Analysis of the Need for Development of a Digital History Book of Dumai Port Based on *Discovery Learning* to Increase Historic Awareness of SMA Students at SMA Negeri Binaan Khusus and SMA Negeri 1 Dumai City

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Abstract

This study aims to analyze the needs of students and teachers for the development of digital teaching materials, namely the digital book of the history of the Dumai City port as local history and to see the level of historical awareness of high school students in Dumai City. This research is part of development research (R&D). This type of research is an expo facto research where researchers collect data systematically directly to respondents through data collection instruments. The process of collecting data is a very important stage in research. The data that has been collected will be used to test the hypotheses that have been proposed in the study where the data were obtained through interviews, observations and questionnaires. The data analysis technique was carried out in a quantitative descriptive manner. The results of the study show that (1) there is a positive view of the need for developing this digital book in the Specially Assisted State Senior High School and Dumai City 1 Public High School; (2) students' learning motivation is still relatively low for history subjects, this is due to the limited use of digital media used in the learning process; (3) history learning media is still very conventional; and (4) students' historical awareness of the existence of local history is still low.

I. Introduction

History learning has a general purpose so that it can be meaningful for students, as written by Kamarga (in Hansiswani Kamarga and Yani Kusmarni, 2012:70) that the ideal goal of history learning is to help students achieve the following abilities: (1) understand the past in the context of the present, (2) arouse interest in a meaningful past, (3) help understand the identity of self, family, community and nation, (4) help understand cultural roots and their interrelationships with various aspects of real life, (5) provide knowledge and understanding of countries and cultures of other nations in various parts of the world, (6) training in inquiry and problem solving, (7) introducing scientific thinking patterns from historical scientists and (8) preparing students for higher education.Based on this explanation, the inculcation of historical awareness in such formal education can appear in students if there is meaningful learning in history subjects.

Increasing historical awareness of local history in the area is very important given to high school students, the reason is because historical awareness has a positive influence on the formation of students' character for the better, one of which is by instilling the values of historical awareness contained in the values in research. this is the history of the port of Dumai City.

Previously, research had been carried out regarding the importance of increasing historical awareness through digital books. Research by Arif Krisna Sudarmaji, Akhmad Arif Musadad and Hieronymus Purwanta, from Sebelas Maret University in the journal National Seminar on History Learning (SNPS), vol.16, No.1 year 2016, entitled "Local History Learning Based on The Struggle Of The Mobrig Troops In Yogyakarta To Increase Students' Historical Awareness." The similarities between previous research and this research, namely, provide the same explanation regarding the importance of increasing historical awareness through learning Local History. The difference between the two studies discusses the local history material raised by this research, discusses the local history of the Mobrig troops in Yogya against the invaders, this is different from the research conducted by the author, namely the discussion of the local historical material raised is regarding values. which is contained in the history of the existence of the Dumai City Port.

Subsequent research by Iin Purnamasari and Wasio, from the Social Sciences Study Program, UNNES Postgraduate Program, in the journal Paramita, Vol.21, No.2, 2017 entitled "Development of a History Learning Model Based on Local Historical Sites at SMA Temanggung Regency." The first similarity between previous research and the research written by the author lies in Research and Development (R&D) research. Second, this research uses the same research technique, which includes observation, interviews, and documentation. The first difference between the previous research and the research conducted by the author lies in the research location. The object of research in the previous research was SMA Negeri 1 Temenggung, SMA Negeri 2 Temenggung, SMA Negeri 3 Temenggung, and SMA Negeri 1 Pringsurat. Meanwhile, this research is located at SMA Negeri 1 Dumai City and SMA Negeri 1 Dumai City. Second, previous research used a qualitative approach. Meanwhile, in the research conducted by the author, the author uses a constructivist approach

If you look at the current phenomenon, the following refers to the results of field observation research conducted in this study by distributing questionnaires via google form in both schools, namely SMA N1 Dumai City and SMA N Binaan Khusus . Based on the questionnaire distributed at SMA N 1 Kota Dumai in class XI which in total out of 7 classes, there were 28 students from each class, so the total number of students was 196 students. However, the number of students who filled out the questionnaire was only 133 students. Meanwhile, at SMA N Binaan Khusus in class XI which in total out of 6 classes, there are 29 students from each class, so the total number of students is 174 students. However, the number of students who filled out the questionnaire was only 125 students. So overall who answered the questionnaire as many as 258 students. The low level of awareness of students' local history can be seen based on the questionnaire distributed at SMA N 1 Kota and SMA N Binaan Khusus Dumai in class XI, which is 55.8% know about the port building of Dumai City, but do not know that the port of Dumai City is part of history. local. Then as many as 32.6% did not know about the port building of Dumai City and Dumai City Harbor as local history. Furthermore, students who are very aware of the existence of Dumai City Harbor and as a local history as much as 10.9%. Meanwhile, those who really do not know the existence of the port and as a local history of Dumai City are 0.8%.

Based on the background exposure that has been described previously, the problems faced are (1) the 2013 Curriculum is not implemented properly; (2) educators do not develop their own materials and only focus on materials that are already available in books, the materials used are only LKS (Student Worksheets) and Package Books; (3) the learning methods used so far have only been fixated on a few methods and educators are

more likely to use the lecture method and in the teaching and learning process the educators in the classroom have not really applied the syntax correctly; (4) the learning resources used are Package Books and LKS (Student Worksheets), the two learning resources are less able to facilitate students in increasing historical awareness; (5) the need for additional textbooks that are able to facilitate students to be able to increase students' History Awareness. Almost 90% of schools in Dumai City do not facilitate local history learning.

II. Review of Literature

2.1 Historical Awareness

Literally the word consciousness comes from the word conscious which means knowing, remembering, feeling, and understanding. In line with this, Sujarwa cites the view that awareness which comes from the word conscious has the meaning of understanding, remembering, understanding and having an open mind in doing something according to one's conscience (Sujarwa, 2010: 134). Awareness is also defined in the Cambridge International Dictionary of English (1995), as a state of being awake or able to understand what is happening. Building one's awareness of one's history is a priority in knowing oneself. This means that all events in history teach something that exists today is a form of inheritance from our predecessors. Because, History is not only about the past and can be forgotten, but it is also a matter of awareness of past events that have meaning. Based on this, through historical awareness citing the views of Jorn Rusen, you will be able to interpret a past event to understand the present and plan and anticipate the future (Purwanta, 2019: 30).

The benefit of historical awareness to be improved is because historical awareness can be a source of aspirations and inspiration for students to generate a sense of responsibility and pride in historical sites and cultural values contained in historical events so that they can be implemented in everyday life. (Subagyo, 2011, pp: 290). The explanation of these benefits is in line with the Regulation of the Minister of Education No. 22 of 2006, the purpose of history learning is to form a more dignified national character and civilization so as to form Indonesian people who have a sense of nationality and love for the homeland. The reason is because the values in history contain the following. (1) contains the values of heroism, exemplary, patriotism, nationalism, pioneering and unyielding spirit, (2) containing the treasures of national civilization, (3) instilling awareness of the importance of the meaning of unity and integrity in the form of solidarity so as to bind the bonds between nations so that they are free from the threat of national disintegration, (4) loaded with daily life, (5) useful for instilling and developing a responsible attitude in maintaining balance and environmental sustainability.

2.2 Teaching Materials

Teaching materials are an important component that can improve the quality of learning. Therefore, it is necessary to develop teaching materials that are adapted to the conditions of teachers and students and to use the correct teaching materials. Quoting the notion of teaching materials from Nasution (1992: 2015), teaching materials are a set of materials and substances in learning that are systematically arranged and have a complete appearance of a competency that must be mastered by students in the learning process must be learned by students in order to achieve predetermined competency standards.

Based on the literature review, experts suggest several types of teaching materials, as revealed by Prastowo (2013), teaching materials according to their form are divided into four types, namely:

a. Printed materials, what is meant by printed materials are teaching materials in the form of visual teaching materials, including handouts, books, modules, student worksheets, brochures, leaflets, wallcharts, booklets, photos or pictures, and other materials. non-print teaching such as model or market.

b. Teaching materials with audio programs, this type of teaching materials are listening teaching materials including cassettes, radios, LPs, and audio compact disks.

c. Hearing teaching materials (audio visual), these teaching materials consist of, Compact Disk and film.

d. Interactive (interactive teaching material), which includes this teaching material consists of CAI (Computer Assisted Interactive) and web teaching materials (web based learning materials).

2.3 Digital Book

Digital books are publications in the form of text and images in digital form that are produced, published and can be read through computers or other digital tools (Andina, 2011: 83). Digital books are made with the aim of making it easier for readers to access books and literacy resources. The advantages of digital books are that they are easy to carry everywhere, efficient, attractive, inexpensive and easy to store. Currently the development of digital books is more advanced and attractive with a variety of views. The digital book display design that is currently in great demand by the public is a digital book with three-dimensional e-book technology known as a flipbook, where pages can be opened like reading a book on a monitor screen (Riyanto, Subagyo, 2012: 7).

The development of digital teaching materials in this study combines elements contained in printed and non-printed teaching materials. The scope of digital teaching materials includes audio, audio-visual, and interactive videos in it. This is in accordance with the opinion of Prastowo (2013), that teaching materials combine several learning media (audio, video, text or graphics) to control a command or natural behavior of a presentation. Based on this description, the manifestation of the development of digital teaching materials is presented in the form of a CD (Compact Disc). Digital teaching materials are developed in line with innovations in the field of education and in accordance with the current digital era.

2.4 Learning Model Discovery Learning

According to Schunk (2008: 11) 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. Meanwhile, according to Gilakjani (2012: 2), the meaning of discovery learning is to teach students to be able to create structures, and to transform this information from their findings and also students' estimates, in formulating a hypothesis, based on inductive and deductive processes. Sani (2014: 98) has the same opinion, Discovery Learning is a learning model that serves to direct students to be able to find a concept by going through various kinds of data information that has been obtained from experimental results and from an observation.

Through the Discovery Learning learning model, the teacher acts as a facilitator to learn to find the study of the knowledge possessed, so as to be able to solve an abstract and complicated material concept. Based on this statement, it can be concluded that Discovery

Learning is a model that always directs students to be motivated in analyzing their abilities to the material provided by the teacher. So, through this model, students' enthusiasm for learning will continue to be motivated and motivated to learn. Teachers in schools are required to understand before implementing the Discovery Learning model in the classroom, so they must first accurately understand the characteristics of the learning model. The goal is to encourage the achievement of the local history learning process in the classroom to be more conducive.

The Discovery learning model also requires four indicators that support the realization of students' mindsets who think creatively and innovatively. Thus, the delivery of life values that are implemented in the history of the Dumai City Port, can be conveyed optimally in the daily learning process. Likewise, what was conveyed by Silver there were four indicators created from the results of creative thinking in the Discovery Learning model, namely:

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

2.5 ADDIE Development Model

The ADDIE model is a combination of*Analysis, Design, Devolop, Implement*and Evaluate. Quoting Personal (2009: 128-132) the development of ADDIE is a systematic learning model, the ADDIE model is a guide or guide in forming efficient training program tools and infrastructure that function and support the ability of the training itself. The end result of each phase is the beginning for the next phase. The ADDIE model is an instruction-based development model. This model was first introduced by Dick and Carry in 1978 and revised by Russel Watson in 1981. The development of this ADDIE model can be used in various kinds of products to be developed, such as learning strategies, teaching materials, learning models, learning methods and even learning media (Lee and Owen, 2004:93). The following is the cycle of the ADDIE development model.
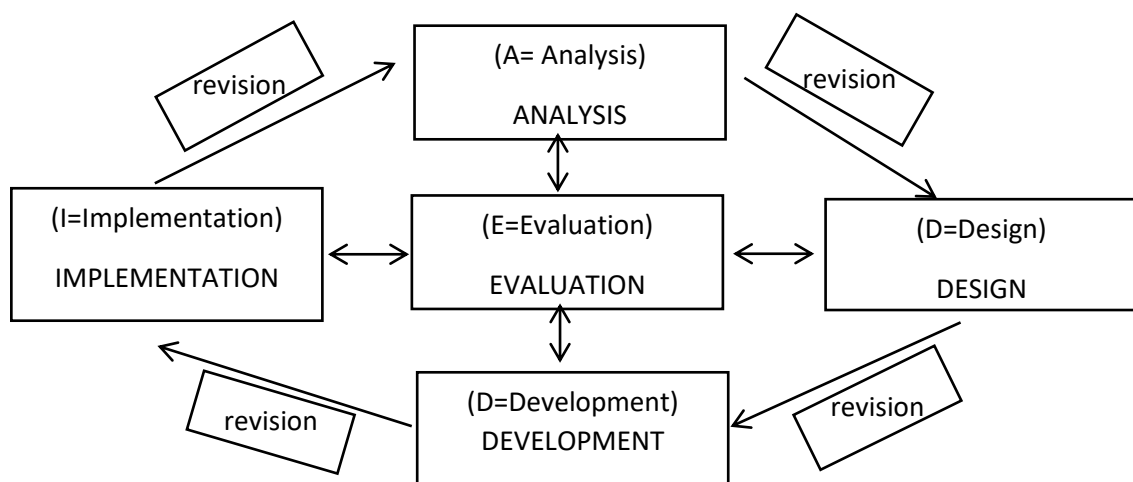

Figure 1. *ADDIE Model Development Design Cycle*

III. Research Method

This research approach is part of development research. Borg & Gall (2003), in their book entitled "Educational Research", explains that "Research and Development" in education is an industry-based development model in which 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.

This type of research is expo facto research where researchers collect data directly to respondents through data collection instruments. The process of collecting data is a very important stage in research. The data being collected will later be used to test the hypotheses proposed in the study where the data were obtained through interviews, questionnaires, and observations. The data analysis technique used was descriptive quantitative. The sample in this study were students of class XI SMA Negeri Binaan Khusus and SMA Negeri 1 Dumai City. The sample was selected using a purposive sampling method.

IV. Results and Discussion

The results of the study through 4 aspects that were assessed on a needs analysis questionnaire. Field observations were carried out in this study by distributing questionnaires via google form in both schools, namely SMA N 1 Dumai City and SMA N Binaan Khusus . Based on the questionnaire distributed at SMA N 1 Kota Dumai in class XI which in total out of 7 classes, there were 28 students from each class, so the total number of students was 196 students. However, the number of students who filled out the questionnaire was only 133 students. Meanwhile, at SMA N Binaan Khusus in class XI which in total out of 6 classes, there are 29 students from each class, so the total number of students is 174 students. However, the number of students who filled out the questionnaire was only 125 students. So overall who answered the questionnaire as many as 258 students. The following is described and shown in the bar chart some aspects of special needs that have been carried out.

4.1 History Lessons So Far

The results of the identification of the questionnaire needs of 258 students showed that 28 students were not motivated with a percentage of 10.8%, 161 students were less motivated with a percentage of 62.4%, motivated students were 53 students with a percentage of 20.5%, and highly motivated students amounted to 16 students with a percentage of 6.2% of the history learning process. This shows that the learning process on history subjects that have been carried out in schools does not motivate students.
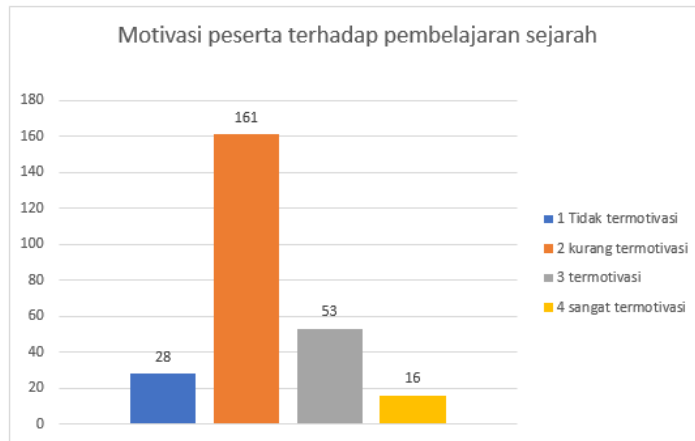
Figure 2. *Student Motivation Against History Learning*

Based on the explanation above, it can be concluded that the use of the learning strategy used is not in accordance with the 2013 curriculum principles. The following is the identification of the results of the questionnaire on the needs of students with a total of 258 students showing the application of learning methods by history teachers so far in the learning process answering using the discussion method with a total of 63 students with a percentage of 24.4%, the lecture method with a total of 165 students with a percentage of 63, 9%, the role playing method with a total of 24 students with a percentage of 9.3% and students who answered using various methods in learning amounted to 6 students with a percentage of 2.3%.
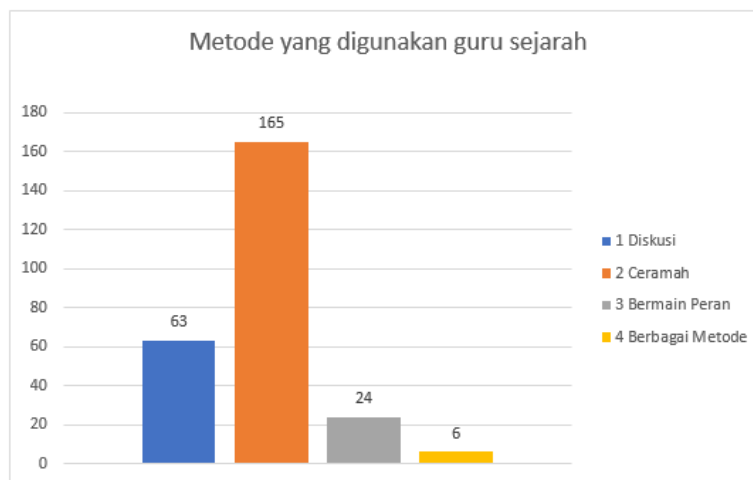
Figure 3. *Methods Used by History Teachers*

The use of this strategy has an impact on the low activity, creativity and criticality of students, causing a lack of learning motivation in students. When viewed based on the ideal conditions of the history learning process, according to Aunurraman (2010:17) emphasizes the ability of students to construct their own knowledge, then each student must have the ability to use the psychological and mental functions they have. The experience that a person has is very important to form knowledge, thus the learning process carried out by the teacher must provide a good learning experience for students. In this study using a scientific approach, namely the discovery learning model has been recommended by the 2013 curriculum as an effective strategy in history learning.

Through this technique students are left to find themselves or experience their own mental processes, the teacher only guides and gives instructions. Thus the discovery approach is a learning that involves students in the process of mental activities through exchange of opinions, by discussing, reading for themselves and trying themselves, so that children can learn on their own and find their own problem solving.

4.2 History Books used So Far

Textbooks or history teaching materials have an important role in the learning process. Based on the needs analysis from observations, questionnaires and interviews, it can be concluded that the history textbooks that have been used in the learning process are not maximally useful. In history learning the teacher has not integrated local history as an enrichment program for students. According to Oguzan (2015), the use of local history provides opportunities for students to get first-hand experiences by increasing historical awareness.

The teacher's opinion related to the use of teaching materials for teaching history so far in schools in the interviews that have been conducted. Mrs. Yus, a history teacher at SMA N 1 Dumai City:

"So far, school history books are in the form of textbooks from the government. These textbooks are always selected by schools for the sake of updating information and adding references in learning. As for local history, it has not been implemented as fully as possible. Because time and written sources are limited, local history is not yet complex."

Based on the results of these interviews, schools in Dumai have used history textbooks for years by always selecting the quality of books based on their truthfulness, suitability, and usefulness of learning materials. Because, the use of textbooks for history classes is 1) assisting teachers in the history learning process, 2) assisting teachers in the process of finding additional information or references, 3) assisting in the process of evaluating student understanding through working on the questions that have been provided in the textbooks. Even so, the teacher admitted that the use of textbooks had not been able to fully meet the needs of students. This is because often the provision of material that is still general in nature and does not provide space for student participation.

4.3 Learning Media used So Far

Based on the results of the questionnaire identification of student needs with a total of 258 students stated that teachers use printed books in learning with a total of 91 students with a percentage of 35.3%, picture media with a total of 29 students with a percentage of 11.2%, presentation media with a percentage of 138 students with a percentage 53.5%, and none of the students answered the use of interactive media with a percentage of 0%. These results indicate that teachers in the history learning process at the high school often use printed books, pictures and presentations as the media. This causes students to lack understanding of history learning material because printed book media and presentation media are less effective in motivating students' interest in the historical events being studied.
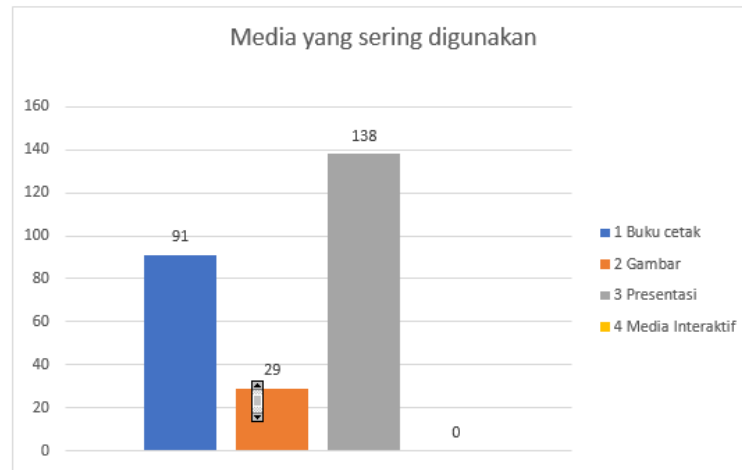
Figure 4. *Media Often Used by Teachers*

Based on an interview with a history subject teacher, Mr. Azmi, a history teacher at the Special Assisted High School in Dumai City, he stated:

"The media used so far are existing textbooks, but this book is not enough to meet the material needs of students because of the limited information in it, then in this case it was developed in the form of presentation media, but still this is not enough to support effective learning with limitations use of this presentation"

Based on this, innovative learning media in the form of interactive media are needed by teachers and students. This is because the advantages of interactive media are able to facilitate the delivery of material clearly so that history learning is more interesting and meaningful. In addition, the ability of teachers is still limited in developing innovative digital media such as interactive multimedia. Teachers still use learning methods that seem monotonous with methods of discussion, lectures, and role playing in the history learning process. Indeed, interactive multimedia as a learning media can facilitate students in understanding historical material because of the two-way learning interaction and the teacher as a facilitator in accordance with constructivism theory (Wang, et al., 2018). In this study, the learning media in the form of digital books is suitable to support the main source (textbooks) in history learning. This product is believed to be able to help students to learn independently, critically, and actively. This can be seen from the results of the identification of the questionnaire on the needs of students with a total of 20 students responding to the development of interactive multimedia, namely digital books, including 30 students answering disagree with a percentage of 11.6%, 9 students answering disagree with a percentage of 3.5%, 88 students answered agree with a percentage of 34.1%, and 131 students answered strongly agree with a percentage of 50.8%.
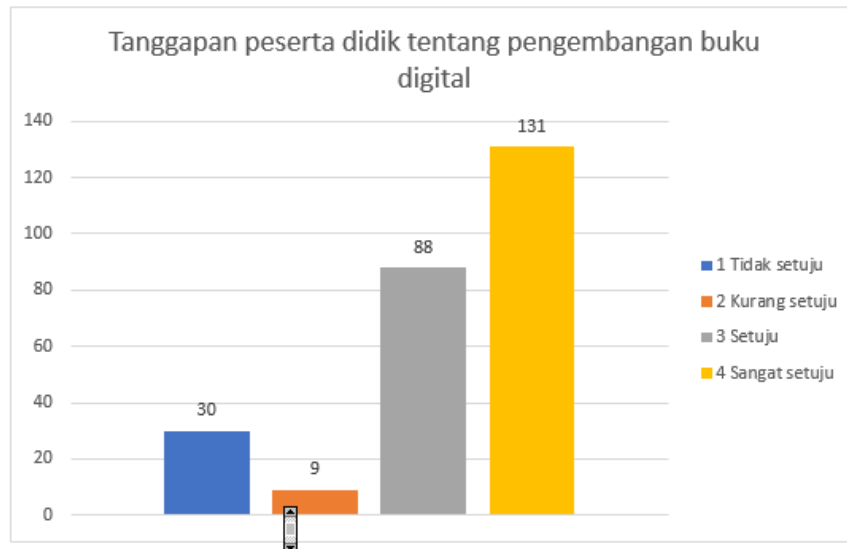
Figure 5. *Student Responses About Digital Book Development*

Teaching materials in the form of digital books that will be developed are equipped with the following parts: 1) learning instructions, allowing students to study independently: 2) completeness, the material contained in the module is designed in such a way that it is able to provide sufficient information for participants students: 3) adaptive, adapted to technological developments: 4) easy to use, every instruction and providing information can help students respond and access knowledge based on their wishes. Based on interviews with the two history teachers at the two high schools, they agreed with the use of the Dumai City port history digital book as additional material that integrates local historical sources as additional material for the history of the Japanese occupation in Indonesia. The Port of Dumai City as one of the local histories that must be developed in history learning, namely in the class XI syllabus contained in Basic Competence 3.5 Analyzing the nature of the Japanese occupation and the response of the Indonesian people and Reasoning the nature of the Japanese occupation and the response of the Indonesian nation and presenting it in the form of historical stories. This connection is because, the history of the formation of Dumai City Port which was originally during the Japanese occupation, in 1942, the government brought romusha from Java to Dumai to install a water pipe that extended from Duri to Dumai. This linkage is certainly the beginning of why the existence of this port can develop. Through this, students are expected to be able to recognize regional potential, where the City of Dumai since the beginning of Japan has known in advance about good natural gas sources in the Dumai City area, so the history of the existence of this port is important to study. Students also stated that they agreed with the development of this book in order to find in-depth information and make Diwa more aware of the benefits of studying history in the area closest to students.

This is also supported based on an interview with a history teacher at the Special Assisted High School in Dumai City, namely Mr. Azmi stated:

"Local history is important to be developed, especially the history of this port. I strongly agree if it is developed into book form and becomes enrichment material because, through this port, Dumai City is known as a developed city. It is also hoped that this will raise students' awareness of the future, both at work and in life history. Why is that? Because through this port, job opportunities are massively open to residents in Dumai City and it is necessary for students, especially in Dumai City, regarding the history of the existence of this port which has made Dumai City a developed city."

This research utilizes one of the local histories in Dumai City, namely Dumai City Harbor. The problems that have occurred so far are that the people of Dumai City do not know how the history of this port is, the people know that the port exists because of the government's efforts to promote the economy, but furthermore, it turns out that the existence of this port is not only that but there is a form of cooperation that was initiated to explore petroleum and the distribution process as a source of energy export Import. Dumai City became a port city due to its strategic location which is also an advantage for the community as a form of economic improvement, therefore it is necessary for students to know this as local history to further increase historical awareness of local history.

History learning needs to adapt to the current digital era, namely by developing innovative learning media. One solution in answering the problem of learning history is to develop learning media so that history learning is more interesting and meaningful. Based on this, learning innovations using interactive multimedia, namely digital books for students and teachers in high school, are needed to increase motivation, learning outcomes and awareness of students' local history in history subjects. The development of this digital book is a solution to the needs of the learning process. This is because the application of digital books has advantages in creating an effective and efficient learning process, so that teachers are expected to be creative and innovative in creating a learning process that can combine text, images, audio, video in a single unit in order to achieve the goals of history learning. Motivation comes from the Latin word movere which means drive or driving force (Purba and Sudibjo, 2020). In addition, the learning process provides more motivation for students and increases historical insight, then awareness of this history will be created.

4.4 Students' Historical Awareness Level

In the needs analysis of this study, it is also intended to see the level of historical awareness of the students of SMA N 1 and SMA N Binaan Khusus in Dumai City regarding local history, namely the existence of the Dumai City port. In the questionnaire given there are 10 questions through the observations of researchers looking at the historical awareness of students from 2 SMAN in Dumai City. The following is the identification of the results of the questionnaire on the needs of students with a total of 258 students showing 138 students with a percentage of 53.5% in the category of being less aware of the existing local history, this is based on the level of students' knowledge of the existence of this port, this has never been denied by history teacher in learning.
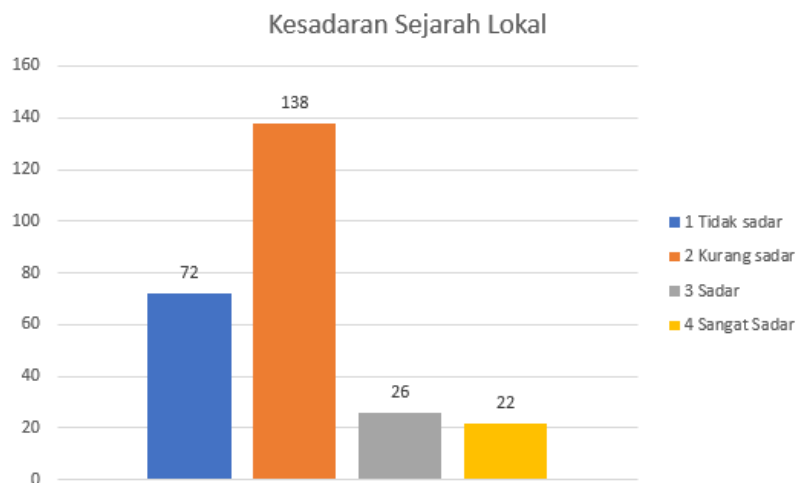

Figure 6. Local History Awareness Level

Previously, a statistical test was carried out to see the validity and reliability of the questionnaires that had been distributed. The value (N) of data totaling 285 students, the results of the validity of the Rater (R) Count on the Product Moment Person Correlation by comparing the significant value (2-tailed) with a probability of 0.05, namely if the value of Sig. (2-tailed) < 0.05 then the item has a positive value in the SPSS 19.0 results with N (258) being the value of Sig. (2-tailed) all questions are worth 0.00, so all data is declared valid. While the results of the reliability test were obtained on student data, after a reliable test was carried out the cronbach's alpha value was 0.912, meaning that according to what Nurmely had determined, it reads (minimum cronbach alpha value is a data declared reliable if it is above 0.60. So in this case it is stated reliable. Here's the review:

Correlations

		P_1	P_2	P_3	P_4	P_5	P_6	P_7	P_8	P_9	P_10	TOTAL
P_1	Pearson Correlation	1	,299**	,398**	,586**	,423**	,258**	,294**	,245**	,327**	,306**	,565**
	Sig. (2-tailed)		,000	,000	,000	,000	,000	,000	,000	,000	,000	,000
	N	258	258	258	258	258	258	258	258	258	258	258
P_2	Pearson Correlation	,299**	1	,518**	,450**	,366**	,300**	,353**	,334**	,334**	,325**	,567**
	Sig. (2-tailed)	,000		,000	,000	,000	,000	,000	,000	,000	,000	,000
	N	258	258	258	258	258	258	258	258	258	258	258
P_3	Pearson Correlation	,398**	,518**	1	,645**	,553**	,484**	,543**	,407**	,489**	,479**	,733**
	Sig. (2-tailed)	,000	,000		,000	,000	,000	,000	,000	,000	,000	,000
	N	258	258	258	258	258	258	258	258	258	258	258
P_4	Pearson Correlation	,586**	,450**	,645**	1	,598**	,511**	,581**	,421**	,529**	,420**	,768**
	Sig. (2-tailed)	,000	,000	,000		,000	,000	,000	,000	,000	,000	,000
	N	258	258	258	258	258	258	258	258	258	258	258
P_5	Pearson Correlation	,423**	,366**	,553**	,598**	1	,722**	,789**	,578**	,745**	,626**	,849**
	Sig. (2-tailed)	,000	,000	,000	,000		,000	,000	,000	,000	,000	,000
	N	258	258	258	258	258	258	258	258	258	258	258
P_6	Pearson Correlation	,258**	,300**	,484**	,511**	,722**	1	,746**	,620**	,745**	,597**	,787**
	Sig. (2-tailed)	,000	,000	,000	,000	,000		,000	,000	,000	,000	,000
	N	258	258	258	258	258	258	258	258	258	258	258
P_7	Pearson Correlation	,294**	,353**	,543**	,581**	,789**	,746**	1	,623**	,809**	,666**	,847**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000		,000	,000	,000	,000
	N	258	258	258	258	258	258	258	258	258	258	258
P_8	Pearson Correlation	,245**	,334**	,407**	,421**	,578**	,620**	,623**	1	,725**	,624**	,742**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000		,000	,000	,000
	N	258	258	258	258	258	258	258	258	258	258	258
P_9	Pearson Correlation	,327**	,334**	,489**	,529**	,745**	,745**	,809**	,725**	1	,791**	,865**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,000		,000	,000
	N	258	258	258	258	258	258	258	258	258	258	258
P_10	Pearson Correlation	,306**	,325**	,479**	,420**	,626**	,597**	,666**	,624**	,791**	1	,783**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,000	,000		,000
	N	258	258	258	258	258	258	258	258	258	258	258
TOTAL	Pearson Correlation	,565**	,567**	,733**	,768**	,849**	,787**	,847**	,742**	,865**	,783**	1
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	
	N	258	258	258	258	258	258	258	258	258	258	258

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

Figure 7. Product Moment Person Correlations Validity Test Output

Case Processing Summary

		N	%
Cases	Valid	258	100,0
	Excluded[a]	0	,0
	Total	258	100,0

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

Reliability Statistics

Cronbach's Alpha	N of Items
,912	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
P_1	17,50	46,368	,451	,918
P_2	17,64	47,305	,471	,914
P_3	17,84	44,985	,664	,903
P_4	17,82	43,589	,700	,901
P_5	17,95	43,251	,806	,895
P_6	18,04	45,174	,737	,900
P_7	17,92	43,740	,806	,896
P_8	17,94	44,436	,6	,903
P_9	18,00	42,440	,8	,894
P_10	17,76	42,567	,712	,901

Figure 8. Cronbach's Alpha Reliability Test Output

Based on the analysis of the need for awareness of local history of students in SMA N 1 and SMA N Binaan Khusus for Dumai City, which are still in the poor category, it means that the development of digital books aimed at increasing historical awareness can be developed using the ADDIE development procedure.which includes: 1) Analysis (analysis) which includes learning needs; 2) Design, namely digital books; 3) Develop (development); 4) Implementation, product application; and 5) Evaluation (evaluation).

V. Conclusion

The results of the study indicate that: 1) there is a positive trend towards the need for developing digital-based teaching materials in SMA N 1 and SMA N Binaan Khusus in Dumai City. So far, there has not been a single teaching material packaged by the teacher in digital form related to the local history of the Dumai City Port. The results of the questionnaire to students show that 90% of students need teaching materials that can be accessed by them anytime and anywhere they are. On the other hand, this product can support the process of inculcating historical awareness in students. 2) learning model based on discovery learning is an effective strategy to support learning activities. This is because, This model has learning steps that allow students to develop their own abilities through finding facts about local history. 3) the selection of the history of the Dumai City port is very appropriate to be developed because the existence of this port is in the process of development and until now it has greatly impacted the progress of Dumai City into a Port city so that if it is developed into a digital book it will add insight and historical life to the progress of the city, especially in Dumai City.

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