

Implementation of Spice Route History Materials in Grade 11 History Instruction at SMA Negeri 6 Samarinda

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Abstract The purpose of this study was to investigate how the history of the Spice Route was taught in grade XI at SMA Negeri 6 Samarinda. The main focus of this study was on how the materials were implemented and the challenges faced when using the spice route materials for teaching. To gain a comprehensive understanding of the learning process, this study combined descriptive methods with qualitative approaches. Direct observation, teacher and student interviews, and supporting documentation were some of the data collection methods. The findings of the study indicate that the use of spice route materials for teaching history at SMA Negeri 6 Samarinda is quite effective. Teachers' learning planning prepares Learning Outcomes (LO), Learning Objective References (LOR), and teaching modules. The stages of implementing teacher learning use lecture and discussion learning methods. The evaluation given by the teacher is an essay assignment, students are asked to relate ocean exploration to the spice route. The obstacles experienced are the lack of diverse learning methods, the lack of student activity, and the teacher is too fast in explaining the material.

Keywords: History Learning, Spice Route, High School, Samarinda

Abstrak Tujuan penelitian ini adalah untuk menyelidiki bagaimana sejarah Jalur Rempah diajarkan di kelas XI di SMA Negeri 6 Samarinda. Fokus utama penelitian ini adalah pada bagaimana materi diimplementasikan dan tantangan yang dihadapi saat menggunakan materi jalur rempah untuk pengajaran. Untuk mendapatkan pemahaman menyeluruh tentang proses pembelajaran, penelitian ini menggabungkan metode deskriptif dengan pendekatan kualitatif. Observasi langsung, wawancara guru dan siswa, dan dokumentasi pendukung adalah beberapa metode pengumpulan data. Temuan penelitian menunjukkan bahwa penggunaan materi jalur rempah untuk pengajaran sejarah di SMA Negeri 6 Samarinda cukup efektif. Perencanaan pembelajaran guru menyiapkan Capaian Pembelajaran (CP), Acuan Tujuan Pembelajaran (ATP), dan modul ajar. Tahapan pelaksanaan pembelajaran guru menggunakan metode pembelajaran ceramah dan diskusi. Pembahasan mengenai sejarah jalur rempah dalam pembelajaran hanya dibahas secara mendasar. Evaluasi yang diberikan oleh guru adalah tugas berupa soal essay, siswa diminta untuk mengaitkan penjelajahan samudera dengan jalur rempah. Kendala yang dihadapi adalah metode pembelajaran yang kurang beragam, kurangnya keaktifan siswa dan guru terlalu cepat dalam menjelaskan materi.

Kata kunci: Pembelajaran Sejarah, Jalur Rempah, SMA, Samarinda



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INTRODUCTION

In 2013, Indonesian education entered a new era. With the aim of improving educational standards and equipping the next generation to address global challenges, this curriculum differed from previous curricula. The 2013 Curriculum focused on developing students' competencies holistically, emphasizing cognitive, affective, and psychomotor aspects. The 2013 Curriculum, implemented since 2013, has now transitioned to the Merdeka Curriculum. In response to changing times and future educational needs, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) undertook this change as a strategic step. The Merdeka Curriculum promotes a new spirit centered on developing the Pancasila Student Profile. This profile serves as the primary foundation for comprehensive learning design that considers not only cognitive aspects but also students' social, emotional, and character development. Within the Merdeka Curriculum at the senior secondary level (SMA), history content is placed within the Social Sciences (IPS) discipline.

History courses cover a range of major domestic and international events related to Indonesia, including Indonesian history and the spice trade, Islamic and Hindu kingdoms, European colonialism, the Indonesian National Movement, the Japanese occupation, the Proclamation of Independence, the struggle to defend independence, and the eras of liberal democracy and guided democracy (Kementerian Pendidikan dan Kebudayaan, 2022). History can be studied methodologically by employing general historical approaches, including synchronic and diachronic (chronological) methods. Furthermore, history offers a scientific educational experience through processes of identifying sources (heuristics), evaluating and selecting them (verification), analyzing and synthesizing them (interpretation), and ultimately producing conclusions and reflections written historiographically.

In history learning under the Merdeka Curriculum, there are innovations regarding the materials that must be taught to students. One mandatory content area in the new curriculum is the history of the Spice Route, which can be integrated into relevant learning competencies. Many traders traveled to other regions of the archipelago to purchase spices, involving actors and networks from China, India, the Middle East, and even Europe. According to Razif and Fauzi (2017), the archipelago's position is highly strategic as a trade hub connecting various countries and developing into a major international economic center. The Ministry of Education and Culture, through the Directorate General of Culture, has advocated for the Spice Route to be included in UNESCO's World Heritage list due to its significance for Indonesia's cultural heritage and world history, in line with the 1972 World Heritage Convention on the Conservation of the World Cultural and Natural Heritage (Direktorat Pelindungan Kebudayaan, 2020; UNESCO, 1972).

The history of the Spice Route should be understood by the wider public. Therefore, the government needs to document the history of spices, their trade and distribution, cross-cultural interactions, and how these processes influenced historical developments in the archipelago and globally. In addition, through historical study, the next generation needs to internalize this narrative. Consequently, the Spice Route should be included in the history curriculum, particularly for SMA/SMK/MA students. Spice Route content is taught within Indonesian history courses, according to the Ministry of Education and Culture (Kementerian Pendidikan dan Kebudayaan, 2018). Grade 10 students receive 42 lesson hours per week for this content, while Grade 11 and Grade 12 students receive 44 lesson hours per week. However, according to Permendikbud for the 2013 Curriculum Number 37 of 2018 concerning Amendments to Permendikbud Number 24 of 2016 on Core Competencies (KI) and Basic Competencies (KD), the Spice Route history is not explicitly stated in the available KD. This is attributed to the extensive scope of Spice Route history. The Spice Route began to develop when Austronesian peoples first arrived in the archipelago approximately 4,000 years ago, and it continued until European powers arrived and dominated political and economic spheres. Therefore, learning the history of the Spice Route needs to be positioned within relevant competencies. Accordingly, this study discusses how Spice Route history material is used in Grade XI at SMA Negeri 6 Samarinda and what challenges teachers face in implementing it.

METHOD

This study employed a qualitative research design. Postpositivism, a scientific research approach that views the researcher as a key instrument, served as the foundation of this approach. After data collection was triangulated, inductive/qualitative analysis was conducted, and the findings of qualitative research emphasized meaning rather than generalization (Sugiyono, 2016). This study used a case study methodology. The history of the spice route at SMA Negeri 6 Samarinda constituted the subject from which data were required for this project.

Primary data sources included words or records derived from observations and interviews, which provided direct information to the researcher. The primary sources were the Grade XI history teacher and students from classes XI-E, XI-F, XI-G, and XI-H. Secondary data referred to additional information obtained indirectly by the researcher. Secondary sources included the profile of SMA Negeri 6 Samarinda; information from the history teacher; information about current students; information on school infrastructure and facilities; Learning Outcomes (Capaian Pembelajaran/CP); Learning Objectives References (Acuan Tujuan Pembelajaran/ATP); teaching modules; studies, theories, or concepts related to Spice Route history; and colleagues. Data were collected through observation, interviews, and document analysis. Data analysis used data reduction, data display, and conclusion drawing.

RESULT AND DISCUSSION

Implementation of Spice Route History Materials in Grade XI History Learning at SMA Negeri 6 Samarinda

The implementation of Spice Route history material in Grade XI history learning at SMA Negeri 6 Samarinda proceeded through planning, implementation, and evaluation stages. Based on interviews with the teacher, the teacher prepared Learning Outcomes (CP), Learning Objectives References (ATP), and a teaching module. The interview excerpt stated:

“For me, I don’t really... when making a learning plan, it’s already recorded in my own mind. So when I teach, there’s almost no preparation for me. When I teach in front of the class, the picture of what I want to teach just appears in my mind, it suddenly emerges by itself. But I think I have a lot of learning experiences—not only from books, but I also learn from various media and from people who have strong dedication to learning.”

The teacher used a teaching module as a guide for classroom learning. The application of learning methods was improvised according to class activeness. Based on the researcher’s observations, the teacher’s history instruction relied heavily on improvisation, resulting in different teaching patterns across classes. These differences were adjusted to students’ responsiveness to the discussion topic introduced by the teacher. The teacher used discussion methods when the class was active and used lecture methods more frequently when the class was less active.

Instructional aids refer to anything that supports the learning process. Based on interviews with the Grade XI history teacher at SMA Negeri 6 Samarinda, the instructional aid used during learning was the whiteboard. The teacher did not use audio, visual, or audiovisual learning media. The teacher stated:

“I use the whiteboard as the media.”

This was also conveyed by students in interviews:

“For the media, first he explains on the board and explains almost all the points; the board can be said to almost not fit the explanation—from definitions to Portuguese, Spanish, and others.”

Based on the researcher’s observations, the teacher’s primary instructional source for teaching history was the textbook. The Yudhistira textbook served as the main history textbook for Grade XI. According to interviews with the Grade XI history teacher at SMA Negeri 6 Samarinda, textbooks, scientific writings, and scholarly journals were all used as learning resources. The teacher stated:

“What I usually use are articles and journals. Not only books, but I learn from various media and from people who have good dedication to learning.”

Students also noted:

“The media is just the school’s textbook, the history textbook.”

In history learning, the teacher used books as the main learning source and official articles as supporting sources. Articles were not allowed to cite Wikipedia, Blogspot, and similar sources.

Based on observations at SMA Negeri 6 Samarinda regarding the implementation of Spice Route history content, this material was included within the broader topic of oceanic exploration. Spice Route history in Grade XI did not have its own subchapter, but appeared within Chapter 1 on oceanic exploration. The internalization of Spice Route material into history learning, as promoted by the Ministry of Education and Culture, had not received strong attention. Chapter 1 (Oceanic Exploration) contained content beginning with the background to European oceanic exploration, key pioneer figures, and the arrival of the Portuguese in the archipelago. Discussion of the Spice Route was addressed only briefly, limited to how spices were contested and the importance of spices for Europeans. The success of the Spice Route in bringing diverse cultures to the archipelago and its status as cultural heritage promoted by the Ministry of Education and Culture was not conveyed in classroom learning.

Based on observations, Mr. N taught history using both lecture and discussion methods. His lecture method differed from the conventional lecture model. He did not fully explain the material from the front without feedback; rather, he wrote key points of the material to be studied and then proceeded to a discussion session. In interviews about teaching methods, the teacher explained:

“My teaching method is... because I think no method is perfect, so in this Merdeka Curriculum process everything comes from a teacher’s inspiration and dedication. Without making a method, maybe I lecture and then inside it I give assignments. I don’t like learning media like PPT; I don’t like it. So my teaching method focuses more on face-to-face interaction between students and teacher for critical reasoning. So there is a PBL that we present in front. So we invite them to respond using their reasoning.”

Students also reported that lecture and discussion were the main teaching modalities:

“Maybe the process is, from the beginning when he enters, it shows that the students are told to think for themselves—like being told to develop their thinking by themselves. So he enters, explains a little about the title ‘oceanic exploration,’ then asks the students, like what is the definition of oceanic exploration. So the learning process is being asked about the core of the explanation.”

The approach of explaining only key points was used so that students would read the material, and the teacher did not need to give lengthy explanations. Based on his experience with instructional media, he concluded that writing key points on the whiteboard was suitable for his teaching style. Discussion was conducted by randomly calling on students to express their opinions; for example, students were asked to define oceanic exploration. After the discussion, he

synthesized students' opinions into a consolidated definition. Discussion techniques supported students' comprehension of learning content and fostered the development of critical thinking skills.

Learning assessment refers to efforts to determine whether instruction has been implemented effectively and produced appropriate learning outcomes. The assignment given by the teacher was an essay-based task. Students were asked to create a table containing profiles of oceanic exploration figures. In the table, students had to write profiles, routes taken during exploration, and whether those figures successfully reached the archipelago to find spices. The table had to include photographs of these figures. Students were allowed to use the internet as a learning source for this task. This evaluation was reinforced by students' statements:

"The task was, he just explained and told us to find the meaning of the points and then told us to draw something included in oceanic exploration,"
"The task was a table of figures' information and a summary of the journeys—where they came from, which cities, and where they searched for spices."

Challenges in Implementing Spice Route History Materials in Grade XI History Learning at SMA Negeri 6 Samarinda

Based on the researcher's observations, the first challenge in incorporating Spice Route history content into Grade XI history learning was the limited variation in learning strategies used by the teacher. In interviews with the Grade XI history teacher about challenges in preparing Spice Route history learning, the teacher stated:

"The obstacle is mainly the students. Try to look—during two months teaching here, the students are difficult to manage. Second, they do not submit assignments on time. Third, the human resources are lacking. For example, in one class there are 36 students; maybe in a good class only 1–2 students are good. Because the school environment is not yet good, because our school is a peripheral school, different from SMA 10, SMA 1, SMA 2, SMA 3 that have quality when students enter."

Based on interviews with Mr. Nataniel as the Grade XI history teacher at SMA Negeri 6 Samarinda, the second challenge in implementing Spice Route history materials occurred during classroom instruction. The teacher stated:

"Here, just look—based on how they carry themselves every day, they appear less intelligent. And that is what we face now, but like it or not, teachers have an obligation to teach. For me it's always like that: I only give points, then I tell them to think. I am not in a hurry to deliver material, but I connect it—for example, Chapter 1 I connect it with Chapter 3. Because the material is not just one idea; from the material, how can we reason

critically, not memorize. So students can explain their thinking well. But if they memorize, they cannot explain well."

A challenge in classroom implementation was that students were not well prepared for learning. Students' activeness influenced how learning proceeded. Even under less conducive conditions, teachers remained obligated to teach across different classroom conditions and student characteristics. Students' low activeness was related to the tension they felt during lessons. This was supported by the opinion of ML (a student in XI-G):

"It's kind of... kind of tense; if you want to answer you get nervous."

Based on observations, the third challenge was that the teacher explained too quickly because he presented only key points. Explanations also seemed rushed, and other chapter materials were also discussed because they were considered related. Students accustomed to detailed and slower explanation experienced difficulty understanding. A student stated:

"From me personally, honestly history is hard for me to grasp because the material is quite a lot, and earlier Mr. N explained only the points and not very detailed. When he teaches, I try to understand slowly while reading the book so I can understand."

Implementation of Spice Route History Materials in Grade XI History Learning at SMA Negeri 6 Samarinda

In the preparation stage for implementing Spice Route history materials in Grade XI history learning at SMA Negeri 6 Samarinda, the teacher carried out planning stages. These included preparing Learning Outcomes (CP), then preparing Learning Objectives References (ATP), and preparing a teaching module as guidance for implementation. This aligns with research by Fajri et al. regarding steps in developing an autonomous curriculum that integrates learning pathways, learning achievement, and integrated learning-path objectives in teaching modules (Fajri et al., 2023).

The implementation of Spice Route history materials in Grade XI history learning was guided by the teacher's module, although the teacher sometimes improvised during instruction. The history teacher used teaching modules available online as supporting references. Through improvisation, the teacher could adjust teaching methods to changing classroom conditions, such as students' understanding and the availability of learning resources. The purpose of improvisation was to make the learning atmosphere more interactive and effective.

By improvising, teachers could adapt strategies to current conditions and ensure learning objectives remained achieved. This is consistent with findings by Setria et al. that classroom improvisation can improve students' cognitive abilities (Setria et al., 2024). Based on Lestari's study, students in Grade X Accounting A at SMK Negeri 7 Pontianak had implemented the independent curriculum for history learning, but it had not been fully optimal. The history teacher

used learning planning in the form of ATP provided by the government, but modified it according to students' conditions (Lestari, 2023). The teacher used the whiteboard as the instructional aid. Learning sources for history at SMA Negeri 6 Samarinda included textbooks as the main source and articles and journals as supporting sources. The main textbook used was the Grade XI history textbook published by Yudhistira. Other books could be used as supporting sources. The teacher regulated learning sources very strictly. Students were allowed to use internet sources.

However, discussion of the routes taken to obtain spices and why spices are considered world heritage—because of their major influence on the economy, religion, and culture in the archipelago—was not discussed in classroom learning. This indicates that implementation of Spice Route materials in Grade XI at SMA Negeri 6 Samarinda was not yet optimal, relative to the policy direction of teaching Spice Route materials in support of the Spice Route's nomination as a UNESCO World Heritage site, consistent with the 1972 World Heritage Convention on the Protection of the World Cultural and Natural Heritage (Direktorat Pelindungan Kebudayaan, 2020; UNESCO, 1972).

The teacher used lecture and discussion techniques as teaching strategies. The lecture style differed from typical lecture approaches. The teacher provided only key elements of the material, whereas conventional lectures typically deliver a topic comprehensively. This aligns with Syahraini Tambak's research on the lecture method in education, which frames lectures as oral knowledge transmission. Teaching history is a process of transmitting knowledge to students, yet outcomes often do not match expectations. Students may understand concepts and meanings in diverse or inaccurate ways. This occurs because each student has a unique level of understanding, or because the instructor—serving as the focal point of learning—often fails to communicate concepts effectively (Syahraini, 2014).

The discussion method used in Grade XI history learning at SMA Negeri 6 Samarinda was the Colloqinin model, in which students were faced with a resource person (the teacher) to ask questions, followed by questions from other students to clarify the learning material received. This supports Mawardi et al.'s findings that, in the 2016–2017 academic year, Grade IV students in Fiqh at PDTA Ittihadul Khairiyah Kubang Jaya improved learning outcomes through discussion-based learning techniques (Mawardi et al., 2018). Based on Femi's research, learning achievement reached the Minimum Mastery Criteria (KKM) of 70%, demonstrating how discussion-based learning can improve student learning outcomes (Femi, 2019).

The teacher assigned essay tasks. Essay assignments were intended to train students' critical thinking in expressing opinions in written form. Assignments related to Spice Route history within Chapter I (Oceanic Exploration) differed by class. In XI-E and XI-F, the teacher actively asked students' opinions regarding oceanic exploration. In XI-G, the teacher assigned students to depict the relationship between oceanic exploration and regions rich in spices.

Students were asked to create a sketch of sea exploration aimed at finding spice-rich territories to gain significant profit. This aligns with Dasri et al.'s findings that essay tests offer benefits such as assessing students' ability to express their thinking in writing, being relatively easy and fast to administer, and motivating students to study more diligently and seriously (Dasri et al., 2019).

Challenges in Implementing Spice Route History Materials in Grade XI History Learning at SMA Negeri 6 Samarinda

Teachers and students at SMA Negeri 6 Samarinda reported several challenges in implementing the Spice Route history curriculum in Grade XI. The first challenge was determining and applying diverse learning methods. This was influenced by student diversity in learning styles, comprehension levels, interests, and backgrounds. Teachers often became trapped in using monotonous methods such as lectures, which are not effective for meeting all students' learning needs. According to Ni Made's research, several elementary schools in Cluster I, Kediri Regency, also paid insufficient attention to children's characteristics. The dominant method was reading books and answering questions. When bored, students with diverse personalities may behave uncontrollably. In such situations, educators continue learning by adapting to classroom conditions while holding to tested teaching strategies (Ni Made, 2019).

The second challenge was students' low activeness. This phenomenon hindered information delivery and reduced overall learning quality. Passive students tended not to participate in group activities, discussions, or questioning. As a result, they had weaker understanding of the material and limited critical thinking development. Internal factors included low interest and motivation, and low confidence in answering teachers' questions. This aligns with Eman's research at SMP Negeri 2 Waigete, which found classroom activity had not functioned well; many students lacked confidence, hesitated to ask questions, and feared answering. This was attributed to teachers not using interesting instructional materials; teachers relied on printed library books, lectures, and Q&A sessions (Eman, 2023). Based on Rike's research, limited study discipline, students' passive attitudes, low classroom activity, and low enjoyment of learning were major causes of low learning motivation among Grade IV science students (Rike, 2021).

The third challenge was that the teacher explained material too quickly. Explanations were considered fast because the teacher delivered only key points and then proceeded to an active discussion session. Consequently, the material appeared limited and delivered rapidly, because elaboration occurred during discussion. This aligns with Fathimah et al.'s findings on causes of learning problems, including teachers teaching too quickly (Fathimah et al., 2019). Rani et al. found that teachers speaking too quickly, students disliking mathematics, and slow learners were major causes of learning difficulties and errors in solving problems (Rani, 2021). Fariani et

al. found that students' incorrect reasoning about concepts, low interest, teachers rarely correcting assignments, and teachers' overly fast explanations were major causes of misconceptions among Grade XII SMA students regarding genetic substance concepts (Fariani et al., 2018).

CONCLUSION

The implementation of Spice Route history materials in Grade XI learning at SMA Negeri 6 Samarinda proceeded relatively well. In the planning stage, the teacher prepared a teaching module as instructional guidance. The whiteboard served as the instructional aid, while textbooks, scholarly publications, and other online sources were used by teachers and students as learning materials. Spice Route material was discussed alongside Chapter I on oceanic exploration. The discussion of Spice Route history focused only on the importance of spices for Europeans and how spices became the primary reason for oceanic exploration. In the implementation stage, the teacher used a contextual literacy-based learning model with lecture and discussion methods. The assignment given was an essay task concerning European arrival and competition over the archipelago's Spice Route.

The use of Spice Route history materials in Grade XI at SMA Negeri 6 Samarinda presented the following challenges for teachers and students: (1) the teacher's instructional methods were insufficiently varied; selecting the best teaching strategy for classroom application was challenging due to diverse student characteristics; (2) students were not well prepared for learning, and student activeness affected how learning proceeded; and (3) the teacher explained quickly because only key points were presented, making explanations appear rushed and causing students difficulty in understanding.

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