



## Skills in Compiling Pocket Books Based on Case Methods and Team Based Projects for History Education Students

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### **Abstract**

This study aims to describe how the planning design, implementation process, product results, and skills obtained from the task of compiling a pocketbook on the theme of the history of the Indonesian national movement. This study uses a qualitative descriptive method with data sources in the form of Semester Learning Plans for courses, progress drafts and final drafts of student pocketbooks, decrees from the ministry of education regarding curriculum and learning, as well as secondary literature in the form of journal articles. The results of the study showed that students of History Education at Sebelas Maret University Class of 2021 were able to compile pocketbooks on the history of the Indonesian national movement according to the format and standards specified by the supervisor in the lecture contract. The task of compiling a pocketbook based on the case method and team-based project trains students' skills in conceptualizing task frameworks, finding data sources, determining data collection techniques, critiquing data sources, conducting data analysis, constructing sentences, paraphrasing sentences, writing citation references, designing cover layouts and content, skills of interacting, communicating, synergizing and collaborating among group members.

**Keywords:** *History Pocketbook; Writing Skill; Case Method; Team-Based Project*

### **Introduction**

History is often considered a boring subject, especially at the high school level. At the tertiary level, which incidentally is a department that was deliberately chosen from the start, similar cases were also found. Not all students majoring in history have high learning enthusiasm or motivation in participating in everyday history lessons. The label that appears most often is because history is identical to a subject or courses that tend to be memorized with lectures as your other method (Asmara, 2019; Santosa, 2017).

To eliminate this assumption and culture, various efforts from the Government (Ministry of Education) have been tried, starting from mutually changing curricula at the general level to changing models and methods at the special level. The latest breakthrough is the emergence of an independent learning curriculum which will officially begin to be implemented in stages in 2022 according to the Decree of the Ministry of Education, Culture, Research and Technology Number 56/M/2022 concerning

guidelines for curriculum implementation in the context of learning recovery. Nonetheless, the echoes of this independent curriculum have started to emerge since 2020 and are getting stronger in 2021, along with the Covid-19 pandemic. In the era of the independent learning curriculum, the world of education, especially in tertiary institutions, is encouraged to organize case methods and team-based project learning. Lecturers are encouraged to give a large portion of the use of the case method and team-based project in preparing the Semester Learning Plan. At the high school level and its equivalent, schools and teachers are also strongly encouraged to implement P5 (Project of Strengthening Pancasila Student Profiles). In P5, there is a strong element of the joint project (team project). It is not surprising that PPG (Pendidikan Profesi Guru or Teacher Professional Education) participants are now also required and emphasized the use of two main models in learning, namely PBL (Problem-Based Learning) and PJBL (Project-Based Learning). Such demands also apply to learning history both in high school and in tertiary institutions. Both are encouraged to carry out PBL and PJBL-based history learning, using the case method and product-oriented through a team-based project (Indrawijaya & Siregar, 2022).

The use of collaborative variations of two models or two methods at the same time in learning history is very possible. The case method is very relevant for developing students' skills because it allows them to learn from contextual real situations (Hammond, 2002). On the other hand, Sunardi & Hasanuddin explained that the project-based learning model with one of its flagship methods, namely the team-based project, can increase student involvement, creativity, innovation, and meaning, help students solve real-life problems, hone cognitive abilities, manipulative, designing, utilizing technology, applying knowledge and the ability to combine cognitive and psychomotor knowledge and arouse curiosity that triggers creative imagination and critical thinking (Sunardi & Hasanuddin, 2019). With team-based learning, students can increase creativity in thinking, where students are stimulated to think critically and innovate as a solution to solving current problems (Ouellette & Blount, 2015). Team-based projects are considered effective for developing students' innovative ideas because students have confidence that they can show their best when they are with their group (Gomez & Franco, 2015).

The case method and team-based project learning are that students are faced with concrete problems, find solutions, and work in small groups. In its application, students not only understand the context but also cultivate communication skills and critical thinking skills (Nurazmi, 2020). This is in line with the thinking of Sahertian and friends who stated that the application of the case method and team-based projects has the opportunity to improve students' creative skills, critical thinking skills, collaboration skills, and communication skills (Sahertian, et al., 2022).

From an external perspective, the hallmark of using the combined method between the case method and the team-based project is the involvement of group members in the process of solving problems and making products (work). The collaboration of the two creates learning opportunities that are student-centered, more collaborative, and actively involved in completing projects independently and in teamwork and integrating practical and real problems (Rais, 2018). The product results of project team-based learning can be in the form of objects or ideas. This means that even in learning history, learning products can be in the form of ideas and goods or objects (Mutawally, 2021). As an educator (teacher or lecturer) acts as a facilitator, initiator, director, participant, and motivator in the case method and team-based project learning process (Syam, 2022).

The complexity of the case method and the team-based project does not only come from the scope and level of the problem but also relates to cognitive, psychological, social, and behavioral interactions between group members during the problem-solving process (Rosidah & Pana, 2021). The strong encouragement to use these two models or two methods is in line with the attachment to the Minister of Education and Culture Number 103 of 2014 which states that the learning process is carried out in an interactive, fun, challenging, inspiring manner, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence by the talents, interests, abilities, and physical and psychological development of students. In addition, it is also aligned with the Ministry

of Education and Culture through decree Number 3/M/2021 concerning the Main Performance Indicators of State Universities and Higher Education Service Institutions which emphasize real experience-based learning and emphasize collaborative aspects, namely elements of cooperation between students (Nurman, et al., 2022).

The implementation of the new independent learning curriculum has received various responses, including in learning history. Some accept it positively, on the other hand, some accept it negatively because it makes the world of education noisy with the various demands for change that exist. At the level of learning models and methods, the demand for implementing an independent curriculum in tertiary institutions can actually be responded to positively, especially in subjects that are in line with cases and projects. This method is suitable for overcoming history learning which is often dominated by boring monotonous lecture methods. With these new demands, historical learning methods need to be varied, such as discussions, presentations, questions, and answers, games, mind mapping, virtual reality, direct visits, or even making works (products). In terms of implementation, history learning can be designed to balance the independence and activeness of individual work (individually based) as well as the activeness of group work (team-based).

These two methods are also applied in the course on Indonesian History from the Period of the National Movement to Liberal Democracy at the History Education Study Program, Faculty of Teacher Training and Education, Sebelas Maret University (UNS), Surakarta. In the odd semester of 2022/2023, this course organizes case-based and team-based project learning. The historical case raised regarding the emergence of Indonesian national movement organizations in the 1900s-1930s. The cases were then identified, analyzed, discussed, and compiled into a "pocketbook" which was worked on in groups (team-based project).

### **Method**

This research is a type of qualitative descriptive research that aims to analyze and describe: (1) what the assignment design for the history of the Indonesian national movement was like, (2) how the process was compiled, (3) what the results were like and (4) what skills were acquired. The main data source used is a pocketbook on the history of the Indonesian national movement by nine student groups from the Class of 2021, History Education Study Program, Faculty of Teaching and Education, Sebelas Maret University (UNS) in Surakarta. In addition, the author also uses data sources in the form of progress drafts of student pocketbooks, RPS (Semester Learning Plan documents) for Indonesian History from the National Movement Period to Liberal Democracy semester 3 (August 2022 to January 2023), several ministerial decrees regarding curriculum and learning, as well as secondary literature in the form of journal articles. The RPS for this course can be accessed via the <https://siakad.uns.ac.id/> page. Data collection techniques were obtained through document and literature studies by searching, reading, reviewing, and comparing RPS, progress drafts of pocketbooks, final pocketbooks, and various relevant journals.

In conducting the analysis, the authors use three types of approaches, namely the design approach, process, and results. The design approach is intended to see what planning and basic philosophy are like in the assignment of pocketbooks. The process approach is meant to see how the progress or progress of the results of each group's work through three reviews by the supporting lecturer (author). The results approach is intended to see the extent to which the quantity and quality of the pocketbooks produced by the eight groups of students. This approach to results is at the same time to see the extent of the skills possessed by students of the History Education Study Program, Faculty of Teaching and Education, Sebelas Maret University (UNS) in compiling a pocketbook on the history of the Indonesian national movement as an output product of the course. These three types of approaches are in accordance with the basic principles of project-based learning which prioritizes the ability to set themes, design activity plans, implement and produce products (Purnama, 2018).

## Results and Discussion

### A. Pocketbook Assignment Design

The History of Indonesia from the Period of the National Movement to Liberal Democracy is a course in the History Education Study Program, Sebelas Maret University (UNS) that is taught by 2 lecturers with a weight of 4 credits (Semester Credit Unit). The first lecturer, Dadan Adi Kurniawan, S.Pd., MA (author) got a seat to fill lectures at meetings 1 to 8 with a focus on discussing the history of the Indonesian national movement, while the second lecturer, Dr. Sutiyah, M.Pd., M.Hum, was given an opportunity to fill lectures at meetings 9 to 16 with a focus on discussing the history of the Japanese occupation in Indonesia until the liberal democracy era. From this division, the determination of the type of assignments and the concept of a pocketbook on the history of the Indonesian national movement became the authority of the first supporting lecturer, namely Dadan Adi Kurniawan, S.Pd., MA (author).

The assignment design for the pocketbook history of the Indonesian national movement was carried out at the same time as preparing the Semester Learning Plan (RPS) for the Indonesian History Period of the National Movement to Liberal Democracy course at the start of the 2022 odd semester. In the RPS course on Indonesian History from the Period of the National Movement to Liberal Democracy, there are four important points that serve as the basis for determining the design of the task of making a pocketbook. The four important points are Graduate Learning Achievements (CPL), Course Learning Achievements (CPMK), course study materials, and Final Capabilities (Sub CPMK). Specifically for CPL and course studies, obtained from the Merdeka Belajar Kampus Merdeka Curriculum of the History Education Study Program. The rest was developed by the subject lecturer (author). A discussion of the four important points that serve as the basis for making a pocketbook design is as follows:

Graduate Learning Achievements (CPL) in Indonesian History from the Period of the National Movement to Liberal Democracy:

- (1) Able to apply logical, critical, systematic, and innovative thinking in the development of science and technology by applying humanities values according to their field of expertise, (2) Able to analyze historical study materials and concepts and theories of auxiliary science in learning history.

Learning Outcomes (CPMK) for Indonesian History from the Period of the National Movement to Liberal Democracy:

Students have extensive and comprehensive knowledge, critical reasoning, and a systematic, empirical, and logical mindset about Indonesian history starting from ethical political policies, the rise of nationalism and the emergence of national movement organizations, the Japanese occupation, and the Indonesian revolution to liberal democracy.

Study material (*subject matter*) for Indonesian History from the Period of the National Movement to Liberal Democracy:

- (1) ethical politics, (2) national movement organizations before 1928, (3) youth oath 1928, (4) national movement organizations after 1928, (5) political, economic, social, and cultural policies during the Japanese occupation, (6) military organization during the Japanese occupation, (7) events surrounding the proclamation of Indonesian independence, (8) the period of defending Indonesian independence, (9) Indonesia's socio-economic life during the liberal democracy period.

Final Skills (Sub CPMK) in Indonesian History from the Period of the National Movement to Liberal Democracy:

- (1) analyzing the background of ethical political policies and their implications for nationalism, (2) analyzing the struggle of the Indonesian nation against colonialism through national movement organizations, (3) analyzing political, economic, social, and cultural policies during the Japanese occupation in Indonesia until the proclamation of independence, (4) analyze the situation in Indonesia during the revolutionary period until the formation of the Unitary State of the Republic of Indonesia, (5) analyze the political and economic life of Indonesia during the liberal democracy era.

Based on the CPL, CPMK, Study Materials, and Sub CPMK which have been described previously, the first supporting lecturer (hereinafter simply referred to as supporting lecturer) then decided on a "pocketbook" with the theme "History of the Indonesian National Movement" as an output product of the course. Determination of the theme of the pocketbook is adjusted to the study material and Sub-CPMK that has been previously determined. This pocketbook is a form of an assignment to achieve learning objectives as well as being able to measure students' final abilities. The details of the assignment design "Pocketbook History of the Indonesian National Movement" can be seen in Table 1.

Table 1. Task Design of the Pocket Book History of the Indonesian National Movement

No	Aspect	Provision
1	Work duration	2 months, collected on the weekend of the 8th meeting
2	Workmanship type	Project team (5 - 6 people), reviewed by the lecturer 3 times
3	Book size	11 x 16 cm
4	Book fonts	Free font, font size 11, spacing 1.15
5	Source citation models	Bodynote (in the body of the sentence)
6	Bibliography	In each chapter (not combined), sources are credible and varied
7	Book component	There is a cover, preface, contents (8 chapters), author history, and synopsis on the back cover
8	Number of chapter pages	8 – 10 pages per chapter
9	Total page count	70 – 100 pages
10	Total collected	Number of members per group plus 1 copy (archive)

The eight themes (chapters) that must be included in the pocketbook project can be seen in Table 2.

Table 2. Design Themes of the Pocketbook of the History of the Indonesian National Movement

Chapter	Focus Themes
1	Ethical Politics
2	Boedi Oetomo
3	Sarekat Islam
4	Indische Partij
5	Perhimpunan Indonesia
6	Partai Nasional Indonesia
7	Youth Pledga 1928
8	Political Parties After 1928 – the 1930s

In designing pocketbook assignments, supporting lecturers have a basis for determining the type of assignment, the theme of the chapter, the placement of the bibliography, and the number of reviews. *First*, the selection of the "pocketbook" assignment was based on the consideration that there had not been any other lecturers in the History Education Study Program Sebelas Maret University who had practiced it so far. The assignment to make a book already existed, but the usual (standard) book model was printed. In size, the pocketbook model is smaller and thinner so it is more practical to carry it everywhere. This is in line with the online version of the Big Indonesian Dictionary (2023) which defines a pocketbook as a book that is small in size and can fit in a pocket so that it is easy to carry anywhere. The opinion about pocketbooks is also reinforced by Setyono, Karmin, & Wahyuningsih (2013) who stated that pocketbooks are books that are small in size, light in weight, easy to carry, can be read whenever they are, easy to learn, and very practical.

In terms of book size, there is no mandatory size (patent) regarding the size of a pocketbook which represents small, thin, and easy to carry anywhere. Several previous studies have shown different sizes of pocketbooks, such as 8 x 12 cm in size (Agustien & Listiadi, 2014), 9 x 12 cm in size (Lestari & Aman 2018), 12 x 15 cm in size (Windayani, Kasrina, & Ansori, 2018), and size 9 x 13 cm (Permana & Puspasari, 2021). Even though the name is "pocketbook", it does not mean that it is small and easy to put in a shirt or trouser pocket. The pocketbook in this assignment was made rather large, measuring 11 x 16 cm and 70-100 pages thick. This size is still below normal book size in general, which ranges from 14.5 x 21 cm to 17 x 25 cm, so it is still relatively practical, thin, and easy to carry everywhere.

*Second*, the supporting lecturer prefers that each group compile a pocketbook that contains all the themes (8 chapters) rather than one group which only writes one particular theme. The consideration is that all groups feel and gain the same and complete insight into the history of the Indonesian national movement. If each group compiles a different theme, then each group will only focus on their own theme so that they have a high chance of not mastering the themes worked on by other groups. From the work side, it will indeed produce works that are more diverse in theme, but from the mastery of the material it tends to be lame (less holistic). Each has advantages and disadvantages.

*Third*, the design of including a bibliography in each chapter (not put together at the end) is done so that the supporting lecturers can more easily find out the feasibility of the sources used in each chapter. The use of varied and credible data sources is intended so that students are trained to explore and recognize many sources, as well as to be trained in selecting appropriate sources.

*Fourth*, the preparation of the pocketbook on the history of the Indonesian national movement went through 3 reviews. First review (at the 3rd meeting) is reviewing the progress of chapters 1 and 2. Second review (at the 6th meeting) is reviewing the progress of chapters 3, 4 and 5. Third review (at the 8th meeting) is reviewing the progress of chapters 6, 7 and 8.

Reviewing the progress of the pocket book 3 times at meetings 3, 6, and 8 is a sufficient number (of representatives) to carry out control, checking, mentoring, and direction. This amount is seen as neither too little nor too much. This means that every 2-3 chapters are reviewed once. If the review is carried out at every meeting (1-8), then delivering material in face-to-face classes will not be enough because time is running out for reviewing. On the other hand, it is also intended to avoid potential boredom if it is done 8 times throughout the lecture. Submission of the results of the review and question and answer is carried out for 50 minutes or 1 Jam Pelajaran (1 Lesson Hour). Meanwhile, the implementation of the review process for all book drafts was carried out outside the face-to-face lecture schedule. The goal is for time effectiveness so that the remaining time (3 JP) can be optimized for discussion of the material, group discussions, and preparation of the next chapter.

## B. Process of Compilation of Pocketbooks

The preparation of the pocketbook on the history of the Indonesian national movement went through 3 reviews or reviews by the subject lecturer (author). The review process is carried out on technical and substance matters from the pocketbook draft which is sent by each group in the form of a soft file to the supervising lecturer's email. The following are the results of each review of the drafting of the pocketbook history of the Indonesian national movement.

### 1. Results of the First Review

In the first review activity (conducted at the 3rd meeting), the supporting lecturer reviewed the progress of writing the student pocketbook drafts for chapter 1 (Ethical Politics) and chapter 2 (Boedi Oetomo). The results of this first review show that there are still many fundamental deficiencies that must be corrected by the entire group. Some of these deficiencies include. *First*, there are still four groups that only use a few sources, namely 2-3 reference sources in each chapter. Such reference sources are considered inadequate for a historical narrative with around 7-11 pages in each chapter. *Second*, there were still five groups citing less credible and varied sources, because they were dominated by non-journal article sources from blogs and websites. There are only three groups that use credible sources in the form of books, journals, theses, and official website articles.

*Third*, there were still drafts of chapter 1 and chapter 2 of the pocketbook that had not been paraphrased or "recycled sentences" properly in all groups. As a result, the level of plagiarism in the writings of all groups is still high, namely around 60% - 78%. There are only two groups that are considered good enough because they have paraphrased properly. *Fourth*, the SPOD (Subject-Predicate-Object-Description) writing arrangements were not neat in almost all groups. The writing of the pocketbook draft felt unreadable because the sentences were too long and did not have a SPOD or DSPO pattern (Description-Subyek-Predicate-Object). *Fifth*, the pocketbook draft does not yet show a clear conceptual framework. The written drafts from all groups were still descriptively elongated and not directed, without being given sub-themes or important points of writing. Some of them found a lack of synchronization between the title and the contents in it. *Sixth*, there is still a lack of pictures or tables that support and complete the description of the discussion. There are only three groups that are sufficiently feasible because they present several relevant images related to Ethical Politics and the development of the Boedi Oetomo (BO) organization.

### 2. Results of the Second Review

In the second review activity (conducted at the 6th meeting), the supporting lecturer reviewed the progress of writing the student pocketbook draft for chapter 3 (Sarikat Islam), chapter 4 (Indische Partij), and chapter 5 (Perhimpunan Indonesia). The results of the second review show that things are not much different from the results of the first review, namely that there are still many fundamental deficiencies. Several findings were lacking in the second review, among others. *First*, there are still pocketbook drafts that do not include pages in writing citation sources. In accordance with the assignment contract, students are required to include the author's name, year of publication, and pages cited for sources that have pages such as books, journals, and theses. By not including pages, the supporting lecturers have difficulty checking by sampling the original sources used by students.

*Second*, there are three groups whose bibliography contains many sources but not all of them are cited as sources in the discussion. The three groups deliberately present many reference sources in the bibliography so that the discussion seems processed from abundant sources. In fact, only a few reference sources are used in the discussion (2-3 sources) which are cited repeatedly in turn. *Third*, there is one group that does not include a bibliography at the end of each chapter but is put together at the end of the writing. The unification of the bibliography is contrary to the assignment contract which requires the

bibliography to be included at the end of each chapter so that each chapter (theme) has its own bibliography.

*Fourth*, there were still three groups that did not paraphrase properly (the plagiarism rate was still in the range of 45% - 65%). Even though it is already lower than the results of the first review, the figure is still relatively high. *Fifth*, the writing procedure for SPOD is not yet proper. Even though it is better than the results of the first review, it still needs to be improved. SPOD cases were evenly distributed in all groups with different levels. *Sixth*, there were still four groups whose writing concepts were less focused. The discussion is still widened and less focused according to the sub-themes that have been made. *Seventh*, there are still some pictures that are not relevant to the theme of the discussion. In addition, the existence of several images has not been mentioned in the discussion. The arrangement of some of the images is still not neat where certain images are too small and some are too large. On the right and left of the image, there is still space that should be optimized for discussion descriptions. *Eighth*, some of the pictures have not been accompanied by information and reference sources so academically their description and origin cannot be accounted for.

### 3. Results of the Third Review

In the third (last) review activity, the supporting lecturer reviewed the progress of writing a student pocketbook draft for chapter 6 (Partai Nasional Indonesia), chapter 7 (Sumpah Pemuda), and chapter 8 (Political parties after 1928 to 1930s). The results of the third review show significant progress. This can be shown from the lack of notes in the pocketbook draft of all group assignments. Some of the deficiencies are no longer dominated by fundamental problems but are more technical in nature such as inappropriate margins, fonts, and text spacing that are still different, short lengths of paragraphs that are not ideal because some are too few (only 2-3 sentences) and some are too long (7-10 sentences), and the minimum number of pages per chapter has not been fulfilled because there are still several chapters that are only around 5-7 pages (should be a minimum of 8 pages and a maximum of 12 pages).

#### C. The Final Result of the Pocketbook

The final result after going through three reviews was that each group produced a pocketbook on the history of the Indonesian national movement. This assignment product is more accurately referred to as a "pocketbook draft" rather than a "pocketbook", because it has not reached the level of publication, so it has not had the status of a complete book that has an ISBN (International Standard Book Number). The preparation of this pocketbook was completed within two months. This pocketbook on the history of the national movement was printed in 6 to 7 copies per group. This number is adjusted to the number of each group member, namely 5-6 people, and the remaining 1 copy is submitted to the supporting lecturer (writer) to be used as an archive for the History Education Study Program, Sebelas Maret University. Because it consists of 8 groups, 8 different books are collected as study program archives. Each group collects pocketbook assignments in the form of printouts and soft files. The pocketbook in printed form is handed over directly to the supporting lecturer while the pocketbook in soft file form is sent via the supporting lecturer's email. Sending assignments in the form of soft files like this can actually also be sent via whatsapp group, google drive, google classroom, or other online media.

All incoming pocketbook assignments are then examined, graded, and initialed by the supervising lecturer. The supporting lecturer gives a special mark (initials), signature, examination date, and assessment score (scale of 1-100) on the inside cover page next to the upper right corner. Each book that has been checked, assessed, and initialed is then returned to each student as an archive as well as a memento for the results of their work while attending lectures for half a semester. The supporting lecturer deliberately designed that each student must have his own pocketbook product in printed form so that it is not easily lost, and is easier to read and use in the future. If students only have the soft files, it is possible that other files will be piled up, forgotten, easily lost, and ultimately underutilized in the future.



In terms of book components, History Education Study Program students in Batch 2021 have been able to compile a pocketbook on the history of the Indonesian national movement according to the format and standards set by the supporting lecturer (writer) in the initial contract for the lecture. All collected pocketbooks contain a cover page, preface, table of contents, 8 designated chapters, bibliography in each chapter, and author profile. These eight pocketbooks have a different number of pages, all of which comply with the specified format and standard, namely in the range of 70-100 pages.

In outward appearance, History Education students Class of 2021 are able to make an attractive cover or cover for a book which is demonstrated by the ability to choose and combine the types of images, image colors, illustrations, backgrounds, and writing that are aligned with the specified theme. There are book covers with pictures and illustrations of national movement figures such as Soekarno, Moh. Hatta, Ki Hadjar Dewantara, Ernest Dowes Dekker, Soetomo, and Cipto Mangunkusumo. Some of the pocketbooks also show covers with pictures and illustrations of the conditions of meetings of several organizations such as the Perhimpunan Indonesia, Boedi Oetomo, Sarikat Islam, Indische Partij, and the Youth Congress. There is also a pocketbook with a cover with a picture of the Kebangkitan Nasional Museum (Bedi Oetomo's birthplace). In addition, there is also a pocketbook with a cover that has a broader meaning, namely an illustration of a fist holding the red and white flag tightly as a symbol of the spirit of unity and struggle.

There are three covers of the pocketbook which are less relevant because they combine the figure of General Sudirman who incidentally was one of the major figures in the post-1945 period in defending independence, then the illustration of Bung Tomo which was one of the main icons in the 10 November 1945 war in Surabaya, and there is also a book a pocket with a cover depicting the Pancasila Sakti monument which is a symbol of the sanctity of Pancasila or a monument to commemorate the assassination of the generals on October 1, 1965, at Lubang Buaya, Jakarta. These last three things do not represent figures, events, or structures related to the period of the Indonesian national movement in the 1900s - 1920s. The following is Table 1 regarding cover profiles and a number of pocketbook pages from the eight groups.

Table 1. Cover and Pages of the History of the Indonesian National Movement Pocketbook

Name Group	Amount Page	Pocket Book Cover Profile
Group 1	75	A combination of photos of the Bung Tomo figure on the events of November 10, 1945, Soekarno, Moh. Hatta, red and white flags, and illustrations of fighters holding rifles.
Group 2	96	A combination of the figures of General Sudirman and illustrations of fighters carrying weapons.
Group 3	94	A combination of illustrations of the conditions of the October 2, 1928, Youth Congress meeting and the figures of the Indische Partij Triad.
Group 4	79	The combination of illustrations of Soekarno's character, Moh. Hatta, Ki Hadjar Dewantara, and fists holding red and white flags.
Group 5	81	Picture of the Djawa Doctor's School Building which is now the Kebangkitan Nasional Museum (Jakarta).
Group 6	91	Picture of the Pancasila Sakti Monument at the Lubang Buaya Complex
Group 7	77	A combination of illustrations of the 1928 Youth Congress meeting, photos of members of the Serikat Islam, and photos of members of the Perhimpunan Indonesia.
Group 8	76	Perfusion of Threes (Ernest Dowes Dekker, Cipto Mangunkusumo, Suwardi Suryaningrat) and a photo of Perhimpunan Indonesia members.

Judging from the type of paper, seven out of eight groups used pocketbook covers made of thick paper (hardcover) that were neatly bound. The outer appearance of the pocketbook becomes elegant, fresh, and attractive. There was only one group whose pocketbook cover was printed on normal HVS

paper (softcover), so it is likely to be easily damaged or not durable. In addition, in appearance, it becomes less attractive.

In terms of substance, the eight groups have been able to present a fairly good pocket book as an output product of the course as well as a training medium. Each group has paraphrased sentences that are quoted adequately at different levels, the sentence arrangement has paid attention to SPOD although it still needs to be trained and improved, the selection of sub-themes in each chapter is conceptualized enough, the discussion in each sub-theme is quite in sync with the contents, each chapter has been supported with historical pictures that are representative, the layout of the pictures is neat and equipped with descriptions and sources of images at the bottom, a bibliography has been included at the end of each chapter, all reference sources in the content section (discussion) according with a list of references in the bibliography, the reference sources used are quite credible and varied because they combine sources from books, journals, theses, and website articles, the writing of citation sources is also complete by including the author's name, year of publication and page.

#### **D. Acquired Skills**

The assignment of compiling pocketbooks in groups provides benefits in improving student skills. The skill itself is basically a person's ability to do something. This is in line with the opinion of Nasihudin & Hariyadin (2021) who state that skill is an advantage or ability possessed by a person to be able to use his mind, ideas, thoughts, and creativity in working on, changing, completing, or making something more meaningful so as to produce value from the result. the job. The following are some of the skills students have acquired through the task of compiling a pocketbook on the history of the Indonesian national movement based on the case method and team-based project.

*First*, having skills in conceptualizing and creating a framework for writing about the history of the Indonesian national movement. Students are trained to determine an approach to determining the chapters (themes) of the book, then breaking it down into sub-chapters (themes), and compiling a basic description of the content of each theme. In this context, students choose a chronological approach to determine chapters and a thematic approach to determine sub-chapters within them.

*Second*, having skills in finding data sources, determining data collection techniques, criticizing data sources, and conducting data analysis. Through this pocket book assignment, students are trained to explore baboon books, journals, theses, newspapers, website articles, and YouTube videos related to the history of the Indonesian national movement in the 1900-1920s. In addition to doing self-exploration, most of the sources of books and journals are studied by students through the RPS (Semester Learning Plan) of Indonesian History from the Period of the National Movement to Liberal Democracy course which can be accessed on the <https://siakad.uns.ac.id> lecture contracts that are distributed via the WhatsApp Group for the course, and through explanations from the supporting lecturers during face-to-face lectures.

Students are also trained to have the skills of sorting and selecting credible sources (the level of truth can be accounted for). Not all sources that discuss the history of the Indonesian national movement can be used for granted, especially article sources on personal blogs and online mass media. Students are trained to identify and carry out internal and external criticism of all the collected sources. After collecting credible sources, students are trained to read and analyze data by comparing data between sources. Students are also trained to analyze data by comparing lecturer explanations and the results of discussions and joint debriefing during face-to-face meetings in class.

*Third*, have skills in composing sentences and paragraphs that are ideal and worth reading. Composing sentences and paraphrasing requires a separate technique that must be trained on an ongoing basis so that it is easy to understand and does not cause multiple interpretations for the reader. Students are trained to compose ideal sentences consisting of Subjects, Predicates, Objects, and Descriptions

(SPOD). In addition, students are also trained to have skills in choosing words (diction), and marking certain terms that must be picked or written in italics.

*Fourth*, another skill that is no less important is the student's ability to paraphrase quoted sentences, namely "recycling" a sentence quoted from another person's work while still citing the source. The ability to paraphrase is a very important skill for an academic and writer to avoid plagiarism. In addition, the inclusion of sources is a form of academic appreciation for those quoted. This skill reflects a person's morality in appreciating the thoughts and works of others he quotes.

*Fifth*, skills in using citation sources such as body notes, footnotes, and endnotes. In the assignment of this pocket book on the history of the Indonesian national movement, students are required to use the body note citation model, which means that the source of the quotation is included in the body of the sentence or discussion. This obligation is based on the official model commonly used at Sebelas Maret University (UNS), namely by including the name of the author, year of publication, and page cited (name, year: page). However, theoretically, students also understand the footnote and endnote models obtained through class lectures.

*Sixth*, students are also trained to have skills in writing citation references in the bibliography, the writing format of which is different and alphabetical. For book sources, write the author's name, year of publication, book title (italicized), city of publication, and publisher. For journal sources, write the author's name, year of publication, article title, journal name (in italics), volume, number, page, and DOI or access page (if obtained online). For sources of thesis or thesis or dissertation, write the author's name, year, title (italicized), type of research, name of educational institution, and access page (if obtained online). For non-journal sources, write the author's name, year, article title (italicized), and access page. For periodical sources such as newspapers or magazines, write the name of the newspaper/magazine, date, month, and year of edition, the title of the article, and the access page (if obtained online). As for archive sources (decree, reports, notes, pictures, and the like), write the name of the archive, the number of the archive (if any), the institution that owns/collects the archive, and the access page (if obtained online).

*Seventh*, the skill of making a pocket book layout (view) of the history of the Indonesian national movement which includes the design of the cover and contents. In making pocketbook covers, students are trained to have the skills to determine what content will be raised (displayed), whether characters, objects, buildings, events, symbols or others. Students are also trained to determine the cover in the form of an original image or an illustration with historical nuances. In addition, students are also trained to have skills in combining images or illustrations with background colors, type of writing, and size of writing to make it look elegant and attractive.

As for the contents of pocketbooks, students are trained to have skills in compiling prefaces that contain backgrounds, objectives, book outlines, and acknowledgments. Students are also trained to make a detailed and neat bibliography. In addition, students are also trained in the skills of choosing original and relevant photos, making tables, neatly arranging photos and tables, numbering pictures and tables sequentially, giving photo and table descriptions representatively, and listing sources for each photo or table. displayed. The last skill is the student's ability to display a profile photo, write a brief history of the author, and make a synopsis (important summary) for the back cover of the book.

*Eighth*, the preparation of a pocket book project that is carried out as a team project, trains students to be skilled in interacting, communicating with each other, synergizing and collaborating with each other, looking for solutions for each other, and holding each other's ego between group members. Not all smart students are able to work in teams. High egoism is sometimes actually found in smart or clever students which makes them a bit "distance" from their friends. Conditions like this ultimately hinder a person when faced with group work assignments that require cooperation between members.

Overall, the preparation of a pocketbook on the history of the Indonesian national movement is useful in improving four skills at the same time for students of the UNS History Education Study Program, including intellectual skills, personal skills, social skills, and communication skills. Intellectual skills relate to the ability to understand and analyze. Personal skills relate to self-knowledge and technical skills, agility, speed, and accuracy in decision-making. Social skills are related to the ability to build relationships and social relationships with family, friends, and people in the surrounding environment. Communication skills are related to the ability to choose words, writing, and delivery methods in building communication that is mutually understood (Nasihudin & Hariyadin, 2021).

### **Conclusion**

The preparation of the assignment for a pocketbook with the theme "History of the Indonesian National Movement" is based on Graduate Learning Achievements (CPL), Course Learning Achievements (CPMK), course study materials, and Final Capability (Sub CPMK) contained in the RPS (Rencana Pembelajaran Semester or Plan Semester Learning) course on Indonesian History from the Period of the National Movement to Liberal Democracy. The preparation of the pocketbook History of the Indonesian National Movement went through three reviews regarding technical and substance matters by the course lecturers. As a result, History Education Study Program students in Batch 2021 have been able to compile a pocketbook on the history of the Indonesian national movement according to the format and standards specified in the lecture contract. As a component, the collected pocketbooks contain a cover page, preface, table of contents, discussion, bibliography of each chapter, and author profile. The task of compiling a pocketbook based on the case method and team-based project provides benefits in training students' skills including: (1) conceptual skills and making a writing framework about the history of the Indonesian national movement; (2) skills in finding data sources, determining data collection techniques, criticizing data sources and conducting data analysis; (3) skills in composing sentences and paragraphs that are ideal and worth reading; (4) skills in paraphrasing quoted sentences; (5) skills in using the body note citation source model (body notes); (6) the skill of writing citation references in the bibliography; (7) skills in making cover design layouts and contents; (8) skills of interacting, communicating, synergizing and collaborating to find solutions among group members. Overall, the preparation of a pocketbook on the history of the Indonesian national movement based on a case method and team-based project for students of the History Education Study Program, Sebelas Maret University is useful in improving four skills at once, namely intellectual skills, personal skills, social skills, and communication skills.

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