Development of Local History Digital Book Teaching Materials At SMA 13 Jambi City

Meli Febriani[1*],Sunardi[2],Musa Pelu[3]

[1,2,3] Master of History Education, Sebelas Maret University, Surakarta, Indonesia
*Corresponding Author:
Email: melyfebriani123@gmail.com

Abstract*.*
This study aims to determine students' needs for digital-based learning media. The research method used in this research is through research and development, with the ADDIE development model. Sources and methods of data collection were collected from document studies such as from libraries, internet, scientific articles, books, journals and documents related to research themes, then field observations. The results of the research, these writings serve as reading values and recommendations for the development of local historical awareness in Indonesia, especially in Jambi City. The exploration of this research tries to reveal the application of digital books as a medium in learning in schools.

Keywords: *Digital books, Local history and High school*

I. INTRODUCTION

Learning is a basic need of every human being. In addition to meeting the need to acquire knowledge, learning also aims to meet the need to acquire behavior change. This learning process can be managed in several ways, one of which is the learning process. Learning is a process to help students learn well. Teacher behavior is teaching and student behavior is learning. Learning can be done in the classroom accompanied by various strategies, approaches, and learning methods.One component that cannot be separated in the learning process is teaching materials. The availability of teaching materials can be one of the supporting factors for the success of the learning process. However, the problem that occurs today is the rapid era of globalization which gave birth to the generation of gadgets, marking the emergence of the era of the millennial generation. One of the learning media that can now be developed in utilizing network technology as a learning medium for students is the product of historical digital book teaching materials. History learning is more meaningful if it is supported and started by utilizing the relics or historical events that exist around the student's environment known as local history and then heading to wider and national events so that it creates curiosity and pride for students who will eventually learn. make students interested in following history learning well. According to Wasino (2009), history learning activities require the media to develop an interest in their regional domain, to further dig deeper into what has existed in the past in their area.History must be studied by all humans, especially in local history, this is a form of relationship between the individual and the community as well as the nation. This relationship requires historical awareness in order to grow a sense of nationalism and love for the homeland. A nation has aspirations, for the sake of forming a nation that understands its history.

Through local history learning, students are invited to examine the interrelationships of life experienced, so that they grow into a young generation who has historical awareness, gets inspiration or wisdom from stories of heroes, as well as national tragedies which in turn encourages the formation of thinking patterns towards thinking rationally. , critical, empirical and no less important is history learning that develops an attitude of respecting human values (Wiyanarti,In learning Indonesian history in accordance with local wisdom, of course, there are not many materials or sources such as national history in general. Despite the lack of teaching materials that can use technology via the internet and reading books about the history of the Jambi Malay shift towards Dutch Colonial Modernization in Jambi City, this information is not designed for learning history in schools. So that in the application of local history learning, it is necessary to provide separate teaching materials, so that it is easier for students to learn and understand the material. Based on media analysis and preliminary studies conducted by researchers at SMAN 13 Jambi City, it can be

concluded that there is still a lack of teaching materials containing local history that can later support textbooks that can be used in learning. The analysis, which states that the lack of supporting teaching materials for the textbook, requires the development of teaching materials that discuss local history. These local history teaching materials will later be in accordance with the needs of students so that they can have an influence on increasing students' awareness of local history. Of course, this makes researchers interested in developing teaching materials for this local history digital book more deeply.

II.   RESEARCH METHODS

The research method that must be solved and will produce the goals to be achieved, this research is carried out through research and development (Research and Development). In research and development methods and models there are several types of models. The model used is the ADDIE model development. The ADDIE development model is one of the learning device development models. This method and model was chosen because it aims to produce products in the form of teaching materials for local history digital books, by looking at the products developed and then testing their feasibility with validity and product trials to determine the extent of students' historical awareness after learning using local history digital books.

III.   RESULTS AND DISCUSSION

The discussion of research results aims to explain and systematically describe the findings made in this study. As for what is described in the discussion of the research results are the answers to the questions in the problem formulation. The following is a discussion of the results found in this study.

Preliminary Study Results

Condition of Learning Media at SMAN 13 Jambi City

Based on the results of preliminary research that has been carried out at SMAN 13 Jambi City, information was obtained from history teachers and students that the use of media in this case is local history-based media is still very limited. Based on this information, the researchers conducted direct observations on the learning process in the classroom. From the learning process in the classroom, it was found that the use of media such as media regarding local history was rarely used.Based on these observations, the researchers then dig up information about students' understanding of local history by interviewing both teachers and students directly or indirectly. It was obtained information that understanding of local history and culture was still very lacking among students and even teachers said that so far in the learning process the discussion of history was still pegged to general history, namely the history of Indonesia. This is due to the limited resources and teaching materials that discuss local history.This local history is an object that is very close to students, if it can be combined with the media, it will lead to attractive learning as well.Dale (in Arsyad, 2014) agrees with the opinion above, that learning by using a combination of senses will provide benefits for students. Students will learn more than if the subject matter is presented only with auditory stimuli.

Whereas the important role of local history is a description of historical writing within the scope of an area that has a certain locality or is often also known as spatial elements.(Widja 1991:13). In line with the above description, Carroll(2003:4)also sees local history as a study of past events that have been passed by a person or group within a certain geographical area. An event that is truly based on various authentic documentary evidences and is placed in a comparative context that is both regional and national. Then Hariyono (2017:166) also argues that the historical uniqueness in the surrounding environment is considered as part of local genius. So that we can learn from the aspects contained in local historical events. The lack of renewable media in the learning process is a drawback that must be considered. Moreover, it is driven by the growth of globalization which gave birth to the millennial generation.For this reason, the visible shortcomings of learning at SMAN 13 Jambi City can be described as follows, First, the use of media in history learning in schools is classified as less than optimal, because educators are more focused on the lecture method and class assignments. Second, media development by educators. According to the informant, media development has not been carried out completely due to all limitations, both personal capabilities, institutions, the pandemic situation, time and cost.

This is commensurate with research conducted (Alfian, 2011: 06) which states that history is an uninteresting subject and tends to be boring because teachers in teaching are not varied in the use of models and media so that they seem conventional and monotonous. Research Syahputra et al (2020: 83) explains that history lessons at school are often considered boring. Even though the use of learning media can save all aspects of learning such as time, effort, and cost. Coupled with the demands of the 4.0 education era, history learning must adapt and combine what was in the past (historical events) with today's technology. Third, the obstacles that arise in using the media. According to the informant, there are many factors faced related to the use of media. The thing that is most highly highlighted is the completeness of facilities and infrastructure. The reason is, this limits the space for educators and students to explore learning material. Therefore, more attention from stakeholders is needed to complete what is lacking in terms of facilities and infrastructure,In relation to the function of learning media, which is to facilitate the delivery of messages and attract students' interest in learning, we can see how learning designed with supportive learning media and learning that does not have supporting media, the results will be different even though the media is not the core of the learning process. learning, but learning media plays a role in producing quality output. The provision of media, especially in the subject of Indonesian history, cannot be ignored and what is more important is that the use of media must pay attention to the needs of students.

Student Preliminary Analysis of Local History Digital Book Learning Media

Needs Analysis of learning media aims to identify potential problems and analyze the needs needed to overcome problems, both those that are directly felt by students, by the school and teachers, and the needs that researchers want to implement because of the existence of local supporting sources. Waldopo (1999:8) explains that needs in the context of education/learning are divided into three types, namely needs that are directly felt by students, needs felt by other parties (eg experts in education and learning, teachers, government, community etc.), and the need to be implemented due to the presence of local support sources. However, needs can also be a combination of these three things. Based on the results of a preliminary study by researchers at SMAN 13 Jambi City through the distribution of questionnaires to analyze students' needs for varied learning media, it can be informed as follows: 1) Student needs for various learning methods are 64%, 2) Student needs for learning media are 64% 65%, and 3) The need to learn through technology is 68%. From the percentage above analyzed through the analysis of the scale range from Umar (2011) it was found at 113 which was at the level of "very need". and 3) The need to learn through technology is 68%. From the percentage above analyzed through the analysis of the scale range from Umar (2011) it was found at 113 which was at the level of "very need". and 3) The need to learn through technology is 68%. From the percentage above analyzed through the analysis of the scale range from Umar (2011) it was found at 113 which was at the level of "very need".Then the readiness of the students themselves to the use of historical digital book teaching materials was also considered good. Based on four indicators developed by Ayden and Tasci (2005), namely: 1) Technological Factors 64%, 2) Innovation Factors 79% 3) HR Factors 62%, and 4) Development Factors 54% researchers collected data using a readiness analysis questionnaire. students in the use of digital book history learning media with 36 students as respondents in the study program at SMAN 13 Jambi City.

Then if analyzed through the scale range analysis guidelines proposed by Umar (2011) the level of student readiness is at point 92.5 which means "Ready" in accepting digital learning.This is what can be concluded that digital-based history learning is needed and developed. Several previous studies also said that this effective learning can be maximized if the teacher can combine learning styles between visual, audio, and kinesthetic (Melvin, 2014: 28). Correspondingly, research shows that the imagination of students in history learning can be improved by using digital media (Supriatna, 2019). Through imagination, students get meaningful learning in accordance with the objectives of history learning (Yilmaz, 2007).The development and use of digital books cannot be separated from Smart Phones (smartphones) or computers that support the use of Epub access. Users only need internet access to download supporting applications to open Epub-shaped files, which include Learning Videos and others.Adapting to education 4.0, which at this time smartphones is not a rare thing, almost all circles of society, especially from basic education to higher education, use smartphones. So it can be concluded that the ease of access to use this digital book becomes

easy. From this digital book media, it will be combined with local historical objects in Jambi City. The dimension of local history in history learning has high relevance for life development skills based on empowering local skills and potential in each region (Nadlir, 2014). It can be said that it is not only useful in the education sector, but also useful in the tourism sector.

Development of Digital Book Media at SMAN 13 Jambi City

The learning media in the form of a local history digital book was developed using the ADDIE model design. The product development process includes: 1) Analysis which consists of analyzing the needs of teachers and students, and the forms of media needed in history learning; 2) Design which consists of documentation of the local history material, adjustments to the curriculum in schools, learning outcomes for each subject and designing the initial design of the product; 3) Development, namely in the form of an expert validation process consisting of media validation, as well as product trials developed consisting of small group limited trials, large group limited trials, and broad group trials; 4) Implementation is the process of using digital book products that are given to students and tested in the experimental class and control class (as a comparison). Stage 5) Evaluation which aims to test the effectiveness of the product being developed. The ADDIE development model in this study was chosen because the model is the main component of the systems approach for learning development, and learning development procedures (Januszewski and Molenda, 2008). In addition, the ADDIE model can describe a systematic approach in instructional development (Suparman, 2012). ADDIE is more devoted to creating student-centered, creative, innovative learning (Branch, 2009). The use of this development model is very appropriate to produce products in the form of learning media. The products produced through the stages of procedures are systematically tested, evaluated, and improved so that they meet the expected criteria related to effectiveness, quality, and specified standards.

The development of digital media products begins with the initial process, namely the analysis of learning media needs at SMAN 13 Jambi City. The needs analysis activity was carried out using a student and teacher needs questionnaire and conducting in-depth interviews. This is done to find out the media needs in the school. Based on the results of the needs analysis, it can be seen that the learning process in this class has not been able to encourage students' willingness to learn to the maximum level. This research offers the development of a digital book containing local history material. The initial draft of the digital book learning media which was integrated with local Jambi historical materials was made based on a conceptual study and analysis of the problems found in the preliminary study. The developed learning media and materials are adapted to the demands of the applied curriculum. One of the basics of this development research is to provide new experiences to students, that students can not only take knowledge from printed books, but also in digital form, and can be easily accessed anywhere and anytime. This is also related to research from Sariyatun (2018: 19), which says that the very rapid development of information technology has given rise to a new style in the education system. And Nafi'ah (2018) in her research states that digital-based learning media will encourage students to learn and find knowledge independently. The explanation above is what makes digital books an option that has the potential to be developed.

It can be assumed that the development of local history-based media is very relevant to answer the urgency of learning history today. The link between modern learning media and local history is very appropriate to increase interest in learning history. And with this digital book media, it can provide new experiences and to answer the challenges of adapting history learning in the digital era. In the product testing process, it is carried out to evaluate the media in order to achieve perfection. The product testing process is carried out in three stages, namely a small group limited trial consisting of 5 students, a large group limited trial consisting of 10 students, and a large group trial consisting of 15 students. The results of product trials are used as consideration before implementing the product. After the development process has been obtained, the product implementation can be carried out, namely the use of digital book media in the learning process. Then the final stage in the development of ADDIE is evaluation, namely testing the effectiveness of the product developed in the experimental and control classes. The final results of the evaluation can be used to determine the feasibility of media products developed in the history learning process.

After the development process has been obtained, the product implementation can be carried out, namely the use of digital book media in the learning process. Then the final stage in the development of ADDIE is evaluation, namely testing the effectiveness of the product developed in the experimental and control classes. The final results of the evaluation can be used to determine the feasibility of media products developed in the history learning process.Digital learning media can overcome some of the weaknesses of conventional teaching materials. Several studies involving the use of digital learning media in the classroom as teaching media (Tan, 2009). Most studies discuss the effectiveness of digital learning media in improving the learning process. Digital learning media allows students to learn content that is tailored to their needs and interests. Digital learning media also offers a variety of interactive functions, and provides students with various multimedia content such as videos, animations, which can increase students' interest and motivation in learning (Byun, Choi, & Song, 2006).The results of the effectiveness test carried out using SPSS 25 software showed that both data were normally distributed and homogeneous. The results of normality and homogeneity showed a greater significance value (>0.05). So that the two data can be said to be normally distributed and homogeneous. The results of the score on the effectiveness test obtained a significance score of $0.000 < 0.005$, so H1 is accepted, that is, there are differences in values before and after being given treatment. The local history digital book learning media has been proven to have a positive impact on increasing students' willingness to learn. These findings confirm that digital book learning media has a positive effect on history learning in the era of the industrial revolution 4.0.

IV.   CONCLUSION

Learning is the basic need of every human being. This learning process can be managed in several ways, one of which is the learning process. One component that cannot be separated in the learning process is teaching materials. Teaching materials in learning will be more meaningful if they are supported by varied media, especially in history learning. History must be studied by all humans, especially in local history, which begins by utilizing their regional heritage. This is a form of relationship between the individual and the community as well as the nation.

Local history is an object that is very close to students, if it can be combined with the media, it will lead to attractive learning. Especially in today's modern era, technology has become commonplace for the general public, including students. Based on preliminary observations made to teachers and students at SMAN 13 Jambi City, it was obtained information that understanding of local history and culture is still very lacking, because it is still pegged to Indonesian history. Based on the results of the preliminary study, it was found that students "really need" varied learning media. While the use of digital book teaching materials resulted in students being "ready" to use local history digital book teaching materials. After the application of the digital book, it was found that the local history digital book learning media was proven to have a positive impact on increasing students' willingness to learn. These findings confirm that digital book learning media has a positive effect on history learning in the era of the industrial revolution 4.0.

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