

# Fostering Historical Thinking Skills with Ethnophotography-based Teaching Materials in Elementary Schools

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**Abstract:** This study aims to determine the practicality and effectiveness of ethnophotography-based teaching materials in social studies learning in elementary schools. This research is research and development by adopting the ADDIE model (analysis, design, development, implementation, and evaluation). The data collection instruments in this study were the feasibility of lecturers, practicality sheets for subject teachers and peers, student readability sheets, and pretest and posttest questions for student learning outcomes. The data collection instrument is based on the learning of the supervisor, assessment by experts, subject teachers, peers, and student trials. The implementation phase of the use of teaching materials developed for fourth-grade students at SDN Karangasem 13. The trials carried out at this stage were product feasibility tests, readability, and pretest posttests for fourth-grade students. The results showed increased learning outcomes after students used ethnophotography-based teaching materials. Evidenced by the n-gain value of 0.49 in the medium category. The evaluation stage includes an evaluation carried out at each stage of the ADDIE model. The data analysis technique used is the manova test and n-gain. The results showed that the developed ethnophotography teaching materials were suitable for social studies learning. The ethnophotography teaching materials are practical and effective in improving the learning outcomes of elementary school students. This teaching material is also essential to foster awareness of historical thinking.

**Abstrak:** Penelitian ini bertujuan untuk mengetahui kelayakan, kepraktisan, dan keefektifan bahan ajar berbasis etnofotografi dalam pembelajaran IPS di Sekolah Dasar. Penelitian ini adalah research and development dengan mengadopsi model ADDIE (analyze, design, development, implementation, dan evaluation). Instrumen pengumpulan data dalam penelitian ini berupa kelayakan dosen ahli, lembar kepraktisan guru mata pelajaran dan teman sejawat, lembar keterbacaan siswa, soal pretest dan posttest hasil belajar siswa. Instrumen pengumpulan data dikembangkan berdasarkan peninjauan dosen pembimbing, penilaian oleh ahli, guru mata pelajaran, teman sejawat dan ujicoba siswa. Tahap implementation meliputi penggunaan bahan ajar yang telah dikembangkan pada siswa kelas IV SDN Karangasem 13. Ujicoba yang dilakukan pada tahap ini adalah uji kelayakan produk, uji keterbacaan, dan pretest posttest pada siswa kelas IV, dengan hasil menunjukkan adanya peningkatan hasil belajar setelah siswa menggunakan bahan ajar berbasis etnofotografi dibuktikan dengan nilai n-gain 0,49 dengan kategori sedang. Tahap evaluation meliputi bentuk evaluasi yang dilakukan pada setiap tahapan model ADDIE. Teknik analisis data yang digunakan dengan uji manova dan n-gain. Hasil penelitian menunjukkan bahwa bahan ajar etnofotografi yang dikembangkan layak untuk digunakan dalam pembelajaran IPS. Bahan ajar etnofotografi tersebut praktis digunakan, dan efektif untuk meningkatkan kemampuan hasil belajar siswa sekolah dasar. Bahan ajar ini juga sangat diperlukan untuk menumbuhkan kesadaran berpikir historis.



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## INTRODUCTION

Indonesian history in the Hindu Buddhist period became one of the mandatory contents to be studied in elementary school. This material must be studied to cultivate historical awareness and thinking ability. Historical thinking is a method used in history learning that involves students acting as historians who can critically examine sources, corroborate, and use them to contextualize historical information (Nolgård & Nygren, 2019). Critical historical inquiry is expected to use historical thinking skills to analyze power dynamics in political concepts relating to race/ethnicity, gender/sexuality, and social stratification as a class of society (Bae et al., 2021; Kropman et al., 2021; Puustinen & Khawaja, 2021; Santiago & Dozono, 2022). History education allows students to appreciate complex living realities to form historical awareness and explore diverse perspectives that have contributed to the decision-making (Gibson et al., 2022; González-González et al., 2022). In the social studies learning process, students will be provided with the knowledge to be sensitive to the surrounding environment/society and be able to discover new things by thinking independently and positively. However, students are directed to the ability to memorize information alone without being required to understand the information that students receive to apply it in everyday life. For this reason, creativity and teacher methods are required to stimulate students' appreciation and interest in learning social studies subjects through fun activities (DeMink-Carthew & Olofson, 2020; Erwanto & Kurniasih, 2020; Wolff & Ehrström, 2020). The results of the analysis of the needs of teaching materials obtained 30% of respondents stated that the teaching materials used so far had been able to contribute to the social studies learning process in elementary schools, and 70% of respondents stated that the teaching materials used so far had not been able to contribute to social studies learning in elementary schools.

Based on the results of the study of the needs of respondents, they stated that so far, the teaching materials used had not fully contributed to the social studies learning process in elementary schools; almost all respondents stated that it was necessary to develop teaching materials for social studies subjects in elementary schools. Textbooks that are good for consumption by students are books that can indoctrinate students' thinking and stimulate students to think independently about phenomena within the scope of social studies. This can make students understand the book's contents well and

conclude what students get from social studies learning. However, the reality is that social studies teaching materials in schools are still monotonous and less attractive to students. Teaching materials are developed to explain the material to students so they can easily accept it. Teaching materials are developed in several supporting media, such as print and non-print media. Developing teaching materials using learning media aims to create innovation in learning. According to Prastowo (2015: 14) in (Yuni Astuti, 2015), teachers generally only provide monotonous teaching materials, namely those that are already available and live to use and do not have to bother making them. So that there is no innovation and no updates to provide the same material but in different teaching materials to attract students' interest in understanding the material. These factors are sometimes a problem in developing teaching materials. The teacher should have good competence in developing teaching materials. However, many teachers still have not mastered it, so many conventional ones are still learning. In this study, the focus was on developing ethnography-based teaching materials.

Ethnography is a part of visual culture that specifically studies photographs as historical evidence, social memory, and reality expressed through photographs. Ethnography is not the science of taking photos but the analysis of photos and the purpose and intent of the resulting photos. Ethnography is a set of photographs that aim to tell a story by conveying a visual message with a source of insight from the beholder. Ethnography studies focus on the study of cultural meanings recorded in photographs. Photos can accurately record reality so that the photographic image recorded through the camera can present various information and details of ethnographic material, often obscured because photography is not an automatic medium. Therefore, it is necessary to create a medium that can balance the art of photography which can present culture from Indonesia, especially with the art of photography and words that can be consumed by (Elbay, 2020; Gelardi et al., 2020; Senen et al., 2021). The development of ethnography-based teaching materials on historical objects during the Hindu-Buddhist spread is a form of innovation in studying historical heritage objects. The objectives of history subjects are to foster students' appreciation and respect for historical heritage objects as evidence of the nation's civilization in the Indonesian archipelago (Miguel-Revilla et al., 2020). The aim of developing teaching materials is also to appreciate students for the historical herit-

age in their area. Utilizing the relics of historical objects found in the student's environment as historical evidence will add students' insight and knowledge of local historical heritage in their area. Students will know that their environment has evidence of historical objects they should protect and preserve. Teachers who teach social studies content should also carry out local studies to preserve the history and culture of their area. In this way, social studies teachers in the regions can also become researchers in their regions and contribute to the development of historical studies, which are additional studies of Indonesian history in the regions. Batang Regency is one of Central Java's regencies with historical and archaeological relics with a very long vulnerability, from prehistoric times to the present. These historical heritage objects are critical assets for Batang Regency. Nevertheless, many historical heritage objects have been damaged, scattered by natural factors, the age of the building, or the object itself, and due to human factors (Regional Secretariat of Batang Regency, 2016).

Batang Regency is divided into 15 sub-districts. Each sub-district has many historical heritage objects in the form of historical relics during the spread of Hindu Buddhism. Several Batang Regency sub-districts with many historical relics during the spread of Hindu-Buddhism include Gringsing District, Tersono District, Reban District, Blado District, Wonotunggal District, Warungasem District, Bawang District. Many historical heritage objects found in Batang Regency include the Sojomerto inscription, the Banjaran inscription, the Bendosari inscription, the Blado inscription, the Canggal inscription, the Hamsa statue, the Ganesha statue, the Jaladwara statue, the Nandi statue, Gajah Indra statue, Shiva statue without a head, Lingga and Yoni, objects of gold jewelry, stones from former buildings and many other historical relics during the spread of Hindu-Buddhism which are not widely known. It would be a shame if this historical heritage were not appropriately maximized.

Based on the results of a preliminary study conducted by researchers through interviews with teachers in two schools that are geographically located differently, including SD Negeri Karangasem 13 and SD Negeri Siwatu 03, it shows that so far school teachers have only used one thematic book for social studies learning, have never developed their teaching materials, especially by linking local wisdom or heritage to existing historical objects, teachers need to develop teaching materials by linking local wisdom to existing historical heritage objects because it will make students more interested

and aware and concerned about historical values in the area. While the analysis of the availability of reference books also shows no references besides the teacher's handbook and the student's book. It can be concluded that the teacher has never developed teaching materials on historical heritage material during the Hindu-Buddhist period. So far, in the learning process, they use teaching materials that are still very limited, namely using teacher and student thematic books that have been set by the government, which can be said to be still unattractive to students and monotonous because these teaching materials there is no material related to local wisdom about objects. Historic during the spread of Hindu-Buddhist. The researchers found no books or other references in the two schools regarding local historical heritage in Batang Regency, especially relics of historical objects during the spread of Hindu-Buddhism. Associating local historical heritage objects with the subject matter of heritage historical objects during the spread of Hindu-Buddhism will interest students. It will make students aware of history, especially concerned about the heritage of historical objects in their area. Suppose history learning relates to a historical event near the student's residence. In that case, it usually fosters an emotional side or a sense of belonging to the history of the student and will also attract students' attention to history that is local in their area. There is research that reviews the development of teaching materials. However, there are some differences with this research, such as the aspects of the material being developed, the simulation method, or the development of the teaching materials.

Purnamasari & Wasino (2011) concluded that developing learning models for local history studies can improve the quality of learning, and local historical sites can be used as effective teaching material. Second, research conducted by Rohmah (2017) showed that the product in the form of teaching materials developed in the form of teacher's books and student books on social studies based on contextual material respecting historical heritage in the local environment for Grade IV Elementary Schools was categorized as valid, attractive, practical, and effectively used in learning the results of the validator's assessment. Third, the results of other studies by Sulistiawan & Suharso (2019) suggest that the development of module teaching materials is carried out through several sound stages. Thus, the Hindu-Buddhist historical heritage module in Semarang Regency is said to be suitable for use in the learning process. Another study was conducted by (Modesta Ifeoma, 2013) with the title

"Use of Instructional Materials and Educational Performance of Students State, Nigeria." The results say that there are significant differences in students' educational work when they are taught using teaching materials than when they are not taught using teaching materials. Seventh, another study by (Indrawini et al., 2017) titled "Development of Thematic Teaching Materials for the Sub-theme Let's Love the Environment for Grade IV Elementary School Students". The results of this study state that teaching materials are feasible to be used in the learning process. Based on the results of a needs analysis for ethnography-based teaching materials conducted for teachers, the answer was that it was necessary to develop ethnography-based teaching materials. Using teaching materials based on ethnography is expected to increase students' interest in learning history in social studies content. It is also very much needed to support teaching and learning in the classroom.

## **METHOD**

This research was carried out using research and development (R&D) types. The development stage refers to the ADDIE model, which consists of the Analysis, Design, Development, Implementation, and Evaluation stages. The ADDIE model was chosen because it can be used to develop learning materials in the verbal domain, intellectual skills, psychomotor, and attitudes. It is very suitable for developing ethnography-based teaching materials. The research was piloted at SD Negeri Karangasem 13, in Batang District, Batang Regency. The research was conducted at Karangasem 13 Public Elementary School in Batang District, Batang Regency. The school still needed teaching materials based on local wisdom to help deliver material on heritage objects during the spread of Hindu-Buddhism in Batang Regency. The year 2022. The product produced in this research is social studies teaching materials based on ethnography of historical objects during the spread of Hindu-Buddhism in Batang Regency. The trial was limited to 4 students to know the readability of the product made before being applied or implemented in actual learning activities. After conducting limited trials, the products developed were revised to obtain input for improving the teaching materials being developed (Arcindy et al., 2023).

At the analysis stage, competency/subject analysis is carried out, analysis of objectives and characteristics of the content of the field of study, analysis of the availability of learning resources, analysis of learning characteristics, setting indica-

tors, and learning content, establishing strategies for organizing learning content, establishing strategies for delivering learning content, establishing learning management strategies. At the design stage, the researcher designed the development of ethnography-based teaching materials for Social Studies class IV Elementary School. The following is a mapping of the design of ethnography-based teaching materials by the Basic Competencies, which are the substance of the 2013 curriculum.

At the Development stage, the product design that has been prepared is developed based on the following stages: (a) the researcher combines the materials collected according to the making of teaching materials. After that, the researcher rechecked the teaching materials developed before being validated; if they were appropriate, then the product was ready to be validated; (b) made product validity questionnaires for media experts and material experts, questionnaires for teacher and student responses. The product validation questionnaire consists of display, graphic, and design aspects. The material validity questionnaire includes learning, curriculum, content, interaction, feedback, and error handling. The teacher's response questionnaire consists of several assessment aspects, including learning aspects, curriculum, content, interaction, feedback, and error handling. While the student response questionnaire consists of the operation or use of teaching materials, usage reactions, and supporting or additional facilities, (c) validation of the design of ethnography-based social studies teaching materials carried out by media experts, the purpose of validation is to obtain assessments and advice from media experts regarding suitability teaching materials, (d) after receiving input from experts and being validated, the weaknesses are identified. These weaknesses are then tried to be reduced by improving the product being developed. Products that have been revised and received an excellent predicate are then continued to the next stage, the implementation stage.

At the Implementation stage, it was carried out in class IV at SDN Karangasem 13 with 14 students. During the trial, the researcher noted the deficiencies and problems that still occurred when the product was implemented. In addition, students were also given a response questionnaire regarding the use of ethnographic-based social studies teaching materials. Students are also given test questions after using teaching materials to determine the effectiveness of ethnography teaching materials. Whereas the evaluation stage, the final stage in

developing teaching materials, aims to provide feedback on the feasibility of ethnography teaching materials in the learning process, which can be seen from the achievement of development goals. If the learning outcomes are less than optimal, it still requires revisions to develop teaching materials; if there are no more revisions, then the teaching materials are suitable for use. The validators in this study are media experts and material experts. This expert validator has academic criteria: material expert lecturers are lecturers in learning subjects, and media experts are media and learning resources lecturers with a minimum of 5 years of teaching experience. In comparison, the test subjects were fourth-grade students at SDN Karangasem 13, Batang District, Batang Regency, which consisted of fourteen children carrying out small and large group trials with teacher assistance and direction.

Data collection techniques used interviews, filling out questionnaires, and the validity and practicality of teaching materials using several instruments, namely: (1) ethnography teaching material media validation sheets, (2) material validation sheets on ethnography teaching materials, (3) test instrument validation sheets, (4) learning implementation plan validation sheet, (5) student activity instruments in social studies learning using ethnography teaching materials, (6) teacher ability instruments in managing social studies learning, (7) student response instruments in participating in learning. Data Analysis Techniques Quantitative data to analyze data collected from questionnaires. Quantitative data was obtained during design validation and usage trial research. The values obtained in each step were obtained using a data analysis questionnaire validation of experts, teachers, and student response questionnaires to use ethnography-based teaching materials. Furthermore, to determine the quality of the product developed, it can be identified by changing the data, which was initially in the form of a quantitative score, into qualitative data in the form of intervals using a scale of five, with the categories Very Good, Good, Fair, Less and Very Less. Analysis of the effectiveness of ethnography teaching materials obtained from students' pretest and posttest results as cognitive learning outcomes by calculating the score obtained and the normality test of pretest and posttest results. The effect of ethnography teaching materials on students' ability to understand social studies material can be identified by analyzing the pretest and posttest scores of students' prerequisite tests. The Multivariate Analysis of Var-

iance (MANOVA) analyzed pretest and post-test prerequisite values. Analysis using MANOVA requires prerequisites, including 1) The data comes from a population with a multivariate normal distribution and 2) The variance-covariance between populations is the same.

#### **DATA DESCRIPTION OF ETHNOGRAPHY-BASED TEACHING MATERIAL DEVELOPMENT STAGES**

This development research produced ethnography teaching materials that have been validated, tried out, and made improvements. The final product of these ethnography teaching materials is printed teaching materials. Teaching materials' research and development results are data about the specific needs needed in developing teaching materials functional as social studies textbooks on historical objects during the spread of Hindu-Buddhist elementary school students. The eligibility data for these teaching materials were obtained from questionnaire calculations by media experts and material experts during the validation process and questionnaires from practitioners and students questionnaires to find student responses. Products in the form of teaching materials that are compiled as student readings at the time of learning consisting of Basic Competencies, Indicators, Subject Matter, and Local Wisdom as mapped as follows. Mapping for the Content of Ethnography-Based Teaching Materials Teaching materials with ethnography of historical objects in the area have several advantages that can improve learning in elementary schools, including (1) Increasing interest in learning and attracting students to learn more about the history and culture of their area. This can motivate students to be more active in learning and help improve their learning outcomes; (2) Increase understanding of the history and culture of the region and help students better appreciate the cultural and historical heritage of their area; (3) Improve visual skills because students need to pay attention to the details on the photos and compare with the information provided. This can help students develop visual observation and analysis skills; (4) Increase student involvement in the learning process. This can increase student participation in classes and help create a positive learning environment; (5) Develop problem-solving skills and the ability to analyze and interpret the information provided. This can help students develop problem-solving and critical thinking skills that are important for their future lives. Thus, using ethnography of historical objects in the area as teaching materials can

help improve student interest and learning outcomes, as well as help develop visual skills, student engagement, and problem-solving skills.

Although ethnophotography teaching materials based on historical objects have several advantages, several disadvantages need to be considered, including (1) Limited resources because not all regions have a large or varied collection of historical objects; (2) Unable to display sufficient detail even though ethnophotography can display historical objects in good image quality, there are still some details that cannot be displayed clearly. This can reduce the quality of information conveyed to students; (3) make them vulnerable to damage or loss because historical objects that are used as ethnophotographic objects are not adequately protected, they may no longer be available when needed for learning; (4) Unable to display hands-on experience, although ethnophotography can display images of historical objects, it still cannot provide hands-on experience for students in getting to know the history and culture of their area; (5) It is not always by the curriculum, because some historical objects may not be relevant to the curriculum or the theme of learning that is being carried out in the classroom. It can reduce the relevance and effectiveness of the ethnophotographic use of historical objects as teaching materials. In developing ethnophotographic teaching materials based on historical objects, it is also necessary to pay attention to these weaknesses so that they can be overcome and the resulting teaching materials can be more effective and relevant to improve student learning.

Ethnophotographic teaching materials based on historical objects can make a significant contribution to the treasures of historical education research, including (1) Adding sources of reference and information: The use of ethnophotographic teaching materials based on historical objects can provide diverse and in-depth references and information about the history and culture of the area that is the object of research. It can enrich the sources of reference and information for researchers and allow them to better understand the historical and cultural context of the region; (2) enrichment of research methods: Apart from being a reference source, ethnophotography of historical objects can also be used as one of the research methods in historical education. The use of ethnophotography can enrich the research methods used by researchers and help them obtain data more accurately and representatively; (3) Helping to maintain regional culture: The use of ethnophotographic teaching materials based on historical objects can

help maintain and preserve the culture of the area that is the object of research. This can positively contribute to developing local culture and wisdom; (4) Encourage the development of subsequent research: With ethnophotographic teaching materials based on relevant and exciting historical objects, researchers can be encouraged to continue their research in the field of historical education. This can open up opportunities for developing more sophisticated and innovative follow-up research; (5) contribute to education and teaching: Using ethnophotographic teaching materials based on historical objects may also contribute to developing history education and teaching in the classroom. These teaching materials can help improve the quality of learning and teaching so that students can better understand the history and culture of their area. Thus, using ethnophotographic teaching materials based on historical objects can significantly contribute to the historical education research treasure, especially regarding reference sources, research methods, and educational and teaching development.

#### **Analysis Stage**

The needs analysis stage is through observation, interviews, and questionnaires to obtain information on the needs of teaching materials, as shown in appendices 1a and 1b. This analysis aims to avoid deviations from the objectives to be achieved and based on the results of the researchers' observations while observing the material learning of historical relics at SDN Karangasem 13 and SDN Siwatu 03 Batang Regency and distributing questionnaires to class teachers to know about the

**Table 1.** Initial Needs Analysis

<b>Initial activity</b>	<b>Initial Conditions</b>
Interview	The teacher only uses one IPS teaching material Teachers need supporting books to complement learning resources So far, teachers have never developed teaching materials based on local wisdom There are no books or other references that contain local historical heritage material The selection of strategies that are not appropriate so as not to motivate students to learn
Observation	Media or learning resources used by teachers are still limited or not yet varied Books or materials used so far have not attracted students to use them

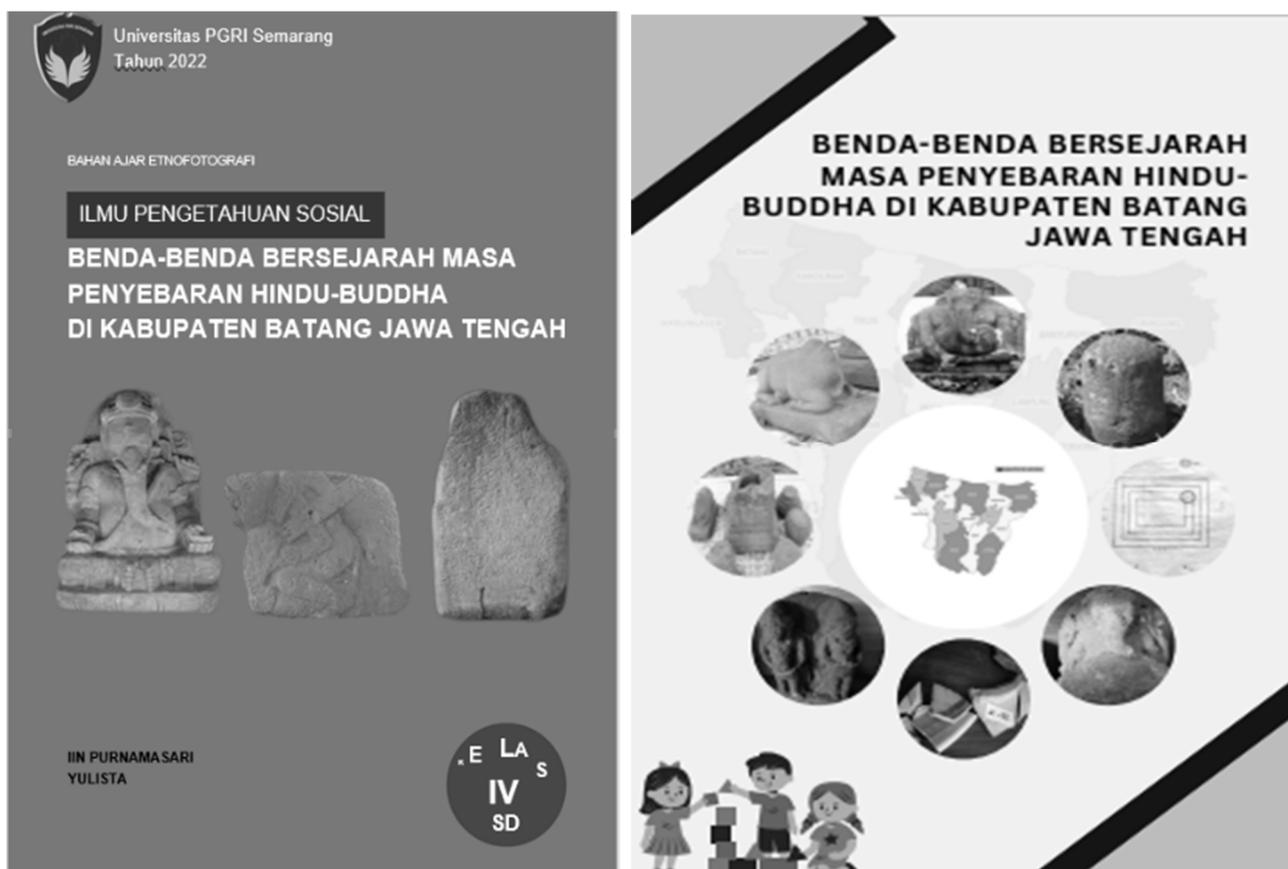


Figure 1. Ethnophotography-Based Teaching Material Design

teaching materials used during the process of learning activities at school, student characteristics as well as learning resources that are often used in learning, as shown in Table 1.

### Design Stage

Researchers developed social studies teaching materials based on ethnophotography after going through the stages of identification, interviewing class teachers, and analyzing teacher and student needs questionnaires. Ethnophotography-based social studies teaching materials are developed based on reference sources to support the material. The researcher adjusted the contents of the teaching materials with the applicable Basic Competencies. Ethnophotography-based teaching materials used. The design of ethnophotography-based social studies teaching materials consists of: (1) The outer cover, which consists of the front and back covers, (2). Preface, (3). Instructions for use, (4). Table of Contents, (5). Basic Competency Mapping, (6). Overview, (7). Introduction, (8). Presentation, (9). Exercise, (10). Glossary and Answer Key, (11). Bibliography, (12). Developer Profile.

### Development Stage

At this development stage, the initial process is con-

ducted, namely the manufacture of teaching materials, including aspects of appearance, determining the material's content, validation, and production. The display aspect is in the form of teaching materials made according to the planned design. The content of the material is based on the applicable curriculum. Thus, ethnophotography teaching materials produced can attract students to be more motivated in learning. The second process is analyzing and validating ethnophotography teaching materials, validation of learning tools by supervisors, and revisions after the revision submitted to an expert validator consisting of one media expert, one material expert, one subject teacher as a practitioner examiner, and one peer teacher. Description of the resulting product.

### Teaching Materials Feasibility Test

The results of validating ethnophotography teaching materials by media experts and practitioners subject material and practitioner are "very good". It is according to the assessment intervals and categories: very good, good, fair, less, and very less. Related to expert teaching material validation in product assessment criteria is "very good", and from practitioners are "excellent." The results of the validation of teaching materials by material experts and practitioners are in the 'very good' category,

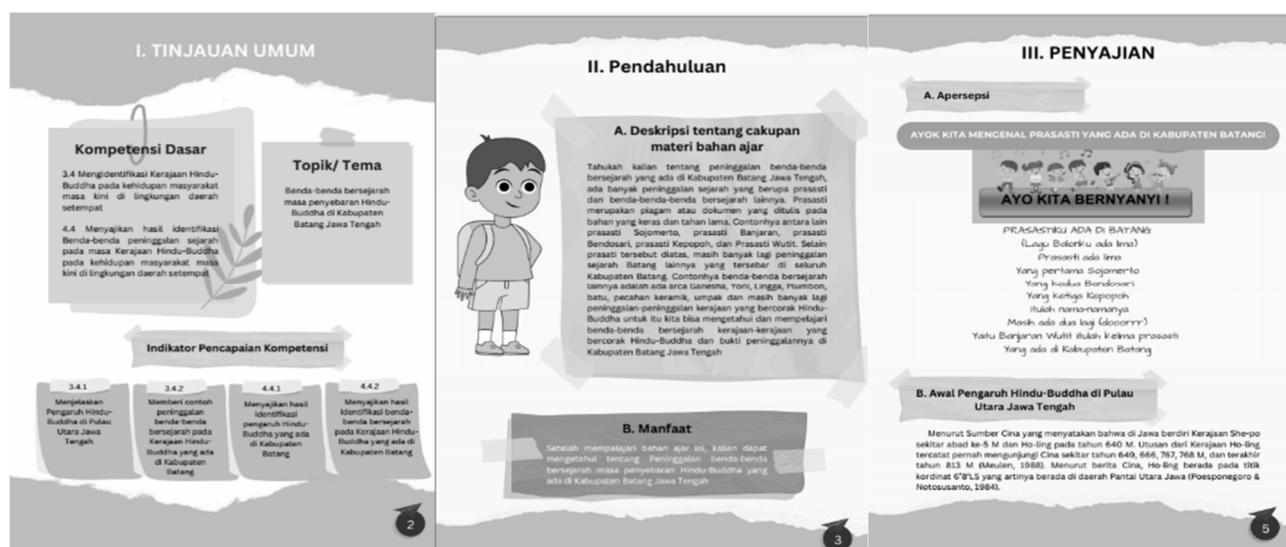


Figure 2. Basic Competency Mapping, Overview, Introduction, and Presentation

and material assessment criteria in the “excellent”. The results of the material expert’s assessment of the lesson plan are in the “very good” category. According to eight aspects: lesson plan identity, formulation of indicators and objectives, learning materials, learning models and methods, instructional media, learning resources, learning steps and assessment of learning outcomes. The learning implementation plan assessment is in “very good” categories: lesson plan identity, formulation of indicators and objectives, learning materials, learning models and methods, learning media, learning resources, learning steps, and assessment of learning outcomes. The results of the feasibility test of the assessment instruments by material experts by two validators with “good” category, and the feasibility assessment criteria in “excellent.” After the ethnophotography teaching materials have gone through the validity test of media and material, the teaching materials are ready to be assessed at the implementation stage with limited trials to see the practicality of teaching materials in social studies learning to improve student learning outcomes.

### Implementation Stage

At the implementation stage, a product practicality trial was conducted, namely a trial to measure the practicality of teaching materials. The teaching materials developed were assessed in large groups and small groups. Small group trials were conducted on four children, while large group trials were on ten children. Field trials were conducted at SD Negeri Karangsem 13, Batang District. The results of the Practicality test for ethnophotography teaching materials were used to determine students’ readability

of the practicality of the ease of use of teaching materials developed for social studies learning. At this testing stage, students are given a questionnaire instrument that reads the material’s ease of use to be filled in according to the score level provided, that is, a score of 1 to 5. The readability test for using teaching materials in small groups shows that the rare score is 37.5 in the “very good” category. Meanwhile, the readability assessment criteria are “excellent.” The results of the interviews showed that suitable subject material was used with evidence from students’ and teachers’ answers about the ease of using ethnophotography teaching materials in social studies learning. However, revisions were made based on comments and suggestions from practitioners so that the teaching materials were ready to use in research to assess the effectiveness of ethnophotography teaching materials.

### Evaluation stage

At this stage, the effectiveness of teaching materials in social studies learning was assessed to improve student learning outcomes. The research subjects were fourth-grade students at SDN Karangsem 13 who were tested with pretest and posttest questions to compare the effectiveness of teaching materials in social studies learning to improve learning outcomes for fourth-grade students at SDN Karangsem 13, a total of fourteen. The effectiveness of ethnophotography teaching materials in social studies learning to improve results student learning analyzed by using the gain normality test or the n-gain test. In that case, the increase in student learning outcomes is increasing moderately. Meanwhile, if the student’s n-gain is less than 0.3, the increase in student learning outcomes is said to be low.

## **VALIDITY, PRACTICALITY, AND EFFECTIVENESS OF ETHNOPHOTOGRAPHY-BASED TEACHING MATERIALS**

The activity of validating ethnography teaching materials by media experts, material experts, and practitioners is a series of processes to prove that learning media is suitable for use and testing conducted to improve the resulting product so that it is suitable for use. Products validated by experts consist of ethnography teaching materials, lesson plans, and pretest-posttest questions. The instruments used were media validation instruments, material validation, lesson plan instruments, and IPS questions. In addition to being validated by material experts, the test questions were assessed for empirical validation and reliability on the student learning test result instrument. The results of the validity analysis show that the overall item is "dependable." Practicality The practicality of Ethnography Teaching Materials in social studies learning was assessed using a product legibility questionnaire given to students and class teachers. The data obtained was converted to a scale of five. The student readability test conducted an excellent category. Suggestions are given to improve the product made. In addition to the readability test on students, legibility tests conducted by practitioners on the products developed. Practitioners consist of class teachers and colleagues.

The results of the Practicality test of Ethnography Teaching Materials developed with an excellent category. So, it can be concluded that Ethnography Teaching Materials are used according to practical experts according to the trials conducted. The effectiveness of Ethnography Teaching Materials was assessed to determine the significance of the effectiveness of Ethnography Teaching Materials in social studies learning to improve student learning outcomes. The effectiveness of Ethnography Teaching Materials in this study can be determined by analyzing the prerequisite tests for the pretest and post-test scores done by students and then analyzed using the Multivariate Analysis of Variance (MANOVA). The results of the research "Development of Ethnography Teaching Materials in Social Studies Learning to Improve Learning Outcomes of Elementary School Students" with the material "Historic objects during the spread of Hindu-Buddhism in Batang Regency are proven by the results of validation by media experts, material experts, and practitioners. Media experts stated that it was valid on the identity completeness aspect, the cover quality aspect, the content display quality as-

pect, and the technical quality aspect. Material experts stated that it was valid on the content, material, language, and evaluation aspects. Thus, the results of the validity of ethnography teaching materials are feasible and valid for use in social studies learning. This aligns with the statement put forward by (Fitrohtur Rohmah, 2017) that using social studies textbooks packaged attractively will make students more interested and enthusiastic about receiving social studies learning materials in line with (Taufik Aldila et al., 2016), who stated that the Development of Indonesian History Teaching Materials is one of the strategic ways of delivering social studies learning material.

Research on the development of ethnography teaching materials in social studies learning is also in line with research that has been conducted by (Sulistiawan & Suharso, 2019; Wasino et al., 2020), which states that the Hindu-Buddhist historical heritage module in Semarang Regency is said to be suitable for the learning process with this in line with (Purnamasari & Wasino, 2011), which states that the results of developing historical teaching materials are very suitable for use in social studies learning. This happened in trials conducted at SDN Karangasem 13 as one of the research subjects. This study is shown from the validation results of experts and practitioners who obtained a decent category.

The practicality of ethnography teaching materials in social studies learning on the material "Historic objects during the spread of Hindu-Buddhism in Batang Regency" stated to be practical based on a small-scale student readability test with an average score of 37.5 at interval  $X > 33.54$  in the excellent category. The student readability test on a broad scale obtained an average score of 36 at the interval  $X > 33.54$  with an excellent category. The results of the practicality test by practitioners consisting of class teachers and colleagues were declared valid in terms of appearance, material aspects, and language aspects, with evidence of obtaining an average score of 57 with an interval  $X > 50.4$  with an excellent category.

The practicality of the ease of use of ethnography teaching materials in social studies learning has proven feasible based on interviews conducted with students and teachers. Thus, from the practical aspect of ethnography teaching materials in social studies learning, it is practically used in social studies learning because the use of ethnography teaching materials in social studies learning can help students understand social studies subject matter; this is in line with (Indrawini

et al., 2017) which states that teaching materials are practical for use in IPS learning process. This is also in line with research conducted by (Modesta Ifeoma, 2013), which stated that there were significant differences in students' educational work when they taught using teaching materials than when they taught using social studies teaching materials. So, learning media can improve learning outcomes, according to KD-based competencies. It also happened in the limitations test conducted on Karangasem 13 Elementary School students that the readability test results on a small or large scale were in the excellent category. The effectiveness of Ethnophotography Teaching Materials in Social Studies learning on the material "Historic objects during the spread of Hindu-Buddhism in Batang Regency for elementary school students" measures research success—retrieval of research data from pretest and posttest data conducted in class IV SDN Karangasem 13. The pretest was conducted before treatment, namely learning using makeshift teaching materials.

In contrast, the posttest was conducted after students received treatment using ethnophotography teaching materials because there is a difference in the average learning outcomes between the pretest results and the posttest learning outcomes. As a result, there is an influence on the implementation of ethnophotography teaching materials in social studies learning on the material "Historic objects during the spread of Hindu-Buddhism in Batang Regency for elementary school students." Thus, the effectiveness of Ethnophotography Teaching Materials is effectively used in social studies learning for elementary school students. This is also shown from the research results at SDN Karangasem 13; ethnophotography teaching materials were effectively used, as evidenced by the results of the pretest and posttest tests, which had increased.

## CONCLUSION

Based on the analysis conducted by the researcher, it concludes that the ethnophotography teaching materials developed are designed according to the material based on student characteristics. By paying attention to the media aspect (the aspect of identity completeness, the quality aspect of the cover, the quality aspect of the content display, and the technical quality aspect) and the material aspect (the content aspect, the material aspect, the language aspect, and the evaluation aspect) so that ethnophotography teaching materials in social studies learning are appropriate for use in learning materials on historical objects during the spread of Hindu-

Buddhism in Batang Regency for grade IV elementary school students because Ethnophotography teaching materials have proven to be valid and appropriate to be used to improve the learning outcomes of elementary school students. The validity of teaching materials is proven by the results of expert validation, which shows a very feasible category. Ethnophotography teaching materials are proven to be practical with excellent categories so that they can be used to improve the learning outcomes of elementary school students. The practicality of the media is based on the results of the readability test, which is very practical in terms of appearance, material aspects, and presentation aspects. Ethnophotography teaching materials have proven to be effective in increasing the ability to improve the learning outcomes of elementary school students. Effectiveness in the results of the n-gain test on students' pretest and posttest questions showed differences in the results before and after treatment in the moderate category.

Some suggestions that can be submitted by the results of research that has been done include: (1) School principals are very involved in giving teachers an understanding of the importance of using local wisdom-based ethnophotography teaching materials in the social studies learning process and motivating teachers to think creatively to foster creativity and innovation in every lesson; (2) For teachers, using ethnophotography teaching materials is an alternative teaching material for social studies learning. It can attract students' enthusiasm and help students improve their learning achievement.

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