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## **Development of Local History Teaching Materials Based on Android Integrated Values of Sultan Syarif Kasim**

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**Abstract:** This study aims to develop android-based digital teaching materials in local history courses at the University of Riau. This Android-based local history teaching material integrates the character values of Sultan Syarif Kasim II which are in accordance with the needs of history education students. This development research uses a 4D model, developed by Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel. This research model consists of 4 steps, namely: define, design, develop, and disseminate. The first step is to conduct a preliminary study with a qualitative descriptive approach. The second step is to design an android-based teaching material product. The third step is product printing, product validation by experts, feasibility trials, and product revisions. The fourth step is to disseminate the product so that it can be used as lecture material by students of history education. This research resulted in the development of android-based local history teaching materials that integrate the character values of Sultan Syarif Kasim II was declared very feasible based on the assessment of media experts by 89.33%, material experts by 81.75%, technology experts by 82.25% with an average product validation of 81.67%. This product used by students in local history courses in Faculty of Teacher Training and Education, University of Riau.

***Kata Kunci: teaching materials; local history; android; values***

### **INTRODUCTION**

One of the differences in the characteristics of historical science with other social sciences is that it is diachronic, in contrast to other social sciences which tend to be synchronic. In addition, the science of history also has the nature of "einmalig" or once happened (Supardi, 2006). This diachronic and "einmalig" nature has made the science of history have various dimensions in revealing various facts. The unique nature of history also provides more room for developing local history writing and teaching.

Writing about various local histories will add to the nation's treasures. Abdullah in Kusnoto & Minandar (2017) argues that local history is neutral and singular. The scope of local history is not too broad, only place and space. So, local history is only the history of a certain place and time. Thus, in simple terms, local history is concluded as a transcendent event of individuals or groups of people who are bound by unity to a limited or certain geographical area or are limited.

Local history education has a big role in efforts to present historical events that are close to students. The lexibility of local history can present various phenomena, both related to the role of local heroes, local struggles, and various events that occur at the local level (Supardi, 2006). Local history in the student environment has a role in actualizing elements of learning and education. The first element is learning and intellectual education. The second element is learning and moral education of the nation and society which is democratic and responsible for the future of the nation (Leo Agung, S., & Akhyar, M, 2019). The local History course in the History Education study program is a mandatory course that must be taken by students. This becomes an inseparable part of the interest in understanding history for students to complete logical thinking and have a feeling of belonging and need for the lessons they receive. Through local history, students are required to be able to understand historical realities from the smallest regions to national and international frames. Local history is important to learn to get to know the culture that belongs to an area. An intensive and diversified study of local history will be able to bring up a more heterogeneous and meaningful local reality (Bahri, B, 2016). Ideally, local history materials should be able to accommodate local histories in their respective areas. Teaching local history has a big role in the effort to present historical events that are close to students that contain noble values from the ancestors that can be used as references in living a more dignified life both in local, national, and global life.

By seeing how important local history is for students of history education, it is necessary to develop local history learning. Local history teaching materials are very relevant to be developed in the process of learning history, especially in certain areas because it can increase local awareness in students, so that they understand the history, culture, and life of the local community. In addition, it is also able to encourage learning motivation and develop a love for culture because students can better appreciate and love the local culture and feel connected to the learning material. Today's learning activities can not be separated from the use of technology, including learning local history in history education study programs. This can be seen from the use of the internet as a reference source for student learning. Based on the e-Marketer survey quoted from Leo Agung S., & Akhyar, M (2019), internet users in Indonesia in 2014 reached 83.7 million people, which is projected to reach 112 million in 2017. The growth of Indonesian internet users every year will definitely increase, it is expected to outperform Japan, which experienced a slower growth rate. This is because Indonesia is a developing country that has a greater opportunity to improve adequate infrastructure, especially in the digital field.

The rapid development of technology currently certainly has an impact on the learning process (Zafri, Z., Asri, Z., & Hastuti, H, 2018). Technological developments make it easier to access information about learning materials, as well as more efficient time needed, because everything can be accessed in the palm of your hand. The massive use of Android-based smartphones is due to technological developments and the increasing human need for information technology. One of the roles that information

technology has is the creation of close interactions between lecturers and students. Currently, technology through media has become a learning solution that can be done anywhere and anytime. This is in accordance with the function of teaching materials, which can be used anytime and anywhere, and helps students to learn independently (Prastowo, 2015).

Local history learning media can also adapt to technological advances. Collaboration between technology and education is growing rapidly currently, such as history learning applications that contain material about local history (Sumargono S., Aswandi, V., & Kusuma, I. L. R. M, 2022). With the use of appropriate learning media, it can affect the interests, motivation, and learning outcomes of students (Fiqri, A., & Al Fikri, Y, 2021). Media technology provides space for lecturers to provide information in the form of document files, audio, and video through interaction through chat and evaluate through the media (Asmi A R, 2019). The development of learning models is no longer a demand that must be mastered by teachers or prospective teachers only, but with current conditions, lecturers must also have the ability to develop learning models that are in accordance with the characteristics of the study program, or the material taught in accordance with the times. (Andrias, 2011). With the rapid development of technology, lecturers are required to be able to present their material in creative and innovative ways that are in accordance with 21st century 4.0 learning. One of the technologies in learning that can be used by lecturers is the development of local history with android-based digital teaching materials. The teaching materials used are no longer printed teaching materials, but can be non-printed, meaning that the form of digital teaching material products produced is in the form of digital materials in the form of smartphone applications. In the process of using it, lecturers and students must first install the application on an Android-based smartphone. The development of teaching materials in the form of smartphone applications is in line with innovations in the field of education in this digital era.

It takes an innovation in utilizing smartphones in the history learning process (Efendi, M. Y., Lutfi, I., Utami, I. W. P., & Jati, S. S. P, 2018). In this regard, researchers are interested in developing android-based local historical materials that are integrated with the values of Sultan Syarif Kasim II figures that could increase students' historical insight and make learning more meaningful and accessible .

The values that will be highlighted are religious values, nationalism, integrity, in-dependence, and the value of cooperation in these figures. These five values are in accordance with the development priorities of the Strengthening Character Education movement by the Ministry of Education and Culture of the Republic of Indonesia. These character values complement and bind each other in the context of character building and the embodiment of noble values in a student. The values of the figure of Sultan Syarif Kasim II were applied in teaching materials for local Riau history for students of History Education at the University of Riau. The innovation of teaching materials is expected to improve the quality of lectures, especially in local history courses. In general, this development aims to increase students' understanding of local history and help students of history education as prospective history subject teachers to get used to understanding and interpreting each material in each local history course accompanied by the character values contained in these local figures, so that lectures are not only learning facts but also being able to understand and implement character values.

## METHODS

Research and development are a process or steps to develop a new product or perfect an existing product (Sukmadinata, 2016). This study applied the 4-D development model (Four D Models) that was developed by Thiagarajan (Thiagarajan, 1974). This development model was chosen because it aims to produce products in the form of local history teaching materials based on Android, especially the development of local history materials integrated with the values of Sultan Syarif Kasim II figures from the Kingdom of Siak, Riau Province. The steps of the development procedure in this study are a) Define stage, at this stage a preliminary study is carried out regarding the current condition of local history learning and the need for developing android-based local history teaching materials integrated with the values of Sultan Syarif Kasim II. b) The design stage, to design the product of teaching materials that will be developed. c) The development stage, at this stage the product that has been designed will be revised based on the results of consultation or validation from experts (education experts and material experts). Furthermore, the product is developed in the form of an android application. The product has been developed, validated to technology and media experts, and then tested/implemented. The next product is evaluated whether it is feasible or not. If it is feasible; then, the final teaching material application is produced. The application of the final teaching materials can be applied in the local history learning process by lecturers at university. d) Disseminate stage, in this stage the development product can be used by lecturers in the lecture class with the aim of enriching the material, adding insight, and increasing students' historical awareness. The results of the product development of these teaching materials also need to be conveyed through scientific articles to be presented at seminars/conferences, both nationally and internationally. To obtain complete information or data required in this research, the following data collection techniques will be used: observation, interviews, focus group discussions, and documentation studies. The following is the framework in developing this research product:

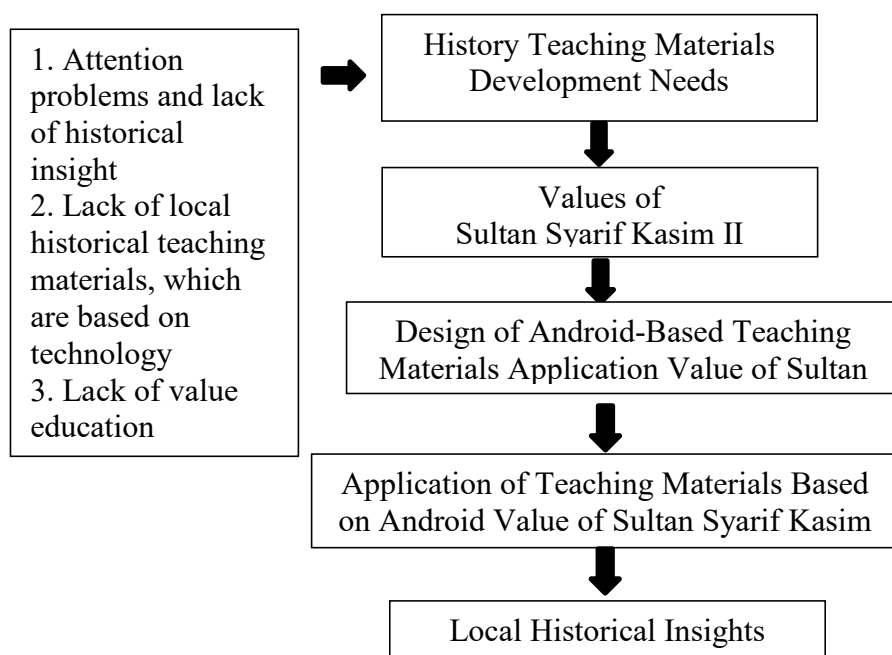


figure. 1. Flow of Thought Framework in Product Development

## RESULTS AND DISCUSSION

Technology can be viewed as ideas, processes, and products because of innovation efforts in education (Darmawan, 2014). The use of digital technology in learning can be interpreted as a system digital management that encourages active learning, builds knowledge, provide learners opportunities for self-exploration, and enable Remote interaction and data sharing between teachers and learners in the learning process (Susanto, H., Jamaludin, J., & Prawitasari, M, 2023). Improving the quality of learning in higher education must be in line with the development of communication and information technology that is developing in the community, one alternative that can be done is to develop teaching materials. Teaching materials are one of the important learning components in supporting the implementation of the lecture process (Pernantah, P. S., Rizka, M., Handrianto, C., & Syaputra, E, 2022). Without teaching materials, teachers or lecturers will find it difficult to improve learning effectiveness (Perwitasari & Wahjoedi, 2018). The development of Android-based teaching materials can help students to better understand the material in a more interesting and interactive way and make it easier for students to access available resources.

The development of teaching materials based on technology can be in the form of android applications that help facilitate students in the learning process, especially learning history. History learning must be associated with the times by utilizing the use of technology in the development of teaching materials that are expected to increase students' interest and enthusiasm in learning history (Sarita, V. R., Jati, S. S. P., & Ayundasari, L, 2021). Besides being technology-based, history learning can also integrate local history. History learning that includes local history is needed to raise awareness of national history and prevent students from not knowing or not knowing the values in the history that exist in their environment. Learning history should start from historical facts that are near the neighbourhood where they live, and then to facts that are far from the student's residence (Wasino, 2015).

In addition, history learning also plays a role in instilling the values of local wisdom contained in the community. To in still the values of local wisdom in students, it is necessary to develop or include local historical materials in the area, for example, include material about the character and example of someone who is influential in the local area, which in the material discusses the life history while fighting in the area in the form of influence. The development of teaching materials and the cultivation of student character through local examples and figures will be able to make students understand and be aware of their local history and have a better personality in everyday life starting from the campus environment, family, and community.

Therefore, the development of android-based local history teaching materials integrated with the figure of Sultan Syarif Kasim II who has made many contributions and helped fight for the independence of Indonesia in Riau is made to appreciate the increasingly diverse levels of needs and complexity of educational problems and historical awareness. Sultan Syarif Kasim II was a supporter of the struggle for Indonesian independence. Not long after the proclamation he declared the Sultanate of Siak as part of the territory of Indonesia.

The initial step in the development of Android-based teaching materials integrated with the value of Sultan Syarif Kasim II in this study was carried out as an effort to determine and define the need for innovation in teaching materials in the Local

History lecture process. In this case, researchers conducted a preliminary study related to the current condition of local history learning and the need for developing Android-based teaching materials that are integrated with the values of these local figures, especially Sultan Syarif Kasim II.

Based on the results of observations and evaluations of local history lectures, it was found that the lectures were in accordance with the applicable curriculum. However, during this online lecture period, various learning difficulties and barriers were still found, one of which was limited access to teaching materials. So, it is necessary to innovate teaching materials that are effectively used remotely, both online and offline in their respective homes. Furthermore, it is also analysed related to the need to develop these teaching materials, namely:

First, the problem of attention and lack of historical insight, that is attention has an important role in learning activities. From the learning theory, information processing revealed that learning is impossible without attention. The attention in question is on local history learning materials and resources that must be owned by every history student at the University of Riau. As a history student, of course, we must have more sensitivity and attention to local historical issues and need to enrich the material through the development of teaching materials. Furthermore, the lack of historical insight is certainly a serious problem because it can have an impact on the fading of the nation's cultural insight. To know the identity of the nation requires knowledge of history in general and national (local) history. The lack of awareness of student history can be proven from the fact that most students do not know or idolize local figures for their services that are worthy of being called national heroes. It is even acknowledged that the trend of global life tends to ignore the past values of localities in Riau. Therefore, it is necessary to develop local historical materials because without extensive knowledge of local history, it is unlikely that an attitude of historical awareness can grow. For this reason, it is important in local history courses that there needs to be innovation in the form of developing local history teaching materials that will be able to raise and arouse students' attention, motivation, and historical awareness to learn and understand the history in their area.

Second, lack of local history teaching materials, especially technology-based (android). Indonesia as one of the countries that makes education to achieve progress so that an innovation is needed, including both learning strategies and teaching materials as part of the learning tools used. Good teaching materials when used by students should be able to make it easier for students to understand the intent of the material being studied and all available information data. Therefore, we need a modern teaching material (technology-based) that can motivate, make it easier for students to learn and absorb all available information by considering cognitive development and can create suggestive conditions. The point is that it takes the development of local history teaching materials with broad and comprehensive insight to students about local history in Riau. Because there are still no available special teaching materials about this character. The trend of historical writing today is still hagiographic, featuring national figures based in Java, great thoughts, and major events in a wide scope (national and international). Events, figures, and thoughts at the local level still need attention. These big figures, great thoughts, and events do not necessarily have a significant influence on the lives of local people. So, it is necessary to develop a study of local historical figures. The study of historical figures is an explanation of the story of a person's life journey and experience, which has the potential to arouse historical awareness and the desire to

imitate the positive things that have been done by a person during his life, especially the history of the figure in fighting for this nation from the pressure of foreign nations. The bittersweet experience of this character's life is certainly loaded with moral values and national values that should be emulated by today's students.

Third; lack of value education. In the context of formal education, it could be one of the reasons because education in Indonesia focuses more on intellectual (cognitive) development alone, while aspects of soft skills or other aspects that exist in students, namely affective and character aspects receive less attention. Value education can be implemented from within history education. Because historical education materials can support the development of national character education. History learning materials that are normative in nature must be strengthened by the integration of values that make history learning more meaningful and relevant to shape student character. Delivering historical facts is indeed important but studying the essence and values behind the event is very essential. Even more attention should be paid so that history learning becomes more meaningful and reflective. Value education for students can come from local history materials because learning history is not only a transfer of knowledge but also transfer of values, namely the values behind the historical material. So that it can improve the image and quality of history learning and be able to create historical learning that respects the diversity of regional cultures and values. The following steps of the development procedure in this study, are:

#### **Define stage**

Definition in this case includes to determine and define the observing and analysing needs of developing teaching materials in the learning process. In this case, researchers conducted a preliminary study related to the current state of local history learning and the need to develop android-based local history teaching materials with integrated values of Sultan Syarif Kasim II from Siak, Riau.

#### **Design stage**

The purpose of this stage is to design teaching material products that will be developed with a critical pedagogy approach based on Sultan Syarif Kasim II from Siak, Riau. In this stage, instructions for the application of design or systematics of making local history teaching material products began to be compiled in detail. After observing and analysing needs, it is started to design teaching material products that are innovated with Android-based integrated values of Sultan Syarif Kasim II. At this stage, a design or systematic form of teaching material products is written in detail. The content of these teaching materials still refers to the subject matter of the Lecture RPS, but there is still the development of teaching materials. Furthermore, the product that has been designed (initial draft) will be discussed or validated to experts (media, materials, and technology) from lecturers.

#### **Development stage**

At this stage the product that has been designed (initial draft of teaching materials) already exists in the previous year's research. For now, revisions will be made based on the results of consultation or validation from experts (education experts and material experts). Furthermore, the product is developed in the form of an android application. Products have been developed, validated to technology and media experts, and then limited trials/implementations and extensive testing into local history lecture

classes. Furthermore, revisions were made based on implementation tests. The product is then evaluated whether it is feasible or not. If it is feasible, the final teaching material application is produced. The product that has been designed (initial draft) will be discussed or validated to experts (media, materials, and technology). The application of final teaching materials can be applied in the process of learning local history by lecturers in universities. The following are the results of the assessment of the validity of teaching material products by experts.

Table 1. Validation of Media experts

No	Aspects	Percentage (%)
1	Language	85,00%
2	Color	77,00%
3	Image Design	80,00%
4	Layout	85,00%
Average		81,75%

Table 2. Validation of material experts

No	Aspects	Percentage (%)
1	Language	86,00%
2	Material Conformity	92,00%
3	Illustration	90,00%
Average		89,33%

Table 3. Validation of technology experts

No	Aspects	Percentage (%)
1	Language	80,00%
2	Graphic	84,00%
3	Program Processing	77,00%
4	Use	88,00%
Average		82,25%

The following conclusions of the results of the assessment of the validity of integrated android-based teaching products value sultan Syarif Kasim II by various experts, can be seen in the table below:

Table 4. Product Validation Results by Experts

Validator	Validation (%)	Qualification
Media Expert	89,33%	Valid and can be used without revision
Materials Expert	81,75%	Valid and can be used without revision
Technology Expert	82,25%	Valid and can be used without revision
Total (%)		245 %
Average product validity (%)		81,67 %



Products that have been validated are tested/implemented in the Local History lecture class. Overall, by looking at the results of observation in the class the products developed are very valid in learning. To test the effectiveness of the products that have been developed, research can be carried out further with quantitative research schemes in the form of experimental research designs. Furthermore, an evaluation is carried out based on implementation tests to produce a final product that is suitable for use. Here's a look at the final product:

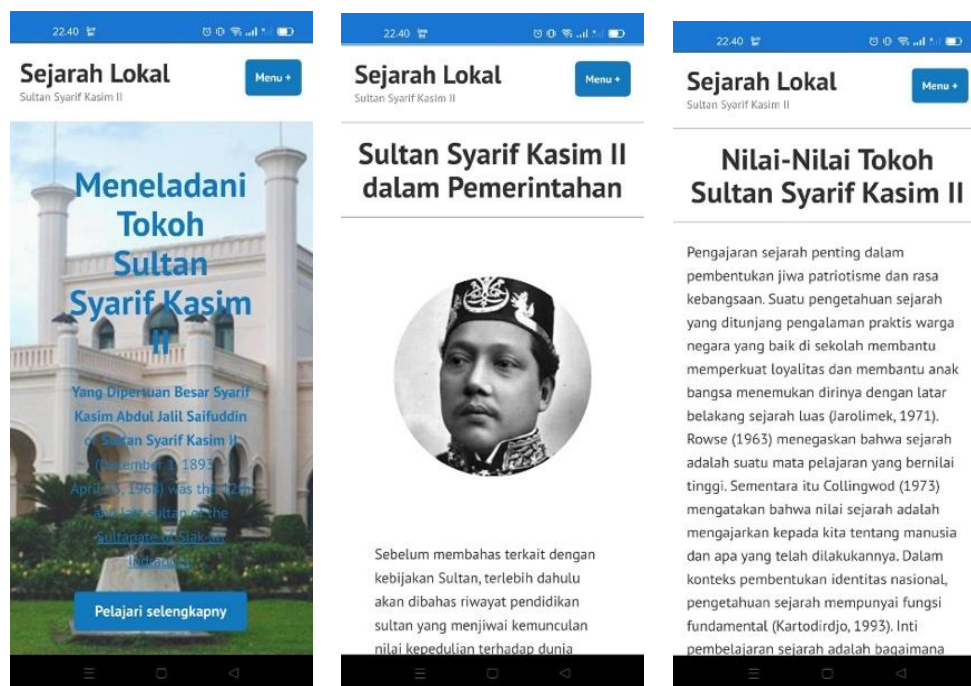


Figure .2. Display of Integrated Android-Based Teaching Materials Sultan Syarif Kasim II with Android

### Desseminate stage

At this stage, development products can be used by lecturers in class with the aim of enriching material, adding insight, and increasing student historical awareness. The results of the development of teaching material products also need to be conveyed through scientific writings/articles to be presented in seminars/conferences both nationally and internationally.

The android-based teaching material product developed in this study has several advantages and disadvantages. These advantages, namely (1) these android-based teaching materials are able to increase student interest in studying local history, (2) these android-based teaching materials can increase students' local history insight to be more leverage, (3) these android-based teaching materials can help students in learning about important local figures while imitating their character values, (4) these android-based teaching materials keep up with the times, and (5) these android-based teaching materials help students achieve learning goals. While the drawbacks are, (1) these android-based teaching materials take up storage space to be installed on students' android smartphones, (2) these android-based teaching materials must be used with an internet connection, and (3) these android-based teaching materials are not yet widely distributed on Play store.

The development of android-based history teaching materials is one of the important technological innovations to be carried out in the learning process in schools. There are several reasons why the development of android-based history teaching materials is very important, including:

1. Increase the effectiveness of history learning. Because, by using android-based history teaching materials, students can learn independently and more effectively, because they can learn the subject matter anytime and anywhere.
2. Enrich the types of learning media. Android-based history teaching materials can enrich learning media by displaying images, videos, animations, and sounds that can help students understand subject matter better. This can make learning history more interesting and fun learning for students.
3. Optimizing the use of technology in the education. The development of android-based history teaching materials can help teachers and students optimize the use of technology in learning, especially in online learning. This can help students become more familiar with technology and prepare them for an increasingly connected and digital world.
4. Increasing competitiveness. In today's digital era, students who are familiar with the use of technology and can access information easily have an advantage in preparing themselves for the future. With the development of android-based history teaching materials, students can be assisted to learn more effectively and efficiently so that it has an impact on increasing the nation's competitiveness in the future.
5. Facilitate access to learning. The development of android-based history teaching materials can facilitate access to learning for students if they have to study from home. This can help students stay connected to learning and not fall behind in learning process.

For this reason, the development of android-based history teaching materials is very important to be carried out to increase learning effectiveness, enrich learning media, optimize the use of technology, increase competitiveness, and facilitate access to history learning in schools. The development of android-based history teaching materials can be an effective alternative in facing learning challenges in the digital era. Some of the advantages of developing android-based history teaching materials, such as flexibility, interactivity, and easy access anywhere. In addition, to achieve optimal student learning outcomes, the development of Android-based history teaching materials needs to be supported by the availability of adequate infrastructure and technology, training for teachers in the use of technology, and the development of content that is constantly updated and relevant to the development of history learning in schools.

### CONCLUSION

From The research results of the research that has been done it can be concluded that the integrated Android-based teaching materials of Sultan Syarif Kasim II have been developed and are feasible to use. Based on the validation data collection that has been carried out by 3 expert validators, an average percentage of 81.67 % is obtained in the valid category and can be used without revision. So, this product can be used by students in the local history learning process., the development of an Android-based teaching material product can have an impact on increasing local historical insight, the existence of relevant teaching materials for current learning, and the implementation of

the value education process in the history learning process for history students at the University of Riau. In addition, this product has various advantages and disadvantages, where there are still opportunities for further development to overcome these weaknesses. One of them, this product still needs further research to test the effectiveness of the product and requires the addition of material related to local history content and other local figures. While the advantages of this product, it can be used anywhere as a learning resource and interesting for current students

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