



The Need Analysis of The Development of The Historical Teaching Materials of Prince Sido ing Rejek Based on E-Book

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Abstract. AbstractThe article "Needs Analysis of the Development of Prince Sido Ing Rejek History Teaching Materials Based on E-Books" describes students' needs for the history of Prince Sido Ing Rejek teaching materials based on digital books. Needs analysis is the initial stage of the Research and Development method. This article aims to determine whether students need the teaching materials that researchers will develop. This research is exploratory, descriptive analysis. The research subjects were students of class X MIPA 1 SMA Negeri 19 Palembang, with a sample of 16 students. Questionnaires and interviews collected data. The results of the questionnaire analysis were that 93.8% of students did not know the material about Prince Sido ing Rejek, 87.5% of students answered that the teacher had not used digital books as a learning resource and 68.7% of students wanted the development of digital books. the conclusion is that All students want a digital book on the history of Prince Sido ing Rejek material with a percentage of 100%, and students do not yet know the material for Prince Sido Ing Rejek, which is located far from the city of Palembang. The teacher has not provided historical material for the Prince Sido Ing Rejek character, and there are few articles or books about the Prince Sido Ing Rejek character.

Keywords: Need Analysis, Historical Teaching Materials

1 Introduction

According to Trimo, Education is a process of changing the attitudes and behaviour of an individual or a group of people through teaching and training efforts [1]. Activities for their future roles. The progress of a nation cannot be separated from education because education has a position to advance human beings. The purpose of education is basically to lead students to changes in behaviour both intellectually, morally, and socially so that they can live independently as individuals and social beings to produce quality human resources.

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M. Salimi et al. (eds.), *Proceedings of the 6th International Conference on Learning Innovation and Quality Education (ICLIQE 2022)*, Advances in Social Science, Education and Humanities Research 767,

https://doi.org/10.2991/978-2-38476-114-2_89

Along with the times, science and technology are increasingly sophisticated and support the creation of new technologies. Technological advances have affected this life and cannot be avoided because science and technology provide many advantages and convenience in carrying out work. The development of this technology also makes the education experience convenient in the learning process. Teachers can use technology, such as digital learning media, digital book, etc. According to Rosenberg, the development of technology resulted in several changes in the learning process, namely 1) From paper to online, 2) From the classroom to anywhere and anytime, Speed is the hallmark of the digital world, and time is a competitive asset, 3) Starting from physical facilities to network facilities. With the development of technology, educators can provide learning without having to deal directly with students [2].

E-Books refer to digital objects with textual and other content. It is the result of integrating the general concept of a book with the features that can provide in an electronic environment. The second part refers to the elements used, such as search and cross-reference functions, reference materials, bookmarks, and interactive dictionaries [3]. The use of e-books in education has advantages, including Easier distribution and purchase, Simple backup and storage, the ability to adjust the font size, Adding text to multimedia, and Reading on different devices. The most widely used formats include PDF format, epub, and epub format, which can use through Reader [4].

In learning history, using digital books has a positive impact on teachers and students; by using digital textbooks, educators can easily explain historical material because digital books can include pictures and videos to facilitate the learning process. Educators must be innovative in making digital books to produce good ones. Innovative work results from development, modification, or discovery as a teacher's contribution to improving the quality of the learning process and educational progress [5].

Historical education taught in secondary schools has a strategic position in shaping a dignified nation's character and civilization and forming Indonesian people who have a sense of nationalism and love for the homeland. Historical and cultural heritage are national assets reflecting the nation's identity. One strategy is to synergize conservation efforts with school learning [6]. Regarding the problem of historical education, students' historical awareness has not experienced significant development and is even in an inactive state.

History is not enough to be memorized and understood textually; but its meaning needs to be lived to influence and shape attitudes and behaviour. Thus, history lessons are not enough to only provide historical chronicle elements such as what, who, when, and where about an event. They also must include diachronic elements that describe the course of the events [7]. Historical awareness is essential in people's lives because historical understanding reflects national identity. In the context of nation-building, teaching history does not merely provide historical knowledge as a collection of historical factual information but also aims to awaken students or raise awareness of their history. History should be understood as a means of transferring knowledge and a medium for historical awareness.

With historical awareness, humans are aware of their past experiences, individually and collectively, and most importantly, realize that today's life, individual and community life, and culture always originate and are rooted in the past or the past [8]. Based

on the description above, This study aims to analyze the needs of students for the digital history book of Prince Sido Ing Rejek in high school.

2 Method

This research is an exploratory, descriptive study with a qualitative approach. Experimental, descriptive analysis aims to describe the state of a phenomenon. This study is not intended to test specific hypotheses, only to explain the existence of a variable, symptom, or situation [9]. who conducted this research on June 13, 2022, at SMA Negeri 19 Palembang; the research subjects were students of class X MIPA 1. The sample was randomly selected as many as 16 students. Data collection techniques using questionnaires and interviews

3 Results

The preliminary study results in class X MIPA 1 SMAN 19 Palembang during learning are known. Education is carried out based on the lesson plan design that has been prepared, namely RPP. History learning at SMAN 19 Palembang has used the 2013 curriculum, so there is mandatory and unique history material. The face-to-face process was carried out for 16 meetings with details of 2x45 minutes per meeting. Learning is focused on student development following the K-13 Syllabus reference. Based on observations made in schools, history learning is carried out using lecture, discussion, and presentation methods. Following are the results of interviews with several students:

1. How do teachers do history learning?

TF students explained that the history learning carried out by the teacher so far was in groups. Each group explores together the History material that is their assignment. Then the group representatives take turns telling the results of their learning to other groups. It will be more fun if there is a question and answer session. This way not only makes the atmosphere in the classroom more lively but also saves time in teaching and learning.

Then students. Then student M explained who did history learning by giving and discussing the material displayed through the projector. Then the IW, ES, AH, BSP, and HLP students answered similarly. Namely, the teacher explained the material and then continued with group discussions.

2. What are the obstacles that occur in participating in history learning?

I am often nervous when asked to present/answer questions, and the teacher has never explained the material because of the group discussion. Furthermore, the MFP student explained that he had difficulty memorizing the names of characters, times, and places in history. Then the RM and SR students explained that they condensed too many materials into one power point, which sometimes made them confused. Then SZKP explained. The problem is that some materials are not understood, and the teacher rarely gives explanations about the material.

The following are the results of a needs analysis questionnaire regarding the development of a digital book on the history of Prince Sido Ing Rejek, which was distributed to 16 students of class X MIPA 1 SMA Negeri 19 Palembang:

1. Do you know who the prince of Sido ing Rejek is?

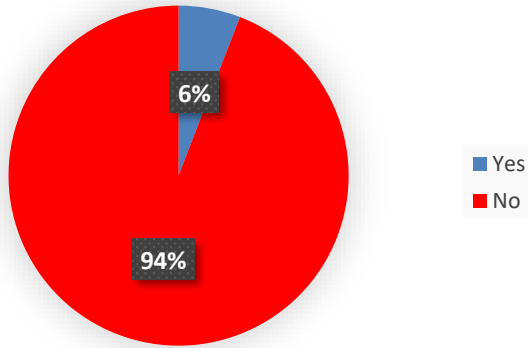


Fig. 1. Knowledge Diagram of Prince Sido Ing Rejek

Based on the results of collecting the needs analysis data above, students do not know who the prince of Sido ing Rejek is, with a 94% no; these results can be seen in Figure 1

2. The following describes the needs analysis results regarding "Have the teachers provided material about Prince Sido Ing Rejek?".

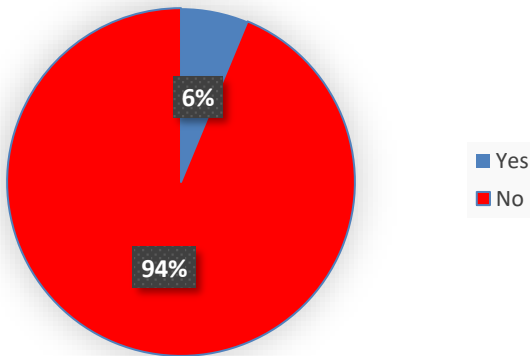


Fig. 2. Diagram of the provision of material for prince sido ing rejek

Based on the results of collecting the needs analysis data above, the teacher has not provided material about the figure of Prince Sido Ing Rejek with a 94% no; these results can be seen in Figure 2.

3. The following describes the needs analysis results regarding "Do you already know the problem-based learning model?"

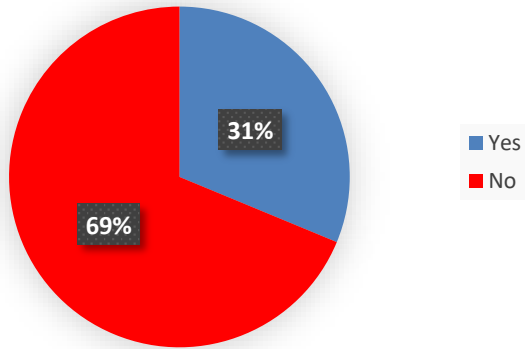


Fig. 3. Knowledge Diagram of the Problem-Based Learning Model

Based on the results of the above needs analysis data collection, students do not yet know the problem-based learning model with a percentage of 69% no; these results can be seen in the pie chart in Figure 3.

4. The following describes the needs analysis results regarding "do you already know about digital books (E-books)?"

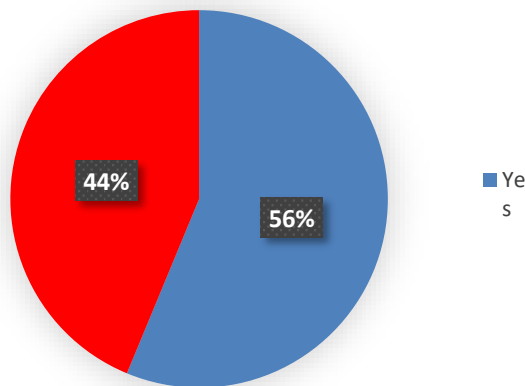


Fig. 4. Diagram of knowledge of digital books (E-books)

Based on the above needs analysis data collection results, almost all students already know digital books (E-books) with a 56% yes; these results can be seen in the pie chart in Figure 4.

5. The following describes the needs analysis results regarding "Are teachers already using digital books (E-books) as learning resources in the classroom?"

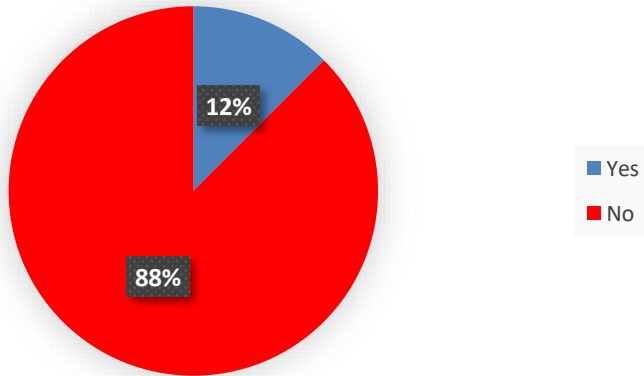


Fig. 5. Diagram of teachers using digital books (E-books) in the classroom

Results Based on the above needs analysis data collection, teachers have not used digital books (E-books) with a percentage of 88% not; these results can be seen in the pie chart in Figure 5.

6. Following are the needs analysis results regarding "is it necessary to develop a digital book on the history of Pangerando ing Rejek?"

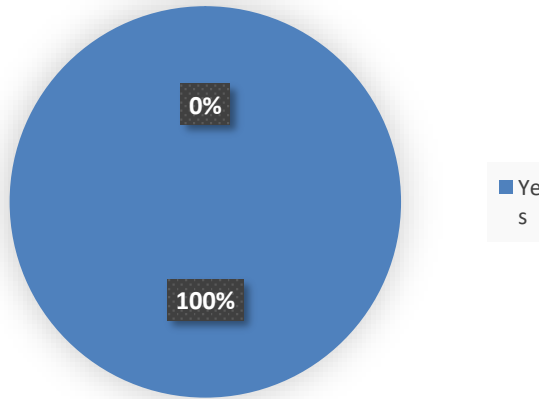


Fig. 6. a diagram of students needing the development of a digital book on the history of Prince Sido Ing Rejek

Based on the results of the above needs analysis data collection, students want the development of a digital book of the history of Prince Sido ing Rejek with a percentage of 100% yes; these results can be seen in the pie chart in Figure 6.

7. The following describes the needs analysis results regarding "in history learning, do you already know what your learning style is like?"

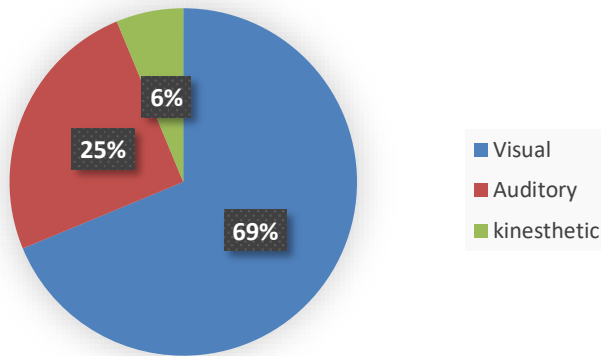


Fig. 7. Diagram of student learning styles

Based on the data collection needs analysis results above, students use visual learning at 69%, students use Auditory Learning at 25%, and students use Kinesthetic learning at 6%. who can conclude that the development of digital books is very suitable, These results can be seen in the pie chart in **Figure 7**.

4 Discussion

Learning is defined as a change in behaviour that occurs from experience or mechanically as a change in nature that happens from experience [10]. Many factors affect the quality of learning: teachers, students, learning models, learning media, and teaching materials. To determine the quality of learning in schools, it is necessary to analyze all these aspects.

The analysis carried out on students in class X MIPA 1 SMA Negeri 19 Palembang is known that students are already active in learning because the teacher has used a student centre where there are many intergroup discussion activities. However, the results of the analysis of teachers still use conventional learning, such as textbooks. And sometimes use PowerPoint, so some students find it challenging to learn history lessons..

The success rate of history learning is excellent by using media or interactive teaching materials, which will convey history learning well. Using digital books, teaching materials can also include teaching materials in videos and pictures. Applying the material for prince sido ing rejek by developing this digital book is very suitable because the distance to plunge into the field directly is about 32 kilometres. The reason for bringing up the material is that Prince Sido Ing Rejek was the last king of the Palembang Kingdom who fled to the Saka Tiga village and died in the area. So only a few people in Palembang know the figure of Prince Sido Ing Rejek. What can see from the analysis data above is that 94% of students do not know who the prince of Sido ing Rejek is.

The development of the Prince Sido ing Rejek digital book is supported by student learning styles, where an average of 69% of students' learning styles use visual learning

styles. The development of this digital book will include videos, pictures, and stages of a problem-based learning model, making it very suitable for visual and auditory learning styles. Then all students wanted the development of a digital book about the history of Prince Sido Ing Rejek, making the author want to make these teaching materials. E-books make it easier for students to find information, and students can read books without having to go to the library or book characters. Students can read digital books through electronic devices such as smartphones, laptops, computers, and others [11].

The use of digital books as teaching materials has begun to be used and developed by various researchers. Previous research that was used as a source of information and reference material was a study conducted by Asrowi (2019) entitled. "The Impact of Using the Interactive E-book on Student' Learning outcomes" The results showed that the use of digital books got the average score of the experimental group before using the e-book 54.78, and the average score after the treatment using the e-book was 81.69. This means there has been an increase in the average score of 26.91 after using interactive e-books on social studies subjects, so it can be concluded that interactive e-books are effectively used to increase students' knowledge of social studies subjects [12].

Furthermore, based on research conducted by Ridho (2021), entitled "Development of Local Wisdom Digital Books to Improve Critical" The results showed that what assessed the use of digital books for students' critical thinking skills showed an increase with high N-Gain scores with N-Gain in class VIII A of 0.702 and class VIII B of 0.710 [13]. From the relevant research above, we can see that digital books greatly impact student learning. What distinguishes this article from other researchers is the use of local history digital books, namely Prince Sido ing Rejek's material, where the writing about Prince Sido Ing Rejek is minimal. Hence, researchers are interested in making a digital book about the history of Prince Sido Ing Rejek.

The advantages of digital books According to [14], digital books (ebooks) have several benefits, including 1) As an alternative learning media. 2) Unlike printed books, digital books can contain multimedia content to present more exciting teaching materials and make learning more fun. 3) As a medium of information, 4) Compared to printed books, digital books can be disseminated more efficiently through media such as websites, virtual classes, email, and other digital media, 5) digital books are easy to carry and not easily damaged.

1 Conclusions

All students want a digital book on the history of Prince Sido ing Rejek material with a percentage of 100%, and students do not yet know the material for Prince Sido Ing Rejek, which is located far from the city of Palembang. The teacher has not provided historical material for the Prince Sido Ing Rejek character, and there are few articles or books about the Prince Sido Ing Rejek character. Then the development of the digital book on the history of Prince Sido Ing Rejek is also supported by students' learning styles, with an average of 69% visual. Digital books have many advantages such as, as a medium of information, easy to carry, not easily damaged, and as an alternative media.

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