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LOCAL HISTORY LEARNING PROCLAMATION 17 MAY 1949 IN SOUTH KALIMANTAN TO STUDENTS OF SMA NEGERI 7 BANJARMASIN

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ABSTRACT

Learning is a process of interaction between educators and students that has been arranged in such a way as to achieve certain goals in the learning process. One of them is studying the local history of the Proclamation of 17 May 1949 in South Kalimantan. Local history is important to teach with the aim that students can know, understand, and practice the historical values that exist in the surrounding environment. The problem that occurs is that not all teachers are aware of using local history. This study aims to describe the learning of local history at SMA Negeri 7 Banjarmasin. The method used in this study is a qualitative descriptive method. Data collection techniques used are interviews, observations, document studies, documentation methods, and questionnaires. As for the validity of the data, the researchers used method triangulation and data triangulation. In addition, the data analysis techniques used are data collection, data reduction, data presentation and drawing conclusions. The results showed that the history teacher did the planning by preparing the Learning Implementation Plan (RPP) based on the syllabus, prota and prosem. In addition, the teacher also carried out the implementation of learning by applying a scientific approach and prioritizing 21st century skills. And the teacher also carries out an evaluation which is divided into two, namely formative evaluation and summative evaluation. Based on the results of the study, it can be concluded that learning the local history of the Proclamation of 17 May 1949 in South Kalimantan for students at SMA Negeri 7 Banjarmasin was carried out by the teacher by planning, implementing and evaluating.

KEYWORDS: Learning Local History, Proclamation of May 17 1949, and SMA Negeri 7 Banjarmasin

1. INTRODUCTION

In today's era, learning resources continue to grow and vary. Historical facts that are used as learning resources are not only limited to books, anything can be used as a source of learning as long as there are values that can be conveyed to students. One of the most important things at this time is to make the situation or situation in the area to be used as a source of learning so that students can know, understand and interpret the learning they get. No exception in history learning resources, teachers must be able to make events or events that exist or have occurred in their own area.

Until now, there have not been many studies on the use of local historical facts as a source of learning. Particularly related to the planning, implementation and evaluation system. In fact, it is important to study in more depth to know and understand how to plan, implement and evaluate the system in utilizing local historical facts. The local history in question is the Proclamation of 17 May 1949 in South Kalimantan. Therefore, the title of this research is "Learning the Local History of the Proclamation of May 17, 1949 in South Kalimantan for the Students of SMA Negeri 7 Banjarmasin. Local history is a historical event that occurs where the student lives. Be it at the village, sub-district, district or provincial level. This is justified by Purnamasari and Wasino (2011) who say that local history is defined as a past event of a certain community group from a certain geographical location, contained an event in a small location, either a village or a certain place or administrative area such as a city and district [1].

Sujana (2007:77) in his study states that learning resources are all data that can be used to make it easier for someone to learn [2]. Learning resources are all resources that can be used to make it easier for someone to learn (Nana, S & Ahmad, 2013) [3]. Teachers must be able to take advantage of local historical facts in the surrounding environment as a source of learning. The Proclamation of 17 May 1949 was the culmination of the struggle of the 1945-1949 Physical Revolution in South Kalimantan.

Susanto (2012) in his study said that the struggle during the Physical Revolution was essentially a re-actualization of the spirit of independence that had actually existed for a long time, namely when the Banjar people first wanted to break away from the domination of other nations [4]. The Proclamation of 17 May 1949 in Kalimantan was the culmination of the Banjar people who fought in the 1945-1949 Physical Revolution in South Kalimantan. This incident was the culmination of the violent resistance against the Dutch or NICA carried out by the Indonesian Navy Division IV Kalimantan Defense under the command of Hassan Basry and other Banjar people. This was caused by NICA who again wanted to occupy the area of South Kalimantan.

The historical facts of the Proclamation of May 17, 1949 in South Kalimantan are important to be used as a source of historical learning. The learning process includes planning, implementation and evaluation. Majid (2009:15) in his study explains that planning is compiling the steps that will be implemented to achieve the goals that have been determined. The plan can be prepared based on needs within a certain period of time in accordance with the wishes of the planner [5]. George R. Terry & Leslie (1998) in his study suggests, if planning is a process in determining a learning activity in order to achieve certain goals [6].

The implementation of learning is a process that is arranged in such a way according to certain steps so that the implementation achieves the expected results (Sudjana, 2010:136) [7]. The implementation of learning is the implementation of the lesson plan. The implementation of learning includes preliminary activities, core activities, and closing activities. Related to national character-based learning, these learning activities are selected and implemented so that students practice the

targeted character values. While evaluation is learning that is carried out by the teacher to measure the extent to which the level of mastery and learning carried out by students during the learning process after previously conducting an assessment. Sukardi (2008: 5) states that learning evaluation is an evaluation whose activities are within the scope of the classroom or within the scope of the teaching and learning process [8]. Evaluation of learning activities includes evaluation activities carried out by teachers in delivering learning materials to students. For a teacher, learning evaluation is a medium that cannot be separated from teaching activities, because through evaluation a teacher will get information about the achievement of learning outcomes.

Based on the problems above, it is necessary to conduct a more in-depth and concrete research to describe how the planning, implementation and evaluation of the use of local historical facts of the Proclamation of 17 May 1949 in South Kalimantan should be carried out.

1.1 Research Questions

The study sought to answer the following:

1. How to plan, in utilizing the local historical facts of the Proclamation of 17 May 1949 in South Kalimantan?
2. How is the implementation in utilizing the local historical facts of the Proclamation of 17 May 1949 in South Kalimantan?
3. How is the Evaluation System in utilizing local historical facts of the Proclamation of 17 May 1949 in South Kalimantan?

2. METHODOLOGY

The method used in this study is a descriptive qualitative method which aims to describe the Learning of Local History of the Proclamation of 17 May 1949 in South Kalimantan. Moleong (2014: 6) in his study, suggests that qualitative research is research that intends to understand the phenomena of what is experienced by the research subject, for example, such as behavior, action, motivation, behavior and others, holistically and by way of description in the form of words. and language, in a special context that is natural and by utilizing various scientific methods [9]. Based on the type of research mentioned, the approach in this study is a qualitative approach, because the problems relate to humans (in this study are students and teachers) which fundamentally depend on observation. The subjects in this study were students with a total of

59 subjects consisting of 58 students and 1 history teacher. Data collection techniques in this study were carried out through several techniques, namely interviews, observation, document studies, documentation studies, and questionnaires. This research was conducted on students of class XI IPS 2, XI IPA 3, XI IPA 4 and XI IPA 6 at SMA Negeri 7 Banjarmasin. The research was conducted

directly (offline) and also indirectly (online) through Google Forms, especially for filling out questionnaires.

Data validity is the degree of determination between the data that occurs with the object of research and the data reported by the researcher. Triangulation is the most commonly used method for increasing data validity in a qualitative study (Sutopo, 2006) [10]. In this study, researchers used 2 types of triangulation, namely data triangulation and method triangulation. The triangulation of the method in this study was carried out by checking the degree of confidence in the data obtained with several data collection techniques through observation or observations, interviews and document studies from the same data source. Sources of data in this study are history subject teachers, students and supporting documents. Meanwhile, data triangulation was carried out through examination of data from observations and data from interviews. Teachers as key informants in gathering resources, because they better understand the nature and characteristics of students. To prove the validity of the information provided by the teacher, the researcher also conducted interviews with students. In this study, the analytical model used is an interactive analysis model, namely (1) Data Collection, (2) Data Reduction, (3) Data Presentation, and (4) Conclusion Drawing.

3. RESULTS AND DISCUSSION

3.1 Result

3.1.1 Planning

Planning is concerned with the relationship between what is now (what is) and how it should be (what should be) with regard to needs, setting goals, priorities, programs and resource allocation (Steller, 1983:68) [11]. In utilizing the local historical facts of the Proclamation of May 17, 1949 in South Kalimantan, the history teacher of SMA Negeri 7 Banjarmasin first made a plan by preparing a Learning Implementation Plan (RPP) which was guided by the syllabus, prota and prosem applicable in the school. It is through this planning that the history teacher at SMA Negeri 7 Banjarmasin arranges the history lesson to be implemented. This is so that the learning carried out goes well and smoothly in accordance with the plans that have been prepared and determined.

Based on the results of interviews conducted by researchers with Mahrita (history teacher) at SMA Negeri 7 Banjarmasin, it can be seen that every time they study history. Whether it's material for national history or the history of the Proclamation of May 17, 1949 in South Kalimantan, a teacher is required to make a plan in advance so that the goals set in the plan can be achieved after the learning process is carried out. One of them is making a Learning Implementation Plan (RPP). By definition the learning implementation plan is the whole process of thinking about and determining all the activities that will be carried out in the present and in the future in order to achieve the goals (Nirwana, 2019:74) [12]. In particular, although the regional history material related to the Proclamation of May 17, 1949 in South Kalimantan is not in the textbooks nor is it clearly written in

the 2013 Curriculum, this material is implicitly included in Basic Competence (KD) 3.11 Analyzing the struggle of the Indonesian people in an effort to maintain independence from Allied and Dutch threats for class XI material.

The results showed that the history teacher at SMA Negeri 7 Banjarmasin used the local history material for the Proclamation of 17 May 1949 in South Kalimantan by including the material specifically in the Lesson Plan (RPP). This is done to increase students' knowledge of local history in South Kalimantan, which is very minimally included in textbooks. The use of local history depends on the sensitivity of the history teacher in each school. This is evidenced by the sensitivity of the history teacher at SMA Negeri 7 Banjarmasin to take advantage of the local historical facts of the Proclamation of 17 May 1949 in South Kalimantan with the aim of increasing students' knowledge about the locality which is very minimal. in textbooks.

In the Learning Implementation Plan (RPP) made by the teacher regarding the material for the Proclamation of May 17, 1949 in South Kalimantan, the indicators and objectives of learning the material are also clearly stated. This is done so that learning is carried out smoothly, well and in accordance with the objectives set in the planning. The Learning Implementation Plan (RPP) made by the history teacher at SMA Negeri 7 Banjarmasin is also inseparable from the syllabus. Although the syllabus does not explain in detail the material related to the Proclamation of 17 May 1949 in South Kalimantan. However, the teacher is able to describe and make indicators of historical material with the aim that local history related to national history contained in textbooks and syllabus can also be taught to students.

The Learning Implementation Plan (RPP) prepared by the history teacher at SMA Negeri 7 Banjarmasin includes core competencies, basic competencies, objectives, materials, methods, media, learning resources, learning steps, and assessment (including an assessment rubric). These components are clearly regulated in the Lesson Plan (RPP) related to the local history of the Proclamation of 17 May 1949 in South Kalimantan. Planning is very important to be clearly arranged so that at the time of implementing learning it is appropriate and directed to achieve the goals that have been determined. Based on the results of interviews with Mahrita (history teacher) at SMA Negeri 7 Banjarmasin, it can be concluded that the role of the Learning Implementation Plan (RPP) is very important in the learning process.

In theory, in relation to planning, Kaufman (1972:6) explains that planning is a projection of what is needed to achieve valid and valuable goals which includes the following elements: (1) Identifying and documenting learning needs, (2) Determining needs that need to be prioritized in the learning process to be carried out, (3) detailed specifications of the results achieved from each prioritized need, (4) identification of needs to achieve each option, (5) sequence of results needed to meet perceived needs, and (6) Identify possible alternative strategies and tools to complete each need in achieving each need, including detailing the advantages and disadvantages of each strategy and tool

used [13]. Therefore, history teachers at SMA Negeri 7 Banjarmasin always make plans before carrying out the learning process. Based on the results of interviews with Mahrita (history teacher) at SMA Negeri 7 Banjarmasin, planning is done by developing a Learning Implementation Plan (RPP). However, the plan is prepared based on several other supporting documents that can be used as a reference in making the Learning Implementation Plan (RPP). The supporting documents are as follows.

Table 1 Planning Support Documents

No	Document Name
1.	Learning Implementation Plan (RPP)
2.	Syllabus
3.	Annual Program
4.	Semester Program

(Source: Mahrita,2022)

Based on table 1 above, it can be said that in implementing the history lesson plan at SMA Negeri 7 Banjarmasin. One of them is planning related to the local history material of the Proclamation of 17 May 1949 in South Kalimantan, the teacher plans to involve various kinds of documents such as Learning Implementation Plans (RPP), Syllabus, Annual Programs and Semester Programs. This is done with the aim that the learning carried out goes well in accordance with the plans that have been prepared and conceptualized as well as the achievement of the learning objectives carried out.

3.2.1 Implementation

The implementation of learning is a process that is arranged in such a way according to certain steps so that the implementation achieves the expected results (Sudjana, 2010:136). Majid (2014:129) in his study explained that the implementation of learning is an activity of the teaching-learning process as a core element of learning activities which in its implementation is adjusted to the signs that have been arranged in the previous planning. Based on the results of an interview with Mahrita (a history teacher) at SMA Negeri 7 Banjarmasin, he explained that after compiling a lesson plan. The next step is to implement what has been prepared in the planning through the implementation of classroom learning. Based on the results of the study, the implementation of history learning was carried out by teachers at SMA Negeri 7 Banjarmasin using a scientific approach or 5 M, namely observing, asking questions, gathering information, associating and communicating. This is in accordance with a study conducted by (Sufairoh, 2016) who explained that the scientific approach is a learning process designed in such a way that the goal is for students to actively construct concepts, laws or principles through several stages such as observing (to identify or find problems), formulate problems, propose or formulate hypotheses, collect data using various techniques, analyze data, then draw conclusions and communicate concepts, laws or principles that have been found [14].

In addition, in practice the teacher also prioritizes learning with 21st century skills or better known as the 4Cs which consist of creative thinking skills (creative thinking), critical thinking and problem solving (critical thinking and problem solving), communication (communication), and collaborate. The teacher also uses media, methods, tools, materials and sources in delivering material related to the historical facts of the Proclamation of 17 May 1949 in South Kalimantan. As for the steps for implementing learning, the teacher adjusts the plans that have been prepared by covering several stages, as follows.

Preliminary activities, based on the results of interviews with Mahrita (history teacher) and also a study of documents on the Lesson Plan (RPP). Preliminary activities in learning history related to the material of the Proclamation of 17 May 1949 consist of orientation, then the teacher makes apperception to students regarding the material to be taught and then the teacher motivates students so that they are enthusiastic and enthusiastic to take part in the learning to be implemented. This has been structured in a structured way at the time of planning to make it easier for teachers to carry out history learning by utilizing the material for the Proclamation of 17 May 1949 in South Kalimantan.

Core Activities, this stage is the core of the entire learning process carried out by the teacher. The core activity in the learning process is a very important activity to achieve the learning objectives carried out. Without core activities, learning will not run well. This is in line with the study conducted by Rusman (2010) which explains that the core activities in learning play an important role in achieving learning objectives and in shaping student abilities that have been determined [15]. At this stage the teacher carries out various activities such as literacy activities by applying a scientific approach which includes 5 M activities, namely observing, asking questions, gathering information, associating and communicating. In addition, at this stage the teacher also carries out the learning process by prioritizing 21st century skills such as critical thinking which includes asking questions, observing objects, reading sources other than textbooks, then carrying out various activities such as question and answer with various learning resources. Teachers also carry out a process of collaboration or collaboration with learning activities such as discussing, gathering information, presenting, exchanging information by way of discussion. In addition, the teacher also carries out the process of communication and creativity of students in learning history.

Closing, closing the lesson skills are activities carried out by the teacher to end the lesson (Saud, 2013:57) [16]. In addition, Hasibuan (2009:73) states that closing the lesson is the teacher's activity to end the core activities of the lesson. The point is to provide a comprehensive picture of what students have learned, to know the level of achievement of students, and the level of success of teachers in the teaching and learning process [17]. This is in accordance with the opinion of Marno & Idris (2009: 90), that closing the lesson is the teacher's effort to provide a comprehensive picture of what has been learned, an attempt to determine the success of students in absorbing the lesson, and determine the starting point for the next lesson [18].

At this stage the teacher communicates by allowing students to ask questions, discuss, answer questions and make presentations to convey the results of their discussions. In addition, based on the results of research conducted, local history learning activities of the Proclamation of May 17, 1949 in South Kalimantan in class XI IPS 2, XI IPA 3, XI IPA 4 and XI IPA 6 at SMA Negeri 7 Banjarmasin also carried out closing activities before conducting the evaluation stage. to students. Students make a resume with the guidance of the teacher about the important points that emerged in the learning activities about the material for the Proclamation of May 17, 1949 in South Kalimantan which had just been carried out.

3.3 Evaluation System

Learning evaluation is carried out by the teacher to measure the extent to which the level of mastery and learning carried out by students during the learning process after previously conducting an assessment. This is also done in the process of learning history at SMA Negeri 7 Banjarmasin, especially on local history materials. Based on the results of the research conducted, the process of learning history by using historical facts of the Proclamation of May 17, 1949 in South Kalimantan as a learning resource in class XI IPS

2, XI IPA 3, XI IPA 4 and XI IPA 6 at SMA Negeri 7

Banjarmasin also carried out evaluations to students to find out and measure the extent of students' knowledge and understanding of the material that has been delivered by the teacher and whether the learning objectives have been achieved or not. This is in line with the study conducted by Brinkerhoff (1986: ix), which states that evaluation is a process that determines the extent to which educational goals can be achieved [19].

Evaluation activities are carried out to measure the extent to which the learning objectives have been achieved and the evaluation also refers to the KBM implemented (Hasanah et al., 2015: 39). The implementation of evaluation activities at SMA Negeri 7 Banjarmasin is carried out by the teacher by giving individual tasks such as summarizing the material or in the form of discussion groups which will later be presented by the group in the form of power points. As for individual assignments, the teacher asks students to type the answers to the tasks that have been given and then collect them in PDF (digital documents) [20]. Then routine tests were also carried out for students such as the Daily Test (UH), which was carried out per KD, Mid-Semester Examination (UTS), and Final Semester Examination (UAS), on the local history material of the proclamation of May 17, 1949 in South Kalimantan as a source of learning, teachers also use the same evaluation system with other materials. The evaluation at SMA Negeri 7 Banjarmasin also uses the school's SMAVEN CBT application which can be accessed by students online via their respective smartphones. Based on the results of the research conducted, the evaluation system carried out by history teachers on the local history material of the Proclamation of 17 May 1949 in South Kalimantan was carried out using 2 evaluation systems, namely formative evaluation and summative evaluation. The implementation of the two evaluations

refers to the completeness requirements that must be achieved by students in history subjects, namely 78. If there are students who get scores below 78, then th.

The results showed that the implementation of learning the local history of the Proclamation of May 17, 1949 at SMA Negeri 7 Banjarmasin was carried out by the teacher doing the planning first, then carrying out the implementation and evaluation. The local history learning carried out is expected to be able to increase knowledge and increase students' awareness regarding the history that occurred in their own area. This is reinforced by a study conducted by Wibowo (2016) which explained that learning local history here can make students aware that they have their own past in their environment. The presence of local history in the classroom can provide a direct stimulus to students for witnesses, perpetrators, or historical relics [21]. Students can interact directly and ask about the life side of historical actors. So that students can emulate the values and absorb the leadership spirit of the past.ese students must carry out remedial or repair activities.

3.2 Discussion

3.2.1 Local History Lesson Planning

Each implementation of an activity, a plan must be prepared in advance so that the implementation can run well. This also applies to learning activities at SMA Negeri 7 Banjarmasin. Planning is a process of preparing something before the activity is carried out. This is also

done in the learning process, which must be planned in advance by making a learning implementation plan (RPP) that is guided by the syllabus, prota and prosem. Planning is a process in determining a learning activity in order to achieve certain goals (George R. Terry & Leslie, 1998). Meanwhile, Kast & Rosenzweig (2002:685) suggest that planning is nothing but a process of deciding what to do and how to do it in accordance with procedures to achieve the goals to be achieved [22].

Based on the results of the research conducted, the process of learning history at SMA Negeri 7 Banjarmasin is carried out by designing a plan in advance. This was also done when the teacher took advantage of the historical facts of the Proclamation of 17 May 1949 in South Kalimantan as a learning resource for students in class XI IPS 2, XI IPA 3, XI IPA 4 and XI IPA 6. well, smoothly and the goals that have been set in the planning can be achieved properly. The planning carried out by the history teacher at SMA Negeri 7 Banjarmasin is done by designing and compiling a Learning Implementation Plan (RPP) which is guided by the syllabus, program and process. Including the historical facts of the Proclamation of 17 May 1949 in South Kalimantan which are also contained in the syllabus, prota, prosem and Learning Implementation Plan (RPP) at SMA Negeri 7 Banjarmasin.

The history teacher at SMA Negeri 7 Banjarmasin planned the historical facts of the Proclamation of 17 May 1949 in South Kalimantan with the aim that during the learning process it could run well and smoothly because it had been planned and prepared beforehand by following the steps already in the

Implementation Plan. Learning (RPP). This is in line with Kaufman's (1972:6) study which states that planning plays an important role. This is because planning is a projection and design in achieving the goals to be achieved.

Based on the results of research conducted by researchers, the preparation of the Local History Learning Implementation Plan (RPP) for the historical facts of the Proclamation of 17 May 1949 in South Kalimantan. Starting from the teacher's readiness to understand the material, teaching materials, competency standards, and content standards. Through this understanding, the teacher will be able to plan by preparing a Learning Implementation Plan (RPP). Based on the results of an interview with Mahrita (a history teacher at SMA Negeri 7 Banjarmasin) said that the preparation of the Learning Implementation Plan (RPP) must be done well, because a good Learning Implementation Plan (RPP) will have an effect on good learning as well. This is in accordance with a study conducted by Mawardi (2019: 74) which states that a quality Learning Implementation Plan (RPP) greatly influences the implementation of quality learning [23]. For this reason, teachers should have adequate teacher competence, so that the planning and implementation of learning can be carried out properly and with quality, in order to achieve the expected competence of students, as formulated in the basic curriculum framework.

Based on the description above, it can be concluded that the history teacher at SMA Negeri 7 Banjarmasin always does planning first before carrying out the process of learning history in class. One of them is planning on the historical facts of the Proclamation of May 17, 1949 in

South Kalimantan which is planned by compiling a Learning Implementation Plan (RPP) which is guided by the syllabus, program and procedures that apply in schools. Planning is done by the teacher with the aim that the implementation of learning can run well and learning objectives can be achieved. Including the implementation of the learning process carried out in accordance with the steps set out in the Learning Implementation Plan (RPP). This is also reinforced by several theories from the results of studies conducted by previous researchers.

3.2.2 Implementation of Local History Learning

The implementation of learning is an activity that has educative value, educative value colors the interactions that occur between teachers and students. Interactions that have educative value are because the implementation of learning carried out is directed to achieve certain goals that have been formulated before the implementation of learning begins (Bahri and Aswan Zain, 2010:28) [24].

Based on the results of research conducted by researchers in class XI IPS 2, XI IPA 3, XI IPA 4 and XI IPA 6 at SMA Negeri 7 Banjarmasin. The implementation of history learning by utilizing the historical facts of the Proclamation of 17 May 1949 in South Kalimantan as a source of history learning is carried out by the teacher by referring to the planning that has been prepared by the teacher previously called the Learning Implementation Plan (RPP). This is in line with a study conducted by

Majid 2014:129) which explains that the implementation of learning is an activity of the teaching-learning process as a core element of learning activities which in its implementation is adjusted to the signs that have been arranged in the previous plan [25].

Table 2 Implementation Activities

No.	Name of Activity	Details of Activity
1	Activity Introduction	<ul style="list-style-type: none">- Orientation- Pray- Check Attendance List- Apperception- Motivation
2	Core Activities -Observing	<ul style="list-style-type: none">- Asking- Gathering Information- Associate- Communicate
3.	Closing Activities	<ul style="list-style-type: none">- Resuming Materials

3.3.2 Evaluation System for Local History Learning

Learning evaluation is carried out by the teacher to measure the extent to which the level of mastery and learning carried out by students during the learning process after previously conducting an assessment.

Based on the results of the research conducted, the process of learning history by using historical facts of the Proclamation of May 17, 1949 in South Kalimantan as a learning resource in class XI IPS 2, XI IPA 3, XI IPA 4 and XI IPA 6 at SMA Negeri 7 Banjarmasin also carried out evaluations to students to find out and measure the extent to which students' knowledge and understanding of the material that has been delivered by the teacher and whether the learning objectives have been achieved or not. This is in line with the study conducted by Brinkerhoff (1986: ix), which states that evaluation is a process that determines the extent to which educational goals can be achieved.

Based on the results of the research conducted, the evaluation system carried out by history teachers on the historical facts of the Proclamation of 17 May 1949 in South Kalimantan was carried out using 2 evaluation systems, namely formative evaluation and summative evaluation. The implementation of the two evaluations refers to the completeness requirements that must be achieved by students in history subjects, namely 78. If there are students who get scores below 78, then these students must carry out remedial activities to improve grades and achieve grades minimum completeness. The following is an evaluation system implemented in history learning at SMA Negeri 7 Banjarmasin.

First, the formative evaluation carried out at SMA Negeri 7 Banjarmasin on the historical facts of the Proclamation of 17 May 1949 in South Kalimantan was carried out by the teacher by giving several questions to students in the form of assignments that they must collect through google classroom. The questions are made by the teacher in the form of an essay and the answers must be typed by the students. The results showed that the number of formative evaluation questions conducted by the teacher to students related to the historical facts of the Proclamation of 17 May 1949 in South Kalimantan amounted to 8 questions or questions in the form of essays.

The formative evaluation was carried out with the aim of knowing and measuring the extent of knowledge and students' knowledge of the historical facts of the proclamation of 17 May 1949 in South Kalimantan that had been delivered by the teacher. This is in line with the study conducted by Sudijono (2003: 23) which explains that formative evaluation is carried out in the middle or during the learning process, which is carried out every time the learning unit can be completed with the aim of knowing the progress of the learning process. students to the material presented and learning objectives [26].

Second, the formative evaluation system which was implemented at SMA Negeri 7 Banjarmasin on the historical facts of the Proclamation of 17 May 1949 in South Kalimantan was carried out by the teacher during the end of semester examination of history subjects which was held on 6 June 2022. The implementation of the formative evaluation was carried out to find out and measuring the achievement of history learning that has been carried out in one semester of learning in class. In addition, it is also carried out to determine the value in order to produce a decision on how the performance of students during the learning program takes place. This is in accordance with a study conducted by Irons (2008) which states that summative evaluation is an assessment activity that produces scores or numbers which are then used as decisions on student performance.

Based on the results of the research using the document study technique that the researchers did, it is known that the historical facts of the Proclamation of 17 May 1949 in South Kalimantan were also questions on the end-of- semester test sheet for class XI at SMA Negeri 7 Banjarmasin. This is found in questions number 23, 24 and 25. This is because the material for the Proclamation of May 17, 1949 in South Kalimantan is also taught to class XI even though the material is not included in the textbook or Student Worksheet (LKS) of compulsory history belonging to the teacher or the property of the teacher. from students. However, the material was included because of the sensitivity of the teacher to local history in South Kalimantan. So that the material is still taught and included at the end of the semester in compulsory history subjects.

4. CONCLUSION

The researcher concluded that the learning of the history of the Proclamation of 17 May 1949 which was carried out in class XI IPS 2, XI IPA 3, XI IPA 4 and XI IPA 6 at SMA Negeri 7 Banjarmasin was carried out by planning in advance by preparing a Learning Implementation Plan based on the program syllabus and the process described. applied in schools is intended so that the learning carried

out can run well and smoothly and the planned learning objectives can be achieved. In addition, the implementation of learning is carried out by applying a scientific approach or 5M, namely observing, asking questions, gathering information, associating and communicating. Learning the local history of the Proclamation of 17 May 1949 in South Kalimantan was also carried out by prioritizing 21st century skills or known as the 4Cs, namely creative thinking, critical thinking and problem solving, communication, and collaboration. then the evaluation carried out includes formative evaluation and summative evaluation.

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