Development of an Archival Studies Textbook Based on Case Method and Team Project

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Abstract. This research aims to develop an archival study textbook based on case method and team project in the Department of History Education, Universitas Negeri Medan. The research method used is research and development. The research results showed that the average score from the media expert assessment reached 4.45, while the average score from the material expert assessment was 4.35. The average score from the two validators' assessments is in the very good category. Meanwhile, the average score from two user trials was in the very good category: 4.47 on the first trial and 4.57 on the second trial. The effectiveness test also produced satisfactory results. The students' post-test average score increased sharply compared to the pre-test average score, from 65.21 to 87.45. This shows that archival studies textbooks are very suitable for use by students and have a big impact on improving their learning outcomes.

Keywords: Archival Studies, Case Method, Team Project, Textbooks.

1 Introduction

Archival study is a new subject in the Department of History Education, Universitas Negeri Medan. Archival study learning has been implemented in the 2021/2022 academic year as an implementation of the Merdeka Belajar, Kampus Merdeka (Free Learning, Independent Campus) curriculum. This course is a characteristic of the Department of History Education, Universitas Negeri Medan. It's a differentiator from the same study program at other universities. The archival studies course aims to equip students with archival management and heuristic skills. Archives management skills are the ability to manage records. Archives management activities start from planning, recording, organizing, distributing, storing, monitoring, maintaining, and transferring to destroying archives [1], [2], [3]. Heuristic skills are the ability to explore, identify, and classify archives that are useful as sources in writing history. These two skills are in accordance with the Learning Outcomes of Graduates in the Department of History Education, Universitas Negeri Medan.

The definition of archives in Law Number 43 of 2009 is matters relating to archives. Meanwhile, archives are records of activities or events in various forms and media in accordance with developments in information and communication technology created and

accepted by state institutions, regional governments, educational institutions, companies, political organizations, community organizations and individuals in the implementation of social life, nation and state [4]. Historian Mona Lohanda stated that archives were created because of transactional activities in modern society. When the activity transaction is complete, the media that records or records all these activities becomes an archive that can be used for various purposes, especially to write history [5].

Archives are never intentionally created for historical research. It never occurred to government officials that the reports they wrote were intended for future historical research purposes. However, archives have informational and evidentiary values that are useful for the needs of writing history. In building constructions of the past, evidence about the past is needed, which also becomes information about the past itself [5].

Archives are primary sources of historical research. Mona Lohanda stated that the position of archives as historical sources occupies a higher position than other historical sources. This position was obtained because archives were created at the same time as events, problems or phenomena occurring in society. Any information contained in the archive describes the atmosphere and contextual situation that led to the creation of the archive. Archives have a small level of subjectivity, meaning that firsthand knowledge's credibility can be relied upon, even though in historiography it is still debated and questioned [5].

The use of archives in historical research is the basis for the Department of History Education's consideration of including archival studies courses in the curriculum structure. However, this course does not yet have a textbook as literature in the learning process. Students have difficulty obtaining literature because scientific work regarding archival studies is still limited. Most studies regarding archival studies tend to discuss archives management in government and private institutions [1], [6]. A scientific study discussing archives as historical sources was carried out by historian Mona Lohanda. The study explains the types of archives in the National Archives of the Republic of Indonesia which can be used to write local and national history [5]. None of the existing studies combines archival management with archives as historical sources.

This research aims to develop an archival studies textbook that contains material about archives management and types of archives in historical research. Development of archival studies textbooks using the case method and team-based project approaches. The goal is that the learning outcomes of archival studies courses can be realized. The case-based learning method can encourage students to better understand the subject matter and be able to think critically. This is because students are asked to analyze problems, solve problems, propose solutions, evaluate solutions and make decisions [7], [8]. Team-based projects are a learning method that uses small groups to work on a project that can increase their competence in solving a problem. This learning method has two characteristics: (1) students are encouraged to work together in teams to work on a project, in the form of problem-solving and solution finding activities; (2) project-based activities produce a product that is meaningful for the development of student knowledge and skills [9], [10]. Case-based learning and team projects are innovative learning models because students build their own learning processes to solve a problem and find a solution. Lecturers only act as facilitators, initiators, directors, participants and motivators in case-based learning and team-based projects [11], [12].

2 Research Methods

This study is research and development of educational products. Sugiono stated that research and development is a method used to produce an educational product and test the effectiveness of the product [13]. The research and development process for an educational product is carried out in stages. The research and development procedures in this study use the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model. This model was chosen because it has coherent and systematic stages in organizing a series of research and development of educational products [14], [15]. The stages in the ADDIE model can be seen in Figure 1.

Fig. 1. ADDIE Model

The *first* step in the ADDIE model is analysis. The analysis aims to identify what is needed in developing archival studies textbooks. Analysis is carried out on the curriculum, character and needs of students. *Second*, the design or textbook design stage. This stage starts from formulating learning outcomes, compiling learning material components, collecting references to determining the form of case studies and projects. *Third*, the development stage which includes the production and validation of textbooks. Textbook production starts from compiling material descriptions and assignment forms, arranging the layout to designing the book cover. Textbook validation consists of two stages: (1) material validation is carried out by material experts who assess the appropriateness of the language and content of the textbook, and (2) media validation is carried out by media experts who assess the suitability of the type and size of letters, image quality, cover and layout of textbooks. The criteria for textbook eligibility scores are presented in Table 1.

Fourth, implement is the stage of testing textbooks for students. The process of testing textbooks is carried out in three stages: (1) small-scale trials, (2) large-scale trials, and (3) testing the effectiveness of textbooks. The small scale trial involved ten students, while the large scale trial involved thirty students. The two trials were carried out to determine students' assessments of the appropriateness of aspects of material, language, media and learning from textbooks. The criteria for assessing the suitability of textbooks are in table 1. Meanwhile, the effectiveness test aims to determine the extent to which textbooks can increase student

knowledge. The effectiveness test was carried out by giving a pre-test and post-test to thirty students. A textbook can be said to be effective if the post-test results have increased from the pre-test results, and exceed the score of 75 which is the minimum completeness criterion. The *fifth* stage in the EDDIE model is evaluation. Evaluation is carried out if the shortcomings and weaknesses in textbooks are based on the results of expert validation and user testing.

The research sample was thirty students of Class D who are currently studying in the fifth semester of the 2023/2024 academic year at the Department of History Education, Universitas Negeri Medan. Data collection uses a questionnaire. Data analysis uses average scores. Archival studies textbooks are considered valid and suitable for use if they meet the minimum eligibility criteria, see Table 1.

Table 1. Criteria for textbook eligibility scores.

Mean score	Criteria	Note
> 4.2	Very good	No revision
> 3.4 – 4.2	Good	Minor revision
> 2.6 – 3.4	Enough	Partial revision
> 1.8 – 2.6	Less	Major revision
≤ 1.8	Very less	Overall revision

3 Results and Discussion

3.1 Analysis and design

The result of this research is an archival study textbook based on case method and project teams that is suitable for use by students in the Department of History Education, Universitas Negeri Medan. The development of textbooks is based on students' needs for references in the archival studies lecture process. Textbook material must be adjusted to the learning outcomes assigned to archival studies courses. The learning achievement of this course is that students have archival management and heuritic skills. Therefore, material in textbooks must include archive management and types of archives in historical research. The textbooks required by students do not only contain theoretical descriptions, but also provide concrete examples of the archival management process, types of archives in historical research and where these archives can be obtained.

3.2 Development

The archival studies textbook material consists of two parts: (1) archives management, and (2) archives as a historical source. The first part is divided into six chapters, while the second part consists of five chapters. To make it clearer, the material in chapter by chapter for each section can be seen in Table 2.

Table 2. Archival studies textbook material

Part	Chapter	Material
Archives management	I	Definition of archives and types of archives
	II	Definition and scope of archives management
	III	Active archive management

	IV	Inactive archive management
	V	Vital records management
	VI	Static archive management
	VII	Archive digitization
	VIII	Archives management problems in North Sumatra
Archives as a historical source	IX	History of archives and archival institutions in Indonesia
	X	Get to know historical sources
	XI	Digital manuscript provider site
	XII	Archives of the Dutch colonial period
	XIII	Archives of the Japanese colonial period
	XIV	Archives of the post-proclamation of independence period

The case study assignment relates to archive management issues in archival institutions in North Sumatra. Students are asked to identify existing problems and formulate solutions to solve these problems. Meanwhile, team project assignments are given in the form of compiling an annotated bibliography containing a collection of archives. Students are asked to search and collect archives from sites that provide digital manuscripts, then compile the archives in the form of an annotated bibliography. The archives collected are limited based on periodization, theme and location.

The description of the material in the archival studies textbook has been validated by Dr. Rosmaida Sinaga, a historian and lecturer at the Department of History Education, Universitas Negeri Medan. The two components validated by material experts are language and textbook content, each component consists of several indicators. The average score for the language component reached 4.4 and 4.5 for the content component. Analysis of the average overall score by material experts is 4.45 in the "very good" category. Based on these results, the material in the archival studies textbook is valid. Therefore, the textbook is considered appropriate and does not need to be revised. The results of the material expert validation can be seen in Figure 2.
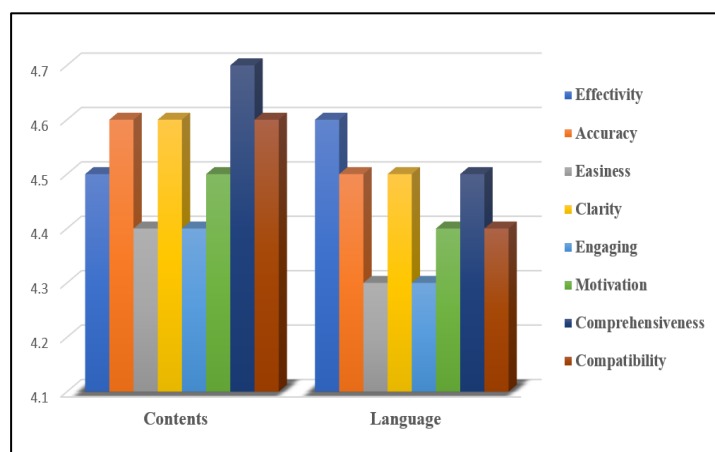

Fig. 2. Material Expert Validation Results

The physical appearance of archival studies textbooks has been validated by Prof. Dr. Samsidar Tanjung, a lecturer at the Department of History Education, Universitas Negeri Medan. The components assessed by media experts are letters (type and size), images, covers and layout of textbooks. These four components are divided into several indicators. The average value for the letter component reached 4.4, 4.3 for the image component, 4.3 for the cover component, and 4.4 for the layout component. Analysis of the overall average score by media experts is 4.35 in the "very good" category. Based on these results, the physical appearance of archival studies textbooks is valid. Therefore, the textbook is considered appropriate and does not need to be revised. The results of media expert validation can be seen in Figure 3.
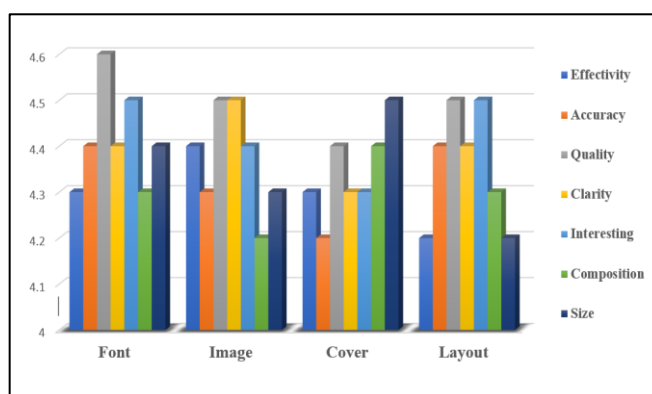

Fig. 3. Media Expert Validation Results

3.3 Implement

User testing of archival studies textbooks was carried out twice. The first trial involved 10 students taking archival studies courses. The assessment component consists of material (content and language), media (physical appearance) and learning. Each component is divided into several indicators. The average score for the material component reached 4.5, 4.4 for the media component, and 4.5 for the learning component. The average score for the first phase of user testing was 4.47 in the "very good" category. Meanwhile, the second trial involved 30 students. The average score for the material component of the second trial reached 4.6, 4.5 for the media component, and 4.6 for the learning component. The average score for the second phase of user testing was 4.57 in the "very good" category. Based on the average score from the first and second trials, it can be concluded that the archival studies textbook is very suitable for use by students in the learning process. An illustration of the results of the two trials can be seen in Figure 4.
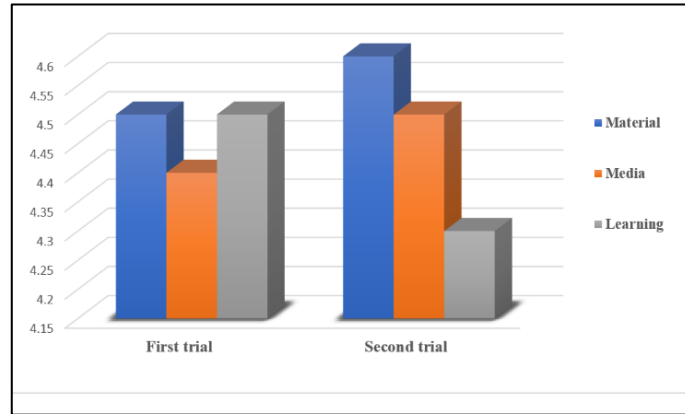
Fig. 4. Results of two user trials

After user trials have obtained satisfactory results, the next stage is to test the effectiveness of archival studies textbooks. The effectiveness test was carried out by giving a pre-test and post-test to 30 students. The pre-test is carried out before students access the archival studies textbook, while the post-test is given after students have read the material in the textbook. Table 3 shows that the average pre-test score of thirty students is only 65.21. Only 6 students achieved a minimum completion score or 20% of the total number of students. After students accessed the material in the textbook, their average post-test score increased to 87.45. The difference between the pre-test score and the post-test score is 20.24. These results indicate that archival studies textbooks have a high level of effectiveness in achieving the minimum completeness score. Archival studies textbooks have a big impact on increasing students' understanding of the subject matter, and at the same time encouraging students to think critically. Thus, students can definitely have archival management and heuristic skills.

Table 3. Average Effectiveness Test Score

Type of test	Mean score	Minimum completeness value (75)	
		Reach	Didn't Reach
Pre-test	62.21	6	24
Post-test	87.45	30	-
Score Difference	20.24		

3.4 Discussion

The development of archival studies textbooks based on case studies and team projects was motivated by limited references in archival studies courses. The development of the textbook was adapted to the curriculum, character and needs of students in the Department of History Education, Universitas Negeri Medan. The main material in the textbook is arranged based on the learning outcomes of archival studies courses. These learning outcomes are archive management skills and heuristics that every student must have. Therefore, the textbook material is organized into two parts: (1) archival management which is divided into eight chapters, and (2) archives as a historical source which consists of six chapters. The textbook is equipped with case studies related to archive management issues in archival institutions, and a team project in the form of compiling an annotated bibliography containing a collection of archives.

The archival studies textbook that has been prepared is very suitable for use by students. This is because archival studies textbooks have been validated by material and media experts, tested by users, and tested for effectiveness. The average score from media expert assessments was 4.35, while the average score from material expert assessors reached 4.45. The assessment results from the two experts were in the very good category. Students also gave very good assessments of archival studies textbooks. This is indicated by the high average score for each trial, namely 4.47 on the first trial, 4.57 on the second trial. Even tests of the effectiveness of archival studies textbooks show satisfactory results. The students' post-test average score increased sharply compared to the pre-test average score, from 65.21 to 87.45. Thus, archival study textbooks are very effective in improving student learning outcomes.

4 Conclusion

The archival study textbook based on case methods and team projects that has been produced can be said to be very suitable to be used as a reference by students of the Department of History Education, Medan State University. This feasibility is based on the validation results of material and media experts, as well as the results of user trials and effectiveness tests. The feasibility and effectiveness of this textbook can realize the learning outcomes of archival studies courses, namely that students have archival management and heuristic skills. This is because archival studies textbooks apply case studies and team projects as innovative learning models, so that students can build their own learning process to solve a problem and find a solution. Lecturers act as facilitators, initiators, directors, participants and motivators in case-based learning and team-based projects. This textbook can also encourage students to better understand the subject matter and be able to think critically.

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