

## Character Education Based E-Book in Civics Subject for Grade IV Elementary School

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### Abstrak

Minimnya media pembelajaran dan penggunaan strategi pembelajaran konvensional menjadi fokus utama penelitian ini. Penelitian ini bertujuan untuk menganalisis desain, validitas, dan efektivitas E-Book berbasis pendidikan karakter pada mata pelajaran PKn kelas IV SD. Penelitian ini menggunakan model pengembangan ADDIE. Metode pengumpulan data yang digunakan dalam penelitian ini adalah wawancara, angket, dan observasi, serta dianalisis menggunakan statistik deskriptif kuantitatif, dan inferensial (uji-t). Perancangan pengembangan E-Book terdiri dari lima tahap yaitu analisis, desain, pengembangan, implementasi, dan evaluasi. Hasil validitas mulai dari isi, desain, media, tes individu, dan kelompok kecil mendapatkan kualifikasi sangat baik. Berdasarkan hasil uji t disimpulkan bahwa E-Book berbasis pendidikan karakter efektif dalam pembelajaran PKn kelas IV di sekolah dasar. Implikasi penelitian berdampak pada memotivasi wawasan guru untuk menciptakan media pembelajaran yang menarik dengan memanfaatkan teknologi dan kemudahan siswa mendapatkan materi pembelajaran secara mandiri kapanpun dan dimanapun serta menerapkan ilmu dan nilai-nilai karakter yang diperoleh dari E-Book dalam kehidupan sehari-hari.

**Kata Kunci:** E-Book, ADDIE, Pendidikan Karakter, PPKn.

### Abstract

The lack of learning media and the use of conventional learning strategies are the main focus of this research. This research aims to analyze the design, validity, and effectiveness of character education-based E-Book in Civics subject for grade IV elementary school. This research uses the ADDIE development model. The data collection methods used in this study were interviews, questionnaires, and observations, and were analysed using quantitative descriptive statistics, and inferential (t-test). The E-Book development design consists of five stages: analysis, design, development, implementation, and evaluation. The results of the validity ranging from content, design, media, individual, and small group test get very good qualifications. Based on the results of the t-test, it is concluded that the character education-based E-Book is effective in learning Civics grade IV at elementary school. The implications of the research have an impact on motivating teachers' insights to create interesting learning media by utilising technology and the ease of students getting learning materials independently anytime and anywhere and applying knowledge and character values obtained from E-Book in daily life.

**Keywords:** E-Book, ADDIE, Character Education, PPKn

## 1. INTRODUCTION

Education includes the three dimensions of the individual, the social community, and the material and spiritual realities that shape human beings and society. It is a conscious effort to develop students' potential in various aspects of life. Education also helps to avoid low cognitive abilities and poverty, and must be in accordance with industry needs to create competitive and productive human resources. Technological innovation is essential in this era to provide solutions and foster new innovations, which enable global competitiveness (Mahmudah & Putra, 2021; Simatupang & Yuhertiana, 2021). In the digital era, education is focused on implementing science and technology-based learning. The progress of this era provides both opportunities and challenges for educational institutions to achieve their goals of forming an intellectual and moral generation (Hadisaputra, 2020; Kulsum et al., 2022). E-Books are printed books that have been converted into a digital format, usually through a digitisation process so that they can be viewed on mobile phones, laptops and computer screens. The term E-book also included multimedia systems, hypertext, or hypermedia, based

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on changes in book format (Nuryani Suwarno, 2020; Rivalina, 2020). The definition of an E-Book has also been expanded to include books available online, that can be read as an email, can be picked up by a portable electronic reading device, or as a file that can be downloaded onto a computer. E-Book conveys the experience of ease of learning for students to comprehend the content by allowing them to easily open, read and study anytime, anywhere (Islami & Armiati, 2020; Putri & W, 2022). Civics subject (PPKn) is a form of education that develops the attitudes and abilities of citizens in terms of knowledge, attitudes, skills, and character. Civics subject (PPKn) is a form of education that develops the attitudes and abilities of citizens in terms of knowledge, attitudes, skills, and character (Hakim, 2020; Suryanti et al., 2020). The Civics subject (PPKn) learning can instil the spirit of nationalism in leaders in the global era by developing the values of Pancasila. The Civics subject (PPKn) which provides the education of Pancasila and citizenship should be provided from elementary school to university level to ensure that the younger generation can implement these values in their daily lives, including knowledge, skills, social, and character aspects as citizens (Irfani et al., 2021; Ratih & Najicha, 2021).

Character education is about teaching students to have personal values and personalities as their character, apply these values in their daily lives, as members of society, and citizens who are religious, nationalist, productive and creative towards God Almighty, self, others, the environment, and nationality (Hadi & Muhid, 2022; Pasek Suryawan et al., 2022). Character education can be interpreted as value education, character education, moral education, and nature education that aims to develop students' ability to judge right from wrong, maintain what is good, actualise, and spread goodness in everyday life wholeheartedly. Through multicultural education, a person is able to accept differences, criticism, and have a sense of empathy, tolerance for others regardless of status, social class, class, gender, ethnicity, religion, and academic ability (Komalasari & Saripudin, 2018; Sudargini & Purwanto, 2020). The learning process is the process of helping students learn, which is marked by changes in behaviour in both cognitive, affective and psychomotor aspects. The learning process is a teaching and learning activity that includes teacher activities, student activities, patterns and processes of educator-student interaction, and learning resources in the learning environment as part of the implementation of an educational programme (Efriyanti & Annas, 2020; Fitrah Mawardi & Pasiska, 2022). The learning process occurs when students attempt to learn something and results in changes in their behaviour. Since this situation is part of a learning activity, it can be identified as a learning event. Behavioral changes can occur through interactions between students and their environment. The learning process initially requires teachers to know the basic abilities possessed by students including their basic abilities, motivation, academic background, socio-economic background, and so on (Halimah & Rosita, 2019; Norma, 2021).

Based on the results of interview conducted in fourth grade teacher of SD Negeri 2 Penglatan it was found that the learning resources used by the teacher during the learning process were only in the form of printed teaching materials and the media used by teachers were only conventional methods by providing video links to learn, this was due to the lack of teacher abilities and skills in developing digital learning media such as presentation media, learning videos, E-Module and E-Book teaching materials, interactive multimedia and so on. From the classroom learning observations it was found that students tend to be bored and lack of enthusiasm during learning activities. Researchers made repeated observation due to the implementation of the curriculum, the Merdeka Curriculum that is being applied to grade I and IV only, and also due to the change of school year. Researchers found that of all the recapitulated grades provided by the homeroom teacher, the grades in the Civics subject (PPKn) of grade IV students were the lowest in learning outcomes. Learning outcomes are changes in the behaviour of students after learning experiences, including cognitive changes

(memorisation, understanding, application, analysis, synthesis, and evaluation), affective (acceptance, participation, assessment, organisation, and characterisation) and psychomotor (perception, readiness, guided movement, habitual movement, complex movement and creativity). Learning outcomes are also a reference to see the success of students in mastering what was taught during learning activities (Qiptiyyah, 2020; Sutrisno & Murdiono, 2017). The average learning outcome score of students in Civics subject (PPKn) in the even semester of the 2022/2023 academic year was 65.5 or (19.5%), with only 4 out of 21 students passing the Minimum Completeness Criteria scoring 75. Student qualifications and student activities in the classroom are still lacking and students tend to get bored while studying. Based on these problem descriptions, one of the solutions that can be proposed to attract students' attention in learning and create a pleasant learning atmosphere to improve their learning outcomes is the development of learning media in the form of character education-based E-Book.

The solution that researcher provides to overcome these problems is to use digital teaching materials in learning and change the learning model in teaching materials. It is very important to have new and interesting learning materials that encourage students to gain hands-on experience and actively participate in the learning process (Castro & Tumibay, 2021; Spatioti et al., 2022). A good learning media is one that have the ability to capture the attention of students. E-books are digital books containing images, text, audio, and video that can be published in digital form for reading on mobile phones, laptops, computers, etc. Thus, the use of character-based learning resources such as E-Books can lead to student-centred learning and students can solve real-life problems in the field of Civics through information literacy through daily life experiences (Sanuaka et al., 2017; Yulia Aftiani et al., 2021). The advantage of E-book is that it does not take up much space due to its small size and can be accessed anytime, anywhere with just a device such as a mobile phone or laptop. E-books are easy to carry anytime, anywhere and help students learn (Fatimah et al., 2023; Fatimah & Bramastia, 2022; Sari & Antasari, 2019). E-books are different from printed books because they contain images, text, audio, and video to help the reader understand the content presented (Andaresta & Rachmadiarti, 2021; Suprpto et al., 2019). E-Books are easy to publicly through electronic medias, so it will not take a long time to publicly them. Therefore this study aims to analyze the design, validity, and effectiveness of character education-based E-Book in Civics subject for grade IV SD Negeri 2 Penglatan 2022/2023.

## **2. METHODS**

This is a research and development research that is orientated to the development of learning products that will be used to solve learning problems. This research was conducted at SD Negeri 2 Penglatan. The product developed in this research is a character education-based E-book in Civics subject (PPKn) for grade IV. The development model used in this research is the ADDIE development model which consists of five stages, namely, the analysis, design, development, implementation, and evaluation stages (Tegeh & Jampel, 2017). The validity tests used of this research work is done through expert tests and tests on students. The expert test consists of the learning content expert test, the learning design expert test, and the learning media expert test. Student trials consisted of individual trials and small group trials. The subject of the expert tests are an elementary school teachers with bachelor's degree as the learning content expert, a lecture of Educational Technology study programme with doctoral background in Educational Technology as learning design expert, and a lecture of Educational Technology study programme with doctoral background in Educational Technology as the learning media expert. Student test subjects consisted of three individual trial students, and six small groups of trial students. Prior to the usage, the E-book

was revised according to the experts' input. The E-book is then being used and tested to assess the feasibility of the product. The data collection methods used in this study are interviews, questionnaires, and observations. The interview method was conducted to identify learning problems experienced by students and teachers at the study site. The survey method was conducted to objectively evaluate the feasibility of the research results for the users, experts and students (Rusdiana & Wulandari, 2022). Thus, observation method is used to observe the learning activities of facilities and students. The expert test equipment grids and student exams used in this study are shown in Table 1.

**Table 1. Grids of Learning Content Expert Instrument**

No	Aspects	Indicators
1.	Curriculum	<ul style="list-style-type: none"> <li>a. Identity</li> <li>b. Suitability of material with learning objectives</li> <li>c. Suitability of material with learning outcomes</li> </ul>
2.	Material	<ul style="list-style-type: none"> <li>a. Accuracy of material content</li> <li>b. Depth of material</li> <li>c. Interestingness of the material</li> <li>d. Suitability of the material with student characteristics</li> <li>e. Easy to understand</li> <li>f. Supported with appropriate media</li> <li>g. Concepts provided can be clearly logicalized</li> <li>h. Presentation in the E-Book represents real life</li> </ul>
3.	Language	<ul style="list-style-type: none"> <li>a. Use precise and consistent language</li> <li>b. The language used is in accordance with the characteristics of the students</li> </ul>
4.	Evaluation	<ul style="list-style-type: none"> <li>a. Suitability of questions with learning outcomes</li> <li>b. Suitability of material with learning objectives</li> </ul>

**Tabel 2. Grids of Learning Design Expert Instrument**

No	Aspect	Indicators
1.	Purpose	<ul style="list-style-type: none"> <li>a. Clarity of learning objectives</li> <li>b. Consistency between objectives, materials and evaluation</li> </ul>
2.	Strategy	<ul style="list-style-type: none"> <li>a. Systematic delivery of material</li> <li>b. Can motivate students</li> <li>c. Attracts attention</li> <li>d. Provide opportunities for students to learn independently</li> </ul>
3.	Evaluation	<ul style="list-style-type: none"> <li>a. Provide questions to test students' understanding</li> <li>b. The questions presented are in accordance with the learning outcomes</li> </ul>

**Tabel 3. Grids of Learning Media Expert Instrument**

No	Aspects	Indicators
1.	Technics	<ul style="list-style-type: none"> <li>a. The ease of using the media</li> <li>b. Media can help students understand the material</li> <li>c. Media can motivate students</li> </ul>
2.	Presentation	<ul style="list-style-type: none"> <li>a. Good display quality</li> <li>b. Layer display is harmonious and balanced</li> </ul>
3.	Text	<ul style="list-style-type: none"> <li>a. Correct use of font</li> </ul>

No	Aspects	Indicators
4.	Pictures dan Videos	b. Correct use of font size c. Correct use of spacing a. Images used in the E-Book supports learning b. Videos used in the E-Book supports learning

**Table 4.** Grids of Individual and Small Group Trial Instrument

No	Aspects	Indicators
1.	Design/Presentation	a. Attractiveness of the E-Book media display b. Readability of the text c. Image clarity d. Clarity of instructions for using the link (Google form)
2.	Material	a. The material is easy to understand b. Clarity of material description c. Media energises students in learning
3.	Evaluation	a. Clarity of instructions b. Questions are suitable to the material c. Language is easy to understand

The hypothesis testing analysis technique uses correlated t-test analysis. The correlated t-test is used because the research conducted uses two different treatments on one sample. This study tests the effectiveness of using character education-based E-Book on student learning outcomes for one group. The test results were compared with the t-table using a significance level of 0.05 (5%) to determine the effectiveness of using character education-based E-Book.

### 3. RESULTS AND DISCUSSION

#### Results

The development of character education-based E-book in Civics subject (PPKn) for grade IV follows the ADDIE development model. The first stage is the needs analysis stage including (1) curriculum analysis, it is found that the curriculum used at SD Negeri 2 Penglatan is the Merdeka Curriculum, (2) analysis of student characteristics, it is found that the learning process is still conventional and the lack of student activeness in participating in the learning process, (3) competency analysis found that the distribution of material used in research products is the diversity of Indonesian culture and attitudes towards maintaining unity and integrity, (4) analysis of facilities and infrastructure found that the majority of students already have and are able to use smartphones which will support the process of implementing character education-based E-Book. The second stage is the design stage including (1) determining the software, (2) making E-Book flowcharts and storyboards, (3) compiling E-Book assessment instruments, and (4) compiling teaching modules. The third stage is the development stage including (1) E-Book content development, and (2) E-Book development. The fourth stage is the implementation stage which consists of product validity tests to content, design and media experts as well as tests to students consisting of individual and small group trials. The fifth stage is the evaluation stage. In this stage, the product is revised based on suggestions and inputs from the experts and students. [Figure 1](#) shows the results of E-book development based on character education.



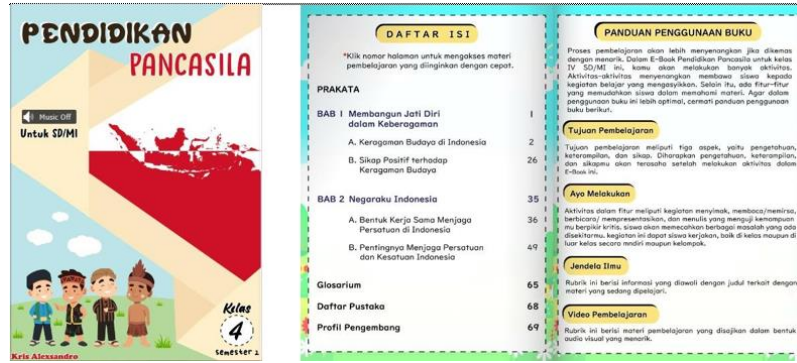


Figure 1. Display of Character Education-Based E-Book

The expert test of E-module is found a score of 100% was achieved as a very good qualification based on the results of the learning content expert test. Validity testing by learning design experts resulted in a score of 96.87%, means very good. Test results by learning media experts achieved a score of 90%, very good. In addition, the results of the individual experiment showed that he achieved a score of 98.33%, indicating a very good qualification, and the results of the small group experiment showed that he achieved a score of 99.58%, indicating a very good qualification. The conclusions drawn from the expert tests results and the student studies shown in Table 5.

Table 5. Percentage of Expert Test and E-Module Test Results

No	Trial Subjects	Results (%)	Qualifications	Description
1.	Learning Content Expert Test	100	Very Good	Eligible to use
2.	Learning Design Expert Test	96.87	Very Good	Eligible to use
3.	Learning Media Expert Test	90	Very Good	Eligible to use
4.	Individual Test	98.33	Very Good	Eligible to use
5.	Small Group Test	99.58	Very Good	Eligible to use

The effectiveness of the character education-based E-Book development that has been developed is measured using an effectiveness test which includes a pre-test and post-test to determine the learning outcomes of students before and after using character education-based E-Book in Civics subject (PPKn) for grade IV at SD Negeri 2 Penglatan. Based on the results of the t-test calculation, it is found that the t-count value is 5.471 and the t-table is 2.228 with a significance level of 5%. Thus it can be concluded that  $t\text{-count} > t\text{-table}$ , so  $H_0$  is rejected and  $H_1$  is accepted which shows that there is a significant difference in student learning outcomes before and after using character education-based E-Book. Based on these results, it can be concluded that character education-based E-Book are effectively used to improve learning outcomes in Civics subject (PPKn) for grade IV students of SD Negeri 2 Penglatan.

### Discussion

The development model used in this development research is the ADDIE model for the purpose of development. The choice of this model is based on the consideration that the ADDIE model is one of many product-oriented learning design models. The ADDIE model is a systematic framework for organising a series of design and development research activities, therefore using the ADDIE model is very effective for creating products that are valid and suitable for use in the learning process. This is in line with the opinion of which states that the ADDIE model provides an opportunity to evaluate development activities at each stage so that a quality and effective product is obtained (Tegeh & Jampel, 2017). The ADDIE

development model has five stages, including: (1) analysis, (2) design, (3) development, (4) implementation, (5) evaluation. E-book consists of three parts: "Introduction", "Core Part", and "Conclusion". The introductory part consists of the cover, the foreword, the table of contents, manual of how to use the E-book, etc. At the core of the E-book are seven learnings including learning objectives, *Ayo Melakukan*, *Jendela Ilmu*, learning videos, *Mari Membiasakan*, great famous figures, and evaluation tests. The final part of the ebook consists of a glossary, bibliography and developer profile (Amalia & Fajar, 2021; Anggreni & Yohandri, 2022).

The quality of character education-based E-Book is seen from the aspect of subject content and is in the very good category. In the subject content expert test, the content expert did not provide suggestions or comments to improve the E-Book. Therefore, the content of the character education-based E-Book was not revised or refined again and was valid according to the Civics subject (PPKn) content expert. The quality of character education-based E-Book seen from the learning design aspect is in the very good category (Anggito & Sartono, 2022; Permatasari & Murdiono, 2022). With comments and suggestions from learning design experts, revisions were made to finalise the ebook design. These revisions include: 1) Added detail instructions. 2) Write the developer's name on the cover. 3) Numbering provides more contrast between numbers and background. 4) Make sure it's common spelling. There are no spaces in the hyphen (character -) in repeated sentences and 5) Lecturer name has been added to the developer's profile. According to learning design experts, E-book based on civics character education were effective after revisions to improve the aesthetics of the E-book.

From the point of view of learning media, the quality of E-book for Civics subject (PPKn) is very good. From the comments and suggestions of learning media experts, later revisions were made to improve the design of the E-book. Enlarged the small image. According to learning media experts, E-book based on civics character education is effective after revisions were made to make the E-book looks better. After this E-Book have passed learning content test, learning design test, learning media test, then being tested to the students. This testing phase consists of individual testing and small group testing. The quality of the Civic subject (PPKn) character education E-book in individual and small group tests shows that the E-book is highly qualified (Anggito & Sartono, 2022; Permatasari & Murdiono, 2022). From the first look, the E-Book cover is very attractive and motivates students to read and learn the E-Book content, so it is qualified to be graded very good. The E-Book teaching material also contain images that support the materials, so that students find it easier to understand the content of the materials described. The language used in character education-based E-Book in Civics subjects (PPKn) is also easily understood by students. Based on the comments and suggestions given by students, it shows that there is no need for revision in terms of consistency of the E-Book format, attractiveness, letters, words, sentences, and appearance (Asmi et al., 2018; Hidayati et al., 2020). Therefore, this character education-based E-Book in Civics subject is valid according to individual trials and small group trials. Based on the results of the effectiveness test, it can be concluded that the character education-based E-Book in Civics subject is effectively used in learning. The character education-based E-Book in Civics subject have an influence on students on learning outcomes in Civics subject, which previously the average value of student learning outcomes in Civics subject was 60 increased to 90 and has met the national Minimum Completeness Criteria standards (Hidayati et al., 2020; Winarni et al., 2022). Therefore, the use of E-Book in learning improves student learning outcomes compared to printed books and lecture methods. Character education-based E-Book in Civics are equipped with pictures and videos to facilitate student understanding. The use of E-Book increases the effectiveness and efficiency of learning and helps teachers deliver material and students become more creative,

learning is more interesting, and they can learn independently (Suprpto et al., 2019; Yulia Aftiani et al., 2021). E-Book also reduces dependence on teachers as a source of information and make it easier for students to learn the necessary competencies.

Research on the development of character education-based E-Book in Civics subject has previously been conducted by previous study with the title "Developing E-Book Contained Character Values in PPKn Lesson Content Grade V Elementary School" (Filivani & Agung, 2021). Both researches aim are to develop E-Book with character values in Civics subjects. However, in contrast to the previous research, in this research, the research objectives have been refined, until the effectiveness stage of developing character education-based E-Book in Civics subject. The implication of this research is that electronic books based on Character Education can have the potential to improve the character of students at the elementary school level. By providing material that is structured and specifically designed to develop positive values, this research can help improve student behavior and attitudes. This research provides implications for the use of technology in the context of character education. Understanding how technology, such as electronic books, can be used as an effective means of transmitting character values is important. The results of this research can contribute to the development of innovative learning models, where electronic book-based approaches can be well integrated into the curriculum. This may open the door to further exploration of how technology can be integrated with traditional teaching methods.

#### 4. CONCLUSION

The design of character education-based E-Book uses the ADDIE development model which consists of (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. The results of the validity test of character education-based E-Book in class IV Civics subject at SD Negeri 2 Penglatan have very good qualifications based on the results of the assessment of content, design, media experts as well as individual and small group trials. Based on the effectiveness test, character education-based E-Book is effectively used to improve student learning outcomes in grade IV Civics subject at SD Negeri 2 Penglatan.

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