

Digital Book Development of Belian Traditional Ceremony in Raising Awareness of Local History of High School Students in Pangkalan Kerinci City

Aisyah Nur Hanifah¹, Muhammad Akhyar², Musa Pelu³

^{1,2,3}Universitas Sebelas Maret, Indonesia

aisyahhanifaj@gmail.com, makhaliya@yahoo.com, pelumusa@yahoo.com

Abstract

This digital book development research aims to see the level of historical awareness of high school students in the city of Pangkalan Kerinci, Pelalawan Regency, Riau Province, towards learning the local history of the Belian Traditional Ceremony, which is one of the medical traditions of the Animism and Dynamism of the Petalangan Tribe. The population of this study was all students Public High School Class 1 in the city of Pangkalan Kerinci, Pelalawan district, Riau province. Consisting of Public High School One Pangkalan Kerinci, Public High School Two Pangkalan Kerinci, and Public High School of Bernas Pangkalan Kerinci. The sampling technique used is Observation, Interview, Distribution of Questionnaires, Documentation, and Tests. This study uses the Discovery Learning Model, Humanistic Approach, and Content Validity Test with the Aikens method and the Alpha coefficient Reliability Test with the ICC (Interclass Correlation Coefficient) method so as to get accurate and significant results. The results of this study indicate that (1) high school students in the city of Pangkalan Kerinci still lack awareness of local history, (2) history learning media is still very conventional, (3) students' historical awareness of local history preservation is still low and tends to be westernized.

Keywords

digital book; Belian traditional ceremony; local history awareness



I. Introduction

Today, efforts to increase awareness of local history towards high school students need to be done. There are 3 factors that are important to increase local historical awareness. First, the existence of local history in each region can be preserved and known by present and future generations. Second, the cultural values and customs contained in local history help teachers shape the character of students to become more cultured and empathetic to history. Third, local history is ancestral heritage in ancient times, for example the local history of the Belian traditional ceremony, namely the treatment ceremony of the Petalangan tribe when they still adhered to Animism and Dynamism.

Lack of historical awareness in students will have an impact on students' dominant attitudes referring to the pattern of modernity contained in cultural values, which will be reflected in superior individual attitudes, loss of friendly attitude, mutual cooperation, help, courtesy, courtesy, and do not remember the cultural rules that have the implied meaning of every historical event that occurred in the past. Thus, local history is seen as an event that is overlooked and ignored.

Garvey (1977: 56), Historical Awareness is a historical dimension that contains a concept of time, and is often experienced individually. Russen (2004: 19) Historical awareness is closely related to instilling a sense of love for the homeland, through an attitude

of patriotism and nationalism, as well as a sense of love for the homeland, so that it can reflect everyday life. The importance of a teacher taking measurements of Student History Awareness, based on the opinions expressed by experts.

Kartodirdjo (2017: 248) Historical awareness is an important matter in people's lives, as a foundation for teaching history, the framework of nation building, and is always useful in providing knowledge to gather a lot of information about existing historical facts, so that it can revive students' historical awareness.

Previously, there had been previous research examining the importance of local historical awareness in high school students, which was conducted by Yunitasari Rusvitaningrum, from the International Journal of Multicultural and Multireligious Understanding, Faculty of Teacher Training and Education in Sebelas Maret University, 2018, with the title "Strengthening Students' Historical Awareness in History. Learning in High School Through Inquiry Method."

The similarity between this research and the research conducted by the author is that they both discuss the importance of increasing historical awareness of high school students towards learning local history, the development research model used is Research and Development (R&D), The research method used is observation, interviews, and distributing questionnaires. Meanwhile, the difference between the two studies is that the previous research used the inquiry model, while the researcher used the discovery learning model.

This research is in line with previous research that has been done. First, research conducted (Harahap, 2021) namely The Role of Organizational Culture in Improving Public Services Study of the One-Stop Administration Office Salak Pakpak Bharat Regency, This study uses a descriptive qualitative approach using a phenomenological paradigm with its implementation being to lift the traditions of life and culture of the people in West Pakpak.

Two, research conducted by (Tobing, 2021) namely Reinterpretation of the Legend of Lake Toba into the Batak Opera Janji Putri Ikan. This study tells about one of the local historical traditions and cultures called Opera Batak Promise Putri to raise awareness of history in the younger generation, especially Batak tribal children.

Judging from the results of observations, interviews with teachers, and the distribution of questionnaires conducted by researchers, that currently the historical awareness of high school students in the city of Pangkalan Kerinci, towards local history is very minimal. The first study, of 95 students who filled out the questionnaire, 20 students (0.21%) were familiar with the rituals of the Belian traditional ceremony, 15 students (0.18%) were able to share their knowledge of the early history of the local history of the Belian traditional ceremony. Meanwhile, as many as 18 students (0.18%) had only heard of the local history of the Belian traditional ceremony, and 42 students (0.44%) did not know and had never heard of the Belian traditional ceremony.

The following is a review of the causes of the lack of awareness of local history owned by high school students in the city of Pangkalan Kerinci, in terms of observations, interviews with teachers, and distributing questionnaires, namely:

1. High school students in the city of Pangkalan Kerinci have a perspective that learning the local history of the traditional Belian ceremony and the values contained in it are not interesting to learn.
2. The lack of historical awareness of High School students in the city of Pangkalan Kerinci realize that studying local history is very important for life in the present and in the future. As a result, the existence of the local history of the Belian traditional ceremony is unknown to the present generation, as a relic of the Animism and

dynamism of the Petalangan tribal community in the past.

3. High School students in the city of Pangkalan Kerinci are more interested in learning and getting to know foreign culture, contemporary culture, and Korean culture (KPop), and it is often implemented in appearance, speech, and daily lifestyle.
4. The emergence of the indifferent attitude of High School students in the city of Pangkalan Kerinci towards the values of life and culture, in the local history of the Belian traditional ceremony, as a local heritage of the Malay community that must be preserved.
5. Transfer of knowledge regarding the introduction of local history and the values contained in it, has never been carried out by a history teacher in the city of Pangkalan Kerinci. It could be said that only 2 history teachers or 0.4% were aware of the existence of the local history of the Belian traditional ceremony.
6. Local history learning materials owned by High School history teachers in the city of Pangkalan Kerinci are still very minimal.
7. The history learning media used by several high school history teachers in the city of Pangkalan Kerinci is still monotonous and boring. For example, textbooks, videos, and power points.
8. High School history teachers in the city of Pangkalan Kerinci still teach using conventional teaching methods, namely the lecture method.
9. The history lesson taught still dominates the arguments presented by the history teacher while teaching. Next, students listen carefully to the material taught by the teacher.
10. Many students do not attend online history lessons via zoom meetings or google meetings.

II. Review of Literatures

2.1 The Concept of Historical Awareness in Culture

Cambridge International Dictionary of English (1995), Awareness is defined as a state of being awake or able to understand what is happening. Kochhar (2008: 15), historical awareness is created from the differences in characteristics in people's lives, which are seen from the background of beliefs held, demographic, ethnic, religious, social, and economic owned by the community itself.

Kartodirdjo, (1992: 248) The meaning of historical awareness helps to provide awareness for individuals to reflect themselves into becoming the true national self. This opinion is in line with that stated by Backet, Historical awareness is the level of awareness possessed by students to see the historical conditions around them factually, based on the aspect of love for the homeland and nation, which is implemented through a sense of patriotism and nationalism in the student, which is elaborated in detail and can be translated in depth (Becket, 2007, pp: 112).

Collingswood (1973: 99) historical awareness is very important in the formation of a character for students to recognize the historical heritage around them, so that it will become an education of cultural value for students. Collingswood (1973) emphasizes the importance of historical awareness to be further enhanced within the scope of community culture, so that students do not forget their identity and the surrounding environment, and can distinguish between right and wrong.

As educators, the role of history teachers is very important to raise high school students' cultural awareness of the local history of the Belian traditional ceremony, along with the values contained in it.

2.2 The Urgency of Belian Traditional Ceremony Values

Based on the results of an interview with Mr. Jusan (91 years) as a traditional leader of the elder Petalangan tribe, the Belian traditional ceremony is a legacy of traditional medicine traditions during the Animism and Dynamism period by utilizing the natural surroundings to treat the sick, give birth, and enter spirits. This ceremony has existed since ancient times, precisely during the life of the Petalangan tribe who still lived nomadic life, hunting, and gathering or the food gathering era.

The implementation of the Belian traditional ceremony is directly led by the chief or former Petalangan tribe. Furthermore, the process was attended by Kuangso Jokopuluh, totaling 29 spirituals, and each mind was led by a Datuk. The Belian traditional ceremony is held when in the community there are people who are sick and giving birth. However, this ceremony is also often carried out to heal people who experience affliction, after clearing land or Totoan, namely cutting trees, making landings or fire barriers, and sowing vegetable seeds for farming. (Tenas Effendy, 1980, page: 93).

Value is a pattern of human life that is always associated with morals, ethics, and human character. So, it can be concluded that value is everything that is always sought by humans, is interesting and unique, something that is liked and fun. Thus, the existence of values is expected to guide the pattern of human life for the better. (Novack, 2008, pp: 139). The urgency of the cultural values of the Belian traditional ceremony is to describe the life of the Malay community who always upholds culture and customs as a philosophy of daily life. Belian traditional medicine ceremony, has ethical values that teach people about the good and bad of a life. (Teuku Iskandar, 1996, pp. :13). Teuku Iskandar (1996: 43), the Malay community is a civilized society, and always pays attention to morals and decency as the basis for ethical values in everyday life.

Tenas Effendy (1980: 40) after the entry of Islam to Riau, gradually the Petalangan people have chosen Islam as their belief. As a result, the ritual procession of the Belian or Belio traditional ceremonies gradually changed. At first using incantations and mantras (Animism and Dynamism), now it has been replaced with the recitation of the holy verses of the Koran and blessings, so that they are always in the protection of the almighty God or Allah SWT. The following is an expression of Tunjuk Ajar Melayu which is based on later values found in the local history of the Belian Customary ceremony. It reads:

*If you sit and listen to advice
The one who is covered becomes the closest
The sheltered is exposed
The walls look real Teak Malay life customs
Good character
Malay customs of life are spelled out
Tough, generous helping people
Malay customs of life virtuous Malay customs
Be grateful to show and give.*

2.3 Belian Traditional Ceremony Procession

Hamidy UU, entitled "Riau Region's Alien Community at the Gate of the XXI Century" (1991: 45), explains that the Belian Ceremony is carried out by a Kemantan (shaman) in a very sacred manner." and spells. (Hamidy UU, 1999, page: 45). The equipment of the Belian traditional ceremony is flowers or (brother) from the forest, such as red brother, yellow brother, lime brother, basou brother, Botui (rice), tudung cloth (long cloth), and drum. (Hamidy UU (1999: 56).

The implementation of the Belian Traditional Ceremony that must first be carried out by the Kemantan (Shaman) is to sit the sick citizen covered with a Tudung (long cloth). After that, Kemantan will read a rhyme, which contains:

Uwui Nanjoan Laso Bali Uma Dapek

Tewa Lamkuning Kaki.

Mano Datuk Ladong Punyo

Magangmi Mulang Lapantun Nyanyi

Uwui Nanjoan Laso Bali Gali

Letung Kudetung Pian Main Debo

Tungku TigoMano Gaung Lotuik

Angko Sutan Kami Mona Ditimpang Tigo

After the rhyme is read, the ritual is continued with the summoning of spirits through the game of drums by the Kemantan (shaman) of the Petalangan tribe. The beating of the drums is only done by Tambo, through three stages, namely Presentation and Walking. Mr. Jusan, who is also a former shaman (shaman) in the Petalangan tribe, said that the purpose of the Belio or Belian healing ceremony was to treat sick people, expel spirits from the human body (possessed), and finally use them as witchcraft. (Tenas Effendy, 1997, p:98).

2.4 Discovery Learning

Borg (2003: 111) Discovery Learning is a learning model that involves students to be able to gain knowledge, by involving all kinds of testing in the form of hypotheses, which is done by passively reading and listening to presentations from the teacher. Cresswell (2008: 109) the meaning of Discovery Learning is a learning model that teaches students to make discoveries in the inquiry, problem, constructivist, and experience-based learning process.

Guardiner (2010: 160), four indicators created from the results of creative thinking in the Discovery learning model, namely:

- a. The ability to generate useful ideas (fluency).
- b. The ability to generate varied ideas (flexibility).
- c. The ability of students to produce all kinds of new ideas that have never been generated before. (originality).
- d. Students must be able to develop and add existing ideas, so that students can create their own ideas that are more detailed and detailed (elaboration).

Borg (1983: 15), Discovery Learning functions are: (a) Students have the opportunity to be active in the learning process, resulting in positive participation of students to be able to join in improving their discoveries. (b) Through discovery learning, students learn to find a series of patterns in concrete or abstract situations, so that students can directly predict or find evidence of additional information from many sources. (c) Students can learn to formulate question and answer strategies that are not ambiguous and use the system they have to obtain more useful information. (d) Helping students to be able to increase cooperation and help each other to share information, listen, and wait for the best ideas.

The implementation of the Discovery learning learning model must be accompanied by procedures. The goal is to make the implementation of the Discovery learning model completer and more efficient, this is in line with the opinion of Barrows (1980: 11), namely: (a) Providing stimulation to students (stimulation), (b) Identifying problems (problems), (c) Collecting data (data collection), (d) Processing data (data processing), (e) Carrying out verification (f) Drawing conclusions (generalization).

2.5 Benefits of the Belian Traditional Ceremony Digital Book

The history of the birth of the first digital book began with the creation of a Gutenberg project in 1971 (Kelly, 2013, p. 11). Precisely, when the Declaration of Independence took place, so that an electronic-based book was created, the goal was to make it easy for the public to access. Then, in 2015, it was distributed widely to all countries in the world, in a format called ASCII (Kelly, 2013, p. 6). Stearn (2000: 140) suggests, if what is meant by a digital book is, a learning media that offers a lot of benefits for readers, including the use of features in the form of audio, video, and also several simulations that can provide the best facilities to students in the form of a more significant and integrated understanding of the subject matter.

Stearn (2000: 110) choosing digital books as learning media, because it has advantages that are beneficial for students and teachers, namely:

- a. The digital book uses a file format, so it can be used to combine with other interesting features. Among them are video, audio, picture, and animation.
- b. The digital book contains communication tools in the form of chats and comments for readers to provide criticism and suggestions. In fact, readers can also add information links related to learning materials.
- c. Digital books can be used to express all kinds of meanings contained in the material presented, so that readers can interact with various content provided in the old digital book.
- d. The presence of digital books has encouraged students and teachers as readers to be more active and independent in learning. Thus, teachers and students are more free to make decisions that will be taken.
- e. Digital books can motivate students to be more enthusiastic about the subject matter being taught. Especially during the current Covid-19 pandemic, this media is very practical and valid. Digital.
- f. Digital books have various formats, including Exe, Plain Text, HTML, PDF, and Microsoft Word.
- g. Digital books can be stored on a PC or Personal Computer, Laptop, Smartphone, electronic device, and tablet. So, it is very efficient, environmentally friendly, and supports the paperless movement.

The development of digital books in the world of education brings enormous and advanced changes in students' lives. (Gilakjani, 2012, pp: 107). With the digital book, this can be an effective means for students to be encouraged to develop their potential, and be diligent in seeking information on the learning materials they learn while at school. (Gardiner, 2010, pp: 162) A digital book is a scope of information or material in the form of interactive e-books, as well as other digital book formats, which will provide insight to the public in a practical, easy, fast, and not boring way.

The use of Digital Books is an effective solution that is used to increase high school students' awareness of existing local culture and history, especially awareness of the Local History of the Belian Traditional Ceremony. Digital books include learning media that are very exciting and can be implemented by students, so that students can explore knowledge independently.

2.6 Definition of Epub

Backet (2007: 6) Epub consists of multimedia files, html5, css, xhtml, xml which are combined into one file with the extension .epub. The Epub format has the advantage of being supported by audio and video formats, interactive content, layout formats in the form of dynamic web displays, copyright protection, and text size settings.

Hameed (2010: 16) Epub is (electronic publication) is an open standard developed by the International Digital Publishing Forum (IDPF), with version 3 which supports the running of a full multimedia system and interactive content. Hameed (2010) revealed that the existence of an Epub-based digital book really helps students perceive digital books as “new and unique media”, and as a result, students read more often when they get access. A study conducted by Hameed (2010) states that reading text on a computer screen is much more effective than printed textbooks.

The process of making Epub which is used in digital book media or the digital book “Local History of Belian Customary Ceremony” collaborates with it using the sigil editor application system. According to Hameed (2010: 17), Sigil is an open-source application for the management and creation of e-books in epub format developed by Strahinja Markovic in 2009 and managed by John Schember since 2011. As a cross-platform application, Sigil is distributed for Microsoft Windows, Mac OS X and Linux platforms under the GNU GPL license, by collecting various references from various sources for the creation of digital books or Digital Books.

Gardiner (2010: 64), that the Epub format used in making digital books or digital books, through the Sigil application is as follows, namely: a. The epub format adjusts the screen size of various devices such as smartphones, tablets, laptops or computers b. the sigil application is open source, which means it has free features. c. The epub format supports audio and video features. d. The sigil application is multiplatform, which means it can run on Windows, Linux and Mac OS operating systems.

2.7 Research and Development (R & D)

Borg & Gall (2003), in their book entitled "Educational Research", explains that "Research and Development" in education is an industry-based development model, where research findings are used to design learning products, which are systematically tested in the field, evaluated, and refined, so that the results produced will become a learning product that meets certain standards, namely effective, efficient, and quality. The following are the 8 steps of the R&D research, namely:

- a. Conducting Preliminary (Pre-survey) Preliminary or Pre-survey is conducted to collect information (library review and class observations), identify problems encountered in learning, and summarize problems.
- b. Doing Planning Planning here is to develop a learning design for each competency with a learning method, through choices and designing indicators for each character item.
- c. Develop the type or form of the initial product Namely, learning designs, and indicators for observing character items along with their assessment rubrics, for each of the basic competencies and character items.
- d. Conduct expert judgment That is, the expert test was conducted by the researcher on a professor and supervisor to test the valid construct of the existing instrument.
- e. Revise the main product That is, revisions made by researchers based on input and suggestions from the results of expert tests.
- f. Conducting a limited trial Namely, trials conducted by researchers on each of the 20 subjects of each competency and each item of character, revision based on input.
- g. Field trial That is, trials conducted by researchers in the field, with the size of each target school is 25 subjects. Here, an empirical valid test is conducted (tested for validity and reliability).
- h. Doing final revision, the meaning of making a final revision is to get a ready-to-use instrument. The subject of the trial in this study is for field research.

The following representation of the development used can be seen through the image

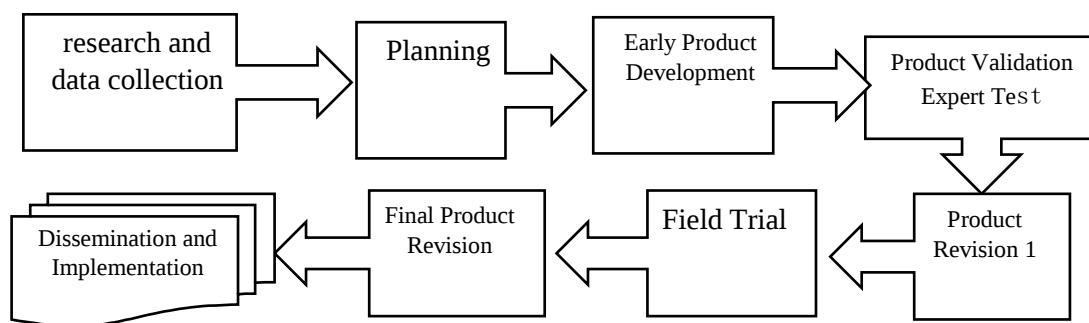


Figure 1. *R&D Steps Based on the Borg & Gall Model*

2.8 Humanistic

Approach Earl (1991: 66), Humanistic Approach is an approach in the learning model that leads a teacher to be able to master the psychological conditions of students (students), both in the classroom and outside the classroom. Learning in the humanistic approach is learning that leads to the process of humanizing humans.

- The History learning process is to run optimally through a Humanistic approach, it is necessary to have a special approach, namely:
- Self esteem approach; in order to develop students' self-confidence. Technically it can be done by asking questions.
- Creativity approach, by developing the creative potential of students, because in essence humans have creative potential.
- Value clarification and moral development approach; intended to assist students in developing the processes used in determining values.
- Multiple talent approach; in order to develop other talents in addition to academic abilities.

III. Discussion

This scientific research is located in two different places, namely:

- Located in Waterfall Village, in the Adventurer tribe, Bandar Petulang District, Pelalawan Regency.
- Located in 3 public high schools in the city of Pangkalan Kerinci.

The validity test was divided into three groups, which consisted of large group test, medium group test, and small group test. Thus, in this study consisted of population, sample, and test sample. This research was carried out in two stages, namely Pro-test and Post-test. In the test, the population group consisted of 113 students in three public schools in the Kerinci base. After that, the samples were taken randomly and randomly. Then, for the small sample test, 4 groups were taken in one class.

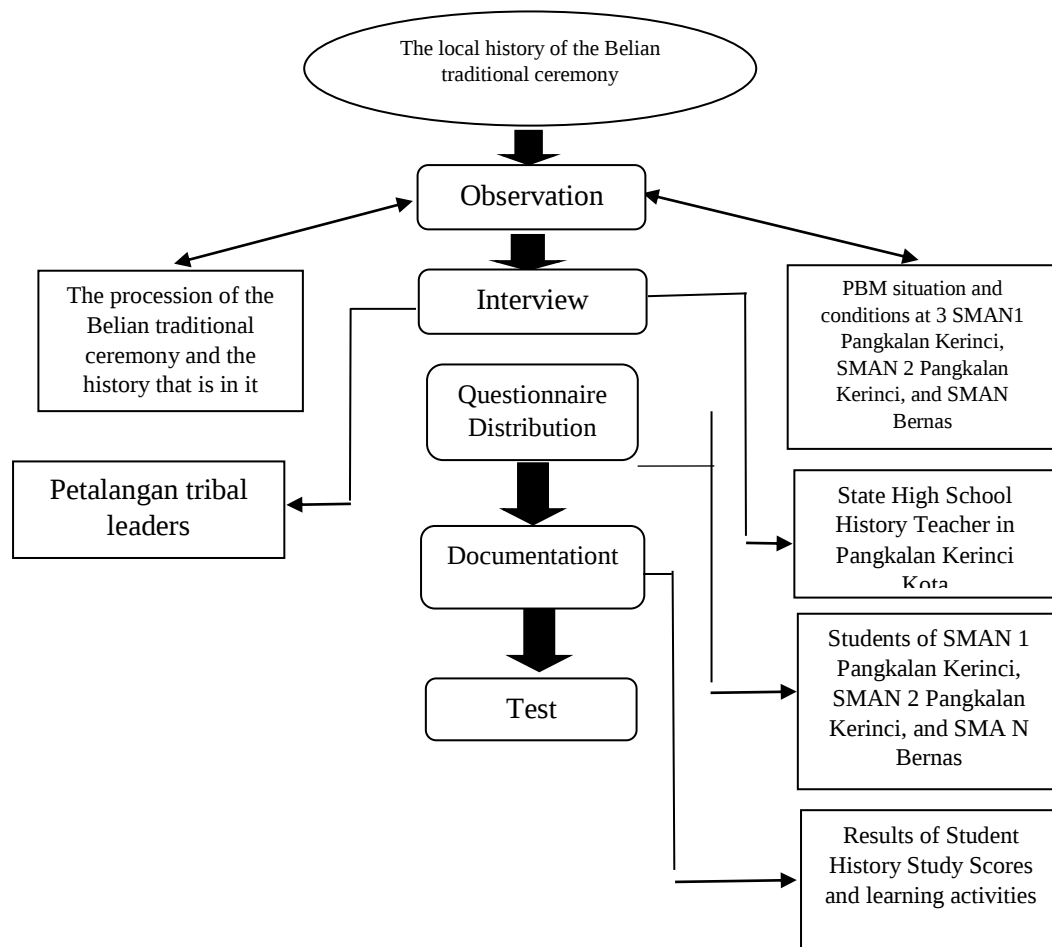


Figure 2. Research Data Collection Process Flow

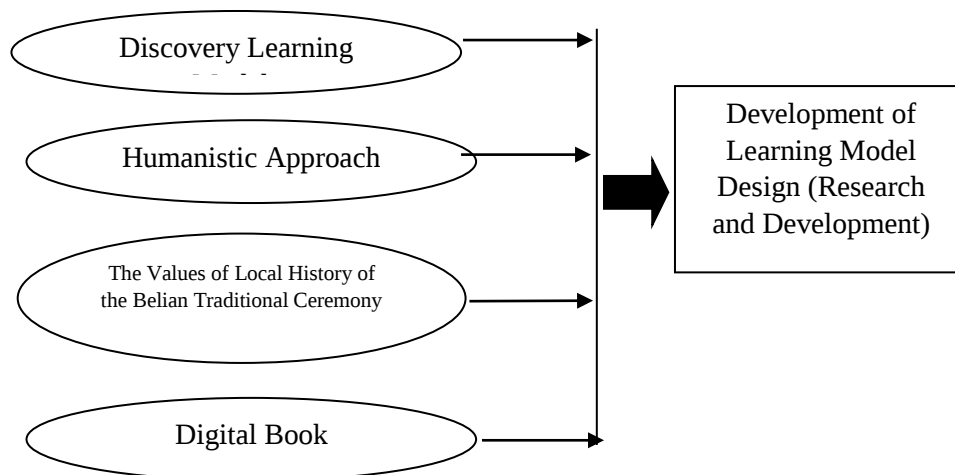


Figure 3. Concept Flow of Research Design Stages

3.1 Population

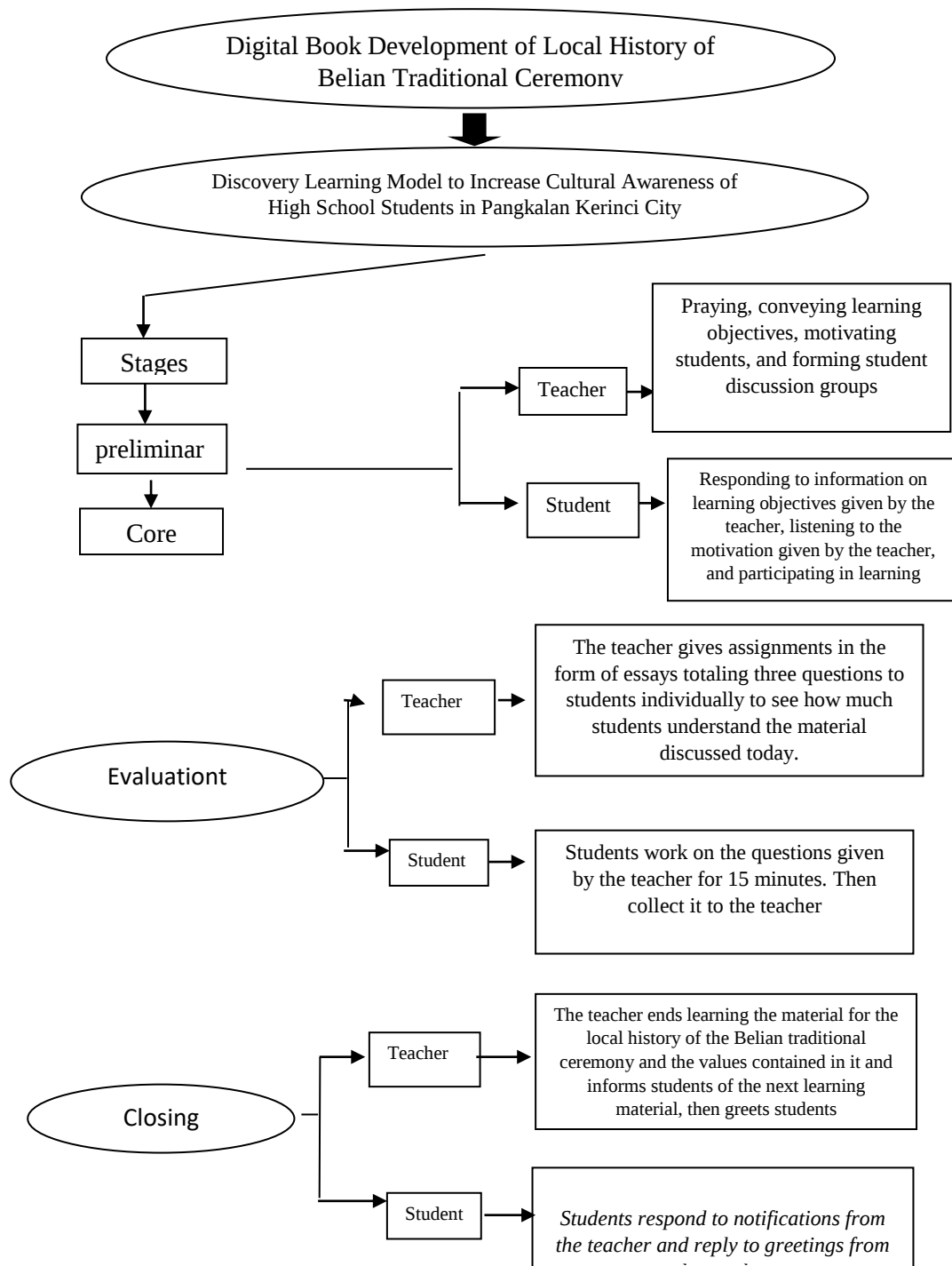
Sugiyono (2014: 13) Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions. So, the population is not only people, but also objects and other natural objects.

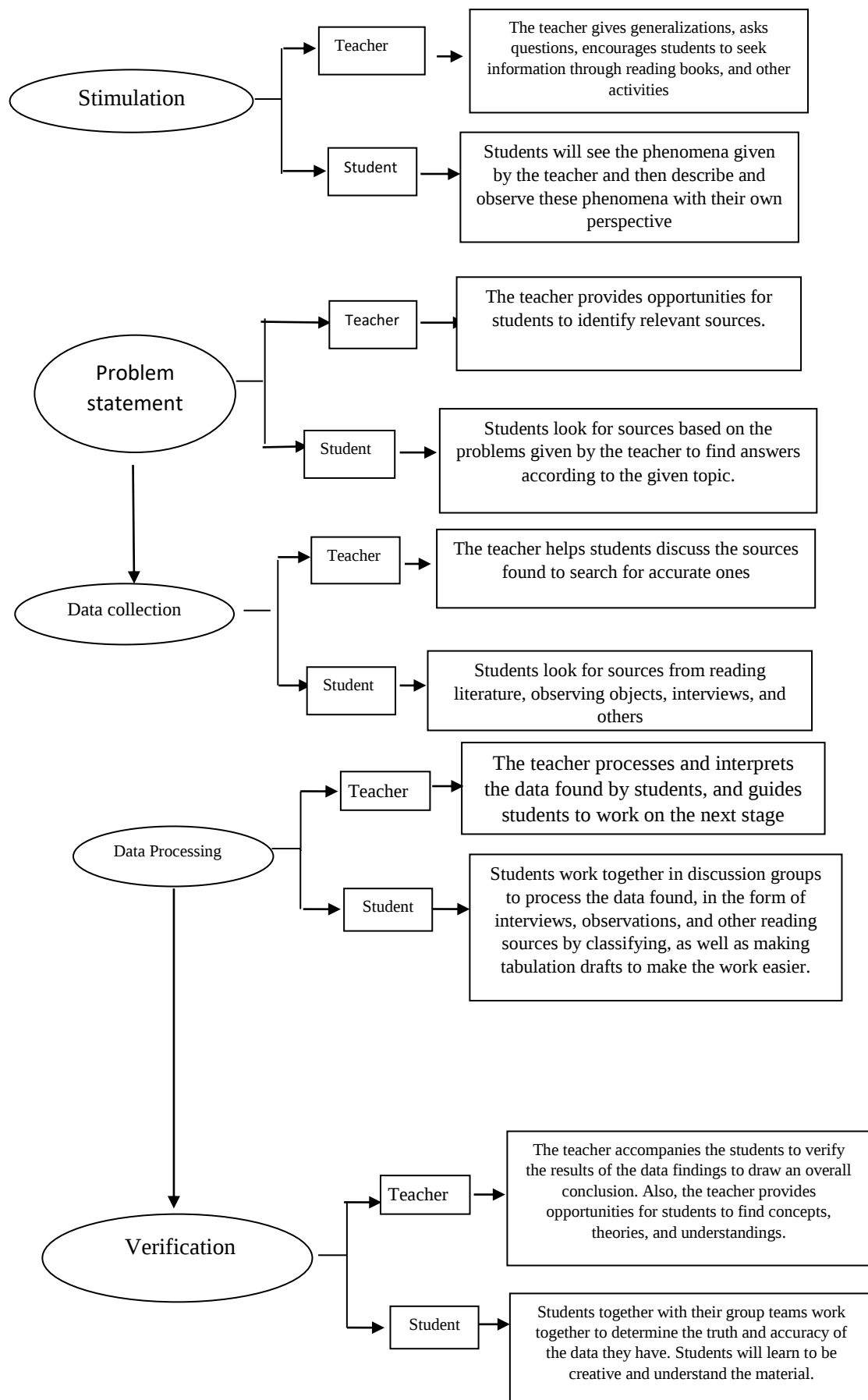
Researchers took 3 high school schools in the city of Pangkalan Kerinci, namely; Public High School one Pangkalan Kerinci, Public High School Two Pangkalan Kerinci, and Public High School of Bernas.

3.2 Sample

Sugiyono (2014: 14) The sample is part of the population that has the same properties of the object that is the source of the data. In simple terms, the sample can be said, that the sample is part of the selected population and represents the population. The research selected samples from three schools, each school only took 2 classes, with the level of students selected were students in class X science and students in class X social studies.

Research result:





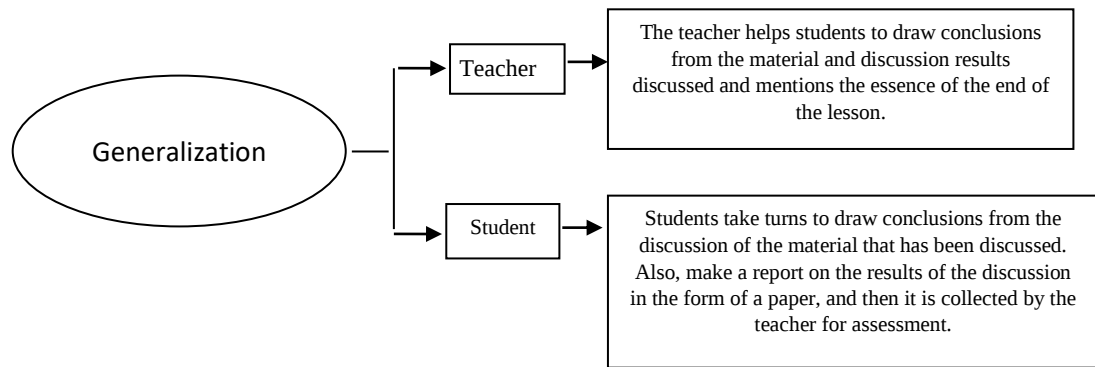


Figure 4. Concept Flow of Research Design Stages

Through the results of observations, the researchers saw the awareness of local history owned by students from 3 Public Schools in Pangkalan Kerinci. The cultural awareness of Public High School one Pangkalan Kerinci students is around 9.4% of the 32 students, meanwhile, the level of cultural awareness of the students of Public High School two Pangkalan Kerinci, is around 29% of the 34 students, and the level of cultural awareness of the students Public High School of Bernas is about 17.2% of the 29 students.

From the value (N) of the data totaling 113 students, the results of the content validity of the Rater (R) Count in the Person Correlation Data obtained are $>$ from the value (R) of the Rater Table contained in the Table of R Product Moment values, a significant rate of 5% N (113) is 0.18%, so, all data are declared valid. Meanwhile, the results of the reliability test obtained on student data, at cronbach alpha of 0.75%, meaning that the value is declared reliability, because $>$ of 0.70%, according to what has been determined by Nurmely, reads (minimum cronbach alpha value is a data declared reliable, if it is above 0.70%). For the Aikens validity test, the result was 0.805%, meaning that each question item in the research on the development of the Belian Traditional Ceremony Digital Book was HIGH. Here is the review:

Correlations

		SDTR_1	SDTR_2	SDTR_3	SDTR_4	SDTR_5	SDTR_6	SDTR_7	SDTR_8	SDTR_9	SDTR_10	SDTR_TOTAL
SDTR_1	Person's Correlation Sig. (2-tailed) N	1	.252 .007	.078 .119	.112 .119	-.076 .119	.085 .119	-.381 .119	.152 .119	.032 .119	.032 .119	.111 .119
SDTR_2	Person's Correlation Sig. (2-tailed) N	.252 .007	1	-.044 .008	-.004 .119	-.117 .119	-.125 .119	-.329 .119	-.053 .119	-.238 .119	.013 .119	.013 .119
SDTR_3	Person's Correlation Sig. (2-tailed) N	.078 .119	.078 .119	1	.182 .002	.002 .119	.117 .119	-.217 .119	.148 .119	.003 .119	.003 .119	.111 .119
SDTR_4	Person's Correlation Sig. (2-tailed) N	.112 .119	.112 .119	.182 .002	1	.002 .119	.117 .119	-.217 .119	.148 .119	.003 .119	.003 .119	.111 .119
SDTR_5	Person's Correlation Sig. (2-tailed) N	-.076 .119	-.076 .119	.002 .119	.002 .119	1	.117 .119	-.217 .119	.148 .119	.003 .119	.003 .119	.111 .119
SDTR_6	Person's Correlation Sig. (2-tailed) N	.085 .119	.085 .119	.117 .119	.117 .119	.117 .119	1	.117 .119	-.217 .119	.148 .119	.003 .119	.003 .119
SDTR_7	Person's Correlation Sig. (2-tailed) N	-.381 .001	-.381 .001	-.217 .001	-.217 .001	-.217 .001	-.217 .001	1	.117 .119	-.217 .119	.148 .119	.003 .119
SDTR_8	Person's Correlation Sig. (2-tailed) N	.152 .119	.152 .119	.003 .119	.003 .119	.003 .119	.003 .119	.117 .119	1	.117 .119	-.217 .119	.148 .119
SDTR_9	Person's Correlation Sig. (2-tailed) N	.032 .119	.032 .119	.003 .119	.003 .119	.003 .119	.003 .119	.148 .119	.117 .119	1	.117 .119	-.217 .119
SDTR_10	Person's Correlation Sig. (2-tailed) N	.032 .119	.013 .119	.003 .119	.003 .119	.003 .119	.003 .119	.003 .119	.003 .119	.148 .119	1	.117 .119
SDTR_TOTAL	Person's Correlation Sig. (2-tailed) N	.111 .119	.013 .119	.111 .119	.111 .119	.111 .119	.111 .119	.003 .119	.003 .119	.117 .119	.117 .119	1

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Case Processing Summary

	N	%
Cases	113	100.0
Excluded ^a	0	0
Total	113	100.0

a. Listwise deletion based on all variables in the procedure.

Inter-Item Covariance Matrix										
	BUTIR_1	BUTIR_2	BUTIR_3	BUTIR_4	BUTIR_5	BUTIR_6	BUTIR_7	BUTIR_8	BUTIR_9	BUTIR_10
BUTIR_1	1.562	.383	.549	.147	-.075	-.081	-.034	-.367	.167	-.055
BUTIR_2	.383	1.484	-.355	.125	-.033	-.109	-.078	-.220	-.314	-.214
BUTIR_3	.549	-.355	.486	.079	.113	.014	.036	-.120	.860	-.003
BUTIR_4	.147	.125	.079	1.149	-.006	-.009	.041	-.149	-.361	-.117
BUTIR_5	-.075	-.033	.113	-.006	.626	.029	.067	-.212	.121	-.066
BUTIR_6	-.081	-.109	.014	-.009	.029	.682	-.056	.029	.829	-.059
BUTIR_7	-.034	-.078	.036	.041	.067	-.056	.212	-.040	-.342	-.079
BUTIR_8	-.367	-.220	-.120	-.149	-.212	.029	-.040	.844	-.146	.083
BUTIR_9	.167	-.314	.860	-.361	.121	.029	-.042	-.146	.767	.147
BUTIR_10	-.055	-.214	-.003	-.117	-.066	-.059	-.079	.083	.147	.858

Item-Total Statistics					
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
BUTIR_1	38.2212	5.620	.065	.193	.180*
BUTIR_2	37.9292	5.636	.077	.214	.192*
BUTIR_3	37.0796	6.663	.112	.099	.155*
BUTIR_4	37.3274	6.383	.007	.000	.097*
BUTIR_5	37.1239	7.036	-.023	.205	.067*
BUTIR_6	37.0973	7.382	-.088	.086	.018*
BUTIR_7	36.7366	7.697	-.133	.136	.029*
BUTIR_8	37.1239	9.092	-.448	.320	.205
BUTIR_9	37.3283	6.279	.119	.197	.180*
BUTIR_10	36.8282	6.934	.046	.231	.184*

* The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Reliability Statistics

Cronbach's Alpha ^a	Cronbach's Alpha Based on Standardized Items ^a	N of Items
.075	.176	10

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Inter-Item Correlation Matrix										
	BUTIR_1	BUTIR_2	BUTIR_3	BUTIR_4	BUTIR_5	BUTIR_6	BUTIR_7	BUTIR_8	BUTIR_9	BUTIR_10
BUTIR_1	1.000	.252	.056	.110	-.078	-.085	-.059	-.307	.152	-.059
BUTIR_2	.252	1.000	-.064	.095	-.034	-.117	-.125	-.225	-.013	.238
BUTIR_3	.056	-.064	1.000	.103	.201	.026	.111	-.211	.146	-.003
BUTIR_4	.110	.095	.103	1.000	-.008	-.011	.083	-.173	-.097	-.148
BUTIR_5	-.078	-.034	.201	-.008	1.000	.048	.184	-.335	.175	-.086
BUTIR_6	-.085	-.117	.026	-.011	.048	1.000	-.141	.047	.044	-.097
BUTIR_7	-.059	-.125	.111	.083	.184	-.141	1.000	-.108	-.104	-.330
BUTIR_8	-.307	-.225	-.211	-.173	-.335	.047	-.108	1.000	-.206	.139
BUTIR_9	.152	-.013	.146	-.097	.175	.044	-.104	-.206	1.000	.225
BUTIR_10	-.059	.238	-.003	-.148	-.086	-.097	-.330	.139	.225	1.000

Figure 5. The Review of Aikens Validity Test

IV. Conclusion

The results of this study indicate that there is a very significant positive relationship between the test of local history learning research data in schools while still using conventional media and after using the Digital Book of the Belian Traditional Ceremony media. As a result, it is proven that high school students in the city of Pangkalan Kerinci can learn history lessons very effectively, easier, and fun, so that the level of historical awareness of students is increasing. History learning will run effectively, if the teacher can create the learning media used, one of which is using the Epub-based digital book media, which can be used via Smartphones and Android, then supported by motivation, student environment, character of the task given, teacher teaching competence, and learning materials.

The author hopes that this research can provide benefits to readers in order to understand and have a love for historical awareness of the local history that is around us. This refers to the opinion that has been expressed by Ir. Soekarno, (JAS MERAH) never forget history. The author hopes that this information will motivate teachers even more to be the best.

References

- Becket, J. 2007. *Writing Local History*. Manchester: Manchester University Press.
- Borg, W.R. & Gall, M.D. (1983) *Educational Research: An Introduction*, New York : Longman.
- Cambridge International Dictionary of English (1995)
- Creswell, John W. 2008. *Educational Research, planning, conduting, and evaluating qualitative dan quantitative approaches*. London: Sage Publicitions
- Collingwood, R.G., 1973. *The Idea of History*. London: Oxford University Press
- Erl W. Stevick. 1991. *Humanism in Language Teaching*. New York: Oxford University
- Gilakjani, A. P. 2012. Visual, Auditory, Kinaesthetic Learning Style and Their Impacts on English Language Teaching, *Journal of Studies in Education*. English Language Department, Islamic Azad University, Lahijan, Iran, Vol. 2 (1), pp. 104-113.
- Gardiner, Eileen and Ronald G. Musto. (2010). *The Electronik Book*. In Suarez, Michael Felix, and H. R. Woudhuysen. *The Oxford Companion to the book*: Oxford University Press, 2010, hlm. 164
- Hamady, UU. 1991. *Masyarakat Terasing Daerah Riau di Gerbang abad XXI*. Pekanbaru : Yayasan Zamrad
- Hameed, N., Cheah, Y. N., & Rafie, M. (2010). An e-book personalization architecture with digital rights and encryption procedures. *Information Technology ITS* 2010 International Symposium in.
- Harahap, I.F., Ritonga, S., and Sinaga, R.S. (2021). The Role of Organizational Culture in Improving Public Services Study of the One-Stop Administration Office Salak Pakpak Bharat Regency : *Journal Budapest International Research and Critics Institute (BIRCI-Journal) : Humanities*
- Kartodirdjo, S. 1992. *Pendekatan Ilmu Sosial dalam Metodologi Sejarah*. Jakarta: Gramedia Pustaka Utama.
- Kelly, T.M. 2013. *Teaching history in the digital age*. Ann Arbor: The University of Michigan Press.
- Kochhar, S. K. 2008. *Pembelajaran Sejarah: Teaching of History*. Jakarta: Grasindo
- Mr. Jusan (Former Petalangan Tribe). LOCATION: Waterfall Village, Bandar Petalangan District. Pelalawan District. (Sunday, December 27, 2020, Time: 16.00 – 16.20 WIB)
- Novak, J.D & Govin, D. B. 2008. *Larning How to Learn*. New York : Cambridge Universit
- Rüsen, Jorn. 2004. *Historical Conciousness: Narrative Structure, Moral Function and Ontogenetic Development*. Dalam Seixas P. (Ed.): *Theorizing Historical Consciousness*. London: University of Toronto Press
- Stearn, P. N, Peter Seixas & Sam Wineburg. 2000. *Knowing, Teaching And Learning History: National And International Perspectives*. New York: New York University Press
- Tenas, Effendy. 1980. “Belian : Upacara Pengobatan Tradisional Masyarakat Petalangan Desa Betung”. Pekanbaru : Lembaga Adat Melayu Riau
- Teuku, Iskandar. 1996. *Kesusastraan Klasik Melayu Sepanjang Abad*. Jakarta : Penerbit Libra
- Tobing, O., Fauzi, R.A., and Purnomo, T.W. (2021). Reinterpretation of the Legend of Lake Toba into the Batak Opera Janji Putri Ikan : *Journal Budapest International Research and Critics Institute (BIRCI-Journal) : Humanities*