

## **Development of Digital Story Maps Learning Media with My Maps in History Learning**

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### **ABSTRACT**

This study aims to develop a Digital Story Maps learning media based on My Maps on the material of events surrounding the proclamation of Indonesian independence, determine the feasibility of the Digital Story Maps learning media, and determine the effectiveness of Digital Story Maps. This type of research uses the Research and Development (R&D) research method using the ADDIE development model, expert with a percentage of 89.46%; the validation of the media expert obtained a presentation score of 88.22% with the category "Very Valid." Learning outcomes that have been successfully achieved if >72% of students reach the standard score of 75. An effectiveness test was carried out to achieve this through a pretest and posttest, showing that student learning outcomes were more effective using Digital Story Map learning media than without history learning media that only used printed media. The pretest value was 65%, while the posttest was 85%. The digital history learning media story map on the proclamation event material is very feasible to be used in the history learning process.

*Keywords:* Digital maps, digital story maps, learning media

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### **INTRODUCTION**

Education is a vital human endeavor aimed at developing physical and spiritual potential within societal and cultural values (Hasan et al., 2023; Tsauri, 2015, p. 3). It profoundly influences various aspects of life, including social, economic, political, cultural, and religious dimensions. Quality education leads to the successful development of

human resources (Juita et al., 2024; Mundir, 2022; Siahaan et al., 2023), prompting individuals to pursue their educational goals actively.

Advancements in science and technology significantly shape education today, integrating information and communication technologies into teaching methods (Nucifera et al., 2022; Pérez-Antón et al., 2024; Yuberti et al., 2015). Aligning educational progress with technological development is crucial for enhancing learning quality, and effective learning media play a vital role in engaging students and improving educational outcomes (Carstens, 2021; Lazar, 2015; Mfreke & Bassey, 2020; Qureshi et al., 2021; Susilo et al., 2023). Therefore, teachers must be able to integrate technological advancements into their teaching (Hasan, 2019; Mishra & Mehta, 2017; Juárez-Varón et al., 2024; Marpelina et al., 2024).

History education is critical in teaching students about past events and their connection to present and future realities. It aims to cultivate historical thinking, character development, and a sense of nationalism among students (Dewanto et al., 2023; Jumardi, 2017; Lisnawati et al., 2022; Maulani et al., 2022; Purni 2023; Sumargono et al., 2022). Initial research conducted at SMA PAB 4 Sampali revealed that the XI grade curriculum relies on conventional lecture methods and PowerPoint presentations, failing to engage students effectively. Many students expressed a preference for more interactive learning methods, such as videos and games. The traditional teacher-centered approach has decreased student interest and participation, with only about 50% meeting minimum competency standards.

## **PROBLEM STATEMENT**

Although education plays an important role in the development of human potential, especially through learning history at SMA PAB 4 Sampali, the use of conventional teaching methods, such as lectures, and limited learning media (such as textbooks and PowerPoint) has led to low student interest and participation in learning. Initial research results show that many students feel bored and less engaged in the history learning process, with only about 50% of students achieving the Minimum Completion Criteria (KKM) in school exams. The lack of variety in interactive and engaging learning media hinders the effectiveness of history learning, which is indispensable for building students' character and national awareness.

## **RESEARCH QUESTIONS**

This research question is (1) What is the validity of Digital Story Maps with My Maps in History Learning? and (2) How is the effectiveness of Digital Story Maps with My Maps in History Learning?

This research will use the research and development method and development model ADDIE, which produces a product and evaluates and tests its effectiveness. The product

in this study is Digital Story Maps Learning Media using My Maps on historical materials, namely, the proclamation of Indonesia's independence. The data collection instruments compiled in this study are a Questionnaire and a test.

The Digital Story Maps learning media has undergone a series of developments, including feasibility and effectiveness tests, confirming its practicality and effectiveness in enhancing student learning outcomes, particularly for grade XI history subjects. Validation results indicate that this media effectively addresses students' challenges by incorporating engaging elements such as videos, photos, materials, and evaluations, allowing students to learn through audio, visual, and audiovisual methods.

The validation of the expert with a percentage of 89.46% and the validation of the media expert obtained a presentation score of 88.22% with the category "Very Valid." Learning outcomes that have been successfully achieved if >72% of students reach the standard score of 75. An effectiveness test was carried out to achieve this through a pretest and posttest, showing that student learning outcomes were more effective using Digital Story Map learning media than without history learning media that only used printed media. The pretest value was 65%, while the posttest was 85%.

This media goes beyond merely showing the locations of historical events; it presents a clear sequence of events, including introductory materials and explanatory videos. Students can access the content independently on their smartphones, laptops, or computers, not just in school with teacher guidance. The testing results align with Edgar Dale's theory, which emphasizes that students learn best through direct experience, observation, and interaction with various media. The Digital Story Maps facilitate this by providing concrete knowledge that is easy to understand, filling the gap where direct experience is not feasible.

The Digital Story Maps learning media utilizes verbal and visual symbols, audio recordings, and moving images to create an engaging learning experience. It has received high validation scores, demonstrating strong feasibility and effectiveness, especially in teaching historical events related to the proclamation. This media enhances student learning outcomes and significantly improves engagement and interest in history subjects developed through various feasibility and effectiveness tests. It includes videos, photos, materials, and evaluations, allowing for audio, visual, and audiovisual learning. Students can access the content independently on their smartphones, laptops, or computers, making it a versatile resource beyond classroom settings.

## CONCLUSION

This research and development resulted in a Digital Story Maps learning media product with a development model, namely ADDIE. This learning media contains short materials, videos that complement the material, and pictures. It is a website that requires students to be connected to the internet network. The results of the research obtained by the author

show that the Digital Story Maps learning media is suitable for use as a learning medium in teaching and learning activities. The Story Maps Digital learning media developed has improved students' learning outcomes in learning history. The effectiveness of Story Maps Digital learning media was analyzed based on the pretest and posttest results, which obtained scores of 45 and 82, respectively.

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