



Transforming History Teaching: Using Adobe Photoshop E-Posters to Teach the Battle of November 10, 1945

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ABSTRACT

Purpose of the study: This research focuses on designing an e-poster using adobe photoshop to teach the battle of 10 november 1945 to class 11 social science 2 and 11 social science 3 high school State 1 Jambi City. It aims to assess students' learning interests using e-poster media and identify differences in these interests.

Methodology: This research uses a Research and Development (R&D) approach with the ADDIE model. The research subjects were class 11 students. The data collection instruments for this research are open interviews and validation questionnaires as well as student learning interest questionnaires. Data analysis uses parametric statistics for quantitative data and qualitative data using the Miles and Huberman models.

Main Findings: The main results of this research show that e-poster media based on adobe photoshop is effective in increasing students' interest in learning. The average interest in learning in the experimental class is higher compared to the control class. The t test confirmed a significant difference with a p-value of 0.011. Validation by material and media experts shows that the e-poster is very good and suitable for use. Small and large group trials received very positive responses from students, indicating the success of this learning media in increasing students' interest and motivation to learn.

Novelty/Originality of this study: The novelty of this research is the development and use of adobe photoshop-based e-poster media for history learning, which has proven effective in increasing students' interest in learning.

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1. INTRODUCTION

History learning in schools is often considered boring by some students because teaching methods are less varied and do not involve active student participation [1-3]. This results in students' low interest and motivation in studying history, which actually has an important role in shaping their character and understanding of national identity [4], [5]. The topic of the Battle of 10 November 1945 is one of the historical topics that is very important for students in grades 11 3 and 2 at State Senior High School 1 Jambi City to understand, because this event is a historical moment that marks the struggle of the Indonesian people to defend their independence.

Along with technological developments, various innovations in learning media have begun to be introduced to improve the quality and effectiveness of the teaching and learning process [6], [7]. One of these innovations is the use of digital media such as e-posters [8], [9]. E-posters are a form of electronic poster that can

be accessed via digital devices and can be enriched with various interactive elements such as images, text and other multimedia [10]. The use of e-posters in learning allows the presentation of material that is more interesting, informative and easy for students to understand [11], [12].

The learning media that is often used is print media such as textbooks, modules, pictures, videos, films and so on [14-16]. Apart from that, teachers still have not received special training regarding developing learning media so that it can be more interesting and easy to understand. This is because learning media is an intermediary or messenger that is used during the learning process, during the learning process it makes it difficult for students to understand the material being taught [16], [17]. To overcome this problem, educators need to develop learning media that suit students' needs, for example in the use of poster learning media.

Poster learning media is a medium that consists of very simple symbols or word symbols, posters are also a visual combination of strong design, color and messages with the aim of capturing students' attention [18], [19]. With the learning media, posters can provide an interesting and effective learning atmosphere, increasing students' enthusiasm for learning with posters can be done inside and outside the classroom. One of the strengths that can be seen in graphic media as a medium for conveying messages is posters [20], [21]. Posters are able to influence people's behavior, attitudes and values to change or do something [22], [23]. The thing that makes posters have the power to be digested by people who see them is because posters emphasize the power of the message, visuals and colors

Adobe Photoshop is a very popular software and has various features that can be used to create attractive and informative e-posters [24], [25]. By using adobe photoshop, teachers and students can be optimally creative in compiling e-posters that are not only aesthetic but also educational [26], [27]. The development of an Adobe Photoshop-based e-poster for material on the Battle of 10 November 1945 is expected to provide a different and more enjoyable learning experience for students in class XI 3 and XI 2 of Jambi City State Senior High School 1.

Making poster learning media using adobe photoshop software is because in this application making posters is easy, supported by very complete editing features and the results are of better quality [28]. Adobe photoshop software includes sophisticated editing applications for creating posters, brochures and others. Apart from that, researchers also master adobe photoshop software better than other editing applications and it is not that complicated to use [29], [30]. By looking at current technological advances, this poster learning media is an effective learning media to be applied in the learning process at school rather than still using old media. It is proven that now students prefer playing Android rather than studying at home because the learning media is still not interesting [31].

The results of previous research found that the effectiveness of e-posters was stated to be very effective in the two indicators of organizing and the indicator of differentiation, while the indicator of connecting was not effective. Through the third indicator new phenomena were discovered during the learning process during the pandemic. Students had difficulty expressing answers subjectively [32]. The use of web-based e-poster learning media with the help of twibbon to improve high school students' physics learning outcomes because students better understand the physics concepts being studied, in the end they are able to solve a problem related to physics [33]. Previous research gaps show that e-posters are effective on the indicators of organizing and differentiating, but not effective on the indicators of connecting. During the pandemic, it was found that students had difficulty expressing answers subjectively. However, this research does not specifically examine historical material or use e-posters as a medium for learning history, but rather physics. The current research focuses on the use of e-posters for history learning, specifically the battle of November 10, 1945, which has not been studied previously.

This research presents e-posters as an innovative history learning medium, utilizing the visual and interactive capabilities of adobe photoshop. This is a different approach compared to conventional methods which often only use textbooks and lectures. The development of specific learning materials regarding the battle of 10 November 1945 in the form of e-posters is something new that can provide a more in-depth and focused view of this event, compared to material spread across various sources. The e-poster developed not only contains static information, but also interactive elements that can encourage active participation from students, such as short quizzes, multimedia links and animations [34], [35]. This provides a more dynamic and engaging learning experience.

By using attractive and interactive e-posters, it is hoped that it can increase students' interest and motivation to learn about history subjects. This can create a more positive and enjoyable learning atmosphere. A well-designed and informative e-poster can help students understand the material on the battle of November 10, 1945 in more depth. The use of strong visuals can help students remember and connect historical information with the visual context provided [36], [37]. Students who are involved in creating or using Adobe Photoshop-based e-posters will gain additional skills in graphic design and the use of technological software, which are useful for the academic and professional world in the future.

This research is important to carry out because learning media that are innovative and in line with technological developments can increase student involvement in the teaching and learning process, which in the end will have a positive impact on their learning outcomes. Apart from that, developing skills in using software such as adobe photoshop also provides added value for students in facing the challenges of today's digital world.

This research aims to design and develop an e-poster using adobe photoshop software as a learning medium for material on the Battle of 10 November 1945 aimed at students in classes 11 social science 2 and 11 social science 3 high school State 1 Jambi City. And find out the description of students' learning interests using e-poster learning media as well as differences in students' learning interests.

2. RESEARCH METHOD

This research uses a Research and Development (R&D) approach to develop and test the effectiveness of adobe photoshop-based e-poster media in learning the history of the Battle of 10 November 1945. The steps are adapted from the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. will be used to direct this research process.

The subjects of this research were students in class 11 social science 2 and 11 social science 3 high school State 1 Jambi City. The number of students in this class is 60 people. Apart from that, the history teacher who teaches in this class will also be involved as a research subject to provide feedback regarding the use of e-posters.

This research stage consists of several stages, namely the first analysis in the form of a Learning Needs analysis to identify historical learning needs for material on the Battle of 10 November 1945 through classroom observations, interviews with teachers, and questionnaires to students. Curriculum Analysis: Analyze the applicable history curriculum to ensure the suitability of e-poster materials with expected learning standards. The second design is content planning, determining the content that will be included in the e-poster, including text, images and interactive elements relevant to the material of the Battle of 10 November 1945. E-poster design, designing an e-poster using adobe photoshop, including layout, colors, typography and other visual elements.

The third development is making e-posters, developing e-posters based on planned designs. This process involves creating and editing graphics, as well as compiling multimedia content. Expert validation, consulting e-posters that have been developed with historical material experts and learning media experts to obtain input and suggestions for improvement. The fourth stage of implementation is use in class, implementing e-posters in the learning process in class 11 social science 2 and 11 social science 3 high school State 1 Jambi City. Students will use the e-poster in history learning activities regarding the Battle of 10 November 1945. Teacher Training, providing brief training to history teachers regarding how to use e-posters and the features in Adobe Photoshop that are relevant for learning. And at every stage of this development research there is an evaluation. Evaluation in the final stage consists of formative evaluation, collecting feedback during the development and implementation process to make necessary improvements. Involves classroom observations, interviews with students and teachers, as well as questionnaires to evaluate the effectiveness and attractiveness of e-posters.

Summative evaluation, measuring the final results of using e-posters by conducting material comprehension tests before and after learning, as well as measuring changes in students' interest and learning motivation. This research instrument consists of open interviews and questionnaires. The questionnaire is to collect data regarding students' interest and motivation to learn before and after using e-posters. Questionnaire to measure the level of satisfaction of students and teachers with the e-posters used. The type of interview used in research is a free interview or often called an open interview. Researchers come face to face with the subjects being studied. An interview was conducted with one of the history teachers at State Senior High School 1 Jambi City, namely M. Sunarya, S.Pd to obtain information regarding the difficulties in learning used in the learning process at school.

The needs questionnaire is used to collect data on needs analysis, student characteristics, goal analysis, material and technology analysis. This needs questionnaire was filled out by students in class 11 social science 2 and 11 social science 3 of State Senior High School 1 Jambi City. Data analysis for the needs questionnaire was carried out using a rating scale using the following formula:

$$\text{Value} = \frac{\text{Acquisition score}}{\text{Maximum score}} \times 100\% \quad \dots(1)$$

Validity analysis uses a 1-4 Likert scale based on the validation sheet. The Likert scale is a scale used to measure respondents' opinions/perceptions and contains both positive and negative statements. Calculation of final value data from validation results analyzed on a scale (0%-100%) is carried out using the following formula:

$$V = \frac{X}{Y} \times 100\% \quad \dots(2)$$

Data obtained from the student response questionnaire instrument for the E-Poster learning media product being developed was then analyzed to calculate the percentage who provided responses according to certain criteria. The formula used to calculate the eligibility percentage is as follows:

$$P = \frac{F}{N} \times 100\% \quad \dots(3)$$

Information :

P = Percentage number, F = Frequency for which the percentage is being sought, N = Number of frequencies/number of individuals

As for the questionnaire to measure students' interest in learning using e-poster learning media based on adobe photoshop software, material on the Battle of 10 November 1945, the grid and categories are presented in table 1 below:

Table 1. Student learning interest grid

| Aspect | Indicator | Total |
|-------------------------------------|---|-------|
| Interest in Learning Media | Visual interest in e-posters | 20 |
| | Interest in e-poster design and color | |
| Retention of material | Interest to element interactive | |
| | Convenience understand material history using e-posters | |
| | Clarity information submitted in e-posters | |
| Involvement in the Learning Process | Suitability e-poster material with material lesson | |
| | Participation active in learning using e-posters | |
| | Desire for study more carry on about material | |
| Views on Technology Use | Enhancement motivation study history | |
| | Perception to use technology in learning | |
| | Convenience use of adobe photoshop based e-posters | |
| | Skills acquired technology through use of e-posters | |

The questionnaire in this study used a Likert scale of 1 to 4. The categories are as follows:

Table 2. Categories of student learning interests

| Category | Interval |
|---------------|----------|
| Very not good | 20 – 35 |
| Not good | 36 – 50 |
| Good | 51 – 65 |
| Very good | 66 – 80 |

Data analysis in this research consists of descriptive and comparative. Use descriptive analysis to describe data obtained from questionnaires, observations, and interviews, including frequency distributions, percentages, and averages. Comparing the results of comprehension tests before and after using e-posters using the t-test to determine whether there are significant differences in students' understanding of the material. With this structured research method, it is hoped that valid and reliable results can be obtained regarding the effectiveness of adobe photoshop-based e-posters in teaching history in classes 11 social science 2 and 11 social science 3 at State Senior High School 1, Jambi City.

3. RESULTS AND DISCUSSION

This development research is in the form of e-poster learning media based on adobe photoshop software. material from the Battle of 10 November 1945 for classes 11 social science 2 and 11 social science 3 high school State 1 Jambi City. This has been done through several stages. The validator's assessment of the media is carried out until the product is suitable for testing. Student responses to the e-poster learning media based on adobe photoshop software. Material on the Battle of 10 November 1945, has been developed and a questionnaire was given to students. Small group trials of 10 students and 20 students for large group trials on students in class class 11 social science 2 and 11 social science 3 high school State 1 Jambi City. The development model used is the ADDIE development model which consists of analysis, design, development, implementation and evaluation. The result of this product development is an e-poster based on adobe photoshop software which is designed for history learning and is expected to increase student motivation and literacy in learning.

3.1. Analysis Stage

Needs analysis is the basis for creating learning media, from this needs analysis the media can function well. In learning, what is meant by need is the gap between students' abilities and skills in the learning process. This needs analysis takes the form of field analysis, teachers and students as well as collecting information that will be used as discussion in this development. The first is to make observations in the learning process in history subjects, the second is to conduct interviews with history subject teachers which resulted in the results that in the history learning process at State Senior High School 1 Jambi City, computer-based media such as documentary videos, power points (offline) and when studying online/wfh (work from home) teachers use whatsapp and

classroom media. Third, field analysis at State Senior High School 1 Jambi City by interviewing students and from the results of the analysis, it already has a computer laboratory and internet access at several 24-hour active points, students are allowed to use cellphones/Gadgets in the learning process with terms/conditions.

Analysis of the needs above means that varied learning media is really needed because the facilities are adequate. With the existence of interesting new media, it is hoped that it can increase students' learning motivation and literacy in learning history. Based on the above needs, e-poster learning media based on Adobe Photoshop software was developed because making it using adobe photoshop software is easier and more practical and its features are more supportive in making posters.

Material analysis was carried out with the aim of determining needs in developing e-poster learning media. The material outlined in the development is material from the battle of 10 November 1945. Analysis of this material can be done by looking at the curriculum used in Jambi City 1 State High School which is used as a place for development research so that the material contained in the learning media will be developed in accordance with the competencies that must be mastered by students. Apart from that, material analysis was carried out by looking at the characteristics of the 10 November 1945 battle material, using E-Poster learning media to see whether the material was suitable for development with e-poster.

Table 1. Analysis material

| Basic competencies | Indicator |
|---|--|
| Analyze struggle indonesian nation within effort maintain independence from threat allies and the Netherlands | Explain material about struggle indonesian nation within maintain independence from threat allies and the netherlands |
| Serve information about struggle indonesian nation within effort maintain independence from threat allies , netherlands and present in form story history | Serve results reasoning about struggle indonesian people in maintain independence from threat allies and the netherlands |

3.2. Design Stage

The first stage in making a poster is looking for reference sources in the form of books, documents, journals and so on related to the material of the Battle of 10 November 1945. The next stage is the story framework or poster script.

Table 2. Framework story or poster script

| Production activities | |
|---|---|
| Page 1 | |
| Panel 1 - (Front cover : Battle of Surabaya E-Poster) - Author's name : Ade Siswanto | Panel 2 - Cover contains photo of "Bung Tomo" and the soldiers who were fight oppose invaders - Photos of people flying flag red burning white soul fight |
| Page 2 | |
| Panel 1 - Material regarding "Purpose of Arrival Ally To Surabaya - Photo Line Up soldier English when enter to Indonesia led by "Mallaby". | Panel 2 (Initial material on page 2) - October 25 (Explains arrival beginning troops English in Surabaya) - Squad Allies (Exhibits about troops Allies and Leaders) |
| Page 3 | |
| Panel 1 - Material regarding " The Arrival Allies (NICA) 25 October 1945 - Flag image English , Surabaya City Map, Ship, Compass , and Photo “ Brigadier General Mallaby" | Panel 2 (Material on page 3) - October 25, 1945 (Material regarding activity first time the troops English do it in Surabaya) - October 26, 1945 (Elaborating material about licensing troops English Use buildings in the city |
| Page 4 | |
| Panel 1 - Material regarding "The beginning of the battle Surabaya” - Images of soldiers fighting back colonists and General Robert Mansergh Photo | Panel 2 (Material on page 4) - Occurrence Factors battle of Surabaya (Explaining activity soldier English Spread out Brochure) - Serve about issuance of an ultimatum by General Robert Mansergh |
| Page 5 | |
| Panel 1 | Panel 2 (Material on page 5) |

| | |
|--|---|
| - Material regarding the Allied & Indonesian Battle in Surabaya - Images about struggle Indonesian soldiers in face invaders | - October 27, 1945 (Presenting material related with circumstances Indonesian and Allied troops - October 28, 1945 (Present material about atmosphere increasing fighting heating up . |
| Page 6 | |
| Panel 1 - Material regarding " Killing General Mallaby on 30 October 1945" - Picture of " General Mallaby" and troops English bring flag as well as Tanks | Panel 2 (Material on page 6) - October 30, 1945 (Explains about death of " General Mallaby" and loss of life - October 31 , 1945 (Exhibiting related with request not quite enough answer troops English on his death the leader |
| Page 7 | |
| Panel 1 - Material regarding "Contents of the Ultimatum that Caused the Battle of Surabaya - Image of the contents of the ultimatum issued by General Robert Mansergh and photos a General Robert Mansergh | Panel 2 (Material on page 7) - 09 November 1945 (Presenting material fill from the ultimatum issued by General Robert Mansergh - Contents of the ultimatum (Explain fill ultimatum points) |
| Page 8 | |
| Panel 1 - Material regarding "Battle of 10 November 1945 in Surabaya" - Condition Image battle in Surabaya and pictures the soldiers ' struggle in battle | Panel 2 (Material on page 8) - Peak battle on November 10, 1945 (Exhibits material related chronology battle 10 November 1945) |
| Page 9 | |
| Panel 1 - Material regarding post Surabaya conditions battle finished - Images of casualties that have occurred fall and picture circumstances Surabaya city after battle | Panel 2 (Material on page 9) - Post Surabaya conditions battle (Explains from facet victim spirit , state of territory, and conditions public |
| Page 10 | |
| Panel 1 - Material regarding "The End of battle of 10 November 1945 in Surabaya" - Images of successful fighters return seize power and image troops people marching celebrate victory | Panel 2 (Material on page 10) - End of battle of 10 November 1945 in Surabaya (Explaining chronology post battle and its end battle) |
| Page 11 | |
| Panel 1 - (Back cover : Battle of Surabaya E-Poster) - Author's name : Ade Siswanto | Panel 2 - Picture of a soldier being fight in battle - Words of wisdom about the struggle of the heroes who have fall and words of motivation |

Then create an illustration of the e-poster image that will be included in it. Continue to determine the size of the e-poster. Then make this e-poster by preparing a laptop with adobe photoshop software. Next, determine the layout of the image that will be inserted into adobe photoshop software.



Figure 1. Process of determining layout image in adobe photoshop software

Furthermore input picture according to the existing layer/flyer made in photoshop



Figure 2. Image process in adobe photoshop software

Furthermore the choice of words on each poster is appropriate with a script/ poster script



Figure 3. Word processing for each poster in Adobe Photoshop software

Enter material to be is displayed one one by one in accordance with a script/ poster script



Figure 4. Input process material in adobe photoshop software

In making e-poster learning media, many e-poster product developers and mentors were involved. Media validators assess the products produced. Students act as observers and evaluators in product trials from small group trials and to large group trials on e-poster learning media based on Adobe Photoshop software, material on the battle of 10 November 1945, classes 11 social science 2 and 11 social science 3 high school State 1 Jambi City.

3.2. Development Stage

This e-poster development stage has been designed to be produced as a historical learning medium. After the initial e-poster media product is completed, validation is carried out by a team of material and media validators to determine the suitability of the media being developed with the aim of getting suggestions and comments on the media being developed. After the initial e-poster media product was completed which was designed to be attractive, the material was then validated by Mr. Amir Syarifuddin, S.Pd., M.Pd as a history education lecturer at Jambi University. The results of material validation are as follows:

Table 3. Validation results expert material

| No | Question | Validation Score |
|----|--|------------------|
| 1 | The material is ready in accordance Core Competencies and Basic Competencies | 4 |
| 2 | Presentation of appropriate material with Indicator Learning | 3 |
| 3 | Draft material presented in accordance with objective learning | 4 |
| 4 | Material presented can fulfil need participant educate | 4 |
| 5 | Suitability material can add knowledge and insight | 3 |
| 6 | Accuracy of substance in exposure material | 3 |
| 7 | Presentation material There is attractiveness information / material | 4 |
| 8 | Material presented can motivating participant educate | 3 |
| 9 | In writing Already in accordance with EYD Indonesian | 3 |
| 10 | Use Language in material simple / easy understood | 3 |
| 11 | Expediency in material presented | 4 |
| 12 | Expediency in material presented | 3 |
| 13 | Clarity from material / information | 3 |
| 14 | In the material there is diversity communicative language | 4 |
| 15 | Integration content and space scope achievement existing material | 4 |
| | | 52 |

Based on the validation of the material listed in table 3, a score for material assessment was obtained of 52 with a percentage = 86.6% with a very good rating range. The validator suggested that when making e-poster, core competencies and basic competencies should always be included so that they are more in line with the syllabus and learning process plan in the lesson so that the material and learning media are more focused and make the learning process more interesting and improve student learning. Explanation of the material should not be too short so that it is easier for students to understand.

After the e-poster learning media has been validated by material experts, the next stage is to validate media experts, Mrs. Yayuk Utaminingsih, S.Pd., M.Pd. After the media expert sees the media created by the researcher, the next stage is that the media expert evaluates it by filling out a questionnaire. The media validation results are as follows:

Table 5. Validation results media expert

| No | Question | Validation Score |
|----|--|------------------|
| 1 | E-poster design for each page | 4 |
| 2 | E-poster display is attractive and easy understood | 4 |
| 3 | Exposure sentence easy understood reader | 3 |
| 4 | Sorting on each page already in accordance | 4 |
| 5 | Instruction the use given to the e-poster learning media already in accordance | 3 |
| 6 | On each the images and writing displayed in the e-poster are included emphasis | 3 |
| 7 | Shown time and place in the e-poster | 3 |
| 8 | Writing size letter already in accordance | 4 |
| 9 | Size the image on the e-poster already in accordance | 4 |
| 10 | Layout every writing on every page already balanced | 3 |
| 11 | Use language in a simple / easy e-poster understood | 4 |
| 12 | The image used in the e-poster is interesting and creative | 3 |
| 13 | Fonts or form used easy be read | 4 |
| 14 | Degradation used in e-poster already in accordance | 4 |
| 15 | Merger between the text and the background displayed | 3 |
| | | 53 |

Based on media expert validation shown in table 4.3, a score for media assessment was obtained of 53 with a percentage = 88.3% with a very good rating range. So it can be concluded that the media is categorized as very good. From the results of media validation, comments and suggestions were obtained with the aim of making the e-poster learning media created by researchers even better. As for comments and suggestions received, for every material submitted or written when an event such as 17 August 1945 occurred, material regarding that event was included.

3.3. Implementation Stage

At the implementation stage, the product has been validated, assessed and declared feasible by material and media validators, then the next stage is tested on subjects. The test subjects in this research were students in class 11 social science 2 and 11 social science 3 high school State 1 Jambi City. Students use learning media

created by researchers and students assess products using student response questionnaires. At this implementation stage, trials will be carried out in small groups of 10 people and large groups of 20 students. The trial was carried out with 10 students in class 11 social science 2 and 11 social science 3 high school State 1 Jambi City.

Based on the results of a small group trial consisting of 10 students in class 11 social science 2 and 11 social science 3 high school State 1 Jambi City. The overall score was 508 with a percentage = 84.6%. With an average score of 50.8 it is categorized as very good. From the results of small group trials, criticism and suggestions for the media developed by researchers can be obtained, namely for the cover the title section is added with the word "E-Poster" so that users or students know the type of learning media being developed and can attract readers.

Based on the results of a large group test carried out by 20 students in grades class 11 social science 2 and 11 social science 3 high school State 1 Jambi City, the overall score was 1,096 with a percentage of 91.3% with an average of 54.8, so it can be concluded that the e-poster learning media categorized as very good and suitable for use in the learning process.

3.4. Evaluation Stage

This evaluation stage is to see whether the learning media developed is successful, suitable for use or not. Evaluation can be carried out at every stage of the ADDIE model development from Analysis, Design, Development, Implementation and Evaluation. Evaluation is carried out in 2 forms, namely formative evaluation and summative evaluation. Formative evaluation is carried out at development stages. In the first stage of analysis, evaluation was carried out to find out the problems that were the background and development of this E-Poster learning media. In the second stage of design, evaluation is carried out to assess the initial design or design of the media that will be made into the e-poster.

At the development stage, the evaluation is carried out by a team of material validators and media validators, with the aim of finding out whether or not the learning media being developed and the material contained therein are appropriate. Furthermore, a summative evaluation is carried out after the development stage is completely completed. Products that have been validated with a team of material and media experts are then tested in small groups of 10 students and to see the students' responses to the media developed and later to improve this e-poster learning media product.

Next, a large group trial of 20 students was carried out. At this summative evaluation stage, the aim was to see the feasibility of the e-poster learning media which was developed based on the responses given by the large group of students. From distributing questionnaires to students in the summative evaluation process, the result was that the e-poster learning media developed was categorized as suitable for application in the history learning process.

Below in table 7, descriptive statistical results are presented to describe students' interest in learning after using this e-poster learning media:

Table 7. Description interest Study student using e-poster media

| Class | Intervals | Categories | F | % | Mean | Med | Min | Max |
|------------|-----------|---------------|----|-------|-------|-------|-------|-------|
| Experiment | 20 – 35 | Very not good | 0 | 0 | 55.00 | 54.00 | 40.00 | 78.00 |
| | 36 – 50 | Not good | 5 | 16.7% | | | | |
| | 51 – 65 | Good | 22 | 73.3% | | | | |
| | 66 - 80 | Very good | 3 | 10% | | | | |
| Controls | 20 – 35 | Very not good | 0 | 0 | 50.00 | 49.00 | 40.00 | 65.00 |
| | 36 – 50 | Not good | 10 | 33.3% | | | | |
| | 51 – 65 | Good | 20 | 66.7% | | | | |
| | 66 - 80 | Very good | 0 | 0 | | | | |

Based on table 7 above as a whole, the research results show that the use of e-poster media based on adobe photoshop succeeded in increasing students' interest in learning about the historical material of the Battle of 10 November 1945 in the Experiment class to a greater extent compared to the Control class. Research indicators which include visual interest, understanding of material, involvement in the learning process, and views on the use of technology show positive results in the experiment class, supporting the effectiveness of e-poster media in increasing students' interest and motivation to learn. Next, the results of the comparative analysis use the t test for the control and experimental classes. Before that the data was tested for normality and homogeneity. In this study, the data was analyzed statistically with the help of SPSS, obtaining normal test results and homogeneity. The significance value for the normal and homogeneous test results was <0.05 so that the data was normally distributed and homogeneous so that it could be continued with the t hypothesis test.

Table 8. Independent test to t-test of interest Study student

| | | Independent Samples Test | | | | |
|-------------------------|-----------------|------------------------------|-----------------------|---|----------|--|
| | | t-test for Equality of Means | | | | |
| | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | | |
| | | | | Lower | Upper | |
| Equal variances assumed | .011 | -7.07143 | 2.68890 | -12.43705 | -1.70581 | |

Based on the results of the t-test, it can be concluded that the use of e-poster media based on Adobe Photoshop significantly increases students' interest in learning in the Experiment class compared to the Control class. The difference in average interest in learning is -7.07143, indicating that students who use e-posters have a higher interest in learning, which is supported by a p-value of 0.011. The 95% confidence interval for the difference in learning interest is between -12.43705 and -1.70581. Since this interval does not contain zero, it supports the conclusion that the difference in mean learning interest between the two groups is statistically significant. These results indicate that the use of innovative and interactive learning media such as e-posters can have a positive impact on students' interest in learning.

Previous research related to the use of technology in the education sector has been carried out and found that the application of Instagram media has an effect on the active learning of class 11 social science students and therefore, Instagram media is effectively applied in history learning [38]. Subsequent research found that digital poster media was presented in digital form so that students could learn to easily access poster media anywhere and at any time. Then previous researchers found that through learning using PBL-based e-posters, they could improve creative thinking skills, increase interest in learning and also students' understanding of the material contained in the e-posters [39], [40]. Previous research has examined various forms of digital media in education, such as Instagram which increases social studies students' active learning and digital posters which make learning easier to access. In addition, PBL-based e-posters were found to increase creative thinking abilities and interest in learning. However, these studies do not specifically examine the use of Adobe Photoshop-based e-posters for certain historical materials. The current research fills this gap by focusing on the use of Adobe Photoshop-based e-posters to increase interest in learning history, especially the battle of 10 November 1945, and assessing its effectiveness in grade 11 of Jambi State 1 Senior High School.

This study highlighted the development and implementation of e-poster learning media based in Adobe Photoshop as an innovation in teaching history, especially regarding the battle of November 10, 1945. The use of Adobe Photoshop software that is not widely used in the context of Indonesian education, especially at the middle school level. The novelty of this study lies in ADDIE's comprehensive approach in developing e-posters and strict validation by material and media experts, as well as trials in small and large groups to assess the effectiveness of media in increasing student interest in learning in learning.

The novelty of this research lies in the innovation of the application of electronic poster learning media based on Adobe Photoshop to teach historical materials related to the battle of November 10, 1945 applied to secondary education in Indonesia. By using the Addie Comprehensive Development Model, strict validation by experts in the field of material and media, and extensive testing with large and small groups of students, this research is a unique tool to increase student involvement and interest in the historical education approach, with the potential for practical implications for the people curriculum educators and developers. Likewise, interactive electronic poster technology can be applied to make learning more interesting and effective, and the application of graphics technology can be expanded to various subjects to increase student involvement and motivation.

The results of this research show that Adobe Photoshop-based E-Poster learning media significantly increases students' interest in learning. With a p-value of 0.011 and a confidence interval that does not contain zero, it can be concluded that this method is effective in increasing motivation to learn history. The practical implication of these findings is that educators and curriculum developers in secondary schools can consider using interactive e-posters to make learning more interesting and effective. Additionally, this research paves the way for the use of graphic technology in education, which can be applied to a variety of subjects to increase student engagement and interest in learning. For further research, the researcher recommends conducting experimental research with a larger sample to increase the generalization of the findings and obtain more representative results. This research is limited by not measuring or considering external factors such as the learning environment, students' physical and mental conditions, and support from the school and family which may not be fully controlled and may influence the research results.

4. CONCLUSION

Based on the results of this research, it can be concluded that the use of adobe photoshop-based e-poster learning media significantly increases students' interest in learning about the historical material of the Battle of 10

November 1945. Research conducted on students in classes 11 social science 2 and 11 social science 3 high school State 1 Jambi City shows that the media This e-poster is not only visually attractive but also effective in increasing student engagement and learning motivation. The results of small and large group trials indicate that the E-Poster media received a very positive response from students, with eligibility percentages of 84.6% and 91.3% respectively. Apart from that, the independent t test shows a significant difference in interest in learning between the experimental class and the control class, with a p-value of 0.011 and a mean difference of -7.07143, which means students who use e-poster media have a higher interest in learning. Validation by material experts and media experts also shows that this e-poster meets high standards in terms of material suitability, attractive design and ease of use. Overall, this research confirms that innovations in learning media such as e-posters based on adobe photoshop can have a significant positive impact on students' learning interest, especially in history subjects. Therefore, researchers recommend the development and use of creative and interactive learning media such as e-posters which are highly recommended to be applied in the learning process to increase student motivation and involvement.

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