

(Analysis of Content of Textbooks of Indonesian History Grade XI at Daarut Tuhid High School Bandung)

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Abstract. *This research based on the theory put forward by Ernst Nagel that in the process of understanding human experience, the science of history requires the study of motives and other psychological things that are sources of human behavior that have goals that are achieved through action. Thus, one broad view of history is that it is an attempt to understand human experience through psychology, that is historical events are considered to be explained in terms of the goals and actions taken to achieve these goals. This is reinforced by the results of research conducted by Abbott and Black that information about one's goals, the source of those objectives, and plans to achieve these goals form organizational units in the representation of texts in human memory. Both of them then concluded that to arrange the text, intentions and motives of a character or a character in a historical story can be used. So in writing textbooks which are learning resources for students, they must contain historical explanations whose structure can be understood by students. This research focuses on three things, including analysis of historical explanation according to Armbruster and Anderson's theory, analyzing Indonesian History textbook class XI in terms of Minister of Education and Culture Regulation No. 8 year 2016 concerning on school textbooks, finally analyzing elements of the educational history paradigm in the textbook. Using a qualitative approach and using content analysis, the results of the study show that the Indonesian History textbook issued developed by Daarut Tauhid High School already has a historical explanation structure in accordance with the theory of historical explanation from Armbruster and Anderson, but is also still found in several chapters that still adopt historical explanations of traditional styles whose structures are not well organized.*

Keywords: *History Text Book, Content Analysis, Historical Explanation.*

1. INTRODUCTION

The background of this research is to analyze the history of Indonesia text book using a technique called content analysis. This research focuses on three things, including analysis of historical explanation according to Armbruster and Anderson's theory, analyzing Indonesian History textbook class XI in terms of Minister of Education and Culture Regulation No. 8 year 2016 concerning on school textbooks, finally analyzing elements of the educational history paradigm in the textbook. Historical explanation is a very significant thing on writing history text book. Ernst Nagel, a philosopher of science in his article entitled "The Structure of Science:

Problems in the Logic of Scientific Explanation" (1961, p. 19) revealed that in the process of understanding human experience, the science of history requires the study of motives and things other psychological sources of human behavior that has a purpose. To achieve these objectives humans then take an action. Thus, one broad view of history is that it is an attempt to understand human experience through psychology, that is, historical events are considered to be explained in terms of the goals and actions taken to achieve these goals. That structure should be written in history textbook. Furthermore, history textbook, as a tool for the government to instill values and ideology of the nation to the pupils, should be developed in accordance with the regulations of the government itself. History textbook should also adjusted to the history education paradigm, because textbook for the pupils is not a pure manuscript or a real historical document. the narration of textbook should be adapted to the psychological development of the pupils, so the author should write the textbook in a very digestible form.

2. LITERATURE REVIEW

2.1 Content Analysis

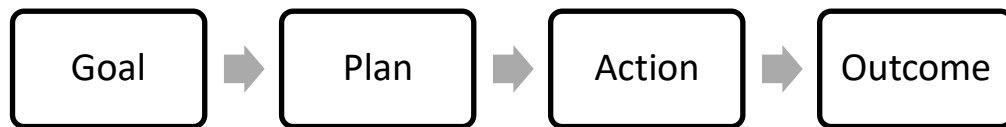
Dealing with analysis of textbook, this study was categorized as documentary analysis research. Eriyanto (2011, p. 10) argues that content analysis is widely used in other fields of study besides communication, one of which is history. Content analysis is a scientific method for studying and drawing conclusions about a phenomenon by utilizing documents or texts. Because many other fields of science use documents or texts as research material one of them is history, content analysis has become very popular with other disciplines. according to Eriyanto, the use of content analysis has three aspects. First, content analysis is placed as the main method, second content analysis is used as a method only, third content analysis is used as a comparison material to test the validity of the conclusions that have been obtained from other methods. According to some experts in Hsieh and Shannon, the steps needed to conduct this research include:

1. Tesch (1990) revealed that data analysis begins by reading all data repeatedly to gain a thorough understanding as people read novels.

2. According to Miles & Huberman (1994), then, the data is read word for word to get the code by first highlighting the exact words of the text that seem to capture key thoughts or concepts.
3. Next, the researcher observes the text and takes notes, thoughts, and preliminary analysis. As this process continues, labels for the code appear that reflect more than one main thought. This often comes directly from the text and then becomes the initial coding scheme.
4. Coffey & Atkinson, (1996); Patton, (2002), Codes are then sorted into categories based on how different codes are linked and linked. The categories that appear are used to organize and group codes into meaningful groups. These steps are quoted from (Hsieh & Shannon, 2005, p. 3)

2.2 Historical Explanation

History is widely seen as a body of information and through its process we can try to understand human experience. This means that according to the philosopher of science Ernst Nagel, the study of history requires the study of motives and other psychological things that are sources of human behavior that have goals and values whose achievements are explicit or implicit goals of the behavior. Thus, one broad view of history is that it is an attempt to understand human experience through psychology. That is, historical events are considered to be explained in terms of the objectives and actions taken to achieve those goals. Therefore, Armbruster & Anderson thinks that the framework that allows for history can be based on this psychological foundation. For this reason, historical learners in their learning process must also study events through these psychological views in order to achieve a deep understanding. Historical teaching materials developed by teachers and used as learning resources must contain historical explanations that facilitate students to think in that direction. Armbruster & Anderson (1984, pp. 183-184) explains that in writing an explanation of an historical event in teaching materials or textbooks, it must be in accordance with the framework called "frame map" as in the following scheme:



Picture 2.1 Historical Explanation Structure According to Armbruster & Anderson

Goal, Plans, Actions, and Outcomes are the framework slots, and are considered as main ideas related to psychological explanations of historical events. Armbruster & Anderson (1984, p. 184) gives an example of an explanation of historical events in his journal:

The following brief excerpt from a history text is one example of the Goal frame. (1) During the 1600s, several English colonies were founded along the east coast of North America. (2) The first permanent settlement was Jamestown, established in 1607 in what is now Virginia. (3) The second, Plymouth, was set up in 1620 in what is now Massachusetts. (4) These settlements were primarily commercial ventures, undertaken in the hope that the settlers might raise the products England had to import from the East and thus make the mother country more self-sufficient. (5) Commercially, the North American colonies were disappointing; few of the original investors got their money back, to say nothing of making profits.

The 'character' here is England, or more properly, the English people. The Goal is stated in Sentence 4: to become more self-sufficient. An implicit superordinate Goal for at least a subset of Englishmen can be inferred from the last sentence: 'to make a profit'. Sentence 4 also contains the Plan, signalled as a cognitive strategy by the phrase 'in the hope that'. The Plan was: to have settlers (in North America) raise the products England had to import from the East. One could argue that this is a subgoal; we call it a Plan because it bears a direct relationship to the Action taken. The Action is stated in Sentence 1: several English colonies were founded along the east coast of North America. Sentences 2 and 3 are elaborations (examples) of the Action. The Outcome is found in Sentence 5: the superordinate Goal, at least, was not satisfied, although the text is vague about whether the English people as a whole became more self-sufficient.

3. METHODS

This research uses a qualitative approach with content analysis techniques. This research was conducted to understand the symbolic message in a document that is the teaching material of Indonesian history class XI in Daarut Tauhid High School.

Data collection techniques used are analysis of documents, study of literature. The analysis used is a content analysis of three things, namely an analysis of historical explanation according to Armbruster and Anderson's theory, textbook analysis based on Permendikbud No. 8 of 2016, then an analysis of the history education paradigm (the content of values and historical empathy). To facilitate the analysis , researchers have formulated indicators of each aspect to be analyzed both according to experts and as well as those that have been developed according to the scope of the study.

According to Neuendorf and Krippendorff in (Darmawan, 2019, p.77) content analysis can be used to see all the characteristics of content, both visible and unseen (latent). The purpose of the content analysis appears, the researcher can assess aspects of the narrative content that are visible according to the results of coding and data collection, while the unseen is done during the data analysis stage where the researcher includes a qualitative interpretation of aspects of the content that are not visible in the narrative text. While coding according to Hsieh and Shannon (2005, p. 1286) has several types as seen from the table below:

Table 3.1 The Main Differences in Coding Between Three Approaches to Content Analysis

Type of Content Analysis	Study Starts With	Timing of Defining Codes or Keywords	Source of Codes or Keywords
Conventional content analysis	Observation	Codes are defined during data analysis	Codes are derived from data
Directed content analysis	Theory	Codes are defined before and during data analysis	Codes are derived from theory or relevant research findings
Summative content analysis	Keywords	Keywords are identified before and during data analysis	Keywords are derived from interest of researchers or review of literature

The main difference between Conventional, Directed, and Summative approaches to content analysis centers on how the initial code was developed. In Conventional content analysis, categories are derived from data during data

analysis. Researchers can usually gain a richer understanding of a phenomenon with this approach. With directed or directed content analysis, researchers use existing theories or previous research to develop initial coding schemes before starting to analyze data. The summative approach to content analysis is basically different from the two previous approaches. Instead of analyzing data as a whole, text is often approached as a single word or in relation to certain content. Pattern analysis leads to the interpretation of contextual meanings of certain terms or content. In this research, the code is derived from theory. Because researchers collected various indicators of things analyzed from historical textbooks such as historical explanatory indicators, historical education paradigms and indicators of the suitability of textbooks with government regulations. So in this research, researchers used the type of data analysis Directed Content Analysis which is adjusted to the theory used in this research.

Data needed in this study can be obtained from various ways to obtain research data. According to Lincoln and Denzin (2009) data collection techniques in qualitative research are observation, interviews, documentation and literature. These four techniques are expected to be complementary in obtaining research data. In this study, researchers used data collection techniques by using in-depth analysis based on the theories in Chapter II. The research began with a literature study, where researchers sought a lot of information about the theme to be examined. Researchers find a lot of information about teaching materials in the form of textbooks and content analysis / content to get a thorough understanding of what will be studied and how to start research. In addition, researchers also sought information on other matters such as the paradigm and philosophy of historical education as a literature study and sought many research results on the same theme to be used as a reference and previous research.

4. RESULT AND DISCUSSION

The findings and discussion in this chapter are adjusted to the subject matter which has been broken down into the three research focuses contained in the abstract. in the

previous discussion the researcher has explained the basis for the researcher to conduct a content analysis research on this historical textbook. Researchers also explained various foundations and rules in the development of textbooks and history textbooks, especially from the perspective of historical science, the paradigm of historical education and the basis for developing textbooks based on government regulations. Furthermore, researchers have also developed indicators in accordance with each theme of analysis, to facilitate researchers in analyzing the contents of history textbooks developed by teachers at Putri Daarut Tauhid High School. Findings that are in accordance with historical explanation indicators according to Armbruster and Anderson's theory, historical education paradigms that include historical values and empathy, the concept of causality, didactic history and indicators in accordance with Permendikbud No 8 of 2016, will then be explained in the discussion section in this section. Explanation of findings will be described in several sections in accordance with the contents of each chapter in the history textbook.

Based on a study of Class XI History High School text, the following are some examples of text analysis results:

4.1 Historical Explanation Findings Using Armbruster and Anderson Theory

4.1.1 (Seafaring and Exploration of the West to the East)

In chapter 1 of this textbook with the theme of Colonialism and Imperialism of Europeans in Indonesia, in paragraph one of the exploration of Europeans find the discovery of an incomplete historical explanation using Armbruster and Anderson, as well as historical explanation in the textbook must be supplemented with Objectives, Plans, Actions and result. The following citation from the history textbook:

For many years the Mediterranean has been the center of international trade between traders from West / Europe and East. One of the famous trade centers is Constantinople. Many types of commodities in Constantinople. For example precious stones, gold, silver, ivory, silk, and also the important thing is spices. Europeans love spices. Traders from the West or Europeans get spices more easily and at lower prices. But after the fall of Constantinople in 1453 in the hands of the Ottoman Turks, access of European nations to get cheaper spices in the Mediterranean region became closed. Prices of spices on the European market soared. Therefore, they tried to find and find spice-producing areas to the East. With the support of scientists and the government, they then traveled to find a spice-producing region. Begin a period of adventure, exploration and discovery of the new world. Nofiana (2019, p. 3).

In the quoted text above, the main character in the text are traders from Europe. Then the Goal in the text is to find spices after Constantinople fell into the hands of the Ottoman Turks. Their plan to obtain spices after the fall of Constantinople was to find the source area or producer of spices. According to Armbruster and Anderson's theory, a Plan will accelerate the actions taken by a character. In the quoted text above the action taken is to travel or explore the sea by European nations spearheaded by the Portuguese and Spanish. However, in the text above, it is not explained that the outcome resulting from the action taken is sea exploration, so the historical explanation in paragraph 1 of the textbook is incomplete. Explanation of the results or outcomes obtained by the characters after taking action becomes very important considering that the results are a consequence of the actions taken, which can be met or fail to meet the objectives. By not explaining the results obtained by the figures in the paragraph above will make the explanation of history seem to hang and not be resolved.

In the following paragraphs and pages, there is no historical explanation structure according to Armbruster and Anderson's theory because it is a further explanation of the previous paragraph. This paragraph explains the concepts of Colonialism and Imperialism. Same thing happend in paragraph 2 this page, the structure of historical explanation is not found in accordance with the theory and only contains an explanation to treat the concept of Mercantilism. But different things are found on the theme of the Sailing and Occupation of the West to the East (Portuguese), where the framework of historical explanation according to Armbruster and Anderson's theory is found in full in this paragraph, along with excerpts from the text:

The Portuguese voyage to reach the spice islands of the East Indies received support from the Kingdom of Portugal. At that time, there was competition between Portuguese and Spanish to find new regions producing spices. In 1468 King Manuel ordered Bartholomew Diaz to sail in search of the spice islands. He sailed along the coast of Africa with the aim to land India. He faced severe obstacles when he was forced to land on a promontory at the southern tip of Africa. So in 1488, because of the big waves, Bartolomeus Diaz was forced to discontinue his exploration and choose to return to his country. Nofiana (2019, page 4)

The paragraph above contains a very clear Goal which is to "reach the spice islands", but it is not explained what cognitive strategy is carried out by the main character to achieve that goal. In the text above the writer directly explains what action was taken by the main character in achieving his goal of "making a voyage along South Africa". Before reaching the goal, the main character experiences an event that has a major

impact on achieving the goal of getting a "big wave attack", according to Armbruster and Anderson (2006, p. 183), the events that occur that the character experiences before reaching the goal, can recall memories learners and make students easy to remember a series of events. The outcome resulting from the action taken by the character in the paragraph above is "choosing to return to his country", meaning that the main character did not succeed in achieving the main goal described at the outset.

4.1.2 VOC Trade Authority

In this section, historical explanation is explained in the form of points although some are still elaborated in paragraph form. Similar to the paragraphs in the previous section, in this section historical explanation is also found in each paragraph even though it is incomplete. As in the following quote which is the first paragraph of this section:

Europeans came to the East to get spices and get as much wealth (1). The purpose of this voyage can be said to be achieved if they find spices in the archipelago (2). News of the abundant profits due to the spice trade was widespread (3). Thus many Europeans were interested in going to the archipelago (4). A quite fierce competition took place between the Dutch traders, each of them fighting over each other to want to control the archipelago (5). Even not only between nations, between groups or trade partners, in one nation they compete with each other (6). Nofiana (2019, p. 12)

To make it easier to analyze the paragraphs, researchers use numbers in each sentence in every paragraph. Sentence 1 is the goal of the main character that is to get spices and get as much wealth as possible, while sentence 2 is an elaboration of the objectives in sentence 1. It is not explained what plan or plan is carried out by the main character in the paragraph but between sentences 1- 2 with sentences 3-6 have a different structure. Because it is not explained why the abundant profit news can spread, is it intentionally spread by people after returning to their home country, or are there other actions that cause the news to spread so that the sentences have their respective structures in one paragraph. If in sentence 3 a verb is added that indicates the effort or action of the main character, sentence 3 can be said to be a goal or goal. Sentence 4 is the consequence of the action in sentence 3. The higher outcome or outcome is in sentence 5 and sentence 6 is an elaboration or additional explanation of sentence 5.

4.1.3 National Movement

At the beginning of the paragraph in this chapter, the researcher finds a complete and structured historical explanation structure. This chapter opens with an explanation of ethical politics.

Entering the 20th century, the policy of the Dutch colonial government pushed for control of the entire archipelago (1). The policy was followed by conquest of areas not yet controlled, if necessary by military approach (2). The colonial regions which were still separated were united in the application of a new administration centered on Batavia, called Pax Neerlandica (3). The colonial government also entered into agreements (4). Subsequently, the traditional administration system changed to a modern administration system (5). A system in which the government took over the indigenous leader system to the colonial bureaucracy system (6). This policy was set to take an important position from regional leaders into Dutch hands (7). The system separated the indigenous leaders from the roots of traditional relations with their people, they then became employees in the colonial bureaucracy (8). Nofiana (2019, p. 44)

The paragraph above reflects a structured historical explanation in which the goal is in sentence 1, which is to control the entire archipelago. Then followed by Plan, which is explained in sentence 2. Actions are explained in a few sentences, namely sentences 3-6 with the results found in sentences 6-7 where the policies taken ultimately change the traditional relations system to a bureaucratic system according to the Dutch and produce The Dutch as leaders and natives became employees of the colonial bureaucracy.

4.2 Findings and Analysis of Textbooks Based on Minister of Education and Culture Regulation No. 8 of 2016

In Permendikbud No. 8 of 2016, there are several aspects that must be fulfilled by the author in developing a textbook, both physically and in content or material, as shown in the following table:

Table 4.1 Results of Textbook Analysis Based on Permendikbud No. 8 of 2016

No	Aspek	Elemen-Elemen	Dalam Buku Teks		Ket
			Ada	Tidak	
1	Kulit Buku	Judul, Sub Judul, Peruntukan Buku, Identitas Penerbit, dan Ilustrasi.	√		
2	Kulit Belakang	Pengenalan isi buku, Pernyataan hasil penilaian tentang	√		

		kelayakan buku dari Kementerian Pendidikan dan Kebudayaan, ISBN, Identitas Penerbit, dan Harga.			
3	Punggung Buku (Jika Menggunakan Lem Panas)	Identitas penerbitan yang meliputi logo penerbit, nama penulis, judul buku, subjudul, dan peruntukkan buku. Tata letak disesuaikan dengan cover depan dan belakang. Judul buku dan peruntukkan buku ditulis dari bawah ke atas (<i>American style</i>)		√	
4	Bagian Awal	Halaman Judul (<i>recto</i>), Halaman Penerbitan (Halaman Hak Cipta), Halaman Kata Pengantar (<i>recto</i>), Halaman Daftar Isi (<i>recto</i>), Halaman Daftar Gambar (jika ada), Halaman Daftar Tabel (jika ada), Penomoran Halaman	√		
5	Bagian Isi	Aspek Materi (dibagi ke dalam beberapa bab), Aspek Kebahasaan, Aspek Penyajian Materi, Aspek Kegrafikaan	√		
6	Bagian Akhir	Informasi Pelaku Penerbitan, Glosarium, Daftar Pustaka, Indeks, Lampran.		√	
7	Muatan Aktifitas	Penugasan secara mandiri maupun kelompok, diskusi tentang suatu topik bahasan tertentu, menjawab pertanyaan dan penyelesaian proyek	√		

From the table above it can be seen that the textbooks developed by the history teacher at Daarut Tauhid High School have fulfilled some of the rules issued by the Minister, but at the end such as ISBN, Publisher, Glossary, Bibliography, Index, Appendix is not eligible with the government regulations. According to interviews, the author of the book explains why this can happen, the author explains that this book is a book that is self-published by a school and is only intended for students at the school and is not traded so that it is not registered with the ISBN. While for Glossary, Bibliography, Index, and Appendix, the author explains that due to the relatively short working time or textbook development deadline, the author did not have time to write the end of the book, but because once a year the book had to be revised, the school did not make an issue of it.

4.3 The Findings and Analysis of Historical Education Content in the History Text Book of Daarut Tauhid High School

4.3.1 Analysis of the Values in Indonesian History Textbooks at Daarut Tauhid High School

The results of the analysis of values conducted by researchers in this textbook can be seen in the following table:

Table 4.2 Results of Analysis of the Values in Indonesian History Textbooks at Daarut Tauhid High School

No	Material	Page	Values
1	VOC	17	Gratitude / Gratitude
2	People's Resistance Against Colonial	33	Spirit / Unyielding
3	National Movement	44	Nationalism
4	Japan's Colonialism in Indonesia	60	Struggle, Hard Work, and Perseverance
5	PPKI	73	Mutual respect

At the beginning of each chapter, the author includes fragments of verses from the Quran or Hadith that have relevance to the material. This is the demand of schools that are based on Islam with the aim that students understand that everything that happens on earth is written in the Koran. In the material also found Islamic moral values for example gratitude as contained in the text excerpt below:

Through the methods of trade monopoly, divisive politics and deception often accompanied by acts of war and violence, further expanded the area of power and strengthened the VOC's "empire". Once again the acts of greed and violence carried out by the VOC showed that they did not want to be grateful for the gift given by God Almighty. Therefore, it is natural that resistance arises from various regions in the archipelago, for example from Aceh, Banten, Demak, Mataram, Banjar, Makassar and Maluku. Nofiana (2019, p.17)

In the text above, there is the sentence 'again the act of greed and violence committed by the VOC shows they do not want to be grateful for the gift given by God Almighty', this indicates that the writer conveys a moral value that can be taken from history, that is a sense gratitude. We must have this gratitude in everything we can, including gratitude because it can be free from invaders, so we can freely go to school, think, politic, and so on. Or the simplest in our daily lives, we must always have this gratitude.

4.3.2 The Result of Historical Empathy Analysis in Indonesian History Textbook Class XI Daarut Tauhid High School

In the textbook, there are several materials whose explanations meet the text criteria that can stimulate students' empathy. Empathy can be obtained through imagination, for that imagination is one way for students to be involved in history. Students imagine themselves in an event and place their feelings towards the feelings of others or in the history of the feelings of a character for example. According to Lee in (Cairns, 1989, p. 13) there are four ways of viewing empathy:

“...as a power, as achievement, as a process, and a disposition or propensity. As a power, empathy is the ability to discern other people's thoughts and feelings. As achievement, it is close to historical empathy since it consist in knowing what someone or some group believed, valued, felt or tried to attain. Empathy as a process, is discovering what someone believed by looking at the evidence. Lastly, as a disposition, it is the ability or willingness to take into account other point of view”.

From Lee's opinion above it can be concluded that in learning history the empathy of students is very important to foster historical values and empathy can be grown in students if students imagination of an event in history.

To see the material elements that can stimulate students' empathy, researchers formulate the text indicators contained in the table below along with the results obtained after conducting the analysis.

Table 4.3 Indicators of Empathy History in Textbooks

No	Elemen-Elemen Yang Dianalisis	Indikator
1	Narasi Dalam Buku Teks	1. Menceritakan Peristiwa yang Tragis
		2. Menceritakan Tentang Aktifitas Tokoh
		3. Menjelaskan dengan Detail situasi Kondisi Peristiwa
		4. Menjelaskan Dengan Detail Emosi Tokoh
2	Ilustrasi Dalam Buku Teks	1. Ilustrasi Gambar
		2. Peta
		3. Grafik dan Timeline
		4. Penjelasan atau Caption di setiap Ilustrasi
3	Aktifitas Dalam Buku Teks	1. Kolom Opini/Komentar
		2. Petanyaan-Pertanyaan Imajinatif di Akhir tema atau sub tema
		3. Penggunaan Metode dan Media mengajar oleh guru

Table 4.4 Results of Historical Empathy Analysis in Indonesian History
Textbook Class XI Daarut Tauhid High School

No	Tema Dalam Bahan Ajar	Halaman	Narasi				Ilustrasi				Aktifitas		
			1	2	3	4	1	2	3	4	1	2	3
1	Pelayaran dan Penjelajahan bangsa Portugis	6	√	√			√			√			
2	Pelayaran dan Penjelajahan bangsa Spanyol	7 paragraf 3	√	√	√	√		√		√			
3	Pelayaran dan Penjelajahan bangsa Belanda	9 paragraf 2	√	√	√	√	√			√			
4	VOC	15	√			√							
5	VOC	16		√	√	√	√			√			
6	Tanam Paksa	28		√	√								
7	Perlawanan terhadap VOC	40	√	√	√	√							
8	Peristiwa Rengasdengklok	77-78		√	√	√							
9	Penyebaran berita kemerdekaan Indonesia	80		√	√	√							
10	Kondisi awal Indonesia Pasca Proklamasi	85			√								
11	Pertempuran di Surabaya, Bandung dan Semarang, Medan Area, Padang, margarana,	85,87,88,91,94	√	√	√	√	√						

The table above is the result of an analysis of the historical empathy content in the textbook. Of all the materials, there are only a few materials that contain elements of historical empathy as one aspect of the paradigm of historical education.

4.3.3 Results of Analysis of the Concept of Causality in Indonesian History Textbook Class XI Daarut Tauhid High School

In textbooks, writers find it difficult to find material that is connected with contemporary or contemporary events that occur in Indonesia. However, researchers found a paragraph in the discussion about Cultivation and the Private Business System that the author tries to associate with contemporary government. The following paragraph:

The duties and obligations of the government are to be able to create prosperity for all of its people (Bonumpulicum, Common Good, Common Wealth) as happened since the colonial era until now, government tends to be in opposition. Because it is precisely the state which is the instrument to seize the people's living spaces and further afflicts the majority of the people and only facilitates the minority of them. Nofiana (2019, p. 28)

The text above is placed in the box beside the discussion on Forced Cultivation and the Private Business System. In the text the writer tries to link between what happened in history with the present reality in the government. This is indeed a good thing to do so that students can not only think about the past but correlate with the present and future, but the writer should explain in more detail so that ambiguity and confusion does not occur for students. For example, in the phrase "the state is the instrument to seize the people's living spaces and the more miserable the majority of the people and only facilitate the minority of them" the writer should describe the evidence or facts that make the state today seize the people's living space so that by evidence or examples of students will be more understanding and not cause ambiguity or obscurity.

5. CONCLUSION

Textbooks are an important part of the learning process of history and this can be understood because historical textbooks are considered to be the most important teaching material so that their existence is an inseparable part of the learning process. textbooks also plays important role for student's understanding and very close with student as a source of knowledge. That's why textbooks should be well developed.

Based on the result of this research, it shows that history textbook from Daarut Tauhid Boarding school has fulfilled majority of the indicators of the 3 analyzed aspects.

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