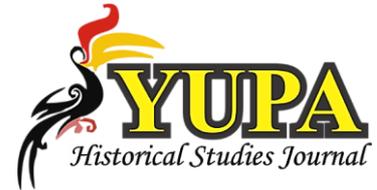


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## The Implementation of Spice Route History Material in History Learning in Class XI of SMA Negeri 17 Samarinda

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**Abstract** This study aims to analyze the implementation of the spice route history material in history learning for Grade XI students at SMA Negeri 17 Samarinda. The method used is descriptive qualitative with data collection through direct observation, interviews with teachers and students, and supporting documentation. The findings indicate that the spice route material is not taught as a standalone topic but is combined with discussions on Colonialism and Indonesian National Resistance. As a result, the significance of spices as a world heritage with substantial influence on the economic, cultural, and religious dynamics of the Indonesian archipelago is not adequately addressed in classroom instruction. Consequently, students' understanding of the historical value of the spice route remains limited. Several challenges were identified in implementing this material, including a lack of adequate learning facilities such as relevant media and teaching aids, insufficient time allocation due to a dense curriculum, and limited learning resources-particularly textbooks that comprehensively cover the spice route topic. These issues hinder the effectiveness of the learning process and reduce the quality of material delivery.

**Keywords:** History Learning, Spice Route History, History Material

**Abstrak** Penelitian ini bertujuan untuk menganalisis penerapan materi sejarah jalur rempah dalam pembelajaran sejarah di kelas XI SMA Negeri 17 Samarinda. Metode yang digunakan adalah kualitatif deskriptif dengan pengumpulan data dilakukan melalui observasi langsung, wawancara dengan guru dan siswa, serta dokumentasi sebagai data pelengkap. Hasil penelitian menunjukkan bahwa materi sejarah jalur rempah tidak diajarkan sebagai topik tersendiri, melainkan digabungkan dengan bahasa mengenai Kolonialisme dan Perlawanan Bangsa Indonesia. Akibatnya, pembahasan mengenai pentingnya jalur rempah sebagai warisan sejarah global yang berpengaruh terhadap aspek ekonomi, budaya, dan agama di wilayah Nusantara tidak mendapatkan perkaitan yang cukup dalam proses pembelajaran. Pemahaman siswa terhadap nilai historis jalur rempah pun menjadi kurang optimal. Beberapa kendala yang dihadapi dalam mengimplementasikan materi ini antara lain adalah keterbatasan fasilitas pembelajaran seperti media dan alat bantu yang mendukung, alokasi waktu yang tidak memadai karena padatnya kurikulum, serta kurangnya sumber belajar yang relevan, terutama buku teks yang membahas jalur rempah secara komprehensif. Hal ini menyebabkan proses pembelajaran menjadi kurang efektif dan materi tidak tersampaikan secara maksimal.

**Kata kunci :** Pembelajaran sejarah, sejarah jalur rempah, materi sejarah



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## INTRODUCTION

Along with developments in education, the application of curriculum renewal and the implementation of materials during the teaching and learning process will experience developments. The latest learning materials will be applied in schools following the implemented curriculum. In history learning materials themselves, there are changes in material that must be applied to students. One material taught is regarding the history of the spice route. Spice trade that occurred in trade commodities between regions in the archipelago and then developed on an international scale, involving traders from China, India, and Arabia. Thus, the archipelago became a region for spice exchange and the people of the archipelago established mutually dependent relationships. According to Fadil Muslimin (2022), the existence of cooperation and communication with other nations or foreign kingdoms caused ports and surrounding areas to grow rapidly and created centers of economy, society, and culture.

In history learning within the Merdeka (Independent) Curriculum, there are updates regarding the material that must be taught to students. Therefore, the government added this material to history learning to increase students' insight into the history of the spice route, which contains material regarding the distribution of spices, sales, as well as the relationship between the archipelago and the international world, and also the effects on historical development throughout the world and the archipelago. Furthermore, this material must be instilled in the thinking of the younger generation through history learning materials.

The History of the Spice Route is very important for world history and as one of Indonesia's heritage and culture, which prompted the Ministry of Education and Culture, through the Directorate General of Culture, to propose the Spice Route as a nomination for UNESCO World Cultural Heritage in 1972. The proposal of this spice route is expected to be included in the World Heritage Tentative List. To be recognized as a world heritage, the spice route needs its historical and cultural richness value to be known so that tangible evidence of interaction, exchange, movement, and dialogue across regions and cultures along that spice route can be seen (UNESCO, 2019).

Spice Route history material is important for the wider public to understand. Therefore, the current curriculum has included this topic into Indonesian History lessons at the SMA/SMK/MA (Senior High School/Vocational High School/Islamic Senior High School) level. Based on the Ministry of Education and Culture (Kemendikbud, 2018), history learning for class X is given for 42 lesson hours per week, and 44 hours for classes XI and XII. Although the Spice Route material is not explicitly mentioned in the Basic Competencies (Kompetensi Dasar/KD) according to Minister of Education and Culture Regulation (Permendikbud) Number 37 of 2018, its substance remains relevant because the Spice Route is an important part of the long history of the archipelago, from the arrival of the Austronesian people to European colonization. Since it is

not directly listed in the KD, teachers need to integrate the Spice Route material into relevant topics. This research aims to examine how the Spice Route material is implemented in history learning for class XI at SMA Negeri 17 Samarinda, as well as identify the challenges faced by teachers in the process.

## **METHOD**

This research used a qualitative approach with a postpositivist paradigm to understand in depth the implementation of spice route history learning at SMA Negeri 17 Samarinda. Data collection techniques included direct observation of the learning process in the classroom, in-depth interviews with history teachers and class XI students (XI-1 to XI-5), as well as documentation studies as a complement. Observation was conducted to capture the dynamics of learning contextually, while interviews aimed to explore factual and reflective information from key informants. Documentation studies include school profiles, student data, facility conditions, teaching modules, and curriculum documents such as Learning Outcomes (Capaian Pembelajaran/CP) and Learning Objective Flow (Alur Tujuan Pembelajaran/ATP). Data validity was ensured through triangulation techniques, member checks, peer reviews, and audit trails. Data were analyzed through three main stages: data reduction to filter relevant information, data presentation in a systematic form, and drawing conclusions based on patterns and tendencies found in the field. This approach allows researchers to gain a holistic and in-depth understanding regarding the implementation of spice route history learning.

## **RESULT AND DISCUSSION**

### **Implementation of Spice Route History Material in History Learning in Class XI of SMA Negeri 17 Samarinda**

In the initial stage of implementing spice route history material at SMA Negeri 17 Samarinda, the teacher begins by systematically preparing learning planning documents. This preparation includes compiling Learning Outcomes (CP) as the main competencies to be achieved by students, and Learning Objective Flow (ATP) which contains structured learning steps. Additionally, the teacher also prepares teaching modules as a guide in implementing teaching and learning activities in the classroom. This process is complemented by a Lesson Implementation Plan (Rencana Pelaksanaan Pembelajaran/RPP) which functions as a technical guide in directing learning activities to remain focused on achieving competencies. These stages show that the implementation of the material is carried out in a planned manner and refers to systematic teaching principles (Fitri et al., 2024).

Hazyimara mentions that the implementation of differentiated learning includes three main stages: planning, implementation, and evaluation. In the planning stage, teachers compile

Learning Outcomes (CP), Learning Objectives, Learning Objective Flow (ATP), and teaching modules, preceded by training and diagnostic assessment to adjust learning to student needs (Hazyimara UIN Alauddin Makassar et al., 2024). Sulasmiyatiningsih in her research results shows that in the planning stage, diagnostic assessment is needed to identify student needs, learning styles, and competencies, but not all lesson plans have accommodated student diversity in learning (Jayanti, S. D., Suprijono, A., & Jacky, M. 2023).

Villa concludes that planning history learning in the Merdeka Curriculum refers to the learning outcomes (CP) document which is elaborated into the learning objective flow (ATP) and teaching modules. Learning implementation is carried out with a block system according to the characteristics of students at SMA Negeri 3 Kebar, but teachers have not integrated collaboration with the environment, student culture, and the role of parents and the community. In evaluation, teachers have not fully applied the Merdeka Curriculum assessment principles, so the information provided is less holistic and the feedback process between teachers and students is not yet optimal (Villa, 2024).

The implementation of spice route history material in class X uses independent teaching modules as a reference, with method adjustments by Mrs. Y according to classroom conditions. This adjustment aims to make learning more inclusive and in accordance with student needs and characteristics. Improvisation in learning becomes an important strategy to optimize student potential that has not yet been realized. Research by Rizal et al. shows that learning improvisation contributes positively to improving students' intellectual abilities (Rizal et al., 2024).

Research by Saâ et al. shows that the implementation of the Merdeka Curriculum at SMA Negeri 1 Plered provides significant benefits, especially in increasing student creativity and learning motivation. Teachers also feel positive changes in learning and assessment approaches. However, there are still obstacles, such as limited resources and uneven understanding among teachers (Saâ, 2023).

Teachers at SMA Negeri 17 Samarinda generally use blackboards as the main teaching aid in history learning. Blackboards are used flexibly to convey important points and outlines of the material, thus facilitating the visualization of simple information according to the learning flow. However, using blackboards has limitations, such as limited writing space and minimal support for multimedia technology for complex history material. Mrs. Y states that other learning media would be very helpful in increasing the effectiveness of material delivery.

The main learning source is printed books, specifically class XI textbooks from the Ministry of Education, Culture, Research, and Technology. Additionally, articles and journals are also used as supporting sources. Research by Rimba strengthens this by stating that the internet can be utilized as a learning resource that supports the learning process and provides additional information for students (Rimba, 2020).

Ensuring the accuracy of information from the internet requires thoroughness because not all sources have the same quality. Reliable sources usually undergo strict editorial processes and expert support, so the information is more relevant and can help facilitate the search for valid data.

Spice route history material is part of the topic Colonialism and Indonesian National Resistance, but its discussion in class XI SMA is brief, specifically in the chapter linking regional and global situations. Learning emphasizes the arrival of European nations to the archipelago via spice trade routes, the value of spices as expensive commodities, and main spice-producing regions. However, aspects of the spice trade route and its influence on the economy, religion, and culture in the archipelago which make spices a world heritage are not explored in depth.

This shows that the learning of spice route material has not been optimal, even though this material is important as part of the proposal for the Spice Route as a UNESCO World Cultural Heritage in accordance with the *World Heritage Convention* of 1972 concerning *Protection of the World Cultural and Natural Heritage* (Directorate of Cultural Protection, 2020; UNESCO, 1972).

Linking history material to daily life proves effective in helping students' understanding, especially through examples of familiar spices such as ginger, nutmeg, cloves, and cinnamon. With this approach, students more easily imagine the strategic value of spices in global history, including the reasons for European nations' arrival in the archipelago. Contextual examples help students understand that spices are not merely trade commodities, but also gateways for cultural interaction, religious spread, and the birth of cultural heritage. This approach encourages students to better appreciate Indonesia's natural and cultural wealth as part of world history.

In line with Asmara's research results, history learning linked to real situations allows students to depict past events more concretely and build meaningful historical understanding relevant to their lives (Asmara, 2019). Contextual learning emphasizes the connection between the material being studied and the real life of students, whether in family, school, community environments, or as citizens. The goal is for students to find meaning in the material for their lives. Based on research results, this approach is proven to help students understand past history better through its connection with real situations around them. This approach makes history learning more meaningful, relevant, and easy to understand (Muis, 2023).

Providing motivation in spice route history learning is done by Mrs. Y by reading inspirational quotes from world explorer figures. These quotes arouse enthusiasm and curiosity in students, while expanding their understanding that the spice route is not just a trade route, but a civilizational route that shaped cultural interactions, knowledge, and world politics. This approach helps students see history more meaningfully and fosters pride in national heritage. Learning motivation plays an important role in encouraging student engagement, thus positively impacting learning outcomes (Ega Putri Nurrawi et al., 2023). According to Sidik's research

results, student learning motivation is in the moderate category and teacher interpersonal communication ability is in the fairly effective category (Sidik & Sobandi, 2018). Motivation can be defined as the whole driving force within students that generates learning activities, ensures the continuity of learning activities, so that the goals desired by the learning subject can be achieved (Maliasih, M., & Hartono, H. 2017).

The discussion of spice route material in history learning in class X of SMA Negeri 17 Samarinda is still limited, because the main focus of Chapter 1 in the textbook is colonialism and Indonesian national resistance. The teacher uses the textbook as the main source, but the content related to the spice route is only discussed generally and has not touched socio-cultural aspects such as acculturation, technology exchange, or religious spread along the spice route. In fact, this aspect is important to provide a more comprehensive understanding of the impact of the spice trade on the lives of local communities.

In its implementation, the teacher uses lecture and discussion methods. Mrs. Y as the history teacher begins learning by conveying important points, then gives students the opportunity to search for information themselves. After that, students express their opinions and the teacher continues with deeper explanations. This method encourages active student involvement in discussions and improves their skills in sorting information, although there are still obstacles in comprehensive understanding due to the limitation of accurate information from the internet.

This is in line with Siti's findings which state that the lecture method can help students understand concepts clearly, encourage them to think critically, and provide feedback on student understanding. With this approach, the teacher not only delivers material but also guides students in the thinking process and arranges more meaningful understanding (Hapsah, 2022). Ridwan in his research conveys that the lecture method has several weaknesses: 1.) minimal discussion for expressing opinions, 2.) less absorption of material due to one-way learning, 3.) Provides little room for students to develop creativity, 4.) It is very difficult to detect the extent of understanding level of all students (Ridwan 2020).

The discussion method used in history learning in class XI of SMA Negeri 17 Samarinda is the Buzz Group method. In this model, students are divided into small groups to discuss. Classroom arrangement is adjusted so students can express opinions more freely. Through this discussion, students compare views and information they have obtained, resulting in an exchange of ideas that enriches their understanding of the learning topic. This approach also encourages students to think critically and actively engage in the learning process (Nurul 2017). The discussion method is used as a way to foster students' critical thinking in understanding a historical phenomenon. In this process, students are invited to express their own opinions without relying on information from the internet. The teacher will ask questions about the

material and randomly call on students to answer. The answers given will then be responded to by other friends, creating a lively, open, and interactive discussion atmosphere among participants.

Based on the research results of Mawardi, the application of the discussion learning model has been proven to improve student learning outcomes. In cycle I, the average classical learning achievement of students was at 70% and had not reached the mastery criteria. However, in cycle II there was a significant increase, with the average reaching 80% which already falls into the complete category. This finding shows that discussion as a learning method can be an effective approach to improve student understanding and learning outcomes (Mawardi et al., 2018). Ika in her research results shows that the application of the discussion method in learning for class VIII A students of MTs Negeri 4 Palu obtained data from the application of the discussion method getting a percentage of 88% and the average student score obtained 80 out of 31 students (Supriyati, 2020). Based on research conducted by Raden et al., it shows that from the cognitive aspect there is an increase, from the affective aspect students can accept learning better (Amailah et al., 2014).

History learning in class usually begins with the teacher presenting the topic, followed by the division of subtopics and study groups. Students then discuss in groups, exchange opinions, and compile understanding together. The teacher plays an active role in guiding the discussion, validating information, and providing additional explanations to complete student understanding. This discussion process ends with a joint conclusion compiled based on student opinions and teacher guidance.

Assessment is conducted directly during ongoing learning, especially during discussion. The teacher asks questions to measure student understanding and provides assessment based on activeness and clarity of opinions expressed. Additionally, the teacher also uses group project tasks as another form of assessment. This project not only measures material understanding but also trains cooperation skills and responsibility of students in producing a joint product. This approach shows that the learning process does not only focus on the final result but also on the thinking process and interaction among students.

### **Obstacles in Implementing Spice Route History Material in History Learning in Class XI of SMA Negeri 17 Samarinda**

The implementation of spice route history material in class XI of SMA Negeri 17 Samarinda faces several obstacles, both from the teacher's side, students, and classroom facilities. Teachers still tend to use lecture methods with little variation, so they do not fully meet the needs of students with visual or kinesthetic learning styles. On the other hand, time and resource limitations make it difficult for teachers to design more interactive learning, such as group work

or utilization of technology. In fact, such approaches have the potential to increase motivation, student engagement, and develop critical thinking and problem-solving abilities.

According to Prianto in his research, the availability of learning facilities indirectly influences learning achievement through learning motivation. In other words, the availability of learning facilities influences learning motivation, and learning motivation influences learning achievement. (Prianto et al., 2017). According to Research results from Rahmawati show that: 1) The learning motivation of class X students of SMA N 1 Piyungan in economics subjects is in the moderate category as much as (60%) of students, 2) Learning facilities have a positive and significant effect on student learning motivation, 3) Family environment has a positive and significant effect on student learning motivation, 4) Learning facilities and family environment have a positive and significant effect on student learning motivation (Rahmawati, R. 2016).

Based on research by Putri et al., teachers act as implementers and guides in shaping civic disposition in Pancasila and Citizenship Education (PPKn) learning by applying national character values and providing examples of good behavior. However, there are internal obstacles in the form of facilities that do not yet support a conducive and interactive learning atmosphere, and external obstacles in the form of lack of parental support for students in the learning process at school (Nanda et al., 2023).

Another obstacle in implementing spice route history material in class XI of SMA Negeri 17 Samarinda is limited time allocation. Schedules that often clash with other classes force Mrs. Y to adjust teaching strategies in a short time. With a duration of 1 lesson hour (JP) being only 30 minutes, teachers find it difficult to develop interactive and in-depth learning. This condition limits material exploration, student involvement in discussions, and the application of innovative methods such as collaborative projects. Consequently, learning tends to be less than optimal and does not fully meet students' comprehensive learning needs.

Putri in her research reveals that time management has a positive influence on learning outcomes. The existence of time management can regulate matters related to the learning outcomes achieved and can be maximal and satisfying. Therefore, time management during the learning process is important to achieve learning outcomes (Amelia Putri & Mustika Dewi, 2022). Time management is not just about managing time, but also about using it effectively. Individuals who can manage their time will prioritize the tasks they face, focusing their time and energy on important tasks (Wahidaty, 2021).

The shortage of textbooks is one of the main obstacles in learning spice route history in class XI of SMA Negeri 17 Samarinda. Without books as the main learning source, students have difficulty understanding the material wholly and independently, both in class and at home. Teachers also have to search for alternative teaching materials which are often not uniform and limited. This condition slows down the learning process, reduces student motivation, and

potentially creates understanding gaps. The absence of textbooks also makes it difficult to achieve curriculum objectives that emphasize active, independent, and critical thinking learning.

Based on research results conducted by Anisa, it was found for both classes, but the experimental class experienced a higher increase compared to the control class where most scores obtained were still below the Minimum Completeness Criteria (KKM) of 75. This proves that using textbooks and the internet as learning sources in learning activities can increase student activity to understand material independently and attractively (Anisah, A. 2016). Textbooks and other reading books useful for student interests, enrich learning experience besides learning in the classroom, instill independent learning, accelerate mastery and understanding of subject matter delivered by the teacher in class and increase reading interest among students (Damanik, 2023).

## **CONCLUSION**

The implementation of spice route history learning in class XI of SMA Negeri 17 Samarinda runs quite well. In the planning stage, the teacher prepares modules as learning guides. In its implementation, the media used is still simple, namely blackboards, while learning resources include textbooks, scientific journals, and references from the internet. Spice route material is delivered as part of the topic of colonialism and Indonesian national resistance, specifically regarding the involvement of the archipelago in international shipping and trade routes. One example used is the record of Claudius Ptolemy about important ports in Sumatra which were centers of global trade in their time. The teacher applies contextual literacy-based learning through lecture and discussion methods. For evaluation, students are given group projects in the form of making spice route maps as a form of understanding of the material. This approach aims to develop critical thinking skills and increase active student involvement in learning.

Some obstacles faced by teachers and students in implementing spice route history material in class XI of SMA Negeri 17 Samarinda include the following: 1) Lack of learning facilities, such as limited visual support media or interactive teaching aids, poses a challenge in creating interesting and in-depth learning. 2) Inadequate time allocation, with only 30 minutes available for 1 lesson hour, makes it difficult for teachers to deliver material in depth and encourage meaningful discussion. 3) Limited textbooks also restrict students' access for their understanding in the classroom, thus impacting the overall less-than-optimal learning process.

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