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Needs Analysis of the Use of Digital Supplementary Books on Social Character Material for Civic Education at the Junior High School

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Abstract: *This study aims to analyze the need for digital supplement books using the Flip Html5 application in civic education subjects in grade VII junior high school. Especially in Pancasila and civic education, learning activities that encourage the integration of character values can be implemented. Ideally, to achieve student self-development, the school can fulfill needs that will assist students in carrying out various educational activities, particularly learning activities, including teaching materials. At this stage, researchers made observations and collected data related to digital books. To collect data for this study, qualitative data types were used in the questionnaires. The data analysis technique employed was descriptive analysis with data reduction, data presentation, conclusion drawing, and verification. The data that researchers should analyze were the types of teaching materials used, the implementation of learning, evaluation systems, and the factors supporting them. Based on the needs analysis questionnaire, data were obtained that 90.1% of students stated they liked reading books containing writings and pictures, and 90.7% of students stated that they required additional knowledge besides package books. In addition, 59% of students preferred to find material through smartphones, and 82.7% answered that they were interested in reading digital books as additional material in the civic education learning process in grade VII SMPN 33 Palembang. Thus, to help the development of instructional resources that support enhancing the quality of learning, digital books can be an alternative.*

Keywords: Digital Books, Civic education Learning, Flip Html5

Abstrak: *Penelitian ini bertujuan untuk melakukan analisis kebutuhan terhadap buku suplemen digital menggunakan aplikasi Flip Html5 pada mata pelajaran PPKn di kelas VII SMP. Kegiatan pembelajaran yang mendukung pengintegrasian nilai-nilai karakter di dalamnya dapat dilaksanakan terutama pada mata pelajaran Pendidikan Pancasila dan Kewarganegaraan (PPKn). Secara ideal, dalam rangka mencapai perkembangan diri siswa, sekolah seandainya dapat menyediakan pemenuhan kebutuhan yang akan membantu peserta didik dalam melakukan berbagai aktivitas-aktivitas pendidikan, khususnya pada aktivitas pembelajaran termasuk bahan ajar yang digunakan. Pada tahap ini, peneliti melakukan observasi dan mengumpulkan data-data terkait dengan buku digital. Pengumpulan data pada penelitian ini menggunakan kuesioner dengan jenis data kualitatif. Teknik analisis data yang digunakan adalah analisis deskriptif dengan reduksi data, penyajian data, perarikan kesimpulan dan verifikasi. Data-data yang perlu dianalisis oleh peneliti adalah data mengenai penggunaan jenis bahan ajar yang digunakan, pelaksanaan pembelajaran, sistem evaluasi, dan faktor-faktor yang mendukungnya. Berdasarkan data kuesioner analisis kebutuhan didapatkan data bahwa 90.1% peserta didik menyatakan menyukai membaca buku yang berisi tulisan dan gambar, 90.7% peserta didik menyatakan membutuhkan tambahan pengetahuan selain buku paket. 59% peserta didik lebih menyukai mencari materi melalui handphone dan 82.7% peserta didik menjawab tertarik untuk membaca buku digital sebagai materi tambahan dalam proses pembelajaran PPKn di kelas VII SMPN 33 Palembang. Buku digital dapat menjadi alternatif dalam pengembangan bahan ajar untuk menunjang peningkatan*

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Kata Kunci: *Buku Digital, Pembelajaran PPKn, Flip Html5*

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INTRODUCTION

Not only in the area of knowledge but also in the development of human character is the emphasis placed on preparing the next generation to establish a better Indonesian state. Instilling this character is crucial for the younger generation to grow into well-behaved people who are obedient to the rules and norms prevailing in society. Omeri (2015) argues that a good character makes a person have morals, ethics, and virtues that correspond to norms because he can distinguish good and bad behavior. One of the signs that a person has learned is the presence of behavioral changes in himself, and it is because the purpose of education is to foster not only the development of science but also the formation of a creative, innovative, and characterful mindset (Syarifuddin, 2013).

To implant character in children, three steps of the strategy can be used as follows: first, the child must be aware of the character values; second, they must comprehend and act, and then they must grow in their enjoyment of acting; and last, they must act consistently (Salahudin & Alkrienciehie, 2017). Related to the first stage, which is knowing character values, they can be provided by example or integrated into the learning process. It aligns with Ma'arif's (2018) assertion that in addition to exemplary character, values can also be imparted through learning activities.

Implementing educational activities that encourage the integration of moral principles, particularly in Pancasila and civic education, is possible. Civic education is a subject that emphasizes the achievement of knowledge aspects and improves character so that students have good morals and behavior (Rahayu, 2018). Therefore, educators, especially civic education subjects, must prepare learning activities supporting the achievement of character values. Moreover, education serves at least two purposes: instructional and normative. The process of promoting learning comes first, and implementing practical elements in accordance with established norms comes second. It aims to develop an individual's good character (Umi Chotimah et al., 2021).

Further, integrating character values in the civic education learning process requires ideas and creativity from educators to combine knowledge material with character values so that students can understand both simultaneously. One way educators can do this is by developing teaching materials in which cognitive abilities and affective and interactive abilities are contained. By utilizing the advancement of technology and information, developing interactive teaching materials by combining text, images, video, and audio is currently not difficult to implement.

This advancement has also touched various sectors of life, including education. Based on the results of observations and interviews with civic education teachers on February 5, 2022, conducted by researchers on the use of teaching materials at SMP Negeri 33 Palembang so far, the teaching materials often used were printed package books because the school did provide package book loans to each student. Civic education teachers at SMP Negeri 33 Palembang also had never made interactive teaching materials to attract students to learn civic education.

Additionally, the material was only developed following the existing package book from the school as the main book in learning, poured in the form of a printed handout. Meanwhile, showing images, videos and text in a slideshow was rarely done because of limited facilities in the form of InFocus projectors and electrical outlets that did not work in some classes. According to (Jihad et al.,

2010), the material in the package book is less related to moral issues that occur in society, so learners are less able to solve moral problems that arise in society. Hence, more interactive textbooks are expected to instill good character values in educators. Ruddamayanti (2019) also states that digital books are very interesting to read and can support students' independence in learning without being bound by place and time.

Another opinion asserts that digital books that can be accessed independently or classically are almost the same as modules combined with multimedia so that they will contain text, graphics, animations, sounds, and videos in one device ((Mawarni & Muhtadi, 2017). In this case, digital books using HTML 5 software are electronic books that can be packaged more attractively because their contents are not only in the form of text but can also support content in the form of images, videos, links, and book reading programming systems (Nasrulloh et al., 2021). A similar opinion states that the FLIPHTML 5 digital book is a flipbook created using software, namely FLIPHTML 5, and can be created with content in the form of text, video images, and audio (Pramuniati et al., 2021).

Furthermore, educators can develop many types of teaching materials to help students learn and contain the instilling of character values. Arsanti (2018) explained the types of teaching materials divided into printed teaching materials in the form of books, modules, handouts, brochures, and student worksheets, listening teaching materials such as radios and tapes, viewing teaching materials, for example, films and videos, and the last one, interactive teaching materials such as interactive CDs. To attract students to learn and make it easier for them to understand the learning material, learning should be conducted by combining various types of teaching materials. Sholeh & Sutanta (2019) also has the same opinion about teaching materials, i.e., it is as learning materials containing knowledge, attitudes, and skills systematically arranged and must be mastered by students to achieve the competencies required. Thus, digital books as teaching materials can be applied in learning, focusing on knowledge and emphasizing student character or attitude development.

Research on using supplement books as a learning resource with character content has been conducted by Kumalasari (Kumalasari, 2019). Based on her research results, it can be concluded that the supplement book is useful in helping to support the learning process and can build the character of hard work and care for the environment of students. Another study has also been carried out by Putri et al. (2020). Her research findings revealed that supplement books integrated with local wisdom could increase the character of students' independence in learning local wisdom. However, the selection and use of technology-based teaching materials must also be adapted to various environmental conditions, such as their usefulness in the learning process, students' needs, and the educators' and students' technological literacy abilities. For this reason, this study intends to analyze the need for digital supplement books with social care characters to help teachers learn civics in junior high schools.

This study adds something new to earlier studies. The novelty is found in the content feature in digital books by including elements of images, video, and audio in the book. The researchers also include examples of the surrounding environment to emphasize students' character. For students not feel bored when reading, the digital book to be developed is attractively packaged. It contains material, pictures related to the material, learning videos, practice questions, and skill activities. When moving pages at each meeting, students feel like they are reading a printed book because of the transition effect. Moreover, the originality of this study is a work carried out by researchers without plagiarizing other studies.

RESEARCH METHODS

This research used a qualitative approach with a descriptive method focused on needs analysis. The use of this research approach was based on the idea from Mack (2005) that qualitative research is very effective in obtaining culturally specific information about the values, opinions, behaviors, and social context of a particular population and effective in identifying intangible factors, such as social norms, socioeconomic status, gender, ethnicity, and religious roles, under the study. Then, the descriptive study method supplemented the deepening of the study by describing the conditions in the field to be compared with the conditions it should be so that a "gap" was obtained, i.e., a need for digital books for students. This study was held in grade VII of SMP Negeri 33 Palembang. The population in this study was all grade VII students, as many as 161 people. In addition, data collection in this study employed a questionnaire with a qualitative data type and was distributed using a google form so that respondents could fill out the questionnaire online. It aimed to know students' needs using digital supplement books containing material on social care characters and the conditions and problems in civic education learning in the classroom.

Afterward, the data analysis technique utilized was descriptive analysis with data reduction, data presentation, conclusion drawing, and verification. After the data were collected, data were reduced by analyzing diverse answers, summarizing all the data, sorting, selecting, and focusing on the problem under study. The data were then presented by providing an understanding of the phenomena, after which the researchers planned the next action based on the meaning of the phenomenon. At the data verification stage, conclusions are temporary and subject to change if strong evidence is found in subsequent data collection, and if the data has been supported by valid and consistent evidence, a final conclusion can be drawn.

RESULTS AND DISCUSSION

Based on the questionnaire distributed to students to find out the needs of students at SMP Negeri 33 Palembang, the analysis results were obtained that students of SMP Negeri 33 Palembang liked learning materials equipped with pictures compared to material that was only in the form of text. The following is a diagram showing the data:



Figure 1. Diagram of Student Questionnaire Results

From the questionnaire results, it can be seen that students preferred to read books containing text and images as much as 90.1% compared to only text. Besides, books accompanied by pictures will also look more attractive to students. The questionnaire results further uncovered that students needed additional material besides their package books regarding diversity material in Indonesian society to

understand the material better. Below is the diagram of the questionnaire results on student needs regarding diverse material in Indonesian society:

Apakah peserta didik membutuhkan tambahan pengetahuan tentang keberagaman Masyarakat Indonesia selain dari materi yang ada dalam buku paket
162 jawaban

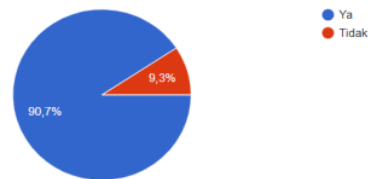


Figure 2. Student Questionnaire Results

The questionnaire results indicate that the student's need for additional material on the diversity material of the Indonesians was very high, 90.7%. It denotes that the student handbook lacked understanding so far, so additional material is needed. The researchers also asked students about their habits of students to study so far and in looking for sources or material for completing tasks. The following are the results of the questionnaire obtained from the question:

Ketika sedang belajar dan menjawab tugas, peserta didik lebih suka belajar maupun mencari materi melalui...
162 jawaban

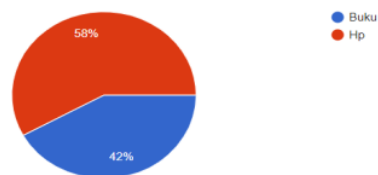


Figure 3. Student Questionnaire Results

Based on the questionnaire results, 58% of students preferred to find learning materials through smartphones, and 42% liked reading books. Regarding the students' answers, researchers also related the penchant for using smartphones and reading books through a new type of digital book. The results of the learner's answers can be seen in the following diagram:

Apakah peserta didik merasa tertarik untuk membaca buku digital tersebut sebagai tambahan pengetahuan
162 jawaban

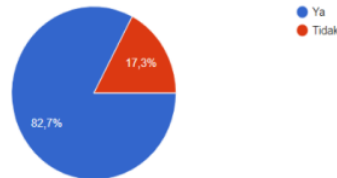


Figure 4. Student Questionnaire Results

The diagram depicts that students' interest in reading digital books was very high, i.e., 82.7%, compared to those who were less interested. From the results of this questionnaire, the researchers concluded that students of SMP Negeri 33 Palembang wanted interesting and easy-to-understand additional material, with examples in the form of digital images and videos that could be accessed via smartphones. These results support the development of a product as a digital supplement book with the character of social care and tolerance.

Moreover, the identification of the analysis of needs and characteristics described above on 162 students showed that students were interested in learning involving elements of sound, image, video, and technology. Here are the data analysis results from the questionnaire findings distributed to students:

Table 1. Identifications of Learner Characteristics

| Percentage | Data Results |
|------------|--|
| 90.1% | Students love to read books containing writings and pictures. |
| 90.7% | Learners stated that they need additional knowledge apart from the package book. |
| 59% | Students prefer to find material through smartphones. |
| 82.7% | Students answered that they were interested in reading digital books as additional material. |

After analyzing the characteristics of students, researchers also looked at aspects of advice and infrastructure at SMPN 33 Palembang. The analysis results of facilities and infrastructure can be seen in the following table:

Table 2 Facilities and Infrastructure of SMP Negeri 33 Palembang

| No | Facilities and Infrastructure | Existing/Missing | Information |
|----|-------------------------------|------------------|---------------|
| 1. | Computer | Exist | Ten laptops |
| 2. | Internet Connection (Wi-Fi) | Exist | Can connect |
| 3. | Smartphone | Exist | Every learner |
| 4. | LCD | Exist | Two packs |

Source: Primary Data of SMP Negeri 33 Palembang

The results of observations and analysis of the needs questionnaire in this study uncovered that the teaching materials provided by schools in civic education learning were still not helpful for civic education learning, so additional books were needed. It aimed so that students could better understand the material. In addition, digital books have never been used in learning, and according to teachers, using digital books will help deliver material and provide an understanding that students more easily accept. Students felt they needed additional knowledge apart from package books, 90.7% of which were digital teaching materials or books. According to Dwiyogo (2013), one of the advantages of electronic teaching materials is that it makes it easy for product developers to provide sound or audio and images or videos to support student learning motivation. The display or features in this electronic teaching material will contribute to the improvement or ability of students' reading skills, attitudes, and motivation in reading digital texts (Muga et al., 2017).

It also corroborates with the opinion of Jazuli et al. (2017), stating that the existence of teaching materials in the form of digital books certainly makes educators, in this case, teachers do not have to come to the classroom, and students can learn independently according to learning styles and interests. Digital books can also be designed according to needs, such as adding image and video features. Based on the research results, 90.1% of students liked to read books containing writing and images. Students also stated that they preferred to read the material through their smartphones. Nuha, Amin, and Lestari (Nuha et al., 2016) stated that one way to support understanding by students is to hold textbooks that can be accessed and facilitate learning activities anywhere and anytime.

Similarly, Surahman & Yeni (2019) also asserted that the learning process would be very effective and efficient if the teacher presented the availability of appropriate teaching materials with the characteristics of the material. In this case, 82.7% of students were interested in reading digital books as additional material. In addition, learning by providing teaching materials in digital books can increase or improve the student learning experience (Roskvist et al., 2020). Teaching materials or appropriate learning resources certainly contain content about theories or facts that will be used or studied by students and contain summaries or narratives, which, of course, are complemented by various civic education learning activities that can improve students' cognitive aspects and the development of student character. It then becomes the basis for researchers to continue their research by developing teaching materials in the form of digital books containing social care and tolerance characters designed using language, appearance, and stages of material, accompanied by real examples or issues in society so that students can easily understand. According to Wijayanti et al. (2015), interactive teaching materials are very interesting and provide convenience for those who use them because they are equipped with instructions, materials, and even evaluations packaged interactively. Further, examples or issues of contemporary phenomena that occur in society in daily life can also increase the ability to understand and motivate students to learn.

CONCLUSIONS AND RECOMMENDATIONS

This research revealed that teachers still used conventional teaching materials like printed books or materials changed into PowerPoint. Meanwhile, most students used the internet when looking for material because most students had smartphones and needed electronic teaching materials such as digital books. Thus, civic education subjects loaded with the character of caring and tolerance can be developed in the form of digital books that use language, appearance, and stages of material, accompanied by real examples or issues in society so that students can easily understand.

Based on the research results above, it can be concluded that 90.1% of students stated that they liked to read books containing writings and pictures, and 90.7% admitted that they needed additional knowledge in addition to package books. In addition, 59% of students preferred to find material via smartphones, and 82.7% answered that they were interested in reading digital books as additional material in the civic education learning process in grade VII SMPN 33 Palembang. This digital supplement book, which is in accordance with the needs analysis, can be an alternative medium that teachers can use in carrying out interesting and interactive learning activities so that it impacts improving student learning outcomes.

The suggestion given in the future is that electronic teaching materials must be developed according to the needs or requirements of students and, of course, compatible with smartphones owned by students so that they can be used anytime and anywhere. However, adjusting to the conditions and characteristics of each grade is necessary. In this regard, Flip Html5-based digital supplement books can also be developed in other subjects so students are more active and motivated in learning. It is also related to supporting applications in making digital books because, currently, teachers can use many other supporting applications to make digital books.

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