



European Journal of Educational Research

Volume 11, Issue 1, 17 - 31.

ISSN: 2165-8714

<https://www.eu-jer.com/>

The Development of Interactive E-Book of Local History for Senior High School in Improving Local Wisdom and Digital Literacy

Didin Saripudin 

Universitas Pendidikan Indonesia,
INDONESIA

Wildan Insan Fauzi* 

Universitas Pendidikan Indonesia,
INDONESIA

Eki Nugraha 

Universitas Pendidikan Indonesia,
INDONESIA

Received: July 12, 2021 • Revised: September 1, 2021 • Accepted: October 9, 2021

Abstract: This study discusses students' responses and perceptions on the e-book of Local History of West Java (Indonesia) developed by the researchers. It uses a Research and Development approach and experimental method. Data collection techniques used in this study are observation, interviews, and focus group discussions with interactive model data analysis. The research subjects were students and teachers of high schools in West Java. They were taken as the subjects as they can represent the region. The History E-book is, however, published on ebooksejarah.id page while the system was developed by using SDLC (Software Development Life Cycle) Waterfall model. The results of the study indicate that the components of the e-book on the aspects of the materials, presentation, and completeness are overall suitable to be used by students. The materials are considered to be still inapplicable and not contextual. Further, they are still lack of latest issues as well as photos/illustrations. The study of student responses on the e-book reinforces that the zoomers (those belong to Generation Z) prefer to digital learning media because their social life belongs to the online world. Local history e-books should better adapt to the learning style of Generation Z, who prefer visuals and hands-on experiences to reading texts. Thus, e-book development needs to be equipped with various learning media in short audios and video explainers, animations, and infographics.

Keywords: *E-book, effectiveness, local history, local wisdom, SDLC model, textbook.*

To cite this article: Saripudin, D., Fauzi, W. I., & Nugraha, E. (2022). The development of interactive e-book of local history for senior high school in improving local wisdom and digital literacy. *European Journal of Educational Research*, 11(1), 17-31. <https://doi.org/10.12973/eu-jer.11.1.17>

Introduction

Studying local history allows students to connect to the past and exploring local history enhances students' ability to contextualize their historical thinking and, in turn, engage in self-reflection (Clarke & Lee, 2004). It is essential to provide them a local history revealing stories found in their neighborhood that it may bridge the gap in historical (national) materials (Douch, 1967). Bringing local history into the classroom, however, helps students better understand their values, understand themselves (Ford, 2016). and textbook can be taken as a means to bring the history into the classroom.

There are some debates, however, related to the benefits of textbooks. Some findings show that textbooks do not affect the learning process. Durwin and Sherman (2008) show that texts have no significant impact on students' understanding. On the other hand, several experts state that textbooks are instructional media with a dominant role in the classroom; media for delivering curriculum materials; and a central part of an education system (Altbach et al., 1991; Lockeed & Verspoor, 1990; Patrick, 1988).

Textbooks have tremendous power over brain changes. They can change students' brains as well as affects their knowledge and values (Chambliss & Calfee, 1998). They may also contribute to students' learning patterns and perceptions (Al Harbi, 2015; Dickson et al., 2005). Further, Landrum et al., (2012) reveal that textbooks can affect students' exam scores. Related to this issue, Radović et al. (2020) have also shown that interactively designed books can encourage innovative thinking, practical knowledge acquisition, and student creativity. It can be seen that the benefits of textbook outnumber the cons on the use of textbooks. Considering the two issues of taking local histories to the classroom and textbooks above, it is thus essential to provide students with local history textbooks.

* Corresponding author:

Wildan Insan Fauzi, Universitas Pendidikan Indonesia, Department of History Education, Faculty of Social Science Education, Indonesia.
✉ wildaninsanfauzi@upi.edu

Local history textbooks are the primary learning media and source for students because by utilizing these textbooks, students can understand the materials and develop various values of local wisdom and apply them (Saripudin & Komalasari, 2016). For Indonesia of which the curriculum recently used is called as the 2013 curriculum, local history textbooks specifically provide supporting materials from the primary subject matter contained in the 2013 curriculum and teach students to learn about the materials as well as to develop local wisdom and values of local history and explore the students' historical thinking.

The preparation of the local history e-book of West Java is driven by inadequate sources of West Java history textbooks. Local history writing still faces many difficulties related to the scarcity of adequate sources and experts, and most of the existing history textbooks are still Javanese centric (Abdullah, 2010; Ricklefs, 2005). Besides that, the preparation is also driven by the reality that currently there is a change in the form of books, which had initially been in the form of a traditional printed book and was then developed into an electronic one (Marcia et al., 2012). Studies show that printed textbooks are considered less efficient and less relevant to the millennial generation (Hendricks, 2017; Kestenbaum, 2014). The advantages of e-books are it takes a lower cost to access them and it is easier to find any information through e-books, anytime and anywhere (Fager et al., 2020).

The e-book form is also taken considering the Z generation's characters possessing different unique characteristics, motivations, interests, and styles (Seemiller & Clayton, 2019). The generation is active in the digital world, internet-based social media, either for personal, group, economic, existence, or information-seeking interests and zoomers have been accustomed to technology. Further, digital media based e-books are created because they have a dominant influence on people's daily lives and social behavior in the global culture of 21st century society (Dunas & Vartanov, 2020).

The development of Information and Communication Technology in the era of the industrial revolution 4.0 has become a demand and need for the world of education that it may relate to digital literacy. The e-book is also packaged to improve students' digital literacy. This study investigates how students perceive the interactive e-book of West Java Local History for SMA (Senior High School)/SMK (Vocational High School) of Class XI in improving local wisdom and digital literacy. The focus of the research was developed in the following research questions: How does the use of the interactive e-book of West Java Local History for SMA/SMK affect the improvement of students' local wisdom and digital literacy.

Methodology

Research Design

This research uses "Development Research," which was conducted in a multi-year basis (3 years). Research and development is "a process used to develop and validate educational products" (Borg & Gall, 1989, p. 256). This research is also called 'research-based development,' which aims to improve the quality of education. It also aims to discover new knowledge through 'basic research or to answer specific questions about practical problems through 'applied research, which is used to improve educational practice. This study is used for the research and development to produce an interactive e-book model of West Java Local History for SMA/SMK of Class XI in improving local wisdom and digital literacy.

It includes ten steps of Research and Development of Borg and Gall (1989) divided into three years of research: In the second-year of the research, it had entered the Operational product revision stage (the Seventh step), where the local history e-book was tested in a different scope, in a wider one. In the first year, the pilot only involved five schools, while in the second year; the school area covered one province. The study, however, takes two forms of activities, namely; (1) qualitative exploration and (2) quantitative experiment.

Sample of Research

The study took SMAs/SMKs located in West Java as the research site and took the representativeness of schools situated in urban and rural areas into account. The limited trial was conducted in five schools (first year), and the broad trial (the second year) took ten schools as the samples in accordance with the division of the West Java region, where the region is divided into five development areas, so each part had two representative schools. Five schools were taken in the third year for the implementation in the form of an experiment. The research subjects were senior high school/vocational high school history students and teachers.

Instruments and Procedures

Data collection techniques used in this study are Observation, Interview, Document Study, Focus Group Discussion, and textbook assessment instruments. The assessment instrument is in the form of questionnaire. To obtain data on the reality range of the general description of the Local History interactive e-book for students, a questionnaire was distributed in three assessment components distributed to 776 students at the schools. The questionnaire asked the students to assess the Local History interactive e-book they used. The scale used in the assessment of the book as determined is by calculating the score of (5) excellent, (4) good, (3) fair, (2) poor, and (1) very poor.

The instrument was tested to determine its validity and reliability. It was stated in five items of invalid questions and in the next stage of testing, the questionnaire items were revised so that it could be appropriately used for research. However, reliability tests were carried out on each instrument variable at $n = 34$ and significance of 0.005. Based on the data processing by using SPSS version 22.0, the reliability of the items is:

Table 1. Reliability Test Results

Cronbach's alpha	N of items
.780	63

It can be seen from the data processing results above, it is obtained that $t_{\text{count}} = 0.780$ with $r_{\text{table}} = 0.325$. This means that $t_{\text{count}} > r_{\text{table}}$. It can be concluded that this instrument can be said to be reliable or can be trusted as a data collection tool.

Data Analysis

The data analysis technique used is an interactive analysis model consisting of data collection, data reduction, data display, and inference/verification.

Results

West Java Local History Interactive E-book for SMA/SMK based on Local Wisdom and Digital Literacy

An interactive e-book is undeniably required in improving digital literacy as the term refers to one's capacity in seeking out, assessing and using information through digital technologies as well as in using any forms of technology. To meet the quality of an excellent interactive e-book, specific criteria are needed in preparing and writing an interactive e-book, where according to Greene and Petty (1975, as cited in Tarigan, 1986, pp.13-20) they are as follows:

1. Point of view. Interactive e-books must have certain basics, principles, and points of view that animate and underlie interactive e-books as a whole. Those points of view are in the form of theory and psychology, language, and so on.
2. Concept clarity. The concepts used in an interactive e-book must be clear and concise. Ambiguity needs to be avoided so that students get clarity on the various descriptions that they put forward.
3. Being relevant to the curriculum. Interactive e-books must be relevant to the applicable curriculum. This follows their function as a source of learning in the classroom, which inevitably has to follow various institutional provisions, including the curriculum.
4. Interesting. Interactive e-books are written for learners. Therefore, the author of interactive e-books must consider the interests of students who use the textbook. The more relevant an e-book with the interests of students, the more attractive the e-book.
5. Cultivating motivation. An excellent interactive e-book is an interactive e-book that can make students willing and happy to do the tasks or exercises contained in the book.
6. Stimulating student activity. Accordingly, interactive e-books are books that stimulate, challenge, and activate student activities. This is in line with the concept of active student learning or value clarification.
7. Being illustrative. Striking and exciting illustrations must accompany interactive e-books. A suitable picture must give its charm and clarify what is being said.
8. Being understandable to the users. The aspect of understanding must come first. The main factor playing here is language. The language of the book must be in accordance with the language of the students. The sentences should be effective and avoid double meaning.
9. Supporting other subjects. By studying interactive e-books, one issue can add knowledge to other matters.
10. Respecting individual differences. An excellent interactive e-book does not exaggerate specific individual differences. Differences in ability, talent, economy, and socio-culture are not at issue.
11. Establishing values. An excellent interactive e-book seeks to strengthen the values that apply in society, preserve the values of struggle, and the spirit of the 1945 Constitution (the national constitution of the Republic of Indonesia), the noble value of Pancasila (the basic principles of the Republic of Indonesia), so that students will try to preserve it.

The above criteria is in line with the principles of textbook writing that based on the principles, a book should be developed to meet the criteria of content, presentation and linguistic eligibility.

The development of the Local History textbook model is, however, in accordance with historical education and the principles of textbook writing.

Related to the content principles in text book writing there are several principles in preparing history learning materials to meet, including relevance, consistency, and adequacy. The focus of relevance means that the history learning materials should be relevant or related to the achievement of core competency standards. The focus of consistency refers to the reliability. The focus of adequacy means that the material taught should be adequate in helping students master the basic competencies being taught. The material should not be too little and not too much. If it is too little, it will be less helpful in achieving core competencies and basic competencies, on the contrary, "if it is too much it will be a waste of time and effort to learn unnecessary materials" (Dikdasmen, 2006, p. 6).

Learning material is certainly an issue. A significant problem often faced by history teachers in local history learning activities is when choosing appropriate learning materials to help students achieve competencies. This is because, in the curriculum, history learning materials are only written in general as outlined in the subject matter. The teacher's task is to describe the subject matter so that it becomes a complete teaching material. Concerning the selection of local history learning materials, in general, the existing problems include: "(1) how to determine the type of materials; (2) the depth of the materials; (3) the scope; (4) the order of the presentation; and (5) the treatment of the local history learning materials" (Dikdasmen, 2006, p. 416).

In delivering local history learning materials, there are several common problems often faced by teachers, namely the selection of material sources. Teachers tend to choose local historical authorities listed in textbooks and have not developed local history materials based on oral history. Furthermore, they have not expanded the horizons of references either. The teachers deliver inadequate and shallow learning materials, the order of presentation is also inadequate, and the materials do not follow the competencies to be achieved by students (Saripudin & Komalasari, 2016).

Therefore, The Local History of SMA/ SMK of Class XI is compiled in 6 chapters which have been accommodated with the values of Sundanese local wisdom. The six chapters are a wealth of West Java Local History material extracted from local culture and characters.

The first chapter of the e-book discusses the early arrival and influence of the West in *Tatar Sunda* (West Java region). In the second chapter, there is some discussion on the expansion of the influence of colonialism on the Sundanese people. In the third chapter, the authors discuss *Tatar Sunda* during the National Movement while in the fourth one, the situation of *Tatar Sunda* during Japanese Occupation is revealed. The fifth chapter discusses the situation of *Tatar Sunda* affected by the Proclamation event. At last, in chapter six, there is some discussion on the physical revolution in West Java from 1945-1949. The revolution occurred between 1945-1949, a critical period in which different groups of people supported and defended Indonesia's independence from those who did not accept Indonesian autonomy and wanted to regain control of Indonesia as a colony.

However, related to the presentation principles, textbook writing should take the components of learning strategies and the design of learning messages into account. The main features of the learning strategies (instructional strategies) include (1) preliminary learning activities (pre-instructional activities), (2) delivery of learning materials (presenting instructional materials), (3) provoking student performance (eliciting performance), (4) providing feedback and (4) follow-up activities in the form of remedial and enrichment (Gafur, 1986). At the same time, the principles of learning message design include: (1) the principle of readiness and motivation, (2) the use of attention directing devices, (3) student's active participation, (4) repetition, and feedback (Gafur, 1986; Saripudin & Komalasari, 2016).

Furthermore, the development of textbooks should also carry out subject objectives, contain general principles of writing texts, and integrate the seven components of contextual learning (constructivism, questioning, inquiry, learning community, modeling, reflection, and authentic assessment) with elements of learning strategies and principles of learning message design (Komalasari, 2010; Komalasari & Saripudin, 2017).

Considering all of the issues pertaining to the presentation principles above, the systematics of the e-book and chapters are then developed as follows: 1) Book outline includes a foreword, complete list of books, table of contents, book contents, glossary, bibliography, list of books, journals, internet from credible institutions that are used as reference materials compiled according to the provisions, index (subjects and people)' 2) Chapter Systematics includes chapter titles, introductions, concept maps (mind maps) and keywords, presentation of materials, presentation/demonstration of competencies, summaries, material conclusions, reflections, authentic assessments, feedback, follow-up activities / independent tasks (transfer, enrichment, remedial).

The interactive e-book on Local History of West Java, however, was developed using a management information system with a waterfall type of SDLC (Software Development Life Cycle) model that consists of five stages of need analysis, design stage, implementation stage, testing stage, and maintenance stage as presented. The following is the description: 1) Requirement Definition (Need analysis). Requirement engineering provides the primary mechanism for software design and construction; 2) System and Software Design. The Concept of Software design contains a description of the software structure to be implemented, the structure and data model that the software will use, the interface between

software components, and sometimes contains the algorithms that will be used in the software; 3) Implementation and Unit Testing. In this stage, the implementation process of the design determined in the previous step is carried out. The main activity in this stage is coding; 4) Integration and System Testing. Software testing is carried out in three levels of testing, namely testing each software component separately, testing the software as a whole after the integration process is carried out, and testing the software as a whole using user data; 5) Operation and Maintenance. Maintenance improves the implementation of system units and improves system services due to newly discovered system requirements (Sommerville, 2011).

Apart from the local wisdom involved in the local history learning material and digital literacy issues, determining the scope of an interactive e-book requires several criteria that it should include scientific disciplines in the form of knowledge, values, and skills. In general, it turns out that the textbooks used do not follow or do not meet the criteria above. This is evidenced by the results of the interviews and observations that some lecturers view the books' scope as inadequate. Accordingly, it is required that a learning experience offers various processes that allow students to gain concrete experience, reflective observation, conceptualization, abstraction, and active experimentation. The type of learning experience is, however, tailored to the specificity of each subject. For example, topics relevant to skill area are different from those of knowledge area.

Test Results on Students

To see the understanding of the materials and the development of students' Local History values after using the Local History e-book requires some evaluation where a test towards the material understanding and an assessment towards the attitude were given to the research subjects' participants.

The Overview towards Students' Understanding on the Local Historical Learning Materials and the Development of Local Historical Values

The Aspects of the material understanding and the development of local historical values are presented in Table 2.

Table 2. The Understanding of Materials and the Development of Local Historical Values

No	Rated component	Rated aspect	Rating result (N=207)			
			Excellent (%)	Good (%)	Fair (%)	Poor (%)
A.	Understanding of Materials in the 2013 Curriculum	Fact	70	16	10	4
		Concept	60	20	11	9
		Principle	56	23	11	10
		Procedure	58	20	12	10
		Historical Thinking	68	16	11	5
Average Score of Component A			62.40	19	11	7.60
B.	Development of Local Historical values	Understanding the diversity of local historical history figures and events	75	15	5	5
		Understanding the diversity of places where local historical events occur	74	16	6	4
		Understanding local cultural and ethnic diversity	70	18	9	3
		Understanding the diversity of regional languages	70	15	8	7
		Respect	65	15	10	10
		Tolerant	60	19	15	6
		Cooperation	48	40	10	2
		Togetherness	70	21	8	1
		Average Score of Component B			66.5	19.9
Average Total Score			64.45	19.45	9.95	6.175

The table above shows that students have an excellent ability to understand the materials and balanced local history values. Students' understanding of the 2013 curriculum material (facts, concepts, principles, procedures, and historical thinking) shows that 62.40% of them are in an excellent category, and 19% are in good category while in terms of the development of local history values, 66.50% of them are in the excellent category, 20.5% are in the good category. In terms of understanding the materials relevant to the 2013 curriculum, students have the best ability in understanding facts and historical thinking. In developing local historical values, they are dominant in the understanding towards the diversity of local historical figures and events, understanding the variety of places where local historical events occur,

understanding local cultural and ethnic diversity, understanding the diversity of regional languages, respect and togetherness.

The Overview towards Students' Perceptions on the Use of Local History Interactive E-Books

The overview towards the Local History interactive e-book for students involves several components, including learning material components, presentation components, and completeness components. Below is the overview towards the interactive e-book in terms of learning materials.

Table 3. The Overview towards the Interactive E-book in Learning Material Components

No.	Statements	Responses				
		5	4	3	2	1
1.	The relevance of the materials to the school curriculum	25.8	59.1	13.4	1.3	0.4
2.	The level of depth and breadth of materials that develop cognitive attitudes, values, and skills	21.5	45.4	31.5	1.5	0.1
3.	Theoretical/postulate-generalization materials	24.7	55.9	17.3	1.9	0.2
4.	Applicable and contextual materials	21.3	33.7	41.7	2.6	0.7
5.	Truth and accuracy of facts, data, concepts, theories, laws/principles and procedures	28.8	47.4	22.4	1.1	0.3
6.	The materials use theoretically and empirically correct sources of material	29	56.1	13.2	1.3	0.4
7.	The materials are in accordance with the latest developments in science and disciplines	24.1	59.1	15.4	1.4	0
8.	Materials develop current issues and local history	15.6	30.1	50.3	3.8	0.2
9.	The style of the description of the materials is understood and in accordance with the level of thinking of students	22.6	39.5	33	4.5	0.4
10.	The materials use the latest references (up to date)	13.8	38.9	41.9	5.1	0.3
	Average score	22.72	46.52	28.01	2.45	0.3

The table above shows the results of student respondents' calculations on the overview towards the Local History interactive e-book in the component of learning materials which include indicators: relevance, depth/breadth of material, theoretical, applicable, accuracy, material truth, development of science, development of recent issues, style of description and up-to-date. The average score of the overview towards the e-book in the component of learning materials is 46.52% in the excellent category. The overview towards the e-book in the parts of learning materials can be said to be suitable to be used by students. The indicators for the components of learning materials that are still said to be sufficient and need some improvement include:

1. Less relevant and contextual materials.
2. The material does not develop the latest issues and local history.
3. The material does not use the latest references.

Furthermore, the overview towards the Local History interactive e-book for students in the presentation component can be seen in the following table.

Table 4. The Overview towards Local History Interactive E-Books in Presentation Components

No.	Statements	Responses				
		5	4	3	2	1
1.	Interactive e-book presentation display	16.9	41.2	35.6	4.5	1.8
2.	Display pictures/photo illustrations	12.2	26.5	42.4	16.8	2.1
3.	Chart view	12.6	33.3	44.1	8.5	1.5
4.	Communicative writing style	17.7	38.8	36.2	6.4	0.9
5.	Systematic consistency of presentation in chapters	22.1	47.9	28.7	1.3	0
6.	The balance of material presentation (substance) between chapters and between sub chapters	18.4	48.6	31.5	1.5	0
7.	Method/learning flow/structure of e-book presentation	16.5	46.9	34.5	1.7	0.4

Table 4. Continued

No.	Statements	Responses				
		5	4	3	2	1
8.	The material is presented in an attractive manner (using a coherent, straightforward, easy-to-understand, interactive focus tool)	15.4	36	41.8	6.6	0.2
9.	Illustration of the material according to the level of age development and can clarify the material	15.1	42.7	35.8	5.8	0.6
10.	The use of illustrations does not contain elements of pornography, extremism, radicalism, violence, SARA (diversity in Tribe, Religion, Race and Intergroup), gender bias, and other deviations	50	32	17.3	0.6	0.1
	Average Score	19.69	39.39	34.79	5.37	0.76

The table above shows the results of the calculation of students' assessments on the overview towards the Local History interactive e-book for students in the presentation components related to physical appearance/pictures/charts, writing style, consistency, balance, the flow of the presentation, presentation of material, illustration of materials and illustration elements. The average score of the overview on the overview towards the local history interactive e-book for students in the presentation component is 39.39% in the good category. Therefore, the overview towards the presentation component of the e-book shows that the e-book can be said to be suitable to be used by students. The indicators for presentation components that are still said to be sufficient and need some improvement include: 1) the display of photos/illustrations is still low; 2) it requires more chart display, and 3) unattractive presentation of material.

An overview towards the Local History interactive e-book for students in the completeness of the component can be seen in the following table.

Table 5. The overview towards the interactive E-book in the Completeness Component

No.	Statements	Responses				
		5	4	3	2	1
1.	Completeness of book identity such as cover, preface, and table of contents	55	38	5.5	1.5	0
2.	Systematic completeness of chapter titles and sub-chapters	39.9	51.6	6.6	1.7	0.2
3.	Initial completeness of preliminary material such as material apperception	29.4	52.7	16.4	1.3	0.2
4.	Completeness of presentation of material such as facts, concepts, principles, and procedures	27.7	53.1	17.3	1.7	0.2
5.	Completeness of illustrations, pictures and charts for each chapter	14.5	28	42	13.2	2.3
6.	Completeness of the presentation of materials / demonstration of competencies	20.5	53.1	23.9	2.1	0.4
7.	Completeness of authentic assessment in the material	17.1	41	39.4	2.3	0.2
8.	Advanced activity equipment	13.6	38.2	43.9	4.1	0.2
9.	The summary contains the main material of the entire content	18.8	30.3	42.2	6.6	2.1
10.	Completeness of the book cover in the form of a glossary and bibliography	32.4	36.5	27.3	3.6	0.2
	Average Score	26.89	42.25	26.45	3.81	0.6

The table above shows the results of the calculation of students' assessment on the overview towards the Local History interactive e-book for students in the component of completeness relating to the entirety of the identity of the book, completeness of chapters, completeness of the material, completeness of presentation of materials, the completeness of illustrations, completeness of competency test, completeness of assessment, completeness of follow-up activities, completeness of summary, and completeness of book cover. The average score result of the overview towards the Local History interactive e-book for students in the completeness component is 42.25% in the good category. The overview towards the e-book in the completeness component shows that it can be said that it is suitable to be used by students. The indicators for completeness components that are still said to be sufficient and need some improvement include:

1. Incomplete illustrations, drawings, and charts for each chapter

2. Incomplete follow-up activities
3. An incomplete summary containing the primary material of the entire content

After knowing the percentage results of each aspect which includes, material, presentation, and completeness indicators, it is necessary to describe the average score results of each hand. The overview towards the components of the Local History interactive e-book for students from the indicators of material, presentation, and overall completeness where the component rated the highest is in the material component of 46.52%, and the component rated the lowest is in the presentation component of 40.1%. Referring to the diagram, the mean value of the highest material component is of 46.52%. After classifying 5 response categories from 10 statement items, then the classification is obtained as follows:

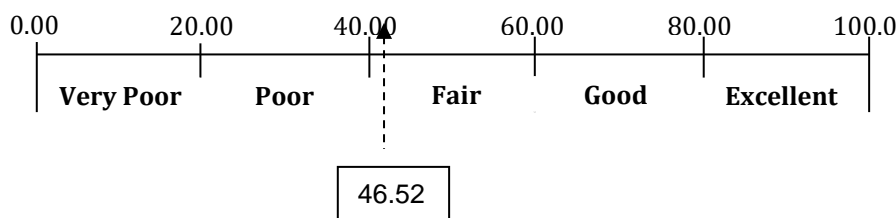


Figure 1. Local history interactive e-book component for students from material indicators, presentation, and completeness.

Based on the classification, it can be said that the overview towards the Local History interactive e-book components for students as a whole belongs to the 'Fair' category so that several parts need to be developed and improved in terms of the elements of presenting interactive e-books in class.

The level of intensity of the use of the Local History interactive e-book for students

The intensity level of using the Local History interactive e-book for students was obtained from the data on the overview towards the student's assessment on the interactive e-book used. Students' evaluation on the intensity component of the use of books consists of several indicators: 1) Are books routinely used by teachers in History subjects?; 2) Does the teacher make the Local History interactive e-book the primary reference for students?; 3) Does the teacher practice routinely using the interactive e-book as the source?; 4) Does the teacher dominantly use the interactive e-books in class?, and 5) Are learning models and approaches adapted with the use of e-books in class?

The data acquisition presented below represents the intensity of the use of the Local History interactive e-book for students.

Table 6. The overview towards Local History interactive e-books for students on the Component of Intensity of the Use of Books

No.	Statements	Responses				
		SA	A	N	D	SD
1.	Do teachers in History subjects routinely use books?	26.4	36.7	31.1	5.8	0
2.	Do teachers make the Local History interactive e-book the primary reference for students?	35.4	33.5	29.6	1.5	0
3.	Do teachers practice routinely using the interactive e-book the source?	13.9	28.4	43	13	1.7
4.	Do teachers use the interactive e-book dominantly in the classroom?	14.3	35	39.2	10.2	1.3
5.	Are learning models and approaches adapted to the use of the e-book in the classroom?	18.6	39.5	36.4	5.5	0
Average score		21.72	34.62	35.86	7.2	0.6

Students assessed the interactive e-book of Local History in terms of the use of the interactive e-book, through survey and interviews. Most students (the average score of 35.86%) were neutral to the statement stating that the interactive e-book Local History is used intensively in the classroom. This means that the level of intensity of the use of the interactive e-book in classroom learning is in fair category. The indicators for the intensity component of the use of the Local History interactive e-book that is still said to be sufficient and needs some improvement include 1) the low intensity of practices that teachers do regularly with the e-book as the source, and 2) the low intensity of the teachers dominantly using the e-book in class.

After obtaining the mean value of 35.86% for the highest score of the intensity component and classifying categories of the 5 options to respond the 5 statement items, the following classification is obtained:

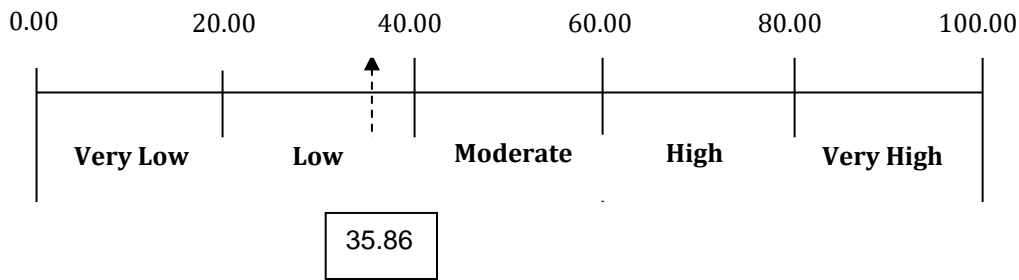


Figure 2. An overview of the components of the intensity of the use of e-books in classroom learning

Based on this classification, it can be said that the general overview towards the intensity component of the use of the e-book in classroom learning belongs to the 'low' category so that it can be seen that several elements need to be developed and improved in terms of the intensity component of the use of interactive e-books on Local History for students.

The level of reader satisfaction towards the Local History interactive e-book for students

The level of student satisfaction as the readers/users of the Local History interactive e-book for students is obtained from the data depicting students' assessment on the e-book used. Students' evaluation of the component of reader satisfaction towards the e-book consists of several indicators, namely: 1) Is the learning material in the interactive book complete, structured, systematic, contextual, and easily understood by students?; 2) Is the presentation of the interactive e-book interesting, communicative, and encouraging students' interest in reading?; 3) Are the beginning of the e-book, the contents of the e-book, and the closing part of the attached book complete as a whole?; 4) Does the e-book have a very high advantage and use value?, and 5) Is the teacher's use of the e-book considered appropriate and suitable for-classroom learning?

The data presented below represents user satisfaction towards the Local History interactive e-book for students.

Table 7. Overview towards Local History Interactive e-book for students

No.	Statements	Responses				
		SA	A	N	D	SD
1.	Is the learning material in the e-book complete, structured, systematic, contextual, and easily understood by students?	26	49.1	23.2	1.7	0
2.	Is the presentation of the interactive e-book interesting, communicative, and encouraging students' interest in reading?	20	32.9	43.2	3.9	0
3.	Are the e-book beginning, body-book, and e-book cover complete in its entirety?	26.9	50.8	20.9	1.4	0
4.	Does the e-book have a very high advantage and use value?	39.9	54.6	5.5	0	0
5.	Is the teacher's use of the e-book considered appropriate and suitable for classroom learning?	28.8	44.4	26.8	0	0
Average Score		28.32	46.36	23.92	1.4	0

Students evaluated the Local History interactive e-book through surveys and interviews based on their satisfaction as readers/users of interactive e-books. Most of the students (46.36%) were neutral to the statement that students are satisfied with the quality of the interactive e-book used in class. This means that student satisfaction towards the interactive e-book in classroom learning is in the fair category. The component indicator of student satisfaction towards interactive e-books still said to be sufficient and need some improvement is that of the presentation of the interactive e-book that is less attractive, communicative and does not encourage students' interest in reading.

After obtaining the mean value of 46.36% for the highest score of the component of student satisfaction towards the use of local history interactive e-book and classifying categories of 5 options to respond the 5 statement items, the following classification is obtained:

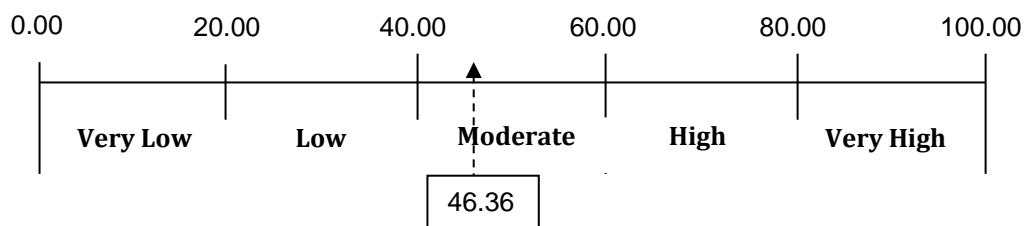


Figure 3. An overview of the components of student satisfaction with the use of e-books in classroom learning

Based on this classification, it can be said that the overview towards the components of student satisfaction towards the use of the e-book in classroom learning as a whole belongs to the 'fair' category so that several parts need to be developed and improved in terms of the intensity component of the use of interactive e-books Local History for students.

Effectiveness and Use-Value of the Local History interactive e-book for students

The effectiveness and use-value of the Local History interactive e-book for students are obtained from the data of the student's assessment of the interactive e-book used. Students' evaluation of the components of effectiveness and use-value of the interactive e-book consists of several indicators, namely: 1) Can the interactive e-book train students in problem-solving and decision-making processes?; 2) Does the interactive e-book provide an opportunity to appreciate different opinions?; 3) Can the description of the material explanation in the interactive e-book help students conclude and increase student literacy?; 4) Can the captions of illustrations and exercises in the interactive e-book help students express opinions briefly and systematically?; 5) Is the relevant task in the teaching materials able to train thinking and acting skills in line with the learning objectives?; 6) Are the examples described in the e-book relevant to the students' life and able to provide authentic learning experiences?; 7) Are the latest issues in the e-book able to help students think critically and respond to every problem, both local and global issues?; 8) Can the exercises on the e-book help students better master the subject and the relationship between concepts?; 9) Can the e-book increase student interaction with teachers and create high curiosity?, and 10) Can the e-book improve student academic achievement?

The data acquisition presented below represents the effectiveness and use-value of the Local History interactive e-book for students.

Table 8. Overview towards Local History interactive e-book for students in the Component of Effectiveness and Use-Value

No.	Statements	Responses				
		SA	A	N	D	SA
1.	Can the interactive e-book train students in problem-solving and decision-making processes?	26	45.7	27.7	0.6	0
2.	Does the interactive e-book provide an opportunity to appreciate different opinions?	25.6	50.1	20	4.3	0
3.	Can the description of the material explanation in the interactive e-book help students conclude and increase literacy?	26	58.4	15.6	0	0
4.	Can the descriptions of explanations and exercises in the interactive e-book help students express their opinions briefly and systematically?	20.6	46.7	30	2.7	0
5.	Are the relevant tasks found in the teaching materials in the interactive e-book able to train thinking and acting skills in line with learning objectives?	24.9	43.8	31.3	0	0
6.	Are the examples described in the e-book relevant to the students' life and able to provide a real learning experience?	18	35.9	36.1	10	0
7.	Can the latest issues in the e-book help students think critically and respond to every problem, both local and global issues?	19.5	47.4	29.1	4	0
8.	Can the exercises on the e-book help students better master the subject and the relationship between concepts?	22.5	42.9	29.2	5.4	0
9.	Can the e-book increase student interaction with teachers and create high curiosity?	25.9	44.4	24.1	5.6	0
10.	Can the e-book improve student academic achievement?	24	49.9	20.4	5.7	0
Average Score		23.3	46.52	26.35	3.83	0

Students evaluated the effectiveness and use-value of the interactive e-book of Local History through surveys and interviews. Most of the students (46.52%) agreed that the interactive e-book used by students is highly effective and has a high use-value for classroom learning use. This means that the effectiveness and use-value of e-books in classroom learning are in a good category. However, the indicator for the effectiveness and use-value of the e-book that are still said to be sufficient and need some improvement is that the e-book does not provide both examples that are relevant to students' life and real learning experiences.

After obtaining the mean value of 46.52% for the highest score of the component of effectiveness and use value of the use of interactive e-books and classifying categories of 5 options to respond 5 statement items, the following classification is obtained:

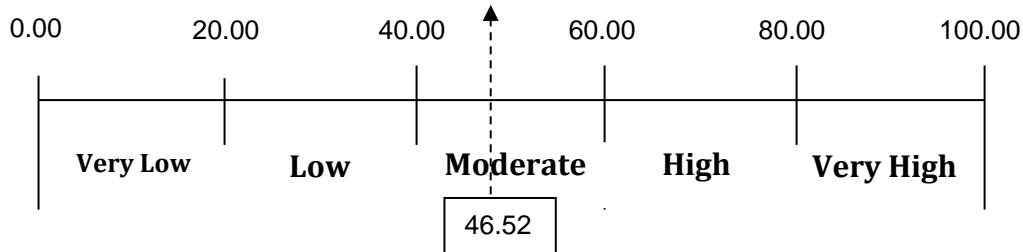


Figure 4. An overview of the components of the level of effectiveness and use-value of using e-books in classroom learning

Based on this classification, it can be said that the overview towards the component of the level of effectiveness and use-value of the use of e-books in classroom learning as a whole belongs to the 'fair' category so that there are several components that need to be developed and improved in terms of effectiveness and use-value for of the use of local History interactive e-book for students.

Discussion

Understanding of Students' Local History Materials

The results of the limited trial on this e-book in the schools taken as the research sites show that the average score of the students' achievement in material comprehension and in the development of Local History values show a good ability in understanding the materials and the balance Local History values. Students' understanding of Local History materials (facts, concepts, principles, procedures, and historical thinking) is at the level of 62.40% in the excellent category and 19% in the good category while their development of local history values is of 66.50% in excellent category and 20.5% in the good category. This research further strengthens the findings of Radović et al. (2020) showing that interactively designed textbooks can encourage innovative thinking, practical knowledge acquisition, and student creativity. On the other hand, the historical events revealed in the e-book help students learn as the events can be studied critically and meaningfully (Fauzi et al., 2019).

In understanding the Local History material, students have the best ability to understand facts and historical thinking. In developing local historical values, the most dominant is in understanding the diversity of local historical figures and events, understanding the variety of places where local historical events occur, understanding local cultural and ethnic diversity, understanding the diversity of regional languages, respect and togetherness. This confirms the results of previous research stating that textbooks have an important role in students' learning outcomes.

Various research results show that textbooks play a significant role in student achievement. The report of Asia-Pacific Centre of Educational Innovation for Development (Sadiman, 1997) on Indonesia shows that student ownership of books and other facilities is correlated with student achievement. This statement is reinforced by Supriadi (2000), who states that the level of student ownership of books is positively and meaningfully associated with learning achievement. However, it should also be noted that the effect of textbooks on students will be more optimum if designers and illustrators are more careful on the effects of images on students' motivation and creativity (Kasmainezhadfard et al., 2015).

With a digital format and open access, students can quickly get local history learning resources. The main challenge of the 21st century is not globalization or cultural westernization. However, the emergence of social media platforms and the global internet not only transmits meaning but also influences human practice and communication, social interaction, identity, and the world of individuals' lives, including students (Dunas & Vartanov, 2020). The generation Z has a habit of constantly spending time using a smartphone which seems to have become a primary need. The use of communication technology that continues to develop, and the development of social media social have formed a new generation of digital natives, which collectively lead to the establishment of a new type of social order (Dunas & Vartanov, 2020). Thus, learning programs must involve some interactive media so that learning runs effectively and efficiently. It is because in conventional teaching, students acquired less materials and values from what offered in the learning process.

Students' Perceptions of the Use of Local History Interactive E-Books

The responses of students of Generation Z tend to convey everything as what it is. This has been delivered by Seemiller and Grace (2016), who reported that Gen Z describe themselves as loyal, wise, loving, open-minded, and responsible people, including when delivering feedback and criticism. This can be seen from their response to the interactive local history e-book, which is considered less in training and sharpening reasoning power. Likewise, the exercises on the interactive e-book used are deemed not to be able to sharpen their thinking skills. Students prefer to have e-books with more illustrations, infographics, and challenging questions such as solving cases, dilemmatic stories, etc. They do not like long descriptions of material but prefer to be packaged in other forms. In this e-book, students like the packaging of the materials set in a timeline form because it is simpler and more visual.

The average result of the overview towards the e-book on the components of learning materials, presentation, and completeness shows that the e-book can be said suitable to be used by students. Several elements need some improvement, including that the material must be more applicable and contextual, develop the latest issues and use the latest references. The Aspects of presentation that are still said to be sufficient and need some improvements are the lack of photos/illustrations and charts. The use of QR-Code in some parts of the local history e-book of West Java was welcomed by students to get additional information. The QR-code is linked to YouTube pages, e-books, e-journals, and virtual museums. It is in line with a study that Gen-Z prefer to have YouTube as the primary source of independent learning (Seemiller & Grace, 2016). Generation Z see themselves as problem solvers who choose to work alone but still build Collaboration by contributing specific elements to larger projects (Mohr & Mohr, 2017).

However, the findings of Mohr and Mohr (2017) show that Generation Z are less interested in current events. This is different from the results above in that students ask for a more contextual West Java local history e-book. This is not related to whether or not Generation Z likes contemporary issues but rather how current issues and problems are packaged in e-books.

The Level of Student Satisfaction with the Use of Local History Interactive E-Books

With an average of 46.36%, most of the students stated that the level of student satisfaction towards the interactive e-book in classroom learning was in the excellent category. The component indicator of student satisfaction towards interactive e-books that are still sufficient and need some improvement is in terms of the presentation of the interactive e-book that is less attractive, communicative, and does not encourage students' interest in reading. So it can be concluded that the overview towards of the components of student satisfaction towards the use of the e-book in classroom learning as a whole belongs to the 'fair' category so that several elements need to be developed and improved in terms of the intensity component of using interactive e-books in the classroom.

The presentation of interactive e-books that are less attractive and communicative results in less encouraging students' interest in reading. The author views the pattern of interaction between the teachers and students can be developed through interactive e-books. In interactive e-books, learning methods can be displayed, which especially suitable for a training which suggests the teachers and students interact optimally. Greene and Petty (1975, as cited in Tarigan, 1986) believe that an excellent third-order interactive e-book is an engaging, interactive e-book written for students. Therefore, the author of interactive e-books can consider the interests of the users. The more relevant an e-book with the students' interests, the more attractive the e-book is.

Intensity, Effectiveness and Usefulness of Local History Interactive E-Books

The intensity level of the interactive e-book in classroom learning is in a low category. Nevertheless, the assessment of the satisfaction component, the level of effectiveness, and the use-value of the e-book in classroom learning belong to the 'fair' category. Several elements need to be developed and improved in terms of the intensity component of the use of Local History interactive e-book for students.

Based on surveys and interviews, most of the students found that the intensity of the use of the interactive e-book in classroom learning was excellent. The indicator components of the intensity of the use of books that are still said to be sufficient and need some improvement include: 1) the low intensity of exercises regularly carried out by teachers with the sources from the interactive e-book, and 2) the low intensity of teachers using the interactive e-book regularly and dominantly in a class. Thus, it can be concluded that the overview towards the intensity component of the use of e-books in classroom learning as a whole belongs to the 'low' category so that several elements need to be developed and improved in terms of the intensity component of using interactive e-books in the classroom.

To improve the quality of the interactive e-book, the skills and abilities of teachers must be shown in the learning process activities in accordance with the organization of the materials, which is also related to the use of the e-book in the classroom. Organizing the material contains the meaning of processes in scientific disciplines or critical thinking skills, namely: 1) Something that is expected to be learned by students such as concepts, ideas, generalizations from the subject area section (Klein et al., 1986). 2) Content refers to what must be taught to students and how the learning material is organized into the subject area. In this case, studies on course materials face some issues on scope and

sequence (Taba, 1962). This is also in line with the findings of Mohr and Mohr (2017) that e-book media for Generation Z must be very clear in terms of the purpose, source, time spent, how to collect and evaluate content. Thus, that is what the teacher must do. Teachers must first provide strict guidelines for using e-books to help students avoid wasting time and losing focus while surfing the internet.

With an average of 46.52%, most of the students stated that the effectiveness and use-value of the interactive e-book in classroom learning were in a good category. The indicator for the effectiveness and use-value of the e-book that are still sufficient and need some improvement is that related to the statement that the interactive e-book does not provide examples that relevant to students' life and provide authentic learning experiences. So, it can be concluded that the overview towards the components of the level of effectiveness and use-value of using books in classroom learning as a whole belongs to the 'fair' category that it also defines several components that need to be developed and improved in terms of effectiveness and use-value of the use of the interactive e-book in the classroom.

However, it is necessary to redesign the creative e-book so that students can get more information and benefits about local history because learning local history will make students familiar with the community around them and the place where they live, have a positive sense of community and place of residence, as well as know and determine existing values such as working hard, having a mutual respect, being a loyal friend, and being cooperative/working together (Hasan, 2012; Phirangee & Malec, 2017).

Conclusion

Referring to the assessment made by students the interactive e-book does not train and hone reasoning power. Likewise, the exercises on the interactive e-book used have not yet sharpened their thinking skills. The interactive e-book does not point to the power of reasoning. To encourage the ability to reason needs some illustrations through case displays, dilemmatic stories, etc. As for enriching the repertoire of student knowledge, guidance is necessarily needed, i.e. in terms of suggestions on what books to study, the ones useful for finding messages behind the case. Thus, students can do comprehensive and integral thinking.

The average results of the overview towards the e-book on the components of learning materials, presentation, completeness show that they can be said to be suitable to be used by students. Several elements need improvement, including that the materials must be more applicable and contextual, develop the latest issues and use the latest references. The Aspects of presentation that are still said to be sufficient and need improvement include the lack of photos/illustrations and charts.

The intensity level of the interactive e-book in classroom learning is in a low category. Several components need to be developed and improved in terms of the intensity component of the use of the Local History interactive e-book for students. Nevertheless, the assessment of the satisfaction component, the level of effectiveness, and the use-value of the use of the e-book in classroom learning as a whole belong to the 'fair' category.

Recommendations

Further research is needed to design textbooks in website-based digital formats that are more effective in helping students in the history learning process. The appearance of the textbook must be re-designed to make it easier for students to understand local history. It needs other displays that are more innovative such as animations, films, and others that are preferred by the generation X compared to adding material descriptions.

Limitations

This study analyzes the responses of experts and students in an insignificant number to assess the initial design of the local West Java history e-book. Experts are limited among historians and history educators. Other inputs are needed from content creators, website developers, and textbook experts to develop website-based textbooks.

Authorship Contribution Statement

Saripudin: Article writing, theory and conceptualization, data analysis / interpretation, final approval. Fauzi: Article writing, e-book development, editing, drafting manuscript, critical revision of manuscript, statistical analysis. Nugraha: Article writing, e-book website development, editing.

References

- Abdullah, T. (Ed.). (2010). *Sejarah lokal di Indonesia* [Local histories of Indonesia]. Gadjah Mada University Press.
- Al Harbi, A. (2015). A descriptive-evaluative study of a Saudi EFL textbook series. *Cogent Education*, 2(1), 1-26. <https://doi.org/10.1080/2331186X.2015.1079946>
- Altbach, P. G., Kelly, G. P., Petrie, H. G., & Weis, L. (Eds.). (1991). *Textbooks in American society: Politics, policy, and pedagogy*. SUNY Press.

- Borg, W. R., & Gall, M. D. (1989). *Educational research: An introduction* (5th ed). Longman.
- Chambliss, M. J., & Calfee, R. C. (1998). *Textbooks for learning: Nurturing children's minds*. Blackwell Publishers.
- Clarke, W. G., & Lee, J. K. (2004). The promise of digital history in the teaching of local history, the clearing house. *A Journal of Educational Strategies, Issues and Ideas*, 78(2), 84-87. <https://doi.org/10.3200/TCHS.78.2.84-87>
- Dickson, L., Miller, M. D., & Devoley, M. S. (2005). Effect of textbook study guides on student performance. *Introductory Psychology*, 32(1), 34-39. https://doi.org/10.1207/s15328023top3201_8
- Dikdasmen. (2006). *Pengembangan model pembelajaran yang efektif* [Development of effective learning models], Kemendiknas.
- Douch, R. (1967). *Local history and the teacher*. Routledge & Kegan Paul.
- Dunas, D. V., & Vartanov, S. A. (2020). Emerging digital media culture in Russia: Modelling the media consumption of Generation Z. *Journal of Multicultural Discourses*, 15(2), 186-203. <https://doi.org/10.1080/17447143.2020.1751648>
- Durwin, C. C., & Sherman, W. M. (2008). Does choice of college textbook make a difference in students' comprehension? *College Teaching*, 56(1), 28-34. <https://doi.org/10.3200/CTCH.56.1.28-34>
- Fager, R., Stafford, D., Flatley, R., & Weber, M. (2020). Comparing content and overlap in two large academic eBook collections. *Journal of Electronic Resources Librarianship*, 32(3), 211-217. <https://doi.org/10.1080/1941126X.2020.1790961>
- Fauzi, W. I., Santosa, A. B., & Tarunasena, T. (2019). Optimizing the use of history textbook through brain-based learning. *Paramita: Historical Studies Journal*, 29(2), 139-156. <https://doi.org/10.15294/paramita.v29i2.15729>
- Ford, E. (2016). Bringing town and gown together: Using local history to engage students and create collaborative partnerships. *Journal of Museum Education*, 41(4), 262-274. <https://doi.org/10.1080/10598650.2016.1210406>
- Gafur, A. (1986). *Desain instruksional: Suatu langkah sistematis penyusunan pola dasar kegiatan belajar mengajar* [Instructional design: A systematic step in designing teaching learning basic pattern]. Tiga Serangkai.
- Hasan, S. H. (2012). *Pendidikan sejarah di Indonesia: Isu dalam ide dan pembelajaran* [Indonesian history education: Issues in ideas and learning]. Rizqi Press.
- Hendricks, C. C. (2017). *Improving schools through action research: A reflective practice approach*. Pearson.
- Kasmaienezhadfad, S., Pourrajab, M., & Rabbani, M. (2015). Effects of pictures in textbooks on students' creativity. *Multi Disciplinary Edu Global Quest*, 4(2), 83-96. <https://bit.ly/2Yy4YfU>
- Kestenbaum, D. (2014). *How college students battled textbook publishers to a draw, in 3 graphs*. NPR. <https://n.pr/3ilZN9g>
- Klein, W., Klein, W. W., & Wolfgang, K. (1986). *Second language acquisition*. Cambridge University Press.
- Komalasari, K. (2010). *Pembelajaran kontekstual: Konsep dan aplikasi* [Contextual teaching and learning: Concept and application]. Refika Aditama.
- Komalasari, K., & Saripudin, D. (2017). A model of living values education-based civic education textbooks in Indonesia. *The New Educational Review*, 47(1), 139-150. <https://doi.org/10.15804/tner.2017.47.1.11>
- Landrum, R. E., Gurung, R. A., & Spann, N. (2012). Assessments of textbook usage and the relationship to student course performance. *College Teaching*, 60(1), 17-24. <https://doi.org/10.1080/87567555.2011.609573>
- Lockeed, M., & Verspoor, A. (1990). *Improving primary education in developing countries: A review of policy options*. World Bank.
- Marcia, J. E., Waterman, A. S., Matteson, D. R., Archer, S. L., & Orlofsky, J. L. (2012). *Ego identity: A handbook for psychosocial research*. Springer Science & Business Media.
- Mohr, K. A., & Mohr, E. S. (2017). Understanding Generation Z students to promote a contemporary learning environment. *Journal on Empowering Teaching Excellence*, 1(1), Article 9. <https://doi.org/10.15142/T3M05T>
- Patrick, J. J. (1988). *High school government textbooks*. ERIC. <https://www.ericdigests.org/pre-9210/high.htm>
- Phirangee, K., & Malec, A. (2017). Othering in online learning: An examination of social presence, identity, and sense of community. *Distance Education*, 38(2), 160-172. <https://doi.org/10.1080/01587919.2017.1322457>
- Radović, S., Radojičić, M., Veljković, K., & Marić, M. (2020). Examining the effects of Geogebra applets on mathematics learning using interactive mathematics textbook. *Interactive Learning Environments*, 28(1), 32-49. <https://doi.org/10.1080/10494820.2018.1512001>

- Ricklefs, M. C. (2005). *Sejarah Indonesia modern* [Modern Indonesian history]. Serambi Ilmu Semesta.
- Sadiman, S. A. (1997). The application of technology in the re-engineering of education. In R. Maclean (Ed.), *Re-engineering education for change: educational innovation for development: Report of the second UNESCO-APEID International Conference* (pp. 145-157). Asia-Pacific Centre of Educational Innovation for Development. <https://unesdoc.unesco.org/ark:/48223/pf0000108627>
- Saripudin, D., & Komalasari. (2016). The development of multiculturalism values in Indonesian history textbook. *American Journal of Applied Sciences*, 13(6), 827-835. <https://doi.org/10.3844/ajassp.2016.827.835>
- Seemiller, C., & Clayton, J. (2019). Developing the strengths of generation z college students. *Journal of College and Character*, 20(3), 268-275. <https://doi.org/10.1080/2194587X.2019.1631187>
- Seemiller, C., & Grace, M. (2016). *Generation z goes to college*. Jossey-Bass.
- Sommerville, I. (2011). *Software engineering* (9th ed.). Addison-Wesley Longman Publishing
- Supriadi. (2000). *Anatomi buku sekolah di Indonesia: Problematik penilaian, penyebaran dan penggunaan buku pelajaran, buku bacaan dan buku sumber* [Anatomy of school books in Indonesia: Problematics of the assessment, distribution and use of textbooks, books and reference books]. Adi Cita.
- Taba, H. (1962). *Curriculum development: Theory and practice*. Harcourt, Brace & World.
- Tarigan, H. G. (1986). *Menyimak sebagai suatu keterampilan berbahasa* [Listening as a language skill]. Penerbit Angkasa.