

# Digital Teaching Materials for Historical Narrative Texts Oriented to Character Education for SD/MI Students

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## Abstract

This study aims to develop digital teaching materials of historical narrative texts oriented towards character education for elementary school students. Background of the problem of this study 1) What is the need for digital teaching materials of historical narrative texts oriented towards character education for elementary school students? 2) How is the digital teaching material of historical narrative texts oriented towards character education for elementary school students? 3) How is the feasibility of digital teaching materials of historical narrative texts oriented towards character education for elementary school students? This study uses a research and development method with the ADDIE (Analysis Design Development Implementation Evaluate) model. The steps of this study consist of needs analysis, designing digital teaching materials, developing digital teaching materials, implementing digital teaching material products, and evaluating products (digital teaching materials). Data collection in this study was done by collecting data from the results of expert validation questionnaires and student assessment questionnaires. Data acquisition was analyzed descriptively using a Likert scale. The results of the validation test by material experts obtained a value of 2.93, the validation test by media experts obtained a value of 3.00, the validation test by Indonesian language teachers obtained a value of 3.03. The results of the implementation of e-module teaching materials in schools received a positive response from students by obtaining a score of 3.2. The conclusion of this study is that digital teaching materials of historical narrative texts oriented towards character education for elementary school/MI students meet the criteria for being suitable for use as teaching materials by students or teachers in the Indonesian language subject of narrative text material for elementary school/MI grade V students.

**Keywords:** Digital Teaching Materials, Narrative Text, Character Education

## I. INTRODUCTION

History is one of the compulsory subjects in secondary schools. As one of the compulsory subjects, history learning is an inseparable part of the applicable curriculum and also National Education in general. Thus, the history learning that is carried out is basically also an inseparable part of the efforts to achieve the goals of National Education. However, because each subject has different characteristics, of course there will also be differences in orientation in achieving these goals. As for the Indonesian language subject of historical narrative text material in elementary schools/Islamic elementary schools, the learning that is carried out cannot be separated from general history education, namely as a process of internalizing historical values, knowledge and skills from a series of events that are designed and arranged in such a way as to influence and support the learning process of students, (Depdikbud.2013:2). It is further explained that for history learning in high school, learning is designed to equip students to have several things as follows: a) developing knowledge and understanding of the journey of life of the Indonesian people and nation and the world; b) developing a sense of nationality, love for the homeland, and appreciation for the results and achievements of the nation in the past; c) building awareness of the concept of time and space in historical thinking; d) developing historical thinking skills, historical skills, and insight into historical issues, and applying

these abilities, skills and insights in contemporary life; e) developing behavior based on values and morals that reflect the character of self, society and nation; f) instilling an attitude oriented towards the present and the future; g) understanding and being able to handle controversial issues to examine problems that occur in the community environment; h) developing international understanding in examining actual and global phenomena (Depdikbud.2013:2). The current era of globalization shows very rapid developments in the fields of technology and education. The development of this technology affects the development of education, especially in the field of history subjects. This proves that along with the increasingly rapid development of technology, it can have an influence on the learning and teaching process (Prasetyo, 2017). The importance of this learning provides an explanation that learning is a process that is not considered trivial in the process of national progress. In history learning, the important role of learning is clearly seen not only as a process of transferring ideas, but also as a process of maturing students to understand the identity, character and personality of the nation through understanding historical events (Prasetyo, 2017). Character education is explicitly mandated by Law Number 23 of 2003 concerning the National Education System, which in Article 3 states that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to enlighten the life of the nation, aiming to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

## II. LITERATURE REVIEW

Educators must create learning that is fun for students according to their era so that students can carry out learning. Development is the process of translating design specifications into physical form. In learning, the development area includes many variations of technology used (Darmawan, 2014:12). Development consists of learning hardware, including software, visual and audio materials, and programs or packages that are a combination of various parts. The development of learning media has an important role in the teaching and learning process (Mustholiq, 2007).

Teaching materials are all materials (both information, tools, and texts) that are arranged systematically, which display a complete figure of the competencies that will be mastered by students and used in the learning process with the aim of planning and reviewing the implementation of learning. Teaching materials are all forms of materials used to help teachers or instructors in carrying out the learning process in the classroom. The materials in question can be written or unwritten materials. Modules are one example of the many teaching materials (National Center for Competency Based Training, 2007). So teaching materials are all forms of materials used to help teachers/instructors in carrying out teaching and learning activities in the classroom. The materials in question can be written or unwritten materials. Teaching materials can also be interpreted as information, tools or texts needed or used by teachers to plan and review the implementation of learning.

## III. METHOD

This research is a research and development (Research and Development). Research and Development (R&D) is a research method used to produce certain products (Samiha, 2017: 58). This research aims to produce e-module teaching materials for explanatory texts based on local wisdom. Research and development or Research and Development (R&D) is a research method used to produce new products or find something new and develop products that have been discovered (Saputro, 2021: 7). Research and development or Research and Development (R&D) is longitudinal or gradual. According to Zakariah, (2020: 78) Research and Development is the initial stage and

exploration by conducting research and development and testing on a product and service to determine the extent to which it is effective for the company. Research and development is defined as a scientific method used to research, design, produce, and test the validity of products that have been produced (Sugiyono, 2019: 30).

#### IV. RESULTS AND DISCUSSION

The analysis stage is the process of identifying problems faced by students when carrying out the learning process. This analysis stage is carried out through direct observation. Based on the results of observations, it shows that there are still several problems faced in the learning process. Of these problems, there is no Digital Teaching Material for Historical Narrative Texts that are oriented towards the character of elementary school students that are developed as Indonesian language learning materials. The learning process is still centered on the teacher, students cannot learn independently because there are no adequate teaching materials. At this stage, an analysis of the basic competencies (KD) of Indonesian language for grade V is also carried out with the aim of determining the material that will be used as Digital Teaching Material for Historical Narrative Texts that are oriented towards the character of elementary school students.

*Table 1. Elementary School/Islamic Elementary School History Narrative Text Material Grade V*

BASIC COMPETENCIES	BASIC COMPETENCIES
3.2 Extracting important information from historical narrative texts presented orally and in writing using the aspects: what, where, when, who, why, and how.	4.2 Presenting important information from historical narrative texts using the aspects of what, where, when, who, why, and how as well as standard vocabulary and effective sentences.

Research and development of “Digital Teaching Materials for Historical Narrative Texts Oriented to Character Education for MI/SD Students” was conducted at the Private Elementary School (MIS) Ma’had Al-zaytun and the State Elementary School (MIN) 3 Indramayu. In this study, the researcher used the R & D (Research and Development) research method with the ADDIE model which has five stages, namely Analysis, Design, Development, Implementation, and Evaluation. The purpose of developing teaching materials using the ADDIE model is to explain the design and results of the implementation of Digital Teaching Materials for Historical Narrative Texts Oriented to Character Education for MI/SD Students. The following is an explanation of the design of e-module teaching materials for explanatory texts based on local wisdom for SD/MI students.

##### 1. Preparation of Digital Teaching Materials

The preparation of the Digital Teaching Material framework is based on the basic competencies (KD) and indicators of the Indonesian language subject in the explanatory text material, namely KD 3.2 and 4.2. The Digital Teaching Material to be developed consists of three main parts, namely the beginning, content and end. The design for developing Digital Teaching Materials is designed according to the format (1) the opening consists of a cover page with the title "Historical Narrative Text in Character Education", table of contents, concept map, introduction (identity of teaching materials, instructions for using teaching materials, basic competencies), (2) content or learning activities consist of material descriptions, summaries, self-assessments, and (3) the closing consists of evaluation, bibliography, and glossary.

The following is a draft of the Digital Teaching Materials for Historical Narrative Texts Oriented towards Character Education for MI/SD Students.

List

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Concept maps.....	I
Introduction.....	Ii
.....	
Identity of Teaching Materials.....	Ii
Instructions for Using Teaching Materials.....	Ii
Basic competencies.....	Ii
.....	
Learning Activities.....	1
Material Description.....	2
.....	
Summary.....	2
.....	4
Self Assessment.....	2
.....	5
Evaluation.....	2
.....	6
Bibliography.....	3
.....	0
Glossary.....	3
.....	1

2. Collection and Selection of References

The collection and selection of references are adjusted to the things that will be used as teaching materials for the local earifan-based e-module explanatory text. Based on the search results, the researcher took several references that were considered to meet the needs in compiling the e-module. The following are six references that were used as reference sources.

- 1) Alfin, Jauharoti. "Development of Islamic Cultural History material as a reading literacy teaching material in Madrasah Ibtidaiyah." *Journal of Islamic Education Studies* 7.1 (2019): 71-88
- 2) Kusmana, Suherli, and Bela Nurzaman. "Folklore Teaching Materials as a Character Education Scaffold." *Indonesian Language Education and Literature* 6.2 (2021): 351-362.
- 3) Muryanti, Sri, and Baiq Syahriniwati. "Improving Students' Ability in Extracting Important Information in Historical Narrative Texts with the Assistance of Learning Videos in Class VI of SDN 1 Dopang." *EDUCATIONAL PROGRESS* 1.3 (2020): 193-202.
- 4) Kumyati, Ida Zulaeha. "DEVELOPING TEACHING MATERIALS TO EXCAVATE INFORMATION FROM HISTORICAL NARRATIVE TEXTS TO INCLUDE CHARACTER VALUES IN GRADE V ELEMENTARY SCHOOL STUDENTS." *Scientific Journal of Elementary Education* 1.2 (2014): 130-141.

Design and Features of Digital Teaching Materials

The design and features of the learning teaching materials include the initial part consisting of the cover, title page, table of contents, concept map, and introduction. The content of the Digital Teaching Materials consists of a description of the material, summary, and self-assessment. The last part

consists of an evaluation, bibliography, and glossary. The following is an explanation of the design and features of the Digital Teaching Materials.

#### Cover and Title Page

The cover of the Digital Teaching Materials for Historical Narrative Texts Oriented to Character Education for MI/SD Students contains the title of the teaching material, namely "Indonesian Language Teaching Materials for Historical Narrative Texts", module concentration for grade V SD/MI", illustration of local wisdom (), name of the compiler of the Teaching Materials, and the Tut Wuri Handayani logo. The color display is made a combination of light and dark yellow. The cover design is adjusted to the teaching material and level of education, it is expected to stimulate students' interest in studying the material presented in the Teaching Materials. The design of the Digital Teaching Materials for Historical Narrative Texts Oriented to Character Education for MI/SD Students uses the Canva application which is integrated with Heyzine.

The design on the title page contains the title of the teaching material, namely "Digital Teaching Materials for Indonesian Language Narrative History Texts", module concentration for grade V SD/MI", illustration of a red and white ribbon (Indonesian flag), name of the compiler of the Digital Teaching Materials, and the Tut Wuri Handayani logo. The basic color display is yellow framed by cream. The following is the cover design and title page design of the Digital Teaching Materials for Indonesian Language Narrative History Texts in Character Education developed in Figures 1 and 2.



#### List of contents

The table of contents section contains a list of parts of the digital teaching materials along with their pages. The following table of contents serves to help users find the desired parts of the digital teaching materials based on the page. The arrangement of the sequence in each section is intended to make it easier for users to guide the part they want to read. The table of contents provides an overview or outline of the contents of the teaching materials being developed. The design of this table of contents consists of a table of contents, concept map, introduction, module identity, module usage instructions, basic competencies, learning activities, material descriptions, summaries, self-assessments, evaluations, bibliographies, and glossaries. The following is a display of the table of contents of the digital teaching materials developed in the table of contents design image 3.

DAFTAR ISI	
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Identitas Bahan Ajar Digital Teks Narasi Sejarah	11
Kompetensi Dasar	11
Kemampuan Pembelajaran	11
Uraian Materi	11
Rendahnya	24
Pemilihan	25
Evaluasi	26
Pilihan Ganda	27
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## Concept maps

Concept maps contain mapping of historical narrative text material that will be studied in digital teaching materials. The purpose of making concept maps is to provide graphic illustrations to represent the relationship between concepts and other related concepts. The concept maps that are developed are (1) Definition or understanding of historical narrative text (2) Purpose of historical narrative text (3) Structure of historical narrative text consisting of Orientation, Complication, Resolution and Coda (4) Types of historical narrative text consisting of expository, Artistic and Suggestive (5) Characteristics of historical narrative text consisting of facts, time, place and messages presented on the concept map so that it can be easily understood the relationship between each concept seen easily.

The following is a display of the concept map contained in the digital teaching materials developed in concept map design image 4.



## Implementation

Before the digital teaching materials are tested on students, a validation process is carried out first. The validation aims to provide an assessment of the digital teaching material product in terms of the material and media that have been created whether they have met the eligibility criteria or not to be tested on students. The validation of digital teaching materials carried out includes validation from material experts and media experts.

### 1. Subject Matter Expert Validation

Validation of the material was conducted by a material expert doctor from Gunung Swadaya University, Gunung Jati, Cirebon. The questionnaire used consisted of 41 assessment items with alternative assessments of very good (SB) given a score of 4, good (B) given a score of 3, less (K) given a score of 2, and very less (SK) given a score of 1. The assessment aspects by the material expert included (1) aspects of content suitability consisting of the suitability of the material with the basic competencies of KD, material accuracy, supporting learning materials, material up-to-dateness, (2) presentation suitability consisting of presentation techniques, presentation support, learning presentation, and completeness of presentation. (3) language assessment consisting of straightforwardness, communicativeness, suitability with the level of development of students, coherence and integration of thought processes, and use of terms. The assessment scores obtained through the questionnaire were then averaged into assessment scores with a range of 1-4. The average score results obtained were then categorized according to their suitability level. The data from the assessment results by the material expert are shown in Table 2.

Table 2. Material Expert Assessment Result Data

Assessment Aspects	Average Score	Category
Content Suitability Aspect	2.89	Worthy
Presentation Feasibility Aspect	3.00	Worthy
Language Assessment	2.90	Worthy
Average score of questions	2.93	Worthy

1. Media Expert Validation

Media validation was conducted by a media expert doctor from the Al-Zaytun Indonesian Islamic Institute. The questionnaire used consisted of 28 assessment items with alternative assessments of very good (SB) given a score of 4, good (B) given a score of 3, less (K) given a score of 2, and very less (SK) given a score of 1. Assessment aspects by media experts include (1) module size, namely the physical size of the module, (2) module cover design (cover) consisting of the layout of the module cover, the letters used are attractive and easy to read, and the module cover illustration, (3) module content design consisting of layout consistency, harmonious layout elements, complete layout elements, layout that accelerates understanding, simple book content typography, book content typography that facilitates understanding, and content illustration. The assessment scores obtained through the questionnaire were then averaged into an assessment score with a range of 1-4. The average score results obtained were then categorized according to their level of suitability. The assessment results data by material experts are presented in Table 3.

Table 3. Media Expert Assessment Results Data

Assessment Aspects	Average Score	Category
Digital Teaching Material Size	4.00	Very Worth It
Digital Teaching Material Cover Design	3.13	Worthy
Digital Teaching Materials Content Design	3.00	Worthy
Average score of questions	3.11	Worthy

3. Practitioner Assessment (Indonesian Language Teacher)

The assessment of practitioners was conducted by two Indonesian language teachers from the MIS Ma'had Al-Zaytun Private Elementary School and an Indonesian language teacher from MIS Cibanoang Indramayu consisting of 10 assessment items with alternative assessments of very good (SB) given a score of 4, good (B) given a score of 3, less (K) given a score of 2, and very less (SK) given a score of 1. The assessment aspects by Indonesian language teachers consisted of two aspects, namely the material aspect and the linguistic feasibility aspect. The assessment scores obtained through the questionnaire were then averaged into an assessment score with a range of 1-4. The average score results obtained were then categorized according to the level of feasibility. The data on the assessment results by material experts are presented in Table 4.

Table 4. Practitioner Assessment Result Data (Indonesian language teacher)

Assessment Aspects	Practitioner Score		Average Total Score	Category
	1	2		
Material	3.12	3.25	3.06	Worthy
Language Eligibility	3.00	3.00	3.13	Worthy
Average Total Score			3.03	Worthy

## 4.2 Discussion of Research Results

### 4.2.1 Implementation Result Data

After the digital teaching materials have been validated by material experts and media experts and declared suitable for use as learning materials, then the digital teaching materials are tested on students to obtain responses as users. The questionnaire provided for data collection consists of 21 assessment items with a score range per item of 1-4. The assessment aspects of the e-module trial consist of appearance, presentation of materials, and benefits. The research on the trial was conducted on a small group in class V of the Cibanoang Private Elementary School (MIS) totaling 19 students. While the field trial stage was conducted at the Al Zaytun State Elementary School (MIS) totaling 27 students.

#### 1. Small Group Student Response Trial

The small group trial phase aims to test the feasibility of the product by users. Students in this small group trial see the digital teaching materials provided, and at the end of the product trial involving 19 students, students are given a questionnaire to assess the effectiveness and response of the digital teaching materials. The small group trial was conducted at the Cibanoang Private Elementary School (MIS). The assessment scores obtained through the questionnaire were then averaged with assessment scores ranging from 1-4. The results of the average scores that have been collected are then categorized according to the level of feasibility as contained in Table 5.

Table 5. Small Group Trial Result Data

Assessment Aspects	Average Total Score	Category
Appearance	3.20	Worthy
Benefit	3.13	Worthy
Average Total Score	3.12	Worthy

#### 1. Small Group Student Test Trial

Looking at the test results of the use of digital teaching materials for historical narrative texts oriented towards character education, it can be obtained from the score results before using the product and after using the product. Data acquisition from the score results before and after using the product to determine the success in using the digital teaching materials. The score results before using the product and after in the small group trial of 19 students, there was an increase in the score. The following are the score results before using the product and after using the product which can be seen in Table 6.



Table 6. Score Results Before and After Trial

No Presence	Previous Score	After Score	Criteria
1	66	100	Increase
2	76	96	Increase
3	86	96	Increase
4	76	100	Increase
5	66	96	Increase
6	86	96	Increase
7	86	96	Increase
8	76	96	Increase
9	66	100	Increase
10	66	100	Increase
11	86	100	Increase
12	76	100	Increase
13	86	100	Increase
14	86	96	Increase
15	86	100	Increase
16	76	100	Increase
17	76	100	Increase
18	66	100	Increase
19	86	96	Increase
<b>Average Score</b>	<b>77.6</b>	<b>98.3</b>	<b>Increase</b>

1. Field Trial

After conducting small group trials, the product was then tested in the field. This field trial was conducted to verify the data and to find out the respondents' responses as users of the product in general. The respondents in this field trial were in class V of the Al Zaytun Private Elementary School (MIS) totaling 27 students. The results of the field trial were obtained through a questionnaire which was then averaged with an assessment score ranging from 1-4. The results of the average scores that had been collected were then categorized according to the level of eligibility as contained in Table 7.

Table 7. Field Trial Result Data

Assessment Aspects	Average Total Score	Category
Appearance	3.25	Worthy
Benefit	3.20	Worthy
Average Total Score	3.23	Worthy

1. Student Field Test Trial

The results of the field test trial on the use of digital teaching material products of historical narrative texts oriented towards character education, can be obtained from the score results before using the product and after using the product. Data acquisition from the score results before and after

using the product to determine the level of success in using the digital teaching materials. The score results before using the product and after the field trial of 27 students, there were 27 students who experienced an increase in their scores. The following are the score results before using the product and after using the product which can be seen in Table 8.

Table 8. Score Results Before and After Field Trial

No Presence	Previous Score	After Score	Criteria
1	76	100	Increase
2	76	96	Increase
3	86	96	Increase
4	76	100	Increase
5	66	96	Increase
6	86	96	Increase
7	86	96	Increase
8	66	96	Increase
9	66	100	Increase
No Presence	Previous Score	After Score	Criteria
10	66	100	Increase
11	86	100	Increase
12	76	100	Increase
13	86	100	Increase
14	86	96	Increase
15	86	100	Increase
16	76	100	Increase
17	76	100	Increase
18	66	100	Increase
19	76	96	Increase
20	76	100	Increase
21	66	100	Increase
22	66	100	Increase
23	86	100	Increase
24	86	96	Increase
25	86	96	Increase
26	86	100	Increase
27	86	96	Increase
<b>Average Score</b>	<b>77.8</b>	<b>98.3</b>	<b>Increase</b>

#### 4.2.2 Implementation Results

The results of the implementation of digital teaching materials of historical narrative texts oriented towards character education as a whole are suitable for use as teaching materials. This suitability is proven by the results of evaluations by material experts, media experts, practitioners, small group trials, and field trials. Based on the analysis of research data, the assessment results were obtained which can be explained in the following discussion.

##### 1. Subject Matter Expert

The feasibility of digital teaching materials of historical narrative texts oriented towards character education consists of three assessment aspects, namely the feasibility of content, the feasibility of

presentation, and language assessment. Based on the results of the assessment by material experts, the feasibility of digital teaching materials of historical narrative texts oriented towards character education reached an average total score of 2.93 from the highest score of 4. This can be interpreted that material experts stated that digital teaching materials of historical narrative texts oriented towards character education are in the category of "Feasible" to be used as teaching materials.

## 2. Media Expert

The feasibility of digital teaching materials for historical narrative texts oriented towards character education has three aspects of graphic feasibility, namely the size of the digital teaching materials, the cover design of the digital teaching materials and the content design of the digital teaching materials. Based on the results of the media expert assessment, the feasibility of digital teaching materials for historical narrative texts oriented towards character education obtained an average total score of 3.11 from a maximum score of 4. This can be interpreted that media experts state that digital teaching materials for historical narrative texts oriented towards character education are in the category of "Feasible" to be used as teaching materials.

## 3. Practitioner

The assessment aspect by Indonesian language teachers consists of two aspects, namely the material aspect and the linguistic feasibility aspect. The practitioner assessment was carried out by two Indonesian language teachers from the Cibanoang Private Elementary School (MIS) and an Indonesian language teacher from the Al Zaytun State Elementary School (MIS). The assessment scores obtained through the questionnaire were then averaged into an assessment score with a range of 1-4. Based on the results of the assessment by the two practitioners, the overall average total score was 3.03 from the highest score of 4. It can be said that both practitioners generally stated that the digital teaching materials of historical narrative texts oriented towards character education were in the "Feasible" category for use as teaching materials.

## 4. Development Trial

Based on the results of the assessment that has been carried out by students in small group trials and field trials, the average total score was obtained at 3.16 from a maximum score of 4. This can be interpreted that the digital teaching material of historical narrative text oriented towards character education is in the "Appropriate" category to be used by students as material. Based on the analysis of the data above, the overall average of the evaluation results by material experts, media experts, practitioners, and small group trials and field trials obtained an average score  $(2.93 + 3.11 + 3.03 + 3.12 + 3.21)$  of 3.08 from a maximum score of 4, so that the digital teaching material of historical narrative text oriented towards character education is included in the "Appropriate" category. This proves that the digital teaching material of historical narrative text oriented towards character education is appropriate for use as a digital teaching material of historical narrative text oriented towards character education for grade V SD/MI students.

The results of the small group student test scores of 19 students after using the digital teaching material product of historical narrative text oriented towards character education, showed an increase in competence reaching 100%. The results of the field student test scores of 27 students after using the digital teaching material product of historical narrative text oriented towards character education, showed an increase in competence reaching 100%. The overall increase in both small group trials and field trials reached 100%. The trial of the development of digital teaching material products of historical narrative text oriented towards character education in terms of student responses and competency tests in small group trials and field trials received positive responses and could improve student competence.

# V. RESEARCH FINDINGS

## 5.1 Rationalization

The quality of a nation's character values is largely determined by the quality of its people's education. Education greatly determines the quality of a nation's character that can improve the

morals of the people within it. Good education will certainly produce quality human resources so that they produce good morals, but on the contrary, if the quality of education is not good, it will certainly produce human resources that are less qualified, so that they cannot prosper the people within it. Therefore, the Indonesian nation must continue to improve the quality of good education.

Good education for a nation is certainly education that can accommodate the needs of its people. Education for the next generation of the nation must be prepared carefully by the government and educational institutions managed by the private sector. The curriculum is a very important component of education. The Regulation of the Minister of Education and Culture has prepared a curriculum for elementary and secondary education in which the Indonesian language subject in the 2013 curriculum is oriented towards text-based learning.

Teaching materials are all materials or subject matter that will be taught to students that are systematically arranged and used in the learning process that is adjusted to the applicable curriculum. Teaching materials have several principles that can include relevance, consistency, and adequacy and have a role for both teachers and students. Based on the basic competencies in the Indonesian language subject of historical narrative text material for class V and in order to revive the character of the nation's children, the historical narrative text developed as digital teaching materials can help instill the character of the nation's children.

Historical narrative text is a text that reveals historical events in the form of a narrative or story sequence. Historical narrative text makes the delivery of historical information easier to understand for readers. Thus, historical narrative text is a text that contains historical events and is delivered in the form of a narrative (story sequence) starting from the opening, events, and closing. With the existence of the Minister of Education and Culture Regulation on local content, each educational unit has the opportunity to develop Indonesian language teaching materials on historical narrative text material oriented towards character education. It is hoped that the existence of historical narrative text teaching materials can make it easier for teachers and students in Indonesian language lessons. Therefore, researchers consider it necessary to develop digital teaching materials for historical narrative texts oriented towards character education.

. Research and Development (R&D) is a research method used to produce new products or discover something new and develop products that have been discovered. This study uses the ADDIE (Analysis Design Development Implementation Evaluate) model. ADDIE is a procedural model, this model is descriptive, through the stages that must be implemented to produce a product. The ADDIE development model procedure consists of five stages, namely: analysis, planning (design), development (development), implementation (implementation), and evaluation (evaluation). This research and development is used to produce historical narrative text products oriented towards character education for elementary school students.

## VI. CONCLUSION

### 6.1 Conclusion

The development of digital teaching materials for historical narrative texts oriented towards character education for elementary school/Islamic elementary school students has not been widely developed as teaching materials that can be used by students independently both in and outside the classroom. The formulation of the problem of this study (1) How is the need for digital teaching materials for narrative historical texts oriented towards character education for elementary schools/Islamic elementary schools? (2) How is the digital teaching material for narrative historical texts oriented towards character education for elementary schools/Islamic elementary schools? (3) How is the feasibility of digital teaching materials for narrative historical texts oriented towards character education for elementary schools/Islamic elementary schools? Based on the formulation of the problem, the researcher developed digital teaching materials for narrative historical texts oriented

towards character education for elementary school/Islamic elementary school students. This study uses the research and development method (Research and Development) with the ADDIE (Analysis Design Development Implementation Evaluate) model so that it can produce good products that are worthy to be used as Indonesian language teaching materials on narrative historical texts oriented towards character education for grade V elementary school/Islamic elementary school students.

Based on the description of the research results and development of digital teaching materials for historical narrative texts oriented towards character education for elementary school/Islamic elementary school students, the author can conclude the following:

1. Design This digital teaching material of historical narrative text oriented towards character education for elementary school/Islamic elementary school students consists of a cover, pre-material, material, and post-material. Digital Teaching Materials are created using the CANVA application integrated with Heyzine. The language used in the teaching material uses communicative standard language. As for readability, the writing uses size 14 with Times New Roman font. Digital Teaching Materials are also accompanied by musical instruments and videos that can help improve concentration and reduce boredom. This Digital Teaching Material is accessed using a laptop or smartphone connected to the internet. When using Digital Teaching Materials, users can access it via the link and quick response code (check code) that has been provided. The following is the link and barcode for digital teaching materials of historical narrative text oriented towards character education for elementary school/Islamic elementary school students which can be accessed in Figure 6.1.
- 2.

**Links:** <https://heyzine.com/flip-book/fe914b4ef4.html>



Figure 6.1 Link and Check Code

3. The results of the implementation of digital teaching materials of historical narrative texts oriented towards character education for elementary school students can be seen from the average response in small group trials and field trials. The results of the small group trial from the three aspects of the overall assessment obtained an average total score of 3.12 from the highest score of 4. While the field trial stage from the three aspects of the overall assessment obtained an average total score of 3.21 from the highest score of 4. The overall implementation results of both small group trials and field trials obtained an average total score of 3.16, so they are included in the "Feasible" category. Based on the results of the discussion of the implementation of small group trials, the digital teaching materials of historical narrative texts oriented towards character education for elementary school students are feasible to be used as teaching materials, especially narrative text material in Indonesian language subjects.

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