

## Development of Electronic Books (E-Books) for Supervision of Public Services to Increase Knowledge of PPKn Teachers

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**Abstract.** People have the right to get good public services and can also participate in the supervision of it. Community rights in public services can be included in learning materials in schools. Knowledge about public service supervision for high school Civic Education teachers has not been maximized enough. The teachers should be at the forefront of socializing these rights by integrating them into Civics subject matter in Senior High School or Vocational High School (SMK). This study aimed to develop an e-book on public service supervision to increase high school and vocational high school teachers' knowledge. The research method was R&D (research and development) using Borgg and Gall theory. The study analyzed the need for enrichment book references for teachers to increase their knowledge about public service supervision. The results showed that the experts gave a good and proper assessment of this enrichment book. The effectiveness test showed that this enrichment book effectively increased the knowledge of Civic Education teachers on public services supervision. The benefit of this e-book is giving proper knowledge to Civic Education teachers in Senior High School (SMA) or Vocational High School (SMK) regarding the supervision of public services so that their knowledge can be increased.

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**Keywords:** *E-book; Public Service; Teacher; Civic Education*

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### INTRODUCTION

Citizens and the State have a relationship regulated in the 1945 Constitution as the constitution of the Indonesian nation. Guarantees for various protections provided by the State to citizens are realized in implementing services to the public. The public has not widely understood knowledge about the implementation of public services, such as the rights of citizens in public services.

Education is an important sector in the socialization of knowledge and value socialization for the community. As the spearhead of delivering knowledge and skills to students, the teacher has a strategic role. The

material that will be delivered to students will be maximized if the teacher masters the material well. Indonesian education should prepare students to be able to participate in society. In the end, students will become members of the community and have rights and obligations in society. The rights and obligations of every citizen can be carried out by implementing public services. Students who can understand participation in service supervision

The teacher must precede the public as a facilitator in the classroom. One of the success factors for students is teacher competence. UU no. 20 of 2003 concerning the

national education system describes the concept of education which is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and , skills needed by himself, the community, nation and State (Santika, 2020).

The discrepancy between expectations and reality becomes a problem. PPKn teachers in Banyumas Regency do not know much about public service supervision. This ignorance is an obstacle to inserting public service supervision materials as teaching materials in SMA and SMK. The end of science in the classroom is an implementation in the community in the form of involvement as citizens. Public services become important when the community can be involved. Active citizens who are involved in community activities either individually or through the community are interpreted as a form of civic engagement. Civic engagement of students in the supervision of public services.

This is very important and must be preceded by teacher knowledge in the supervision of public services so that it can result in participation in society (Nurchotimah, Ulyan, & Kushardiyanti, 2021, p. 2)

The lack of qualified books on public service supervision for PPKn SMA and SMK teachers is an obstacle that must be solved. For this reason, this research is research on

developing an electronic book (e-book) for public service supervision to increase the knowledge of PPKn teachers.

The results of observations of PPKn teachers in SMA and SMK in Banyumas district show that knowledge about public service supervision is still lacking, for teachers do not insert PPKn teaching materials in class. The lack of books on public service supervision is an obstacle for teachers to increase knowledge about public service supervision. This is supported by the research results that PPKn teachers have difficulty finding and presenting problems and issues that are relevant and close to students. This difficulty is caused by the actual issues related to students that are not contained in the textbook (Winarno et al., 2020).

## RESEARCH METHODS

This study used the Research and Development (R&D) method. Development limitations make this research used the Borg and Gall development model. The first stage was a theoretical and practical analysis of the knowledge of Civics teachers and the supervision of public services; The second stage was an analysis of teacher needs to improve the knowledge of Civics teachers regarding public service supervision; the next was the third stage of the preparation of the e-book for the supervision of public services; followed by the fourth stage, which was validation by experts in the field of public

service supervision and fifth stage civic education experts, namely revisions based on input from expert test results. Next was the ninth stage of a broader test for Civics teachers in Banyumas, and the next was the final revision of the public service supervision e-book. The sixth stage was a limited trial of PPKn SMA/SMK teachers in Banyumas Regency. The seventh stage was the revision of the e-book according to input from PPKn SMA/SMK teachers in a limited test. The eighth stage was the revision of the results of the limited test of public service supervision books based on the limited test of teachers.

This research took teachers' knowledge data about supervision of public services—integration of public service supervision materials in PPKn subjects.

Sampling in this research used a sampling technique aimed at answering research questions. Three areas of the school became the research sample, namely the PPKn teacher. The schools were from high school and vocational high school teachers in Banyumas Regency. Consideration researchers in sampling because these schools were from vocational and high school schools in several sub-districts of Banyumas district.

## DISCUSSION

The results of the research on the development of this e-book were preceded by the observation of the lack of knowledge of SMA/SMK teachers on the public service

supervision material. The results of initial observations indicate a need for an e-book on the supervision of public services to increase the knowledge of Civics teachers in SMA/SMK. The book must be related to the scientific field of Citizenship Education as the subject being taught.

The results of the validation from content experts, consisting of civic education experts and public service supervision experts, were assessed very well. The description of the expert's assessment is as follows:

Table 1. Validation of Citizenship Education Experts

Aspect	Score
Content Eligibility	16
language	16
Presentation	16
Principle	12
Development	
Ethno science approach	8
Graphics	12
Total score	80
Criteria	A
Category	Very Good/Very
	Valid

From the table above, the public service supervision book gets a score of 88 with criterion A, which means very good or very valid. So it can be concluded that the category of public service supervision books is very good with aspects that have been determined according to civic education experts.

Table 2. Validation of Public Service Supervision Experts

Aspect	Score
Content Eligibility	16
language	16
Presentation	16

Development Principle	12
Ethno science approach	8
Graphics	9
Total score	77
Criteria	A
Category	Very Good/Very Valid

From table 2 it can be seen that the e-book of public service supervision gets a score of 77 with criterion A which means very good or very valid. So it can be concluded that the category of public service supervision books is very good with aspects that have been determined according to public service supervision experts.

Furthermore, the product assessment by the teacher as the user of the public service supervision e-book is as follows Table 3.

Product Assessment / Product Trial

No	Statement	Teacher Rating		
		1	2	3
1	This Book could increase knowledge about public service supervision	5	4	5
2	Conformity of this book with reference needs about supervision of public services	5	4	5
3	This Books give motivation to participate in supervision public services	5	5	5
4	Changes in understanding of service supervision public after read This book	3	4	4
5	Give an overview of PPKn community	5	5	5
6	Raising awareness about the importance of public service supervision	5	5	5
7	Can be integrated with Theory PPKn learning for student	5	4	5

8	in high school / vocational school Can be as a course teaching materials of PPKn	5	4	5
9	Could support achievements PPKn learning in high school / vocational school	5	4	5
10	Ease of book content to understand	5	4	5
	Amount	48	43	49
	Percentage (%)	96	86	98
	Average Percentage (%)	93.33		

From the table above, it can be seen that this e-book effectively increases the knowledge of Civics teachers in Banyumas Regency, as seen from the questionnaire given to teachers in three schools in Banyumas Regency with an average score of 93.33%.

### The Urgency of Public Service Supervision E-books for Teachers

This study produced an e-book on the supervision of public services for PPKn teachers in SMA/SMK. The e-book consists of four chapters, namely the concept of public service supervision, Ombudsman, Maladministration, and Citizens' Participation in Public Service Supervision. E-books (electronic books) are the choice because of their effectiveness. E-books or digital books are books in digital form that can be in the form of text or images can also be both. The production process is through a computer, published through a computer. The results of the E-book can be read and accessed via a computer or cell phone as well as various other electronic devices. A popular format for

making e-books is PDF. (Amalia & Kustijono, 2017, p. 2)

E-books are the result of utilizing ICT (Information Communication Technologies). Utilization of technology in the form of multimedia as a transmitter of information in the form of material in the form of text, images, animation, sound, film and even interaction. One of the multimedia tools can be a computer. Presentation of information and materials can be done in all forms. Computers can minimize real situations that take a long time or are expensive and risky. Various abstract concepts can be presented more realistically in the learning process can make it easier. understanding (Bariah, 2017). E-books are effective for teachers, especially during the COVID-19 pandemic with all the limitations in the learning process at school.

E-books can be used in the world of education. Education is an indicator of the progress of a nation. Citizens must be able to adapt to the times as well as the state. All components of the nation must adapt to industrial revolution 4.0. Likewise, with mastery of technology. Conventional books commonly used as learning resources can now be replaced with e-books as more effective teaching materials, especially during the COVID-19 pandemic (Junaid & Baharuddin, 2020).

Teachers have a significant role in the transfer of knowledge to students. A teacher has a big responsibility. Not only as a teacher

but also as a source of knowledge for students. Students must be equipped with knowledge for life in society to be able to participate in the community. The knowledge that contains moral teachings for students must be taught. This makes students have moral nobility, and the teacher becomes an example for students. (Azhar, Ketut, Sunu, & Natajaya, 2021). This makes teachers required to have qualified knowledge. Likewise, knowledge regarding the supervision of public services.

Teachers are professional educators who have the task of educating, teaching and guiding. The teacher has the task of directing, training, assessing, and evaluating students. This is the task of teachers from early childhood education to high school. Teachers must improve competence regularly and continuously through various forms as the front line in the education system. This can be done by increasing mastery of teaching materials and the ability to deliver teaching materials to students (Rika Kontakiningsih, Yunik Susanti, Sulistyani, 2022).

Knowledge of public service supervision can be included in the Civics learning curriculum. This is reinforced by the teacher's role as a curriculum developer. This role allows the teacher to become an implementer, adapter, developer, and researcher. Teachers have a role in learning related to reciprocal relationships. This is a requirement of the learning process that is not

only a transfer of knowledge but also a transfer of value (Dhani, 2020).

This e-book effectively increases the knowledge of Civics teachers related to the supervision of public services. Students and teachers are citizens with the right to get good public services. Public services are a tangible manifestation of the state's presence in the people. The state is obliged to provide good service to citizens. The participation of citizens in public service will affect the motivation of public service providers to work (Prysmakova, 2021)

Teacher competence is essential to be improved, especially teacher knowledge. Because teacher competence affects student learning outcomes. According to the study's results, teacher competence affects motivation and directly impacts student learning outcomes (Wisdom, 2018). It was further explained that efforts to improve teachers' quality could ultimately impact improving the quality of education (Hoesny & Darmayanti, 2021). Teacher knowledge can be helpful for learning improvement. Not only that, but learning materials and learning technology that support teachers are also essential. Teacher knowledge is a critical component for the success of learning objectives (Widiyanto & Istiqomah, 2020).

Knowledge of public service supervision is part of the PPKn material. The involvement of citizens in the supervision of public services is significant. Often citizens do

not understand that as citizens have the right to get good public services and also have the right to participate in supervising public scrutiny. For this reason, teachers need knowledge regarding the supervision of public services to be taught to students to participate in the supervision of public services in the community (Chotimah & Affandi, 2018).

Knowledge of public services is included in citizenship knowledge. Citizenship knowledge (civic knowledge) is a subject that every citizen should know because, in principle, citizens must know their rights and obligations (Wind-wind, 2017). For students who have good civic knowledge, it must be preceded by a civic knowledge teacher.

## CONCLUSION

This study resulted in several conclusions, namely in this study using the borg and Gall development model, there were ten stages carried out, but due to the limitations of this development research only reached seven stages of research. Public service supervision e-books are feasible according to citizenship education experts with a score of 96, while according to supervisory experts public services get a score of 96, so it gets a very good category.

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