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Developing a Jabung Temple Booklet as a Teaching Material for Hindu-Buddhist History in High School

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ABSTRACT

This research and development (R&D) study aimed to design, validate, and evaluate the feasibility of a printed booklet on Jabung Temple as a teaching material for Hindu-Buddhist history in senior high school. Employing the ADDIE instructional design model, the research was conducted at State Senior High School 2 Probolinggo, Indonesia. Data were collected through observation, interviews, and questionnaires involving 36 tenth-grade students and history teachers. The development process was initiated by an analysis of the need for contextual learning resources focused on local history. The booklet's feasibility was validated by media experts (85.18%), material experts (83.8%), and a practitioner (98.05%), all indicating high eligibility. Student responses yielded a positive acceptance rate of 87.29%. The study concludes that this locally contextualized booklet is a viable and engaging teaching resource, effectively supporting the integration of regional history into the national curriculum. These findings contribute to the discourse on innovative, place-based history education in post-colonial contexts, aiming to enrich students' cultural perspectives and identity.

KEYWORDS
Teaching material development; local history; Hindu-Buddhist history; booklet media; history education

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ABSTRAK

Penelitian dan pengembangan ini bertujuan merancang, memvalidasi, serta menilai kelayakan booklet cetak tentang Candi Jabung sebagai bahan ajar sejarah Hindu-Buddha di SMA. Berbasis model ADDIE, pengumpulan data dilakukan melalui observasi, wawancara, dan angket yang melibatkan 36 siswa kelas X dan guru sejarah di SMAN 2 Probolinggo, Indonesia. Pengembangan booklet diawali dengan analisis kebutuhan akan sumber belajar kontekstual yang mengangkat sejarah lokal. Proses validasi oleh ahli media (85,18%), ahli materi (83,8%), dan praktisi (98,05%) seluruhnya menunjukkan tingkat kelayakan yang tinggi. Respons siswa mencapai 87,29%, mencerminkan penerimaan yang positif. Studi ini menyimpulkan bahwa booklet yang dikontekstualisasikan secara lokal merupakan sumber ajar yang layak dan menarik, mendukung integrasi sejarah kawasan ke dalam kurikulum. Temuan ini berkontribusi pada wacana pendidikan sejarah inovatif berbasis tempat, khususnya dalam konteks pascakolonial untuk memperkaya perspektif dan identitas kultural siswa.

KATA KUNCI
Pengembangan materi pengajaran; sejarah lokal; sejarah Hindu-Buddha; media buku kecil; pendidikan sejarah

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Introduction

The rapid advancement of technology has significantly influenced various sectors, including education. Consequently, the educational landscape has undergone substantial changes driven by progressive times, necessitating its adaptation to contemporary developments (Hämäläinen et al., 2021; Lucas et al., 2021; Reisoğlu & Çebi, 2020). This adaptation is crucial for achieving high-quality education, which inherently requires continuous innovation across all educational components. Curriculum renewal, in particular, offers schools opportunities to foster creative and innovative learning environments, as seen in the current widespread implementation of the Merdeka Curriculum. This curriculum grants teachers the autonomy to develop teaching materials and media creatively and innovatively.

A critical component of the learning process is teaching materials. Optimizing their development is fundamentally a teacher's responsibility, as these materials facilitate the essential interaction between educator and learner (Forsyth, 2023; Ribosa & Duran, 2022; Wlekły & Piwowarski, 2022). They contain crucial guidelines for the subject matter to be taught. However, in history education, the importance of teaching materials often contrasts with teachers' limited capacity to develop them, due to a scarcity of relevant and accessible sources (Howard et al., 2021; Saikkonen & Kaarakainen, 2021; Tondeur et al., 2021). This gap necessitates the development of engaging resources, particularly for subjects like History at the senior high school level, where existing materials are often perceived as uninteresting, overly complex, and monotonous (Forsyth, 2023; Freedman, 2020; Kusuma et al., 2021). Students grasp concepts more effectively when learning is supported not just by text but also by visuals (Lindner, 2020; Walldén & Larsson, 2021; Zhang & Fiorella, 2021).

History learning has traditionally been characterized by teacher-centered strategies that minimize student participation, positioning the teacher as the sole information source through conventional lectures (Freedman, 2020; Kusuma et al., 2021). Teachers frequently face challenges in selecting appropriate content (Girard et al., 2021; Hemmler et al., 2021; Lee & Harris, 2020). For senior high school students, the learning outcomes for Phase E mandate an understanding of basic historical concepts, including local history, through analysis of events from the Hindu-Buddhist and Islamic periods in Indonesia. This demands engaging teaching materials to counteract the subject's negative stigma of low student interest. Innovation is needed, leveraging local historical objects or sites to create resources like modules or booklets, making learning more accessible and compelling while helping students analyze their immediate historical environment (Grimshaw & Mates, 2022; Ludvigsson et al., 2022; Üztemur & Dere, 2023).

An observation at SMAN 2 Probolinggo revealed that history teaching primarily employs lectures, occasional field trips, and PowerPoint presentations. While PowerPoint is considered the most accessible medium, teachers expressed a strong desire for innovative teaching media, acknowledging their own limitations in developing such resources. They also confirmed their freedom to develop materials aligned with the Phase E learning outcomes concerning local historical events. A needs analysis survey at the school showed 76.5% of students were interested in Hindu-Buddhist history, yet 76.5% also reported difficulties understanding it, highlighting a critical need for supportive materials.

Furthermore, teachers noted that students lack knowledge of local historical sites like Jabung Temple, a nearby Hindu-Buddhist relic from the Majapahit Kingdom rarely discussed in detail due to the absence of dedicated teaching materials. While teachers briefly mention it orally, students are often left to seek information online independently. This gap diminishes student engagement with local heritage, as their awareness is typically limited to major national sites like Borobudur and Prambanan.

Therefore, this research focuses on developing a booklet on Hindu-Buddhist history featuring Jabung Temple for SMAN 2 Probolinggo. Defined as a concise publication between five and forty pages (Almeida et al., 2023; Boroumand Sani et al., 2024; Espigares-Tribo & Ensenyat, 2021), a booklet is an effective, practical medium for delivering compact information. It can foster student interest, aid understanding, and be used flexibly both inside and outside the classroom (Baceviciute et al., 2021; Clinton-Lisell, 2022; Ng et al., 2023). This booklet aims to provide a tangible resource, introduce local historical preservation, and serve as a practical and effective teaching aid to address the identified gaps in material and student engagement.

Research Questions

1. What is the feasibility of the Jabung Temple booklet as a Hindu-Buddhist history teaching material developed using the ADDIE model, based on assessments by media experts, material experts, and practitioners?
2. How do students respond to the use of the Jabung Temple booklet as a contextual teaching material in history learning?
3. Is a locally-based history booklet, such as the one on Jabung Temple, a feasible and engaging learning resource to support the integration of local content into the high school history curriculum?

Theoretical Framework

This research is grounded in an interdisciplinary theoretical framework integrating principles from constructivist learning theory, instructional design, and critical pedagogy in history education. At its core, the study is informed by Constructivist Theory (Vygotskiĭ et al., 1978), which posits that learners actively construct knowledge through experiences and social interactions. This aligns with the use of local historical sites like Jabung Temple, facilitating experiential and contextual learning where students build understanding by connecting new information to their immediate environment (Grimshaw & Mates, 2022; Üztemur & Dere, 2023). Furthermore, Place-Based Education Sobel (2006) provides a critical lens, asserting that learning rooted in local ecology, culture, and history enhances engagement and fosters civic responsibility. This theoretical stance justifies the transformation of a local temple from a peripheral artifact into a central pedagogical resource, enabling students to critically interrogate their spatial and historical identity (Tuan, 2018).

The methodological structure is guided by Instructional Design Theory, specifically the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). This systematic framework provides a robust, iterative process for creating effective learning materials (Branch, 2009; Dick et al., 2015). The model's phases ensure the final product is not developed in isolation but is responsive to identified needs, validated by expertise, and refined through feedback, embodying principles of user-centered design. The application

of ADDIE in educational resource development provides a structured yet flexible framework for developing instructional products that are systematically analyzed, designed, implemented, and evaluated (Branch, 2009). Its structured yet flexible nature supports the integration of multimedia learning principles, ensuring the booklet effectively combines text and visuals to manage cognitive load and enhance understanding (Zhang & Fiorella, 2021).

The design of the booklet specifically incorporates Multimodal Learning Theory and the Cognitive Theory of Multimedia Learning (Mayer, 2010). These theories argue that learning is more effective when information is presented through multiple, complementary channels—such as verbal (text) and pictorial (images, maps)—which engages different cognitive processing systems (Lindner, 2020; Zhang & Fiorella, 2021). A well-designed booklet serves as a multimodal text that can organize complex historical narratives into coherent, spatially arranged segments (Kress & Van Leeuwen, 2021). This approach counters the limitations of text-heavy, monomodal history textbooks and supports deeper processing of historical chronology and causality (Freedman, 2020; Wineburg, 2001). The emphasis on visual literacy within historical inquiry is crucial for analyzing primary sources and architectural evidence, a key skill in historical thinking (Seixas et al., 2013).

From a historiographical and pedagogical perspective, the framework engages with Critical History Pedagogy and Decolonial Theory. This moves beyond a mere transmission of facts toward an approach that questions dominant narratives and empowers learners (Freire et al., 2018; Giroux et al., 1988). Incorporating local history like that of Jabung Temple challenges the hegemony of centralized, often Java-centric national history prevalent in Indonesian curricula. It also aligns with approaches that encourage learners to engage with local and marginalized historical narratives and to assign significance to the past through inquiry and interpretation (Seixas et al., 2013; Wineburg, 2001). This pedagogical stance encourages students to view history as an interpretive practice, developing critical consciousness about how their locality is situated within broader national and colonial histories.

Furthermore, the research draws upon Material Culture Studies and theories of Historical Consciousness. Artifacts and sites like Jabung Temple are not just illustrations of the past but active texts that can be "read" to understand social, religious, and economic structures. Engaging with material culture fosters a tangible connection to history, facilitating the development of historical empathy and historical interpretation. This process is central to building historical consciousness (Rüsen, 2005), the framework through which individuals orient themselves in time, connecting past experiences, present realities, and future expectations. Local heritage serves as a powerful catalyst for this temporal orientation, making abstract historical processes concrete and personally relevant (Rüsen, 2005; Üztemur & Dere, 2023).

In the end, the framework is situated within the specific context of Indonesian Educational Curriculum Reform, notably the shift toward the Merdeka Curriculum. This curriculum emphasizes differentiation, learner autonomy, and the development of project-based learning and local content (Basri, 2023; Rohmah et al., 2024; Susanti et al., 2023). The study directly operationalizes these mandates by providing a model for teacher-generated, localized learning resources. It intersects with theories on teacher agency and curriculum enactment (Priestley et al., 2015), viewing teachers not as passive implementers but as active developers who translate curricular goals into contextualized practice.

By developing a feasible and validated booklet, this research empowers teacher agency, supports curriculum localization goals, and contributes to bridging the theory-practice gap in innovative history education (Howard et al., 2021; Lucas et al., 2021).

Method

This study employed the Research and Development (R&D) method. This approach is used to produce a specific product and to test or validate its effectiveness and feasibility (Okpatrioka Okpatrioka, 2023; Tolentino et al., 2023). This educational R&D research aimed to develop a booklet as a teaching material for History in Senior High School (SMA). Among various development models, the ADDIE instructional design model (Dick et al., 2015) was chosen for its systematic and structured phases: Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009; Dick et al., 2015). The present study was confined to the Development stage, which included product validation and a limited trial. The model's systematic approach breaks down the planning process into logical, sequential steps, using the output of each step as input for the next, ensuring a coherent design process (Branch, 2009).

Research Procedure (ADDIE Model)

The development of the Jabung Temple booklet followed the first three phases of the ADDIE model: Analysis, Design, and Development. In the Analysis phase, a needs assessment was conducted to identify the specific challenges in teaching Hindu-Buddhist history at SMAN 2 Probolinggo. This involved analyzing curriculum documents and conducting in-depth interviews with history teachers to understand the contextual constraints, such as limited teaching hours and a lack of localized materials. The analysis confirmed the necessity for a concise, printed resource focusing on a tangible local heritage site to make abstract historical concepts more accessible and engaging for students.

The Design phase encompassed planning the booklet's content, structure, and visual layout. Based on the needs analysis, the learning objectives and core competencies were defined, aligning with the national curriculum for tenth-grade history. The content was structured to integrate the broader narrative of the Majapahit Kingdom with a detailed case study of Jabung Temple. Instructional and graphic design principles were applied to create an initial layout using Canva software, ensuring a balance between textual information and visual elements (photographs, maps, diagrams) to support multimodal learning and manage cognitive load effectively.

The Development phase involved materializing the design into a prototype and subjecting it to rigorous validation. The draft booklet was evaluated by experts in two stages. A material expert, a history lecturer, assessed the accuracy, depth, and appropriateness of the historical content. Concurrently, a media expert evaluated the design elements, readability, and overall presentation. Furthermore, a practitioner (the history teacher) assessed the booklet's practicality and relevance for classroom use. Their feedback, provided via validation questionnaires using a Likert scale, informed iterative revisions. The finalized product was then printed for a limited trial.

Research Location and Sampling

The research was conducted at SMAN 2 Probolinggo, East Java. This location was selected purposively based on a preliminary observation that identified a specific need: the absence of teaching materials focusing on local Hindu-Buddhist heritage, particularly Jabung Temple, despite its geographical and historical relevance to the students' environment. The population for this study was all tenth-grade students at the school. A purposive sampling technique was used to select the participants. As not all tenth-grade classes were taking history in the 2023/2024 academic year under the new Merdeka Curriculum, Class XE was chosen as the sample based on the history teacher's recommendation, as it was a class with diverse student characteristics that was actively engaged in the subject. The sample consisted of 36 students from this class who participated in the product trial.

Data Sources and Collection Techniques

Data were collected from multiple sources using triangulated techniques to ensure validity. Primary data were gathered from two key groups: informants and respondents. The informants were the school's history teachers, who provided qualitative data through semi-structured interviews regarding teaching challenges, curriculum implementation, and perceptions of local history. The respondents were the 36 students of Class XE, who provided quantitative and qualitative feedback. Data collection techniques included: (1) Interviews with history teachers to explore the context and needs during the analysis phase; (2) Observation of the learning environment and student interactions with existing materials; (3) Document Analysis of curriculum guides, textbooks, and academic references to frame the content; and (4) Questionnaires, which were the main instrument, including a needs analysis questionnaire for students, validation sheets for experts and the practitioner, and a student response questionnaire administered after the product trial.

Data Analysis

Data analysis was primarily quantitative-descriptive. Expert validation data from the material expert, media expert, and practitioner were analyzed by converting qualitative assessments from Likert-scale questionnaires into quantitative scores. The criteria used a 4-point scale (1=Very Poor, 4=Very Good). The score for each validator was calculated as a percentage using the formula: P = (Total Obtained Score / Maximum Possible Score) × 100%. The product's feasibility was determined using predetermined intervals (e.g., >81.25% = Very Feasible). Student response data from the trial were analyzed similarly. The responses from the 36 students on aspects of material and media were scored, averaged, and converted into a percentage to determine the overall level of attractiveness and acceptability (e.g., >84% = Very Attractive). This triangulation of data from experts, practitioners, and end-users (students) provided a comprehensive assessment of the booklet's feasibility and preliminary reception.

Results

This study was conducted from February 13 to February 23, 2024, preceded by a preliminary observation on October 24, 2023. Both the preliminary observation and the main research were carried out at SMAN 2 Probolinggo, East Java. The process involved interviews with the school's history teachers, Mr. Rahman Adji, S.Pd., M.Pd. and Ms. Zahrotul Firdaus, S.Pd. The initial observation was conducted with Mr. Rahman Adji via a

combination of online (WhatsApp) and offline methods. This preliminary stage yielded essential information, including data on tenth-grade students and a specific class (XE) recommended by Ms. Zahrotul Firdaus for participant involvement. Prior to the main implementation, the developed product underwent a feasibility assessment through validation by material experts, media experts, and a practitioner. The validation by media and material experts was conducted in two stages, with an interval of approximately two weeks between assessments.

This research employed a Research and Development (R&D) design utilizing the ADDIE instructional model, encompassing the stages of Analysis, Design, and Development. The Analysis phase involved needs and material analysis. The Design phase detailed the process of designing the product and its components. The Development phase involved creating the product and subjecting it to validation by experts and a practitioner, followed by a product trial with students.

Analysis for Developing the Jabung Temple Booklet Teaching Material

a. Teacher Needs Analysis

A needs analysis was conducted by identifying constraints faced by history teachers at SMAN 2 Probolinggo. This was achieved through two separate interview sessions with the history teachers to understand the school context, student characteristics, history learning processes in the classroom, and various challenges. These findings served as the foundation for the research.

The first interview with Mr. Rahman Adji on October 24, 2023, revealed that for the 2023/2024 academic year, the Merdeka Curriculum was implemented for tenth graders at SMAN 2 Probolinggo, unlike for eleventh and twelfth grades. This new implementation required adjustments from both teachers and the school. As specialization streams are not applied in tenth grade, not all classes initially had history as a subject, as students were given freedom to choose subjects of interest, which would later inform stream selection in eleventh grade.

While the Merdeka Curriculum grants teachers autonomy to creatively develop engaging and interactive teaching materials and media, Mr. Adji identified this as a primary challenge. Limitations in time and technological proficiency among history teachers hindered effective implementation. History instruction at the school is allocated only three lesson hours per week per class. This limited timeframe forces teachers to carefully condense and effectively package material. Furthermore, the school has a small number of history teachers, with one scheduled for retirement in 2024.

Mr. Adji acknowledged the complexity of the issue but emphasized the educator's duty to provide the best for students. He noted that history content is dense and extensive, yet instructional time is scarce, often leading to over-reliance on lecture methods. While not inherently problematic, he argued that lectures interspersed with innovative learning media could make the teaching-learning process more dynamic. The core challenge for teachers is finding appropriate methods, media, and teaching materials that can reignite student curiosity and interest in history.

Mr. Adji also discussed the utilization of historical sites as direct learning resources, aimed at proving historical facts through tangible relics. Following this, the conversation turned to the use of local historical sites, specifically Majapahit Kingdom relics in Probolinggo. The researcher, focusing on Hindu-Buddhist history, proposed utilizing a local historical relic as the central topic for teaching material development. Two potential Hindu-Buddhist sites were identified: Jabung Temple and Kedaton Temple.

Mr. Adji mentioned that in 2022, tenth-grade students from SMAN 2 Probolinggo visited the Trowulan site to witness Majapahit traces in Mojokerto firsthand. The goal was to demonstrate that history is not merely theoretical but can be substantiated by physical evidence. However, local Majapahit relics within Probolinggo itself received little attention in learning. These sites were never visited and were only mentioned in passing, leaving students with only vague awareness that Probolinggo has a temple. None of the existing teaching materials mentioned Jabung Temple.

This highlighted the potential of Jabung Temple, a Majapahit relic located in Probolinggo, East Java. According to Mr. Adji, Jabung Temple is a local historical site rarely featured in media or student materials. Although the school had plans to incorporate it into history lessons, this could only be done superficially due to the lack of dedicated teaching materials or media. Consequently, history teachers could only mention Jabung Temple as a local Majapahit relic without providing further explanation.

The second observational interview was conducted with Ms. Zahrotul Firdaus, the history teacher for tenth grade. She provided information on student learning activities and described the varied characteristics of the different tenth-grade classes. Based on this interview, she recommended class XE for the research sample, describing it as a class with highly diverse student characteristics and a high average academic performance.

Ms. Firdaus confirmed that teachers are permitted to develop their own teaching materials according to their capabilities. However, she reiterated that this was difficult due to the severely limited time allocated for history. She supported the innovation of developing teaching materials utilizing Jabung Temple for Hindu-Buddhist history. For the final product, she strongly advised a printed format. She noted that class XE students uniquely preferred printed media, as they could physically engage with materials different from their usual LKS (Student Worksheets) and the teacher's textbook.

b. Teaching Material Needs Analysis

Following the teacher needs analysis, the next stage was analyzing the needs for the teaching material itself. This was done through two methods: interviews with history teachers and a needs analysis questionnaire distributed to students of class XE. The questionnaire was administered after the teacher interviews (October 24, 2023, and February 19, 2024). The interviews concluded that there was a need for teaching materials with instructional media, and teachers suggested creating a physical, non-digital medium. Based on teacher input and observed student characteristics, students tended not to read or even open digital materials. This was corroborated during the needs analysis and later product trial, where digital formats (e.g., FlipBook) were less engaged with compared to physical ones, as observed during small-scale trials.

The needs analysis questionnaire was administered on Tuesday, February 20, 2024, using Google Forms and completed by all 36 students of class XE. The results, based on student responses with criteria Yes (Y), Enough (C), and No (T), guided the subsequent design.

c. Material Analysis

The material analysis, linking identified problems with curriculum requirements, found that the topic of the early entry of Hindu-Buddhism in Indonesia was the most compelling to serve as the main research topic. Informed by the interviews, the researcher aimed to develop an innovative teaching material focusing on Hindu-Buddhist history in Indonesia. This material is part of the history curriculum for tenth grade in the even semester. While teachers have employed good innovations for this topic, including school-facilitated media and field trips to sites like Trowulan in Mojokerto, the researcher identified potential in a local Majapahit relic: Jabung Temple in Probolinggo. This temple, linked to the historical formation of several areas in Probolinggo, holds significant potential as a teaching resource for local Hindu-Buddhist history.

Booklet Design

The design stage involved planning the booklet based on the previously analyzed material and needs. The researcher designed the booklet using Canva, chosen for its user-friendly interface and diverse booklet templates. The design included key sections: front cover, table of contents, preface, introductory page, content, bibliography, author bio, and back cover. A sample was printed for the development and validation stage.

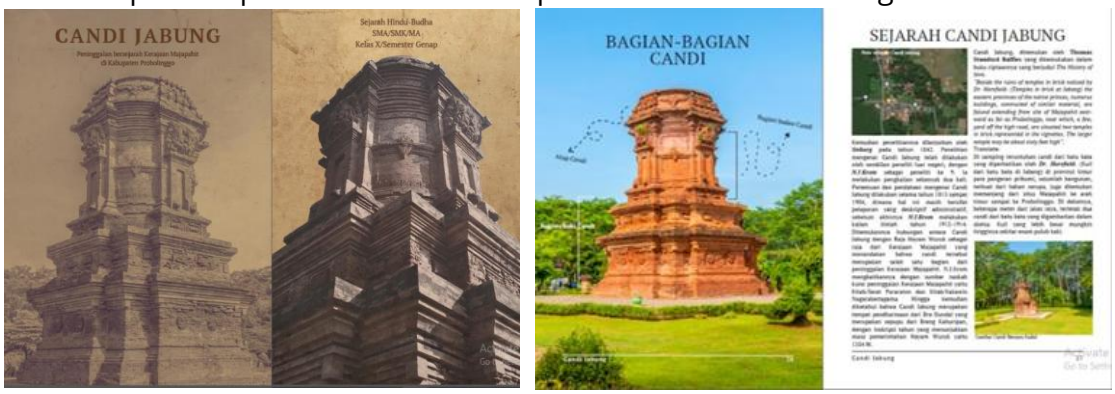


Figure 1. Booklet Design would be inserted here

Development

The development stage involved product validation by experts. This two-stage process assessed product feasibility. Validations were conducted by relevant lecturers (media and material experts) and a practitioner (the history teacher). The researcher incorporated feedback through revisions after each validation stage. The validators were: Andy Suryadi, S.Pd., M.Pd. (Media Expert), Bambang Rakhmanto, M.Hum (Material Expert), and Zahrotul Firdaus, S.Pd. (Practitioner).

a. Media Expert Validation

The Jabung Temple booklet was validated before student trials. The media expert assessed design, layout, etc., providing critiques and suggestions. The process involved two validation rounds.

First Stage Feedback:

1. The preface stating "This booklet is intended to complement the thesis..." should be reframed to address the school's (SMAN 2 Probolinggo) needs, as the research aims to solve a school-identified problem.
2. Images lacked clear captions, sources, or descriptive information.
3. The printed sample color appeared faded; higher-quality printing was advised.

Revisions Made (First Stage):

1. The preface text was corrected per the expert's suggestion.
2. Image sources and information were added.
3. The final product was printed at a reputable printer for color accuracy.

Table 1. Booklet Revisions

Criticism/Suggestions/Input from Media Experts	Booklet Design Before Revision	Booklet Design After Revision
The sentence in the introduction, "This booklet is intended to complement a thesis...", should be intended to meet the needs of the school where the research is being conducted, namely SMAN 2 Probolinggo. This is because the research was conducted with the aim of identifying the problems of the target school and providing solutions in the form of a booklet.	 KATA PENGANTAR Puji syukur kehadirat Allah SWT atas segala rahmad serta hidayahnya sehingga saya dapat menyelesaikan *booklet* dengan judul "Candi Jabung" yang berisi informasi tentang peninggalan bersejarah Kerajaan Majapahit. Pembuatan *booklet* ini ditujukan untuk melengkapi skripsi dari penelitian pengambangan yang berjudul "Pengembangan *Booklet* Candi Jabung Sebagai Bahan Ajar Sejarah Hindu-Budha di Kelas X SMAN 2 Probolinggo". Saya ingin mengucapkan banyak terima kasih kepada keluarga, teman dan dosen pembimbing, serta dosen-dosen ahli validasi media dan juga ahli materi yang telah memberikan dukungan dan bimbingan selama proses penelitian sampai pembuatan produk *booklet* Candi Jabung ini. Semarang, 18 Januari 2024 Adinda Meyta Dwi .A NIM (5101420087) Candi Jabung 1	 KATA PENGANTAR Puji syukur kehadirat Allah SWT atas segala rahmad serta hidayahnya sehingga saya dapat menyelesaikan *booklet* dengan judul "Candi Jabung" yang berisi informasi tentang peninggalan bersejarah Kerajaan Majapahit. *Booklet* ini merupakan produk dari penelitian yang berjudul "Pengembangan *Booklet* Candi Jabung Sebagai Bahan Ajar Sejarah Hindu-Budha di Kelas X SMAN 2 Probolinggo". Produk ini diperuntukkan bagi siswa kelas X SMAN 2 Probolinggo, dengan tujuan dibuatnya yaitu untuk mengatasi permasalahan mengenai media dan bahan ajar. Pembuatan produk *booklet* ini telah disesuaikan dengan kebutuhan sekolah untuk menunjang proses pembelajaran sejarah, khususnya materi Sejarah Hindu-Budha. Saya ingin mengucapkan banyak terima kasih kepada keluarga, teman dan dosen pembimbing, serta dosen-dosen ahli validasi media dan juga ahli materi yang telah memberikan dukungan dan bimbingan selama proses penelitian sampai pembuatan produk *booklet* Candi Jabung ini. Semarang, 18 Januari 2024 Adinda Meyta Dwi .A NIM (5101420087) Candi Jabung 1

Table 2. Booklet Revisions

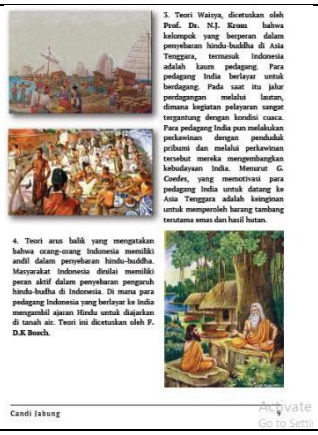
Criticism/Suggestions/Input from Media Experts	Booklet Design Before Revision	Booklet Design After Revision
The booklet contains images that serve as illustrations to complement the information presented. However, the attached images or photos do not contain clear information about them, such as sources, names, and other information.		

Table 3. Media Expert Assessment Results

Assessment Aspect	Score/Percentage
Graphic Effectiveness Aspect	85.18%

b. Material Expert Validation

The material expert assessed content quality, material accuracy, and presentation.

First Stage Feedback:

a. Historical facts and events must be accompanied by sources to ensure accuracy.
b. Citations for articles, books, and images must be included.
c. More material should be sourced from books.

Revisions Made (First Stage):

a. Sources were added to all presented material to strengthen content and avoid factual errors.
b. Citations for articles, books, and illustrations were included. Image information was added.
c. Content from book sources, such as "Sejarah Nasional Indonesia Jilid 2," was added.

Table 4. Booklet Improvements

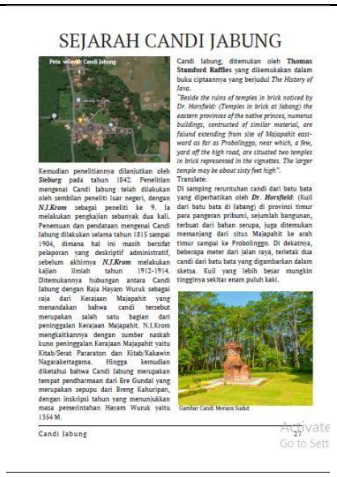
Criticism/Suggestions/Input from Content Experts	Booklet Design Before Revision	Booklet Design After Revision
Material containing history and events in the booklet must be accompanied by sources and accuracy regarding the facts of what has been written.		

Table 5. Booklet Revisions

Criticism/Suggestions/Input from Content Experts	Booklet Design Before Revision	Booklet Design After Revision
Include the source of the article or book, and also the source of the illustration image included.		

Table 6. Booklet Revisions

Criticism/Suggestions/Input from Content Experts	Booklet Design Before Revision	Booklet Design After Revision
Increase the source material from books.		

Table 7. Material Expert Assessment Results

Assessment Aspect	Score/Percentage
Aspect (Content Feasibility, Presentation Feasibility, Language)	83.8%

c. Practitioner Validation

The practitioner, history teacher Zahrotul Firdaus, S.Pd., assessed the product's practicality and relevance.

Table 8. Practitioner Assessment Results

Assessment Aspect	Score/Percentage
Material Feasibility Aspect	97.9%
Media Feasibility Aspect	98.2%

Product Trial

Following successful expert validation, the booklet was trialed with the 36 students of class XE at SMAN 2 Probolinggo over two meetings in one week, preceded by a one-day introductory session. The first meeting introduced and distributed the product. The second meeting involved student assessment via a response questionnaire.

1. Student Response Results to the Booklet

Student responses were gathered via a questionnaire covering media design and material aspects.

Table 9. Overall Student Response Calculation

Total Score	Percentage	Description
1,257	87.29% (3,142.5% / 36)	Very Positive/Attractive

The results indicate a high level of acceptance and perceived attractiveness of the developed Jabung Temple booklet among the student participants.

Discussion

The findings from the development of the Jabung Temple booklet confirm (Grimshaw & Mates (2022), Kouseri (2019), and Üztemur & Dere (2023) research on the urgent need for local history teaching materials in senior high schools, which are often neglected within the dense national curriculum. The limitations of time and learning resources identified in the needs analysis align with the issues raised by Saikkonen & Kaarakainen (2021) and Walldén (2020) where history teachers frequently face constraints in developing contextual materials. The positive student response (87.29%) to this printed booklet strengthens the argument by Kusuma et al., (2021), Wlekły & Piwowarski (2022), and Zhang & Fiorella (2021) that physical media in booklet form can be an effective solution for increasing learning interest, particularly among students less engaged with digital materials or monotonous textbook texts.

The booklet design, which integrates narrative text, visuals, and written sources, demonstrates a multimodal approach to history learning. This aligns with Zhang and Fiorella, 2021 principles for developing teaching materials, which emphasize diverse presentation methods to accommodate different learning styles. The high graphic design feasibility score (85.18%) from expert validation supports Wlekły & Piwowarski (2022) and Zhang & Fiorella (2021) view that well-designed booklets can serve as effective, self-contained alternative learning resources. Furthermore, the selection of Jabung Temple as the study object represents an application of the "history from below" concept proposed by Kartodirdjo (1992), shifting the focus from grand narratives of central kingdoms to local heritage significant to the surrounding community (Grimshaw & Mates, 2022; Takano, 2022; Üztemur & Dere, 2023).

The systematic development process using the ADDIE model, as outlined by Branch (2009) proved crucial in ensuring product feasibility. The in-depth Analysis phase, combining teacher interviews and student questionnaires, provided the contextual foundation often lacking in generic teaching material development. The staged validation by material and media experts, a core principle in Sugiyono's (2013) R&D model, not only resulted in high feasibility scores (83.8% and 85.18%) but also involved an iterative revision process that improved factual accuracy and presentation quality (Branch, 2009; Dick et al., 2015). This process reflects the recommendation by Branch (2009) on the importance of formative evaluation in educational media development.

The exceptionally high feasibility rating from the practitioner/expert teacher (97.9% for content and 98.2% for media) indicates the product's strong alignment with real classroom needs. This reinforces the findings of Grimshaw & Mates (2022), Kouseri (2019), and Üztemur & Dere (2023) that teaching materials based on local sites like temples have significant potential for development due to their direct relevance to the students' environment. This booklet successfully bridges the gap identified by Grimshaw & Mates, (2022) and Üztemur & Dere, (2023) — the absence of teaching materials that accommodate the history surrounding learners. Thus, the product is not only technically feasible but also pedagogically contextual, fulfilling the call by (Priestley et al., 2015) for teacher creativity within the Merdeka Curriculum.

From a history education perspective, this booklet contributes to the decolonization of knowledge by elevating often-marginalized local narratives, as argued by andGrimshaw & Mates (2022) Üztemur & Dere, 2023). The material on Jabung Temple, integrated with the national history of Majapahit, helps students construct a more complex

understanding of causality and synchronicity, aligning with the historical thinking skills targeted by (Seixas et al., 2013; Wineburg, 2001). The use of visual and textual sources within the booklet also trains students to critique and reconstruct events, which is the essence of historical methodology according to Kartodirdjo (1992) Seixas et al., (2013) and Wineburg, 2001).

The implications of this study support the place-based education movement in history learning. As demonstrated by Yusuf et al. (2019) in developing a booklet on the Lasem War, locally-based teaching materials are effective in instilling values of nationalism and historical awareness (Grimshaw & Mates, 2022; Takano, 2022; Üztemur & Dere, 2023). The Jabung Temple booklet has the potential to serve as an adaptable model for other local historical sites, addressing the challenges highlighted by Grimshaw & Mates, (2022) and Kouseri (2019). The success of this limited trial opens opportunities for further research in the form of experimental effectiveness testing to more empirically measure its impact on students' material comprehension and historical consciousness, as suggested by the R&D methodology of Branch (2009)

Conclusion

This study successfully developed, validated, and assessed the feasibility of a printed booklet on Jabung Temple as a contextual teaching material for Hindu-Buddhist history in senior high school. Utilizing the structured ADDIE model, the development process was grounded in a thorough analysis of teacher and student needs at SMAN 2 Probolinggo. The booklet achieved high feasibility scores from media experts (85.18%), material experts (83.8%), and a practitioner (98.05%), and was met with positive reception from students (87.29%). These results collectively affirm that the booklet is a highly viable, engaging, and relevant learning resource. It effectively demonstrates how a locally-significant historical site can be operationalized to create concrete teaching materials that bridge the gap between national curriculum content and regional heritage.

The findings carry significant implications for pedagogical practice and curriculum development. For educators, this study provides a practical model for leveraging local historical assets to create engaging, place-based learning resources that align with the mandates of the Merdeka Curriculum for teacher creativity. It empowers teachers to act as curriculum developers who can make history more tangible and relevant for their students. For curriculum policymakers and educational institutions, this research underscores the critical importance of supporting the development and integration of localized teaching materials. Such resources can foster a deeper sense of historical consciousness, cultural identity, and spatial belonging among students, moving beyond a centralized historical narrative. Furthermore, it contributes to academic discourse by showcasing the effective application of the ADDIE model in educational resource development within a post-colonial context, highlighting the value of design-based research in addressing specific classroom challenges.

This study is not without limitations. First, the research was conducted at a single school with a relatively small sample size (one class of 36 students), which limits the generalizability of the findings. Second, the testing period was short-term; the long-term impact of the booklet on knowledge retention, historical thinking skills, or sustained interest in local history was not measured. Third, the feasibility assessment primarily focused on

perception-based data (validation scores and questionnaires), lacking empirical data on learning outcome improvements compared to conventional methods.

Future research should address these limitations by conducting broader trials across multiple schools with diverse demographics to enhance external validity. A longitudinal or quasi-experimental design is recommended to rigorously test the booklet's effectiveness in improving specific learning outcomes. Additionally, further development could explore complementary digital formats (e.g., augmented reality integration) to create a hybrid learning experience. Finally, similar R&D projects should be encouraged to develop booklets or modules for other underrepresented local historical sites, building a repository of contextual resources that enrich the national history education landscape.

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