



## Integration Sumpah Satie Bukik Marapalam Values in Historical Learning through Problem-Based Learning

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### **Abstract**

*Sumpah Satie Bukik Marapalam* is an invaluable great work for the religious, social and cultural life of the Minangkabau society. This great work has become the life philosophy of the Minangkabau society until it is still firmly held up to this day. Integrating the value of this local wisdom in historical learning is necessary to contribute in order to strengthen the nation's identity to students. In addition, it is also highly relevant to the important role of historical learning to apply meaningful learning and character building. This study aims to produce a learning innovation that integrates the values of local wisdom in learning history through a problem-based learning model. The choice of problem-based learning in this study is very relevant to the purpose of the model to develop the critical thinking ability of students, therefore, it can create reflective thinking. The reflective thinking process of students is also able to contribute to the character building of students.

**Keywords:** Sumpah Satie Bukik Marapalam; Value integration; Problem-based learning; Historical learning

### **Introduction**

Historical learning in Indonesia gained a very strategic position. It can be seen in the curriculum structure of 2013 which is the current curriculum in the education system in Indonesia. The implementation of the 2013 curriculum requires a change of learning paradigm, where students are trained to observe, ask questions, collect data, analyze (data), and communicate learning outcomes called scientific approaches (Sani., 2014). Historical subjects become compulsory subjects namely the history of Indonesia and the subjects of interest that is history (specialization of the social sciences). The strategic position gained by the history subjects at the current high school level should be able to make the historical learning as a subject that is considered very important and needs attention for all elements of education especially by teachers and students in the school.

The study of history in secondary schools in Indonesia generally based on the principle of "ideological-philosophy", in line with the goal of national education, that is to build the spirit of nationalism, nurture the spirit of nationalism and the diversity also pride of the students towards the work of the ancestors in the past, so that historical learning is expected to be an educational tool, which enables

learners to play a responsible role in society. With this kind of role, historical learning now begins to have an important position and become the foundation center of the nation (Pernantah., 2016). Learning history should also be an imaginative learning that will have many benefits in the life of the nation. Historical learning should be able to be a binder of nationalist construction of the Indonesia nation (Susanto., 2014).

Sartono Kartodirdjo in Susanto (2014) argues that in the framework of the development of the nation, the historical teaching does not merely function to provide historical knowledge as a collection of historical information but also aims to awaken students or raise awareness of its history. To achieve that goal then history which is taught must be a history that puts the values of life, not the rote history which only presents the name, place, number of years and events only. Agung and Wahyuni (2013) also explained that the subjects of history are subjects that foster knowledge, attitudes, and values about the process of change and development of Indonesian society and the world from the past to the present. Sayono (2006) also explains that history subjects in high school have two main missions: first, for intellectual education. Second, for value education, humanitarian education, education of morality, identity, nationalism, and national identity. These three opinions explain the essence and importance of historical learning carried out in schools, especially historical lessons taught to integrate life values. In addition, historical learning also functions to provide historical knowledge and introduce the noble values of the nation. Isjoni in Cahyono, Mulyoto & Agung (2017) also said that history is a subject that infusing knowledge and values of the process of changing and progressing Indonesian and world's society in the past to the present time. Both of these will have no meaning to the student's life if the student does not understand its meaning. It can also be a strong reason for a strategic position that has been received through the history subject in the school.

The strategic position of the history subjects will not change any condition if the learning process of history is not changed and there is no innovation lead to this learning which can be done through scientific, creative and meaningful approach. Therefore, the historical learning conditions that occur today still found no significant changes to this direction. Historical learning is considered important still in the scale of formality, whereas the mindset of the teachers and students has not fully considered historical learning is important. There is still historical learning in schools with conventional learning methods and strategies that are far from a scientific, creative and meaningful approach. Learning history today is still a lot of just convey rote historical facts people's names, years, places and so on so as to cause a less good perspective on the subjects of history. Hence, it also affects the history learning that feels boring and unattractive to students.

As Kuntadi, Amsia and Syaiful (2017) said that there are still many historical subjects are less interesting. This is because the implementation of history learning in schools seems to emphasize more on historical facts, such as the perpetrators of history, the year of the incident and the scene. This can be seen that still very rare the implementation of history learning by teachers who try to associate historical material with everyday life. As a result, the subjects of history are only seen as a set of facts that must be memorized. In addition, the use of monotonous learning methods causes the interest of students to lesson history lessened. The use of lecture methods that are not varied is considered to be very less involving students in learning activities. As a result, the student tends to feel bored in following the lesson so that students' learning interest in historical learning become low. Pernantah (2016) also reveals that in history learning, generally which occurs in the field there are some teachers teach materials that are far from the reality of the lives of students. Students are faced with a series of records of facts that occurred in the past that formed an event. Historical material is taught as a story. It makes history learning seem rigid and monotonous and considered boring by the students. The material still impressed pursuing only the understanding in the cognitive domain whereas in the affective and psychomotor realms have not got too much attention. Historical learning is expected to be able to contribute to the character building of students, apparently, it has not been able to materialize significantly. History's learning become withered, impressed as if the source of history is not a reality that can be perceived or observed from the

surrounding environment. This happens because the material is too concentrated on the descriptions conveyed by textbooks used by teachers and students, which in this case, always illustrated some facts in the textbook.

Based on the various problems above, it is important to innovate in learning history in order to fit the learning objectives and competencies expected in the current curriculum 2013. One solution is to develop the learning of history through the application of variations of learning models and integration of values. As stated by Sardiman (2007) that the use of various forms and techniques of teaching by teachers will be able to encourage students more active, passionate and increase interest in learning to the students themselves. The essence of education values also aims to shape the individual learners in order to become spiritually intelligent, smartly kinesthetic, decent and moral, being a good and responsible citizen. Education value in Indonesia certainly cannot be separated from the noble values sourced from Indonesian culture as summarized in Pancasila and the 1945 Constitution (Adisusilo., 2014). These two matters make the reason so that the importance of the study is done to integrate the values of *Sumpah Satie Bukik Marapalam* in the learning of history through the problem-based learning model.

### **Methodology**

The method that is used in this research is descriptive-qualitative with literacy study approach and methodological review of integration value in learning, historical learning, and historical learning innovation through problem-based learning model. This research consists of three stages, 1) conducting literature and methodological review study, 2) analyzing data of literature and proposing new idea or idea, 3) reporting or writing the result of the analysis. The first step focuses on the literature and methodological review of the historical lessons and problems that occur today, the identification of the values contained in *Sumpah Satie Bukik Marapalam*, and the implementation of the problem-based learning model in historical learning that integrated values. The data also comes from various journals, books, papers, and other scientific articles collected through documentation techniques, identification of concepts and discourses relevant to the issues studied. Data analysis links the literary and methodological aspects that lead to the synthesis of methods and concepts. This study aims to produce a learning innovation that integrates the values of local wisdom in learning history through a problem-based learning model. The selection of problem-based learning is very relevant to the purpose of the model in order to develop the critical thinking ability of learners with the results to give reflective thinking to create meaningful historical learning.

### **Results and Discussion**

Ideal historical learning is a situation that facilitates learners in order to achieve the goal of optimal learning history. Situations that can facilitate the learning of history optimally consist of various aspects of mutual synergy and integrated that creating encouragement and motivation toward students for learning history. The first aspect that should be concerned about is the teachers. The figure of the teacher although in this globalization era can be replaced, but for historical learning is still needed. Teachers are not just facilitators who facilitate the learning process, but the teacher is a designer of how the learning process must and should happen (Sayono., 2013). The importance of history teachers can also be seen to create the purpose of historical learning can be achieved well, not boring, and make various historical learning innovations that is relevant to the demands of the curriculum 2013. Although teaching history recently demands a scientific approach that is learner-centered, however, the function of teachers as the facilitator is crucial for the desired goal of learning history can be realized. One of the things that teachers can do is to create instructional designs of innovative and creative history learning, in which there is the application of the latest learning models.

The latest learning model that is also suitable to be applied in learning history is problem-based learning. Taufik (2011) says that one of the most widely adopted methods in order to support learner-centered learning approach and which can empower learners is problem-based learning. Therefore, the problem-based learning model is one example of the learning model recommended in the Curriculum 2013 and centered on students (student-centered learning) so it is very relevant to the approach of scientific learning. Furthermore, the purpose of the problem-based learning model is not to assist teachers in conveying information as much as possible to learners, however to help learners develop thinking skills, solve problems with intellectual thinking skills, learn about various roles as adults by involving participants educated in real experience or simulation, and create learners become independent students.

Mujiyati and Sumiyatun (2016) explained that using the problem-based learning model can present contemporary issues to be analyzed by students based on the values of historical events. This historical learning can be delivered through a problem-based learning model that can train critical thinking students and provide skills in solving contemporary problems based on the values that exist in historical events. In learning by using problem-based learning model the role of teachers and students is mutually support to achieve of historical learning goals.

In its application activities, students apply the concepts that have been obtained in everyday life and will occur the process of selection of which concept is useful in practical life. This will create meaning to every individual in each student. This is very relevant to the purpose of learning history to establish meaningful learning. To create meaningful learning also needs integration values in history learning. Especially the noble values sourced from the local wisdom of Indonesian society. In this study, the values of local wisdom that is integrated into history learning with the problem-based learning model are the value that derived from the local wisdom of Minangkabau namely *Sumpah Satie Bukik Marapalam*.

The Oath of *Sumpah Satie Bukik Marapalam* is an ideological concept and is used as a philosophy or life guidance in social life, culture, religion, and politics of Minangkabau society. This agreement is an agreement between indigenous leaders, Basa Ampek Balai and the Pagarayung Kingdom with Sheikh Burhanuddin Ulakan and Minangkabau religious leaders. The oath of *Sumpah Satie Bukik Marapalam* is very meaningful for the development of Islam in Minangkabau. In addition to Sheikh Burhanuddin Ulakan received support from the Pagaruyung kingdom, this agreement is also a guarantee of the discretion of Sheikh Burhanuddin Ulakan and other religious leaders in developing the Islamic religion throughout Minangkabau region. This kind of conditions, very influential on the development of Islam, as well as a positive impact on the progress and development of Islamic religion throughout the Minangkabau region (Sjarifoedin., 2014).

Many of the noble values conceived in the agreement can function as a form of educational effort of the student's character. The values conceived in *Sumpah Satie Bukik Marapalam* can be identified in the form of religious values, responsibility, bravery, independence, respectability, care, intellectual, tolerance, movement, and solidarity. Hence, the values included in the agreement to be absorbed by the learner well, it must be integrated into the learning values. It is required to develop the historical learning model through problem-based learning model for its application in the learning process at school. As Adisusilo (2014) argues that educational experts agree that nowadays that need to be refined is the approach and method of value learning by teachers so that values are not only understood but also practiced in daily concrete life.

Preliminary activities of historical learning through problem-based learning that integrates the values of *Sumpah Satie Bukik Marapalam* is to start learning by praying and greeting to all learners. Prepare and manage the class to be more conducive to start the process of teaching and learning activities (neatness, cleanliness of the classroom, preparing media and necessary tools also books, etc.). Checking

the presence of all students. Giving apperception early and providing stimulus-related material to be discussed. Delivering learning objectives and directing students into models to be developed. Delivering the scope and assessment techniques to be used. Preparing for further learning.

The next learning is at the core activity stage. The core activity uses a learning model in which there are learning methods, learning media, and learning resources tailored to the characteristics of students and subjects of history. At this stage the most important activity for the integration of the values of *Sumpah Satie Bukik Marapalam* into the historical learning. The strategy is done through 5 stages of the problem-based learning model which is also assisted with value clarification technique approach that is:

### *1) First Stage: Problem Orientation*

The teacher provides a brief explanation of the children's daily life issues currently and a brief overview of the *Sumpah Satie Bukik Marapalam*. Further presenting the cases relating to current issues and problems. Students observe and begin to identify the values derived from *Sumpah Satie Bukik Marapalam*. The teacher divides the learner into several discussion groups.

### *2) Second Stage: Organizing*

Teacher directs students into groups. Furthermore, it presents cases relating to current issues and issues. Students observe and begin to identify values that they choose. Each group is given supporting materials and worksheets that they should investigate. Teachers encourage students to ask questions relating to the problem or case submitted. The teacher conveys critical questions relating to the values of *Sumpah Satie Bukik Marapalam* that are adapted to the learning materials.

### *3) Third Stage: Investigation*

Students do an investigation to find a solution or problem-solving. Teachers provide an assessment of the participation of each learner in a problem-solving discussion. Students seek information from a variety of relevant sources to complete the information needed in performing the tasks assigned by the teacher, referring to the problem or case given by the teacher to each group. The teacher guides and observes the process of group discussion in problem-solving. Students are given an assessment of the participation of each student in a problem-solving discussion.

### *4) Fourth Stage: Developing and Presenting*

*Students* present the results of group discussion through the debate method. Groups that do not be in charge as presenters should listen and respond to things presented by the presenter group. Students appreciate and can be happy with their own choice of values and express their choices in public through group argumentation and group worksheets.

### *5) Fifth Stage: Analyzing and Evaluating*

Students reflect on the learning process they have done. The teacher corrects the results of the discussion if necessary and provides reinforcement for the actualization of the values that have been

selected in the students. Next, students take decisions on the values conveyed in the discussion to be actualized in everyday life.

The closing activities in this learning include teachers with students, individually or in groups, reflecting to evaluate and conclude the learning process, strengthening and recommending values that should be implemented in community life, especially in improving the competence of the affective domain. Students can explain the conclusions of learning materials and reflect on the learning that has been done, which then do the task of the teacher. Next, the teacher assesses the material that has been discussed and the learning that has been implemented. The teacher also delivered the material to be delivered at the upcoming meeting. This activity ends with the student receiving a greeting from the teacher.

Through the innovation of learning model of integrated problem-based learning through the values of local wisdom above is expected to be effective and contribute to the improvement of learning history in the future. Regardless of the perspective of many people on the study of history that is considered monotonous, boring and only moralizing historical facts that impact on the increasing joy of learning history and understanding of history for the students. Susanto (2014) reveals, that a good history learning will shape the understanding of history. Understanding history is a trend of thinking that reflects the positive values of historical events in everyday life, so we become more wisely in seeing and responding to various problems of life. Historical understanding tells us to see a series of past events as a system of past acts in accordance with individuals of the era but has a set of educational values for the present and future life.

In the history subject in senior high school (SMA) must also be done a balanced learning process to improve the competence of students from the three domains of education, namely cognitive, affective, and psychomotor. So, the historical learning process is not just memorizing facts and past events. However, learners are expected to be able to take values and wisdom in every historical event and local history values learned in the history learning process. So that, it can be internalized by the students into themselves in order to increase the competence and the process of changing attitudes and behavior in a better direction.

## **Conclusion**

The strategic position in historical learning towards the curriculum structure of 2013 in Indonesia nowadays, causing history learning as one of the subjects that received much attention from various elements of education. So, this study discusses one form of innovation in historical learning, that is needed and important to do. It will give a contribution to the alteration of learning history to a better direction, in accordance with educational goals and expectations of all elements of education. The problems that occur in today's history lessons will also be an ongoing evaluation material for the creation of historical learning in accordance with the demands of the 2013 curriculum. This study is a historical learning innovation through a problem-based learning model that integrates values derived from local wisdom. Integrated values from *Sumpah Satie Bukik Marapalam* can be identified as religious values, responsibility, bravery, independence, respectability, care, intellectual, tolerance, movement, and solidarity. The integration is done through 5 steps problem-based learning model in the form of problem orientation, organizing, investigating, developing and presenting, and analyzing and evaluating. It is expected that the innovation of this learning model can be effective and contribute to the improvement of learning history in the future. It can also develop critical thinking skills and reflective thinking of students so that there are more character buildings and scientific, creative, and meaningful learning.

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