

Development of Heyzine Based History E-Module on Material on the Spread of Islam in Banten and Evidence of It's Heritage in Class X SMAN 1 Petir

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Abstrak

Penelitian ini bertujuan untuk mengetahui kelayakan e-modul sejarah berbasis *heyzine* pada materi penyebaran Islam di Banten dan bukti peninggalannya di SMAN 1 Petir. Subjek penelitian ini yaitu siswa kelas X C dengan jumlah 42 siswa. Metode yang digunakan yaitu *Research and Development* (R&D) dengan pendekatan model ADDIE, yang terdiri dari 5 tahapan diantaranya: *analysis, design, development, implementation, dan evaluation*. Kelayakan e-modul sejarah diketahui dari hasil validasi ahli materi, ahli media, respon siswa pada uji coba terbatas kelompok kecil dan uji coba terbatas kelompok besar. Hasil penelitian menunjukkan bahwa tingkat kelayakan e-modul sejarah dari segi materi untuk ahli materi yaitu 94,5%, presentase tersebut termasuk kedalam kriteria "sangat layak" sehingga e-modul dapat digunakan. Sedangkan kelayakan e-modul sejarah dari segi media untuk ahli media yaitu 99%, presentase tersebut termasuk kedalam kriteria "sangat layak" sehingga e-modul dapat digunakan. Uji coba terbatas pada siswa kelompok kecil memperoleh hasil 86,5%, presentase tersebut termasuk kedalam kriteria "sangat layak" sehingga e-modul dapat digunakan. Lalu, pada uji coba terbatas pada siswa kelompok besar memperoleh hasil 83,3%, presentase tersebut termasuk kedalam kriteria "sangat layak" sehingga e-modul dapat digunakan.

Kata kunci: pengembangan, e-modul sejarah, *heyzine*.

Abstract

This research aims to determine the feasibility of a heyzine-based history e-module on the spread of Islam in Banten and evidence of its legacy at SMAN 1 Petir. The subjects of this research were class X C students with a total of 42 students. The method used is Research and Development (R&D) with the ADDIE model approach, which consists of 5 stages including: analysis, design, development, implementation, and evaluation. The feasibility of the history e-module is known from the validation results of material experts, media experts, student responses in small group limited trials and large group limited trials. The research results show that the feasibility level of the history e-module in terms of material for material experts is 94.5%, this percentage is included in the "very feasible" criteria so that the e-module can be used. Meanwhile, the feasibility of the history e-module in terms of media for media experts is 99%, this percentage is included in the "very feasible" criteria so that the e-module can be used. Trials limited to small groups of students obtained results of 86.5%, this percentage is included in the "very feasible" criteria so that the e-module can be used. Then, in a limited trial on large groups of students, the results were 83.3%, this percentage was included in the "very feasible" criteria so that the e-module could be used.

Keywords: development, history e-module, *heyzine*.

INTRODUCTION

History is a subject that instills knowledge, attitudes and values regarding the process of change and development of Indonesian society and the world from the

past to the present (Agung & Wahyuni, 2013). According to Kuntowijoyo (in Hamid & Madjid, 2015: 9) history as a reconstruction of the past. This means that what has happened in relation to

humans and human actions is reconstructed (re means back; construction means building) in the form of a historical story.

History learning is a lesson or study that explains events or events in human life in the past in all aspects of their lives which have an influence on the present and the future. Learning history is not just memorizing and remembering events that occurred in the past. However, learning history has the aim of making students aware of the processes of development and change that occur in society (Oktaviani, 2019: 6). Apart from that, history learning is to explain national identity in the past, present and future.

Learning history is one of the lessons that must be taught to students. Because history learning in schools has a vision so that students can understand history correctly. Based on Minister of Education and Culture Regulation Number 60 of 2014, history learning has several principles that serve as guidelines for the learning process, including: History learning relies on the continuity of past and present events, continuity between national and local level historical events, and to understand a historical event (Rahmini, 2022).

According to Latif (2006: 99) History learning is a teaching and learning activity carried out by educators by explaining to students the picture of past social life which involves important events

and has special meaning. This is of course supported by the existence of complete teaching materials.

According to Prastowo (2016: 238) suggests that teaching materials are a set of materials that are arranged systematically, whether written or not, so as to create an environment or atmosphere that allows students to learn.

In learning activities, teaching materials are very important for teachers and students. With teaching materials teachers can improve the quality, efficiency and effectiveness of learning (Ardiansyah et al., 2016: 749). Because teachers will have difficulty increasing the effectiveness of learning if they are not accompanied by incomplete teaching materials. Likewise, students, without teaching materials, students will experience difficulties in learning. In the learning process at school, teaching materials are used as learning resources which are one of the supporting indicators for achieving learning goals in addition to learning media, teachers and students (Far-Far & Pattiasina, 2021:39). For this reason, teachers must be able to create teaching materials that can make it easier for students to understand the learning material. One of the teaching materials that must be provided by teachers is learning modules.

Regarding the application of learning modules as teaching materials, currently the world of education is

required to integrate Information and Communication Technology (ICT)-based learning by optimizing the use and utilization of technology (Latuconsina et al., 2023: 23-24). Therefore, teachers are required to be able to use technological tools according to developments to make it easier for students to learn. One of them is by providing teaching materials in the form of e-modules.

E-Module is a module in electronic format that can be accessed using a smartphone, laptop or computer which can display text, images, animations and videos (Suarsana & Mahayukti, 2013; Susanti & Chairunisa, 2020). One of the applications or platforms that support e-module development is the heyzine application.

Heyzine is a website-based application for creating e-books. By using heyzine, you can add videos, images, graphics, sound and links to the e-book you create, so that the e-module you create can look more attractive. Students can read by feeling like they are physically opening a book because there is an animation effect where when they move pages it will look like they are physically opening a book (Saraswati dkk. 2021).

Based on initial analysis and the results of interviews with researchers with history subject teachers at SMAN 1 Petir on Tuesday 14 February 2023, information was obtained that many students were still less interested and had difficulty

understanding history subject matter, because they considered history lessons to be rote and boring.

Furthermore, according to observations by distributing questionnaires to 42 students in class . The cause is the lack of supportive teaching materials, which make students active and enthusiastic about learning. The teaching materials that teachers often use are LKS (obtained from the results of student questionnaires, using 100% LKS). Then, the learning resources used are less varied (obtained from the results of student questionnaires, using 100% textbooks) and the coverage of material on the Islamic Kingdom in Indonesia, especially the Sultanate of Banten, is not complete. Where, in the discussion of the spread of Islam in Banten (obtained from the results of a 100% student questionnaire) and evidence of the historical heritage of the Banten Sultanate era (obtained from the results of a 100% student questionnaire) have not been explained completely. Teachers have not utilized technology optimally, because the teaching materials used by teachers are worksheets, textbooks, and pdf materials, where students are less able to understand the material independently. Apart from that, the learning carried out by teachers tends to be monotonous and less interesting for students, so students have difficulty understanding lessons and tend to get bored.

One effort that can be taken to improve the problems above is that teachers need to use a variety of teaching materials, so that learning activities become more interesting, making students active and enthusiastic in participating in learning. Another effort that can be made is by developing teaching materials in the form of heyzine-based history e-modules as an alternative for teachers to use as a practical and effective learning resource and to complete the incomplete coverage of teaching materials. Apart from that, with this Heyzine-based history e-module, videos, images, materials, questions or quizzes, video links from YouTube or other websites can be combined into one. So its use becomes more practical. This is in line with opinion Cecep, K & Bambang, S. (in Prasetya et al., 2017) states that e-modules are electronic media that can be accessed by students which have different benefits and characteristics. If we look at its benefits, it can make the learning process more interesting, interactive, can be done anytime and anywhere and can improve the quality of learning.

Based on the background above, the problem can be formulated as follows: what is the feasibility of a heyzine-based history e-module on the spread of Islam in Banten and evidence of its legacy in class X SMAN 1 Petir.

Based on the problem formulation above. So the aim to be achieved from this research is to find out the feasibility

of a heyzine-based history e-module on the spread of Islam in Banten and evidence of its legacy in class X SMAN 1 Petir.

The product specifications expected from this research are: 1) The product developed is teaching material in the form of a digital e-module with the help of heyzine. 2) The e-module pages are designed using the Canva Pro application. 3) When presenting it, use Heyzine flipbooks to make it more interesting and easy to access. 4) On the front page/cover of the e-module there is the Tut Wuri Handayani logo, the University logo, the Merdeka Curriculum logo, pictures of the Great Banten Mosque, Kaibon Palace, and Speelwijk Fort, the title of the e-module, the names of the author and supervisor. 5) In the content section, there are several descriptions of material: a) The Spread of Islam in Banten, b) Evidence of the Historical Heritage of the Banten Sultanate. And equipped with learning pictures and videos according to the teaching material, so that students can easily understand the material. 6) The E-Module is equipped with practice questions and evaluation questions to test students' understanding of the material contained in the module. 7) The e-module is equipped with a glossary page which contains information regarding several terms that are not well understood. 8) On the final page, there is a profile of the e-

module author. 9) On the back page (back cover) there is the address of the author's agency. 10) The E-Module developed can be used as teaching material or as a historical learning resource regarding the spread of Islam in Banten and evidence of its heritage. 11) The e-module link can be accessed using a computer, laptop and smartphone such as Android and iPhone.

METHODS

This research was conducted at SMAN 1 Petir in the even semester of the 2023/2024 academic year. The type of research used in this research is using the Research and Development (research and development) research method. Research and development is a process of steps to develop a new product or improve an existing product, which can be accounted for (Sukmadinata, 2017: 164). Meanwhile, according to Sugiyono (2017: 407) research and development is research that functions to validate and develop products, so the method used is research and development. The model used in this research uses the ADDIE model. The ADDIE model appeared in the 1990s developed by Reiser and Mollenda (Abdullah, 2022: 71; Yuniastuti et al., 2021: 62 & 64). Where, one of its functions is to serve as a guide in compiling effective and flexible learning programs and tools. There are five stages of the ADDIE model, namely Analysis, Design, Development, Implementation, Evaluation.

The first stage is Analysis, first an analysis of student needs is carried out by distributing questionnaires to class X C with a total of 42 students, then a curriculum analysis is carried out, in SMAN 1 Petir class/TP taken in the development of this e-module takes TP 10.5, namely students are able to explain the relationship between the nature of leadership tolerance and the spread of Islam in Hindu/Buddhist kingdoms, which then takes the theme of local history, the scope of the spread of Islam in Banten and Evidence of its Legacy. Next, an analysis of the development of teaching materials is carried out, namely searching for materials and sources that want to be used to create an E-Module, so that in its development it can be categorized as good and suitable teaching material.

The second stage is Design, at this stage, carrying out several steps in designing the Heyzine-based history e-module design including 1) Selecting and Determining the Software. The software used in the history e-module development process in making the design uses the Canva Pro application. Meanwhile, accessing the history e-module uses the Heyzine Flipbook application. 2) Selecting and Determining Learning Materials. The material used is TP (Learning Objectives) 10.5 explaining the relationship between the nature of leader tolerance and the spread of Islam in the Hindu/Buddhist kingdom, which is contained in the ATP

(Learning Objectives Flow) in class X history subjects in the independent curriculum, taking the local history theme of the spread Islam in Banten and evidence of its legacy. 3) Design the Initial Design. This stage is the stage for creating a storyboard to provide an overview of the product being developed. 4) Determine the Development Team. The development team in making this product consists of material expert validators and media expert validators, each consisting of 2 lecturers. 5) Develop an assessment instrument for the product being developed. This stage is the preparation of the instruments that will be used. This instrument is used to assess products that have been developed by researchers. The instruments created include (1) Material expert validation questionnaire instrument, (2) Media expert validation questionnaire instrument, (3) Student response questionnaire instrument (product trials on small and large groups of students).

The third stage is Development, at this stage an assessment or validation test is carried out from material experts, and a validation test from media experts. The purpose of validation by material experts is to test the suitability in terms of material, material systematics and various matters related to the material and suitability of the material to the curriculum (content standards). Meanwhile, the purpose of validation by

media experts is to determine the accuracy of the minimum standards applied in preparing heyzine-based e-module teaching materials and to determine the attractiveness and effectiveness of heyzine-based e-module teaching materials in the learning process. Media experts examine aspects of graphics, presentation, language and the suitability of heyzine-based e-module teaching materials.

The fourth stage is Implementation, at this stage the implementation stage is carried out, namely by implementing or testing the product in the form of a heyzine-based history e-module, after the heyzine-based history e-module has been declared valid or feasible by material and media expert validators in the previous stage, namely in the development stage. As for the implementation, product trials were carried out on class X C students at SMAN 1 Petir, by means of small group and large group trials. The small group test was carried out on a limited scale involving a portion of all class Then the large group test involved 29 students or all students who were not selected for the small group test in class X C.

The fifth stage is Evaluation, at this stage it is carried out to evaluate products that have been developed based on the results of expert validation and the results of student response questionnaires. The evaluation process was carried out in

order to validate the heyzine-based history e-module product which had been developed through expert testing and product testing. After evaluation, final product revisions will be carried out and produce final results that are suitable for use in learning. In this research, the evaluation used is formative evaluation because it is in accordance with the research objectives, namely to develop the product and describe its feasibility and find out student responses, not to assess the effectiveness of the product in the form of a heyzine-based history e-module, which is carried out by researchers analyzing the feasibility of the product based on results of student response questionnaires regarding the use of e-modules.

RESULTS AND DISCUSSION

The development of a heyzine-based history e-module carried out in class class X history lesson in the independent curriculum, taking the theme of local history about the spread of Islam in Banten and evidence of its legacy.

The results obtained from the feasibility test of the heyzine-based history e-module had different results. In the feasibility test carried out by 2 material experts using data from 2 aspects, namely appropriateness of content and appropriateness of presentation. The appropriateness of the content is divided into 3 indicators,

namely 1) suitability of the material with TP and GPA (competency achievement indicators), 2) accuracy of the material, and 3) supporting learning material. Then the appropriateness of presentation is divided into 2 indicators, namely 1) completeness of presentation, and 2) supporting presentation. The results of the feasibility test by material experts obtained a percentage of 94.5% with the criteria "very feasible" so that the Heyzine-based history e-module could be used to be tested on students. Furthermore, the feasibility test carried out by 2 media experts, has 5 aspects, namely 1) Feasibility of screen design appearance, 2) Feasibility of ease of use, 3) Feasibility of consistency, 4) Feasibility of usability, and 5) Feasibility of graphics. The results of the feasibility test by media experts obtained a percentage of 99% with the criteria "very feasible" so that Heyzine-based history e-modules can be used to be tested on students.

From the data above, it shows that this heyzine-based history e-module has received the "very feasible" criteria from expert testing and revisions were carried out based on the input and suggestions given, then continued by conducting product trials to determine student responses in using the e- heyzine-based history module. The steps taken are first to introduce and explain to students the Heyzine-based history e-module that will be used, then share the e-module link so

that students can access the link via their respective cellphones, then explain to students how to use the e-module. Heyzine-based history module, after which students are directed to study and listen to the material presented in the e-module. During implementation, students looked enthusiastic and had good interest when learning history using Heyzine-based history e-modules. Because, for them, this is something new that is applied to the history learning process. This is in line with the aim of using media based on Edgar Dale's learning theory, namely that students become more active, confident and enthusiastic in learning. The results of the trial were limited to small groups of students, obtaining a percentage of 86.5% with the criteria "very feasible". Furthermore, the results of the trial were limited to large groups of students, obtaining a percentage of 83.3% with the criteria "very feasible" so that the Heyzine-based history e-module could be used.

So, the results of the teaching material assessment criteria show that the Heyzine-based history e-module teaching material is suitable for use as a teaching material in history subjects. This is in line with the purpose of preparing or writing the e-module according to the opinion Wahyuningtyas (in Purwanto, dkk. 2007:10) that the purpose of preparing or writing e-modules is so that students can master the competencies taught in

learning activities as well as possible. For an educator, e-modules are a reference in presenting and delivering material during learning activities. In the Edgar Dale experience cone study, the use of e-modules for learning is included in the abstract experience level, namely 30% of the percentage value of Edgar Dale's experience cone. Where, through the cone of Edgar Dale's experience, we can see that Heyzine-based history e-modules have a level of learning experience from reading to viewing pictures and videos. Because the e-module does not only contain writing but also provides supporting images and videos. It is explained that the percentage value of Edgar Dale's cone of experience, if students learn from what they read then the effect on memory is only 10%, if students learn from what they hear then their memory will increase to 20%. Reading and listening strategies both produce the ability to define, list, describe and explain. If students learn from what they see, such as seeing pictures or videos, this affects their ability to remember by 30%.

It is hoped that the existence of this Heyzine-based history e-module can help teachers in the learning process and provide new knowledge and students' interest in learning history. So that in the learning process students can understand the material well and have fun. Moreover, the material taken is about the local

history of Banten, which is expected to encourage students to be more willing to know history, so that it is not forgotten in the future. This history e-module can be accessed anywhere and at any time so that students can learn independently. It is designed to increase knowledge for teachers, students and schools regarding the history of Banten, and can be developed by future teachers and researchers.

CONCLUSION

Based on the research results and discussions described in this research, it can be concluded that the e-module developed using Heyzine took material from TP (Learning Objectives) 10.5 explaining the relationship between the nature of leader tolerance and the spread of Islam in Hindu/Buddhist kingdoms, taking a historical theme. local information about the spread of Islam in Banten and evidence of its legacy. The feasibility of the Heyzine-based history e-module on the spread of Islam in Banten and evidence of its legacy was obtained from the validation results of material experts, media experts, student responses in small group limited trials and large group limited trials. The research results show that the feasibility level of the history e-module in terms of material for material experts is 94.5%, this percentage is included in the "very feasible" criteria so that the e-module can be used.

Meanwhile, the feasibility of the history e-module in terms of media for media experts is 99%, this percentage falls into the "very feasible" criteria so that the e-module can be used. Trials limited to small groups of students obtained results of 86.5%, this percentage is included in the "very feasible" criteria so that the e-module can be used. Then, in a limited trial on large groups of students, the results were 83.3%, this percentage was included in the "very feasible" criteria so that the e-module could be used. Thus, judging from the validation results and student responses, the Heyzine-based history e-module is declared suitable for use as teaching material or a source to support history learning on the spread of Islam in Banten and evidence of its legacy.

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