DIGITAL HISTORY BOOK AS AN ALTERNATIVE AND SOLUTION IN TEACHING HEROIC EXEMPLARY VALUES TO IMPROVE STUDENTS' ATTITUDE OF NATIONALISM IN THE DIGITAL ERA

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ABSTRACT

The development of the digital world makes it possible to actualize developments in various fields, one of which is developments in the world of education. One of the advancements in education is the emergence of new innovations in digital books or e-books. A digital book is a letter formatted like a book in digital form, and you can even add video and audio to it. Technology is becoming more and more complex and causing rapid changes in society. Technological advancement has made it easier for people to obtain information through multiple ways. You can enjoy the possibilities of digital technology very freely and without restriction, but in addition to these various conveniences, they have a great impact, especially For the younger generation, addiction from online games may harm the younger generation's mental health, pornography, cheating and various other crimes. This situation has also led to the erosion of the younger generation's attitude towards nationalism. The younger generation is now more focused and time-conscious. They prefer and love foreign cultures that sometimes contradict us. They are an alternative and sufficient solution for improving nationalist sentiments through exemplary hero values in rapid development. This writing aims to determine the role of historical digital books in increasing the attitude of nationalism. This research was analyzed using qualitative research methods. The results and discussion are: there is a role for historical digital book media that can make it easier to teach nationalism attitudes through heroic exemplary values to students in the digital era. So that students will be motivated and equipped with an attitude of nationalism even in the midst of high-speed developments.

KEYWORDS: Digital book, history learning, heroic values

INTRODUCTION

The rapid development of globalization is inseparable from the rapid development of technology. It has become easier and easier for people to do things with technology. An example of rapid technological development is the field of communications. Jumi (2008) concludes "Technology developments make basic changes and have a positive impact on society and create effective, efficient, precise, easy, fast and accurate communication". Because basically, communication is a basic process in social life. "Communication is a basic social process in human life. One thing that is very fundamental and indispensable in the life of every human being. Without communication, humans

cannot interact with each other and will not develop. "In the era of globalization, the field of science and technology is developing rapidly, and new innovations are constantly emerging to help and promote the satisfaction of all human needs. This development does affect all aspects of human life, including education. New innovations in teaching methods and media have appeared to encourage educational researchers to research and find teaching methods and media that can support and develop the learning process, especially the use of information technology, media and communications (ICT) in teaching and learning.

History, as one of the subjects taught from elementary school to high school, is also influenced by various ICT innovations that support the learning process. History learning plays an important role as a process of imparting ideas, a process that allows students to understand the identity, spirit and personality of a nation through the understanding of historical facts (Prasetyo, 2017). History learning is a critical and rational intellectual discourse, which is achieved through three stages, namely (1) fostering awareness of the social environment, a sense of intimacy; (2) introduce students to the meaning of the time dimension in the dynamics of life (sense of actuality); and (3) a sense of history (Abdullah, 2005).

Unfortunately, history learning is called a textbook with a lot of long texts. The complex fact analysis materials contained in these texts will be difficult for students to accept during their school year because students prefer images to text. A vehicle that can transport materials in a fun and efficient way. The theoretical advantage of using textbooks is to create motivation, stimulate learning and have a psychological impact on learners. The influence of textbooks can be very helpful. Effectiveness of teaching materials. The learning process required by the course and the communication of learning content are also supported by the visual aspect. According to research, the visual aspect has a stronger influence than the oral aspect (Hariyono: 1995).

In today's era of globalization, all areas of life are affected, including areas of life. All aspects of human life have been developed in the digital age. This development is caused. Promote the development of world information and communication technology (ICT). The new human civilization in the 21st century, so the education sector and influential parties should be able to follow the development of information and communication technology (ICT). The development of products and the use of information technology, these concepts developed in the learning process, will also change due to the pursuit of modern learning. The advancement of information technology has had a positive impact on the advancement of the modern education world. And this information can display and distribute educational information in audiovisual and multimedia formats. These two things can achieve so-called virtual learning. Virtual learning means that learning can become reality, reality becomes more interesting, and learners can be adjusted anytime and anywhere.

Darmavan (2014) believes that using electronic information as a flexible learning resource, breaking the boundaries of learning materials, contributing and enriching learning materials, and implementing

SAL-CBSA. Internet technology provides many attractive proposals and possibilities for the education community to support the learning process. This rapid development must be used in the field of education. This is because the use of technology in education has a huge impact on efforts to improve and strengthen individual learning processes. The impact of globalization requires people to be able to maintain their lives (human survival), which means that people must be able to control and use the impact of globalization on their lives (Saeudin 2008; 200). What is the obligation of teachers to create an environment in which students can (live)? o Prepare learners for life in the age of globalization by developing different future-oriented learning methods.

An undeniable social phenomenon that is happening nowadays is the fading of national and moral values among the younger generation. This phenomenon is understandable in view of the complexity of the variables that affect the integrity of the nation, such as the negative consequences of ubiquitous globalization. Of. And westernization. In the expression of life in a still fragile country. When the integrity of a country is hit, the constituent nations, including the younger generation, will pay more attention to practical and temporary issues. The culture inherited from the founding fathers has been eradicated, and the younger generation has forgotten their identity and existence as heirs of independent ideals.

Article 3 of Law No. 20 of 2003 of the Republic of Indonesia proclaims the purpose of national education, which is to develop skills within the framework of educating people's lives and to form a worthy nation's character and civilization. The country aims to develop the potential of students into citizens who believe in Almighty God, fear God, have noble morals, are healthy, knowledgeable, competent, innovative, independent, democratic, and have a sense of responsibility. Students' skills involve not only academic skills, but also other skills, such as religion, personal and social skills; in history, these goals are manifested in historical awareness, nationalism, patriotism, humanistic understanding, and academic ability.

Kuntowijoyo (1994: 18) believes that history is regarded as a reconstruction of the past. History reconstructs everything that people think, say, do, feel and experience. National history is the evidence of its transnational and traditional development. Legal system, language, kinship system, beliefs, etc. History classes should include hero biographies, including character, character, sacrifice, historical thinking, the difference between history and myth, legend, and when personality became an identity. Contributing to individuals or communities is not difficult to understand. The root of personality lies in the history of its growth, where historical consciousness is the foundation of personality formation. The individuality of the nation inherently contains this historical consciousness. The meaning of the above for national construction is nothing more than history and education. In the process of improving historical understanding, they are closely related to each other.

This digital history textbook is designed with the concept of a digital book so that it will invite students to be actively involved in learning such as choosing the topics they want to access. Digital books have

the appearance of books in general (consisting of pages that can be opened) with a touch of technology, digital books will attract students to read historical materials because they are designed and presented in an attractive way so that it attracts students' reading interest. In addition, there is animation in this digital history textbook which will play a role in delivering the material. The development of this digital history textbook product is expected to be one of the learning media in schools and can improve the quality of learning, especially during the distance learning period.

RESEARCH METHODS

This research was conducted using a qualitative descriptive approach, namely research that seeks to provide a careful explanation of several social situations in the form of a description of the five and the data are not related to numbers (Arikunto, 2006). The method used in this research is to research literature or conduct library research, and conduct observational research on previous research. Library research. Researchers examine and collect data from various literature and reading sources that support and are relevant to the research. In this case, conduct a literature study. This is done through books, magazines, the Internet, etc.

RESULTS AND DISCUSSION

The definiton of digital book

There are two very important elements in the process of teaching and learning, namely, teaching methods and teaching materials. These two aspects are related. Gein and Briggs of Arsyad (2014) suggested that learning tools include tools that are physically used to provide learning content. Teaching materials include books, tape recorders, movies, slides (frames), photos, pictures, charts, TV and computers. In other words, media is an integral part of learning resources or physical carriers, including learning materials in the learning process of learners. on Wednesday. According to Jamarah (2010), learning media can be interpreted as people, objects, or events that enable learners to acquire knowledge and skills. The media is a tool, it can be any tool that can be used as a news channel. In Haling (2007), Gerlach and P. Eli also proposed media in the broadest sense, that is, general media, that is, people, materials, or events that can create conditions for learners to acquire new knowledge, skills, or relationships. In this sense, students, books, and the school environment all include media.

From some of the opinions above, it can be concluded that the media is everything that can be used to channel messages and can stimulate the mind, attention, and willingness of students so that it can encourage an effective learning process in accordance with the learning objectives to be achieved. According to Hamdani (2011) media can be grouped into three types, which are; (1) Visual media are media that can only be seen by using the sense of sight; (2) Audio media is media that contains messages in auditive form (can only be heard) that can stimulate students' thoughts, feelings, concerns, and abilities to learn teaching materials; (3) Audio and visual media or commonly called "view-hear" media. Audio-visual media will make the presentation of teaching materials to students more complete and optimal. In addition, audio-visual media within certain limits can also replace the role of the teacher.

Hamalik (1994) believes that the use of teaching aids in teaching and learning can stimulate new desires and interests, stimulate and stimulate learning activities, and even have a psychological impact on students. During this period, this stage will greatly help improve the efficiency of the educational process and the delivery of information and classroom content. Learning aids can not only stimulate students' learning motivation and interest, but also help improve students' comprehension, present data in an interesting and reliable way, promote data interpretation, and compress information.

The presence of the media has a fairly important meaning in the teaching and learning process, because in these activities the ambiguity of the material presented can be helped by presenting the media as an intermediary. The complexity of the material to be delivered to students can be simplified with the help of the media. Media can represent what the teacher is unable to say through certain words or sentences. Even the abstraction of material can be concretized with the presence of the media. Thus, students will easier in understanding the material than without the help of the media. Here the practical value of the media is seen, which is beneficial for students and teachers in the teaching and learning process (Djamarah, 2010).

The availability of teaching materials is one of the components of the learning process, which is very necessary because their location not only facilitates learning, but is also an integral part of the learning process. In order to replace part of the role of teachers as media, media also has the unique potential to help students learn (Hamalik, 2008).

Well-organized communication methods will systematically affect educational institutions, such as families, religions, schools, and scouting agencies. The description shows that the presence of the media affects all areas of life, including the education system, albeit to varying degrees, thereby affecting students' learning outcomes. Especially in the teaching history (PBM), students often face abstract materials that exceed the students' daily experience, which makes historical materials difficult to understand. When teachers show them photos, documents or animations, different prehistoric materials become more specific and easier to understand (Suryani, 2016).

Educational media has evolved with the development of the information and technology world (ICT). Ahmadi (2010) said that new technologies, especially multimedia, are playing an increasingly important role in the learning process. This leads to a learning situation in which hard learning is replaced by happy learning. Therefore, having a fun, creative and enjoyable learning process is the right choice for teachers. ICT-based learning tools can be considered as part of learning resources. Provide educational materials in the form of information and communication technology in the student environment; in other words, this medium is a means of disseminating information in the form of hardware, software, network systems, computer, and telecommunications infrastructure so that the data can be distributed in the world Spread and visit within the scope (Rusman, 2012).

One of the emerging innovations in learning media is digital books. Digital books are made with the aim of making it easier for readers to access books and literacy resources. Digital books, also known as e-books or electronic books, are publications in digital (electronic) form consisting of text, images and multimedia that can be read on computers, laptops or other portable electronic devices (smartphones). Digital books or e-books are textbooks that are converted into digital format, e-books also have the meaning of a learning environment that has applications that contain a multimedia application database as an instructional resource that stores multimedia presentations on topics in a book (Shiratuddin, 2011: 3). According to Fuad (2016), simply e-books are books in electronic/digital form, unlike books which are usually printed on paper or other physical media. E-books in digital form are the result of developments in the field of information technology that cannot be separated from advances in internet and computer technology.

Digital books have the advantages of being easy to carry everywhere, efficient, attractive, inexpensive, and easy to store. The development of digital books is now more creative and attractive with a variety of very diverse views. Meanwhile, digital book designs that are in great demand by the public are digital books with three-dimensional e-book technology or better known as flipbooks where pages can be opened like reading a book on a screen (Riyanto, 2014: 7). The use of digital books in education can increase the interaction between teachers and students in distance learning and students are more interested in using digital books in learning.

The features in digital books are great from an educational point of view. Text in digital books is hypermedia, so readers can use the included hyperlinks to jump to related topics, and text can contain graphic, audio, and video elements. In addition, digital book content can be easily changed to suit the needs of the readers by changing or deleting unwanted text. Digital books also help teachers in assembling a collection of information on a computer which can be downloaded at any time by students when needed (Smaldino, 2011).

History Learning

History is the reconstruction of the past. The reconstruction of history is everything that people think, say, do, feel, and experience. History is also a science that studies events in human life in the past. The story describes various events, chronological order, and locations where the events occurred. History in its form enables people to understand the past. History is not only the birth of stories of past events, but also the understanding of the past, which contains different dynamics. Contains questionable courses. History is also a science, which systematically examines the overall development of the process of change and the life dynamics of all aspects of people's past lives (Kuntowijoyo, 1995: 18).. History learning is one of the subjects that fosters and shapes citizens for the development of a better nation. History learning is also a bridge to nationalize the attitude of nationalism in students. So that the more students learn history, the more historical values are lived by students which in the end student learning achievement in the field of history increases (Chaerulsyah, 2014).

History learning in schools aims to enable students to acquire historical thinking skills and historical understanding. Students are able to develop competence to think chronologically and have knowledge of the past that can be used to understand and explain the process of development and change in society through teaching history. The purpose of learning history is to instill the spirit of love for the homeland, to know the process of the formation of the Indonesian state, to increase the sense of unity and integrity for students, and to know the process of Indonesian human civilization in particular and the world community in general from the past to the present (Agung, 2012: 417).

The Definition of Hero

The word "hero" comes from the Sanskrit word "phala-wan", which means "a person (phala) who produces high-quality fruits for the country, country, and religion" (Edward, 2013). The term "hero" is an official award approved by the nation's voters, and then approved by a political official (i.e., the president) in an official decree of Indonesia. Indonesia's national hero (Sutijo, 2009) A hero is a brave and self-sacrificing person or brave warrior who defends the truth (Mulyono, 2011).

Hero is a heroic act for the good of many people that is done by someone from his personal kindness. These heroic actions are carried out in an effort to serve others or the community voluntarily without expecting material rewards or benefits (Kurniawan, 2015. Journal of Representation of Javanese Heroism in the Java Heat Film). The figure of a hero appears when his actions are seen as actions that "cannot be achieved by most people". Heroes are determined based on their 'unique' actions when faced with certain situations, or based on their heroic actions that others are not willing to do, because the risk factor is very high (Venter, 2005: 102)

According to Schlenker, Weigold and Schlenker (2008) heroes are principled, honest, spiritual in nature and positively oriented towards others (p. 323). They discussed the relationship between culture and the concept of heroism. Hero refers to goals, norms, and ways of behaving. Therefore, we can understand that in many ways heroes are role models in society. A hero is someone who has inspirational goals and is devoted to the norms prevailing in society. Therefore, heroes are presented to create a better society. Heroism is defined as a combination of courage and determination, the nature of prioritizing the interests of others, a sense of understanding of obligations (as citizens) and the attitude of putting aside personal affairs. All these criteria become one behavior which then forms an action called heroism (Harvey, 2009: 313)

A hero is a person with a patriotic spirit, and the patriot of a nation has long fought for the country; a hero is a person who is rewarded, and his actions are successful for the benefit of the people; your actions will affect the actions of others. Because they are regarded as noble and beneficial to the interests of the country or the human community (Khomsah, 2015). In Indonesia, national heroes are titles given to Indonesian citizens or those who fight colonialism on the territory of what is now Indonesia. People who died or sacrificed to defend the country and the country, or who made heroic

deeds or outstanding achievements in their lives, usually those who worked hard for the development and progress of the Indonesian country and the country (Fatin, 2018).

Heroic Values

Value is a description of what is desired, appropriate, valuable, and affects the social behavior of those who choose that value (Lawung, 2009: 22). It is an idea that validates whether or not practice is meaningful and achieves an end result that guides the design of change. Values have the meaning of a collection of attitudes, feelings or assumptions about something about good or bad, right and wrong, worthy or inappropriate, noble or unimportant, or important or unimportant (Yudhisthira Sociology Team, 2003: 99). Value is the idea of whether experience is meaningful or not, values also direct a person's behavior and judgment in making decisions (Paul B. Horton & Chester L. Hunt, 1999: 71).

Value is something that is valuable, quality, shows quality, and is useful for humans. Something is said to be valuable if it is valuable or useful for human life. The existence of these two values is in line with the affirmation of Pancasila as an open ideology. The formulation of Pancasila as an open ideology is contained in the preamble of the 1945 Constitution, paragraph 4, which is stated as a basic value and its translation as an instrumental value. The base value has not changed and should not be changed again. However important the basic values stated in the Preamble to the 1945 Constitution are, they are not yet operational. That is, it cannot be translated directly in everyday life. The explanation of the 1945 Constitution itself points to the existence of a law as the implementation of the written basic law (Paulus Wahana, 2004: 122).

Heroic values are one thing that must be imitated and used as an example, because along with the times, it is not uncommon for people to become more individualistic (Henk Schulte, 2008: 172). The things that are meant by heroic values are: (a) willing to sacrifice that is willing to be sincere, happy, without expecting anything in return, and willing to give part of what they have even if it causes suffering for themselves; (b) love for the homeland, namely feelings of love for their own nation and country; (c) hard work, namely trying with all my heart with all my might to try to get the desire to achieve maximum results in general; (d) exemplary is a positive attitude that can be used as a reference by the community; (e) honesty, namely the compatibility of the news delivered with the existing facts; (f) democratic, namely a choice of a nation adhering to the notion of freedom of opinion with the results of deliberation and consensus; (g) independent, namely doing something without depending on other individuals; and (h) being responsible, namely the state of being obliged to bear everything that has been done.

From the previous explanation, we can conclude that value is something important, good, and valuable; there is a certain value ideal, a kind of hope that points to virtue; evaluation means weighing activities, relating them to each other, and then Make a decision. When they are regarded as important, beneficial and valuable to human life, they have value, whether in religion, politics, law, morality, ethics, aesthetics, economy, and social culture.

The Role of History Digital Books as Alternatives and Solutions to Teach Heroic Values

Technological progress has brought convenience to the education sector and created new innovations in technology-based learning. One of the new innovations in the world of education is digital books or e-books. Digital books or e-books (electronic books) are one of the technological developments that utilize computers that are used to display information in the form of text, images, audio, video and other multimedia in a concise and dynamic form that can be read by computers and other electronic devices. Ruddamayanti, 2019).

According to Hamdani (2011, 248) media can be grouped into three types, namely:

1. Visual Media

Visual media are media that can only be seen using the sense of sight. This type of media is often used by teachers to help deliver the content of the subject matter. Visual media consists of media that cannot be projected (non-projected visual) and media that can be projected (project visual).

2. Audio Media

Audio media is media that contains messages in an auditive form (can only be heard) that can stimulate students' thoughts, feelings, concerns, and abilities to learn teaching materials. Sound cassette programs and radio programs are forms of audio media. The use of audio media in learning in general is to deliver subject matter about listening.

3. Audio – Visual Media

As the name implies, this media is a combination of audio and visual or commonly called viewing media. Audio visuals will make the presentation of teaching materials to students' completer and more optimal. In addition, this media to some extent can also replace the role of the teacher. Because, the presentation of material can be replaced by the media, and the teacher can turn into a learning facilitator, which makes it easy for students to learn.

Furthermore, Sanjaya (2010, 172) suggests that learning media can be classified into several classifications, namely:

1. Judging from its nature, media can be divided into: 1) Auditive media, which is media that can only be heard, or media that only has sound elements, such as radio and sound recordings. 2) Visual media, which is media that can only be seen, does not contain sound elements. Included in this media are slide films, photos, transparencies, paintings, pictures and various forms of printed materials such as graphic media, etc. 3) Audiovisual media, which is a type of media that in addition to containing sound elements also contains elements of images that can be seen, for example video recordings, various sizes of films, sound slides and so on.

2. Judging from the ability to reach, the media can be divided into: 1) Media that has a broad and simultaneous coverage, such as radio and television. 2) Media that has limited coverage by space and time, such as slide films, films, videos, and so on.

3. Judging from the technique or method of use, media can be divided into: 1) Projected media such as slide film, film strip, transparencies and so on. 2) Media that is not projected such as pictures, photos,

paintings, radio, and so on. Based on the description above, it can be concluded that the types of media are very diverse, therefore a teacher must be skilled in choosing media. The selection of the right and correct media in the learning process will make students motivated to participate in learning, but if the media used is not interesting then the material taught by the teacher will not be noticed by students.

According to the explanation above, it can be interpreted that digital book are included in the type of audio-visual media, in which not only writing is presented but can also be inserted animation or video. The presence of digital books indicates that there is technological development in the world of education which is expected to facilitate teaching and learning activities. In general, digital books are more in demand because of their practical form when compared to ordinary printed books, besides that digital book have a search feature so that words in digital books can be easily found. Publication of text and images as well as inspiring videos in digital form that are created and published and can be read anywhere and anytime using electronic devices such as smartphones and laptops (Andina, 2011: 4). Digital books are an evolution of printed books that are digitized and are a new innovation in the world of education that presents a practical and efficient book that can be and can be opened anywhere and anytime (Subiantoro, 2014).

Kemp and Dayton (1985), identified several benefits of media in learning, namely:
1. Submission of subject matter can be uniformed.
2. The learning process becomes clearer and more interesting.
3. The learning process becomes more interactive.
4. Efficiency in time and energy.
5. Improve the quality of student learning outcomes.
6. Media allows the learning process to be done anywhere and anytime.
7. Media can foster a positive attitude of students towards the material and the learning process.
8. Changing the teacher's role in a more positive and productive direction.

The value of heroism refers to an adjective that deserves to be upheld. The value of heroism is seen as a value which means something that is valued or upheld, which is associated with the formation of character or character. So that history learning is very important to teach heroic values to students, in order to teach heroic values so that they can shape students' character. One of the historical learning materials that can be taken from virtue values is teaching the history of heroes. Historical education that is oriented to the cultivation of values, such as heroism, fighting spirit, nationalism, and patriotism, Budiyono argues that children who are not instilled in the values of patriotism will have an impact when they grow up, namely the loss of sensitivity and attention to various problems. Nation that arises or at least various events that occur in the environment where they live. Whereas the quality and integrity of the nation in the future depends on our quality and awareness in providing education both scientifically and in inculcating the values of patriotism in children, because these children will replace our current leaders in the future. Budiyono, 2007).

Learning media cannot be separated from the learning process, because learning media is an intermediary between teachers and students in transferring knowledge. The more advanced technological developments, teachers are required to be able to innovate in implementing learning media that can adapt to the times. There are several learning media that can be used, including audio media, visual media, and audio visual media. The use of learning media is expected to increase students' understanding of heroic values. Especially at this time where the whole world is facing a big problem, namely the spread of the corona virus (COVID-19) which has hampered many sectors of life, namely the economic sector, social sector, religious sector, and even the education sector. Since the COVID-19 pandemic has spread, education in Indonesia has implemented an online learning system or learning system from home. Changes in the education system carried out by the government are by implementing a policy of implementing independent learning. This freedom of learning has the concept of "direct experience activities, appropriate abilities". The application of independent learning is expected to be able to produce knowledge that goes beyond (without limits) regarding information. So, there is a need for a new innovation to channel the values of heroes in the digital era, namely digital books. By utilizing digital book media in history learning materials, it will facilitate students' knowledge of the history of heroism which is supported by photos, videos and explanations from heroes who are informed through historical digital books.

Based on the above explanation of digital history books, students in history learning will be interested especially in that the book is equipped with photos and videos accompanied by writings so that indirectly digital books provide convenience in literacy, besides this new innovation, can also be used as a medium to teach material to students. The pictures of heroes along with their biographies and struggles, in digital books are expected to be useful so that students absorb the values of heroism from what they have read. In addition, the use of digital books will also make it easier for students to remember and understand what the author wants to convey, namely the value of heroism that combines audio-visual elements, will be interesting and not boring for students in the learning process. So that the history digital book is an appropriate solution and alternative in learning from home, because the advantages of digital books will be easier to help teachers in teaching heroic values to students and encourage students to be able to absorb and practice them, so that the values Heroism can be embedded in students, for provisions in their daily lives.

CONCLUSION

The use of digital history books in the classroom is a new innovation in the field of education that combines technology and learning. The government carried out some changes in education system by applying policy of independent learning which is expected to be able to produce unlimited knowledge about information. The use of this digital book will also make the student easier in remembering the delivery of heroic values material that combines audio-visual elements, so that it will be interesting and not boring for students in the learning process. The presence of this digital book is also expected to assist teachers in delivering materials that is constrained by distance, in this case during a pandemic

condition that requires learning from home, digital books are an alternative and the right solution for learning the history of heroism in supporting the program for implementing independent learning. The advantages of digital books that are practical and can be opened anywhere will make students to be able to read easier, it is hoped that students can absorb the heroic values of what they have read. So that the digital book media will teach the values of heroism to students easier and encourage students to be able to absorb and practice them, even though learning takes place remotely with historical digital books, heroic values will be embedded in students, for provision in their daily life

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