

# Effectiveness Of Use of Interactive E-Poster History Learning Media in Increasing History Awareness

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ARTICLE INFO	ABSTRACT
<p><b>Article history</b> Received Feb 01, 2024 Revised April 02, 2024 Accepted June 20, 2024</p> <p><b>Keywords</b> E-poster History learning Media Historical awareness</p>	<p>Historical awareness is one of the historical thinking skills that students must have. Historical awareness is related to the identity of a nation related to the past. This research aims to determine the effectiveness of interactive E-Poster media in increasing students' historical awareness. This research uses the Pretest-Posttest Control Group experimental method, consisting of an experimental and control group. The sample consisted of 50 class XII high school students selected using a random sampling technique. The data instruments used are the results of pretests and posttests carried out by students. This research indicates a significant difference in students' historical awareness before and after using the E-Poster learning media. The T-test results show a significance value of <math>0.000 &lt; 0.005</math> with the conclusion that there is an influence of the use of interactive e-posters on students' historical awareness. This increase can be seen in the N-Gain test results, which show a score of 0.75 or 75 percent, assuming an increase in students' historical awareness using e-poster media by 75 percent. This research concludes that using e-poster learning media is effective in history learning, especially in increasing students' historical awareness.</p> <p>This is an open-access article under the <a href="#">CC-BY</a> license.</p> 

## I. Introduction

Historical awareness is an individual's or community's understanding and awareness of past events that shaped the history of a nation or community. The importance of historical awareness lies in its ability to connect the past with the present, providing context for a society's social, political, economic, and cultural development. (Afrina et al., 2021; Mandelbaum, 2019; Wadhvani et al., 2020). By having good historical awareness, students can better understand the root causes of various situations and conditions. (Levstik & Barton, 2022; Nokes, 2022; Tosh, 2019). By understanding history, students can develop a sense of connection with the past and understand how these events shaped current conditions. (Challenor & Ma, 2019; Nokes, 2022; Sasaki et al., 2019). Historical awareness also helps students appreciate cultural diversity, recognize values that have developed over time, and understand the impact of decisions made by previous generations. (Latapí Agudelo et al., 2020; Nokes, 2022; Stark, 2020). Through understanding history, students can

develop analytical, evaluation, and critical skills that are important for facing challenges and making informed decisions in the future (Anis et al., 2020; Mertha & Mahfud, 2022; Pambudi & Harjanto, 2020). Thus, historical awareness is not only about knowing facts but also about forming an inclusive mindset and a deep understanding of the social, political, and cultural context that underlies human existence. (Edling et al., 2020; Grever & Adriaansen, 2019; Popa, 2022).

Efforts to increase historical awareness can be made through various educational strategies that support a deep understanding of the past. First, integrating relevant and exciting historical material into the educational curriculum can be a first step. Teachers can develop teaching methods that stimulate student interest, such as the use of multimedia resources, role-playing, or visits to historical (Cheng, 2022; Wang, 2023; Xiang, 2023). Second, collaborative learning that encourages discussion and exchange of ideas between students can stimulate critical and reflective thinking about historical events (Dillet,

2017; Jacobs & Renandya, 2019; Warsah et al., 2021). In addition, information technology, such as online platforms or special history learning applications, can enrich students' learning experiences (Haydn & Stephen, 2021; Papanastasiou et al., 2019; Zhou et al., 2002).

Teachers face challenges in increasing students' historical awareness. First, some teachers face limited resources, both in terms of textbooks and learning technology. This limitation can hinder the diversity of history teaching methods and affect student interest. Second, some students are less motivated or do not see the relevance of history in their daily lives, which can lead to a lack of active participation in history learning. In addition, differences in student learning styles can be a challenge for teachers in conveying history material effectively. Some students may respond more to visual learning methods, while others prefer an auditive or practical approach. A lack of in-depth understanding of local or global history and an inability to relate historical material to the current context can also be problems teachers and students face. Therefore, researchers are trying to provide solutions related to the above problems by developing Interactive E-Poster media to increase students' historical awareness.

E-posters or electronic posters, as stated by Novianti (2022), is a form of graphic design that can present information or messages digitally, so they are resistant to physical damage. Astutik (2023) further strengthens this advantage, who states that the poster can be accessed via smartphone in digital format, making it easier for students to read it anytime and anywhere. Besides providing convenient accessibility, digital posters can reduce production and distribution costs because they are digital/electronic. The application of digital posters in history learning provides convenience for students and benefits for teachers. Digital posters make history teaching more dynamic and interactive, utilizing multimedia elements that attract students' attention. Thus, this technology enriches students' learning experiences and provides practical solutions for effectively conveying history lesson material.

Several studies on E-Posters as a history-learning medium, such as research conducted by Astutik et al. (Astutik et al., 2023) Those who have researched e-posters in cultivating historical basics show that digital poster media is valid as a learning medium for cultivating historical awareness. Research also conducted by Novianti et al. (Novianti et al., 2022) Regarding the use of e-posters in learning, it shows that the use of e-poster media by history teachers to inform students about history is effective and efficient. However, no research has focused on testing the effectiveness of E-Poster learning media in increasing historical awareness. So, this research is important to do.

## II. Method

This research uses an experimental method, defined as a research method, to determine the results of the treatment given to an object being investigated. It is necessary to analyze the consequences or impacts of these actions. This research uses an experimental method, the Pretest-Posttest Control Group Design. This method has two groups, each selected randomly (R). Pretest-Posttest Control Group Design, in which the first group was given treatment (X) using E-Poster learning media, and the other group (Y) was given treatment as usual, namely using PowerPoint. The group given the treatment is called the experimental group, and the group given the usual treatment is called the control group. The effect of treatment is (O1:O2). In real research, the effect of treatment is analyzed using different tests and t-test statistics. The research design can be seen in the following table.

Table 1. Experimental Research Design with Pretest-Posttest Control Group Design Approach

Group	Pretest	Process	Posttest
Controls	Historical Awareness	The teacher uses PowerPoint in the learning process.	Historical Awareness
Experiment	Historical Awareness	The teacher uses E-Poster Media.	Historical Awareness

Information:

*R: Experimental group and control group taken using simple random sampling*

*Q1 & 2: The experimental group and the control group were both given a pretest to determine the level of students' historical awareness*

*X: Treatment for each group*

*Q3: Posttest for the experimental group after being given treatment in the form of E-Poster learning media*

*Q4: Posttest for the control group after being given treatment through learning media PowerPoint.*

The participants in this study consisted of 50 students of class XII SMAN 1 Ampek Angkek consisting of 2 classes, namely class XII A, consisting of 24 students, and class XII B, consisting of 26 students. The sampling technique used is simple random sampling, which is said to be simple because taking sample members from the population is done randomly without regard to the strata in the population. These participants will be involved in evaluating the media used. The media influence test was carried out through a t-test with an independent sample t-test, and to find out how much media contributed to students' historical awareness, it was evaluated using the N-Gain test. Assuming scores fall in the moderate or high range, the resulting media can be successfully used to enhance the use of primary source evidence skills. Conversely, if the value is low, the media is ineffective in improving this attribute. The N-Gain criteria formulated

by Richard Hake (1999) are used to determine the impact of e-poster media on students' historical awareness, as presented in Table 1.

Table 1. Criteria for N-Gain Score

Intervals	Criteria
$g \geq 0.7$	High
$0.3 \leq g < 0.7$	Middle
$g < 0.3$	Low

The instrument used in this research is multiple choice questions consisting of 20. Research data was collected through pretest and posttest activities. Students are asked to create a narrative about the process of the proclamation of independence in written form. The assessment indicators consist of (i) understanding historical facts and seeing the relationship between the past, present, and future; (ii) relating historical events to social reality and evaluating historical events; (iii) interpreting the values contained in historical events; (iv) develop an interest in deepening or continuing the study of history or history education; and (v) develop an awareness of visiting and maintaining historical heritage objects or sites presented in Table 2.

Table 2. Question Indicator

No.	Question Indicator	No. Question
1.	Understand historical facts and see the connection between the past, present, and future	1,2,3,4,5
2.	Relate historical events to social reality and evaluate historical events	6,7,8,9,10
3.	Interpret the values contained in historical events	11,12,13,14
4.	Develop an interest in deepening or continuing the study of history or history education	15,16,17
5.	Develop awareness of visiting and maintaining historical heritage objects or sites	18,1,9,20

Quantitative data analysis methods were used in this research. To determine the effect of e-poster learning media on students' historical awareness using the independent sample t-test with the SPSS version 25.0 program.

### III. Results and Discussion

#### A. E-Poster Media Design

1) The following is a draft of E-Poster media to increase students' historical awareness, presented in Table 3. Validity test

Validity refers to validity or accuracy, showing the extent to which an instrument or measuring device can effectively measure what it is supposed to measure or the extent to which the instrument meets its measurement objectives. The product-moment correlation proposed by

Pearson is used to calculate the validity of instrument items. The validity of the question items is analyzed by comparing the calculated r value with the critical value of r Product Moment at a significance level of 5%, with a sample size (N) of 50. The question item is considered valid if the calculated r value exceeds the r table. Conversely, if the calculated r value is smaller than the critical value of table r, then the question item is considered invalid. The validity test is presented in Table 4.

Table 3. E-Poster Draft

No.	Poster Section	Information
1.		Initial View
2.		YT Access QR Code
3.		Longer explanation video

Table 4. Validity test

Question No	Validity		Information
	r count	r table	
1	0.351	0.279	Valid
2	0.289	0.279	Valid
3	0.426	0.279	Valid
4	0.311	0.279	Valid
5	0.398	0.279	Valid
6	0.370	0.279	Valid
7	0.298	0.279	Valid
8	0.401	0.279	Valid
9	0.333	0.279	Valid
10	0.367	0.279	Valid
11	0.281	0.279	Valid
12	0.389	0.279	Valid
13	0.324	0.279	Valid
14	0.415	0.279	Valid
15	0.345	0.279	Valid
16	0.373	0.279	Valid
17	0.309	0.279	Valid
18	0.427	0.279	Valid
19	0.290	0.279	Valid
20	0.384	0.279	Valid

Data analysis shows that the assessment instruments used can be considered valid. This is revealed from the calculated R-value obtained, namely 0.279, which exceeds the R-value of the distribution table and has been set at 0.279. Thus, these results indicate a significant relationship between the variables measured by the assessment instrument, supporting the instrument's validity in measuring the desired construct.

### B. Reliability Test

Reliability means consistency, where an instrument produces the same score or results. The reliability of an instrument is usually expressed as a correlation coefficient. The higher the coefficient ( $r$ ) of the instrument, the more reliable it is in measuring the subjects' performance. Reliability is used to show that an instrument is reliable enough to be used as a data collection tool because the instrument is good. The reliability measurement of the research instrument was evaluated using Cronbach's Alpha method. The values recognized in this method for testing reliability range from 0.5 to 0.7. If the Cronbach's Alpha value exceeds the threshold of 0.50, then the instrument is considered reliable; conversely, if the Cronbach's Alpha value is less than 0.50, the research instrument is considered not to have an adequate level of reliability.

Table 5. Test results for instrument reliability

Cronbach's Alpha	N of Items
.734	50

The results of the Cronbach's Alpha examination of the instrument's reliability were  $0.734 > 0.05$ . These results show that the instrument can assess students' historical awareness.

### C. Level of Question Item Difficulty

The difficulty level of the items in this study can be seen in the following table.

Table 6. Results of Problem Item Difficulty

No.	Problem Level of Difficulty	Category
1.	0.87	Easy
2.	0.53	Medium
3.	0.71	Medium
4.	0.1	Hard
5.	0.63	Medium
6.	0.88	Easy
7.	0.69	Medium
8.	0.87	Easy
9.	0.94	Easy
10.	0.76	Medium
11.	0.55	Medium
12.	0.66	Medium
13.	0.28	Hard
14.	0.33	Medium
15.	0.75	Easy
16.	0.47	Medium
17.	0.21	Hard

No.	Problem Level of Difficulty	Category
18.	0.56	Medium
19.	0.53	Medium
20.	0.11	Hard

Table 7 shows that the difficulty level of question items on the instrument that has been developed is classified into three categories: difficult, moderate, and easy. As many as four pieces (20%) are classified as difficult, 11 pieces (55%) are medium, and five pieces (25%) are easy.

Table 7. Normality test

No.	Group	Significant (Sig)	Information
1.	Experimental Class Pre-test	0.145	Normal
2.	Experimental Class Post-test	0.200	Normal
3.	Control Class Pre-test	0.078	Normal
4.	Control Class Post-test	0.094	Normal

### D. Normality test

The importance of the normality test in this research lies in assessing the distribution of data obtained from various learning media. Whether the data has a normal distribution is the basis for determining the appropriate statistical approach, such as using the t-test. Normality testing was carried out by applying the Kolmogorov-Smirnov formula using SPSS 25 statistical software. Conclusions regarding the state of normality were obtained by comparing the significance value (sig) of the calculation results. If the sig value is  $> 0.05$ , it can be considered that the data has a normal distribution; conversely, if the sig value is  $< 0.05$ , it can be concluded that the data does not have a normal distribution. The following are the calculation results obtained. Based on the results of the normality test using SPSS 25, the significance value (Sig) for all data in the Kolmogorov-Smirnov test is  $> 0.05$ , so it can be concluded that the research data is normally distributed.

### E. Homogeneity Test

After evaluating the level of normality of the data, the next step is to run a homogeneity test. This test aims to assess the extent to which the variance is uniform between two groups, namely the experimental and control groups. To determine whether the hypothesis is accepted or rejected, a comparison of the significance value (sig) of the Levene statistic is carried out with a limit value of 0.05 ( $\text{sig} > 0.05$ ). The homogeneity test results are presented in Table 8.

Table 8. Homogeneity Test

Class	F-count	Sig	Information
Pre-test	0.113	0.740	Homogeneous
Post-test	1,288	0.246	Homogeneous

The results of the homogeneity test of the research variables showed that the pre-test calculated F value was 0.132 with a value of 0.740, while the post-test calculated F value was 1.388 with a significance value of 0.246. From the results of calculating the significant value of pre-test or post-test data greater than 0.05 ( $\text{sig} > 0.05$ ), it can be concluded that the data in this study has a homogeneous variance.

#### F. Hypothesis testing

This hypothesis test is used to answer the research hypothesis based on the data analysis techniques in this chapter. The average historical awareness of students was compared between the experimental and control classes using the t-test. The research conclusion is declared significant if it is at a significant level of 5% and the p-value. The influence test results via the t-test are presented in Table 9.

Table 9. The results of the t-test of the Experimental Class and Control Class

t-Test Results	Significance
of the Independent Sample Test	0,000

Based on the results in Table 9, it is known that the significant value of the t-test is 0.000 or less than 0.05. Therefore, the significance value, which shows  $0.000 < 0.05$ , is rejected, which means there is a difference in historical awareness between students who use the E-Poster learning media and those who do not. Using learning media. So, it is concluded that using E-Poster learning media significantly influences students' historical awareness at SMAN 1 Ampek Angkek. Learning to use e-poster media effectively increases students' historical awareness.

Next, an N-Gain Test was conducted to determine the percentage increase in students' historical awareness for each indicator. The N-Gain test results are presented in Table 10.

Table 10. N-Gain Test

No.	Question Indicator	N-gain Score	Categories
1.	understand historical facts and see the connection between the past, present, and future	0.71	High
2.	relate historical events to social reality and evaluate historical events	0.77	High
3.	interpret the values contained in historical events	0.75	High
4.	develop an interest in deepening or continuing the study of history or history education	0.69	Medium

No.	Question Indicator	N-gain Score	Categories
5.	develop an awareness of visiting and maintaining historical heritage objects or sites	0.75	High
	Mean	0.75	High

Table 10 shows that the E-Poster learning media used in history learning can increase students' historical awareness by 0.75 or 75% in the high category. Based on the results above, it is concluded that the history learning media E-Poster effectively increases students' historical awareness at SMAN 1 Ampek Angkek.

#### IV. Discussion

Research findings show that e-posters as a learning medium have high validity, reliability, and practicality, making them an effective tool for increasing students' historical awareness. The results of the homogeneity test show that the pre-test data has an F value of 0.132 with a significance value of 0.740, and the post-test data has an F value of 1.388 with a significance value of 0.246, which means that the data variance is homogeneous. Furthermore, to test the hypothesis, a t-test was used to compare students' historical awareness between the experimental and control classes, with the result of a t-test significance value of 0.000, indicating a significant difference in historical awareness between students who used E-Poster learning media and those who did not. The N-Gain test showed an increase in students' historical awareness of 0.75 or 75% in the high category. Based on these results, it is concluded that E-Poster learning media effectively increases students' historical awareness at SMAN 1 Ampek Angkek. The findings of this research are in line with research by Astutik et al. (Astutik et al., 2023), which concluded that using e-posters is valid for raising historical awareness. Thus, digital poster media has proven an effective learning tool in increasing students' historical awareness.

Research conducted by Noviati et al. (Novianti et al., 2022) It also provides support by showing that the use of e-posters by history teachers effectively and efficiently conveys historical information to students. Poster media not only has practical uses but also has high attraction value, especially for the target or audience interested in the message (Hansen et al., 2021; Sajib, 2020; Shaddiq et al., 2021). The message contained in the poster can attract more students' attention because it is directly related to the main issues discussed in history learning (Andriyani & Suniasih, 2021; Bartelds et al., 2020; Sari & Margana, 2019). Thus, e-posters are an efficient learning tool that maintains students' interest in understanding history (KalayciYigin et al., 2022; Mardiana et al., 2023).

Using posters in the context of history learning makes it easier for teachers to convey lesson material (Bartelds et al., 2020; Fitriiningtiyas et al., 2019; Gamar & Tati, 2021). The use of e-posters in history learning has several

significant objectives. First, e-posters are implemented to improve the quality of learning, especially during the pandemic when students are required to study from home. (Buelo et al., 1959; Novawan et al., 2020; Sharif et al., 2021). This condition has impacted reducing the quality of student learning, and it is hoped that e-posters can be a solution to increase the effectiveness of distance learning. (Alamsyah et al., 2022; Lukman & Akmal, 2023; Wuryantari et al., 2019). Second, using e-posters aims to increase students' activeness in listening to and understanding the material presented by the teacher. (Lukman & Akmal, 2023). With attractive and informative visualizations in e-posters, students hope to be more involved and active in learning. Third, the implementation of e-posters aims to increase students' understanding of the meaning of a historical event by presenting visual images of the event. By presenting adequate visualization, e-posters can help students interpret and understand the context of historical events in more depth. Using e-posters in history learning is not just a new technique but also an innovative idea that aims to provide facilities for students to progress in the learning process. Thus, teaching objectives can be achieved more effectively using technology and visualization presented by e-posters in the context of history learning.

Digital posters are considered a very suitable medium to convey information in the learning process. (Donnelly, 2020). The digital poster developed has great potential to increase students' historical awareness. The success of digital posters lies not only in their ability to present information but also in their ability to generate new interest and desire to learn. This learning tool is also considered more effective and efficient, stimulating motivation for learning activities and positively influencing students. Thus, learning tools such as digital posters have great potential to overcome several problems faced by teachers regarding student understanding. The advantages of using E-Posters in history learning include i) Students can easily understand and remember the material on the poster because it is presented with pictures and videos. Images attract attention and serve as a tool to explain certain concepts, make the material easier to understand, and clarify essential parts; ii) Understanding of the material's content related to the method of delivery, completeness of the material, and use of images. Students think that the poster's content is quite simple, with words that are easy to understand and not complicated. The content of the material is presented directly at the core of the material, making it easier to understand; iii) The use of poster media via smartphones allows learning activities to be carried out online, and the development of this media has proven effective in increasing students' understanding of history; iv) Developing posters using smartphones can make it easier for teachers and students in the learning process. Teachers can be creative by displaying images, videos, and quiz questions in one accessible medium, increasing interactivity and students' understanding of historical material; v) Students can access this poster from

anywhere via a link or by scanning the Barcode code printed on the poster. Therefore, the use of this media is very efficient for students.

Although website-based digital posters have several advantages, several limitations must be considered. One of the main limitations is its inability to be used effectively in some Indonesian History subject topics. These constraints may limit the flexibility and scope of material delivered through this learning tool. Therefore, it is necessary to carefully consider how to overcome these limitations so that we can still provide students with a holistic and comprehensive learning experience.

## V. Conclusion

The results showed that the use of E-Poster learning media had a significant influence on students' historical awareness. The T-test and N-Gain test results showed an increase in historical awareness of 75% in the high category. The discussion concludes that E-posters as a learning media effectively increase students' historical awareness. This study's findings align with previous studies that show that using e-posters can increase students' understanding and interest in history. However, it must be acknowledged that the website-based digital poster also has limitations, such as its inability to be used effectively in some Indonesian History subject topics. Therefore, further consideration is needed in developing and using this media to provide a holistic and comprehensive learning experience still.

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