

Development Of Historical Electronic Module On The Impact Of European Colonization For The Indonesian Nation For Senior High School

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Abstract

This research is motivated by the fact that history learning in schools is still conventional and less innovative, such as still using the lecture method, Powerpoint, Video, and textbook oriented in teaching and learning activities at school. The objectives of this research are: (1) To develop the historical electronic module for Class XI SMA and (2) To determine the feasibility of the Historical Electronic Module Teaching Materials for Class XI SMA. This study uses a research and development model using the ADDIE development model which includes (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation (Evaluation). The subjects of this research include Material Expert Lecturers, Media Expert Lecturers, and Class XI Social Studies Students at SMA Swasta Cerdas Murni. The object of this research is a historical electronic module on the impact of European colonialism on the Indonesian people. The instruments used in this research are media expert validation instruments, material expert validation instruments, and student responses to the use of the historical electronic module. The results of this study indicate: (1) The development of the historical electronic module on the impact of European colonialism on the Indonesian people for class XI IPS SMA, (2) the historical electronic module is declared suitable for use as teaching materials in schools with an average score of material experts of 3.8 and the average score of media experts was 3.72, the average score of the medium group trial was 3.47 and the student response as users were 3.45 so that the feasibility of the historical electronic module developed was in the "very good category.

Keywords: Development, Historical Electronic Module, European Colonization

I. INTRODUCTION

Improving the quality of education can be realized if the process of learning in the classroom runs smoothly, directed, students understand and also the learning objectives are well conveyed. Several factors influence the learning process, including teachers, students, the material being taught, teaching methods, facilities, media used in learning, and teaching materials. All of these factors are interrelated with one another. In the era of the industrial revolution 4.0, technological progress and scientific development are increasingly rapid from time to time, so the world of education is required to be able to face the challenges of technological progress to improve the quality of education. But in fact, there are still many teachers who do not take advantage of technological developments for the learning process. Because the teacher paradigm in carrying out the learning process at school is still conventional and less innovative, such as still using the lecture method, powerpoint, and video. The development of science and technology must increasingly encourage reform efforts in the use of technological results in the learning process. Teachers are required to be able to use learning media following the developments and demands of the times. In addition, teachers are required to have the ability to develop learning materials that are arranged based on the characteristics and needs of students. In a journal written by Permana (2016: 43), it is explained that teachers must be able to make teaching materials that make it easier for students to understand learning materials, one of the teaching materials teachers must make is a module, with modules is expected that students can study alone at home and teachers only as a facilitator.

The teaching system with modules is a delivery system that has been chosen in the context of developing a more efficient, relevant, and effective education system. The use of modules in learning is following the approach used in the 2013 curriculum, namely the Student-Centered Learning (SCL) approach. Following learning needs, the module should be developed following the development of science and technology (IPTEK). One of them is by utilizing one of the technologies in the form of software or

multimedia applications to convert the print module into a non-printed module in the form of an electronic module which becomes Interactive Teaching Materials. In an SPPS Journal written by YR Surbakti (2010:3) it is explained that in the history learning process, there are still many teachers who use the conventional paradigm, namely learning is still Teacher-Centered, namely, the teacher explains while the students listen. History learning like this makes history learning boring because students are not actively involved in the learning process. This method should be abandoned and teachers should be more innovative in learning history in the era of the industrial revolution 4.0 because history education is one of the media to instill character values in students.

The history learning process so far still often uses the lecture method and textbook oriented which should be abandoned, because with the development of science and technology (IPTEK) learning using electronic-based teaching materials such as videos, computers, ebooks, and electronic modules should be used. Media or teaching materials to support the continuity of learning in history subjects are still very minimal, both in the form of learning books, worksheets, and handouts and the absence of modules. The module can train students' independence in participating in the learning process to actively think critically and be ready to accept the subjects presented by the teacher. Historical materials such as Prehistory, the Hindu-Buddhist era, the entry of Islam to Indonesia, the arrival of the western nation in Indonesia, and the impact of western colonialism in Indonesia for the Indonesian nation would be more interesting if the learning process was delivered through an electronic module. Teachers can use easy and efficient media even in simple forms as an effort to achieve the expected learning and teaching goals and reduce the lecture method which is replaced by the use of various media. In general, teachers often teach only by using conventional (printed) teaching materials such as books, worksheets, which only contain written material that allows students to be bored and bored. And sometimes it can't give an attractive impression to students, it even seems boring and kills students' interest in reading, it's less practical to carry everywhere, production costs for printing are more expensive, and it doesn't last long because the print module is made of paper that is easily weathered and easily torn.

Based on preliminary research (Introduction) it was found that several high schools in Medan still did not use Innovative teaching materials. This can be seen from the results of interviews with several history teachers in schools. The results of the author's interview with Mrs. Cristine Situmorang, a History Teacher at the Iskandar Muda Foundation Senior High School, that in learning history at the school still uses the Lecture, Discussion, Quiz, Powerpoint, and Video media methods and uses Package Books obtained from the school. The facilities to support the learning process in this school are considered by the teachers to be adequate and support the learning process. Based on the results of the author's interview with Drs. Agus Salim Siregar, a history teacher at SMA Negeri 11 Medan, found that history learning still uses the lecture method in learning, printed textbooks, and Powerpoint media. The facilities at this school are also very supportive of the learning process because Infocus, Laptops, and electricity are also available in every class of this school and students also have communication media. Meanwhile, based on the results of the author's interview with history teachers at SMA Swasta Cerdas Murni, it was found that learning history still uses teaching materials in the form of textbooks, worksheets, and games. The teacher said that the textbooks were less effective for students to use. The facilities at this school are also adequate, there is a focus on the learning process and students also have communication media such as cellphones or androids.

Teachers want to use print or electronic modules but do not have sufficient skills to make print or electronic modules. Then the results of the analysis are obtained, namely the need to improve the quality of history learning by utilizing advances in information communication technology by developing teaching materials in the form of historical electronic modules to make it easier for students to understand learning materials and become teaching materials that make it easier for students to learn independently. Therefore, along with the development of science and technology which is increasingly being used in the field of education, I see the need for an Electronic History Module, because the Electronic History Module can make the learning process more interesting, more interactive, able to convey historical messages through pictures and videos, encourage student learning Through instrumentation, students can develop their auditory or auditory senses so that the material presented is easier to understand (Directorate General of Primary and

Secondary Education, 2017:1) so that in its use it will be easier for students to learn independently. Based on these problems, the author wants to research with the title Development of Historical Electronic Module on Materials on the Impact of European Colonization for the Indonesian Nation for Class XI Senior High School. This teaching material is expected to be used as observation material and make it easier for students to learn the material in the History subject.

II. METHODS

This study will use research and development methods (Research and Development). This research method is used to produce certain products, and test their effectiveness of these products. The product that will be developed in this research is an Electronic Module on the History of Materials on the Impact of European Colonialism for the Indonesian Nation for Class XI IPS SMA. The data analysis technique used in this study is a quantitative descriptive analysis technique, which describes the results of product development in the form of learning modules after being implemented, tested for validation levels, and product feasibility. The measurement scale to determine the feasibility category of the product is to use a modified 4 Likert scale. The data that has been obtained through a questionnaire by media experts, material experts, and students in the form of quantitative values will be converted into qualitative values. The following is a scoring table for the questionnaire.

Description	Score
Very Good	4
Good	3
Not Good	2
Very Not Good	1

From the data that has been collected, we calculate the average with the formula:

$$\bar{X} = \frac{\sum X}{n}$$

Description =

\bar{X} = Average Score

$\sum X$ = Total Score

n = Number of Appraisers

Furthermore, the data obtained from both media experts, material experts, and students were converted into qualitative values based on ideal assessment criteria.

Score Interval	Category
$X \geq (\bar{X} + 1.SBi)$	Very Good
$(\bar{X} + 1.SBi) > X \geq \bar{X}$	Good
$\bar{X} > X \geq (\bar{X} - 1.SBi)$	Not Good
$X < (\bar{X} - 1.SBi)$	Not Good

Description =

a. X = The average number of scores obtained from the study

b. \bar{X} = The average number of ideal scores using the formula:

$$\bar{X} = (1/2) (\text{ideal maximum score} + \text{ideal minimum score})$$

c. SBi = Standard deviation of the ideal score, with a coefficient of 1 using the formula:

$$SBi = (1/6) (\text{ideal maximum score} - \text{ideal minimum score})$$

III. RESULTS AND DISCUSSION

Historical Electronic Module on the Impact of European Colonization for The Indonesian Nation for Class XI IPS SMA was developed using the ADDIE development model with the results of each stage of development described as follows:

1. Analysis

At the analysis stage, the method used by the researcher was an observation of the learning activities of class XI history subjects and interviews with history teachers. Observations and interviews were

conducted to determine the curriculum used in schools, learning activities, and the use of teaching materials in historical subjects. The data obtained from the initial research are as follows:

a. Curriculum

The initial stage in analyzing product requirements is to analyze the curriculum used in SMA Swasta Cerdas Murni. The purpose of the curriculum analysis is so that the direction of the development of the Historical Electronic Module is clear. This analysis was carried out by collecting information related to the material used in the Historical Electronic Module based on Basic Competencies and Main Materials referring to the 2013 curriculum syllabus applied at the school. In this study, only the development of teaching materials for Historical Electronic Module on the Impact of European Colonization for The Indonesian Nation for Class XI IPS SMA was carried out.

b. Learning Activities

- 1) In learning activities in the classroom, teachers still often use the lecture method and textbook-oriented, and are still teacher-centered.
- 2) Most of the learning activities in the classroom use the expository method, where the teacher explains and demonstrates in front of the class, then the students listen, take notes, and do the assignments as instructed by the teacher. This learning activity is also accompanied by discussions with friends and questions and answers between teachers and students.
- 3) The teaching materials used in the class are presentation slides (Powerpoint), Package Books, and Worksheets.
- 4) The teacher has never made an electronic module even though the school facilities are adequate.
- 5) The teacher has never used a module in history learning, either a printed or an electronic module.
- 6) The condition of some students who lack the initiative to equip themselves with material related to learning the next day before learning takes place, causing a lack of student understanding of the material presented and students' dependence on teacher orders so that they are considered less independent in learning.

Based on the results of the analysis of history learning activities in schools, teaching material in the form of a Historical Electronic Module On the Impact of European Colonization for The Indonesian Nation for Class XI IPS SMA was compiled. So it is hoped that these teaching materials can be a solution to the differences between individual students and students will be more active in the process of learning history at school.

c. Use of Teaching Materials

Teaching materials used by teachers in the classroom during the history learning process are presentation slides (Powerpoint), Package Books, and Worksheets and occasionally the teacher also shows videos and displays photos related to the material taught to students. So students must record all the information provided by the teacher to document the subject matter being taught.

d. Measuring the Feasibility of Teaching Materials

The Historical Electronic Module developed must pass a feasibility test so that the Historical Electronic Module can later be used according to the target and can be accounted for. The instrument for measuring the feasibility of teaching materials in this study had several stages, namely a feasibility test from a material expert and a media expert feasibility test. And implement it to the SMA Swasta Cerdas Murni in class XI IPS 1 and ask for criticism and suggestions from students who use the Historical Electronic Module. Based on the explanation above, new developments related to the teaching materials used are needed by developing a Historical Electronic Module that is suitable for use for learning activities by containing the Impact of European Colonization for the Indonesian Nation which is presented in a more attractive form and increases students' independence in learning.

2. Design

The Design Process is the design stage of the Historical Electronic Module On the Impact of European Colonization for The Indonesian Nation for Class XI IPS SMA. At this stage, they also design research instruments to measure the feasibility of the Historical Electronic Module developed.

a) *Develop a Learning Implementation Plan (RPP)*

The preparation of the RPP uses the format for writing the RPP for Senior High School using the RPP steps in the 2013 curriculum. After that, the RPP is consulted with the subject teacher. The preparation of this lesson plan is intended to assist in the implementation of product implementation in the history learning process. RPP serves as a planning guide for teachers so that teachers can where, when, and how this electronic module product is used in the learning process in the classroom.

b) *Collecting Draft Materials*

This second step is to collect material sources that will be presented in the electronic history module from various sources such as the Indonesian History Book Written by Sardiman and Amurwani Dwi Lestariningsih, journals accessed from <https://ppg.spada.ristekdikti.go.id>, and Journal of Education During the Dutch Colonial Government in Surabaya in 1901-1942 Writings by Gusti Muhammad Prayudi and Dewi Salindri. In addition, some photos are accessed via Google Image, Audio from Recording Draft Materials, and Videos downloaded from Youtube.

c) *Creating Research Instruments/Product Validation Questionnaires for Material Experts and Media Experts*

The third step is to develop a module assessment instrument for experts as reviewers and a questionnaire for student responses to the module. The assessment instrument by experts and student response questionnaires are in the form of a questionnaire with a Likert scale. This research instrument is an instrument to measure the feasibility of the Electronic History Module which is designed in the form of a questionnaire with a Likert scale of 4 answers, namely Very Good, Good, Not Good, and Very Not Good. The answer is then converted into a score of 4, 3, 2, 1 according to the order of the answer statements. The assessment instrument by a material expert consists of 19 assessment items that cover several aspects of the assessment, namely aspects of content feasibility, linguistic aspects, and aspects of the presentation. The assessment instrument by media experts consists of 30 assessment items covering aspects of screen design display, ease of use aspects, consistency aspects, usability aspects, and graphic aspects. The student response questionnaire to the module contains 30 statement items covering aspects of content feasibility, linguistic aspects, usefulness aspects, and graphic aspects. After the questionnaire was completed, the questionnaire was then consulted with the supervisor to be used as a research instrument for material validation and product validation from the Historical Electronic Module.

d) *Building an Electronic Module Framework*

In general, the structure of the Historical electronic module consists of five main parts of the Historical electronic module, namely the introduction, learning activities, practice questions, glossary & bibliography, and profile. The introductory section contains an introduction to the module/exposure to the themes discussed, learning competencies, indicators, instructions, and descriptions of e-modules. The learning activities section consists of 4 topics of material discussion, pictures, illustrations, videos, audio, summaries, and assignments. In the practice section, there are 10 multiple choice questions and 5 matching questions. Furthermore, there is also a glossary containing terms contained in the Historical electronic module, bibliography, and author or developer profile.

e) *Developing E-Module Learning Content*

The material previously presented in the e-module discussed the Impact of European Colonization in the Political-Government Sector, the Impact of European Colonialism in the Economic Field, the Impact of European Colonization in the Socio-Cultural Sector, and the Impact of European Colonization in the Education Sector. Each material contains audio, images, videos, assignments, and a summary of the material. After student finish studying the material in a learning activity, then students complete the questions in the practice questions/quiz section. The questions on the quiz are in the form of multiple-choice questions and there is feedback in the form of the value of the quiz results by students to conclude their learning outcomes. The tasks given in the e-module can be done at home or school according to the conditions and instructions of the teacher.

3. Development

The results of the development stage of the Historical Electronic Module on The Impact of European Colonization for The Indonesian Nation for Class XI IPS SMA are as follows:

a) *Development of Historical Electronic Module*

The Historical electronic module was developed using the Microsoft Office Word 2007 application to compile material and components for videos and quizzes, to create a background and cover designs using the Adobe Photoshop CS6 application, to create and edit video and audio using the Filmora application, and to combine covers, material files. history electronic module, adding components in the form of video, audio, images, and quizzes to make it in one file in the form of a historical electronic module with exe using the Adobe Flash CS6 application. The Historical electronic module that was developed consists of an intro display for the module application, module cover, main menu, introduction (introduction to the Historical electronic module, instructions for the Historical electronic module, learning competencies, and a description of the Historical electronic module), learning activities (history learning materials), exercises questions/quiz, display of quiz scores, bibliography, profile, and glossary.

b) *Historical Electronic Module Assessment*

The historical electronic module that has been consulted with the supervisor and made improvements then is validated by material experts and media experts using the historical electronic module assessment sheet that has previously been made. Material validation was carried out by Mrs. Lukitaningsih, and Media validation was carried out by Mr. Riccu Sidiq, to find out that the history electronic module made was suitable for use by users and received criticism and suggestions so that the history electronic module could be better.

The results of the validation of the historical electronic module are as follows:

1) *Material Expert Validation*

Validation by material experts includes aspects of the feasibility of content, language, and presentation. The material validator is Mrs. Lukitaningsih, is a lecturer in the Department of History Education, Faculty of Social Sciences, Medan State University. The results of the validation of the historical electronic module by material experts are as follows:

No	Assessment Aspect	Average Score For Each Aspect	Percentage	Category
1.	Content Eligibility	4	100%	Very Good
2.	Language	4	100%	Very Good
3.	Presentation	3,4	85%	Very Good
Average Overall Rating Score		3,8	96%	Very Good

The historical electronic module assessment carried out by material experts on the material in the history electronic module resulted in an average overall assessment score of 3.8 with a percentage value of 96% of the maximum score of 4.00 with a very good product category, with a general assessment category i.e. fit for use without revision. Thus the development of this historical electronic module has succeeded in achieving the objectives of the research, namely material validation.

2) *Media Expert Validation*

Validation by media experts includes aspects of screen design display, ease of use aspects, consistency aspects, usability aspects, and graphic aspects. The media validator is Mr. Ricu Sidiq, who is a lecturer in the Department of History Education, Faculty of Social Sciences, Medan State University. The results of the validation of the historical electronic module by media experts are as follows:

No	Assessment Aspect	Average Score For Each Aspect	Percentage	Category
1.	Screen Design Display	3,70	92,85%	Very Good
2.	Ease of Use	3,86	96,42%	Very Good
3.	Consistency	3,70	91,66%	Very Good
4.	Benefits	3,50	96,42%	Very Good
5.	Graphics	3,86	96,42%	Very Good
Average Overall Rating Score		3,72	93,33%	Very Good

Based on the table above, the evaluation of the historical electronic module carried out by media experts on the developed historical electronic module resulted in an overall average score of 3.72 with a percentage value of 93.33% from a maximum score of 4.00 with a very good product category with a category general assessment that is feasible to use without revision. Thus the development of this historical electronic module has succeeded in achieving the goal of the research, namely the validation of the final product from media experts. Based on the results of the electronic module validation by material experts, it can be concluded that the material in the historical electronic module is stated to be very good. Meanwhile, based on the results of the media expert's assessment, it can also be concluded that the historical electronic module is stated to be very good based on the media. In general, the quality of the historical electronic module is suitable for use in the history learning process at the implementation stage.

3) *Initial Trial of Products in the Medium Group*

After the product is validated by material experts and media experts, then the next stage of the product is tested on small and medium groups. This trial aims to see the feasibility of the product being developed. The initial product trial was in the medium group, which consisted of 10 people in a class that was not a research sample. This product trial was carried out on students of class XI MIA 1 SMA Cerdas Murni using 10 respondents. Respondents were selected randomly or randomly from 35 students in the class. Students provide an assessment response to the electronic history module of the impact of European colonization on the Indonesian nation based on the Feasibility of Content Aspects, linguistic aspects, usability aspects, and graphic aspects.

No	Assessment Aspect	Average Score For Each Aspect	Percentage	Category
1.	Content Eligibility	3,50	87,50%	Very Good
2.	Language	3,45	86,25%	Very Good
3.	Benefits	3,48	87,18%	Very Good
4.	Graphics	3,42	86,66%	Very Good
Average Overall Rating Score		3,47	86,66%	Very Good

Based on the table above, the evaluation of the historical electronic module conducted by media experts on the developed historical electronic module resulted in an overall average score of 3.47 from a maximum score of 4.00 with a percentage score of 86.66% and the product category was very good. The results of the research above show a fairly good percentage of student responses to the historical electronic module. However, there are still some suggestions and input regarding the selection of colors and the capacity required to download the electronic module application which has a very large size.

4. Implementation

After the historical electronic module has been completed and then validated by material experts and media experts and has been repaired (revised), then the historical electronic module is used in the history learning process for students of class XI IPS 1 SMA Swasta Cerdas Murni with a total of 36 students. Students as respondents gave an assessment response to the historical electronic module of the impact of European colonialism on the Indonesian nation based on aspects of material presentation, linguistic aspects,

usability aspects, and graphic aspects to see student responses to the use of historical electronic modules in the history learning process at school. The use of the historical electronic module is carried out in 1 meeting.

The steps used in this research are as follows:

- 1) Socializing the historical electronic module to Teachers and Students.
- 2) Students are asked to install the historical electronic module application on their mobile phones the day before the lesson.
- 3) Explain again the purpose of developing an electronic module on the history of the impact of European colonization on the Indonesian nation.
- 4) Provide a brief explanation of the use of the electronic history module by researchers.
- 5) After that, students are asked to study independently by using the electronic history module.
- 6) After completing the learning activities, students were then asked to take a quiz to measure their level of understanding of the impact of European colonization on the Indonesian nation.
- 7) After that, students were asked to fill out a response questionnaire to the electronic history module that had been used through a google form that had been sent through the WhatsApp group. Furthermore, as for the results of student respondents to the electronic module, namely:

No	Assessment Aspect	The Average Score For Each Aspect	Percentage	Category
1.	Material Presentation	3,45	86,28%	Very Good
2.	Language	3,49	87,15%	Very Good
3.	Benefits	3,45	86,20%	Very Good
4.	Graphics	3,43	85,85%	Very Good
Average Overall Rating Score		3,45	89,32%	Very Good

The results of the assessment of student responses to this historical electronic module in the filled-out questionnaire obtained an overall average score of 3.45 from a maximum score of 4.00 and a percentage of 86.32% with a very good product category. Based on the results of the assessment, it can be concluded that the Historical Electronic Module On the Impact of European Colonization for The Indonesian Nation for Class XI IPS SMA is in the very good category so that it can be used as one of the teaching materials in learning history at school.

5. Evaluation

After going through the process from the previous stages, the development of the historical electronic module received several improvements that must be made based on the results of the assessment of material experts, media experts, and student responses to the history electronic module. These improvements or evaluations must be carried out to correct deficiencies or also complement the materials or media contained in the module to be better so that the history learning process using the module can take place effectively.

IV. CONCLUSION

Based on the results of research and discussion regarding the Historical Electronic Module On the Impact of European Colonization for The Indonesian Nation, it can be concluded as follows:

- 1) This research and development resulted in the Historical Electronic Module On the Impact of European Colonization for The Indonesian Nation for class XI SMA Swasta Cerdas Pure. This study uses the ADDIE development model with the stages of Analysis, Design, Development, Implementation, and Evaluation. The historical electronic module that was developed contains material in the form of the impact of European colonization in the field of politico-government, the impact of European colonialism in the economic field, the impact of European colonization in the socio-cultural field, and the impact of European colonization in the field of education which has been adapted to Competence. Basics and Main Materials from the history syllabus for class XI which is applied at SMA Swasta Cerdas Murni. This historical electronic module is in the Android Application format which contains the image, audio, and video content

related to material and evaluation in the form of quizzes that have feedback in the form of scores obtained after completing the quiz so that this historical electronic module is also interactive for users.

2) The results obtained indicate that the historical electronic module material on the impact of European colonialism for the Indonesian nation for class XI SMA Swasta Cerdas Murni which was developed is feasible to be used as teaching material for teachers and students in the process of history learning activities based on the acquisition of the average score of the overall aspect score by the first stage material expert was 3.48 very good category and the second stage after being revised up to 3.8 with very good category, the average overall aspect score by the first stage media expert was 3.21 very good category and the second stage after being revised up to be 3.72 in the good category, the average overall aspect score by the results of the initial trial/student response in the medium group was 3.47 with the very good category and the overall average score for the aspect by student responses to the historical electronic module was 3.45 categories very good.

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