content or material that must be mastered during the learning process (Karsiwan, Pujiati, 2018). One of the tasks of educators is to provide an enjoyable learning environment. Educators must find ways to make learning enjoyable and eliminate any threats during the learning process. One way to make learning enjoyable is by using engaging teaching materials—that is, materials that can make learners feel interested and happy to study them. With the rapid advancement of technology, media and teaching materials have undoubtedly become essential in the process of delivering the subject matter. Teaching materials facilitate educators in the teaching and learning process. Consequently, when designing teaching materials, their effectiveness in the learning process must be assessed (Ritonga et al., 2022).

Teaching materials should be compiled comprehensively and systematically based on the learning principles employed by students in the learning process. Systematic teaching materials are organised in a sequential manner, thereby facilitating student learning as a key resource. However, in reality, as teaching materials evolve, the focus should not be on a single set of materials alone, but should incorporate other relevant

materials aligned with the course theme (Lestari et al., 2024). In the classroom learning process, teaching materials constitute one of the most crucial components. These materials are organised comprehensively and systematically in accordance with the learning principles applied during the learning process. Teaching materials are arranged sequentially to facilitate the learning process. Furthermore, teaching materials are also unique and specific. ‘Unique’ means that teaching materials are used only for specific objectives and within specific learning processes, whilst ‘specific’ means that teaching materials are designed specifically to achieve certain competencies for specific objectives (Magdalena et al., 2020).

The use of textbooks as a medium and learning resource in classroom activities serves to facilitate student learning. The process of developing textbooks must adhere to the principle of sustainability; they must be structured logically and designed to help students understand the material contained within them (Kuswono et al., 2021; Wijayanti, 2017). Textbooks are structured with a flow and logic that align with the lesson plan and are tailored to the learning needs of students in order to achieve specific learning objectives or competencies. Furthermore, the function of compiling teaching materials is to serve as a guide for students during the lecture process, containing the substance of the material that students must master. In their compilation, the validity of these teaching materials must be substantiated through development research (Ratih, 2022).

The structure of instructional materials must be adapted to the characteristics of the course and the characteristics of the students using them. According to the National Centre for Competency-Based Training, instructional materials are defined as any form of material used to assist instructors in carrying out the learning process. Such materials may be in written or non-written form. Other experts view teaching materials as a systematically organised set of materials, whether written or non-written, which creates an environment or atmosphere that enables students to learn (Nuryasana & Desiningrum, 2020).

During the learning process in the Historiography course, several issues have been identified that highlight the need to develop teaching materials better suited to learning requirements. Among the issues that have arisen is the limited availability of teaching materials specifically designed in line with the course’s learning outcomes (Anggraena, 2021; Candra Sari et al., 2021). To date, the teaching materials used generally still refer to general reference books that have not been systematically organised to meet students’ needs in comprehensively understanding the development of Indonesian historiography, ranging from traditional, colonial and national historiography to contemporary developments. Furthermore, the presentation of material in lectures remains largely theoretical and is not yet sufficiently supplemented with examples of historiographical analysis. This situation has led to some students experiencing difficulties in understanding key concepts in the study of historiography (Karsiwan et al., 2023; Mediatati et al., 2024). Another issue is that the available teaching materials do not fully provide learning activities such as the analysis of historiographical texts, analytical discussions, or project-based assignments that could train students to examine historical works in greater depth.

Teaching materials are essential for students to support their studies; the availability of such materials ensures that the course is comprehensive, with references that align with the syllabus provided for each module. High-quality teaching materials can enhance the quality of student learning. This is supported by a previous study titled

“Development of Teaching Materials for the Real Analysis Course to Improve Student Motivation and Learning Outcomes”, which found that teaching materials for the Real Analysis course, developed and organised in accordance with students’ needs, were able to improve student motivation and learning outcomes (Kristayulita, 2020). In the delivery of higher education, lecturers should be selective in their use of teaching materials, both for their own benefit and for that of the students. Furthermore, lecturers also need to innovate by delivering learning using a variety of materials (Mardiana et al., 2020).

This study aims to develop teaching materials for the National Historiography course that meet students’ learning needs. The teaching materials students require are those organised in a structured manner in line with the topics covered in the course syllabus. These materials are specifically designed based on the learning outcomes of the course. To date, the teaching materials used have generally relied on general reference books that have not been systematically organised to meet students’ needs in comprehensively understanding the development of Indonesian historiography.

## METHOD

The research methodology employed in this study is R&D (Research and Development) research. Research and development is a type of research whose output takes the form of a new product or an improvement on existing results. The product produced in this study is a textbook on National Historiography. The development model used in this study is the ADDIE model, which stands for five main stages: Analysis, Design, Development, and Implementation. This model is widely used in the process of developing teaching materials in Indonesia, particularly history teaching materials (Siregar, T., & Rhamayanti, 2025; Sugiyono, 2022). In this study, the application of the ADDIE model was carried out as follows:

The first stage in the ADDIE model is the Analysis stage. At this stage, product requirements are identified, comprising an analysis of the textbook, student analysis, an analysis of the course syllabus, and the structure of the material. During this stage, the researcher involves the team of lecturers responsible for the course and students to gather data for the needs analysis regarding the teaching materials to be developed. The next step is the Design stage. Based on the results of the analysis, the researcher compiles a content framework, designs the presentation structure, designs the visual layout, and compiles assessment questions. At this stage, the researcher and the team of lecturers teaching the Historiography course compile and design the material, the framework for presenting the material, the learning design, and the assessment questions.

Following the design phase, the next step is the Development Phase. This phase has two objectives: producing the product and selecting the best version. Here, the design from the previous phase is realised in the form of a National Historiography textbook ready for implementation. During this phase, the researcher involves the course teaching team and the student research team to discuss the textbook’s visual design. The final stage of the ADDIE development model is the Implementation Stage. During the implementation stage, the product designed and selected in the previous stage is put into practice. At this stage, the textbook is pilot-tested with a limited number of students.

During the analysis phase, the researcher took the initial steps to identify the need for teaching materials through field research within the History Education Programme at the University of Lampung. Observations were conducted from the start of the semester in which lectures began, during the period July–December 2025. The instruments used in the observations and semi-structured interviews were as follows. Interviews were conducted with students taking the Historiography course and the entire team of lecturers for the Historiography course. The instrument used in the observations was an observation sheet designed to identify classroom learning conditions, whilst the interview instrument took the form of an interview guide containing a list of open-ended questions regarding issues in learning. The advantage of this model is that it has clear, structured development procedures and a logical sequence of stages, making it highly suitable and frequently used for research and development. However, a drawback of the ADDIE Model is that it requires a relatively long time due to the need for product evaluation at every stage and the inclusion of an analysis of student needs.

## RESULTS AND DISCUSSION

### *Results*

During the textbook development phase, the focus of activities was on transforming the design draft produced during the design phase into a complete, ready-to-use textbook. The main activities at this stage included the structured writing and development of content in accordance with the book's framework and the course's learning outcomes. The material is presented systematically using accessible academic language, and is supplemented with examples, tables, illustrations and summaries that clarify the discussion and help students understand the material.

During the development stage, learning activities were designed in line with the learning objectives and student characteristics. Assessment tools were designed to measure the level of understanding and achievement of learning outcomes in the Historiography course. The next stage involves the editing and layout of the textbook, which covers consistency in format, layout, and text readability to ensure the textbook is user-friendly for students. The development stage is complemented by subject matter expert validation; this process aims to assess the suitability of the content, the accuracy of the material, the clarity of the language, and the quality of the textbook's presentation.

**Table 1**  
**Results of Subject Matter Expert Validation**

No	Assessment Criteria	Indicators	Score				
			1	2	3	4	5
1	<b>Relevance of content</b>	Alignment with the Curriculum and Learning Outcomes					V
		Accuracy of the subject matter.					V
		Use of illustrations appropriate to the topic under discussion.					V
		Use of illustrations appropriate to meaningful learning					V
		Benefits in terms of broadening					V

	knowledge		
<b>2 Language</b>	Readability	V	
	Clarity of information	V	
	Compliance with the rules of standard Indonesian.		V
	Language in the book	V	
	Effective and efficient use of language		V
<b>3 Style</b>	Clarity of the objectives (indicators) to be achieved		V
	Includes a table of contents and user instructions that are easy to follow	V	
	The sequence in which the material is presented	V	
	Motivation and engagement		V
	Interaction (stimuli and responses)	V	
	The images used are relevant and support the clarity of the material	V	
	Completeness of information		V
<b>4 Graphics</b>	Use of fonts, typefaces and sizes	V	
	A book layout suited to the requirements of the teaching materials	V	
	Illustrations that depict the content/material being presented	V	
<b>Total score</b>		<b>87</b>	
<b>Maximum score</b>		<b>100</b>	
<b>Percentage (100%)</b>		<b>87% (highly commendable)</b>	

The results of the assessment carried out by the subject matter expert in History, Rinaldo Adi Pratama, an academic at the University of Lampung, concluded that the material is highly suitable for use, with a score of 87.00 across 20 indicators. The subject matter expert assessed that the structure of the presentation is logical and coherent, beginning with the basic definition of national historiography, the background to its emergence, through to its development and methodological approaches. Furthermore, it is recommended that the references be expanded to include the latest journals to enhance the academic depth.

### Discussion

The development of National Historiography Teaching Materials as a learning resource for students on the History Education programme at the University of Lampung utilised the ADDIE model, comprising the stages of analysis, design, development and implementation. This was undertaken in response to the evolving dynamics of student learning in higher education, as well as to meet the need for

teaching materials that are more adaptive, flexible and user-friendly. The development steps undertaken are as follows:

### **1. Analysis Stage**

The analysis stage was conducted to identify the initial requirements for the development of teaching materials for the Historiography course, as outlined in the research background. Teaching materials are a key tool in the learning process, serving as a means to enhance students' learning outcomes. This analysis of teaching material needs was carried out to examine both perspectives: that of the lecturer and that of the students. Based on interviews with students, it was found that in the Historiography course, students require more learning resources to support more effective learning. This stage is necessary to identify the fundamental issues in the development of teaching materials (Yolanda, F., & Wahyuni, 2020).

The scarcity of teaching materials available for the National Historiography course has a direct impact on students' level of understanding of historiographical writing; therefore, teaching materials that facilitate the study of National Historiography are required. Based on interviews with students, it was found that students require a textbook that aligns with the Course Syllabus. Survey results indicate that students require a textbook that is academically capable of supporting learning outcomes, structured in line with the course, and containing concept maps, content, summaries and assessments that can measure students' proficiency regarding the material in the Historiography course. The presentation of material is expected not only to focus on knowledge acquisition but also to foster critical, analytical and reflective thinking skills. Students require teaching materials relevant to the development of 21st-century skills; therefore, course content must link the material to current issues, the national context, and problem-solving skills (Koto et al., 2024; Risal et al., 2022). In addition to a structure and organisation of the text that aligns with the Course Syllabus, students also require teaching materials that support active and participatory learning; therefore, the textbook must include learning activities such as structured discussions, analytical tasks, and individual reflection. Based on this, the development of teaching materials is required to facilitate students' understanding of the course content.

During the analysis phase of developing teaching materials on historiography, a gap was identified between students' level of conceptual understanding and the academic expectations of historiography as a subject of scholarly study. Students generally still perceive historiography merely as a narrative of past events, rather than as an intellectual construct influenced by the socio-political context of its time (Yulfiani & Karsiwan, 2025). The conceptual and technical challenges in developing teaching materials include formulating learning requirements aligned with graduate learning outcomes based on Outcome-Based Education (OBE), integrating a multidisciplinary approach into the study of historiography, and designing materials that foster the development of higher-order thinking skills (HOTS). Historiography teaching materials are required not only to function as a medium for the transmission of knowledge, but also as a pedagogical instrument that facilitates students' analytical, evaluative, and reflective abilities regarding the construction of history.

### **2. Design Stage**

This design stage will present the draft of the product to be created, namely the

National Historiography teaching materials, which includes the overall design of the teaching materials, concept development, content compilation, practice questions, summaries and assessment questions (Suryaman, 2020). During this design stage, the layout and illustrations to be used in the development of the National Historiography teaching materials as a learning resource for History Education students will also be created. The design phase comprises the following steps:

a. Development of Teaching Materials

This stage presents an overall overview of the National Historiography textbook to be produced as a learning resource. This is done to facilitate the creation of National Historiography teaching materials as a learning resource. The textbook design stage involves determining the learning strategies to be integrated into the textbook. These strategies aim to ensure the textbook is not merely descriptive but encourages students to think creatively and critically when interpreting historical facts (Bustami et al., 2023; S & Akhyar, 2019). Furthermore, the researcher designed a presentation format that facilitates students' understanding of the learning material. The National Historiography textbook is written in a communicative style, featuring concept maps, source material, quotations from primary and secondary sources, summaries, and assessment questions. This design aims to help students understand the relationships between concepts and strengthen their analytical skills. The presentation of the material is tailored to the results of an analysis of students' needs.

b. Determining the Content

The content compiled in the National Historiography teaching materials as a learning resource is drawn from the Historiography course. In determining the content of the National Historiography textbook, several systematic steps were taken to ensure that the compiled content is relevant and aligned with the learning objectives (Chalimi, 2023). The first step involves analysing the curriculum and learning outcomes, namely reviewing the Course Learning Outcomes (CLOs) to determine the competencies that students must master. The second step involves mapping concepts and topics by identifying key concepts in National Historiography, such as nationalism and history, the First National Seminar on National History, and de-philologisation. This mapping aims to ensure coherence between the materials.

Next, credible and up-to-date reference sources are selected. These sources may include works by Indonesian historians, textbooks, academic journals and other primary sources. Selecting a diverse range of sources helps to present various historiographical perspectives, thereby training students to think critically about the writing of history. The next step involves the systematic organisation of the material. The material is presented moving from general concepts towards more specific analysis, with a coherent flow. This organisation must take into account the relationship between historiographical theory and examples of its application in the writing of Indonesian history (Setri Pernantah, 2019; Ummah et al., 2023). The final stage involves a process of validation and reflection on the material that has been established. Validation is carried out through discussions with peers or experts in historiography to ensure that the material is appropriate and supports the achievement of learning objectives.

### c. Exercise Questions

Exercise questions were developed as part of the creation of teaching materials for National Historiography, serving as a learning resource based on the content presented in the National Historiography textbook. The exercise questions included in the National Historiography textbook are presented at the end of the learning activity. Several steps are taken in the development of practice questions to ensure that the questions not only test students' recall but also develop their critical, analytical and historical thinking skills (Jojor & Sihotang, 2022). The first step involves reviewing the learning objectives and Course Learning Outcomes (CLOs) that have been established. From these objectives, it is possible to identify the competencies to be developed through the exercises, such as conceptual understanding, the ability to compare, and the ability to reflect.

The second step is to determine the type and format of questions that are appropriate for the targeted competencies. For material of a basic conceptual nature, questions may take the form of comprehension questions or simple application questions, whilst for analytical material, questions are presented in the form of essays and analyses. The selection of question formats is important in order to stimulate students' higher-order thinking skills. The next step is to formulate clear and measurable question indicators. These indicators serve as a reference in drafting questions, ensuring that each question is specific to the competencies to be achieved. Once the indicators have been established, the next step is to draft questions in language that is easily understood by students; the questions presented should encourage students to argue their case and connect historiographical theory with the historical context of Indonesia (Cahyono & Astutik, 2025; Setiawan, 2017). In this regard, stimuli such as quotations from works or historical narratives may be used. The final step involves drafting an answer guide or assessment rubric to serve as an assessment guide. A review of the questions is also carried out to ensure they align with the learning objectives.

The second stage involves designing the product to be developed. This design is formulated by identifying the problem and then seeking solutions based on analysis. This stage aims to prepare a draft of the teaching materials to be developed by creating a format covering the entire learning process from start to finish (Nurafni et al., 2020). The design process was reviewed in light of the learning outcomes for the Historiography course.

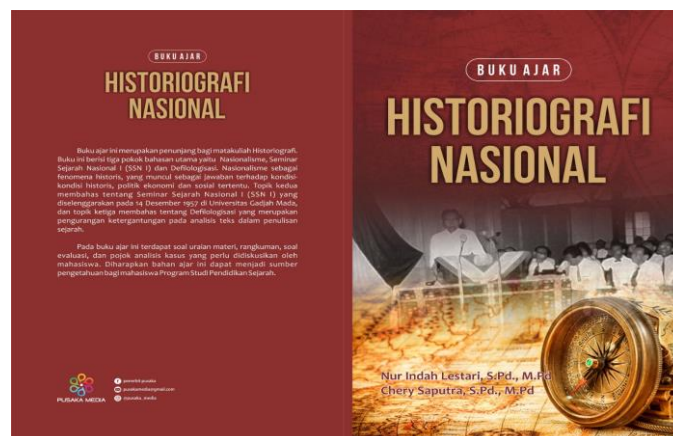
During the product design stage of developing teaching materials for Historiography, a number of findings indicated the need to restructure the conceptual framework and pedagogical strategies. The initial design of the teaching materials generally remained oriented towards the chronological presentation of content, thereby positioning historiography more as a collection of information rather than as a process of knowledge construction rich in perspectives and methodologies (Jojor & Sihotang, 2022). Consequently, concept maps, the systematic presentation of content, and the relationships between theories, approaches, and analytical practices have not yet been optimally integrated. On the other hand, the evaluation design at the initial stage has not yet fully fostered students' analytical and argumentative skills.

The challenge lies in integrating a multidisciplinary approach into the study of Historiography without obscuring the methodological identity of the discipline. Course designers need to ensure that course outcomes, materials, activities, and

assessment are interrelated and support learning outcomes based on Outcome-Based Education (OBE). Another challenge is incorporating various approaches, such as social and cultural perspectives, without losing the primary focus on the study of history.

### 3. *Development Stage*

The development of teaching materials for National Historiography involves the creation of teaching materials in the form of a National Historiography curriculum. These teaching materials comprise three learning activities: Learning Activity I covers the relationship between nationalism and history; Learning Activity II covers the National History Seminar I; and Learning Activity III covers de-philologisation. The detailed content of each learning activity comprises an overview of the textbook's contents, concept maps, lesson materials, summaries, and assessment questions. In the development of the textbook, the design of the cover and contents is a crucial aspect as it influences students' interest in using the book. This design process aims to verify the learning objectives and appropriate assessment methods. In completing this design phase, the researcher prepared steps in line with the research (Hidayat, F., & Nizar, 2021). The cover design is simple yet conveys the academic nature appropriate to the course's characteristics. The cover design process began by determining an appearance consistent with the content and characteristics of the course. The following is the cover design of the textbook presented:



**Figure 1. Cover of the book National Historiography**

The content of the textbook has been systematically organised in line with the course objectives. The book begins with an introduction containing the background to the book's writing, a brief description of the course, learning outcomes and instructions for students on how to use the book. This section serves to provide an initial overview so that students are aware of the key topics to be covered. The main body of the book contains the core material, divided into several chapters in accordance with the academic structure (Risdiyana, H., & Herlambang, 2021). Each chapter is organised systematically, beginning with a chapter introduction, a description of the material, examples, and explanations relevant to the learning context. The material is presented in language that is easily understood by students, accompanied by illustrative images. To facilitate active learning, each chapter is equipped with thought-provoking questions, assignments and practice questions designed to assess students' critical thinking skills. At the end of each chapter, there

is a summary containing key points to reinforce the material, and at the end of the book, a bibliography is provided listing the main and supporting reference sources as an academic foundation. Once the textbook has been developed, the next stage is expert validation to ensure the quality and suitability of the book before it is used in teaching. In addition to the substance of the material, the validators also assess the language and presentation.

During the development of teaching materials on National Historiography, it was found that students' understanding of the concept of 'national' remains largely normative and is equated with narratives of the struggle for independence, without any critical analysis of the ideological constructs underlying the writing of national history. Students generally have not yet been able to identify how National Historiography developed as a response to Colonial Historiography. This situation highlights the need to emphasise epistemological and political aspects in the design of the materials (Afiqoh et al., 2018). Other findings indicate that students' reference sources remain limited to basic textbooks, and they have not yet made extensive use of the works of Indonesian historians. In terms of the structure of the materials, the initial development of the product showed a tendency towards descriptive presentation without accompanying analysis of National Historiography texts.

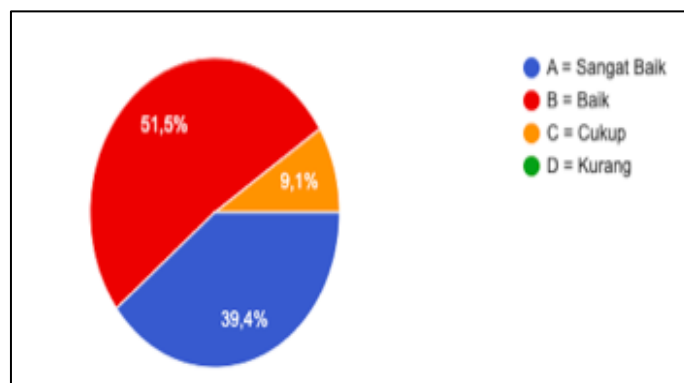
The challenges faced in the process of developing teaching materials on National Historiography include integrating the ideas of Indonesian historians; however, this involves not merely introducing figures and their ideas, but also encouraging students to analyse the paradigm shift from political history to social history, as well as its implications for the formation of national identity (Karsiwan et al., 2023). This requires the development of materials based on the analysis of works, rather than mere summaries of content. Furthermore, there are challenges in designing learning activities and assessments that encourage students to think critically, such as comparative analysis between colonial and national historiography.

#### **4. Implementation Stage**

At this stage, a pilot study was conducted on the National Historiography textbook. The pilot study involved 33 students from the History Education programme. This implementation process involved observing how students used the textbook, the extent to which the material was easily understood, and whether the structure and activities outlined in the textbook could be followed effectively by the students. The implementation phase is the stage at which the developed learning product begins to be applied in a real-world learning context. During the implementation process, it is important to observe student responses, the effectiveness of the product, and any obstacles that arise. The primary objective of this stage is to ensure that the learning product can be used effectively and correctly and that it has a positive impact on the learning process (Siregar, T., & Rhamayanti, 2025).

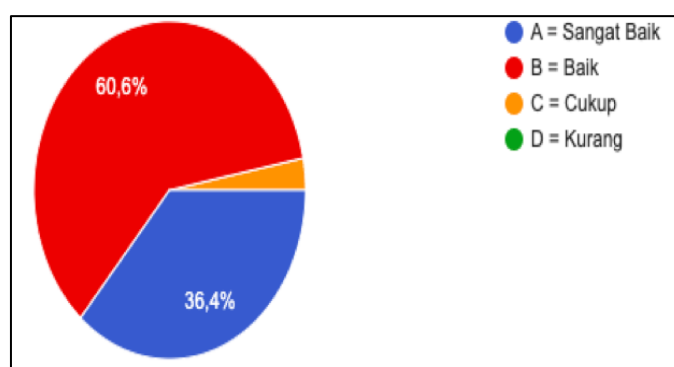
In addition to observation, this process was supplemented by data collection via questionnaires, interviews and discussions to obtain feedback from students. The feedback collected covers the use of the National Historiography textbook in facilitating student learning, the clarity of the material, the effectiveness of the textbook in supporting learning, the presentation of the material, the impact of using the textbook on the efficiency of learning time, student engagement in the learning process, and student motivation in participating in learning after using the National

Historiography textbook (Indika Yustina & Karsiwan, 2026). The following are the percentage results of the questionnaire for the question: what is the level of students' understanding in following the learning process after using the National Historiography textbook:



*Figure 2. Graph showing the results of the questionnaire on students' level of understanding of the course material following the use of the National Historiography textbook*

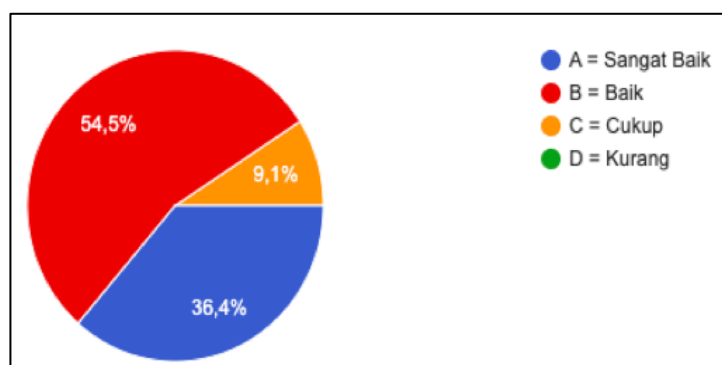
The questionnaire results indicate that students' understanding of the course material in the Historiography module improved following the use of the National Historiography teaching materials, with 39.4% rating their understanding as 'very good', 51.5% as 'good' and 9.1% as 'fair'. This is demonstrated by students' improved ability to understand the concepts of the material; students are able to explain the content of the material and apply the knowledge gained in discussions and when completing assignments. The material, presented systematically, helps students follow the learning process more easily (Amboro et al., 2023). Furthermore, the inclusion of summaries, examples and practice questions in each section reinforces students' understanding of the topics studied. The textbook also serves as a learning resource that can be studied independently, allowing students to delve deeper into the material. The next question is: how is the material presented in the textbook National Historiography:



*Figure 3. A graph showing the results of a questionnaire asking how the material in the National Historiography textbook is presented*

Based on the questionnaire results, it was found that 36.4% of respondents rated the presentation of the material in the National Historiography textbook as 'very good', whilst 60.6% rated it as 'good'. The presentation of the National Historiography

textbook was deemed good and suitable for supporting learning activities. The material is organised sequentially, enabling students to follow the discussion with ease. The language used is clear and communicative, making it easier for students to understand the material. Furthermore, the book is neatly laid out, with the use of tables and summaries helping to clarify the content and making the book both engaging and practical to use. The next question concerns the level of student engagement in learning following the use of the National Historiography textbook:



*Figure 4. Graph of questionnaire results regarding student engagement in learning following the use of the National Historiography textbook*

As shown in Figure 4 above, the graph indicates positive results, with 54.5% of respondents rating the engagement as ‘good’, 36.4% as ‘very good’, and 9.1% as ‘fair’. The National Historiography textbook has an impact on student engagement in the learning process, marked by increased student participation in class discussions, the courage to express opinions, and involvement in completing the assignments and exercises contained in the textbook. The structured presentation of material, easy-to-understand language, and the inclusion of clear learning activities encourage students to be more actively involved during lectures.

Overall, the questionnaire results indicate that the use of the National Historiography textbook has a positive impact on the learning process. Students predominantly rated aspects such as the clarity of the material, the structure of the writing, and the readability of the language used as ‘good’ to ‘very good’ (Bustami et al., 2023). This indicates that the material presented is easy to understand and helps students follow a structured learning process.

During the implementation phase of the National Historiography teaching materials, an increase in student participation was observed when lessons were designed around text analysis and critical discussion (Li & Ding, 2025; Rasyid et al., 2025). Students demonstrated more active engagement when asked to examine the works of Indonesian historians. The implementation of case-study-based teaching materials showed that students were able to distinguish between the characteristics of Colonial and National Historiography. During the implementation phase of the National Historiography teaching materials, one key finding was the increased engagement of students in the learning process (Suranti & Karsiwan, 2025). Students no longer merely acted as recipients of information, but began actively expressing opinions, asking questions, and responding to their peers’ arguments.

During the implementation phase, the main challenge lay in students’ readiness to adopt a learning approach that demands critical and reflective thinking skills. The shift

from lecture-based learning towards text-based analysis and discussion. Another challenge is the availability of access to relevant and up-to-date reference sources; not all students have access to journal articles or complete editions of learning resources. The challenges in implementing the National Historiography teaching materials are not only technical but also pedagogical, aimed at fostering a tradition of critical academic inquiry.

## CONCLUSION

Based on the results of the research and development of the National Historiography teaching materials, it is concluded that the research output—in the form of the developed National Historiography teaching materials—has met the feasibility criteria, as evidenced by the expert validation results, which awarded a score of 87% out of a total of 100%, placing it in the “highly feasible” category. This indicates that the National Historiography teaching materials developed are valid in terms of content and linguistic accuracy. Furthermore, the teaching materials developed have also proven effective in enhancing student engagement in learning. Field trials involving 33 students revealed that the presentation of the material in the National Historiography textbook was rated as ‘very good’ by 36.4% of respondents, whilst 60.6% rated it as ‘good’. The presentation of the National Historiography textbook was assessed as good and in line with students’ learning needs because the material is structured, the layout is neat, and the use of tables and summaries helps to clarify the content, making the book visually appealing and practical to use.

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**Social Pedagogy: Journal of Social Science Education**

**Published by: Fakultas Tarbiyah dan Ilmu Keguruan IAIN Metro**

**E-ISSN: 2722-7154**

**P-ISSN: 2722-7138**

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