

DEVELOPMENT OF HISTORY E-BOOKS BASED ON HISTORICAL HERITAGE IN ROKAN HILIR TO IMPROVE LEARNING MOTIVATION OF GRADE XI STUDENTS AT SMAN 1 KUBU BABUSSALAM

Adia Primary^{1a}, Ahmal^{2b}, Asril^{3c}

^{1,2,3} History Education, Faculty of Teacher Training and Education, University of Riau, Pekanbaru, 28293, Indonesia

^a adia.pratama0844@student.unri.ac.id

^b ahmal@lecturer.unri.ac.id

^c asril@lecturer.unri.ac.id

(*) Adia Pratama

adia.pratama0844@student.unri.ac.id

ARTICLE HISTORY

Received :23-2-2022

Revised : 18-3 -2022

Accepted : 17-4-2022

KEYWORDS

*Tutor, Facilitator,
Motivator, Evaluator,
Social Companion*

ABSTRACT

This research aims to develop a history e-book based on historical heritage in Rokan Hilir as an innovative learning media to improve students' learning motivation in history subject for Grade XI at SMAN 1 Kubu Babussalam. The background of this study is the low student engagement in history learning caused by the lack of contextual and interactive teaching materials. The research employed a Research and Development (R&D) approach using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). Data collection techniques included expert validation, student response questionnaires, and motivation assessment before and after using the developed e-book. The results showed that the e-book was categorized as "very feasible" with a material expert validation score of 92% and a media expert validation score of 94%. Student response in small and large group trials also reached a very positive category, with an average of 91%. Moreover, student motivation increased significantly after the implementation of the e-book, demonstrating its effectiveness in engaging learners. The novelty of this research lies in its integration of local historical sites—such as the Rokan Palace, colonial architecture, and traditional Islamic relics—into a digital format, enhancing the relevance and appeal of history lessons. The e-book not only supports curriculum goals but also contributes to the preservation and promotion of local cultural heritage through education.

This is an open access article under the CC-BY-SA license.



INTRODUCTION

Education is a conscious effort by society and the government to ensure the sustainability of the next generation, advancing the nation by developing the holistic potential of students, encompassing spirituality, personality, intelligence, morals, and skills. Education also shapes character in accordance with prevailing values, so serious government attention is crucial to producing a superior generation capable of playing a role in social, national, and state life (Ahmal, *et.al.*, 2020).

Ki Hajar Dewantara defined education as an effort to guide all of a child's potential so that they can grow into complete human beings and live happily, both as individuals and as members of society. Education is not just about intelligence, but also about building character, morals, and the ability to achieve a good life.

Learning is a conscious effort by educators to impart knowledge, organize, and create a conducive and enjoyable learning environment using various methods. The goal is for students to learn effectively and efficiently, and achieve optimal results according to their individual potential (Festiawan, 2020).

According to Widja, history learning is a teaching and learning process that discusses past events as they relate to the present and future. Through history, students are invited to revisit past events to understand and face the challenges of the times. They also learn to assess, choose, and develop values that are still relevant. This process emphasizes active learning that encourages critical thinking, creativity, and student physical and mental engagement (Hartono & Huda, 2019).

History is a subject that plays a crucial role in shaping the nation's character. However, public awareness of its importance is fading. Many have forgotten that history is a crucial element in maintaining national unity and identity. As Indonesia's first president, Ir. Sukarno, said, "A nation that honors the services of its heroes is a great nation." This statement emphasizes that a nation's progress and prosperity are impossible without learning from its past (Sukardi, 2020).

The past holds many events that have shaped human life to this day. Every event holds valuable lessons for society, the nation, and the state. Therefore, it is important to pass on history from generation to generation so that past events are not forgotten and past mistakes are not repeated in the future (Subandi, *et al.*, 2024).

History learning plays a crucial role in shaping students' understanding of the development of civilization and national identity. However, in reality, history is often considered boring by most students. This is due to conventional teaching methods, such as delivering material through textbooks and monotonous lectures. Limited access to engaging and interactive learning resources is also a major obstacle to increasing student motivation in history. History learning can also be made more engaging if contextualized within the surrounding environment, for example through local history (Afrillyan *et al.* 2020).

Understanding history is not just about studying past events, but also about teaching people to understand the framework of past events to determine the direction of the future. Through studying history, it is hoped that humans can become better than they were in the past. Historical relics scattered across various regions have great potential to be used as engaging and contextual teaching materials. One area rich in historical heritage is Rokan Hilir Regency. The various historical sites in this region, such as royal relics, ancient mosques, and other historic buildings, can be made into engaging learning resources if packaged well. However, this potential has not been fully utilized in the learning process in schools.

Finding sources of information nowadays can be said to be easy by utilizing technology. Therefore, learning media can also experience development by utilizing this technology. Meanwhile, the benefits of using information technology in an effort to support the learning process for students according to Hidayat and Abdillah (2019: 309) are: (1) increasing the quality of learning; (2) expanding access to education and learning; (3) helping to illustrate abstract ideas; (4) providing ease in understanding the material being studied; (5) presenting learning materials to be much more attractive; and (6) enabling a correlation between learning and the subject matter being studied.

Efforts to bring the past into the present can be achieved by visiting nearby historical sites (local historical sites). Visiting local historical sites will motivate students to learn history, but bringing students to the research location requires time, effort, costs, and complicated permits (Ira 2023). Along with technological developments, the use of e-books as a learning medium is starting to gain attention. *E-books* offer *flexibility* and easier access compared to printed books. The development of *e-books* based on historical heritage in Rokan Hilir is expected to be a solution to increase students' motivation to learn history. By integrating technology and local resources, these *e-books* are expected to present learning materials that are more interactive, engaging, and relevant to students' lives.

Furthermore, the developed *e-book* also allows for a more visual and interactive presentation of historical material, for example through the use of images, videos, and animations. This is expected to transform students' perception of history, from what was previously considered boring to something more enjoyable and challenging. Thus, this *e-book* serves not only as a learning medium but also as a tool to inspire and motivate students in studying history.

The development of this history *e-book* based on historical relics in Rokan Hilir is also expected to have a positive impact on teachers and schools. Teachers can use this *e-book* as a tool to enrich their teaching methods, while schools can enhance their image as modern educational institutions that adapt to changing times. Overall, this *e-book* is expected to make a significant contribution to improving the quality of history education in Indonesia.

Learning motivation is a crucial factor in enhancing students' motivation in history. According to Sardiman (2012), learning motivation is the drive that drives students to actively and continuously engage in learning activities. This motivation can arise from internal factors, such as motivation, curiosity, and the need to understand the material, as well as external factors, such as teaching methods, learning media, and support from the school environment. In the context of history learning, motivation can be enhanced through relevant, interactive, and contextual learning methods, so students feel a direct connection to the material being studied.

Furthermore, the use of technology-based learning media, such as e-books that integrate local historical heritage, has proven effective in increasing student motivation (Hidayat & Abdillah, 2019). By presenting historical material complemented by images, videos, and interactive information, these e-books not only help students understand the material better but also make them more interested in studying history. For example, by presenting information about historical sites in Rokan Hilir, students can see that history is not only a record of the past, but also part of their identity and culture that needs to be preserved.

We know that using learning methods relevant to students' experiences and environments can increase their motivation and learning motivation. According to research by Afrillyan et al. (2020), history learning contextualized with local history can foster students' sense of ownership and pride in their regional cultural heritage. Therefore, developing *e-books* based on local historical heritage is expected to be a significant step towards creating a more engaging history learning environment and motivating students to develop a deeper understanding of history.

Based on a pre-survey conducted by researchers on grade XI students of SMAN 1 Kubu Babussalam, researchers found that approximately 75% of students admitted to being less interested in history lessons because they felt the material presented was too monotonous and less relevant to their daily lives. However, when introduced to the concept of *e-books* based on local historical heritage, 85% of the students showed a greater interest in learning history. This score was obtained based on daily test scores, where teachers carried out daily tests with two treatments, namely in the first week using conventional-based media or teaching materials, and in the second meeting using e-book-based media about local history. This indicates an urgent need to change history teaching methods that are more in line with student motivation and needs, one of which is through the development of *e-books* based on historical heritage in Rokan Hilir.

However, studies specifically incorporating Rokan Hilir's local heritage into -interactive history e-books have yet to be found in the literature, indicating a significant research gap. More general developments in history e-books (e.g., PDF structures or simple apps) still fail to address local and contextual aspects that can strengthen students' motivation and holistic understanding.

This study aims to fill this gap by designing a -history e-book based on historical relics in Rokan Hilir, equipped with multimedia, interactivity, and local context. The main objective is to evaluate the extent to which this e-book can improve the learning motivation of grade XI students at SMAN 1 Kubu Babussalam, using an experimental study design and quantitative and qualitative evaluations, as recommended in previous e-book interactive research .

Based on these issues, it is necessary to develop learning media that can be packaged through historical heritage-based e-books to increase student learning motivation at SMAN 1 Kubu Babussalam. In line with these issues, a development research entitled "*Development of a Historical Heritage-Based E-book in Rokan Hilir to Increase Learning Motivation of Grade XI Students at SMAN 1 Kubu Babussalam*" was conducted.

METHOD

Study This use method research and development (R& D) with objective main produce A learning media products in the form of a history e-book heritage site based history in Rokan Decent downstream used For increase motivation Study student class XI SMAN 1 Kubu Babussalam . Research This No only focus self in creation product , but also on testing level feasibility and effectiveness product in context learning history . In implementation , research This adopting the ADDIE development model , which is abbreviation of five stages Main : Analyze , Design , Develop

, Implement, and Evaluate. This model chosen Because give approach systematic and structured in designing product learning, where each stage each other interact in a way

Study held at SMAN 1 Kubu Babussalam, which is located on Jl. Teluk Lost Hangtuah, District Fortress Babussalam, Regency Rokan Downstream, Riau Province. Election location This based on condition empirical evidence that shows lack of contextual use of digital media in learning history at school said. Research started after the exit letter permission research from institutions related and carried out in range adjusted time with timetable academic school.

At the stage analysis, researcher do interview with the subject teacher lesson history and observation towards the learning process For identify the media used as well as problems faced students. This data show existence gap between potential historical sites local as source learning and reality in the classroom that is still depend on book text. Next, in stage design, researcher designing e-book content with gather material history local Rokan Downstream and visualize it in storyboard form. In stage In this case, researchers also compiled instruments evaluation, including questionnaire validation media experts and experts material, questionnaire response students, as well as questionnaire motivation Study student.

Stage development done with producing media using application design Canva graphics, which allows merger element text, images, and videos to in an interactive digital e-book. The product has been made Then validated by media experts and experts material from circles Lecturer in History Education. According to Sugiyono (2017), validation is a process of assessing whether a product design is effective, which can be done by bringing in several experts or experienced personnel to assess the product to be designed. Validation This aim For evaluate aspect visual appearance, suitability content with competence basic, and effectiveness presentation material. Assessment done use sheet structured validation based on indicators that have been designed, such as readability, accuracy information, media navigation, and suitability material with characteristics participant education. Validation process followed with revision product based on expert input.

At the stage implementation, product tested try it in scale limited (10 students) and scale large (22 students) class XI. After the learning process using e-books, students requested fill in questionnaire evaluation towards the media and questionnaire motivation study. This data collected For know how media influences interest and involvement they in the learning process history. Researchers use four type instrument data collection, namely observation, questionnaire validation, questionnaire response participant education and questionnaires motivation study. Observation done in a way direct with observing the learning process in class. Questionnaire media and material validation consists of from indicator visual appearance, navigation, content, and presentation information. Meanwhile questionnaire response and motivation participant educate covers indicator like media effectiveness, power pull appearance, relevance materials, as well as use Language.

Data collected analyzed in a way qualitative and quantitative analysis qualitative used For interpret suggestions and comments from the validators as well as response students, who then made into base revision product. Analysis quantitative used For processing data in the form of score results stated questionnaire in form numbers. According to Heryana (2020), quantitative data analysis done with convert data into form numeric and countable based on mathematical model. The analysis technique used is analysis percentage, with use The formula proposed by Arikunto (2020). As explained by Arikunto (2020), the data analysis technique used in processing the questionnaire results is percentage analysis. This analysis is conducted to determine the percentage of respondents' answers to each questionnaire item (Sandjaja & Purnamasari, 2017). The assessment scale use Likert scale with Category: Very Good (5), Good (4), Sufficient Good (3), Less Good (2), and Very Less Good (1). Final result evaluation served in form percentage, then classified based on criteria eligibility as formulated by Arikunto (2014), namely: Very Feasible (81–100%), Feasible (61–80%), Less Feasible (41–60%), and Not Eligible (under 40%).

With comprehensive approach through the ADDIE model and use various instruments and techniques proper analysis, research This expected can produce historical e-book products that are not only valid from side academic, but also interesting and effective For used in learning. Research this also provides contribution to practice education history digital and local based, as well as become a model for developing learning media that can replicated in other schools with potential historical sites different locale

RESULTS AND DISCUSSION

Results

The results of this development research indicate that a history e-book based on historical heritage sites in Rokan Hilir is deemed feasible and effective for increasing the learning motivation of eleventh-grade students at SMAN 1 Kubu Babussalam. The development process using the ADDIE model was successfully implemented thoroughly, starting from the analysis stage to the evaluation stage. In the analysis stage, data obtained through observation and interviews indicated that history learning in schools is still conventional and does not utilize the potential of local history in the region. History textbooks used by students generally only cover national material without a local context, so students feel less emotionally connected to the material being studied. In addition, the lack of visual and interactive learning media also contributes to the weak interest of students in learning history.

Responding to these findings, researchers developed e-books featuring local history-based content from historical sites in Rokan Hilir, such as the Rokan Palace Complex, the Tombs of the Rokan Kings, and the Dutch colonial site in Bagansiapiapi. Developed using Canva and based on curriculum content standards, these e-books incorporate interactive features such as text, images, maps, and videos, packaged in a digital flipchart format. The materials are presented concisely and communicatively, aiming to capture students' attention and facilitate comprehension. The materials are structured in a logical sequence: an introduction, learning objectives, core material, concept maps, and a glossary and evaluation.

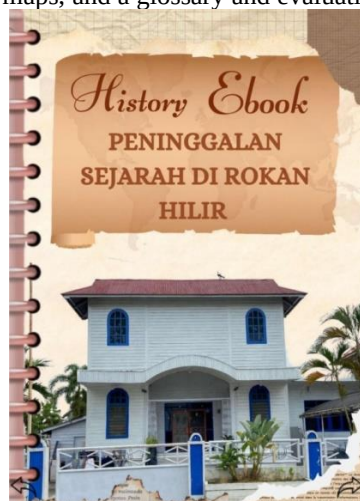


Figure 1. E-book Cover Appearance Figure 2. book



Content Appearance E-

The initial product was then validated by material expert and a media expert. Validation by carried out to ensure the suitability of the e-book curriculum, the accuracy of the historical material, understanding. The validation results showed that the e-book obtained a score of 47 out of a maximum score of 50, which means 94% and is classified as "Very Appropriate". Meanwhile, the validation by the media expert who assessed the visual aspects, navigation, and design attractiveness resulted in a score of 49 out of a maximum total score of 50, or 98%, which is also classified as "Very Appropriate". Thus, it can be concluded that in terms of substance and appearance, this e-book has met the criteria for good quality digital teaching materials as stated in previous research by Ramayani and Defianto (2019), that expert validation is an important stage to ensure the quality of the development product.

After passing the validation and revision stages, the product was trialed on two groups of students: a small group of 10 students and a large group of 22 students. The trial aimed to determine students' responses to the product and to measure the extent to which the e-book could increase motivation to learn history. Based on the results of the

two experts, namely a the material expert was content with the and the level of language

questionnaire given to the small group, student responses showed a total score of 364 out of a maximum score of 400, or 91%, which falls into the "Very Good" category. Meanwhile, the results of the trial on the large group showed an increase, namely a score of 818 out of 880, or 93%, also in the "Very Good" category. This indicates that the e-book is able to attract students' attention and is considered very helpful in the process of learning history, because it presents interesting visualizations and content that is directly related to the students' local cultural environment.

In addition to student responses to the product, this study also measured learning motivation before and after using the media. In the small group, students' learning motivation score before using the e-book was 220 out of a maximum total of 500 (44%), and increased to 443 (88%) after using the media. Meanwhile, in the large group, the initial score of 700 out of a total of 1500 (47%) increased to 1330 (89%) after using the e-book. These results indicate that the local heritage-based history e-book has been proven to increase students' learning motivation from the "Moderate" to "Very High" category. This increase reinforces the findings of Hamzah (2020) that the use of contextual digital media can have a significant influence on learning motivation because students feel more involved and have a personal connection to the material.

A summary of the validation and trial results is presented in Table 1 below:

Table 1. Summary of Validation and Trial Results

Component Evaluation	Maximum Score	Score Obtained	Percentage	Category
Subject Matter Expert Validation	50	47	94%	Very Worthy
Media Expert Validation	50	49	98%	Very Worthy
Response Students (Small Group)	400	364	91%	Very Worthy
Response Students (Group Big)	880	818	93%	Very Worthy
Motivation Study (Before)	3200	1932	60%	Currently
Motivation Study (After)	3200	2890	90%	Very high

In a way overall , results study This show that learning media in history e-book form local site based in Rokan Downstream feasible and effective used in learning history . This media No only strengthen connection student with history local they , but also able to present more learning interesting and motivating . Research This support importance integration source history local to in learning history national For strengthen understanding identity and culture nation . Therefore Therefore , the development of similar media is highly recommended. For context local others in Indonesia.

Discussion

The discussion in this study stems from a concrete need in the field, namely the low motivation of students to learn history at SMAN 1 Kubu Babussalam. Based on initial findings from the analysis stage using the ADDIE model, it was found that 75% of students expressed a lack of interest in history material due to the presentation being perceived as monotonous and non-contextual. This reflects a broader phenomenon, as explained by Rosyidah (2021), where history is often perceived as mere memorization with minimal relevance to students' lives, resulting in low learning participation. Therefore, a locally-based approach through the development of e-book media on historical heritage in Rokan Hilir was chosen to provide a more relevant and meaningful learning experience for students.

The application of the ADDIE model in developing e-book media based on local historical sites has proven effective because it combines systematic steps from analysis to evaluation. In the design stage, researchers developed materials based on the learning outcomes of the Independent Curriculum, emphasizing the integration of local context and strengthening student character. Storyboarding was carried out using tools such as Canva and Heyzine, which enable the integration of visual and interactive elements such as video and audio. These results align with research by Widodo (2020), which emphasized that digital-based learning media equipped with multimedia elements can stimulate students' learning motivation and information absorption more effectively. Visually appealing media encourages active student engagement, making it not only informative but also communicative.

The development phase resulted in an e-book with a complete structure: from the cover, user manual, concept map, content, to the glossary. Validation by material experts showed a percentage of 83%, and media experts gave a

percentage of 90%. This indicates that the product has met the pedagogical and aesthetic aspects for use in learning. According to Akbar (2016), good learning media must not only be materially accurate, but also be able to bridge effective interactions between students and teaching materials through an attractive display and easy navigation. In this context, the developed e-book has successfully met these needs, making it suitable for use without the need for substantial revision.

During the implementation phase, the e-book media was piloted in small groups (10 students) and large groups (22 students). The results showed a significant increase in learning motivation, from 60% to 90%. The pilot also demonstrated excellent student response to the e-book, with scores of 88% (small group) and 95% (large group). These findings align with a study by Susanto and Ramadhan (2022), which found that locally based digital media not only provides a better understanding of the material but also increases student enthusiasm through an approach that taps into emotional and cultural aspects. Involving the local context in the learning process creates a sense of ownership and closeness to the material, ultimately leading to increased intrinsic motivation.

This increased learning motivation can also be explained from the perspective of constructivist learning theory, which emphasizes that knowledge is actively constructed by students through interactions with their environment and learning resources. When students are provided with media directly related to their socio-cultural lives, they more easily connect the material to the realities they experience daily. This is reinforced by the statement by Suryani et al. (2019) that using local history as a teaching material can strengthen students' national identity and values, while also encouraging them to actively participate in the learning process. This type of learning experience is more impactful because it not only transmits knowledge but also revives cultural and historical values that are starting to be forgotten.

Furthermore, the interactive approach in e-books supports competency-based learning as emphasized in the Independent Curriculum. Features like historical videos, interactive quizzes, and visual illustrations empower students not only as passive recipients of information but also as active participants in exploring the material. This aligns with the principles of active learning outlined by Bonwell and Eison (1991), which argue that students who actively engage in learning activities will gain deeper and more lasting understanding.

In terms of material, the primary focus on the topic of Colonialism and Imperialism, linked to the historical legacy of Rokan Hilir, provides a more intimate historical context for students. While history has traditionally been taught in a general manner, centered on major national or global events, this local approach narrows the focus to a level more accessible to students. As Mursidi (2019) notes, locally based history learning is more capable of fostering empathy and historical awareness because students see concrete evidence of history in their own environment. Thus, history learning becomes more applicable, rather than simply memorizing chronological events.

One of the main strengths of the developed e-book is its ability to support differentiated learning, namely accommodating diverse student learning styles and abilities. With the combination of text, images, audio, and video, students with visual, auditory, and kinesthetic tendencies can remain engaged in the learning process. This aligns with Tomlinson's (2014) idea, which emphasizes the importance of a differentiated approach to meeting individual learning needs in heterogeneous classes. In this e-book, students are also given space for independent learning through flexible navigation features, allowing them to learn at their own pace and interests.

The success of developing a historical heritage-based e-book in Rokan Hilir is also inseparable from the instructional design principles used. In this case, the multimodal approach applied—combining narrative text, photo documentation of historical sites, illustrations, and short videos—is in accordance with Mayer's principles in *Multimedia Learning theory*, which states that learning will be more effective when information is presented in a combination of verbal and visual forms (Mayer, 2009). This explains why student learning motivation experienced a significant increase after using the e-book. Furthermore, students also became more active in seeking additional information, even showing greater curiosity about local history that has not been covered in national textbooks. This finding aligns with the statement of Oktaviana and Hasibuan (2022), who stated that the combination of local content and a digital approach in history learning can improve critical thinking and broaden students' historical perspectives.

In terms of impact, the implementation of e-books not only increases learning motivation but also creates a more active, participatory, and collaborative classroom atmosphere. Students discuss, answer questions, express opinions, and even independently explore local historical sites. This indicates that e-books function not only as a medium for delivering material but also as facilitators for project-based learning and discovery learning. As

Hidayatullah and Hasanah (2020) noted, digital media designed with a local and participatory approach will have a lasting impact on how students learn and think.

Furthermore, students' active involvement in exploring e-books demonstrates that this medium is capable of facilitating learner-centered learning. Students are no longer mere listeners, but rather active learners who interact with the content, solve problems through reflective activities, and even discuss with their classmates. This aligns with the *student-centered learning principle* emphasized in the Independent Curriculum, where students are given space to learn according to their interests and abilities. In the context of history learning, this e-book medium has proven that integrating local content and technological approaches can facilitate more authentic and contextual history learning. Meaningful learning will occur if students are able to connect the knowledge they learn with real-life experiences or conditions they experience. This is clearly reflected when students show high interest in discussions of historical sites and traces of colonialism in the Bagansiapiapi area, all of which are part of their daily lives.

The emergence of this e-book also provides a concrete solution to the limited local history learning resources that have been a problem in regional schools. Government-published national history textbooks generally do not accommodate the richness of local history, making it difficult for teachers to relate the material to the regional context. With this Rokan Hilir-based e-book, students receive a more intimate, more realistic, and more personal historical narrative. This supports the findings of Rahmawati and Subekti (2020), who revealed that students more easily understand historical events when taught using a contextual approach based on their local social and cultural environment. More than just enrichment, this e-book serves as an important representation of preserving nearly forgotten local history and serves as an alternative learning resource that can be used across generations.

By increasing student motivation and participation, this e-book has proven to contribute to the development of Pancasila students who are reflective, independent, and possess national insight. The Independent Curriculum encourages student-centered learning rooted in local culture. Therefore, the existence of learning media that integrates local historical heritage and digital technology is a concrete answer to the challenges of 21st-century education.

As part of pedagogical renewal, this research also provides conceptual contributions to the development of future history teaching materials. This approach, not limited to Rokan Hilir, can be replicated in other regions with different local characteristics. This means that history e-books based on local heritage can be a national solution to overcome boredom in history learning at the high school level. With a content development strategy based on local potential, teachers become not only instructors but also developers of content relevant to their communities. Besides Furthermore, the development of this e-book also contributes to the development of students' character and national values. When students study local history, they not only learn about the past but also appreciate the values it embodies, such as struggle, local wisdom, tolerance, and national spirit. In this context, the e-book serves not only as a learning tool but also as a means of character education. Equally important, the development of this local history-based e-book opens up extensive opportunities for application in project-based history learning. Students are not only encouraged to read and understand, but can also be guided to explore historical sites, document, interview local figures, and even produce their own digital content. In this way, this e-book serves as a stepping stone for the development of *project-based history learning*, in keeping with the spirit of 21st-century learning.

Ultimately, this discussion demonstrates that the development of local history e-books is not merely a technological innovation, but also a pedagogical movement that places local culture at the heart of the educational process. Amidst the massive flow of globalization and digitalization, education rooted in local values is crucial for maintaining national identity and strengthening the competitiveness of the younger generation. Therefore, the development of such learning media must continue to be encouraged, not only in the historical context of Rokan Hilir, but also in other regions in Indonesia with their extraordinary wealth of local history. This research can serve as a reference and starting point for the development of similar e-books targeting other regions as a form of strengthening education based on local wisdom.

CLOSING

Based on the results of the research that has been carried out with the ADDIE development model approach, it can be concluded that the development of a historical e-book based on historical heritage in Rokan Hilir has proven effective and is suitable for use as a learning medium to increase the learning motivation of class XI students at SMAN 1 Kubu Babussalam. This research answers the proposed problem formulation, namely how the development of

historical e-book media based on local heritage in Rokan Hilir can influence students' learning motivation. Based on the validation results by material experts and media experts which showed a feasibility percentage above 90%, as well as the results of trials in small and large groups which also showed student responses in the very good category, it can be said that the developed e-book product not only meets the pedagogical and technical aspects, but is also able to bridge students' needs for more interesting, interactive, and contextual learning media. In addition, quantitative data regarding learning motivation shows a significant increase, from 60% before using the e-book to 90% after using the e-book, which confirms that this media has a real positive impact on student involvement and interest in learning history.

The next conclusion is that integrating local historical heritage into teaching materials through digital e-books can address the main problem in history learning in schools, namely the low relevance of the material to the context of students' lives. This contextual approach allows students to feel closer to the material being studied because it relates to their own local environment and culture. This supports the theory of constructivism and culture-based learning, which emphasize the importance of learning experiences that are directly connected to students' realities. Thus, the development of history e-books based on local heritage such as the Rokan Palace site, the Ancient Mosque, and colonial relics in Bagansiapiapi is a concrete form of pedagogical transformation rooted in local values and oriented towards strengthening national identity. In addition to increasing learning motivation, this approach also supports the preservation of local history, which has so far been largely neglected in the formal curriculum.

The following conclusions point to the broad contributions of this research, not only within the scope of history learning at SMAN 1 Kubu Babussalam, but also within the broader realm of educational science and practice. This research has demonstrated that the development of digital learning media that combines local elements and information technology can be an alternative solution to the challenges of globalization in education. Amidst the increasingly strong flow of digitalization, the use of e-books is not only a practical but also a strategic choice for reaching students in a more flexible, personal, and effective manner. Furthermore, the use of the Canva application and online flipbook platforms demonstrates that teachers and educators can create learning innovations at low cost, without the need for complex technology. This provides a significant opportunity for educators in various regions to replicate similar development models according to the local characteristics of each region.

The development prospects of this research are wide open. In the future, local heritage-based history e-books can be further developed in various digital formats, for example by adding *Augmented Reality* (AR) or Virtual Tour features to virtually explore historical sites. This innovation will not only enhance the immersive learning experience but also open up opportunities for students to interact more deeply with the material. Furthermore, this e-book can be expanded to other educational levels, such as junior high or elementary school, with simpler language and content adjustments. It is also possible that this development could be used as part of a project-based learning program, where students are directly involved in the process of data collection, documentation, and even the creation of local history content, alongside teachers and the local community.

Furthermore, the results of this study also suggest broader collaboration between schools, local governments, and historical communities or cultural preservationists to develop sustainable history e-books integrated into the national education system. Local governments can support the provision of valid local history data and strengthen cultural literacy among students through relevant curricula. Furthermore, this development model can also be used as a reference in the implementation of Independent Learning and the Pancasila Student Profile, which emphasize the values of independence, diversity, and mutual cooperation. This means that local history e-books are not only a learning tool but also a strategic instrument in shaping the character and national insight of the younger generation.

Finally, it can be emphasized that the development of a historical heritage-based e-book in Rokan Hilir is a strategic step in improving the quality of history learning, making it more contextual, interactive, and meaningful. This medium has successfully bridged the gap between the national curriculum and the rich local potential, and has stimulated students' interest in history through a modern digital approach. Therefore, this research not only answers the research problem and achieves the stated objectives, but also makes a real contribution to the development of technology-based education and local wisdom that is adaptive to the challenges of the times. Further research is recommended to test the long-term effectiveness of e-books and explore cross-regional collaboration to develop a comprehensive digital map of Indonesian local history that is accessible to all students nationwide.

REFERECES

- Ahmal, A., dkk, (2020). Peningkatan kompetensi pedagogik guru melalui pelatihan perangkat pembelajaran abad-21 berbasis merdeka belajar di Kabupaten Pelalawan Riau. *Unri Conference Series: Community Engagement*, 2, 432–439.
- Afrillyan Dwi S, Sariyatun, Deny TA. (2020). Pemanfaatan Situs Purbakala Candi Muaro Jambi Sebagai Objek Pembelajaran Sejarah Lokal di Era Digital. *Jurnal Pendidikan Sejarah* 3(1):77-87.
- Akbar, S. (2016). Instrumen Perangkat Pembelajaran. Remaja Rosdakarya.
- Bonwell, C. C., & Eison, J. A. (1991). *Active Learning: Creating Excitement in the Classroom*. ASHE-ERIC Higher Education Report No. 1.
- Festiawan, R. (2020). Belajar dan pendekatan pembelajaran. *Universitas Jenderal Soedirman*, 11, 1–17.
- Hartono, Y., & Huda, K. (2019). *Pembelajaran Sejarah transformatif untuk materi sejarah kontroversial*. Madiun: UNIPMA Press.
- Hidayatullah, M., & Hasanah, N. (2020). Pengembangan Media E-book Sejarah Berbasis Lokal untuk SMA. *Jurnal Pendidikan Sejarah dan Budaya*, 12(1), 65–78. <https://jurnal.uns.ac.id/sejarahbudaya/article/view/34789>
- Mursidi. (2019). Kontribusi Sejarah Lokal dalam Penguatan Identitas Bangsa. *Santhet: Jurnal Sejarah, Pendidikan dan Humaniora*, 3(1), 1–12. <https://ejournal.unibabwi.ac.id/index.php/santhet/article/view/801>
- Oktaviana, R., & Hasibuan, M. (2022). E-Book Berbasis Sejarah Lokal untuk Meningkatkan Minat Belajar Sejarah Siswa. *Jurnal Historia Pendidikan*, 10(1), 87–99. <https://journal.uny.ac.id/index.php/jph/article/view/47111>
- Rahmawati, D., & Subekti, N. B. (2020). Penggunaan Sejarah Lokal dalam Pembelajaran Kontekstual untuk Meningkatkan Motivasi Belajar. *Jurnal Candi*, 20(1), 51–60. <https://jurnal.uns.ac.id/candi/article/view/39993>
- Rosyidah, L. (2021). Pembelajaran Sejarah dalam Era Digital: Tantangan dan Solusi. *Jurnal Pendidikan dan Kebudayaan*, 6(1), 45–56. <https://doi.org/10.24832/jpnk.v6i1.3047>
- Subandi, Y. (2024). *Pengantar Sejarah*. Bandung: Widina Media Utama.
- Sugiyono. (2017). *Metodologi Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Sukardi. (2020). Peran pendidikan sejarah dalam membentuk karakter bangsa. *Jurnal Sejarah Dan Pembelajaran Sejarah*, 6(2), 114–117.
- Suryani, I., Rachman, A., & Nugroho, E. (2019). Penggunaan Sejarah Lokal dalam Pembelajaran Sejarah. *Jurnal Ilmu Pendidikan Sosial*, 27(3), 204–215. <https://journal.unnes.ac.id/sju/index.php/jips/article/view/33140>
- Susanto, H., & Ramadhan, F. (2022). Pengembangan Media Pembelajaran Berbasis Kearifan Lokal. *Jurnal Santhet: Sejarah, Pendidikan dan Humaniora*, 6(2), 110–125. <https://ejournal.unibabwi.ac.id/index.php/santhet/article/view/1904>
- Tomlinson, C. A. (2014). *The Differentiated Classroom: Responding to the Needs of All Learners*. ASCD.
- Widodo, A. (2020). Media Pembelajaran Berbasis Multimedia untuk Meningkatkan Minat Belajar. *Jurnal Teknologi Pendidikan*, 22(2), 150–161. <https://ejournal.upi.edu/index.php/JTP/article/view/27521>