

Development of e-books for grade VIII social studies in the independent curriculum

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Abstract: This study employed a research and development method using the ADDIE model. The research subjects involved experts (lecturers), teachers, and students. The feasibility testing involved three experts: one in historical content, one in language, and one in media and learning resources. The subjects for testing practicality and effectiveness consisted of one Social Studies teacher and 31 Grade VIII-1 students of SMP Maria Padang, including 12 boys and 19 girls. Data collection instruments included feasibility, practicality, and effectiveness questionnaires. Data analysis was conducted using qualitative and quantitative approaches. The e-book was rated as interesting, easy to use, and its interactive features (AR and Quizizz) were effective in enhancing students' understanding of local history. Feasibility test results showed high ratings from the history expert (average score 3.44), media and learning expert (3.31), and language expert (3.78). Practicality and effectiveness tests also yielded very high scores: 3.73 from the teacher and 3.67 from students. The study concludes that the Grade VIII Social Studies e-book for the Independent Curriculum is highly feasible, practical, and effective as a supplementary learning resource that integrates local West Sumatran history and digital technology

Keywords: e-book, Social Studies subject, Local History, Independent Curriculum

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INTRODUCTION

Education in the digital era has undergone significant transformations, marked by a paradigm shift from conventional to more flexible, personalized, and technology-based learning (Sindi Septia Hasnida et al., 2023). The development of Information and Communication Technology (ICT) has changed the way teachers teach, the way students learn, and how learning materials are delivered and accessed (Junaedy et al., 2021). In this context, the Independent Curriculum (Kurikulum Merdeka) emerges as a response to the dynamics of 21st-century education, emphasizing competence reinforcement, character development, and digital literacy among students (Sabil, 2023).

The Independent Curriculum provides flexibility for educational institutions and teachers to design contextual learning processes that are relevant to the students' environment, while encouraging their active involvement in exploring factual issues (Samho et al., 2025). One important approach to achieving this is through local history-

based learning. Local history plays a strategic role in presenting historical narratives that are close to students' lives and can strengthen their identity, regional pride, and national insight (Tanjung & Supriatna, 2021).

Integrating local history into the learning process is one way to realize contextual learning in Social Studies (IPS). However, in practice, the implementation of local history learning still faces several challenges, one of which is the limited availability of suitable learning resources for students (Chalimi, 2024). The main learning resources used by students in schools are government-provided textbooks, which tend to be general and nationally oriented, often failing to accommodate local contexts. Local history content is often only complementary and not packaged in an engaging way in terms of content or media. This results in students' low understanding of cultural heritage and important local events.

Efforts to address these challenges can be made through the strategic development of contextual and environment-relevant teaching materials. One solution is to develop a digital textbook (e-book) based on local history that specifically includes narratives, figures, and important events from the students' own regions. This e-book is designed with an informative, communicative, and interactive approach to enhance student interest in local history content.

Learning about local history in junior high school (SMP) is essential, particularly in the context of implementing the Independent Curriculum (Basri, 2021). Local history is an integral part of national history that records the social, cultural, political, and economic dynamics of a specific region. Through studying local history, students are not only introduced to major national events, but also come to understand the roots of their identity in a geographically closer and contextual way (Kuswono et al., 2021).

Local history also plays a strategic role in building historical awareness, national character, and emotional attachment to the environment (Fitrian & Fatmariza, 2022). Teaching local history can strengthen students' sense of belonging to their home region, help them understand the connections between national events and local dynamics, and foster critical and historical thinking skills (Basri, 2021). Within the Independent Curriculum framework, local history can be integrated into Social Studies subjects.

This integration helps students link national and local events and encourages critical and historical analysis (Kuwoto & Saputra, 2024). This aligns with the goals of national education, namely to enlighten the nation's life through meaningful, contextual learning grounded in local values. The inclusion of local history in IPS is crucial in preparing students to face global challenges and make wise decisions (Lathifah et al., 2023). One important supporting factor that must be considered for successful local history learning is the development of Social Studies textbooks (Luthfia, 2023).

Ideally, these textbooks should contain components of the Pancasila Student Profile and integrate local history (Irawati et al., 2022), as mandated by Ministry of Education Regulation No. 8 of 2023, which emphasizes contextual learning, student-centered approaches, and national identity formation through history (Permendikbud, 2023). Social Studies teachers face challenges in integrating local history content into teaching, especially for materials covering the arrival of Europeans up to Indonesian independence.

The main obstacle is the lack of well-documented and structured local historical content. IPS textbooks in the Independent Curriculum generally focus on national history narratives and do not explicitly relate national events to local history across regions. Additionally, teachers often struggle to utilize ICT and interactive learning resources that can enhance students' visual and contextual learning experiences. As a result, IPS learning tends to rely solely on the main textbooks without further exploration of local history to deepen students' understanding of regional and national identity. This risk making IPS history content feel less relevant and grounded in real-life context.

An analysis of Grade VIII IPS textbooks revealed that local history content is not explicitly and systematically integrated with national history. History sections in IPS textbooks tend to focus on general Indonesian history without relating it to local history, such as that of Minangkabau. Furthermore, these books do not provide exercises aimed at enhancing higher-order thinking skills or supporting the Minimum Competency Assessment (AKM). Consequently, learning is often memory-based and fails to cultivate students' critical thinking skills. This leads to low comprehension and minimal engagement in the IPS learning process.

Interviews with IPS teachers revealed that no thematic learning resources specifically contain Minangkabau local history. Student interviews showed that they found the IPS textbooks too thick and uninteresting, were reluctant to bring the books to school, and lacked motivation to read. They also expressed difficulty in understanding historical material and felt disconnected from the events and figures discussed. This indicates the need for an interactive digital textbook that is not only engaging but also presents local history in a contextualized format.

The research and development of a digital e-book integrating local history and digital technology is crucial, considering the limited availability of contextual and locally integrated e-books as supplementary learning materials for IPS in West Sumatra. To date, students have relied only on government-issued main textbooks that are general and nationally oriented, making it difficult for them to understand their own regional historical events. At the same time, the rapid growth of educational technology and the demands of the Independent Curriculum require teachers to innovate by developing adaptive, interactive, and contextually relevant teaching materials.

The novelty of this research lies in the development of an interactive digital Social Studies e-book that integrates Minangkabau local history. The use of digital technology is reflected through the use of applications such as Canva and Heyzine. This e-book not only presents narrative text but also includes visual elements, multimedia, and interactive links to enrich the learning experience. The inclusion of local content such as the role of Minangkabau society during the colonial period and the historical heritage of Old Town Padang adds unique value not found in standard IPS textbooks.

The strength of this e-book lies in its integration of Minangkabau local historical content with national history narratives and the contextual presentation of learning materials as required by the Independent Curriculum. The content includes historical information about the roles and conditions of Minangkabau society during the arrival of European nations, including the impact of colonialism on local life.

Moreover, the e-book features documentation of surviving colonial-era heritage sites in Old Town Padang. This documentation serves as a way to present learning resources from students' immediate environment and demonstrates the relevance of school content to real life. Importantly, this approach also helps develop students' historical awareness and local identity. By combining national and local history in an interactive digital and technology-based format, the e-book is expected to improve students' understanding of local history. The objectives of this study are to identify the process of developing the Social Studies e-book, test its feasibility, and evaluate its practicality and effectiveness for Grade VIII students under the Independent Curriculum with integrated Minangkabau local history.

METHOD

This research used the Research and Development (R&D) method. The development model followed the ADDIE framework (Analysis, Design, Development, Implementation, Evaluation). The test subjects for the IPS e-book product consisted of three groups corresponding to the development stages: feasibility test subjects, practicality test subjects, and effectiveness test subjects.

The feasibility test was conducted by three experts: one expert in IPS subject matter (history), one expert in digital media and learning resources, and one language expert. These experts evaluated the content, language, and visual design of the IPS e-book developed by the researcher.

The practicality and effectiveness test involved one IPS subject teacher and 31 students of class VIII-1 at SMP Maria Padang, consisting of 12 male and 19 female students. The purpose of the practicality and effectiveness test was to assess the ease of use, attractiveness, and the students' ability to utilize the e-book during the implementation stage.

The research data collection instruments included the e-book feasibility test instrument completed by experts, the practicality and effectiveness test instrument filled out by the IPS teacher and students, observation sheets, interview guidelines, and documentation from the e-book product trial. The feasibility, practicality, and effectiveness instruments were designed in a four-point Likert scale format.

Data analysis was conducted using both quantitative and qualitative descriptive approaches. Quantitative data were analyzed using the average formula, while qualitative data were described narratively. Quantitative data, in the form of scores and average scores, were obtained from the feasibility, practicality, and effectiveness test instruments of the IPS e-book. Qualitative data were gathered from observations, interviews, and field documentation of IPS learning activities to support the quantitative findings and provide a comprehensive view of the research and development results of the IPS e-book.

RESULTS AND DISCUSSION

Results

Tahap Analisis (Analysis)

The analysis stage was the first step in the development of the Grade VIII IPS e-book for the Independent Curriculum. The researcher analyzed the need for e-book development as a learning resource for local history. This stage was conducted through observations of IPS learning at SMP Maria Padang to identify existing problems. The researcher carried out an analysis of teacher and student needs, infrastructure analysis, curriculum analysis, and an analysis of the need to develop the Grade VIII IPS e-book under the Independent Curriculum.

Teacher and Student Needs Analysis

The needs of teachers and students were analyzed based on issues identified in IPS learning. Observations revealed that students showed low enthusiasm for IPS learning. Meanwhile, a review of the Grade VIII IPS textbook indicated that the history content focused heavily on national history, with no mention of local history—particularly the arrival of European powers in the Minangkabau region. Student interviews revealed a lack of learning resources for local history, and difficulty in understanding and analyzing connections between national and local historical events.

Interviews with teachers indicated that student interest in history was low, as it was perceived to be boring and focused on memorization. The textbooks were seen as too formal, lacking visualization, and not engaging. As a result, students lacked awareness of the importance of history for understanding social, political, and economic life. Teachers also had not yet utilized interactive learning media that could present historical context in a more engaging and lively manner. The IPS lessons tended to focus solely on national history from the main textbook without connecting it to local history relevant to the students' environment.

School Infrastructure Analysis

Observations of educational and learning facilities at SMP Maria Padang showed that, in general, the school was well-equipped to support the learning process. All classrooms were equipped with technology such as projectors, active speakers, and internet access. These facilities enabled the optimal implementation of digital learning. Additionally, students were allowed to use smartphones during the learning process under teacher supervision. This policy gave students the flexibility to access digital learning resources, complete technology-based assignments, and participate in interactive application-based learning.

Curriculum Analysis

Curriculum analysis was conducted by reviewing local history material relevant for inclusion in the e-book and its alignment with assessment standards. This review ensured that the material developed aligned with the Learning Outcomes (CP) and Learning Objectives (TP) for Grade VIII IPS Phase D (even semester). The e-book was developed based on the IPS subject's CP theme "Dynamics of Global Interaction." One of the sub-

themes of this CP is the ability of students to understand and explain the arrival of European nations in Indonesia and its impact on local communities, including the struggle for independence.

The e-book was designed to train students to identify the background of the arrival of European nations in Indonesia, analyze the influence of colonialism on the social, economic, and cultural life of Indonesian society, and explain forms of resistance against colonialism at both national and local levels.

Analysis of the Grade VIII IPS Textbook

Tema 03	
Nasionalisme dan Jati Diri Bangsa.....	141
A. Penjelajahan Samudra, Kolonialisme, dan Imperialisme di Indonesia	143
1. Bagaimana Pengaruh Kondisi Geografis terhadap Penjelajahan Samudra?	144
2. Bagaimana Kehidupan Masyarakat Indonesia pada Masa Kolonialisme dan Imperialisme?	148
3. Bagaimana Perubahan Masyarakat Akibat Penjajahan Bangsa Barat dan Pendudukan Jepang?	166
B. Pergerakan Kebangsaan Menuju Kemerdekaan	169
1. Bagaimana Perkembangan Organisasi Pergerakan di Indonesia pada Masa Penjajahan?	171
2. Bagaimana Proses Pelaksanaan Kemerdekaan Indonesia?	180
C. Interaksi Budaya pada Masa Kerajaan Islam	114
1. Bagaimana Perkembangan Agama dan Kebudayaan Islam di Indonesia?	114
2. Bagaimana Cara Penyebaran Agama Islam di Indonesia?	115
3. Bagaimana Bentuk Interaksi Budaya* Pengaruh Islam di Indonesia? ...	119
Kesimpulan Visual	137
Evaluasi	138

Figure 1. Excerpt from the Table of Contents of the Grade VIII IPS Textbook Published by the Ministry of Education and Culture

This data shows that the Grade VIII IPS textbook for Phase D under the Independent Curriculum does not contain any content on the local history of West Sumatra. As a result, students at the junior high school level are not learning the history of their own region. This lack of local content suggests that students are not gaining knowledge about their regional history. Yet, understanding local history plays an important role in building cultural identity, strengthening national awareness, and fostering students' connections with their social and cultural environment. This demonstrates a gap between the goals of the Independent Curriculum—which emphasizes contextual learning rooted in students' environments—and the existing materials. This gap can be addressed by developing a learning resource that integrates Minangkabau local history, presented as a companion to the official IPS textbook.

Design Stage

The design stage is carried out by formulating and designing the concept of an e-book for the Social Studies subject for class VIII of the Merdeka Curriculum containing local history of West Sumatra. First, the researcher collects sources (references) for an e-book containing local history of West Sumatra; second, looking for images, photos, and video clips that support the e-book for the Social Studies Subject for Class VIII; third, compiling questions and materials for Augmented reality media; fourth, creating an e-book design using the Canva application; fifth, converting the e-book to PDF; sixth, designing images using the AssemblerEdu application to produce 3D or Augmented Reality media; seventh, downloading media results from AssemblerEdu in the form of a Barcode; eighth, inserting images into Hyzine and designing them according to the form of a book. The final result of the e-book product for the Social Studies Subject for Class VIII of the Merdeka Curriculum can be accessed via a link or by directly scanning the barcode provided by the researcher.

Development Stage

The prototype e-book was then evaluated for its feasibility by three validators consisting of a subject matter expert (history lecturer), a media and learning resources expert (educational technology lecturer), and a language expert (Indonesian language lecturer). The validation process produced both quantitative and qualitative data which served as the basis for revising and refining the e-book prototype. The results of the feasibility test indicated that the e-book content was highly feasible (average score of 3.44). The evaluation by the media and learning resources expert yielded an average score of 3.31 (highly feasible), and the language expert gave a score of 3.78 (highly feasible). This means the Grade VIII Social Studies e-book in the Independent Curriculum, covering local history of West Sumatra, is highly suitable to be used as a learning resource for local history at SMP Maria Padang. The results of the e-book feasibility tests by the subject matter, media, and language experts are presented below.

Table 1. Feasibility Test Results of the Grade VIII IPS E-Book (Independent Curriculum) by Subject Matter Expert

Evaluation Item	Score	Category
The content on the history of European arrival up to independence aligns with IPS learning outcomes	4	Very Good
Historical content is relevant to Grade VIII IPS objectives	3	Good
Historical material is presented systematically	3	Good
Events are presented chronologically	4	Very Good
Content integrates Minangkabau local history	3	Good
Historical concepts are accurately delivered	3	Good
Historical facts are credible	4	Very Good
Contains key principles of history	3	Good
Content is engaging (images, illustrations, videos, AR)	4	Very Good
Presented with concise and understandable narration	4	Very Good
Encourages exploration and discussion	3	Good
Follows correct Indonesian spelling (EYD)	3	Good
Uses correct historical terms	3	Good
Covers both national and local history appropriate for Grade VIII	4	Very Good
Examples and illustrations clarify historical concepts	4	Very Good
Promotes critical and analytical thinking	3	Good
Utilizes relevant historical sources such as maps, illustrations, and documents	3	Good
Total Score	62	Highly Feasible

Average	3,44
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Source: Field data analysis

Table 2. Feasibility Test Results of the Grade VIII IPS E-Book (Independent Curriculum) by Media and Learning Resources Expert

Evaluation Item	Score	Category
The Grade VIII IPS e-book is suitable for junior high school students as target readers	3	Good
The layout of the Grade VIII IPS e-book is neat and proportional	3	Good
The e-book uses good color composition	3	Good
The font in the e-book is readable and proportional	3	Good
The e-book aligns with the Learning Outcomes (CP) and Learning Objectives (TP) of IPS	3	Good
The e-book has an attractive cover	3	Good
The table of contents matches the scope of the material	4	Very Good
The material is presented systematically	3	Good
Practice questions are varied	3	Good
The glossary is complete and relevant to the material	4	Very Good
Media supports concept understanding in IPS subjects	3	Good
Multimedia content focuses on the core subject matter	3	Good
Media enhances interest and learning motivation	4	Very Good
The e-book can be accessed across devices (PC, tablet, smartphone)	3	Good
The e-book can be accessed via provided links	4	Very Good
The e-book is easy to access (video, interactive games, and AR)	4	Very Good
Total Score	53	Highly Feasible
Average	3,31	

Source: Field data analysis

Table 3. Feasibility Test Results of the Grade VIII IPS E-Book Independent Curriculum by Language Expert

Evaluation Item	Score	Category
Use of letters follows proper Indonesian Spelling Guidelines (EYD)	4	Very Good
Punctuation is used correctly (periods, commas, quotation marks)	4	Very Good
Consistency in word/term usage	3	Good
Sentence structure is easy to understand	4	Very Good
Minimal use of ambiguous or confusing sentences	4	Very Good
Appropriate use of conjunctions according to context	4	Very Good
No overly long or complex sentences	4	Very Good
Logical and coherent flow between sentences in a paragraph	4	Very Good
No unnecessary repetition of words or information	4	Very Good
Clear use of pronouns and references (not ambiguous)	4	Very Good
Appropriate use of terminology	3	Good
Effective sentence structure	4	Very Good
Avoids overly technical or difficult language	4	Very Good
Word choice is appropriate for student characteristics	3	Good
Total Score	53	Highly Feasible
Average	3.78	

Source: Field data analysis

Implementation Stage

The implementation stage involved practicality and effectiveness testing of the Grade VIII Social Studies (IPS) e-book in the Independent Curriculum. The practicality and effectiveness of the e-book were evaluated by the IPS teacher and the students. The goal was to gather assessments, comments, and suggestions for improvement regarding

the practicality and effectiveness of the Grade VIII IPS e-book as a local history learning resource at the junior high school level.

The average result from the practicality and effectiveness test by the teacher was 3.78, falling into the category of very practical and very effective. This indicates that the Grade VIII IPS e-book is practical and effective for use as a local history learning resource by students at the junior high school level.

Meanwhile, the practicality and effectiveness test results by 31 students yielded an average score of 3.67, which also falls into the category of very practical and very effective in the context of local history learning. The results of the data analysis for these tests are presented below.

Table 4. Practicality and Effectiveness Test Results of the Grade VIII IPS E-Book Independent Curriculum by IPS Teacher

Evaluation Item	Score	Category
E-book content aligns with IPS learning outcomes (CP) and objectives (TP)	3	Good
E-book enhances understanding of local history	3	Good
Content is systematic and easy for students to understand	4	Very Good
Content helps students comprehend material and meets their needs	4	Very Good
E-book is practical and matches students' knowledge level	4	Very Good
E-book complements the official IPS textbook from the Ministry	3	Good
E-book effectively motivates students to study independently	4	Very Good
Content supports implementation of Minangkabau local history learning	4	Very Good
Practice questions are varied and easy to complete	4	Very Good
Layout of elements is proportional	3	Good
Color scheme is comfortable for eye health	4	Very Good
Font is readable and text size is appropriate	4	Very Good
E-book helps students achieve CP and TP in IPS	4	Very Good
E-book is practical and accessible on various devices (PC, tablet, smartphone)	4	Very Good
Interactive e-book supports Minangkabau local history themes in IPS	4	Very Good
Total Score	56	Very Practical and
Average	3.73	Effective

Source: Field data analysis

Table 5. Practicality and Effectiveness Test Results of the Grade VIII IPS E-Book Independent Curriculum by Students

Evaluation Item	Score	Category
E-book presentation is engaging (images/illustrations) and supports comprehension	3,77	Very Good
E-book makes it easier to understand local history from the colonial era to independence	3,59	Very Good
E-book helps with independent study without constant teacher assistance	3,62	Very Good
E-book increases motivation and interest in learning history	3,55	Very Good
E-book is accessible anytime, anywhere on personal devices (phone/laptop/tablet)	3,74	Very Good
Navigation and buttons in the e-book are user-friendly	3,77	Very Good
Total Score	22.04	Very Practical and
Average	3.67	Effective

Source: Field data analysis

Evaluation Stage

The evaluation stage was conducted after the trial or practicality testing of the Grade VIII Social Studies (IPS) e-book within the Independent Curriculum at SMP Maria. The purpose of this evaluation was to obtain information regarding the weaknesses, strengths, comments, and suggestions for improving the Grade VIII IPS e-book product.

The results of the evaluation, collected through a Google Form questionnaire, indicated that students' responses toward the Grade VIII IPS e-book in the Independent Curriculum were overwhelmingly positive. The majority of students stated that the IPS e-book was attractive, easy to use, and presented the subject matter in a complete and systematic manner. The features such as practice questions, educational games via Quizizz, and the integration of Augmented Reality (AR) technology increased students' interactive engagement during the learning process.

The e-book's features were considered helpful in supporting students' understanding of local history content and in achieving IPS learning objectives. These findings demonstrate that the technology-based adaptive IPS e-book makes a positive contribution to enhancing the effectiveness of IPS learning in the digital era, while also encouraging a transformation toward a more participatory and innovative learning approach.

Discussion

The results of the research and development of the Grade VIII Social Studies (IPS) e-book under the Independent Curriculum show that it is highly feasible, highly practical, and highly effective for use in teaching the topic "The Arrival of European Nations in Indonesia to Independence." This is evident from the data analysis showing an average feasibility score of 3.44 for content (very feasible). The average feasibility score for media and learning resources was 3.31 (very feasible), and the language aspect scored an average of 3.76 (very feasible). Therefore, in terms of content, media, learning resources, and language, the Grade VIII IPS e-book is considered very suitable for use in teaching local history within the IPS subject at the junior high school level.

The results of the practicality and effectiveness tests of the Grade VIII IPS e-book by the IPS teacher indicated that it was practical and effective (average score of 3.78), and student assessments showed it was very practical and effective (average score of 3.62).

The evaluation results also revealed very positive responses from students. Most students stated that the developed IPS e-book was interesting, easy to use, and presented complete material aligned with their learning needs in the IPS subject. The strengths of the e-book lie in its interactive presentation, featuring practice exercises, educational games using Quizizz, and the integration of Augmented Reality (AR) technology, which increased student engagement in the learning process.

These results are consistent with constructivist learning theory, which emphasizes the importance of meaningful, contextual, and actively engaging learning experiences. The use of AR and interactive quizzes provides a learning experience that bridges the gap between abstract information and concrete understanding, especially in local history material that students often find difficult to grasp. These findings also support previous research (Wahyuni, 2022; Ramadhan, 2023), which stated that interactive digital media enhances learning motivation and deepens conceptual understanding. Therefore, the developed IPS e-book not only serves as an alternative learning resource but also supports the strengthening of students' digital literacy and critical thinking skills in accordance with the demands of the Independent Curriculum.

CONCLUSIONS

Based on the series of research stages conducted in the field, several conclusions were drawn. The aim of this study was to describe the development steps of the Grade VIII IPS e-book under the Independent Curriculum on the topic of the arrival of European nations up to independence, and to present the results of its feasibility and practicality tests.

This research employed the ADDIE model, with test subjects including a history content expert, a language expert, a media expert, an IPS teacher from SMP Maria as a practitioner, and students from SMP Maria. Data were collected using validation sheets and analyzed using the average score formula. The evaluation results indicated that the interactive e-book was rated "Very Feasible" by the content expert with an average of 3.44, by the media expert with an average of 3.31, and by the language expert with an average of 3.78. These three aspects confirm that the content, visual design, and language of the e-book have met the feasibility standards for use in Grade VIII IPS learning.

In addition to feasibility, this study also assessed the practicality of the e-book using questionnaires distributed to teachers and students. The practicality test conducted by the teacher yielded an average score of 3.73, categorized as "Very Practical," indicating that the e-book is easy to use and effectively supports learning objectives. Student assessments also showed highly positive results, with an average score of 3.67, indicating that the e-book was engaging, easy to understand, and independently usable. Thus, the Grade VIII Interactive IPS e-book has met the criteria for both feasibility and practicality across various aspects and has been revised based on expert feedback, making it suitable for use in the learning process in line with the spirit of the Independent Curriculum and the reinforcement of local history content.

ACKNOWLEDGMENTS

It is recommended that teachers apply the Class VIII Social Studies Interactive E-Book to assist students in the learning process in junior high schools in order to have a variety of Class VIII Social Studies Interactive E-Books according to the needs of students' levels as well as technological advances. It is expected to the author to disseminate the E-Book to other schools to obtain more accurate data related to the Interactive E-Book of Social Studies Class VIII in helping students in the learning process.

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