

## Development of Digital Booklet Teaching Materials the Battle of Sunda Straits 1942 Based on Local History at SMAN 1 Ciomas

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### Abstrak

Penelitian ini dilatarbelakangi oleh permasalahan objek sekolah tersebut yaitu kurangnya bahan ajar yang bervariasi serta wawasan pengetahuan tentang materi sejarah lokal yang belum banyak diketahui. Untuk mengatasi permasalahan tersebut, peneliti mengembangkan produk bahan ajar *digital* yang bisa membantu guru dan siswa dalam mempelajari dan menggali informasi yang belum banyak diketahui terkait peristiwa sejarah. Bahan ajar yang ditawarkan oleh peneliti adalah bahan ajar berbentuk *booklet digital* yang memuat suatu peristiwa bersejarah di selat sunda. Jenis penelitian yang digunakan adalah penelitian R&D (*Research and Development*) dengan menggunakan model ADDIE (*analysis, design, development, implementation, evaluation*). Berdasarkan penilaian kelayakan ahli materi mendapatkan nilai 91%, ahli Bahasa mendapatkan nilai 98%, dan ahli media mendapatkan nilai 88%, kemudian didapatkan hasil bahwa ketiga validator ahli tersebut memberikan penilaian dalam kategori "sangat layak". Adapun hasil penilaian dari uji kepraktisan guru termasuk pada kategori "sangat praktis" dengan persentase 83%. Sedangkan pada hasil penilaian kepraktisan dari 28 siswa termasuk pada kategori "sangat praktis" dengan persentase 88,3% dan mampu menarik motivasi siswa dalam menggunakan bahan ajar *booklet digital* dalam pembelajaran sejarah.

**Kata kunci:** pengembangan, bahan ajar, sejarah, booklet digital.

### Abstract

*This research is motivated by the problem with the school's objects is the lack of varied teaching materials and knowledge about local history material that is not widely known. To overcome these problems, the teaching materials offered by the researcher are teaching materials in the form of digital booklets containing a historical event in the Sunda Strait. The type of research used is R&D (Research and Development) research using the ADDIE model (analysis, design, development, implementation, evaluation). Based on the assessment of the feasibility of the material expert getting a score of 91%, the language expert getting a score of 98%, and the media expert getting a score of 88%, then the results were obtained that the three expert validators gave an assessment in the category of "very feasible". The results of the assessment of the teacher's practicality test are included in the category of "very practical" with a percentage of 83%. While the results of the practicality assessment of 28 students are included in the category of "very practical" with a percentage of 88.3% and are able to attract student motivation in using digital booklet teaching materials in history learning.*

**Keywords:** development, teaching materials, history, digital booklets.

### INTRODUCTION

Currently we are experiencing the industrial revolution 4.0 which is a new chapter in all areas of human life, including education. In this field, teachers as agents of change are challenged to

prepare human resources in today's competitive era. Teachers need to instill themselves to learn throughout life by continuing to strengthen professional, pedagogical, social, and personality competencies. In honing professional and

pedagogical competencies, activities that cannot be ignored by teachers are reading, researching, and writing (3M) and also mastering technology (abbreviated as 3M+) (Hapsari, 2019:13).

With the presence of internet media, it has a positive impact on the audience receiving the information itself and providing and offering the audience's needs both in terms of social needs or other needs that have a positive effect on the recipient of the information. This is in accordance with what was mentioned by Denis Mc Quail (2010) one of the elements of new media is the digitalization and convergence of all aspects of media (Nur, 2014: 25)

In today's digital era, technology presents a wide variety of learning resources. Learning resources are anything that can be used as a learning resource or a place to get teaching materials. As a result, learning resources include books, articles, and other resources that teach students new information. According to Sudirman, learning comes from five different sources: people, objects, the environment, tools, and activities. The use of more varied teaching resources is one of the learning media that teachers can create during learning activities.

To plan and study the implementation of learning, educators need a variety of materials (including information, tools, and texts) that are systematically arranged to show a

comprehensive picture of the skills that will be learned by students. Books, modules, handouts, models, mockups, and other forms of print and digital and interactive media are used in education. The purpose of educational resources is to assist educators in their work with students. The work of learning and teaching in the twenty-first century has its own unique difficulties. This is in accordance with the characteristics of today's students in the fast-paced information era, such as being fluent in using modern technology, open-minded, curious, confident, and able to work well in groups. Therefore, educators must learn how to create learning resources that are relevant to today's demands.

Technology presents a variety of learning resources in digital form. Digital learning resources have advantages including having a lot of interesting content that can help us understand learning materials and create a more flexible learning atmosphere as long as we have a device to access the content of the material. Not only that, digitalization technology is also very useful, especially in learning history because learning activities that are always the same sometimes make the mind saturated and easily bored. Therefore, there is a need for teaching materials that are in accordance with current technological developments by adjusting the needs and characteristics of students.

Selecting the right teaching or learning resources to use with students to help them become competent is a major challenge that educators often face. This is because teaching materials only provide an outline of a particular subject in the curriculum or syllabus. Ultimately, it is the educator's responsibility to describe the subject matter completely so that it can be used as teaching materials. The use of instructional resources is a secondary issue. The subject of utilization is concerned with how it should be taught to teachers and how it should be learned by students. The issues faced in relation to the selection of teaching materials concern how to choose the right type of content, scope, order of presentation, treatment of teaching materials, and other factors.

Based on the results of interviews with history teachers of class XI that researchers conducted at SMA Negeri 1 Ciomas on September 14, 2022, researchers obtained information that in history learning, teachers use teaching materials in the form of textbooks/LKS, but teachers still take the initiative to give assignments to find information via the internet. The resource person said that the use of varied teaching materials would greatly assist teachers in the learning process so that learning objectives are achieved and students do not get bored with monotonous teaching materials, then the resource person also

said that the obstacle experienced by teachers was not having enough time to create other teaching materials. This is very important when history learning is linked to local history related to the material being taught. Thus, this will be in line with the objectives of the 2013 curriculum itself, namely integration, which is a planned program in forming dignified Indonesian people. So that we can integrate today's rapid technology by building the expected local historical narrative insight.

## **METHODS**

The research and development conducted was to develop digital booklet teaching materials based on local history. The development model used was ADDIE, which stands for Analysis, Design, Development or Production, Implementation or Delivery and Evaluations developed by Dick and Carry to develop a learning system (Mulyatiningsih, 2011:183).

The five steps or stages of development were carried out continuously and sustainably. The selection of the ADDIE development model used was based on several reasons, namely the product development steps with this model are more coherent. The use of this model was also chosen because this model is easy to understand and apply in a development research. In addition, this model is very suitable for use because

the research activities are structured systematically.

Research and development (R&D) refers to any measurable effort made to create a new product or improve an existing product. Research and development (R&D) is a research method used to produce a particular product and test the feasibility of the product, which is in line with what Professor Dr. Sugiono said in his book *Research and Education Methods* (Syadiah, 2017:125).

## **RESULTS AND DISCUSSION**

In reality in the field, the analysis of the need for digital teaching materials was carried out by interviewing and distributing questionnaires to 30 students of class XI IPS 1 and providing questionnaires to history teachers of specialization at SMAN 1 Ciomas to find out to what extent teachers have used varied and interesting teaching materials according to the development of the current digitalization era. Then based on the results of the questionnaire given to 30 students of class XI IPS, information was obtained that students at SMAN 1 Ciomas wanted digital-based local history teaching materials with interesting criteria because when learning history, teachers connect it with local history, it feels like something is missing if there are no learning resources that they can get other than relying on the LKS teaching module. In developing teaching materials,

literature studies regarding aspects contained in teaching materials according to Prastowo (Abdullah, 2021: 9-10) include learning instructions, competencies to be achieved, content of learning materials, supporting information, exercises, work instructions/worksheets, and evaluations.

The results of the curriculum analysis based on observations at schools to find information related to the curriculum used by the school and obtained results that the curriculum used was the 2013 curriculum, and the history teacher also stated that in this curriculum it is also very important to teach local history in history subjects.

The analysis of the material here is intended to determine the appropriate basic competencies in the local history material content of the Battle of Sunda Strait which is to be developed in the form of teaching materials, namely KD 3.6 "Analyzing the Course of World War 1, World War 2, and the Cold War and their influence on global life".

### **A. Product Development (Design and Development)**

#### **1. Product draft creation (Design)**

At this stage, several steps are taken to design the content of the digital teaching materials and the framework of the instruments used to determine the suitability of the digital teaching materials being developed.

##### **a. Defining the Development Team**

The development team in making this product consists of expert material validators, language experts, and media experts. The expert material validator is Mr. Dr. Abd Rahman Hamid, M.Sc. as a Lecturer at the Faculty of Adab UIN Raden Intan Lampung. Then the expert language validator is Mrs. Ilmi Solihati, M.Pd as a Lecturer at the Indonesian Language Education Department, Sultan Ageng Tirtayasa University, and the expert media validator is Mr. Atep Iman, M.Pd as a Lecturer at the Electrical Engineering Vocational Education Department, Sultan Ageng Tirtayasa University.

b. Determining the Resources Needed

This development requires supporting devices in addition to the main software, namely Canva Pro, the supporting devices are Flipping book, and the YouTube application to be connected to QR.io. in making this teaching material using a laptop and also an internet connection.

c. Initial design planning

This stage is the stage for creating a storyboard to get an idea of the digital teaching materials being developed.

d. Instrument Design

This stage is the preparation of instruments that will be used in testing the quality/feasibility of digital teaching materials that have been created. The instrument used in

testing the feasibility of digital teaching materials is a questionnaire containing an assessment of digital teaching materials consisting of feasibility and practicality instruments.

## 2. Product Draft Trial Results (Development)

Based on the results of expert validation of the material in the development of digital booklet-based teaching materials about the 1942 Sunda Strait Battle in history learning, the elective received a score of 87 with a percentage value of 91%, which is included in the very valid criteria and the product can be used in the field.

Based on the results of the validation of language experts on the language feasibility indicator, it was obtained that the score of 62 with a percentage of 95% was included in the "very feasible" criteria. The results of the validation of language experts in the development of digital booklet teaching materials about the 1942 Sunda Strait Battle can be concluded that the six aspects after being added up are included in the criteria of very valid and feasible to be used in learning activities at school (in the field).

Based on the results of media expert validation, the feasibility assessment score obtained a total

score of 124 with a percentage of 88% falling into the "Very Feasible" criteria.

### **B. Product Testing (Implementation)**

The results of the practicality/feasibility test conducted on 28 respondents obtained a score of 989 and a percentage of 88.3% with the category of "very practical". Looking at the results of the feasibility test according to the students' responses, it can be concluded that the digital booklet teaching material based on local history on the 1942 Sunda Strait Battle material that has been developed is very practical to use.

Based on the data obtained from the results of the trial of the practicality of digital booklet teaching materials by history subject teachers, the interest obtained the category of "very feasible" with a score of 54 and a percentage of 83%. Therefore, it can be concluded that this local history-based digital booklet teaching material that has been developed is feasible to use based on the teacher's practicality test.

### **C. Evaluation (Evaluation/assessment)**

In this final stage, data analysis was carried out on the evaluation of the feasibility of digital teaching materials that had been carried out in the previous stage. The results of the feasibility validation assessment from material experts received very feasible criteria. Then, the validation assessment from

media experts received very feasible criteria, and the results of the validation assessment from language experts received very feasible criteria. Furthermore, the results of the teacher's practicality assessment obtained very practical criteria. While the results of the student practitioner assessment obtained very practical criteria.

Although this digital booklet teaching material has advantages, the process of making it is not free from limitations, including:

1. When the internet connection is not good, this digital booklet will be slow in the process of moving each slide of the material.
2. Then, when it is downloaded, this digital booklet cannot be slid like when we move book pages, it is only limited to PDF slides.
3. In making it, more than one application is used.
4. Material information is limited to the History of the Battle of the Sunda Strait in 1942.
5. There is no permanent storage that can be accessed by the public.

### **CONCLUSION**

In this research and development, a product was produced in the form of teaching materials on the history of the Sunda Strait Battle in 1942 (The Battle of Sunda Strait 1942). The stages carried out in producing a product are: a) Analysis

consisting of the literature study stage and field research, b) Design consisting of planning the development of digital booklet teaching material products, c) Development consisting of the trial stage by expert validators and product revisions, d) Implementation consisting of limited trials, and e) Evaluation.

Based on the assessment of the feasibility of material experts, language experts, and media experts, the results showed that the three expert validators gave an assessment of the category "very feasible". Then, the results of the assessment of the teacher's practicality test were included in the category "very practical". While the results of the practicality assessment of 28 students were included in the category "very practical".

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