

## DEVELOPMENT OF THE E-BOOK "KNOWING HISTORY AROUND US" TO INCREASE INTEREST IN LEARNING HISTORY IN ELEMENTARY SCHOOL

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### Abstract

Students' interest in studying history is still low. This is caused by various factors, one of which is the monotonous learning media. This research was conducted to increase students' interest in studying history using media in the form of e-books. This research uses the R&D (Research and Development) method with the ADDIE model (Analyze, Design, Development, Implementation, and Evaluation). This research was conducted at SD Islam Plus Al Kayyis in Kamulyan, Bantarsari, Cilacap, with research subjects consisting of material validators, media validators, teachers or educators, and 13 grade IV students. Data collection techniques in this study used observation, questionnaires, and tests. The instruments used in this study were questionnaires given to validators, due diligence questionnaires given to teachers, and pretests and posttests given to students. Data analysis was carried out in a quantitative descriptive manner. The validation results from material experts were 82.9% in the very valid category, from media experts, 100% were in the very valid category, and the e-book 86.67% in the very feasible category. And the results of the pretest showed an average student score of 56.00 and, at the time of the posttest, showed an average student score of 91.50 which means there was an increase in learning outcomes. Media e-book is very feasible to use to increase interest in learning history for elementary school students.

**Keywords:** learning media; e-books; history

### Abstrak

Minat siswa dalam mempelajari sejarah masih rendah, hal ini disebabkan oleh berbagai faktor salah satunya media pembelajaran yang monoton. Penelitian ini dilakukan untuk meningkatkan minat belajar siswa dalam mempelajari sejarah menggunakan media berupa *e-book*. Penelitian ini menggunakan metode R&D (Research and Development) dengan model yang digunakan yaitu ADDIE (Analyze, Design, Development, Implementation, and Evaluation). Penelitian ini dilakukan di SD Islam Plus Al Kayyis yang berada di Kamulyan, Bantarsari, Cilacap dengan subjek penelitian yang terdiri dari validator materi, validator media, guru atau pendidik, dan siswa kelas IV yang berjumlah 13 orang. Teknik pengumpulan data dalam penelitian ini menggunakan observasi, kuesioner dan tes. Instrumen yang digunakan pada penelitian ini berupa angket yang diberikan pada validator dan angket uji kelayakan yang diberikan pada guru, dan *pretest* dan *posttest* yang diberikan pada siswa. Analisis data dilakukan secara deskriptif kuantitatif. Hasil validasi dari ahli materi 82,9% dengan kategori sangat valid, dari ahli media 100% dengan kategori sangat valid, dan hasil uji kelayakan *e-book* 86,67% dengan kategori sangat layak. Serta hasil *pretest* menunjukkan nilai rata-rata siswa sebesar 56,00 dan pada saat *posttest* menunjukan nilai rata-rata siswa sebesar 91,50 yang berarti terdapat peningkatan hasil belajar. Berdasarkan hasil yang diperoleh dapat disimpulkan bahwa media *e-book* ini sangat layak digunakan untuk meningkatkan minat belajar sejarah siswa sekolah dasar.

**Kata Kunci:** media pembelajaran; *e-book*; sejarah

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## Introduction

The role of history education is very important in providing national character building through the values that exist in the history of the Indonesian people, such as the practice of Pancasila. The story of the history of the Indonesian nation cannot be separated from its struggle against colonizers to become tough, independent fighters and have a spirit of unity. (Susanto, 2014: 27). From these struggles and historical memories, Indonesians can learn from the experiences and struggles of heroes to become better human beings. So it can be concluded that learning history can shape student character for the better and improve student development through history. However, students' interest in learning history is still lacking due to various factors. One of them is the less interesting learning media, so learning history must be designed excitingly following the times (Agustiniingsih & Fitri, 2020). Therefore, student interest in learning is important to pay attention to, as the opinion of (Kartika et al., 2019) that student achievement and enthusiasm for learning will increase in line with increasing student interest in learning.

During observations made by researchers in Teaching Campus (KM) activities, learning in the classroom is only focused on textbooks and worksheets, especially in historical and social studies subjects where this subject is dominant with stories. The history learning process is usually boring because the teacher's teaching method still uses traditional methods, namely, the teacher explaining the students listening. They were learning methods like this cause students to be lazy to study history and forget their nation's history (Bachtiar & Hakim, 2016). The methods, techniques, and media used in learning are very monotonous. Teachers more often use the lecture method and stick to book media only. Facilities and infrastructure such as laptops, in focus, wifi in schools are available but rarely or never used by teachers. Computers, laptops, and smartphones can be utilized more as technology that functions as a door to access a variety of varied, innovative, and interactive educational materials. With this, it is hoped that it can bring success in obtaining knowledge that is newer or has not existed before. (Khikmawati et al., 2021).

Learning media is one of the various factors that support the success of teaching and learning activities in class (Ratnasari & Zubaidah, 2019); (Ahmad et al., 2018) revealed that the use of media in learning could help students easily understand the material and improve student learning outcomes. In addition, advances in science and technology (IPTEK) facilitate the creation of creative learning media that are easy for students to understand. One of the learning media developed is E-books. E-books or digital books containing specific information, consistent presentation formats, easy-to-understand language, advanced knowledge, and the breadth of discussion can be adjusted. E-books have advantages when this book contains digital information in text or images (Fahrizandi, 2019). E-books can be accessed anywhere and anytime. In previous research, students stated that books with interesting pictures and language that is easy to understand are used as a guide in learning by children. (Vindaswari & Ulfah, 2018). E-books can describe abstract material visually and be animated to make it easier for students to understand the material. E-books can also attract students' attention to follow the learning process, increasing learning success. Ebied, MMA, and Rahman in the journal (Hanikah et al., 2022) state that "students who use interactive e-book media will increase their learning motivation and learning achievement compared to students who learn only with the help of printed books containing the text."

Using e-books as learning media can increase students' interest in learning, including history. The following research conducted by (Putrislia et al., 2021) explained that e-book media

has a high level of validity. The drawback of this study is that the e-book media only contains text and images, making students less interactive. In addition, previous research has been conducted by (Khikmawati et al., 2021). With the e-book, students become more efficient in learning even though they have many files. (Sukmawati et al., 2020) They are revealed that by using e-book media, students find it easier to understand learning material and find it easier to do exercises because they are accompanied by videos that are not boring. Research (Hanikah et al., 2022), especially elementary school teachers, through the use of media such as the use of e-books, provide a variety of learning and increase the level of student understanding so that educators are facilitated in delivering learning materials and the objectives of learning are well achieved. However, there are obstacles where students have difficulty operating e-books because sometimes they need special software to open them. In further research, the e-book will be made more interactive by loading games that are interesting and easy to play by students. Besides being easy to play, these games can also introduce students to the introduction of history so that students will enjoy learning history. This e-book will also be made using common applications and is already available on smartphones, so there is no need to install special applications.

This research develops a learning media product in the form of an e-book, "Knowing History Around Us," whose purpose is to determine the feasibility and effectiveness of the media in increasing the interest in learning the history of grade IV elementary school students.

### Metode Penelitian

Based on the background and research objectives, the research method used is the *Research and Development* (R&D) method. (Martianingtiyas, 2019) "*Research and development* (R&D) is a type of research used to produce products in the field of education that aims to improve the quality of learning in the classroom, and its development can be carried out in the form of media, teaching materials, and learning assessments."

This research uses the ADDIE model developed by Reiser and Molenda in the 1990s and has five main elements: Analysis, Design, Development, Implementation, and Evaluation. The development model can be seen in the following figure.



Figure 1. Development Model

In Figure 1, it can be seen that the development model process carried out by researchers using the ADDIE model is as follows: 1) *Analyze*, analyze the field how conditions in the field, analyze the data needed, and analyze the media used, 2) *Design*, researchers make the *design* of material items, preparation of material scripts, 3) *Development*, researchers make products in the form of digital books or *e-books*. Furthermore, the *e-book* will be validated by material experts and media experts to decide whether or not the product is suitable for use. If the product is not feasible, it will be revised again by the researcher, but if the product is decided to be feasible, it will continue at the next stage, namely, 4) *Implementation*. Researchers conduct trials on elementary school teachers and students who will be examined, and then the last stage is 5) *Evaluation* for product goodness in the form of feedback from validators and research subjects.

This research was conducted at SD Islam Plus Al Kayyis, located in Bantarsari District, Cilacap, Central Java. This research involves class teachers and grade IV students as *e-book*

users. *E-book* entitled "Knowing History Around Us" will be used during learning. The research subjects in this study are material experts and media experts who validate the product and whether the product is suitable for use. Validation was assessed from the material in the *e-book*, the design used, and the language adapted to the target users of the *e-book*. Then one social studies teacher and grade IV elementary school students totaling 13 will be held in the classroom.

Data collection techniques were carried out by researchers using direct observation in the field during KM II (Campus Teaching) activities. Furthermore, data collection using Observation Observation during product trial activities and questionnaires in the form of *pretest* and *posttest* questions. The instrument in the form of *pretest* and *posttest* questions each consisted of 10 multiple-choice questions. Data analysis using descriptive quantitative analysis obtained from *pretest* and *posttest* learning outcomes data to determine the results of the development of *e-book* effectiveness. After analyzing the data, find the overall percentage of the questionnaire results from material experts, media experts, and students, then the data is matched with the eligibility level criteria. (Wulandari et al., 2019). The effectiveness of learning media is obtained by comparing the *posttest* results after using the *e-book* with the student *pretest* results. Learning outcome data is obtained from the percentage of students who find an increase in *posttest* scores compared to the *pretest*. Data techniques in the validation test use percentage and categorical description techniques to develop product feasibility. (Putrislia et al., 2021). Then for the percentage formula, the results can be calculated using the following formula

$$\text{Result (\%)} = \frac{\text{total score obtained} \times 100\%}{\text{Score maximal}}$$

The maximum score is the product of the number of items with the maximum score of each item. The percentage figures are then grouped into five eligibility categories. The eligibility category is based on the criteria in table 1 (Putrislia et al., 2021).

Table 1. *E-book* Feasibility Criteria

No.	Score (%)	Category of eligibility
1	1 < 21 %	Very Unfit
2	21 - 40 %	Not Feasible
3	41 - 60 %	Decent Enough
4	61 - 80 %	Worth
5	81 - 100 %	Very Feasible

## Results and Discussion

The *E-book* the title "Knowing History Around Us" that has been compiled is an electronic book intended to be an introductory book for grade IV students to start learning to recognize history through historical relics. This *e-book* can be accessed anywhere and anytime as long as people carry their electronics everywhere. With hundreds of *e-books* available to read on *cellphones*, laptops, tablets, and more, we can read anytime, anywhere (Ruddamayanti, 2019). This means that the existence of *e-books* makes reading and learning activities effective and efficient.

In this research, media development has five stages, the first stage is the *analysis*, and in this stage, there are 3 phases. The first phase analyzes field conditions at the place of observation during teaching campus activities. It is known that the researcher's elementary school has

adequate wifi access, computers or laptops specifically for each class, LCDs, and LCDs, and projectors that support technology-based learning such as *e-books*. In the second phase of analyzing the data needed, in this section, the researcher's observation found that most students at school already use *cellphones*, students are good at operating *cellphones* well, and some even use tablets. Students use cell phones to watch videos, play games, communicate, and so on. Students can spend a long time playing mobile phones, and this is due to the attractive appearance of videos or games, such as colorful designs and containing a variety of funny cartoon images. In line with the opinion (Makdis, 2020), the digital era is increasingly emerging and can facilitate all matters of human life. People must be smart enough to develop it into something that will only benefit the evolutionary history of humanity. Therefore it is necessary to create new and more valuable things. In the third or final phase of the analysis stage, researchers analyze the material and media to be designed. The media design stage in the form of an *e-book* is influenced by several factors that have been mentioned. In determining the media and material, researchers make *e-books* that contain accessible text for students to read, cartoon images, and attractive designs and *games* that students can play. In line with the statement (Ardianti & Wanabuliandari, 2021) that students' reading interest can be increased by reading sources with pictures or exciting activities such as games. Therefore, this *e-book* is one of the absorbing media innovations to use.

In the second design stage, researchers make design material items and the preparation of material scripts. The product to be made is the *E-book "Knowing History Around Us (Historical Relics)"*. At this stage, researchers determine that the *software* used to create *e-books* is the *Canva App* and several other supporting applications such as the *Pinterest App*, *Wordwall website*, and *Google Eraser Background*. Besides that, researchers begin to collect components such as material, images, animations, designs, and others for *e-book* media development. Then preparing evaluation tools includes making product validation questionnaires that will be given to material experts and media experts, as well as questionnaires that will be given to social studies learning practitioners about historical relics. Then, the *pretest* and *posttest* questions consist of multiple-choice questions, following the statement (Nurhamidah et al., 2022) that the *pretest* and *posttest* can be used to measure the effectiveness of the resulting media. With this statement, the *pretest* and *posttest* conducted can evaluate the effectiveness of *e-book* media in increasing students' interest in learning history.

In the third stage of *development*, researchers make products in the form of digital books or *e-books*. This *e-book* can be a companion book for IPAS subjects in the history chapter. The *e-book* contains historical heritage materials and several games. Why history? Because in teaching campus activities, it is known that the researcher's elementary school has adequate wifi access. There are computers or laptops specifically for each class, and LCDs and projectors support technology-based learning such as *e-books*. In the second phase of analyzing the data needed, in this section, the researcher's observation found that most students at school already use *cellphones*, students are good at operating *cellphones* well, and some even use tablets. Students use cell phones to watch videos, play games, communicate, and so on. Students can spend a long time playing mobile phones, and this is due to the attractive appearance of videos or games, such as colorful designs and containing a variety of funny cartoon images. In line with the opinion (Makdis, 2020), the digital era is increasingly emerging and can facilitate all matters of human life. People must be smart enough to develop it into something that will only benefit the evolutionary history of humanity. Therefore it is necessary to create new and more valuable things. In the third or final phase of the analysis stage, researchers analyze the material and

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In the third stage of development, researchers make products in the form of digital books or e-books. This e-book can be a companion book for IPAS subjects in the history chapter. The e-book contains historical heritage materials and several games. Why history? Because in schools, there is still very little historical learning even though it needs to be learned. In line with the opinion (Zemtsov & Suzdaleva, 2021) that Each region is experiencing certain development stages or historical periods, which means that each region experiences certain stages of development or historical period. Therefore it is necessary to study history starting from our surroundings or area. In the *e-book* created, there is a cover, preface, a glimpse of the media, table of contents, materials, bibliography, evaluation in the form of games, and the author's profile.



Figure 2. e-book display

Evaluation in the form of games is expected to make students more interested in studying history to increase their interest in learning about the history around them. In addition, it is hoped that this *e-book* can be helpful for teachers as a learning medium so that children are not bored with textbooks.



Figure 3. Display of one of the games contained in the e-book

Next is expert validation. Validators in this stage consist of material experts and media experts. Material Validation Specialists here are experts in social studies subjects, especially history, and Media Validation Specialists are lecturers who are experienced in multimedia. Then in table 2 shows the results of the material expert validation.

Table 2. Material Expert Validation

No	Aspect	Assessment Results
1	<i>e-book</i> Material Design	29
	Total score	29
	Maximum score	35
	Percentage (%)	82,9%
	Category	Very Valid

According to the material experts, the *e-book* in Table 2 provides complete material that is easy to understand and systematically arranged with interesting learning evaluations. Table 2 shows that the assessment of the material expert obtained 82.9% with a very good category. There are several suggestions for improvement, namely the addition of instructions to the evaluation games contained in the *e-book*. Furthermore, the assessment of media experts related to the display aspects of *e-books* and *e-book* media is presented in table 3 below.

Table 3. Media Expert Validation

No	Aspect	Assessment Results
1	E-book display	25
2	E-book media	15
	Total score	40
	Maximum score	40
	Percentage (%)	100%
	Category	Very Valid



Table 3 shows that according to media experts, the selection of colors, letters, and images is correct so that the balance of the proportions of designs and ideas is appropriate. In using the media, already contains the proper instructions for use. I only need to improve the writing of the Bibliography. The percentage in the media expert's assessment also resulted in 100%, which means very valid. This is the following research (Kusni et al., 2021). The results of validating the feasibility of *e-book* cergam media obtained a percentage of 100%, which means it is valid and feasible to use. In addition (Terton & Greenaway, 2015) also revealed that *e-books* are ideal for providing learning materials in a more immersive way than printed books.

In the fourth stage, namely *Implementation*, researchers conducted product trials. At this stage, the *e-book* was tested on teachers and students of SD Islam Plus Al Kayyis. The aim is to try whether the *e-book* is suitable for use. Furthermore, the assessment was carried out using a questionnaire given to the class teacher practitioner who taught social studies in the class. Then the review was also carried out by providing *pretest-posttest* questions to class IV students.

Table 4. *E-book* Media Feasibility Test

No	Aspek	Hasil Penilaian
1	e-book Material Design	28
2	e-book display	20
3	e-book animation	12
	Total score	65
	Maximum score	75
	Percentage (%)	86,67%
	Category	Very feasible

Table 4 shows that the feasibility of e-book media obtained a value of 86.67% with a very feasible category. This e-book feasibility test did not get suggestions for improvement, which means that the e-book is good and feasible to use as media and teaching materials for learning history in elementary school.

In observations made by researchers, researchers found students' interest in learning using the e-book media "Knowing History Around Us" students were more enthusiastic than before. Especially at the peak of learning, where there is a learning evaluation in the form of games contained in the e-book, students are very interested and can't wait to try it. The results of the student pretest showed an average of 56.00. At the time of the posttest, the average student score was 91.50, which means an increase in student learning outcomes in historical recognition material. This follows the opinion of (Silva et al. 2019). Learning activists and student learning outcomes can be improved by using thematic e-books.

From the results of data analysis using the Saphiro-Wilk test because the amount of data used is less than 30, then for student pretest and posttest data, the results can be seen in table 5.

Table 5. Shapiro Wilk Normality Test Results

Shapiro-Wilk			
	Statistic	Df	Sig.
Pretest	.884	13	.080
Posttest	.446	13	.000

In table 5 the error rate in decision-making is set  $\alpha = 5\% = 0.05$ . With the criteria for using *sig.α* or *p-value*, if *sig.α* <  $\alpha$ , reject H0 and Hi is accepted and vice versa. From the results



above, it is known that the Sig. The value for the pretest results is 0.080, and the Sig. The value for the *posttest* results is 0.000, so as the basis for decision-making in the *shapiro wilk* normality test above, it can be concluded that the data from the *pretest* and *posttest* results conducted by students are not normally distributed. From the consequences of this decision, the researcher then conducted the *Wilcoxon Non-Parametric* test with the data results in table 6.

Table 6. Wilcoxon non-parametric test results

Test Statistics	
	Posttest - Pretest
Z	-3.207 <sup>b</sup>
<b>Asymp. Sig. (2-tailed)</b>	<b>.001</b>

Based on the results from table 6, it can be seen that the Asymp. Sig. (2-tailed) is 0.001. Because the value of  $0.001 < 0.050$ ,  $H_0$  is rejected, and  $H_1$  is accepted. This means that there is a difference in the average learning outcomes of the *pretest* and *posttest*, so it can be said that there is an increase in learning outcomes by using the *e-book* media "Learning History around Us" on student learning interest in historical subjects.

The fifth step is *evaluation* for product goodness through feedback from validators and research subjects. Input in this study is in the form of suggestions and comments based on the results of validation and *e-book* testing, following the statement (Susilawati & Rusdinal, 2022) in the product evaluation stage based on suggestions and input from expert validators covering aspects of material, media, and language. According to expert validators, this *e-book* media has a good design and appropriate images and writings if applied to elementary school students. This *e-book* is suitable for teaching materials and companion media in historical learning material related to historical relics.

The validation results showed 82.9% from material validators and 100% from media validators. The results of the *e-book* feasibility test showed 86.67% from the teacher interview, so the *e-book* is feasible to use in schools by students, educators, and historical material experts. The results of the *Wilcoxon Non-Parametric* test state that the effectiveness of *e-book* media can increase the learning interest of elementary school students. This supports research (Wang, 2020), with the use of *e-books*, student learning outcomes will improve from before and after.

The results of this study support the results of previous research (Susilawati & Rusdinal, 2022) showed that the level of validity of the material aspects of the *e-book* developed reached an average of 91% with a very good category, the media aspects reached an average of 91% with a very good category, the language aspect obtained a score of 97% which included a very good category. (Sukmana et al., 2022) The results of the product feasibility test obtained an average score of 98.86% for media experts, 96.00% for material experts, and 90.26% for linguists' assessments. From the results of this feasibility, the test showed that the product was in the very good category.

## Conclusion

One of the efforts to increase student's interest in learning history and not forget it is to use exciting *e-book* learning media. *E-books* that are designed with games will make children interested in using them. This *e-book* media is effective enough to be used by students and teachers. The validation results from material experts show a score of 82.9%, and this result is

included in the very good category. Validation from media experts shows a value of 100%, and this result is included in the very good category. As the results of the *e-book* feasibility test, it shows 86.67%. This result is classified as very feasible. Then the *pretest* results show the average student score of 56.00, and at the time of the *posttest*, the average student score is 91.50. Furthermore, the results of the *Wilcoxon Non-Parametric* test have a value of 0.001, meaning that it can increase learning outcomes by using the *e-book* media "Learning History Around Us." Based on the results obtained, it can be concluded that this *e-book* media is feasible to use to increase elementary school student's interest in learning history.

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