Analysis of Electronic Book Development Needs Project Based to Improve Pancasila Literacy for Class V Students

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Abstract: Civics learning in elementary schools is intended as a teaching and learning process in order to help students learn well and form national character which is expected to lead to the creation of a society that places democracy in national and state life based on Pancasila, the Constitution and norms. norms that apply in society. The low understanding of Pancasila makes the Indonesian people lose direction and purpose in realizing this country. This research aims to analyze the needs of elementary school students for the development of project-based electronic books to improve Pancasila literacy for class V students. This type of research is descriptive qualitative. Data was collected through interviews, tests and questionnaires. The subjects of this research were 26 class V A students and 1 teacher. The results of this research indicate that elementary school students need project-based electronic book development to improve Pancasila literacy. This can be seen from the results of data analysis which shows: (1) only 30% of students achieve the minimum criteria in Civics lessons; (2) only 11% of students have additional learning resources other than textbooks from school; (3) 96% of students stated that they needed additional teaching materials that were easy to access.

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A. INTRODUCTION

Education is considered a long-term investment to create quality human resources. According to (Anwar 2017), education is the result of the development of human civilization which is based on people's worldview (values and norms), which are their ideals. Education can be interpreted as conscious guidance by educators towards the physical and spiritual development of students towards the formation of a primary personality (Suteja 2016). From there, we can conclude that learning is the result of interactions between individuals and their physical and social environments. Learning must be managed actively and effectively so that it runs in accordance with learning objectives, with a process that is directed, smooth, and in accordance with expectations.

Pancasila and Citizenship Education (PPKn) is one of the types of education that is implemented since elementary school (SD). Its function is to educate values and morals. According to (Susanto 2013) the aim of education in Indonesia is expected to be to prepare students to become citizens who have a strong and consistent commitment to defending the Unitary State of the Republic of Indonesia (NKRI). The aim of providing Citizenship Education from an early age is to form good citizens. Citizenship education in elementary school includes

several things which essentially focus on Indonesian citizens who are intelligent, skilled and have character as mandated by Pancasila and the 1945 Constitution. With PPKn, students are expected to be able to develop and develop students so that they become good citizens (good citizens).).

PPKn subjects are subjects that often experience name changes very quickly, this is because PPKn subjects are very vulnerable to political change, but it is ironic if we see that the very fast name changes are not accompanied by changes in approach and method of delivery which continue to be inconsistent. experiencing changes. It must also be understood that Civics subjects do not only emphasize memorizing knowledge and monotonous one-way learning. (Winataputra 2008) stated that Civics Civics material includes three components, namely: civic knowledge (civic knowlegde), civic skills (civic skills), and civic disposition or character (civic disposition). The results of his research explain that there is an influence of literacy skills on students' understanding of Pancasila values (Salamor et al. 2022). Literacy regarding Pancasila is intended to interpret and present Pancasila within the nation's generation to understand Pancasila in a simple way according to local values in the archipelago (Mahmud et al. 2023).

Pancasila literacy is an important step in reviving Pancasila values in national and state life. To revitalize the values of Pancasila, a movement is needed that involves all levels of society. One way that can be done is through the Pancasila literacy movement. With literacy, people understand and deepen their knowledge about Pancasila to become individuals who have Pancasila character (Khoirunisa et al. 2022).

Pancasila literacy skills have broad and strategic implications in human resource development, especially in reviving the enthusiasm and noble values of Pancasila which have united all differences. Pancasila values are values that reflect the daily behavior of Indonesian people which can be clearly reflected in the Pancasila principles, and are very important to instill since children are still small (Sa'diyah and Dinie A. D. 2022). Pancasila is identified with the power politics of the New Order, a wrong understanding and even misguided because Pancasila is the ideology and philosophy of the state which extracted from the nation's cultural heritage by the founders of the Republic of Indonesia.

The low understanding of Pancasila makes the Indonesian people lose direction and purpose in realizing this country. Moreover, in this era of globalization, national boundaries are increasingly blurred, there are more and more threats from both within and outside the country. To strengthen the Indonesian state, all nations must unite, it is not just the responsibility of the police or TNI to think about the Republic of Indonesia. Through Pancasila literacy culture, Indonesian people can deepen their knowledge about Pancasila, so that it becomes a good habit and ultimately becomes behavior or action that is in accordance with Pancasila values. Not only through literacy, Pancasila was also born from education for the younger generation as an effort to preserve Pancasila.

Current conditions show that there are still many students who show attitudes that are not in accordance with the values of Pancasila. Among them are: 1) students are still found to be behaving in teasing ways; 2) students fight; 3) an attitude of not caring about the environment, for example throwing rubbish carelessly; 4) it was found that there were still students who lied to the teacher; 5) acts of damaging school facilities by writing on tables and walls; 6) there

are still students who just sit around when mutual cooperation activities are carried out at school. This finding is in line with research conducted by (Rachmah 2013). which states that the current condition of students is increasingly showing disgraceful behavior and disrespect for national culture (such disgraceful behavior includes the decline in attitudes towards diversity, mutual cooperation, anarchism, dishonesty, brawls, and cheating).

It is necessary to carry out a learning process that actively involves students in learning activities. Activity-based interactive learning activities are based on several principles, namely (1) somatic (ie students experience physical activity that allows students to interact with other people in pairs or groups, from one place to another both inside and outside the classroom) in this case means that learning must be done by experiencing and doing; (2) auditory, which allows students to listen actively from various sources of information; (3) visual, which allows students to observe images or the surrounding environment; (4) intellectual, namely enabling students to carry out a question and answer process regarding their learning environment.

Problems related to improving the quality of learning and various problems faced in the learning process must be planned and found appropriate and effective designs or learning that can solve existing problems. several things that need to be developed to support the teaching and learning process: 1) library, 2) supporting facilities for curriculum activities, and 3) infrastructure and facilities for extracurricular and mulok activities (Yamin 2014).

The learning process requires students to not only interact with teaching staff as one source, but also includes interaction with all learning resources that can be used to achieve the desired results. Meanwhile, knowledge and skills regarding strategy, analyzing, selecting and utilizing learning resources by teaching staff are generally inadequate. So this is about how teaching staff and students utilize existing learning resources in an effort to broaden students' knowledge, attitudes and skills in learning activities. Seeing the importance of PPKN, conveying PPKN learning should be packaged in an attractive form and using learning media (Usman 2022).

Along with the development of science and technology, learning resources also follow quite rapid developments. In this case, the emergence of computer-based learning resources such as electronic book applications. If books generally consist of a collection of paper which can contain text or images, then electronic books contain digital information which can also be in the form of text or images. Learning media functions without accommodating students who are weak and slow to understand lesson content presented with text or presented verbally (Arsyad 2010). Learning media are all tools and materials that can be used to achieve educational goals and media also enable students to gain knowledge (Sanjaya 2011).

Electronic books or digital books are a soft file form of printed books that have been developing over time. Currently, many learning resources in the form of books which were originally in the form of text books have developed into benefits in the world of education. The use of electronic books can increase interaction between educators and students in distance learning. An electronic book is a textbook that is converted into digital format. An electronic book is also defined as a learning environment that has applications that contain a multimedia database of instructional resources that stores multimedia presentations about the topics in a book. Electronic books must still meet the requirements for making

modules/textbooks, namely in accordance with the provisions of the National Education Standards Agency (BSNP). These requirements include three criteria, namely the criteria for appropriateness of content, language and presentation.

Furthermore, to overcome this problem, a learning process from experience and direct activities related to Pancasila values is carried out, so it is necessary to carry out project-based Civics learning. Project-based learning (PjBL) is learning that prioritizes students exploring various scientific studies whose results can be used as real learning objects. Project-based learning is a complex learning model where students will be required to exchange ideas, make predictions, make decisions, work in groups, give students freedom in designing a product, and present ideas and findings to others. Project-based learning requires teachers who are skilled and willing to learn (Sani 2014).

B. METHOD

This research is development research (Development and Research). Research and development is a research method used to produce certain products (Borg 2003). The development model used is the Borg & Gall development model (Sukmadinata 2017). This research is an initial stage carried out before developing a product in the form of an augmented reality flipbook based on local wisdom, so this research is limited to the preliminary research stage. This research was carried out at SD Negeri 101786 Helvetia which is located at Jl. Bambu, Helvetia Village, Labuhan Deli District, Deli Serdang Regency, North Sumatra Province. The research was carried out in the odd semester of the 2023/2024 academic year, precisely from October to December 2023. The subjects of this research were students in classes VA and VB at SD Negeri 101786 Helvetia for the 2023/2024 academic year with a total of 53 students. The research subjects consisted of children with different ethnic and family backgrounds. A questionnaire sheet was used to collect quantitative data covering four aspects. The indicators and aspects used as benchmarks to obtain this needs analysis data are, a) the PPKN learning process; b) students' knowledge about Pancasila values; c) knowledge related to Project-based electronic books; d) students' responses or responses regarding project-based electronic books. The data obtained will be analyzed descriptively.

C. RESULTS AND DISCUSSIO

Based on the research results, the following data was obtained:

1. PPKN learning process

The research was carried out by first observing the learning process and distributing questionnaires to students. It is known that learning is carried out by relying on textbooks from schools as the main learning source. Only 11% of students stated that they had additional books as learning resources, while 89% of other students did not have additional books.

Table 1. Additional books

Additional books	
Yes	Yes
No	No

Table 2 shows how PPKN learning is felt by students, whether it is fun or not. And the results obtained were that as many as 49% of students stated that PPKN learning was enjoyable and as many as 51% were not enjoyable.

Table 2. PPKN learning is fun

PPKN learning is fun	
Yes	49
No	51

Table 3 shows how PPKN learning is felt by students, whether students feel that PPKN learning is missed or not. As many as 38% of students said they missed PPKN lessons and 62% did not miss them.

Table 3. PPKN learning is missed

PPKN learning is missed	
Yes	38
No	62

Table 4 shows the conditions in which students have or can access smartphones, whether belonging to their parents, older siblings, family or their own, which can be used for the learning process. The results obtained were that as many as 96% of students could use smartphones for studying and only 4% said they could not access smartphones for the learning process.

Table 4. Can use a smartphone to study

Can use a smartphone to study	
Yes	96
No	4

2. Students' knowledge about Pancasila values

When asked about PPKN learning material in class, results were obtained. As many as 56% of students stated that the material on Pancasila values was difficult to understand and only 44% of students stated that the material on Pancasila values was not difficult to understand.

Table 5. The material on Pancasila values is difficult to understand

The material on Pancasila values is difficult to understand	
Yes	56
No	44

Furthermore, related to PPKN learning outcomes on Pancasila values, 28% of students stated that PPKN learning outcomes on Pancasila values were satisfied or met expectations, 28% and 72% were dissatisfied or did not meet expectations.

Table 6. Satisfied with the results of PPKN learning material on Pancasila values

Satisfied with the results of PPKN learning material on Pancasila values	
Yes	28
No	72

3. Knowledge related to Project-based electronic books

For learning at school, students are facilitated with textbooks from the library in the form of theme books. Furthermore, if asked whether students had ever used books other than books from school, then as many as 32% of students had used other books and as many as 68% of students had never used books other than books from school.

Table 7. Have you ever used books other than school books

Have you ever used books other than school books	
Yes	32
No	68

An interesting thing was found that it turned out that some students never knew about electronic books even in other lessons. And as many as 28 students know about electronic books, 28% but there are still 72% of students who don't know about electronic books.

Table 8. Knowledge about electronic books

Knowledge about electronic books	
Yes	28
No	72

4. Student responses or responses regarding project-based electronic books

Next, we were given a little explanation and brief practice in using electronic books in front of the class. The results obtained were that as many as 96% of students agreed and were enthusiastic about using electronic books and only 4% of students disagreed regarding the students not being able to use smartphones to study.

Table 9. Interested and agreeing to use electronic books

Interested and agreeing to use electronic books	
Yes	96
No	4

Project learning is learning where students carry out a project directly, either in the form of a real work action or a work. The results obtained were that 91% of students were interested and agreed to study with project-based learning, while 91% of students were not interested.

Table 10. Interested and agree to implement project-based learning

Interested and agree to implement project-based learning	
Yes	91
No	9

5. PPKN learning process

Revealed that the existence of printed books which dominate students' learning resources makes students lack experience, insight and creativity. The use of information technology in learning will create an interesting and meaningful learning process for students (Chang 2015). The learning process requires students to not only interact with teaching staff as one source, but also includes interaction with all learning resources that can be used to achieve the desired results.

6. Students' knowledge about Pancasila values

Pancasila as the basis of the Indonesian state is no longer something new for Indonesian people. Since ancient times, Pancasila values have been embedded in the social and cultural life of our society. These values have encompassed various aspects of life and are still maintained today. We really need to develop Pancasila values in social and cultural life. The Pancasila values, namely divinity, humanity, unity, democracy and justice, are the basis of life in society, nation and state. An Indonesian citizen should apply, understand and implement the values of Pancasila in everyday life. The practice of Pancasila values can take the form of attitudes shown in everyday life. Pancasila values must also be applied both in interactions with fellow humans and the surrounding environment. This is intended to create a calm, prosperous, peaceful and safe atmosphere. Without these values, we will not be able to achieve any of that.

7. Knowledge related to Project-based electronic books

Learning resources that can be utilized for learning needs are very diverse in type and form. These learning resources are not only in the form of printed materials such as textbooks, but students can utilize other learning resources such as educational radio, television, computers, e-mail, interactive video, satellite communications, and multimedia computer technology in an effort to increase interaction and feedback back with students. In this case, the emergence of computer-based learning resources such as electronic book applications. If books generally consist of a collection of paper which can contain text or images, then electronic books contain digital information which can also take the form of text, images and videos.

8. Student responses or responses regarding project-based electronic books

Project based learning is learning that involves students in solving problems and gives students the opportunity to work autonomously to construct their own learning and ultimately they can produce valuable and realistic student work products. Project-based learning is a complex learning model where students will be required to exchange ideas, make

predictions, make decisions, work in groups, give students freedom in designing a product, and present ideas and findings to others.

D. CONCLUSIONS AND SUGGESTIONS

The conclusion we can draw from this research is the need to develop project-based electronic books as learning media for class V students as an effort to increase students' Pancasila literacy. It is important to note that Pancasila literacy skills are not only about measuring students' knowledge, but also about measuring their ability to understand and apply these values in everyday life. The implementation of Pancasila literacy in elementary schools still faces many challenges, including teaching materials that still need to be added, no literacy program has been implemented, and student motivation is still low. This analysis is part of finding solutions to existing problems. It is hoped that if an attempt is made to solve this problem, then in the future research needs to be carried out regarding the impacts felt by elementary school students. In the future, there is a great need for development of project-based electronic books that suit students' needs.

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