

Nia Ulfia Krismawati. 2018. **Pengembangan Bahan Ajar Penulisan Sejarah Gemblak Melalui Project-Based Learning dengan Pendekatan Critical Pedagogy Untuk Meningkatkan Literasi Sejarah Lokal Siswa SMA**. Tesis. Pembimbing: (1) Prof. Dr. Wardo, M.Hum, (2) Prof. Dr. Nunuk Suryani, M.Pd. Program Studi Magister Pendidikan Sejarah, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sebelas Maret.

ABSTRAK

Penelitian ini bertujuan untuk: (1) menganalisis bahan ajar sejarah yang selama ini digunakan dalam proses pembelajaran, meliputi: penggunaan bahan ajar sejarah, apakah bahan ajar telah mendukung literasi sejarah lokal, kondisi literasi sejarah lokal, dan kebutuhan bahan ajar yang mendukung peningkatan literasi sejarah lokal: (2) menganalisis prosedur pengembangan bahan ajar penulisan sejarah *gemblak* melalui *project-based learning* dengan pendekatan *critical pedagogy*: (3) menganalisis efektivitas penggunaan bahan ajar penulisan sejarah *gemblak* melalui *project based learning* dengan pendekatan *critical pedagogy* dalam meningkatkan literasi sejarah lokal siswa SMA.

Penelitian ini menggunakan metode penelitian pengembangan dengan pendekatan model 4D yang terdiri dari empat tahapan, yakni: (1) *define* yang terdiri dari analisis penggunaan bahan ajara sejarah, analisis kondisi literasi sejarah lokal peserta didik, dan kebutuhan bahan ajar yang mampu meningkatkan literasi sejarah lokal: (2) *design*, perancangan instrumen penilaian dan produk bahan ajar berupa draf awal: (3) *develop*, yakni penilaian kelayakan produk yang dilakukan melalui validasi ahli, uji coba lapangan. Kemudian produk yang telah dinyatakan layak diimplementasikan pada kelas eksperimen dan kontrol: (4) *disseminate*, uji efektivitas produk dan penyebaran produk kepada masyarakat luas melalui publikasi pada seminar nasional dan internasional serta jurnal nasional.

Hasil penelitian yang diperoleh adalah: (1) bahan ajar sejarah yang selama ini digunakan masih didominasi oleh sejarah nasional dan belum memberikan ruang bagi materi sejarah lokal sehingga menyebabkan kondisi literasi sejarah lokal peserta didik tergolong rendah. Dengan demikian, peserta didik membutuhkan bahan ajar sejarah yang mampu meningkatkan literasi sejarah lokal: (2) Prosedur pengembangan bahan ajar terdiri dari; *define*, yakni peserta didik membutuhkan bahan ajar yang dapat meningkatkan literasi sejarah lokal peserta didik; *design* yakni perancangan instrumen penilaian dan draft awal berupa bahan ajar penulisan sejarah *gemblak* melalui *project-based learning* dengan pendekatan *critical pedagogy*; *develop*, bahan ajar dinyatakan layak oleh para ahli dan mampu meningkatkan prestasi serta kemampuan literasi sejarah lokal pada diri peserta didik; *disseminate*, bahan ajar ini terbukti efektif meningkatkan literasi sejarah lokal siswa SMA (3) Hasil tes objektif dan pengerjaan proyek menunjukkan bahwa taraf signifikansi 2-tailed <0.05 yakni 0.000 sehingga dapat disimpulkan bahwa terdapat perbedaan nilai yang signifikan sebelum dan sesudah perlakuan. Sementara itu, hasil *posttest* dari kedua kelas menunjukkan bahwa nilai kelas eksperimen mempunyai rerata nilai yang lebih tinggi dibandingkan kelas kontrol yang berarti bahwa pengembangan produk dikatakan berhasil.

Kata Kunci: Bahan Ajar Penulisan Sejarah *Gemblak*, Model *Project-Based Learning*, Pendekatan *Critical Pedagogy*, Literasi Sejarah Lokal, Siswa SMA.

Nia Ulfia Krismawati. 2018. **The Development of Teaching Material of Writing *Gemblak* History through Project-Based Learning by Critical Pedagogy Approach to Improve The Local History Literacy of Senior High School Students**. Thesis. Adviser: (1) Prof. Dr. Warto, M.Hum, (2) Prof. Dr. Nunuk Suryani, M.Pd. Magister of History Education. Universitas Sebelas Maret.

ABSTRACT

This study aimed to: (1) analyze the using of historical teaching material in the learning process including; the using of teaching material, is the teaching material supporting the literacy activity of local history, the condition of students' local history literacy, and students' need of teaching material of history which support the improvement of local history literacy: (2) analyze the development procedure of teaching material of writing *gemblak* history through project-based learning by critical pedagogy approach: and (3) analyze the effectiveness of using teaching material of writing *gemblak* history through project-based learning by critical pedagogy approach in improving the local history literacy of senior high school students.

This research used the research and development method by using 4D consisting of: (1) define consists of the using of history textbook, the condition of student's literacy skill on local history, and student's need on teaching material of history which can improve local history literacy: (2) design, the product design that are instrumental assessment and prototype of product: (3) develop, the assessment on the quality through expert validation and experiment test on the class. The teaching material that has been qualified, then it is test through objective test and literacy test by using experiment and control class: (4) disseminate through effectiveness test and publishing the product on the national or international conference and international journal.

The result showed that: (1) the teaching material of history that has been used still dominated by national history and did not give the place for local history material causing the condition of students' literacy on local history in in the low level. Based on the research, students need teaching material of history which can improve student's literacy skill on local history: (2) the development procedure consists various steps, including: define, the students need teaching material that enables them to improve literacy skill on local history; design that are instrument of assessment in the form of objective test and project assignment on the historical research and prototype of teaching material of writing *gemblak* history through project-based learning by critical pedagogy approach; develop, the expert validation and class experiment showed that this product is qualified and successfully improving the literacy skill on the local history; disseminate, the product successfully help students to improve literacy skill on local history, (3) The objective and project result showed that the significance 2-tailed <0.05 that is 0.000 so it can be concluded that there is differences before and after giving treatment. Meanwhile, the posttest result of both of class showed that the experiment class has average score higher that control class that can be concluded that the development of product is successful.

Keyword: The Teaching Material of Writing *Gemblak* History, Project-Based Learning, Critical Pedagogy Approach, Local History Literacy, Senior High School Students.

