
| RESEARCH ARTICLE

The Effectiveness of Prince Sido Ing Rejek's Digital Book to Increase Students' Historical Awareness

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| ABSTRACT

The purpose of this article is to find out students' historical awareness, to develop a good prince sido ing rejek digital book, and to determine the effectiveness of digital books on historical awareness. This study used research and development methods, namely the ADDIE development model. The ADDIE consists of 5 stages, namely: 1) analysis, 2) Design, 3) Development, 4) Implementation, and 5) Evaluation. The results of this study were 1) 90.3% of the 31 students did not know the figure of Prince Sido Ing Rejek, 2) The level of validity of Prince Sido Ing Rejek material was 4.6 with a valid category, and the level of validity of digital books was 4.5 with a valid category. 3) Based on the effectiveness test using an independent sample t-test shows a significance value of 0.000 (<0.05). So it can be concluded that the prince sido ing rejek digital book has effects on students' historical awareness.

| KEYWORDS

Digital book, Sido Ing Rejek, Awareness of History

| ARTICLE INFORMATION

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1. Introduction

Awareness is essential in people's lives, especially in character formation. The national character will create the characteristics of a society easily recognized by other nations. According to Suyatno (2000: 1-7), historical awareness is essential to maintain the nation's culture, the purpose of historical understanding is not only to expand knowledge but refers to awareness of developing cultural values themselves.

Suyatno (2000: 248) argues that learning history delivers historical knowledge as information about what happened at that time. Learning history also functions to instill and raise students' historical awareness. In increasing human resources, the younger generation must invest historical awareness in loving the motherland and knowing the nation's history. Instilling historical awareness can be done in various ways, one of which is developing teaching materials, developing teaching materials by integrating local history materials, and one of the teaching materials is digital books.

According to Fuad (2016: 4), a digital book (e-book) is a book in electronic/digital form, unlike books that are usually printed on paper or other physical media. E-books in digital format are the result of developments in information technology that cannot be separated from advances in internet and computer technology.

This digital book functions as a tool for educators to convey learning in schools and can increase interest and motivate students when the learning process takes place because digital books include various animations, learning videos, and pictures according to the wishes of educators when making digital books.

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Based on a preliminary study conducted by researchers on 31 students in class X1 SMA Negeri 16 Palembang using a questionnaire on September 8, 2022, the results of the questionnaire stated that history lessons in the teacher's class had provided learning using media, namely power points, printed books and using lecturing method, but some students experience problems, namely that a lot of material is concurrent in one PowerPoint which makes students confused, there is too much subject matter, so it is difficult to understand, a lot of material is not explained in detail. Then for Prince Sido Ing Rejek material, 90.3% of students said they did not know the figure of Prince Sido Ing Rejek, and then 90.3% of students said the teacher had yet to give material about Prince Sido Ing Rejek. Knowledge about digital books, 67.7% of students already know about digital books, and from the results of the questionnaire, 93.5% of students stated that teachers already used digital books. For student learning styles, 51.6% of students use Visual learning styles. Then 96.8% of students agreed that it was necessary to develop teaching materials that were more interesting and innovative.

Based on the results of the needs analysis questionnaire above, it is known that the level of historical awareness of students regarding local history is still low. Namely, 90.3% of students do not see the material of Prince Sido ing Rejek. As for the formulation of the problem, namely 1) how is the history awareness of students so far, 2) how to develop a valid Prince Sido ing Rejek digital book, and 3) how is the effectiveness of digital books on historical awareness? The objectives are 1) to find out students' historical awareness, 2) to develop a valid Prince Sido ing Rejek digital book, 3) to find out the effectiveness of digital books on historical awareness.

2. Literature Review

2.1 Historical awareness

Historical awareness has an essential meaning so that students can understand the nation's history and think about how life will develop in the future. Thus, historical awareness is nothing but a psychological condition that shows the level of appreciation of the meaning and nature of history for the present and the future, realizing the primary basis for the functioning of historical significance in the educational process (Aman, 2011: 140). According to Jörn Rüsen (2004: 523), Historical awareness is interpreting the past to understand the present and expect the future. From the above understanding, it can be seen that historical awareness is the human intellectual ability to interpret past events as a guide for dealing with the present or the future.

According to Aman (2011: 34), indicators of historical awareness can include the following: 1) Living the meaning and nature of history for the present and the future, 2) knowing oneself and one's nation, 3) cultivating history for the development of national culture, and 4) protecting the nation's historical heritage.

2.2 Digital book

Digital books, also known as e-books or electronic books, are published books in a digital (electronic) form consisting of text, images and multimedia that can be read from computers, laptops or other portable electronic devices (Tompo, 2017: 4). According to Fuad (2016: 4), simply a digital book (e-book) is a book in electronic/digital form, unlike books which are usually printed on paper or other physical media. E-books in digital format are the result of developments in information technology that cannot be separated from advances in internet and computer technology. From the above understanding, digital books are books in digital form that are published in digital format that can be read from computers, laptops or other portable electronic devices.

2.3 Prince Sido Ing Rejek

Prince Sido Ing Rejek is taken from Sanskrit, which means Sido is King, Ing is dead, and Rejek is sad. So Sido Ing Rejek means the king who died in a tragic state. Prince Sido Ing Rejek is Abdurrahim; Prince Sido Ing Rejek is the XI king or the last king of the kingdom of Palembang. The previous period of Sido Ing Rejek's leadership was in 1659 (Pratama. 2020: 82).

During the reign of Prince Sido Ing Rajek, Palembang tried to improve relations with Mataram, and Palembang continued to maintain relations with various nations in the world. Its relationship with the VOC (Verenigde Oost Indische Compagnie) was established in 1641, with an agreement allowing the VOC to trade with Palembang. The following year the contract was renewed with monopoly rights over Palembang pepper (Farida and Dhita, 2018: 54).

During the reign of Prince Sido Ing Rejek, there was a war between the Palembang kingdom and the VOC. Namely, on November 24, the VOC attacked and burned the Kuto Gawang Palace. The burning of the Kuto Gawang Palace was led by Admiral John van der Lean and John Truytman (Soetadji, 1996: 9). The destruction of the city of Palembang and the palace experienced pralaya during the reign of Prince Sido Ing Rejek (1652-1659) forcing the king of Palembang to resign to Uluan (Saka Tiga hamlet, Indralaya) (Idris et al. 2021: 234), such as his arrival along the Musi river and then entering the river Ogan Prince Sido Ing Rejek and several of his loyal assistants were buried on the banks of the river (Village Saka Tiga, Indralaya) (Misral, 2014: 8).

3. Methodology

This research and development method is an analysis used to produce a particular product and test its effectiveness. Research methods are used to create specific products and then test the effectiveness of that product (Neolaka, 2014: 203). This development uses the ADDIE model development procedure. The ADDIE Development Model has five stages, namely: 1) Analysis, 2) Design, 3) Development, 4) Implementation, and 5) Evaluation.

3.1 Location and research subjects

This research was carried out at SMA Negeri 16 Palembang and SMA Negeri 14 Palembang. In contrast, the research subjects are aimed at class X because the teaching material that was developed is on the issues of class X students, namely KD 3.8 identifying the characteristics of community life, government and culture during the kingdom of Islam in Indonesia and shows examples of evidence that is still valid in the life of Indonesian society today.

3.2 Data Collection Techniques

3.2.1 Interview

One method of collecting data is through interviews; an activity carried out to obtain information directly by asking questions to respondents (Subagyo, 2006:39).

3.2.2 Observation

Observation (Observation) is a data collection method in which researchers or collaborators record information they witness during the research (Gulo, 2005: 116).

3.2.3 Questionnaire

Questionnaires are research instruments that consist of a series of questions and other questions to gather information from respondents (Kabir, 2016: 208).

4. Results and Discussion

4.1 Conditions of Students' Historical Awareness

Based on observations that researchers made on September 8, 2022, at school, history lessons were carried out using lecture methods, discussions, presentations, and sometimes using power points as teaching aids. History learning at SMA Negeri 16 Palembang is carried out based on the draft lesson plan that has been prepared, namely the lesson plan. The learning process was carried out in 16 meetings with details of 2x24 minutes for each session. Learning is focused on developing students according to the independent curriculum reference.

Based on the results of the questionnaire on September 8, 2022, regarding knowledge about Prince Sido Ing Rejek, it is known that out of 31 students, 28 students gave answers They did not know Prince Sido Ing Rejek, 3 students gave answers that they know Prince Sido Ing Rejek, resulting in 90% students do not know who is the figure of prince Sido Ing

4.2 Development of the Prince Sido Ing Rejek digital book

The process of developing this digital book uses the ADDIE development model, namely:

1. Analysis


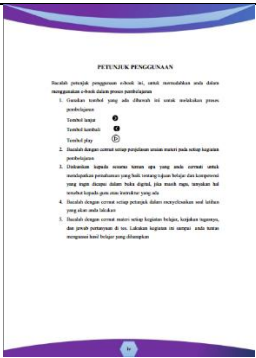


Based on the results of the questionnaire on September 8, 2022, the questionnaire stated that history learning in the teacher's class had provided education using media, namely using power points, printed books, and the lecture method. Still, some students needed help, namely material that was a lot concurrent in one PowerPoint. It confused students, the subject matter was too much, so it wasn't easy to understand, and a lot of material needed to be explained in detail. Then for Prince Sido Ing Rejek material, 90.3% of students said they needed to learn the figure of Prince Sido Ing Rejek. For knowledge about digital books, 67.7% of students already knew about digital books. Then 96.8% of students agreed that materials needed to be developed—more exciting and innovative teaching.

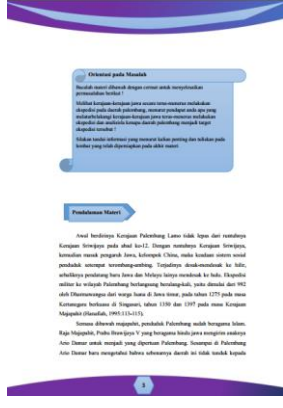

2. Design

The first design process carried out was determining the content, namely, Prince Sido Ing Rejek, which was adjusted to the syllabus, namely KD 3.8, identifying the characteristics of community life, government and culture during the Islamic kingdoms in Indonesia and showing examples of evidence that still applies to the life of Indonesian society. At present, the theme to be raised is the beginning of the formation of the Palembang Lamo kingdom until the reign of Prince Sido Ing Rejek ended. The second stage is mapping the material; the third stage is designing flowcharts, namely making covers, prefaces, instructions for use, material maps, table of contents, essential competencies, historical awareness questionnaires, apperceptions, materials, bibliography, and back cover.

3. Development

After the digital book has been designed, the researcher carries out the process of developing a digital book, and there are several stages, namely the pre-production and production stages. The results of digital books are as follows.

No	Display	Ekplanation
1		Cover
2		instructions for use
3		Apperception
4		Learning activities 1

5		Material
6		Backcover

Then after the production of the book was completed, validation was carried out by the expert, namely the material expert and digital book. The results were as follows:

4. Implementation

Three steps were carried out at the implementation stage of the prince sido ing rejek digital book. Namely, 1) one-to-one, 2) small group, 3) field test with the following results:

No	Expert	Hasil
1	One to One	4,1 (Valid)
2	Small Grup	3,9 (Valid)
3	Field test	4,4 (Valid)

5. Evaluation

At the Evaluation stage, digital books are carried out by testing their effectiveness of digital books which will be explained in sub-chapter 4.3

4.3 The Effectiveness of Prince Sido Ing Rejek's digital book

Testing the effectiveness of digital books is carried out using the SPSS 25 application. Before carrying out the effectiveness test, digital books are subject to a prerequisite test. First, the stages are as follows:

1. Normality

Tests of Normality

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk			
	Statistic	df	Sig.	Statistic	df	Sig.	
Pretest historical awareness	Pre-Eksperiment	.102	55	.200*	.969	55	.171
	Pre-Control	.070	55	.200*	.965	55	.111

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above shows that the results of the significant value of historical awareness of students in the experimental and control classes are $0.171 > 0.05$. it can be concluded that the pre-test data on historical understanding in the experimental and control classes are normally distributed

2. Homogeneity

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Pretest historical awareness	Based on Mean	.660	1	108	.418
	Based on Median	.646	1	108	.423
	Based on Median and with adjusted df	.646	1	107.976	.423
	Based on trimmed mean	.694	1	108	.407

The table above shows that the results of the significant value of historical awareness in the experimental and control class students were $0.407 > 0.05$. The pre-test data on historical understanding in the experimental and control classes are homogeneous.

3. Independent sample test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pretest historical awareness	Equal variances assumed	.660	.418	1.790	108	.076	2.182	1.219	-0.234	4.598
	Equal variances not assumed			1.790	107.586	.076	2.182	1.219	-0.234	4.598

Based on the table of independent samples t-test results with SPSS 25, the F value was 0.660 with a significance level of 0.418 greater than 0.05 ($0.478 > 0.05$). While the results of Sig. (2-tailed) of $0.076 > 0.05$. So, the average historical awareness between the experimental and control classes is the same or has no difference. Thus it can be concluded that the prerequisite test for SMA Negeri 14 and 16 Palembang has been fulfilled so that it can be continued at the implementation stage

4.4 Test the Effectiveness of Prince Sido Ing Rejek's digital book

The effectiveness test can be seen through the posttest between the experimental class and the control class. The experimental class used Prince Sido Ing Rejek digital book, while the control class used material from the internet. The effectiveness test uses the t-test with the independent sample t-test,

Hypothesis:

H0: there is no difference in students' historical awareness

H1: there are differences in students' historical awareness

Test decision

a. If the value of Sig. (2-tailed) > 0.05, then H0 is accepted, and H1 is rejected, which means that the students' historical awareness in both classes is the same.

b. If the value of Sig. (2-tailed) < 0.05, then H0 is rejected, and H1 is accepted, which means that there are differences in students' historical awareness in both classes.

The independent sample t-test results are as follows:

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2- taile d)	Mean Differ ence	Std. Error Differ ence	95% Confidence Interval of the Difference Lower Upper	
Posttest historical awareness	Equal variances assumed	1.692	.196	-6.271	108	.000	-7.164	1.142	-9.428	-4.899
	Equal variances not assumed			-6.271	103.247	.000	-7.164	1.142	-9.429	-4.898

Based on the effectiveness test, the independent sample t-test in the table above shows a significance value of 0.000 (<0.05). So the decision-making test for the Independent sample t-test is H1 is accepted. This states the effectiveness of using Prince Sido ing Rejek digital books on the historical awareness of experimental class students.

5. Conclusion

From the results above, it can be seen that 90.3% of Palembang 16 Public High School students needed to learn the character of Prince Sido Ing Rejek, and the teacher had not given Prince Sido Ing Rejek material. Then 100% of the 31 students also wanted Prince Sido ing Rejek's digital book. In the process of designing a digital book, there are stages that researchers carry out, namely material map design, flowchart design, and storyboard design. After the digital book was developed, the digital book was validated by experts, namely material experts and digital book experts. The validation results were material validation with a value of 4.6 in the valid category and digital book validation with a value of 4.5 in the valid category. Then the next step is to look at the effectiveness of Prince Sido ing Rejek's digital book on historical awareness through the t-test with a significance result of 0.000 (<0.005). The use of digital books affects students' historical awareness.

Then the limitations of this research are The history digital book being developed is limited to class X high school. Furthermore, the digital history book can be used in other schools in class X at the senior high school level, and the estimated development time is relatively long. Suggestions for further research are expected. This research can pave the way for researchers and teaching material developers in the future to perfect and produce various interactive digital books.

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