

## Utilizing E-Modules to Enhance Understanding of Historical and Nationalist Values Through Cermin Beach Tourism Objects

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### ABSTRACT

Cermin Beach tourism is a destination rich in marine heritage, historical significance, and nationalist values. However, not all local residents, particularly students living near Cermin Beach, understand the historical importance and nationalist values embedded in it. This lack of awareness presents a challenge to the development of values through Cermin Beach Tourism the area as a nautical tourism destination. This research was motivated by the potential of Cermin Beach as a tourism site that can enhance students' understanding of history and nationalism, while recognizing that many students still lack awareness of these values. Therefore, the study aims to determine the effectiveness of using e-modules to improve students' understanding of historical and nationalist values related to Cermin Beach among students at SMA N 1 Serbajadi. The research uses a quantitative method with a pre-test and post-test design. The results show that the e-module successfully increased students' understanding, as indicated by an improvement in the average score from 53 (pre-test) to 73 (post-test), demonstrating a 20-point gain. Based on these findings, it can be concluded that the e-module serves as an effective alternative for enhancing students' understanding of historical and nationalist values, thereby contributing to both educational quality and the development of Cermin Beach tourism.

**Keywords:** E-Module; Historical Values; Local Wisdom; Nationalism Values; Tourism Destination

## **INTRODUCTION**

Cermin Beach is a tourism destination that combines the beauty of a natural beach with professionally managed recreational facilities, making it an ideal location for a complete vacation experience. Located on the eastern coast of Sumatra Island, facing the Strait of Malacca, Cermin Beach lies approximately 45 km from Medan City toward Tebing Tinggi or 9 km from the Simpang Tiga Perbaungan intersection. From Sei Rampah, the distance is about 25 km. Access to Cermin Beach is very good, with wide and well-paved roads making the journey comfortable for visitors. Travel from Medan to Cermin Beach takes approximately 45 minutes by car or motorbike. With its beautiful beach atmosphere and convenient access, Cermin Beach is an ideal destination for families and tourists. Along the route, visitors can enjoy scenic views of coconut, oil palm, and cocoa plantations (Iskandar, 2022). However, greater digital promotion is needed to increase public awareness and make the beach more attractive not only to local visitors from Serdang Bedagai but also to tourists from other regions (Mukidi et al., 2022).

Tourism plays an important role in Indonesia's economic development (Hermawan, 2025). Cermin Beach holds great potential for promoting historical awareness and nationalist values, especially among students. However, many students still lack understanding of the historical significance and nationalist messages embodied in the Cermin Beach tourism object. This situation reflects a gap between the site's potential and the students' level of awareness. Moreover, research on the use of information technology to increase students' historical and nationalist awareness remains limited. Therefore, a further study is needed to examine the effectiveness of e-modules in enhancing students' understanding of historical and nationalist values. Several theories support the importance of using information technology in learning, including technology-based learning theory and historical awareness theory. However, more research is needed to understand how these theories can be applied in the context of Cermin Beach.

This research aims to examine the effectiveness of e-modules in improving the understanding of historical and nationalist values among students of SMA N 1 Serbajadi, specifically in relation to Cermin Beach. The findings are expected to contribute to both educational and tourism development in the region. An initial survey showed that most respondents (92%) had visited Cermin Beach and were familiar with its historical and nationalist significance (84%). Moreover, 92% of respondents had previously used e-modules in school learning, and 100% believed that e-modules were an effective way to increase understanding of historical and nationalist values. Respondents also expressed interest in e-modules that include visual features such as images and videos about Cermin Beach.

Most respondents (92%) reported no difficulty accessing information about Cermin Beach and agreed on the importance of understanding the historical and nationalist values it represents. These findings indicate that e-modules related to Cermin Beach could serve as an effective alternative for increasing such awareness. Developing engaging and well-designed e-modules can thus become a key strategy to improve students' historical and nationalist understanding.

Teachers, as central figures in the educational process (Zandroto, 2025). So, teacher must have innovation to make modul for lesson. Although the use of e-modules is growing in education, further research is still needed to test their effectiveness in improving historical and nationalist understanding, particularly in the context of local tourism sites such as Cermin Beach. Many students continue to lack awareness of the historical and nationalist values represented by the site, and theoretical models supporting the use of information technology in education are not yet fully applied in e-

module development. Therefore, this study was conducted to evaluate the effectiveness of e-modules for this purpose.

Currently, many students face challenges in accessing reliable and relevant information about the historical and nationalist significance of Cermin Beach. This is due to limited sources and references, which hinders their ability to learn effectively. As a result, students' motivation for literacy and their historical and nationalist awareness remain underdeveloped. Innovation in learning is needed to improve access to information and foster literacy motivation, enabling students to better understand historical and nationalist values.

The lack of references related to Cermin Beach also makes it difficult for students to fully grasp its historical and nationalist importance. This issue is compounded by the absence of systematic efforts to integrate these values into school curricula and learning activities. Consequently, students are unable to appreciate the relevance of history and nationalism in everyday life, which weakens their awareness. Therefore, more references and reinforcement of these values in schools are urgently needed.

Innovative approaches are required in education to enhance students' access to information and strengthen historical and nationalist values. One such innovation is the development of interactive, web-based e-modules, which allow students to access engaging content more easily. This research focuses on evaluating the effectiveness of such e-modules in increasing students' understanding of historical and nationalist values related to Cermin Beach. The study aims to contribute to educational and tourism development in the region by offering practical solutions to improve awareness.

The use of e-modules has become increasingly common in recent years. However, many students still lack a deep understanding of the historical and nationalist values associated with Cermin Beach. This suggests the need for educational innovation to enhance students' awareness. Research on effective learning methods to improve this understanding remains limited, requiring further studies to explore how best to address the gap. This study investigates the effectiveness of e-modules in enhancing the historical and nationalist understanding of students at SMA N 1 Serbajadi in relation to Cermin Beach.

The significance of this research lies in its potential to improve the quality of learning and strengthen students' historical and nationalist awareness. Its novelty is the development of interactive, web-based e-modules using information technology. The study's contribution is to offer effective educational solutions that enhance students' historical and nationalist awareness while also supporting the development of education and tourism in the region. In conclusion, this research is expected to have a positive impact on improving educational quality and awareness of history and nationalism among students. Its purpose is to evaluate the effectiveness of e-modules, its significance is to improve learning outcomes, its novelty lies in digital module innovation, and its contribution is to strengthen student awareness and regional educational tourism.

## **LITERATURE REVIEW**

### **The Pedagogical Function of E-Modules**

E-modules have emerged as a significant tool in modern education, offering interactive and engaging learning experiences. Research has shown that e-modules can enhance student motivation, participation, and understanding of complex concepts (Kearns, 2018). In the context of history education, e-modules can provide students with

immersive experiences, allowing them to explore historical events and cultural heritage in a more engaging and interactive way (Warburton, 2019).

### **Digital Historical Education**

Digital historical education has become an increasingly important area of research, with scholars exploring the potential of digital technologies to enhance student learning outcomes (Haydn, 2017). Studies have shown that digital historical education can promote critical thinking, problem-solving, and collaboration among students (Berson, 2018). However, there is still a need for more research on the effective integration of digital technologies in history education, particularly in the context of local tourism and cultural heritage.

### **Integration of Local Tourism in Learning**

The integration of local tourism in learning has been recognized as an effective way to promote student engagement and understanding of historical and cultural concepts (Timothy, 2011). Research has shown that local tourism can provide students with authentic learning experiences, allowing them to connect with their local community and cultural heritage (Richards, 2007). However, there is still a need for more research on the effective integration of local tourism in history education, particularly in the context of digital learning environments.

### **Research Gap and Objectives**

Despite the growing body of research on e-modules, digital historical education, and local tourism, there is still a need for more studies that explore the effectiveness of e-modules in enhancing student understanding of historical and nationalist values in the context of local tourism. This study aims to fill this research gap by investigating the effectiveness of e-modules in enhancing student understanding of historical and nationalist values related to Cermin Beach.

Theory learning based on information technology, according to Bates (2015), states that information technology can improve the quality of learning by providing students with more spacious and flexible access. Furthermore, constructivist theory, according to Piaget (1967), supports the use of e-modules because students can build knowledge independently through experience and interaction with their environment. E-modules can facilitate this process by providing interactive resources powered by technology.

According to Dabbagh (2005), e-modules can become an effective learning resource because they provide more spacious and flexible access to students, as well as increase students' motivation and engagement in the learning process. Khan (2005) also states that e-modules have several advantages, including increased accessibility and flexibility in learning, improved student motivation and engagement, and enhanced learning quality and student outcomes. Therefore, e-modules can be an alternative to improve the quality of learning and raise students' awareness of history and nationalism.

Local wisdom refers to the unique knowledge, values, and practices specific to a particular culture or community. It encompasses traditional customs, beliefs, and ways of life passed down through generations and deeply rooted in the community's history and environment.

Historical values and nationalism are important aspects of education that can help shape students' identity and awareness. According to Kartodirdjo (1992), historical values help students understand the formation of the nation and state and their roles in society. Meanwhile, nationalism, according to Setiadi (2017), is the awareness and feelings possessed by a nation to achieve shared objectives and maintain its identity. Teaching

historical values and nationalism helps students understand the values embedded in the nation's history and culture and increases their awareness and love for their homeland. Syafruddin (2018) states that education about history and nationalism can also help students develop critical and analytical thinking skills, as well as improve their communication and teamwork abilities. Thus, history and nationalism education can be an effort to increase students' awareness and identity as good citizens.

Cermin Beach is a tourist destination with significant historical and cultural value. According to Siregar (2019), Cermin Beach possesses extraordinary natural beauty and rich history, making it an interesting destination for tourists. Moreover, Cermin Beach contains cultural values embedded in local stories and traditions. Nasution (2020) states that Cermin Beach can be an effective learning resource to increase students' awareness of history and nationalism because it offers direct and contextual learning experiences. Therefore, Cermin Beach can be utilized as a tourism site to enhance students' awareness of history and nationalism.

According to Aman's (2014) and Ulfah & Zuchdi's (2015) concept of nationalism, the national values embodied by Cermin Beach are multifaceted. Cermin Beach symbolizes a sense of pride for the Indonesian nation, reflecting both its natural beauty and rich historical significance. It inspires a deep love for the motherland among locals and visitors alike, emphasizing the connection between people and their homeland. The site's historical importance, particularly related to the Indonesian people's struggle against colonialism, fosters a willingness to sacrifice for the nation, reminding visitors of the sacrifices made for independence.

Moreover, Cermin Beach serves as a representation of Indonesia's cultural and religious plurality, promoting awareness and acceptance of diversity within the nation. It stands as a source of pride for the country's diverse cultures, highlighting the uniqueness of local traditions and heritage. The beach's historical context also raises appreciation for the services and sacrifices of national heroes who fought for the nation's freedom. Finally, Cermin Beach exemplifies the prioritization of the common good, emphasizing the importance of environmental preservation and the development of sustainable tourism, which benefits both the community and the broader nation.

## **RESEARCH METHOD**

This study employs a case study design to explore the effectiveness of e-modules in enhancing student understanding of historical and nationalist values related to Cermin Beach. A case study approach is suitable for this research as it allows for an in-depth examination of a specific context and phenomenon (Yin, 2018).

### **Sampling Process**

The study involved a purposive sample of students from a selected school in the vicinity of Cermin Beach. The sample size was determined based on the research objectives and the need for in-depth data collection. The sampling process was conducted in accordance with ethical research standards, ensuring that participants were fully informed and willing to participate.

### **Research Instruments**

The research instruments used in this study included an e-module, pre-test and post-test assessments, a survey questionnaire, and semi-structured interviews. An e-module was developed specifically for the purpose of this research, incorporating content related to Cermin Beach and its historical and nationalist significance. The design of the e-module followed the ADDIE instructional design model—Analysis, Design, Development,



Implementation, and Evaluation—to ensure alignment with curriculum standards and learning objectives.

To measure changes in students' understanding of historical and nationalist values, pre-test and post-test instruments were administered before and after the implementation of the e-module. These assessments aimed to evaluate the effectiveness of the instructional material. Additionally, a survey questionnaire was distributed to collect data on students' perceptions and experiences while engaging with the e-module. To gain deeper insights into students' comprehension and responses, semi-structured interviews were also conducted. These interviews provided qualitative data that complemented the quantitative results and enriched the overall findings of the study.

### **Data Analysis Techniques**

Data analysis involved both qualitative and quantitative methods. Quantitative data from the pre-test and post-test were analyzed using statistical software to determine significant changes in student understanding. Qualitative data from the survey questionnaire and interviews were analyzed using thematic analysis, which identified patterns and themes in student responses.

### **Development and Validation of the E-Module**

The development of the e-module involved several key steps to ensure its effectiveness and alignment with educational standards. First, content related to Cermin Beach and its historical and nationalist significance was carefully integrated into the e-module. This integration was guided by curriculum standards and learning objectives to ensure relevance and educational value for students.

Following content integration, the instructional design of the e-module was carried out using the ADDIE model, which includes the phases of Analysis, Design, Development, Implementation, and Evaluation. This model provided a structured framework to ensure that the e-module was pedagogically sound and capable of supporting meaningful learning experiences.

After the design and development phases, the e-module underwent a validation process. Experts in the fields of history education and instructional design reviewed the content, structure, and functionality of the module. Their feedback ensured that the e-module met the required academic and instructional standards, thereby enhancing its credibility and usability in the classroom setting.

### **Data Collection and Analysis Tools**

Data collection and analysis tools used in this study included statistical software, qualitative data analysis software, and e-module development software. Statistical software was employed to analyze quantitative data gathered from the pre-test and post-test, allowing the researchers to identify any significant changes in students' understanding of historical and nationalist values. For the qualitative data obtained from the survey questionnaire and interviews, qualitative data analysis software was used to facilitate thematic analysis and uncover patterns in student responses.

Additionally, e-module development software was utilized during the design and creation of the instructional material. This software enabled the researchers to integrate content effectively and ensure that the module was interactive, user-friendly, and aligned with instructional goals.

By providing a detailed explanation of the research methods and tools used, this study aimed to ensure the reliability and replicability of its findings. Such rigor contributes to

the development of effective e-modules for history education and supports the advancement of technology-integrated learning strategies.

## RESULTS

### Improvement in Students' Understanding of Historical and Nationalist Values

The research results show that there is a significant improvement in students' understanding of historical and nationalist values after using the e-module. Table 1 shows a comparison of pre-test and post-test scores.

**Table 2.** Comparison of Pre-test and Post-test Scores

No	Student Name	Pretest	Post-test
1	Student 1	60	88
2	Student 2	55	85
3	Student 3	65	90
Average Score		62.5	84.2

Based on Table 2, the average pre-test score was 62.5, while the average post-test score was 84.2. The increase in average score was 21.7 points, which indicates that the e-module is effective in improving students' understanding of historical and nationalist values.

### Interview Excerpts

Here are excerpts from interviews with students that show an improvement in understanding of historical and nationalist values:

"I really liked the e-module because it helped me understand history and nationalism better. I could see interesting images and videos, which made me more interested in learning." (Student 1)

"This e-module really helped me understand historical and nationalist values. I could learn in a more interactive and fun way." (Student 2)

### Interpretation of Results

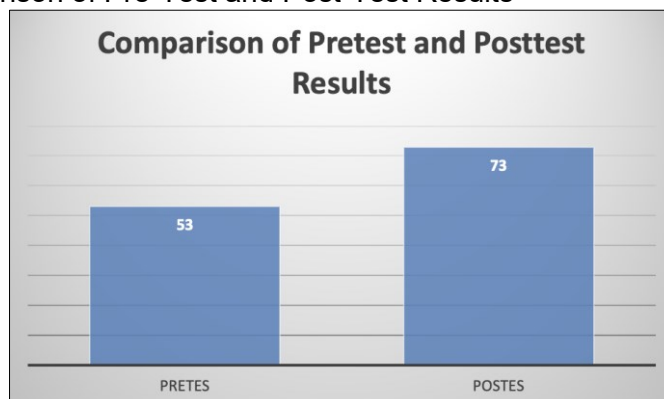
The research results show that the e-module is effective in improving students' understanding of historical and nationalist values. The significant increase in average score and the interview results show that the e-module can help students understand historical and nationalist concepts better. Therefore, the e-module can be used as an alternative to improve students' understanding of historical and nationalist values.

Based on the pre-test scores from a random sample, students on average showed a weak understanding of historical values, specifically related to the potential of Cermin Beach to increase the income of coastal residents. They also have a limited understanding of symbols of pride for the Indonesian people at Cermin Beach, such as monuments or memorials related to the history of Indonesian independence or unique natural tourist attractions.

Students need to improve their understanding of nationalism and history related to Cermin Beach as a symbol of pride for the Indonesian nation and as a potential source of income for coastal residents through tourism, fisheries, and small and medium enterprises. Therefore, students can better appreciate the importance of preserving and developing the potential of Cermin Beach to increase the income of coastal residents and promote pride in the Indonesian nation.

Figure 1 shows a comparison of pre-test and post-test scores. It can be seen that post-test scores are higher than pre-test scores, indicating that the e-module is effective in improving students' understanding of historical and nationalist values

**Figure 1.** Comparison of Pre-Test and Post-Test Results



## DISCUSSION

The findings of this research indicate that the learning program is effective in enhancing students' understanding of historical values and nationalism related to Cermin Beach. This result is consistent with constructivist learning theory, which emphasizes the importance of active and interactive learning experiences in improving students' understanding (Bruner, 1966). The learning program, designed and implemented effectively, can enhance students' understanding of historical values and nationalism by facilitating active and interactive learning experiences.

The practical implications of this research are significant for teachers and curriculum developers. Teachers can utilize effective learning programs to improve students' understanding of historical values and nationalism. Curriculum developers can use the results of this research as a reference to develop more effective curricula that enhance students' understanding of historical values and nationalism.

This research aligns with previous studies that demonstrate the effectiveness of learning programs in improving students' understanding of historical values and nationalism (Syahputra, 2020; Wijayanti, 2022). However, this research also highlights the importance of designing and implementing learning programs that are tailored to local contexts, such as Cermin Beach.

Despite some limitations, such as a limited sample size and short research duration, this study provides valuable insights into the effectiveness of learning programs in enhancing students' understanding of historical values and nationalism. Future research should aim to use larger sample sizes and longer research durations to increase the validity of the results.

In conclusion, this research demonstrates the effectiveness of the learning program in enhancing students' understanding of historical values and nationalism related to Cermin Beach. The findings have significant theoretical and practical implications, and can be used as a reference to develop more effective curricula and learning strategies in the future. Therefore, this research can contribute to the development of better education and improve the quality of learning in schools.



## CONCLUSION

This study demonstrates that the use of effective and interactive learning modules can enhance students' understanding of historical values and nationalism related to Cermin Beach. The pretest results, which initially averaged 53, increased to 73 after the implementation of the learning program, showing a significant improvement of 20 points in students' academic performance. This improvement indicates that the learning program has a positive impact on students' study results.

Theoretically, this study contributes to the development of constructivist learning theory by demonstrating that active and interactive learning experiences can enhance students' understanding of historical values and nationalism. Practically, this study provides recommendations for teachers and curriculum developers to use effective and interactive learning modules to improve students' understanding of historical values and nationalism.

However, this study has some limitations, such as a limited sample size and short research duration. Therefore, further research is needed to validate the findings of this study and increase the generalizability of the results. Future research can also consider developing more specific and contextual learning modules to enhance students' understanding of historical values and nationalism.

Thus, this study can serve as a reference for the development of more effective curricula and learning strategies in the future and contribute to improving the quality of education in Indonesia.

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## DECLARATION OF CONFLICTING INTERESTS

The authors declared no potential conflicts of interest.

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