

## Utilization of Web Design-Based E-Booklet as Local History Teaching Material at SMKN 10 Malang

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### Abstrak

Pemanfaatan ebooklet berbasis web design dalam proses pembelajaran merupakan langkah strategis sebagai alat pendidikan yang inovatif untuk meningkatkan pengalaman belajar peserta didik. Ebooklet berbasis web design mudah diakses dan hemat biaya sehingga cocok dimanfaatkan oleh peserta didik dalam pembelajaran sejarah terutama konteks lokal dengan fokus pembahasan Monumen Mayor Hamid Rusdi. Penelitian ini berangkat dari potensi dan masalah yang ditemui di SMKN 10 Malang yang bertujuan untuk mengkaji pemanfaatan ebooklet berbasis Web design sebagai bahan ajar sejarah lokal di SMKN 10 Malang, dengan studi kasus Monumen Mayor Hamid Rusdi. Penelitian menggunakan metode studi kasus dan pendekatan kualitatif yang mengeksplorasi tentang bagaimana Ebooklet dapat membantu peserta didik menumbuhkan kesadaran sejarah terhadap keberadaan monument disekitar lingkup sekolah maupun tempat tinggalnya. Hasil penelitian menunjukkan bahwa ebooklet berbasis web design efektif dalam meningkatkan pemahaman peserta didik terhadap sejarah lokal, khususnya mengenal Sosok Mayor Hamid Rusdi.

**Kata kunci:** ebooklet, sejarah lokal, monumen mayor hamid rusdi.

### Abstract

*The utilization of web design-based ebooklets in the learning process is a strategic step as an innovative educational tool to improve students' learning experience. Web design-based ebooklets are easily accessible and cost-effective so that they are suitable for students to use in learning history, especially local contexts with a focus on the Major Hamid Rusi Monument. This research departs from the potential and problems encountered at SMKN 10 Malang which aims to examine the utilization of Web design-based ebooklets as local history teaching materials at SMKN 10 Malang, with a case study of the Major Hamid Rusdi Monument. The research uses a case study method and a qualitative approach that explores how the Ebooklet can help students foster historical awareness of the existence of monuments around the scope of the school and their place of residence. The results showed that the web design-based ebooklet was effective in increasing students' understanding of local history, especially recognizing the figure of Major Hamid Rusdi.*

**Keywords:** ebooklets, local history, the major hamid rusdi monument.

### INTRODUCTION

The subject of history is one of the essential subjects in shaping students' character in line with the Pancasila Student Profile, enabling them to face increasingly massive challenges of the times while never forgetting the identity of the Indonesian nation. Although history

is not classified as a productive subject in vocational high schools, its essence remains necessary, with a contextual learning direction that makes it relevant to students' lives. The approach within the Merdeka Curriculum also differs from previous curricula; in this curriculum, teachers have greater freedom in

determining methods and materials to provide more meaningful learning experiences (Azita et al., 2023). The right approach is expected to increase student engagement in the learning process. This certainly requires teachers to create a learning atmosphere aligned with students' characteristics namely, those of 21st-century digital learners.

Teachers need to adapt their teaching techniques to suit students' needs, one of which is by designing learning materials in digital form. A wide variety of digital learning tools have been developed today, as they offer many advantages such as flexibility, interactivity, and easy personalization (Anghelo Josué et al., 2023). One digital learning tool that can be utilized is the e-booklet. An e-booklet is a digital-based learning material in the form of a booklet designed to suit students' preferences, who are already highly familiar with technology (Rahmawati & Lestari, 2021). In this context, the e-booklet product contains learning materials packaged in a digital format to make it easier for students to access via their smartphones, designed with an engaging appearance.

The development of the e-booklet is based on the findings of both potential and problems during the teaching practicum (PPL) at SMKN 10 Malang. The location of SMKN 10 Malang has potential with the presence of nearby historical sites and monuments, but this has not

been maximally explored as teaching content. Moreover, few students are aware of the nearby monuments. For instance, only 18.8% of students knew about the Mayor Hamid Rusdi Monument located in Dukuh Kalianyar, Wonokoyo Village, Kedungkandang Subdistrict—even though the monument is close to their environment. Textbooks are also only available in the school library in limited numbers, making it difficult for students to borrow them for long periods since they must be shared with other classes. Students also tend to prefer digital learning materials, with 87.5% choosing digital versions compared to only 12.5% who prefer printed ones. In addition, the content in textbooks tends to be general, with almost no discussion of local history, particularly regarding the city of Malang.

Based on these issues, the development of the e-booklet product can serve as a solution, enabling students to access materials anytime and anywhere through their smartphones. The school has also granted permission for its proper use. The focus on local historical content, specifically monuments of the independence struggle in Malang, is an effort to provide valid learning materials and, in particular, knowledge about the figure of Mayor Hamid Rusdi. This study seeks to analyze students' perceptions of local history materials presented in a web design-based e-booklet, with a specific

focus on the Mayor Hamid Rusdi Monument.

## METHODS

The research employed a quantitative descriptive method, which aims to systematically, factually, and accurately describe an object according to its actual condition (Sugiyono, 2019). In this context, the descriptive approach was intended to provide an overview of students' perceptions regarding the utilization of a web design-based e-booklet, specifically about the Mayor Hamid Rusdi Monument in history learning.

Data collection techniques included observation and questionnaires administered to 22 students of class XI DKV 2 from September to October. The questionnaires were distributed online via a link and consisted of 10 items related to the criteria of good learning materials. The collected data were then analyzed and described. Students' perception scores were calculated using a Likert scale with scoring criteria of 1, 2, 3, and 4 (Sugiyono, 2019).

Table 1. Likert Scale

Score	Description
1	Strongly Disagree
2	Disagree
3	Agree
4	Strongly Agree

Source: Sugiyono (2019)

Table 2. Formula for Data Calculation

Formula for Item Calculation:	Formula for Effectiveness:
$P = \frac{\sum x}{\sum x_1} \times 100\%$	$P = \frac{\sum x}{\sum x_1} \times 100\%$
Source: (Akbar 2017)	Source: (Akbar 2017)
Notes:	Notes:
P : Percentage	P : Percentage
$\sum x$ : Total responses obtained	$\sum x$ : Total responses obtained
$\sum x_1$ : total ideal score in an item	$\sum x_1$ : total ideal score in an item
100% : Constant	100% : Constant

The scoring results from the data were then classified based on validity, effectiveness, and feasibility criteria of the product. The following are the assessment criteria for learning media (see Table 3).

Table 3. Learning Media Assessment Criteria

Percentage	Criteria
81% - 100%	Very valid/Very effective/Very feasible
61% - 80%	Valid/Feasible
41% - 60%	Less valid/Less effective/Less feasible
21% - 40%	Invalid/Ineffective/Not feasible
0% - 20%	Highly invalid/Highly ineffective/Not feasible

Source: (Akbar 2017)

## RESULTS AND DISCUSSION

Perception is the process by which an individual attempts to understand and assign meaning to an object or stimulus through their senses, enabling them to form opinions, respond, and develop views toward the object, which in turn influences their behavior (Triyono & Febriani, 2018). Students' perception is

the result of their interpretation formed through the process of observation, reflected in their attitudes and behavior during the learning process (Hudawis, 2021). In this study, perception of “the utilization of a web design based e-booklet as teaching material in history learning” refers to students’ opinions regarding the use of the e-booklet during the learning process, whether positive or negative.

Students’ perceptions of the utilization of the web design-based e-booklet as teaching material in the classroom focused on the topic of the Mayor Hamid Rusdi Monument. The questionnaire results regarding students’ perceptions referred to the indicators of teaching material utilization for students’ benefit proposed by Kosasih (2021:4), namely: (1) providing systematic knowledge and information; (2) stimulating the development of students’ competencies; (3) motivating students to master the subject matter with the help of methods or media; and (4) presenting exercises for reinforcement and evaluation of students’ mastery of the subject.

**1) Teaching Material Provides Systematic Knowledge and Information**

The teaching material used in this study followed a structured flow to ensure that information was delivered systematically. Systematic teaching

material is a crucial foundation in history learning, as such structure helps students understand cause-and-effect relationships, event developments, and broader contexts, thus fostering chronological thinking (Haryanto & Wijaya, 2019).

Before being implemented in the classroom, the teaching material was validated by a content expert, Arif Subekti, S.Pd., M.A., Lecturer in the Department of History, Faculty of Social Sciences, Universitas Negeri Malang, achieving a validity score of 97.5%, categorized as very valid. This validation ensured that the content was accurate, relevant, and free of factual errors (Suhadi, 2018), proving that the material was ready for classroom implementation.

The systematically arranged teaching material explored local history, focusing on monuments of the independence struggle in Malang, particularly the figure of Mayor Hamid Rusdi, who fought to defend independence in Malang.

Table 4. Questionnaire Results: Appropriateness of Teaching Material in Providing Systematic Knowledge and Information

No	Indicator of Appropriateness	Score			Category
		Observed	Ideal	%	
1	The historical information in the e-booklet	80	88	91%	Very Effective

	helps me understand the independence struggle in Malang.						to further explore the independence struggle in Malang.				Effective
2	The material aligns with the Learning Objectives (LOs).	83	88	94%	Very Effective	3	I can relate the e-booklet material to the visual design lessons I study	69	88	78%	Effective
3	The material covers the main topics about independence monuments in Malang.	86	88	98%	Very Effective		Total	215	264	81%	Very Effective
	Total	249	264	94%	Very Effective						

The results indicate that the teaching material proved very effective in providing systematic knowledge and information.

## 2) Teaching Material Stimulates Competency Development

The e-booklet was designed to train students to develop the competencies needed in their field.

Table 5. Questionnaire Results: Appropriateness of Teaching Material in Stimulating Students' Competency Development

No	Indicator of Appropriateness	Score		%	Category
		Obtained	Ideal		
1	The material is relevant to Visual Communication Design (DKV) learning.	70	88	80%	Effective
2	The e-booklet motivates me	76	88	86%	Very Very

The findings show that the e-booklet is very effective in stimulating students' competencies in learning about Malang's independence struggle, particularly knowledge of nearby monuments, including the Mayor Hamid Rusdi Monument. Focusing on local history enables students to connect theoretical knowledge with the physical reality around them, creating meaningful learning experiences (Setyadi & Lestari, 2019).

Moreover, the e-booklet also fostered digital design competencies relevant to the DKV program, inspiring students to enhance technical and creative skills beyond the history domain itself (Kusuma & Hadi, 2020).

## 3) Teaching Material Motivates Students to Master the Subject

The teaching material motivated students to master the subject through both method and media. The teacher applied an open approach, fostering a comfortable learning environment to encourage active participation (Dewi, 2019).

The digital e-booklet served not only as material but also as the medium of instruction.

The e-booklet was validated by a media expert, Agus Danugroho, S.Pd., M.Sc., Lecturer at Universitas Moch. Sroedji Jember, achieving a validity score of 93.34%, categorized as very valid. This confirmed the readiness of the material for classroom implementation

Table 6. Questionnaire Results: Appropriateness of Teaching Material in Motivating Students to Master History

No	Indicator of Appropriateness	Score			Category
		Obtained	Ideal	%	
1	I feel interested in visiting the monuments presented in the e-booklet.	86	88	98%	Very Effective
2	The e-booklet is easily accessible through computers or smartphones.	85	88	96%	Very Effective
Total		171	176	97%	Very Effective

The results indicate that the e-booklet was very effective in motivating students. Two main factors contributed to this: (1) ease of access, and (2) increased student interest in visiting monuments directly.

#### 4) Teaching Material Presents Practice Exercises to Assess Mastery

Effective teaching material not only serves as a source of information but also as an evaluation tool to measure students' mastery (Putra & Wijaya, 2019). In this study, the e-booklet included exercises as instruments to assess students' level of understanding (Sari & Kurniawan, 2020).

Table 7. Questionnaire Results: Appropriateness of Teaching Material in Presenting Practice Exercises

No	Indicator of Appropriateness	Score			Category
		Obtained	Ideal	%	
1	The activities or tasks in the e-booklet make me more active in learning.	74	88	84%	Very Effective
2	The e-booklet helps me prepare for assignments or exams related to history.	66	88	75%	Effective
Total		140	176	80%	Effective

The findings show that the e-booklet was effective in presenting relevant exercises on the independence struggle, particularly concerning the Mayor Hamid Rusdi Monument.

Table 8. Overall Questionnaire Results on the Utilization of Teaching Material

No	Assessed Aspect	Score		%	Category
		Ob tai ne d	Ide al		
1	Provides Systematic Knowledge and Information	249	264	94%	Very Effective
2	Stimulates Students' Competency Development	215	264	81%	Very Effective
3	Motivates Mastery of History Subject	171	176	97%	Very Effective
4	Presents Practice Exercises	140	176	80%	Effective
Total		775	880	88%	Very Effective

The overall results demonstrate that the utilization of the web design-based e-booklet as local history teaching material, with a case study on the Mayor Hamid Rusdi Monument at SMKN 10 Malang, proved to be very effective. Furthermore, during the final reflection session, students expressed enthusiasm to visit the monuments and showed increased awareness of Mayor Hamid Rusdi's role. This indicates that the teaching material successfully conveyed history in a deeper and more personal manner (Widyasari & Syafei, 2019).

The e-booklet can be accessed via the following QR code:



Figure 1. QR Code for Accessing the E-booklet

## CONCLUSION

The utilization of the web design-based e-booklet as local history teaching material at SMKN 10 Malang proved to be highly effective in enhancing students' understanding, particularly regarding the Mayor Hamid Rusdi Monument. Students became aware of several nearby monuments, such as the Mayor Hamid Rusdi Monument located in Wonokoyo-Kedungkandang, which they had previously thought was merely a fishing spot or did not know about at all. Overall, the implementation of the teaching material ran smoothly and provided significant benefits for fostering students' historical awareness. The teaching material was effectively utilized.

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