Preliminary Study on the Development of Sigil E-Book Media in Improving Language Skills with Character Education
(Studi Pendahuluan Pengembangan Media *E-Book* Sigil dalam Meningkatkan Keterampilan Berbahasa Bermuatan Pendidikan Karakter)

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Abstract : *The development of the Sigil e-book media which is used in language learning for fourth grade elementary school students is expected to increase motivation and language skills. This article will explain some of the findings of a preliminary study conducted for the development of the Sigil e-book media used in students' language learning in fourth grade elementary school. This type of research is Research and Development (R&D). The field studies carried out included: obtaining information about the needs for developing Indonesian language learning resources. The results of this study are expected to serve as the basis for the development of Sigil e-book media used in language learning for fourth grade of elementary school to increase students' motivation and language skills. E-books are preferred over printed books on the grounds that they are more practical and economical so that they can attract students' interest in reading and can be used as a medium used to improve language skills. Character values can be inserted in the Sigil e-book media.*

Keywords: *character education, e-book sigil, language skills, media,*

Abstrak : Pengembangkan media *e-book* Sigil yang dimanfaatkan dalam pembelajaran bahasa pada siswa kelas IV SD diharapkan dapat meningkatkan motivasi dan keterampilan berbahasa. Pada artikel ini akan menjelaskan beberapa penemuan studi pendahuluan yang dilakukan untuk pengembangan media *e-book* Sigil yang digunakan dalam pembelajaran bahasa pada siswa kelas IV SD. Model penelitian ini adalah *Research and Development* (R&D). Studi lapangan yang dilakukan adalah mencari informasi tentang kebutuhan pengembangan sumber belajar Bahasa Indonesia. Hasil dari penelitian ini diharapkan menjadi dasar pengembangan media *e-book* Sigil yang digunakan dalam pembelajaran bahasa pada siswa kelas IV SD untuk meningkatkan motivasi dan keterampilan berbahasa pada siswa. *E-book* lebih dipilih daripada buku cetak dengan alasan lebih praktis dan ekonomis sehingga dapat menarik minat siswa terhadap bacaan serta dapat dimanfaatkan sebagai media yang digunakan untuk meningkatkan keterampilan berbahasa. Nilai-nilai karakter dapat disisipkan dalam media *e-book* Sigil tersebut.

Kata Kunci : *e-book* sigil, keterampilan berbahasa, media, pendidikan karakter

Introduction

In the 2013 curriculum, Indonesian language serves as a means of knowledge transfer and dissemination. Indonesian language is the language of unity of Indonesian and is the language of instruction in educational institutions of all levels. Referring to the 2013 curriculum, text-based integrated thematic learning the 2013 curriculum marks the significance of Indonesian language learning. It indicates the role of Indonesian language as the language of instruction in the process of learning activities. The use of the Indonesian language in classrooms is very crucial to successfully achieving the curriculum objectives. "Language has a central role in the intellectual, social, and emotional development of students, and it helps achieve successful learning outcomes in all fields of disciplines" (Nani & Hendriana, 2019). Through Government Regulation of the Republic of Indonesia Number 32 of 2013 Concerning National Education Standard, n.d., it is stated in paragraph 1 that the learning process in an educational institution should be interactive, inspiring, fun, challenging, motivating students to participate actively, and providing opportunities for students' initiative, creativity, and independence based on their talents, interests, physical and psychological development.

During classroom activities, interaction is supposed to occur among students, between students and the teacher, between students and learning resources, and finally, between students and the learning environment. The learning activities should provide new inspiration for students to help them become creative and enlightened individuals during and after participating in the learning process. Teachers must master various skills, such as helping students see patterns of meaning, encouraging student creativity, and self-improving through life-long learning as knowledge is evolving through the emergence of various new challenges and science and technology development (Suwandi, 2019).

The study conducted by Anzar et al., as mentioned in (Khawani & Prastowo, 2021) reported that the difficulties experienced by students in understanding Indonesian language material resulted from several things, such as the teachers' poor competence in presenting materials, their lack mastery of learning materials and inappropriate use of methods and media, and their lack of skills in classroom management.

In the process of teaching and learning, teacher competence is crucial. It has a primary role as the quality measurement of education in an educational institution. Regarding this, Indonesian course has a key role in students' intellectual, social, and emotional development. Moreover, the subject serves as a foundation for mastering other subjects of various study fields.

The background of this research is the results of observations conducted from November 2021 to February 2022. The observation was focused on the activities in teaching and learning activities in Indonesian language course in class IV in SD N Baran I. From the observation, several difficulties experienced by students in learning related to aspects of Indonesian language listening skills. Students show a lack of enthusiasm and interest in learning. When participating in Indonesian language

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classrooms, students were passive, so there are no serious efforts made by individual students. Students have no good understanding of reading. Students showed no confidence in speaking. When asked to speak in front of the class, students were nervous and tried to finish the speech as soon as possible, failing to deliver the message of the speech. Students were not confident in conveying their opinions, resulting in the inaudibility of their voices and the failure of message delivery. Students seem unconfident about their abilities when performing in front of the class, resulting in unnecessary body movements. The order of sentences used by students is not correct. Students use very limited numbers of words, failing to deliver an interesting speech. During a conversation, students' voices are toneless, failing the audience to differentiate between questions and statements.

Another study (Magdalena et al., 2021) reported that the difficulties experienced by students in understanding Indonesian learning resources resulted from the low capacity of the teacher in delivering the content through monotonous lecturing. The teacher did not employ appropriate strategies and media, was not prepared to supervise classes, and had no access to students' handbooks or textbooks.

The teacher's mastery of the teaching materials is not adequate without pre-teaching preparation. There are lots of preparations that must be made before teaching, among others are preparing Learning Implementation Scenarios, learning media, and test instruments.

The media used in elementary schools should attract pupils' attention so that learning becomes more exciting and fun (Wulandari et al., 2022). "Innovation in learning is fundamental to meet the needs of students; making it easier for them to understand the material through creative, innovative, and informative learning media"(Amanullah, 2020).

One of the methods to achieve learning goals is through integrating technology into learning, as technology is no longer seen as something new (Kartini & Putra, 2020). The use of learning media integrated with information and communication technology optimizes the reception through the senses of sight and hearing (Myori et al., 2019). Through the involvement of sight and hearing in learning activities, a better learning experience is provided to the students, which will later positively influence the learning outcomes.

The research conducted by Anggita on students in Public Elementary School 03 Pleburan Semarang shows that there are various examples of deviant acts committed by elementary school students, ranging from being dishonest to verbal and physical bullying, and others. Most of the students at the school failed to obey the rules of the school and they even do activities harmful to others and also (Anggita et al., 2021). It shows the decrease in students' personalities. The behavior of some students at the school shows that they violate the regulations, honesty, and decency values.

Several strategies for implementing character education may be adopted through school culture, such as regular and spontaneous activities, modeling, teaching, and strengthening the school environment. The efforts made in implementing character education should be accompanied by

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exemplary principals, teachers, employees, and students who support each other in creating a positive school environment. (Nisa & Khosiyono, 2021). In the modern era, character education is fundamental to preventing and overcoming arising moral crises. Learning should not only focus on knowledge transfer but also on attitudes and skills. It is in line with Ki Hadjar Dewantara who stated that knowledge and intelligence should not be considered as aims or objectives, but rather as tools (Nisa et al., 2020).

"It is important for teachers to possess good professional competence and ability to meet the qualifications to improve their skills in the era of society 5.0 in educating their students" (Abidah et al., 2022). Communication skills are essential for students to deliver their ideas and thoughts in the era of society 5. Students need to master four language skills (listening, reading, speaking, and writing) and the other two additional skills: viewing and presenting. Because of the importance of the 6 language skills, a teacher must be adaptive and agile. As teachers, the researchers in this study developed Sigil e-book media used in Indonesian language learning for fourth-grade elementary school students to improve their language skills. The infusion of character education values in learning activities is carried out through character education by the teacher. Sigil is an example of an application to create an e-book. This software is open source, used to create e-Pub and e-book that is highly accessible for various electronic devices such as mobile phones, PCs, and laptops. E-books are considered to be more popular than printed books as the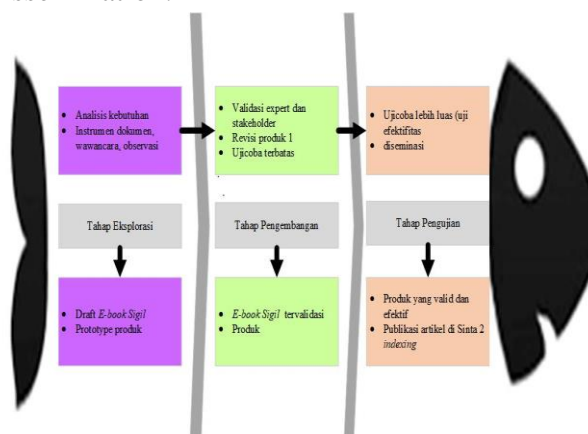y are more practical and economical, therefore increasing students' interest in reading. Some of the advantages of the Sigil e-book are that it is open source and free, supports various text formats, supports Windows and macOS, and provides options of languages based on the users' preferences (Rustaman et al., 2019). 774). Given the advantages of the Sigil e-book, learning Indonesian language through the media is the potential to improve language skills. Decent character values may be inserted in the Sigil e-book media.

Research Method

The current research was *Research and Development* (R&D). The main characteristic of this study is the preliminary research on the product to be developed. (Sa'adah & Wahyu, 2020). The stages in this study followed (Borg & Gall, 2003) and dan (Sukmadinata, 2005), consisting of three stages: exploration, development, and testing through *Mixed Methods*. "This research model follows the systematic steps to ensure the quality standard of the product to be developed" (Hamzah, 2019).

The exploration begins with (1) need analysis through observation, interviews, and document tracking at the Elementary School Baran I and several Elementary Schools in Cluster I Baran I, Rongkop sub-district, Gunungkidul district; (2) drafting the Sigil e-book. Next, the development stages started with (1) validation of the Sigil e-book by experts and stakeholders; (2) the first revision; (3) a limited trial of the e-book; and (4) the second reflection and revision of the e-book. Stages of testing with (1) extended trials at SDN Baran 1, Rongkop sub-district, Gunungkidul district

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through experimental research; and (2) dissemination.

Picture 1. The *Fishbone* Roadmap of *E-book Sigil* containing Character Education.

The development procedure is carried out through the following stages.

Exploration stage

In this stage, need analysis is carried out to obtain data regarding the student's needs for the media used in learning Indonesian. Data collection is conducted through document analysis, questionnaires, interviews, and observation. The product created in this stage is the Sigil e-book draft or product prototype.

Development Stage

Expert and stakeholder validation. The design validation test was conducted by the content and the design experts. Learning material evaluation, such as content feasibility, suitability, and language feasibility tests as well as its application were carried out by a content expert. The evaluation of the e-book design was carried out by a design expert, by reviewing the visual view of the e-book.

Design improvement is carried out after the product design has been validated by the experts. The results of the evaluation analysis of content and media experts provide information on the shortcomings

and weaknesses of the product. The results of the analysis are then used as input to improve the design for better outcomes.

A small-range test was carried out to obtain data on the practicality and effectiveness of using the product. The test was carried out through individual and small group tests, restricted to the 4th-grade students at SDN Baran I Rongkop.

The second product analysis and revision were carried out after being put on individual and small-scale tests. The test results serve as references to make improvements.

Field Testing

The extended field testing was carried out in different settings. In this case, the participants are the students in class IV in SDN Karangwuni I Rongkop. In this stage, the Sigil e-book was tested by presenting it in front of the students. After that, they are asked to fulfill the questionnaires to show their opinion on the attractiveness of e-book media as a learning medium. The e-book is considered to be interesting and ready to use if it gets a minimum good score (B).

The dissemination in this research is the Sigil e-book product as a learning resource, designed as an application that is ready to be used to support learning.

Result and Discussion

The initial study in this research was carried out in two ways: a literature review of previous related studies and a field study. The field study aimed to collect information about the need for developing learning resources for Indonesian courses. It serves as the basis and initial step in developing e-book media.

The first study was entitled Development of *E-Module Sigil*

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Software to Improve Student Learning Outcomes during the Covid-19 Pandemic, conducted by Rifki Risma Munandar, Rusdianti Cahyani, and Eva Fadilah in 2021. It reported that the e-module validated by experts is considered to be very appropriate for use as media in learning with a score of 92.85% for its success in improving student learning outcomes. To sum up, the e-module developed is feasible and effective for use as teaching materials to assist students in learning activities (Munandar et al., 2021).

The second study under review is entitled *Pengembangan Bahan Ajar Berbasis Elektronik Menggunakan Sigil pada Tema 8 di Kelas IV SDN 16 Payakumbuh* (Development of Electronic-Based Teaching Materials Using Sigil on Theme 8 in Class IV SDN 16 Payakumbuh), conducted by Atika Fitri and Rifda Eliyasni in 2021. The results of this Research and Development of teaching materials obtained a validity level: valid. The responses to questionnaires filled out by teachers and students at school indicated that the learning media was practical. The results of the questionnaire responses from teachers show a practicality percentage of 91.6%, while the results of the questionnaire responses from students show a practicality percentage of 92.6% (Fitri & Eliyasni, 2021).

The final study reviewed here is entitled *Pengembangan E-Modul Berbantuan Sigil Software dengan Pendekatan Saintifik pada Materi Sistem Persamaan Linier Dua Variabel (SPLDV)* (Development of E-Modules Assisted by Sigil Software with a Scientific Approach to the Material of Two-Variable Linear Equation System), conducted by

Desmita Rohadatul 'Aisy, Farida, and Siska Andriani in 2020. The results of the media validity test show positive outcomes. It was considered to be a valid and feasible criterion by the content and media experts. The results of the large-scale group test show that the students perceived the product as interesting learning media, with the criteria of very interesting. Then, from the effectiveness, the media obtained moderate criteria. Therefore, this e-module is suitable for use in learning (Aisy et al., 2020).

In terms of field study, the researchers conducted the following activity: collecting information about the learning needs as the references for developing Indonesian language learning media.

The researchers began by distributing questionnaires on the teachers' needs for e-books, followed by interviews. The result shows that 90 percent of the participants, consisting of the elementary school teachers in Cluster I, and Cluster Baran I were interested to use e-book media as a teaching medium. The positive responses towards ebooks were supported by several reasons, such as the ebook's role in increasing student motivation and the convenience it offers. Similar media that have been developed by the previous researchers are reviewed to see their design and content. The need analysis is followed by a curriculum analysis. In Indonesian language course, among the basic competencies to learn are describing personal opinions about literary books (stories, fairy tales, and other genres), exploring knowledge in fictional texts, comparing given information with new information from fictional texts, and

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analyzing characters in fictional texts. These contents, containing character education, are in line with the Sigil e-book media. Moreover, the researchers also analyzed the potential of the school. The availability of a computer laboratory at the school supports learning through the use of the Sigil e-book media. The survey results also show that more than 60% of fourth-grade students at Baran I Elementary School have their handphones. This supports the use of e-book media in online and offline learning.

The product developed through this study, which is called an e-book or digital book is accessible by cellphones, laptops, and computers. It provides text, audio, video, and other displays through multimedia. Since displaying information interestingly and interactively, the ebook can be used as an alternative reading and learning material. In the education field, reading activities can be facilitated by e-books rather than printed books. Teachers and students will find it easier to share the soft files and disseminate them for the benefit of learning.

Since no paper is needed in Digital ebooks, it is considered to be very environmentally friendly. The appearance of the e-book is more attractive and interactive. This is different from paper-based textbooks. The use of colors is also different. In E-books, more varieties of colors make it interesting to read. The digital display of the e-book makes it practical and more portable, making it more favored by readers. Ebook files can be stored safely on any cellphone or computer folder. Users don't have to worry about losing or forgetting to take it to school.

Therefore, it supports the results of the analysis through questionnaires and interviews, which revealed that teacher needs e-books. among the reasons teachers are interested in utilizing e-book media is its role in increasing student motivation and providing convenience when using it.

In this digital era, e-books are deemed the most popular learning media. Because of their advantages, e-books have an important role in the learning process. As a learning media, E-book helps increase productivity in learning. Using e-books can help teachers' time management. In the technological advancement in education, the e-book has had a tremendous impact. As an interactive learning media, it facilitates knowledge transfer from teachers to students. Teachers find it easier to locate sources of teaching materials and add teaching references. It can be concluded that e-book media is highly needed by teachers as a source and media in learning activities to optimize the motivation and success of their students.

Conclusion

The research objectives and discussion in the previous sections regarding needs analysis provide salient points on the importance of e-book media development in Indonesian language learning to increase motivation and language skills in fourth-grade elementary school students. The Sigil e-book media containing character education is practical and economical so that it can attract students' interest. Moreover, the facilities at the school, such as the computer laboratory as well as personal cell phones owned by the students support the use of e-book

media in Indonesian language learning to improve language skills.

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