

Development of Islamic Aboge-Based Local History E-Module in the Merdeka Curriculum at MAN Purbalingga

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Abstract: The integration of local history into history learning is essential for strengthening students' historical awareness and cultural identity. However, the availability of digital teaching materials that incorporate local wisdom within the Merdeka Curriculum remains limited. This study aimed to develop an Islamic Aboge-based e-module as a local history learning resource for tenth-grade students at MAN Purbalingga. The study employed a Research and Development (R&D) approach using the ADDIE model, consisting of analysis, design, development, implementation, and evaluation. Data were collected through observation, interviews, questionnaires, and documentation involving subject matter experts, media experts, history teachers, and students. The feasibility of the developed e-module was analyzed using descriptive qualitative and quantitative techniques. The findings indicate that the developed e-module achieved a very high level of feasibility. Material expert validation obtained an average score of 4.72 (94%), media expert validation obtained 4.64 (92.8%), and teacher validation obtained 4.60 (92%). Small-group and large-group trials also demonstrated positive student responses, with feasibility percentages of 88% and 87%, respectively. These findings suggest that the developed e-module is suitable for supporting contextual local history learning and can be utilized as an alternative digital teaching material in the implementation of the Merdeka Curriculum.

Keywords: interactive e-module; Islamic Aboge; local history; merdeka curriculum

Abstrak: Integrasi sejarah lokal dalam pembelajaran sejarah memiliki peran penting dalam memperkuat kesadaran sejarah dan identitas budaya peserta didik. Namun, ketersediaan bahan ajar digital yang mengintegrasikan kearifan lokal dalam implementasi Kurikulum Merdeka masih terbatas. Penelitian ini bertujuan mengembangkan e-modul berbasis Islam Aboge sebagai bahan ajar sejarah lokal bagi peserta didik kelas X MAN Purbalingga. Penelitian menggunakan metode *Research and Development* (R&D) dengan model ADDIE yang meliputi tahap analisis, desain, pengembangan, implementasi, dan evaluasi. Data dikumpulkan melalui observasi, wawancara, angket, dan dokumentasi yang melibatkan ahli materi, ahli media, guru sejarah, serta peserta didik. Kelayakan produk dianalisis menggunakan teknik deskriptif kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa e-modul yang dikembangkan memperoleh kategori sangat layak. Validasi ahli materi memperoleh nilai rata-rata 4,72 (94%), ahli media 4,64 (92,8%), dan guru 4,60 (92%). Uji coba kelompok kecil dan kelompok besar juga menunjukkan respons positif peserta didik dengan tingkat kelayakan masing-masing sebesar 88% dan 87%. Temuan ini menunjukkan bahwa e-modul berbasis Islam Aboge layak digunakan sebagai alternatif bahan ajar digital untuk mendukung pembelajaran sejarah lokal yang kontekstual dalam implementasi Kurikulum Merdeka.

Kata Kunci: e-modul interaktif; Islam Aboge; kurikulum merdeka; sejarah lokal



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Introduction

History education plays a strategic role in fostering students' historical awareness, national identity, and cultural understanding through meaningful learning experiences. In the implementation of the Merdeka Curriculum, history learning is expected to be contextual by utilizing students' social and cultural environments as learning resources. Such an approach enables students to connect historical knowledge with real-life experiences while preserving local cultural values. Therefore, local history has become an important component in supporting contextual learning because it reflects the historical experiences and cultural identity of a community (Kemendikbudristek, 2022; Mulyasa, 2023). However, history learning in many schools remains predominantly oriented toward national narratives presented in textbooks, resulting in limited opportunities for students to explore the historical heritage of their own regions. Consequently, students often demonstrate limited historical awareness of local culture despite living within communities rich in historical traditions (Zuhdi, 2019; Putri et al., 2023).

One of the local traditions that possesses significant potential as a source of history learning is Islam *Aboge* (*Alip Rebo Wage*). Islam Aboge is a religious and cultural tradition that developed through the interaction between Islamic teachings and Javanese local wisdom, particularly in Banyumas and its surrounding regions (Dinas Kebudayaan dan Pariwisata Kabupaten Banyumas, 2009). Besides functioning as a religious system, Islam Aboge preserves local cultural values through traditional calendar calculations, religious ceremonies, and communal traditions such as *Muludan*, *Jaro Jab*, and *Kesambat*. These traditions embody values of mutual cooperation, tolerance, harmony, and social solidarity that continue to be maintained by local communities (Sodli, 2016; Mochammad, 2017; Mutia & Gnanjar). Therefore, Islam *Aboge* represents an important local historical resource that can support contextual history learning while strengthening students' understanding of cultural identity and local wisdom (Mutia & Ginanjar, 2022; Mutia & Ginanjar, 2022).

Previous studies have emphasized the importance of integrating local wisdom into history education to improve students' historical awareness and character development. Local culture-based learning has been shown to increase students' engagement, strengthen cultural identity, and create more meaningful learning (Putri et al., 2023; Yanto et al., 2024; Sardiman, 2017). In addition, the implementation of the Merdeka Curriculum encourages teachers to develop innovative learning resources that accommodate students' characteristics and local contexts (Kemendikbudristek, 2022; Murdi, 2017). Studies concerning Islam Aboge have mainly focused on its religious practices, social harmony, communication patterns, and cultural preservation within local communities (Amin, 2017; Benyamin & Koswara, 2017; Mutia & Ginanjar, 2022). Although these studies provide valuable insights into the existence of Islam Aboge, they have not specifically translated these cultural values into digital instructional materials for history education.

This condition indicates a gap between the educational potential of Islam Aboge as a source of local history learning and its practical implementation in schools. Preliminary observations conducted at MAN Purbalingga revealed that history teachers experienced difficulties in obtaining contextual teaching materials that integrate local historical content into classroom instruction. Existing teaching materials remain dominated by national historical narratives, while local historical resources particularly those related to Islam *Aboge* have not been systematically incorporated into history learning (Wijayanti, 2017). Consequently, students possess limited knowledge of the historical traditions and cultural heritage existing

within their own communities. To address this issue, this study develops an Islamic *Aboge*-based local history e-module designed within the framework of the Merdeka Curriculum. The developed e-module integrates local historical content with interactive digital learning features to provide contextual learning experiences that encourage independent learning while strengthening historical awareness, cultural identity, and character values. Unlike previous studies that primarily examined Islam *Aboge* from historical, sociological, or religious perspectives, this study transforms the values and historical traditions of Islam *Aboge* into a digital learning resource that can be directly implemented in history classrooms.

Accordingly, this study aims to develop and evaluate the feasibility of an Islamic *Aboge*-based local history e-module for tenth-grade students at MAN Purbalingga using the ADDIE development model. The findings are expected to contribute to the development of contextual history learning resources, provide practical guidance for history teachers in integrating local wisdom into classroom instruction, and support the implementation of the Merdeka Curriculum through innovative digital teaching materials.

Research Methods

This study employed the Research and Development (R&D) method using the ADDIE development model, which consists of five stages: analysis, design, development, implementation, and evaluation. The R&D approach was selected because it is intended to develop and validate an educational product systematically before its implementation in the learning process (Sukmadinata, 2013; Sugiyono, 2011). The ADDIE model was adopted because it provides a structured and iterative framework for designing instructional materials, enabling continuous revision based on expert validation and user feedback throughout the development process. The research was conducted at MAN Purbalingga, involving material experts, media experts, history teachers, and tenth-grade students as the research subjects.

Data were collected through observations, interviews, questionnaires, and documentation. The developed e-module was evaluated through expert validation and product trials involving teachers and students. Qualitative data obtained from observations, interviews, and expert suggestions were analyzed descriptively to improve the product, while quantitative data from validation questionnaires and user responses were analyzed using descriptive statistics to determine the feasibility level of the developed e-module.

Research Result

Development of the Islamic Aboge-Based Local History E-Module

The development stage involved creating the interactive e-module using Canva Pro and publishing it through Heyzine Flipbooks, enabling students to access learning materials via smartphones or computers in support of flexible learning under the Merdeka Curriculum. The e-module was developed using the ADDIE model, consisting of analysis, design, development, implementation, and evaluation. This model provides a systematic framework for instructional product development and allows continuous revision based on expert validation and user feedback (Rijali, 2018; Rahmawati et al., 2023; Kemendikbudristek, 2022). The resulting e-module was designed to support contextual local history learning while facilitating the implementation of the Merdeka Curriculum at MAN Purbalingga.

Preliminary analysis revealed several challenges in history learning. Classroom observations and interviews with history teachers indicated that instructional activities remained highly dependent on textbooks emphasizing national historical narratives (Ma'rufah et al., 2020). Consequently, local historical content, particularly the history and cultural traditions of Islam *Aboge* in Onje Village, had not yet been optimally integrated into classroom

instruction. Although students lived within a community possessing abundant historical and cultural heritage, most of them demonstrated limited understanding of local historical traditions and their educational values. Similar findings have been reported by Zuhdi (2019), who emphasized that local history should become an integral component of history education to strengthen students' historical awareness and cultural identity.

Needs analysis further indicated that teachers experienced difficulties in obtaining contextual teaching materials suitable for implementing the Merdeka Curriculum. Existing instructional resources mainly consisted of printed textbooks and presentation slides, which provided limited opportunities for interactive and independent learning. As a result, classroom activities tended to be teacher-centered and did not fully encourage students to explore historical issues within their own social environment. This finding supports previous studies suggesting that contextual learning based on local wisdom enhances students' engagement while promoting meaningful learning experiences (Pramono et al., 2017; Putri et al., 2023; Yanto et al., 2024). Based on the findings of the preliminary analysis, the instructional design of the e-module was developed according to the learning outcomes for Grade X history subjects in the Merdeka Curriculum. Learning materials focused on the historical development of Islam *Aboge* in Onje Village, the *Aboge* calendar system, cultural traditions, local wisdom values, and their relevance to contemporary society. The module also incorporated learning objectives, historical narratives, illustrations, formative assessments, evaluation activities, videos, hyperlinks, and interactive learning features to facilitate independent learning. Integrating local wisdom into digital learning materials has been recognized as an effective strategy for preserving cultural heritage while strengthening students' historical understanding (Sodli, 2016; Syahputra, 2020; Mutia & Ginanjar, 2022).

During the development stage, the interactive e-module was designed using Canva Pro and subsequently published through the Heyzine Flipbooks platform. The completed product was accessible through smartphones, tablets, and computers, allowing students to study both inside and outside the classroom. The e-module integrated historical materials, illustrations, videos, formative exercises, and evaluation activities within a single digital platform to support independent and contextual learning. Overall, the developed product was expected to facilitate students' understanding of local history while strengthening their awareness of the cultural values embedded in the Islam *Aboge* tradition (Mu'arifah et al., 2026).

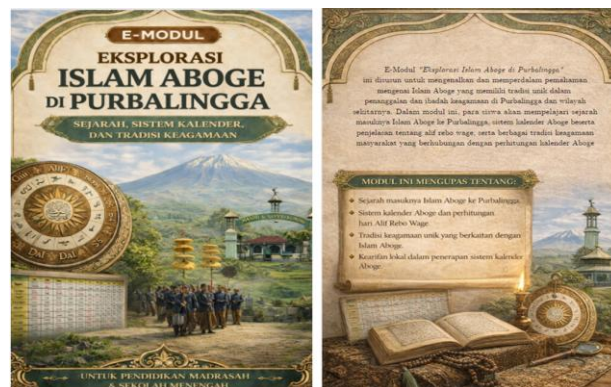


Figure 1. Cover of the Islamic Aboge-based local history e-module
Source: Research Documentation, 2026

Expert Validation Results

The completed e-module was subsequently evaluated through an expert validation process to determine its feasibility, quality, and suitability before being implemented in classroom learning. This validation stage was conducted to ensure that the developed product met the required educational standards and effectively supported the learning objectives. The validation process involved subject matter experts, media experts, and history teachers, each of whom evaluated the e-module from different professional perspectives. Subject matter experts focused on the accuracy, relevance, completeness, and consistency of the historical content with the curriculum. Media experts assessed the quality of the instructional design, user interface, navigation, visual appearance, readability, and technical functionality of the e-module. Meanwhile, history teachers evaluated the practicality of the product, its alignment with classroom learning activities, and its potential to enhance students' engagement and understanding during the learning process.

Each validator assessed the e-module using a structured validation instrument consisting of several indicators, including content quality, instructional design, language clarity, presentation, visual appearance, technical performance, and overall usability. In addition to providing quantitative scores, the validators also offered qualitative comments, suggestions, and recommendations for improvement. These inputs were carefully analyzed and used as the basis for revising and refining the e-module. The revision process aimed to address any identified weaknesses, improve the overall quality of the product, and ensure that the e-module was both pedagogically effective and technically reliable before proceeding to the product trial stage with students. This validation procedure is consistent with the Research and Development (R&D) model proposed by Sugiyono (2011), which emphasizes expert validation as an essential step in producing educational products that are valid, practical, and appropriate for implementation in real learning environments.

Subject Matter Expert Validation

Subject matter expert validation focused on the appropriateness of the learning objectives, historical content, contextual relevance, language, and evaluation components incorporated into the developed e-module. This validation aimed to ensure that the learning materials accurately represented the history of Islam *Aboge* while remaining aligned with the learning outcomes of the Merdeka Curriculum.

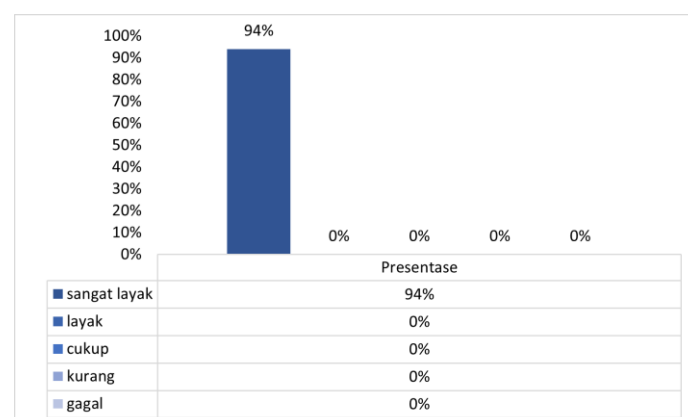


Figure 2. Results of Subject Matter Expert Validation
Source: Research Data, 2026

An average score of 4.72 with a feasibility percentage of 94% indicates that the developed e-module is categorized as highly feasible for use in history learning. The validation results show that the content presented in the e-module is relevant to the learning objectives and has been systematically organized according to the competency standards of the Merdeka Curriculum. The historical materials related to Islam *Aboge* have also been presented accurately and consistently, allowing students to understand local historical events within a broader historical context. The organization of learning objectives, learning materials, activities, and assessment components demonstrates coherence and supports the implementation of contextual history learning. The integration of Islam *Aboge* as local historical content represents one of the strengths of the developed e-module. Local history provides students with learning experiences that are closely related to their social and cultural environment, making historical concepts easier to understand. The use of local historical resources also contributes to the development of historical awareness by encouraging students to recognize the values, traditions, and cultural heritage that exist within their communities. This finding is in line with the contextual learning approach, which emphasizes the relationship between learning materials and students' real-life experiences (Syahputra et al., 2020; Zuhdi, 2019; Asmara, 2019).

The validators also assessed the instructional design, language, presentation, and visual aspects of the e-module positively. The learning materials were considered to be presented in a logical sequence, supported by appropriate illustrations, interactive activities, and evaluation instruments. These components facilitate students in following the learning process independently while maintaining consistency with the expected learning outcomes. In addition, the use of digital features in the e-module supports more flexible learning activities and provides opportunities for students to access learning materials both inside and outside the classroom.

Although the overall assessment indicated a high level of feasibility, several suggestions were provided by the subject matter expert. The recommendations mainly focused on improving the consistency of academic writing, refining several explanations of historical events, and adding supporting references to strengthen the accuracy of the learning materials. Minor revisions were also made to improve the presentation of several illustrations and the organization of supporting information. All recommendations were incorporated into the revision process before the product proceeded to the next stage of validation and field testing.

The results of this study are consistent with previous research indicating that teaching materials based on local history can support more meaningful history learning because they relate historical concepts to students' cultural environment. The integration of local wisdom into learning resources has also been reported to improve students' historical awareness, appreciation of local culture, and learning motivation (Syahputra, 2020; Ma'rufah et al., 2020; Sajadi, 2017). Therefore, the validation results indicate that the developed e-module is appropriate for use as a supporting learning resource in history education while promoting the preservation and understanding of local historical values.

Media Expert Validation

Media expert validation was conducted to evaluate the quality of the developed e-module as a digital learning medium before it was implemented in the learning process. This stage aimed to determine whether the product fulfilled the requirements of an effective and user-friendly digital learning resource that could support history learning in accordance with the implementation of the Merdeka Curriculum. The evaluation focused on several aspects, including visual appearance, typography, interface design, navigation system, multimedia integration, readability, consistency of layout, and technical functionality. Each aspect was

assessed to ensure that the e-module was not only visually attractive but also easy to use and capable of facilitating independent and interactive learning.

The visual appearance was evaluated based on the consistency of colors, images, icons, and overall layout to create an engaging learning environment without reducing the readability of the learning materials. Typography was assessed in terms of font selection, font size, spacing, and text organization to ensure that the content could be read comfortably by students. In addition, the interface design and navigation system were examined to determine whether users could access menus, learning materials, multimedia components, and evaluation features efficiently. The integration of multimedia elements, such as images, videos, hyperlinks, and interactive features, was also assessed to determine their relevance and contribution to supporting students' understanding of historical concepts. Furthermore, technical functionality was evaluated to ensure that all features operated properly without significant technical errors and that the e-module could be accessed smoothly on the intended digital platform (Yulindra & Fernandes, 2023; Yanto, et al., 2024).

The results of this validation provided important information regarding the strengths and limitations of the developed e-module as a learning medium. Suggestions and recommendations from the media expert were used as the basis for revising several aspects of the product, particularly those related to interface consistency, visual presentation, and technical performance. These revisions were intended to improve the overall quality of the e-module so that it could provide a more effective, accessible, and engaging learning experience for students during the implementation of history learning activities.

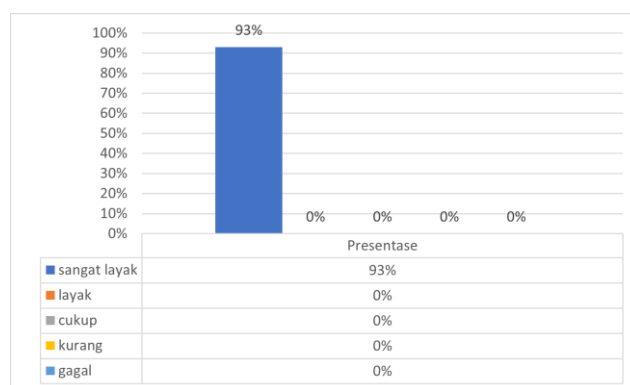


Figure 3. Results of Media Expert Validation

Source: Research Data, 2026

An average score of 4.64, equivalent to 92.8%, indicates that the developed e-module is categorized as highly feasible. Evaluation of the media aspects confirmed that the interface design, visual presentation, readability, navigation, and multimedia features were appropriate for supporting history learning through digital media. The arrangement of the visual elements was considered capable of presenting historical materials in a more attractive and systematic manner, allowing students to access information more easily. In addition, the digital format of the e-module provides flexibility for students to study independently through various electronic devices, both during classroom instruction and outside the learning environment.

Several recommendations from the media expert mainly addressed improvements to layout consistency, image quality, interface appearance, and the placement of several visual elements to enhance readability and user experience. These suggestions were accommodated during the revision process to improve the overall quality of the product before it proceeded to

teacher validation. The validation results indicate that the developed e-module not only fulfills the technical requirements of digital learning media but also supports the implementation of contextual history learning through a more interactive and engaging presentation. Similar findings have been reported in previous studies, which emphasize that interactive digital teaching materials contribute to more effective independent learning, increase students' learning motivation, and support the implementation of the Merdeka Curriculum (Kemendikbudristek, 2022; Mu'arifah, 2026).

Results of Teacher Validation

History teacher validation was conducted to determine the suitability of the developed e-module for classroom implementation. The evaluation examined whether the e-module could effectively support history learning in accordance with the principles of the Merdeka Curriculum. Assessment focused on learning objectives, instructional presentation, language, learning activities, practicality, and the suitability of the learning materials for classroom use. In addition to assessing the product's feasibility, the teacher also provided suggestions for improving its implementation so that the e-module could better accommodate students' learning needs.

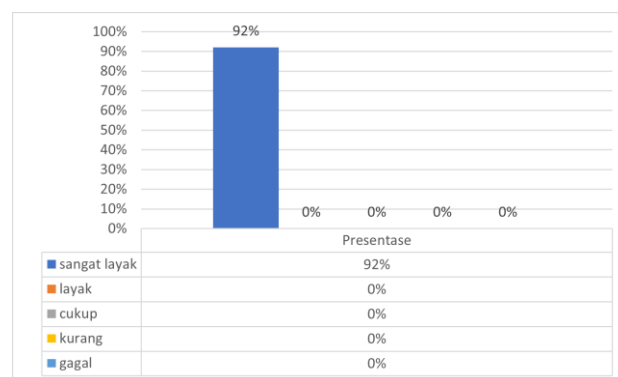


Figure 4. Results of Teacher Validation

Source: Research Data, 2026

An average score of 4.60, equivalent to 92%, places the developed e-module in the highly feasible category for classroom implementation. The validation results indicate that the learning materials, instructional activities, and the integration of Islam *Aboge* are appropriate for supporting contextual history learning while strengthening students' understanding of local historical and cultural values. The organization of the learning materials, learning activities, and assessment components was also considered to be aligned with the learning objectives of the Merdeka Curriculum. In addition, the teacher assessed that the e-module could facilitate student-centered learning by providing contextual historical materials supported by interactive digital features that encourage students to learn more independently.

Several suggestions focused on improving the clarity of learning instructions, refining the sequence of classroom activities, and enhancing the consistency of several presentation components to make the learning process more systematic and easier for students to follow. These recommendations were incorporated into the final revision before the product was implemented in student trials. The validation results suggest that the developed e-module is not only appropriate for classroom use but also has the potential to support the implementation of contextual history learning by integrating local historical resources into digital learning

materials. These findings are consistent with previous studies showing that local wisdom-based teaching materials strengthen students' historical awareness and support the implementation of the Merdeka Curriculum by connecting learning materials with students' cultural environment (Putri et al., 2023; Yanto et al., 2024).

Recapitulation of Expert Validation Results

Validation conducted by the subject matter expert, media expert, and history teacher provides a comprehensive overview of the feasibility of the developed e-module before it was implemented in classroom learning. Each validator assessed different aspects of the product according to their area of expertise, allowing the strengths and weaknesses of the e-module to be identified systematically. Suggestions obtained during the validation process were accommodated through several revisions to improve both the quality of the learning materials and the presentation of the digital media.

Table 1. Recapitulation of Expert Validation Results

Validation	Total Value	Average Score	Percentage	Category
Subject Validation	118	4.72	94%	Highly Feasible
Media Validation	116	4.64	92.8%	Highly Feasible
Teacher Validation	51	4.60	92%	Highly Feasible
Overall Average	286	4.65	92%	Highly Feasible

Source: Research Data, 2026

Validation results from the three validators consistently placed the developed e-module in the highly feasible category. The highest score was obtained from the subject matter expert (94%), followed by the media expert (92.8%) and the history teacher (92%). Overall, the product achieved an average score of 4.65 with a feasibility percentage of 92%, indicating that the e-module is appropriate for implementation in history learning after accommodating several minor revisions suggested during the validation process. The consistency of the validation results demonstrates that the developed e-module has fulfilled the essential criteria for educational products, including the quality of learning materials, instructional design, visual presentation, technical functionality, and practicality for classroom use. The revisions carried out during the validation stage primarily focused on improving the consistency of the learning materials, interface design, navigation, and learning activities without altering the main instructional objectives. These findings indicate that the developed e-module is capable of supporting contextual history learning by integrating local historical content with interactive digital features, while also reflecting the systematic product development process recommended in the Research and Development (R&D) model (Sukmadinata, 2013; Pusat Kurikulum dan Perbukuan, 2022; Sardiman, 2017).

Product Trial Results

1. Small-Group Trial

After the revisions suggested during the expert validation stage had been incorporated, the developed e-module was implemented in a small-group trial involving 15 Grade X students at MAN Purbalingga. The trial aimed to evaluate the practicality of the e-module and to obtain students' responses regarding the learning content, visual presentation, language, ease of use, navigation, and overall learning experience before proceeding to a broader implementation stage. Prior to the learning activities, students received a brief explanation of the objectives of the trial, the features available in the e-module, and the navigation system to ensure that they

could access all learning components independently. During the implementation, students explored the historical materials, interactive multimedia features, learning activities, formative assessments, and evaluation components contained in the e-module. At the end of the learning session, students completed a response questionnaire designed to measure their perceptions of the quality, practicality, and usability of the developed e-module as a digital learning resource for contextual history learning. The results of this trial served as the basis for identifying aspects that still required improvement before the product was implemented in the large-group trial.

Table 2. Results of the Small-Group Trial

NO	School	Number of Student	Total Score	Average Score	Percentage	Category
1	MAN Purbalingga	15	986	4.38	88%	Highly Feasible

Source: Research Data, 2026

A small-group trial involving 15 Grade X students at MAN Purbalingga was conducted to evaluate the practicality of the developed e-module before wider implementation. Students used the e-module during the learning process and completed a response questionnaire covering the content, presentation, language, ease of use, visual appearance, and overall usefulness of the learning materials.

An average score of 4.38, equivalent to 88%, indicates that the developed e-module is categorized as highly feasible. Students responded positively to the organization of the learning materials, multimedia features, and visual presentation, indicating that the e-module was easy to use and supported independent learning. The integration of Islam *Aboge* into the learning materials also encouraged students to better understand local historical and cultural values through a contextual learning approach. Several suggestions focused on improving navigation and visual consistency, and these revisions were incorporated before the product proceeded to the large-group trial. These findings are consistent with previous studies reporting that interactive digital teaching materials enhance students' motivation, engagement, and independent learning (Rahmawati et al., 2021; Putri et al., 2023).

2. Large-Group Trial

A large-group trial involving 30 Grade X students at MAN Purbalingga was conducted to evaluate the practicality of the developed e-module in a broader classroom setting after the revision process had been completed. This stage aimed to identify students' responses to the learning materials and to examine whether the e-module could effectively support history learning through a contextual and digital learning approach. Before the learning activities began, students were introduced to the objectives of the trial, the structure of the e-module, and its interactive features to ensure that they could use the learning media effectively. During the learning process, students explored the historical content, multimedia features, learning exercises, formative assessments, and evaluation components contained in the e-module while completing the assigned learning activities independently. The implementation also provided opportunities for students to interact with various digital learning features designed to facilitate understanding of the historical development and cultural values of Islam *Aboge*. At the end of the lesson, students completed a response questionnaire assessing the content, presentation, language, ease of use, visual appearance, navigation, and overall usefulness of the e-module as a digital learning resource. The data obtained from this large-group trial were used to evaluate the practicality of the developed product and to determine its readiness for broader implementation in history learning.

Table 3. Results of the Large-Group Trial

NO	School	Number of Student	Total Score	Average Score	Percentage	Category
1	MAN Purbalingga	30	1963	4.50	87%	Highly Feasible

Source: Research Data, 2026

An average score of 4.50, equivalent to 87%, places the developed e-module in the highly feasible category. Students responded positively to the organization of the learning materials, multimedia features, visual presentation, and ease of use, indicating that the e-module was able to support history learning effectively. The digital format also enabled students to access historical content more independently while encouraging active participation throughout the learning process. In addition, the integration of Islam *Aboge* into the learning materials helped students understand local history through a contextual learning approach that is closely related to their socio-cultural environment. Positive responses obtained during the large-group trial indicate that the developed e-module is appropriate for broader classroom implementation as a digital teaching material for history learning. These results are consistent with previous studies reporting that interactive digital teaching materials enhance students' learning motivation, engagement, and historical understanding while supporting the implementation of the Merdeka Curriculum (Mu'arifah, 2026; Putri et al., 2023; Yanto et al., 2024).

Minor suggestions obtained during the large-group trial primarily concerned improvements to several visual elements and the organization of learning activities. These recommendations were accommodated in the final revision to optimize the quality and usability of the product. The positive responses obtained during both the small-group and large-group trials indicate that the developed e-module has good practicality and can effectively support the implementation of history learning based on local wisdom. Similar findings have been reported in previous studies showing that digital teaching materials integrating local culture improve students' engagement, learning motivation, and historical understanding.

The results of the expert validation and product trials indicate that the developed e-module fulfills the requirements for classroom implementation. Revisions made throughout the development process primarily focused on improving the consistency of the learning materials, visual presentation, navigation, typography, and the organization of learning activities. These improvements were intended to enhance the quality of the e-module without changing its historical content or learning objectives. As a result, the final product provides a more systematic, accessible, and user-friendly learning experience for both teachers and students.

The developed e-module integrates local historical content with interactive digital learning features that support the implementation of the Merdeka Curriculum. Historical narratives, images, videos, learning activities, formative assessments, and hyperlinks are combined to encourage independent and contextual learning. This integration enables students not only to understand the historical development of Islam *Aboge* but also to appreciate the local cultural values embedded in the surrounding community. The use of digital media further provides greater flexibility for students to access learning materials anytime and anywhere.

The consistently high validation scores obtained from experts, teachers, and students demonstrate that the developed e-module has both academic quality and practical value for history learning. These findings indicate that integrating local history into digital teaching materials can create more meaningful learning experiences by connecting historical concepts with students' socio-cultural environment. Similar findings have been reported in previous

studies, which emphasize that digital teaching materials based on local wisdom strengthen historical awareness, learning motivation, and students' engagement in history learning.

Integration of Islam *Aboge* into the developed e-module represents the main contribution of this study to history learning within the Merdeka Curriculum. Unlike many existing digital teaching materials that primarily present national historical themes, the developed e-module introduces local historical content that reflects the cultural diversity of Indonesian society. This approach enables students to develop historical understanding through learning experiences closely connected to their own socio-cultural environment while strengthening their appreciation of local identity and cultural heritage. Consequently, the developed e-module functions not only as a digital learning resource but also as a medium for preserving and introducing local history in a more meaningful and contextual way.

Conclusion

This study successfully developed an Islam *Aboge*-based local history e-module for Grade X history learning using the ADDIE development model. The development process resulted in a digital learning resource that integrates local historical content with interactive multimedia features to support the implementation of the Merdeka Curriculum. Expert validation and product trials indicate that the developed e-module is highly feasible for classroom use and effectively supports contextual and student-centered history learning. The integration of Islam *Aboge* enables students to understand local history through learning experiences that are closely connected to their socio-cultural environment while strengthening their appreciation of local identity and cultural heritage. These findings demonstrate that local wisdom can be effectively integrated into digital teaching materials to enhance the quality of history learning. Future studies are recommended to implement the e-module in different schools and educational contexts, evaluate its long-term impact on students' historical understanding and historical awareness, and explore the integration of other local historical resources into digital learning media.

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