DEVELOPMENT OF A DIGITAL BOOK ON THE LOCAL HISTORY OF TEGAL'S ORIGINS TO STRENGTHEN HISTORICAL CONSCIOUSNESS OF SENIOR HIGH SCHOOL STUDENTS IN TEGAL CITY

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ABSTRACT

This research aims to develop and evaluate a digital book on the local history of "The Origins of Tegal" as a learning medium to enhance students' historical consciousness. The study employed a Research and Development (R&D) approach using the ADDIE model, which includes analysis, design, development, implementation, and evaluation stages. The research was conducted at SMA Negeri 1 Tegal and SMA Negeri 4 Tegal, involving history teachers and Grade X students. Expert validation by content and media specialists showed excellent results, with scores of 96% and 97%, categorized as "Very Good." Students' responses in small- and large-group trials also indicated strong acceptance, with average scores of 89% and 91%, respectively. Moreover, the experimental results revealed a significant increase in students' historical consciousness, from 67% (moderate) before using the digital book to 93% (very high) afterward. These findings demonstrate that the digital book is both feasible and effective in improving students' understanding, appreciation, and reflection on local history. The study highlights the importance of integrating local historical content into digital learning media to foster engagement, identity, and historical awareness among students in the modern educational context.

INTRODUCTION

Historical consciousness of being Indonesian must be embedded within all citizens, namely the awareness that we originate from the same national historical journey. The historical experience of Indonesia is a long process across time and space, rich with meaningful lessons (Badan Standar Kurikulum dan Asesmen Pendidikan, 2024). Local

historical consciousness is crucial for understanding the identity of a region. Through the study of historical events, people are expected to understand their origins, connect that knowledge with present conditions, and reflect on it for the future (Rüsen, 2013). From this perspective, past events must serve as lessons to internalize and apply historical values in building national character.

A preliminary study at SMA Negeri 1 Tegal and SMA Negeri 4 Tegal revealed that current history teaching materials in schools have not fully supported the growth of students' historical consciousness. Most of the content in history textbooks focuses on national events, which are not directly connected to students' local environment. Consequently, students lack knowledge of their own local historical events, which actually contain relevant cultural and historical values. This has led to low awareness of local history, which should play a vital role in shaping students' historical consciousness. Such findings indicate a gap between students need for historical consciousness and the availability of teaching materials that address local history, particularly the origins of Tegal.

Historical consciousness can be instilled through local history learning presented in digital books. According to Rahayu (Rahayu, Warto, and Musadad, 2025), teaching history with digital books containing local historical content can improve students' historical consciousness. Rahayu further explains that the lack of local history content leads students to have only a superficial understanding of local historical events without realizing their underlying values. Other studies confirm this, such as Hanifah, who emphasizes the importance of applying digital books in local history learning to foster students' awareness of history and culture (Hanifah, Akhyar, and Pelu, 2021). Similarly, Susanto and Andayani highlight the use of IT-based media in history learning to enhance historical consciousness, particularly in the context of local history (Susanto & Andayani, 2023).

The development of a digital book based on local history emerges as a solution to this issue. Digital books offer advantages in terms of interactivity, accessibility, and visual appeal, all of which can enhance students' interest and motivation to learn in the digital era (Ruddamayanti, 2019). When digital books contain local historical content, such as the origin of Tegal City, students not only gain factual knowledge but also undergo a process of internalizing cultural values, local figures, and historical events that shape their regional identity (Rakasiwi, 2021). Conceptually, the use of a local history digital book has the potential to enhance students' historical consciousness through several mechanisms. First, the cognitive aspect, in which students develop a more comprehensive understanding of the relationship between local and national history. Second, the affective aspect, where students cultivate a sense of belonging, pride, and empathy toward their place of origin. Third, the reflective aspect, which involves students' ability to interpret the meaning of past events as a guide to facing present and future challenges.

This development research aims to bridge this gap by creating a digital textbook on the local history of Tegal's origins. A study of this specific local history is currently unavailable in the textbooks used in student learning. The expected outcome is that this digital book will offer a more compelling and relevant learning reference by utilizing contemporary technology and connecting with the students' immediate environment, thereby fostering their historical consciousness. This study addresses the problem of how the development of a digital book on the local history of Tegal's origins can play a role in strengthening the historical consciousness of senior high school students in Tegal City. The objectives of this research are to design a digital book on the local history of Tegal's origins as a relevant and effective teaching material for integrating local historical values into learning, and to provide a tangible contribution to the improvement of history instruction at the senior high school level. It is expected that the findings of this study will offer significant benefits for the development of history education in Indonesia, particularly in strengthening historical consciousness rooted in local history.

METHOD

This study employed a Research and Development (R&D) approach using the ADDIE model. The purpose of this R&D was to develop a digital book on the local history of Tegal's origin and to test its feasibility and effectiveness in assisting teachers to enhance students' historical consciousness. The development focused on producing a digital book for Grade X history courses, particularly on the topic of the process of Islamization in the Nusantara. The research

was conducted from July to September 2025 at SMA Negeri 4 Tegal and SMA Negeri 1 Tegal, with history teachers and Grade X students as the subjects using the digital book on Tegal's local history.

The research and development procedure followed the ADDIE model (Analyze, Design, Develop, Implement, and Evaluate), which consists of five stages: analysis, design, development, implementation, and evaluation (Branch, 2009). In the analysis stage, data were collected through interviews and questionnaires with students and teachers to identify gaps in students' historical consciousness and to assess the availability and needs of local history teaching materials. The design stage aimed to draft the digital book on the local history of Tegal's origin by aligning the analysis results with the research framework and gathering references related to Tegal's local history. The third stage was the development of the digital book, which involved creating graphic designs using Canva and compiling them into a digital book file with the support of the Smart App Creator (SAC) application. The developed digital book was then subjected to validation tests by two experts, consisting of a content expert and a media expert, who evaluated the feasibility of the product.

Expert validation data will be analyzed on a 4-point Likert scale (Sukmadinata, 2020), which is designed to gauge perceptions, responses, or attitudes, with each point representing a specific category.

Table 1. Likert Scale

ata	Score
Very Good	4
Good	3
Not Good	2
Very Not Good	1

The analysis of Likert scale data, including the results of expert validation questionnaires and student response questionnaires, was conducted using the formula presented below.

$$\text{Percentage (\%)} = \frac{\text{Total Score}}{\text{Maximum Score}} \text{ X } 100\%$$

Furthermore, the criteria for interpreting the questionnaire results are presented in the following table. These criteria serve as the basis for categorizing the validation scores and student responses, which subsequently guide the interpretation of the product's feasibility and effectiveness.

Table 2. Criteria for Product Validation

Percentage (%)	Category	Interpretation
81% - 100%	Very Good	The product is highly feasible and effective
61% - 80%	Good	The product is feasible and effective
41% - 60%	Fair	The product is moderately feasible, needs revision
21% - 40%	Poor	The product is less feasible, major revision

0% - 20%	Very Poor	The product is not feasible and ineffective

At the implementation stage, product was tested on a limited scale involving 16 students and on a larger scale with 29 students. After the learning process using the digital book, students were asked to complete an evaluation questionnaire on the digital book as well as a historical awareness questionnaire. The data obtained from the tests conducted in the experimental classes were analyzed using appropriate quantitative analysis to determine the effect of the treatment using the digital book "The Origin of Tegal" on improving students' historical consciousness. The questionnaire data were analyzed using a percentage analysis technique to determine the proportion of respondent answers for each questionnaire item. These data were collected to determine the feasibility and attractiveness of the Origins of Tegal digital book and to assess its effectiveness in enhancing students' historical consciousness. The final stage is evaluation, in which the researcher conducts a comprehensive reflection on all the previously implemented stages to identify the strengths, weaknesses, and areas that need improvement in each phase.

RESULT AND DISCUSSION
Results

The findings of this development study show that the digital book on the local history of Tegal's origin is considered both feasible and effective in enhancing the historical consciousness of senior high school students in Tegal City. The development process based on the ADDIE model was successfully carried out in a comprehensive manner, encompassing all stages from analysis to evaluation. The analysis conducted from July to August 2025 revealed that students' interest and enjoyment in history learning at public senior high schools in Tegal City remain moderate, with limited exposure to local history content. Most teaching materials still focus on national history, resulting in low awareness of local heritage. However, students showed strong interest in learning about local history and expressed a high demand for technology-based materials, particularly a digital book on the origins of Tegal. These findings emphasize the urgency of developing a digital book on the local history that not only integrates technological innovation but also addresses students' expectations to make history learning more engaging and meaningful.
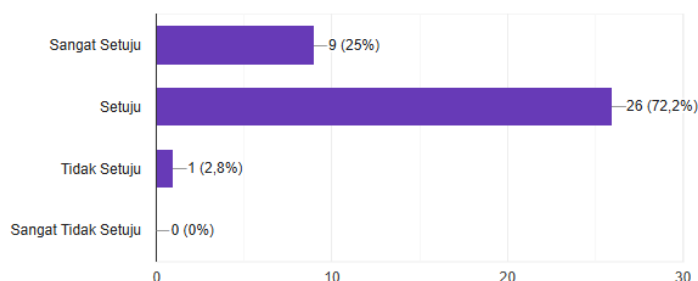

Figure 1. Responses to analyze the Need for a Digital Book on Local History of Tegal's Origins

Based on the needs analysis obtained, the process continued to the second stage, namely the design phase of the digital book on the local history of Tegal's origins. At this stage, references related to the content to be included in the digital book were collected to ensure a design that would be attractive and effective for students. The design

process involved the use of Canva to create the book's graphic design, as well as the search and preparation of educational images and videos relevant to the topic of Tegal's origins. The design process began with formulating learning objectives in line with the curriculum, structuring the learning content, developing activity tasks, and preparing evaluation tools through practice questions. The content of the digital book emphasized the history of Tegal's origins, focusing on community life, including aspects of governance and socio-economic conditions, with an emphasis on values of empathy that students can emulate.

The third stage was development, which focused on producing the product based on the design established in the previous stage. The development process involved integrating multimedia content such as images, videos, and audio into the Android-based digital book using the Smart App Creator (SAC) application. The following figure presents a screenshot of the developed digital book:

Figure 2. Initial Display of the Digital Book on the Local History of Tegal's Origins

After the development process was completed, the digital book was validated by experts to assess its feasibility. The validation was carried out by two experts, namely a content expert and a media expert. In this feasibility validation test, before giving their final assessment, the validators first provided suggestions for improvements from the perspective of their respective fields of expertise. The digital book product received several improvement inputs from the media expert validator, as presented in the following table:

Table 3. Suggestions for Improvement from Expert Validators

Validator	Suggestions for Improvement
Media Expert	– Add old photographs of Tegal as a Maritime City.
	– Include a user guide page in the digital book to make it easier for students to use.
	– Prepare a teaching module as a guide for teachers in utilizing the digital book in the classroom.
	– Adjust the font color to make it more contrasting and aligned with the background gradient of the pages..
Content Expert	– Adjust the learning objectives using operational verbs at the analysis level in accordance with the learning outcomes.
	– Provide guiding or trigger questions in each chapter of the material.

–   Add structured assignments in each chapter to direct students in utilizing the values of local history of Tegal's origins.
–   Compose concluding summaries of the history of Tegal's origins that are easy for students to understand.

The suggestions provided by the expert validators were followed up by the researcher to make improvements to the digital book product based on the feedback given. After the revision process was completed in accordance with the experts' recommendations, the revised version of the digital book was produced, as shown in the following figure:

Figure 3. Revised Display of the Digital Book on the Local History of Tegal's Origins

The revised digital book on the local history of Tegal's origins was then re-evaluated for feasibility validation by the validators. Based on the analysis of the questionnaire completed by the content expert, a total score of 96 out of a maximum of 100 was obtained, with an average percentage of 96%. This percentage falls into the "Very Good" category, in accordance with the interpretation criteria used (81%–100% = Very Good). This result indicates that the developed digital local history book has met almost all assessment aspects, including content feasibility, presentation, language, practicality, and usefulness.

Table 4. Summary of Questionnaire Results from the Content Expert Validator

Aspect	Number of Items	Score Obtained	Maximum Score	Percentage	Category
Content Feasibility	3	14	15	93,3%	Very Good
Presentation	6	30	30	100%	Very Good
Language	4	19	20	95%	Very Good
Practicality	4	19	20	95%	Very Good
Usefulness	3	15	15	100%	Very Good
Total	**20**	**96**	**100**	**96%**	**Very Good**

Furthermore, based on the analysis of the questionnaire completed by the media expert validator, a total score of 97 out of a maximum of 100 was obtained, with an average percentage of 97%. This percentage falls into the "Very Good" category according to the interpretation criteria (81%–100% = Very Good). These results indicate that the digital book on the local history of Tegal's origins has excellent quality across all aspects, including language feasibility, presentation, teaching material, and visual design.

Table 5. Summary of Questionnaire Results from the Media Expert Validator

Aspect	Number of Items	Score Obtained	Maximum Score	Percentage	Category
Language Feasibility	5	24	25	96%	Very Good
Presentation Feasibility	4	18	20	90%	Very Good
Digital Book Material Feasibility	5	25	25	100%	Very Good
Display Feasibility	6	30	30	100%	Very Good
Total	**20**	**97**	**100**	**97%**	**Very Good**

Thus, based on the validation assessments from both the media expert and the content expert, the digital book on the local history of Tegal's origins was found to be highly feasible for use as a learning resource. This result also indicates that the content, activities, language, and graphic design of the digital book are aligned with students' needs and are capable of supporting the achievement of history learning objectives optimally. Therefore, this digital book is highly suitable for use as a learning medium and has the potential to contribute significantly to enhancing students' historical consciousness.

After being validated by expert validators, the product was tested on two groups of students: a small group consisting of 16 students and a large group consisting of 29 students. The trial aimed to determine students' responses to the Origins of Tegal digital book and to assess whether it met the criteria for use as instructional material. Based on the questionnaire results from the small group, students' responses showed an average score of 71 out of a maximum of 80, or 89%, which falls into the "Excellent" category. Meanwhile, the large-group trial showed an improvement, with an average score of 72 out of 80, or 91%, also categorized as "Excellent." These findings indicate that the Origins of Tegal digital book is considered appropriate for use as learning material in history classes, as it provides an engaging display suited to the digital era and content directly related to the students' local historical context.

Table 6. Results of the Product Trial of the Origins of Tegal Digital Book

No	Type of Trial	Number of Students	Average Score	Maximum Score	Percentage (%)	Category
1	Small-group trial	16 students	71	80	89%	Excellent
2	Large-group trial	29 students	72	80	91%	Excellent

In addition to gathering students' responses to the product, this study also conducted a classroom experiment involving 33 students to measure their level of historical consciousness before and after using the Origins of Tegal digital book. In the pretest administered prior to the learning activities with the digital book, students' historical consciousness scores averaged 108 out of a maximum of 160, or 67%. Following the learning process using the Origins of Tegal digital book, a posttest was conducted to reassess students' historical consciousness, yielding an average score of 149 out of 160, or 93%. These results indicate that the Origins of Tegal local history digital book effectively enhanced students' historical consciousness, improving it from the "Moderate" category to the "Very High" category.

Table 7. Results of Students' Historical Consciousness Pretest and Posttest

No	Type of Test	Number of Students	Average Score	Maximum Score	Percentage (%)	Category

| 1 | Pretest (before using the digital book) | 33 students | 108 | 160 | 67% | Moderate |
| 2 | Posttest (after using the digital book) | 33 students | 149 | 160 | 93% | Very High |

Overall, the findings of this study demonstrate that the "Origins of Tegal" digital book is not only feasible but also effective in enhancing students' historical consciousness. This medium successfully strengthens students' emotional connection with local history while providing a more engaging and relevant learning experience in the digital era. The study underscores the importance of integrating local wisdom sources into the national history curriculum to enrich students' understanding of national identity and cultural heritage. Therefore, the development of similar instructional materials for other regional contexts in Indonesia is highly recommended.

Discussion

The findings of this study demonstrate that the development of the "Origins of Tegal" digital book effectively addresses the gap in local history learning while significantly improving students' historical consciousness. The outcomes show that this digital book is both feasible and effective as a learning medium. It received "Very Good" validation ratings from both content and media experts and achieved "Excellent" responses from students during small- and large-scale trials. Moreover, the increase in students' historical consciousness scores from 67% (moderate) in the pretest to 93% (very high) in the posttest provides strong empirical evidence that the use of digital books in history education can enhance students' understanding and appreciation of their local heritage.

These results align with previous research emphasizing the importance of integrating technology and local content in education. Rahayu et al. (2025) found that digital books with local historical themes can make learning more meaningful by linking historical narratives to students' lived experiences. Similarly, Susanto and Andayani (2023) argue that IT-based media support higher engagement and deeper understanding among learners. In this study, the "Origins of Tegal" digital book not only increased students' cognitive comprehension but also strengthened their affective and reflective dimensions of historical consciousness. The students' ability to relate historical events to their community and their sense of pride in local heritage indicates that learning materials rooted in local identity are powerful tools for cultivating awareness and national character.

The expert validation results confirmed the high quality of the developed product in terms of both content and presentation. The content expert emphasized the alignment of the learning objectives with the curriculum, the inclusion of structured activities, and the integration of reflective questions that encourage students to think critically about local historical events. Meanwhile, the media expert highlighted the strength of the design elements, visual aesthetics, and ease of navigation, which are essential in sustaining student motivation in digital learning environments. These evaluations indicate that the digital book successfully balances pedagogical substance with technological appeal—a combination that is crucial for modern learners who are accustomed to digital media.

The validation results further reinforced the quality and feasibility of the developed product. With scores of 96% from subject-matter experts and 97% from media experts, both falling into the "Excellent" category, the digital book meets standards in terms of content accuracy, language use, presentation, usability, and visual design. Feedback from subject-matter experts emphasized the need for more analytical learning objectives, guiding questions, structured tasks, and clear conclusions. These recommendations align with active learning principles, where students are encouraged to analyze, reflect, and apply historical values within their own contexts. Meanwhile, media experts highlighted technical and aesthetic aspects such as adding historical photos, a user guide page, a teacher's module, and improved font color contrast. These revisions enhanced the digital book's accessibility and visual appeal.

The students' positive responses further reinforce the product's relevance and usability. The average scores of 89% in the small-group test and 91% in the large-group test reflect their enthusiasm toward the use of digital materials in learning history. The interactive and multimedia-rich format—featuring images, videos, and audio—made historical learning more engaging and contextual. This finding supports Ruddamayanti's (2019) argument that digital learning media enhance student motivation and provide multisensory learning experiences. Moreover, the high level of student satisfaction demonstrates that digital resources can bridge the gap between historical knowledge and students' emotional connection to their local environment.

From a pedagogical perspective, the improvement in students' historical consciousness after using the digital book indicates that digital media can effectively foster cognitive, affective, and reflective learning outcomes. Cognitively, students gained a better understanding of the relationship between local and national history. Affectively, they developed a stronger sense of belonging and pride in their region. Reflectively, they were able to interpret the relevance of past events in shaping current social and cultural conditions. These dimensions correspond to Rüsen's (2013) theoretical framework of historical consciousness, which emphasizes the importance of understanding historical continuity and using it as a moral and cultural foundation for the future.

The success of this development also lies in the contextual relevance of the material. The "Origins of Tegal" digital book presents historical narratives that students can easily relate to, such as the cultural development, governance, and economic life of the Tegal community in the past. By connecting students' personal and community identities with historical events, the material facilitates experiential learning that goes beyond memorization. This local contextualization helps students view history not as distant and abstract but as an integral part of their everyday life. The inclusion of local photographs, traditional values, and figures from Tegal further reinforces this connection and enhances the authenticity of the learning experience.

In addition, the development process using the ADDIE model proved effective in ensuring the systematic quality of the product. Each stage—analysis, design, development, implementation, and evaluation—was executed carefully, allowing for iterative refinement based on feedback. The analysis phase identified the urgent need for digital and local-based materials, the design stage created a pedagogically sound structure, and the development phase integrated multimedia to optimize engagement. The implementation and evaluation phases confirmed that the product met its intended objectives. This structured approach aligns with the principles of instructional design, ensuring that the final product is not only innovative but also educationally sound and empirically validated.

The improvement in students' historical consciousness scores further underscores the effectiveness of technology-assisted learning. The 26% increase in the posttest results suggests that digital media can facilitate deeper learning when compared to traditional printed textbooks. This supports the findings of Hanifah et al. (2021), who noted that the application of digital materials in local history learning fosters students' awareness and appreciation of their cultural roots. By making history learning interactive and visually appealing, students are more motivated to explore and reflect on their heritage.

Another important implication of this study is its contribution to the revitalization of local history education. For many years, Indonesian history education has been dominated by national narratives, often neglecting regional histories that are equally significant in shaping national identity. The "Origins of Tegal" digital book exemplifies how local history can be positioned as a meaningful component of the broader historical curriculum. It not only complements the national perspective but also encourages students to appreciate the diversity of Indonesia's cultural landscape. Integrating local historical materials into digital formats thus represents a promising direction for history education in the 21st century.

Finally, the success of this study suggests potential scalability and adaptation for other regions in Indonesia. The ADDIE-based development framework and digital design principles can serve as a model for creating similar

products that highlight local heritage across different contexts. By combining educational technology with local wisdom, history education can become more inclusive, engaging, and culturally grounded. This approach aligns with the national goal of fostering historical awareness among Indonesian youth and promoting unity in diversity through education.

Overall, the discussion of these findings demonstrates that the development of a digital book on Tegal's local history effectively addresses an essential need in history education by providing relevant, engaging, and validated learning resources. It bridges the gap between traditional and digital learning, integrates local history into the modern classroom, and successfully enhances students' historical consciousness. The integration of multimedia elements, the application of the ADDIE model, and expert feedback on both content and media contribute to the feasibility and quality of the product. Most importantly, this study emphasizes the potential of local-history-based digital books to strengthen historical consciousness, foster local identity, and enrich history education in Indonesia. By bridging the gap between students' needs and the availability of instructional materials, the developed digital book represents a concrete step toward pedagogical innovation as well as cultural preservation. Therefore, developing similar digital learning materials for other local histories is highly recommended to support meaningful, identity-based, and technologically adaptive history education across Indonesia.

CONCLUSION

This study concludes that the "Origins of Tegal" digital book is both feasible and effective in enhancing students' historical consciousness at the senior high school level. Developed through the ADDIE model, the product demonstrated high quality across all aspects content, design, practicality, and usefulness receiving "Very Good" ratings from experts and "Excellent" responses from students. The integration of local historical content with interactive digital features significantly increased students' engagement and understanding, as evidenced by the rise in historical consciousness scores from 67% to 93%. This improvement reflects the cognitive, affective, and reflective growth promoted through local history learning. The findings emphasize the importance of incorporating regional historical materials into modern, technology-based media to make history learning more meaningful and relevant. Overall, the "Origins of Tegal" digital book contributes to fostering cultural identity, national character, and a deeper appreciation of Indonesia's historical diversity among students in the digital era.

Teachers are encouraged to apply the digital book on Tegal's origins in history classes to strengthen local historical consciousness. Schools and policymakers should support the use of digital resources to enhance student engagement. Future researchers are advised to conduct broader experimental studies and develop similar digital books for other local histories in Indonesia.

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