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ANALYSIS OF THE DEVELOPMENT OF DIGITAL TEACHING MATERIALS OF KAMPUNG TAKPALA HISTORY AS AN INDEPENDENT LEARNING RESOURCE TO IMPROVE CULTURAL AWARENESS OF STUDENTS OF SMAN KUPANG

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ABSTRACT

Life in the 21st century era requires teachers and students to have 21st century skills so that students have 4 C skills which include creative thinking, communication, collaboration and critical thinking and teachers are able to be innovative in creating creative learning. The aim of the research is to make learning history more meaningful and able to instill an attitude of cultural awareness. The target to be achieved in this research is to produce a digital teaching material product for the history of the takpala village. This teaching material discusses the history of the takpala village and the philosophical values of the construction of takapala houses which are still traditionally maintained today in Alor, East Nusa Tenggara which are then compiled into digital teaching materials. The history of using the Canva-assisted flipbook online application as self-directed learning for students wherever they are in the midst of globalization that demands digitalization-based learning. The research method used is research and development "R&D". The focus on developing historical digital teaching materials uses the ADDIE development model, namely: analysis, design, development, implementation, and evaluation which uses a non-test method in the form of a questionnaire. This feasibility test was carried out by media experts, materials and senior grade students. The results of the study show how to analyze and implement digital history teaching materials in the classroom so that the products developed are in accordance with the needs of the 21st century.

KEYWORDS: Digital Teaching Materials, History, Culture, ADDIE

I. INTRODUCTION

The development of science and technology in this era of globalization is certainly influenced by many factors that provide benefits, one of which is education which cannot escape the impact of the progress of digitalization with education as a forum for forming human qualities that are intelligent, creative, and have competitiveness and can prepare exclusive patterns for the world of education in developments. Science and technology in the 21st century era. However, the development of science and technology has had a tremendous impact on historical research and learning which still

experiences many problems, namely learning resources that are not yet innovative and low awareness to respect their culture.

Factors that cause local culture to be forgotten because of the lack of having the next generation who have the enthusiasm to pass on local cultural heritage and the lack of utilization of modern learning causes learning to start to fall out of favor. Uncontrolled elements of globalization enter the national culture which is part of the local culture that exists in every region from Sabang to Merauke (Tobroni, 2012). Cultural awareness provides benefits in securing situations in which to learn and understand the differences that exist and are unique to society (Haynes-Mendez, K., & Engelsmeier, 2020) so that it is important to instill good values from the start in learning because Indonesia is a pluralist country that is rich in diversity. Education in the 21st century era is required to produce young people who are capable of existing technology, creative, innovative, and able to devote themselves to the progress of the nation and state. Education does not only aim to increase competence.

Strengthening student character can be done through learning historical material which provides an explanation of various cultures that exist in Indonesia with the support of learning facilities and learning resources and schools as educational institutions must be able to guide the younger generation, and plan contextual historical learning, so that the formation of student character can be carried out. well. Problems that occur in the character of social care are still not implemented and well implemented in schools (Chan, F., Pamela, I. S., Shinta, S. L., Yoana, A., Mardayani, D., & Sari, 2019) This requires the coherence of history subject matter to provide diverse information and encourage students to have good attitudes from the lessons being taught. At this time there are still many teaching materials that do not relate to the local culture of their own region so that students have difficulty understanding their own regional culture which is very unique and is still being maintained today. Making this digital history teaching material uses the Flipbook online application. This software has many interesting features that can make books look 3D. The final product will be used using this software with the help of mobile technology, computers or laptops and tabs to open and read the product (Fitrian, I., & Rohayati, 2019).

According to (Fauzi, M., Sunarjan, Y., & Amin, 2017) Learning local history means learning community life that is in the dynamics of human development. In addition, (Wasino, 2009) provides an explanation that learning local history promotes our sympathy and concern for their respective regions, to find out how and what happened in the past in their area. Based on the two definitions above, the researcher tries to examine students' cultural awareness and create solutions to problems that exist in Kupang State High School students. The process of solving problems by developing digital history teaching materials by presenting the unique culture of the Takpala village and the philosophical values that exist in the Abui Alor tribe are beneficial for The material that will be included in this digital history teaching material is the history of the takpala village, the meaning of woven cloth, eating rumha takpala, and the meaning of lego-lego dances, and relics from the pre-scriptive era (moko) which still exist today, economic livelihood systems , and the trust of the Takpala

village community. Based on the description above, the role of digitalized learning is very useful in the development of information technology and communication in the 21st century, especially in the world of education in the digitalization era.

II. RESEARCH METHODS

In this study, the Research and Development (R&D) method was used (Borg, W.R. & Gall, 1983). The stages of this research will focus on the product development process, namely the development of digital history teaching materials that discuss the history of the local area. This step starts from: 1) Analysis, namely analyzing the background and needs of students, 2) Design, namely the process for designing products to be effective, efficient, and relevant, 3) Development, namely the process of preparing materials to be used by looking at the results of media validation and material experts, 4), Implementation is carried out using limited trials and direct trials in the field 5) Evaluation, namely the process of evaluating products that have been validated by media experts and material experts in limited trials and field trials. Following are the reasons for choosing the ADDIE method because it is very appropriate to use and is able to adapt to products made in every condition and sequence. This ADDIE will answer problems because the stages are arranged in a systematic and clearly structured manner for development with evaluation and revision at each stage. As shown in this diagram.

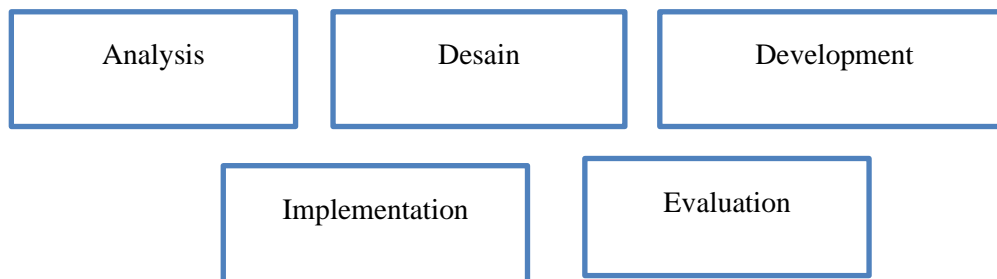


Figure 1. Five Stages of ADDIE

The Source Stages of the ADDIE Development Model (Branch, 2009)

The initial stage is analysis, so the researcher will analyze the need for product development and feasibility so that it fits the needs of students and the requirements for a product to be developed. The design stage in the ADDIE model begins with designing a product to make the content attractive. At the development stage, instruments are made to measure the feasibility of the product and the product development process through media experts and material experts. The implementation stage is the stage of implementing the product in class. The type of data used is qualitative and quantitative data. Qualitative data were obtained from student and teacher interviews as well as questionnaires answered by subject teachers and students at both schools and quantitative data obtained from questionnaire answers which became students' scores or opinions. Data collection used in this development research

is a non-test method. The questionnaire method is a guide in collecting data from questions to the subjects asked (Agung, 2018).

III. Results and Discussion

3.1 Results

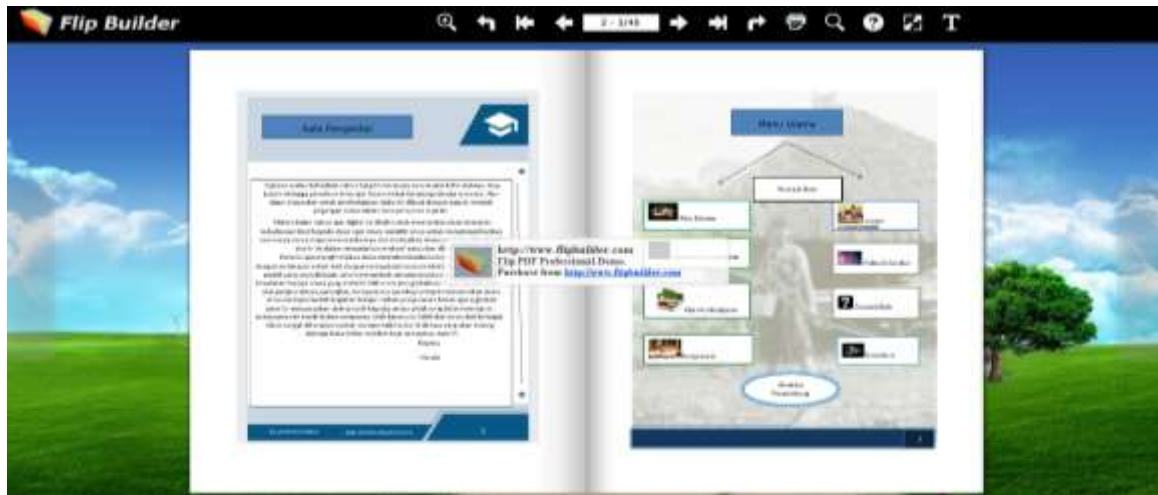
The products produced in this development stage are digital history teaching materials for tenth grade which are made in two control and experimental classes, the treatment experimental class given is learning using the results of digital history teaching materials products while for the control class using power point and Indonesian history books. Products that have been created with the help of canva online flipbook. The following is the process of implementing digital history teaching material products.

a. Analysis:

The first process carried out by the researcher was direct observation to find out learning problems at school with online and face-to-face learning for students in Science and Social Studies classes. The results of the interviews conducted with students and teachers of history subjects in the interviews explained that there was a lack of variation in learning teaching materials in a digitalized and innovative two-way manner. History lessons still use a lot of BSE books or class books so that learning becomes boring and less interesting for students. The books used by teachers also have not increased cultural awareness which has begun to erode and decline, especially in respecting the history of local culture in their own region. This was concluded from the results of interviews and questionnaires which were filled in by students from the results of direct observation of students. Analysis of the content or content of the material is by selecting interesting material and of course relevant to the material in the textbook to be developed into a product. Based on this content analysis, the appropriate sequence of material is the culture of the Takpala village of the Abui Alor tribe in history lessons. This material discusses culture a lot in terms of livelihood, religion, art, social, even many values are outlined in this material such as mutual cooperation, courtesy, respect, togetherness, tolerance to build cultural awareness to believe that culture in the area is also interesting. to be introduced in Indonesia. In addition, many people appreciate the creation of this book because it is equipped with interactive and fun pictures, videos, and quizzes.

b. Design

The process of this design stage begins by using the selected software. The software chosen is Online Flipbook assisted by Canva to design this digital history teaching material. The order of the material is adjusted to indicators from one's own culture and the display of products is very systematic to direct learning activities assisted by the presence of lesson plans and learning steps. This design stage is very interesting because of the placement of text, image and video elements which of course use an attractive and varied appearance.



c. Development

The next stage of developing this part of the product which has been arranged correctly and precisely will make it easier for researchers to develop it by paying attention to every feature used and the sequence of material that will be equated in this digital history teaching material. input into the Flipbook Online application and add evaluation so that learning becomes two-way and effective. The final stage is to publish the product so that it gets a link to share with students in class. After completion, a questionnaire instrument is required which will be validated by material experts and media experts covering material content, media and product appearance. This study used a closed questionnaire form with the following instrument grids which can be seen in Table 1, Table 2, Table 3. Table 4

Table. 1 Media Expert Assessment Grid

Num	Aspect
1	Feasibility Aspects of Language
2	Feasibility Aspects of presentation
3	Feasibility of the effect of teaching materials
4	Kelayakan Tampilan

Table 2. Material Expert Assessment Grid

Num	Aspect
1	Aspect Conten
2	Aspect Presentation
3	Aspect Language
4	Aspect Done
5	Aspect Expediency

Table 3. Grid Of Student Needs Analysis

Num	Aspect
1	Conditions of learning history to date
2	The Need for Learning Media Based on Digital Teaching Materials
3	The Need to Learn Through Technology

The final results of media and material expert calculations can be calculated in the following formula:

$$(V) = \frac{\text{Total Validasi Score} \times 100 \%}{\text{Maximum Total Score}}$$

Table 4. Validation Score Criteria

Num	Interval	Criteria
1	$85\% \leq \text{skor} \leq 100\%$	Very Interesting
2	$69\% \leq \text{skor} \leq 84\%$	Interesting
3	$53\% \leq \text{skor} \leq 68\%$	Enough
4	$37\% \leq \text{skor} \leq 52\%$	Less
5	$20\% \leq \text{skor} \leq 36\%$	Very Less

Source: (Akbar, 2013)

d. Implementation

This stage of the product must be applied to history learning in class. The next product will carry out limited trials and live trials in the tenth grade of SMA Negeri 5 and SMA Negeri 4 Kupang. The application of product implementation includes:

1) Limited trial

Randomly conducted on five students by giving a questionnaire with a total of five questions to determine student interest in products in learning history.

Table 5. Questionnaire for SMA Negeri Kupang

Num	Question
1	Can you explain the meaning of the importance of cultural awareness?
2	Is it necessary for students to have an attitude of cultural awareness to always maintain and preserve cultural treasures?
3	Do we as the younger generation need to know the culture around us?
4	Are local culture-based history learning resources adequate in class?
5	Your perception regarding the preservation of local culture is the obligation of the government?

Table 6. Questionnaire for SMA Negeri 4 Kupang

Num	Question
1	Can you explain the meaning of the importance of cultural awareness?
2	Is it necessary for students to have an attitude of cultural awareness to always maintain and preserve cultural treasures?
3	Do we as the younger generation need to know the culture around us?
4	Are local culture-based history learning resources adequate in class?
5	Your perception regarding the preservation of local culture is the obligation of the government?

Table 7. Questionnaire Measuring Student Learning Interest in SMA Negeri 5 Kupang

Num	Statement	Answer Choices				
		SS	S	C	TS	STS
1.	History lessons can increase cultural awareness.	6	3	1	0	0
2.	Students are expected to know each other's culture by studying history.	3	3	2	2	0
3.	We do not need to respect other regional cultures besides our own regional culture.	0	0	1	1	8
4.	The local wisdom of the culture of the Abui Kampung Takpala tribe is an Indonesian cultural heritage.	4	5	1	0	0
5.	Understanding history is of no use for the present.	2	0	0	0	8
6.	Preserving local culture is a shared responsibility	9	1	0	0	0
7.	Ethnocentrism can be a barrier to inter-ethnic harmony	8	0	1	0	1
8.	Kampung takpala is a cultural heritage that does not need to be known because it has no meaning today	6	0	0	0	4
9.	Maintaining and preserving cultural heritage is very important and beneficial	9	1	0	0	0
10.	Introducing local culture is a form of preserving local culture	7	3	0	0	0

11.	Cultural heritage in the Takpala village must be preserved as cultural heritage	5	3	1	0	0
12.	Learning about the primitive village of the Abui tribe is of no use	2	0	2	1	5
13.	When visiting the Takpala village, I crossed out the relics with the name written as a sign of visiting there	0	0	4	0	6
14.	Learning local history can be used as a learning model in schools, because it can increase cultural awareness and students' interest in history lessons	3	5	2	0	0
15.	Mutual respect for culture between people is a form of love for the motherland	7	2	1	0	0
16.	Kampung Takpala digital teaching materials make learning more interesting and increase cultural awareness	2	7	1	1	0
17.	Takpala traditional village is part of Indonesian history	5	3	2	0	0
18.	The younger generation needs to instill mutual respect and tolerance between ethnic groups	8	0	2	0	0
19.	The younger generation needs to protect and preserve local culture	8	1	0	1	0
20.	The younger generation needs to learn the local culture, so they don't lose their identity	4	3	3	0	0
21.	We must be tolerant of various cultures to create a harmonious and peaceful life	5	2	1	1	1
22.	Bhineka Tunggal Ika is a national identity that must be instilled from an early age	1	4	4	1	0
23.	By studying history, I know the local culture of my own area	4	4	1	0	1
24.	I can add insight into learning history by displaying attractive digital materials	1	7	2	0	0
25.	Material about the Takpala village is more interesting presented in digital teaching materials	4	5	1	0	0
26.	History does not only discuss the relics of the past, but also certain regional cultures	7	2	1	0	0
27.	Learning is more interesting and innovative using digital teaching materials	9	1	0	0	0
28.	I am interested in understanding local culture by visiting cultural heritage places around my area	6	3	1	0	0

29.	I hope that digital history teaching materials are appropriate learning media as a source of independent learning	1	5	3	1	0
30.	I hope that Kampung Takpala's digital teaching materials can be distributed to schools	2	5	3	0	0
Total		139	78	37	9	34
Total x Score		695	312	111	18	34
Total Number		1170				
Percentage		3,9				
Information		Good				

Table 8. Questionnaire Measuring Student Learning Interest in SMA Negeri 4 Kupang

Num	Statement	Answer Choices				
		SS	S	C	TS	STS
1.	History lessons can increase cultural awareness.	7	3	0	0	0
2.	Students are expected to know each other's culture by studying history.	7	3	0	0	0
3.	We do not need to respect other regional cultures besides our own regional culture.	3	1	0	0	7
4.	The local wisdom of the culture of the Abui Kampung Takpala tribe is an Indonesian cultural heritage.	6	2	0	2	0
5.	Understanding history is of no use for the present.	1	0	1	3	5
6.	Preserving local culture is a shared responsibility	8	1	1	0	0
7.	Ethnocentrism can be a barrier to inter-ethnic harmony	5	2	1	0	2
8.	Kampung takpala is a cultural heritage that does not need to be known because it has no meaning today	0	1	1	2	6
9.	Maintaining and preserving cultural heritage is very important and beneficial	6	2	2	0	0
10.	Introducing local culture is a form of preserving local culture	2	5	1	0	1

11.	Cultural heritage in the Takpala village must be preserved as cultural heritage	6	4	0	0	0
12.	Learning about the primitive village of the Abui tribe is of no use	1	1	2	1	5
13.	When visiting the Takpala village, I crossed out the relics with the name written as a sign of visiting there	0	0	1	5	4
14.	Learning local history can be used as a learning model in schools, because it can increase cultural awareness and students' interest in history lessons	6	4	0	0	0
15.	Mutual respect for culture between people is a form of love for the motherland	7	2	0	1	0
16.	Kampung Takpala digital teaching materials make learning more interesting and increase cultural awareness	3	6	1	0	0
17.	Takpala traditional village is part of Indonesian history	5	4	1	0	0
18.	The younger generation needs to instill mutual respect and tolerance between ethnic groups	6	2	2	0	0
19.	The younger generation needs to protect and preserve local culture	6	2	2	0	0
20.	The younger generation needs to learn the local culture, so they don't lose their identity	3	4	3	0	0
21.	We must be tolerant of various cultures to create a harmonious and peaceful life	5	4	1	0	0
22.	Bhineka Tunggal Ika is a national identity that must be instilled from an early age	7	1	2	0	0
23.	By studying history, I know the local culture of my own area	6	0	4	0	0
24.	I can add insight into learning history by displaying attractive digital materials	2	3	3	2	0
25.	Material about the Takpala village is more interesting presented in digital teaching materials	2	4	2	1	1
26.	History does not only discuss the relics of the past, but also certain regional cultures	6	3	1	0	0

27.	Learning is more interesting and innovative using digital teaching materials	5	2	3	0	0
28.	I am interested in understanding local culture by visiting cultural heritage places around my area	3	5	1	2	0
29.	I hope that digital history teaching materials are appropriate learning media as a source of independent learning	4	4	1	1	0
30.	I hope that Kampung Takpala's digital teaching materials can be distributed to schools	6	1	3	0	0
Total		133	77	40	20	31
Total x Score		665	308	120	40	31
Total Number		1.164				
Percentage		3,8				
Information		Good				

Based on the results of the questionnaire at the two schools, it shows that this digital history learning student material is appropriate and good for attracting student interest in learning.

E. Evaluation

In the final stage of evaluation, product quality must be good by conducting a formative evaluation including the results of validity by experts and product trials. This digital history teaching material product was developed to overcome problems in schools and increase cultural awareness by facilitating students to learn digitally. This material summarizes the uniqueness of the cultural diversity of the Takpala village as a tourist cultural heritage that must be protected. In addition, this product is equipped with pictures, videos and evaluations that make it easier for students to understand the material and values conveyed. The learning process is also easy because it can be accessed offline and online. Furthermore, the process of discussing the results of products developed based on the results of the student questionnaire. The product validity results obtained a number indicating that the product was categorized as good, namely for SMA Negeri 5 (3.9) and SMA Negeri 4 which were categorized with an average score (3.8).

3.2. DISCUSSION

Learning history is a fun process if it is presented in an interesting way. Learning history is a compulsory subject in school. Learning history, of course, will always speak to the curriculum that is applied as well as the National Education guidelines, therefore learning history that takes place in class always tries to apply perfect learning so that educational goals are achieved. Each subject has special characteristics, so a different approach is also needed in achieving these goals. Historical learning in schools also pays attention to the characteristics of students in understanding material in general

starting from how students can be active and directly involved in the learning process in each material provided and how students can develop positive values from each teaching material provided by the teacher as an internalization process knowledge value as well as students' skills in understanding history so that they can structure student learning processes.

This digital teaching material that discusses the Takpala village of the Abui Alor tribe will foster students' cultural awareness. Cultural awareness is very important to have and very necessary for the younger generation to be able to have an attitude of respect and tolerance to maintain local cultural heritage which contains historical value. As a form of process of getting to know the local culture. It was further explained that learning history would shape the character of students and equip students to have knowledge and understanding of dialor cultural villages and be able to know the types of culture in Alor and be able to develop students' sense of love for their homeland and respect for the results of the nation's heritage in the past so that students can preserve it and build awareness about the importance of local history in the process of historical thinking because in our present life we must be able to develop behavior based on values and morals that are oriented to the present and the future.

Local culture will live in the community starting from the community's spiritual encouragement and local rites to build the social life of the village community. Local culture has a very strong tradition of all natural conditions in the surrounding environment, starting with the traditional ceremonial process of welcoming dances and songs as a form of respecting the spirits of the ancestors so that the village is always overflowing with prosperity. Local culture displayed in traditional ceremonies has a very important function, namely building togetherness as well as dances that contain many good values to be emulated in social life. the results of a wealth of traditional arts with various types of forms are the work of the community to be proud of and one of them is introduced through digitalization-based teaching materials. The application of the development of digital teaching materials can be printed and non-printed, meaning that in addition to being a student handbook, this teaching material can be easily accessed by anyone and whenever they want to read it because it is in software form. The development of this teaching material is very appropriate with the times that demand practical and dynamic things so that innovation continues to develop. It takes the role of the teacher and cooperation in helping students solve existing problems by becoming a guide or giving directions so that students can find out something that is not answered and be able to solve the problems given.

The process of advancing the quality of history education and learning continues to be carried out by creating an effective teaching material as the right solution for dealing with problems in the classroom. The process of developing this product begins with the stages of going directly to see the problems that exist in schools so that the products developed are appropriate and carry out product planning, RPP, and the types of material that will be included in the book which will eventually be distributed to schools to facilitate the learning process to be interesting which of course increase cultural awareness and as a reference for creating good learning, especially in the current era. as well as interactive quizzes that motivate students to have an interest in reading and knowledge of

understanding their own local area. The application of this teaching material also makes learning history not boring so that students are always active to increase their curiosity. This teaching material is easy to access and easy to carry anywhere because it can use cellphones or laptop media. The components in this teaching material contain basic competencies, indicators, study guides, book descriptions equipped with learning materials, types of culture to be able to introduce Takpala village.

IV. CONCLUSION

The diversity of local cultures that exist in Indonesia is being challenged by the progress of modernization. So, it is necessary to create new things to continue to develop so that the younger generation understands better by updating in the direction of digitization following developments in the 21st century. Such as learning materials that link the history of the area where students live. Such as the process of developing digital history teaching materials with the theme of the village of Takpala, the Abui tribe of Alor, is appropriate and appropriate for use in the learning process. The feasibility of this product was obtained from the results of a questionnaire assessment of all students in both schools with the presentation of a good category during the direct field-testing process to SMA Negeri 5 Kupang 3.9 in the good category while SMA Negeri 4 3.8 in the good category. This digital history teaching material is very useful for learning and can be a means for teachers to create creativity in the digitalization era. Thus, it is hoped that history learning can be packaged to be interesting and the development of teaching materials is very much needed to improve the teaching and learning process of teachers and students.

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