

# The Effectiveness of Indonesian History Learning Module Based On Sociocultural Context to Improve Learning Outcomes and Cultural Awareness

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**Abstract:** *The purpose of the study was to determine the difference in the effect of using the module on student learning achievement and to find out the difference in the effect of using the module on students' cultural awareness. This study uses a quasi-experimental. The population of this study was students of history education. Students who are used as the population are students who take Indonesian history education courses. There are two classes. Both classes will be used as control and experimental classes. The class is class A as the control class and B as the experimental class. The data analysis technique used the t-test. The results showed that the experimental class students who were taught with module learning materials had higher learning outcomes than the control class who used textbooks. This can be seen through the difference in the post-test mean of the experimental class of 88 and the average of the post-test of the control class of 67. And students who are taught with module learning materials have higher cultural awareness than students who are given learning materials with textbooks. This is evidenced by the mean obtained by the experimental class of 88 and the control class of 68. The experimental class has a higher average because the module provides opportunities for students to cultivate critical thinking, creativity, and independence of students. The experimental class has a higher level of cultural awareness because the material contained in the module provides a broad insight into the meaning and significance of real cultural awareness.*

**Keywords:** *module, Indonesian history, sociocultural, learning outcomes, cultural awareness.*

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## I. Introduction

In the history of the Indonesian nation, to maintain social welfare and the interests of democracy, students have always played an important role in any changes that occur. According to the status of students in society or their country, two main roles seem to add to their activities. First, it is a corrective power to correct deviations in all aspects of people's lives. Second, act as a successor to wider public awareness about the existing problems, and increase awareness to accept alternative changes proposed or supported by the students themselves, thereby making a social change towards progress [1].

The Indonesian history course discusses literacy, the development of Indian Buddhism in the archipelago, the development of Islam in the archipelago, the arrival of Europeans, and the political and economic influence of the archipelago until the collapse of the VOC and Dutch problems. The impact of colonialism on the implementation of ethical politics in Indonesia, the importance of the struggle for the Indonesian independence movement from 1908 to 1949 to realize the ideals of an independent and sovereign state in Indonesia, and the history of the development of the Indonesian nation in all aspects. life from 1966 to the present. It is hoped that through the "Indonesian History" course students can understand socio-cultural, socio-economic life in the pre-literacy era so that students can contribute to the application of science to society and the life of the nation, and imitate heroic struggles. and love for the homeland, have a spirit of nationalism, preserve historical relics and make historical events a benchmark for progress in life in the future [2].

One of the learning materials can be in the form of a printed module that is packaged systematically to help students learn. This module is a self-contained and complete unit consisting of a series of learning activities, designed to help students achieve many clearly defined goals. In another book, it is stated that this module can be interpreted as the smallest unit of study that can be studied by students individually (self-instruction).

Compiled modules can be used for independent and regular learning. The module is used independently, meaning that the module can be used by students without a lecturer and is adjusted to the abilities of each student. The module is used in contrast to the presence of the lecturer. To compose a module, sometimes people are confused about where to start and how to start compiling a module, usually, the questions are where to start, what to do first and what are the next activities to develop a learning program. and prepare

teaching materials. use. In this study, learning materials in the form of learning modules for Indonesian history courses will be discussed. To begin developing this module, we will discuss how to structure the Indonesian history course module.

Based on the above background, the focus of this research is to develop an Indonesian history module based on the socio-cultural background of independent learning methods in historical education research programs. This study was chosen because it is very important to optimize the learning process of Patterson [2], namely: (1) Multicultural learning aims to help create a learning environment where students participate in practical and sustainable activities; (2) Learning that occurs is not unidirectional; (3) If the learning is based on the real social and cultural background of students, it will be useful.

### **History Education**

This eclectic historical study is not only a means to develop intelligence and pride in the past, but also a means to improve people's lives in the political, economic, social, and cultural fields. History learning also has practical pragmatic value for students, not just the value of theoretical conceptual idealism. According to Hamid Hasan [3], the logical consequence of changing the philosophy of learning history is that three things have happened. (1) The relationship between the history class and the daily life of students; (2) Understanding and understanding the non-final characteristics of historical stories; (3) Expanding the theme of political history with the theme of social, cultural, economic, and technological history.

The study of Indonesian history is one of the elements of the development of cultural nationalism and plays a very important role as a mediator in strengthening relations between elements of a pluralistic society. The role of Indonesian history as the development of national identity and national awareness. In addition, he also believes that the importance of national identity is the most powerful and lasting influence on collective cultural identity.

The multicultural approach in history courses must be able to adapt to the cultural differences of students, use their culture as a source of content, and as a starting point for the development of other nations' cultures, tolerance, encouragement of the national spirit, and plural-based moral behavior. unity, and can use personal culture Participants make students part of student behavior, thus creating "student opportunities to get equal opportunities" [4].

To achieve multicultural education in history learning, Uun [5] provides an affirmation of the main content that must be applied in the history education curriculum, including (1) The targets of historical education At present and in the future, national cultural diversity must be considered. The purpose of history education is no longer to develop an understanding of history based on the understanding that one culture is more dominant while other cultures sacrifice other cultures. (2) The future history education curriculum must accommodate historical events that occur in the smallest areas; (3) Providing historical materials or stories; (4) The evaluation section on the achievement of learning objectives.

### **Module**

A module is a set of textbooks that are introduced systematically so that users can learn with or without a facilitator/teacher, therefore the module should be used as a textbook to replace the function of the teacher. If the teacher has the function of explaining something, the module must be able to explain something in a language that is easily accepted by students according to their level of knowledge and age.

Module learning will effectively change students' understanding of scientific concepts, which in turn can optimize their learning outcomes in terms of quality and quantity. The teaching module has several formats, including a review of practice topics, introduction to a material consisting of introductions, learning activities, summaries, formative tests, answer keys for formative vocabulary tests, and bibliography.

Modules are teaching materials that systematically use language that is easily understood by students according to their level of knowledge and age so that they can learn independently or without minimal guidance from the teacher [6]. Based on this, the module makes students more independent in learning when there is a lack of guidance from the teacher and must be arranged systematically according to age using language that is easy to understand.

The preparation of a learning module begins with the following sequence of activities: (1) Determining the title of the module to be compiled; (2) Prepare sourcebooks or other references; (3) Identify basic competencies, conduct studies on learning materials, and design appropriate forms of learning activities; (4) Identify indicators of competency achievement and design the form and type of assessment to be presented; (5) Designing the module writing format; (6) drafting of the module; (7) Validation; and (8) Finalization [7].

### **Sociocultural Context**

The improved mental function does not come from individuals, but from social life or groups. Social conditions as a place to spread and exchange knowledge, skills, and socio-cultural values. Through daily

interactions in the school environment and with their families, children can acquire various knowledge and skills. The three concepts of man, society, and culture as the same three dimensions [8]. Therefore, education cannot be separated from culture, it can only be implemented in the community. Yaqin [9] believes that "culture is universal and specific." In this case, the general understanding is that everyone in this world has a culture, and under certain circumstances, every culture in a society is different from one another.

Culture is a human process, meaning that there are changes, developments, and motivations in cultural life. The importance of culture in human life is the basis that culture cannot be separated from education. The Indonesian nation consists of various cultures and believes that the society in which cultural education must be expressed is objectively heterogeneous and diverse. This is because the Indonesian people whose people consist of various races, races, cultures, ethnicities, and religions are considered important for the implementation of social and cultural education. Because it is undeniable that with Indonesia's diverse society this is often the cause of the emergence of various kinds of conflicts.

Based on the explanation above, it can be concluded that the education of socio-cultural values is the process of inculcating a respectful, sincere, and tolerant way of life towards cultural diversity that lives amid a plural society. The existence of socio-cultural education, education is not just re-gluing the values of unity, unity, and nationhood in the current global era, but also trying to redefine the sense of nationality itself in the face of the clash of various socio-cultural, economic, and political conflicts in the world. global era. In other words, the implementation of this socio-cultural education, it is hoped that all forms of discrimination, violence, and injustice which are mostly motivated by cultural differences, such as differences in religion, race, ethnicity, language, gender, age, and socio-economic class can be minimized. . So that the goals of socio-cultural education can be achieved, it is necessary to have the role and support of teachers/teaching staff, educational institutions, and other educational policymakers, especially in implementing the curriculum with a multicultural approach.

Through a contextual approach, the history learning process becomes more meaningful, because students will directly face the things that are around them or what is called student sociocultural. This method strongly supports history-based learning through the integration of multicultural students' socio-culture, because it can compare student knowledge with other things in the student's environment and culture. Socio-cultural integration of students in multicultural education is very important to do through history learning because it can prevent cases or problems of ethnic integration caused by social jealousy or lack of tolerance for friends from different belief groups and social classes.

### **Cultural Awareness**

Cultural awareness is a person's ability to look outside himself and be aware of cultural values, cultural habits that enter. Furthermore, one can judge whether it is normal and acceptable in one's culture or maybe unusual or unacceptable in another culture. It is therefore necessary to understand a culture different from his own and be aware of his beliefs and customs and be able to respect them [10].

Situmorang, Bisri, and Sutiono [11], state that cultural awareness is an ability to recognize and understand the influence of culture on human values and behavior. The implications of cultural awareness on understanding the need to consider culture, the important factors in dealing with certain situations. At a basic level, cultural awareness is information, giving meaning to humanity to know about culture. The principle of the task of gaining an understanding of cultural awareness is to collect information about the culture and transform it through increments in giving meaning progressively as an understanding of culture. Cultural awareness is realized through knowledge about culture, an attitude of respect and understanding of culture, and being able to care for and develop cultural heritage.

## **II. Material And Methods**

This study uses quasi-experimental research with True Experimental research. This research has the aim of testing the module with a textbook. The population of this study was students of history education. Students who are used as the population are students who take Indonesian history education courses. There are two classes. Both classes will be used as control and experimental classes. The class is class A as the control class and B as the experimental class. The two classes will experience different treatments. The difference lies in the learning process. Class A with 30 students as the experimental class will get learning materials through modules. Meanwhile, class B with 30 students will carry out the learning process with textbooks. To carry out this research, 3 steps must be done to test the effectiveness of the module. These stages include; (1) the initial stage of the experiment; (2) the implementation stage of the experiment; (3) the final stage of the experiment. The data needed for this research is the average value of students' cultural awareness. To get these scores, used instruments which include modules, learning achievement tests, and questionnaires. The instrument in this study was an assessment of students' political awareness and a 30-point learning achievement test. The instrument used has gone through the stages of media and material expert testing, small group trials, large group trials, and

broad group trials. The results of expert validation and testing to students have been declared feasible, that the module can be used in the learning process in Indonesian history education courses.

The effect of the module on learning outcomes. The learning process carried out in the control and experimental classes resulted in pre-test and post-test scores. These scores and the questionnaire scores were used to test the effectiveness of the module to increase students' cultural awareness. The first hypothesis in this study is:

Ho: There is no difference in the average student learning outcomes between classes taught using modules and classes taught using textbooks.

H1: There is a difference in the average student learning outcomes between classes taught using modules and classes taught using textbooks.

To test the hypothesis, the values obtained must pass the normality and homogeneity test stages, which have been carried out with the help of SPSS 21 analysis.

The second hypothesis in this study is:

Ho: There is no difference in mean cultural awareness between classes taught using modules and classes taught using textbooks.

H1: There is a difference in mean cultural awareness between classes taught using modules and classes taught using textbooks

To test the hypothesis, the values obtained must pass the normality and homogeneity test stages, which have been carried out with the help of SPSS 21 analysis.

The value that has passed the normality and homogeneity test is then continued with the T-test stage with the independent sample T-test. Based on the results of the T-test, the p-value obtained was 0.000 ( $p < 0.05$ ).

### III. Result

The description of the power presented in the study consists of learning outcomes using the module and cultural awareness using the module. The description of the displayed data informs the mean (mean), standard deviation, maximum score, and minimum score. Research hypothesis testing is done by using an analysis of variance. The following is descriptive statistical data in table 1.

**Table 1.** The descriptive statistical module on learning outcomes and cultural awareness

	N	Min.	Max.	Mean	Std. Deviation	Skewness	Kurtosis			
	Statistic		Std. Error	Statistic		Std. Error	Statistic	Std. Error		
Learning outcomes	60	67	88	76.93	0.79	6.16	-0.03	0.31	-1.33	0.61
Cultural Awareness	60	68	88	77.78	0.63	4.87	0.16	0.31	-0.83	0.61
Valid N (listwise)	60									

Test the requirements of experimental research with the Normality Test and Homogeneity Test for the module on Learning Outcomes and cultural awareness.

**Table 2.** Normality Test of the Module on Learning Outcomes

	Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Learning Outcomes	Experiment	0.14	30	0.12	0.94	30	0.11
	Control	0.16	30	0.06	0.95	30	0.15

a. Lilliefors Significance Correction

Requirements if the significance value  $> 0.05$ , then the residual value is normally distributed. And if the significance value is  $< 0.05$ , then the residual value is not normally distributed. The results of the normality test on the learning outcomes of Kolmogorov-Smirnov show that for the experimental class the significance value is  $0.12 > 0.05$ , it can be concluded that the residual value is normally distributed. While the control class has a significance value of  $0.06 > 0.05$ , it can be concluded that the residual value is normally distributed.

**Table 3.** Test the homogeneity of the module on learning outcomes

Learning Outcomes	Levene Statistic		df1	df2	Sig.
	Statistic	df			
Learning Outcomes	Based on Mean	0.29	1	58	0.59
	Based on Median	0.22	1	58	0.64
	Based on Median and with adjusted df	0.22	1	56.89	0.64
	Based on trimmed mean	0.28	1	58	0.59

If the significance value is  $> 0.05$ , then the data distribution is homogeneous. And if the significance value is  $< 0.05$ , then the data distribution is not homogeneous. The results of the homogeneity test on the average student learning outcomes as a requirement in the independent sample T-Test showed that the significance value was  $0.59 > 0.05$ . Then the distribution of student learning outcomes data is homogeneous.

**Table 4.** Normality Test of the module on Cultural Awareness

	Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Cultural Awareness	Experiment	0.16	30	0.06	0.96	30	0.29
	Control	0.11	30	0.20	0.96	30	0.29

\*. This is a lower bound of the true significance.  
a. Lilliefors Significance Correction

If the significance value is  $> 0.05$ , then the residual value is normally distributed. And if the significance value is  $< 0.05$ , then the residual value is not normally distributed. The results of the normality test on the cultural awareness variable against Kolmogorow-Smirnov show that for the experimental class the significance value is  $0.06 > 0.05$ , it can be concluded that the residual value is normally distributed. While the control class has a significance value of  $0.2 > 0.05$ , it can be concluded that the residual value is normally distributed.

**Table 5.** Test the Homogeneity of the Module on Cultural Awareness

Cultural Awareness		Levene Statistic	df1	df2	Sig.
		Based on Mean	3.43	1	58
	Based on Median	3.13	1	58	0.08
	Based on Median and with adjusted df	3.13	1	57.99	0.08
	Based on trimmed mean	3.47	1	58	0.07

If the significance value is  $> 0.05$ , then the data distribution is homogeneous. And if the significance value is  $< 0.05$ , then the data distribution is not homogeneous. The results of the homogeneity test on the average cultural awareness of students as a requirement in the independent sample T-Test showed that the significance value was  $0.07 > 0.05$ . Then the distribution of student cultural awareness data is homogeneous.

**Table 6.** Independent Test Sample T-Test module on Learning Outcomes

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning Outcomes	Equal variances assumed	0.296	0.59	13.97	58	0.00	10.73	0.77	9.19	12.27
	Equal variances not assumed			13.97	57.56	0.00	10.73	0.77	9.19	12.27

The basis for decision making in the T-Test Differential Test, namely: if the significance value (2-tailed)  $< 0.05$ , then  $H_0$  is rejected and  $H_a$  is accepted. And if the significance value (2-Tailed)  $> 0.05$ , then  $H_0$  is accepted and  $H_a$  is rejected. Based on the results of the Different T-Test, it shows that the significance value is  $0.00 < 0.05$ , or  $H_0$  is rejected and  $H_a$  is accepted, which means that there is a significant difference between the experimental class and the control class.

**Table 7.** Independent Test Sample T-Test module on Cultural Awareness

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Cultural Awareness	Equal variances assumed	3.43	0.07	10.07	58	0.00	7.70	0.76	6.17	9.23
	Equal variances not assumed			10.07	55.63	0.00	7.70	0.76	6.17	9.23

The basis for decision making in the T-Test Differential Test, namely: if the significance value (2-tailed)  $< 0.05$ , then  $H_0$  is rejected and  $H_a$  is accepted. And if the significance value (2-Tailed)  $> 0.05$ , then  $H_0$  is accepted and  $H_a$  is rejected. Based on the results of the Different T-Test, it shows that the significance value is  $0.00 < 0.05$ , or  $H_0$  is rejected and  $H_a$  is accepted, which means that there is a significant difference between the experimental class and the control class.

#### **IV. Discussion**

The use of the Indonesian history module based on the socio-cultural context that is applied in learning influences on improving student learning outcomes. The experimental class students who were given the Indonesian history module based on the socio-cultural context looked very independent in doing the assigned tasks. This study strengthens the results of research conducted by Situmorang. Situmorang [12] stated that the facilities contained in the innovative module increase chemistry learning activities efficiently so that teaching and learning activities become student-centered (student center learning) to achieve competencies according to the demands of the 2013 Curriculum. students and reduce students' dependence on teachers. The learning process has changed from being a teacher center to a student center.

Experimental class students from the beginning were exposed to cultural awareness that existed in society. Lecturers as educators act as facilitators of the discussion. Lecturers also have the right to direct the discussion so that it is by the learning objectives. One of the learning objectives is to provide cultural awareness to students by giving the true meaning of cultural awareness.

Different conditions occurred in the control class. The use of historical education textbooks used by lecturers does not make students active. Some students even seem to have no interest and tend to be sleepy when the learning material is delivered. According to Nurrita [13] stated that the module can overcome the limitations of lecture materials and can be used as an additional reference for students. These references can foster interest in learning because the material in the module has been adapted and developed based on the needs in the learning process. Based on the explanation above, it can be concluded that the module has a high influence on the growing interest in learning and releasing students' dependence on the teaching staff. Students who are independent and able to learn contextually can practice developing their ability to solve a problem. This ability is expected to be useful in everyday life.

The multicultural approach in the history curriculum must be able to accommodate the cultural differences of students, utilize their culture as a source of content and as a starting point for developing other people's cultures, tolerance, awakening the spirit of nationalism based on Bhineka Tunggal Ika, developing ethical behavior, and being able to take advantage of students' culture as part of student behavior to create "equal opportunities for students to excel"

In line with the findings of researcher Yusuf Perdana [14] stated that schools are the right place to build students' cultural awareness by integrating students' sociocultural backgrounds in multicultural education through history learning. Through multicultural education, it is hoped that future generations will not be easily provoked by rampant discrimination in cases that have the potential to disintegrate the nation. Learning history through events with a local scope that is culturally aware is expected to be able to prevent divisions and strengthen unity within the framework of Bhineka Tunggal Ika.

To realize multicultural education in history learning, give some affirmations on the main things that must be implemented in the history education curriculum, including (1) The purpose of historical education for the present and the future must take into account the diversity of the nation's culture. The purpose of historical education should no longer be to develop an understanding of history based on an interpretation that is dominated by one culture and at the expense of another; (2) The future history education curriculum must accommodate various historical events that occur in even the smallest locale; (3) Availability of historical sources or stories; and (4) the assessment component regarding the achievement of learning objectives [5].

One alternative to the implementation of historical education is through a contextual approach that links the text with the context [15]. Through a contextual approach, the history learning process will be more meaningful because students are directly confronted with the things that are around them or what is also called student sociocultural. This approach is very supportive of history-based learning through multicultural socio-cultural integration of students because what students know can then be compared with other things that are different and exist in the student's environment and culture. Sociocultural integration of students in multicultural education through history learning is very important [14] because it can prevent cases or problems of national disintegration either caused by social jealousy or lack of tolerance for friends of different groups, both beliefs, and social classes.

The use of learning media in the form of modules in the learning process can generate new desires and interests, generate motivation and stimulate learning activities [16]. During the learning process in class using the media history learning module with material about the history of the struggle of the Indonesian nation, students become more active, enthusiastic, and interested in the material presented. Students who do not yet

know about the history of the struggle of the Indonesian people continue to read and pay attention to the learning materials in the module because the material contains local history and is supported by pictures of struggle figures, battles, and maps of local culture in various areas so that students can know in full about culturally and using it as a primary data source. So that this module learning media can foster a positive attitude towards history learning materials and learning and teaching activities in the classroom can be improved.

The module developed by the researcher has positive implications for the behavior and way of thinking (mindset) of students because they can know directly the subject matter presented by researchers during the learning process, this allows students to further develop their abilities to be more creative and imaginative. Based on the description above, it can be seen that the module learning media product has a valid value, and has a high effectiveness impact, and increases students' interest and enthusiasm in the history learning process with high cultural awareness.

Supported by other studies stating that the effectiveness of the module on increasing nationalism using a quasi-experimental research design through pretest and posttest tests in two different groups (experimental and control groups). The results of the different tests (independent sample t-test) show that there is a difference in the effect of using teaching materials on increasing student nationalism reaching 25.17% with a probability value = 0.00 which is smaller than  $\alpha = 0.05$ . The module proved to have a greater effect on increasing students' nationalism than conventional teaching materials (handouts) with a posttest average score of nationalism in the experimental class of 85.53 (very good) while the control class was 77.00 (good). [17]

The results of this study are also supported by Kuswono [18] that learning innovation has an important role in efforts to advance education in Indonesia. One of the innovations made is to develop models in teaching materials (modules). The developed module takes the advanced organizer theory by providing a brief explanation at the beginning of the discussion so that students will understand the contents of the module more quickly.

## V. Conclusion

Based on the results of research and discussion, it can be concluded as follows:

1. The Indonesian history module based on the socio-cultural context taught to students has higher learning outcomes compared to students who are given learning materials using textbooks. This can be seen through the difference in the post-test mean of the experimental class of 88 and the average post-test of the control class of 67. The difference in the mean value is 21. The experimental class has a higher average because the Indonesian history module based on the socio-cultural context provides opportunities for students to foster critical thinking, creativity, and independence of students.
2. The Indonesian history module based on the socio-cultural context taught to students has a higher cultural awareness compared to students who are given learning materials using textbooks. This is evidenced by the average obtained by the experimental class of 88 and the control class of 68. The difference in the mean is 20. The experimental class has a higher level of cultural awareness because the material contained in the Indonesian history module based on the socio-cultural context provides broad insight regarding the meaning and the meaning of consciousness in the real culture.

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