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Development of Electronic Book Voice text-based in Pancasila Courses

The 1st Presidential Election 2017

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Abstract

AURELIA: This study aims to develop Pancasila learning media into an electronic book based on voice text so that it is expected to increase students' learning motivation. The second objective is to determine the feasibility of developing electronic book media based on voice text. The research method uses Research and Development with the stages of Analysis, Design, Development Implementation, and Evaluation (ADDIE). The effectiveness of the media is obtained from the evaluation results of Based on expert validation, electronic book media based on voice text gets an average percentage score of 89% with a very feasible category, and the average validation of electronic book material based on voice text gets a score of 92% with a very appropriate category and in terms of user practicality gets a score of 88% with a very appropriate category.

Keywords: Learning Media, Electronic Books, and Voice Text



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INTRODUCTION

Pancasila education is one of the important subjects in Indonesia, considering that Pancasila is the basis of the state and the nation's ideology which must be internalized and practiced by every citizen (Tirza et al., 2021). This subject is expected to be able to instill Pancasila values in everyday life, shape character, and develop a sense of nationalism in students. However, in reality, learning Pancasila education is often considered boring and less interesting for students (Ahmad & Maryam, 2023).

One of the main causes of students' lack of interest in this subject is a lack of varied teaching methods. Learning about Pancasila education is still mostly done in conventional ways, such as lectures and reading textbooks, which tend to be

monotonous and not interactive. Apart from that, the material presented often seems abstract and difficult to relate to students' real lives, so they have difficulty understanding and appreciating the values of Pancasila (Widiatmaka, 2021).

Lack of use of technology in the learning process is also a factor that causes boredom. In today's digital era, technology has an important role in creating more interesting and interactive learning. However, the integration of technology in Pancasila education learning is still minimal, both in terms of the use of digital media, e-learning platforms and interactive learning applications (Amalia & Dewi, 2020).

Apart from that, limited facilities and infrastructure in many schools also become obstacles to creating interesting learning. Not all schools have adequate access to technological devices, such as computers, projectors, or stable internet access. This results in Pancasila education learning not being able to utilize the potential of technology optimally (Ineu et al., 2020).

The use of technology is growing rapidly in human life. Technology plays a significant role in the process of human life (Ling & Kutty, 2022). The existence of technology can make it easier for humans to carry out all activities. The development of technology also has an impact on the world of education (Michael & Ambotang, 2020).

The impact of technology in the world of education can facilitate teaching and learning activities. Teaching and learning activities are currently shifting to learning in the era of Society 5.0. Learning does not only use conventional methods but also uses online technology or internet-based networks. The government has currently made various policies to encourage various breakthroughs in the use of learning models that tend to use information technology in the learning process (Gunawan, 2022).

Based on research, the use of technology in learning can improve students' abilities (Aminudin, 2018: 297). Technology-based learning makes it easier for educators and students to gain access to the material being studied. Technological advances can also facilitate communication between educators and students which will help improve the quality of teaching and learning activities (Amar, 2012).

The use of technology in teaching and learning activities can also increase learning motivation. According to Unik and Nisar (2021), the reasons for using technology in teaching and learning activities are as follows: (1) on the psychological side, students' development likes to use smartphones in their daily lives; (2) Many Indonesian people already have smartphones; (3) Technology-based teaching materials can be created and duplicated quickly; (4) learning materials can be studied at any time.

The problem that arises in the use of technology in education is the wasteful use of students' internet quota. Much of this internet quota usage is due to the learning given to students still being virtual synchronous using media such as Zoom meetings, Google Meetings, Microsoft Teams, and webex. Learning by utilizing technology such

as e-learning and Google Classroom is also considered to use a lot of internet quota every time you access the page (Cahyono et al., 2023).

The solution to overcome the use of the internet is to share teaching materials in the form of pdf commonly called electronic books. New problems arise because the design of conventional ebooks is boring so students' motivation to read the teaching materials is reduced. To overcome this, innovation is needed in making ebooks so that it can increase students' learning motivation.

Innovations that can be done in learning are more appropriate by using electronic books based on voice text. The book is not the same as electronic books in general, but is programmed according to the presentation of interesting materials and is made based on voice. The program is equipped with a graphical, interactive, and navigation base that makes it easier for students to read and study it. The electronic book based on voice text is attempted to be studied offline to reduce the use of internet quota. Assignments can be done online with other embedded programs so that they can be monitored by lecturers and at the same time become student evaluation materials.

Pancasila learning at Universitas PGRI Yogyakarta using voice text-based ebooks can motivate students if combined with a brain learning system and fun learning. Brain learning by optimizing the right and left brain by combining graphics, colors, text, and audio in the form of ebooks. Fun learning by combining interactive and easy-to-operate navigation. The development of learning media with various variations will increase student competence (Trimurtini et al., 2019: 695).

The Pancasila ebook based on voice text is a solution to the learning media problems at Universitas PGRI Yogyakarta. The digitalization reduces the use of quotas to operate the learning process and makes it easier for students to use media. The learning process can be carried out anywhere, using smartphones that are very familiar to students. The use of the Pancasila ebook based on voice text is expected to increase students' interest in learning.

RESEARCH METHODS

This research was conducted in the Accounting B study program and the Special Education B study program of Universitas PGRI Yogyakarta, totaling 10 people. The object of this research is the electronic book of the Pancasila course based on voice text. This research will be conducted using the Research and Development (R&D) method with a qualitative approach. This research and development model uses ADDIE (Analysis, Design, Development, Implementation, and evaluation) from Dick and Carry. Development research is a research design that aims to develop and validate educational products that are made (Sugiono, 2019).

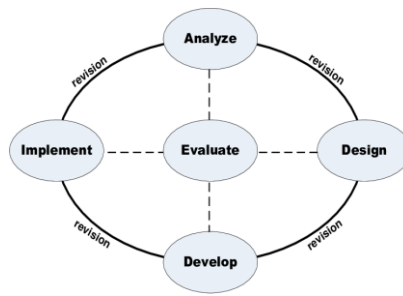


Figure 1. ADDIE Development Steps

Data collection techniques use observation, interviews, questionnaires, and documentation. To determine the feasibility of the material and the feasibility of the media using validation from Material Experts and Media Experts. Data analysis techniques in research and development use two methods, namely quantitative descriptive analysis and needs analysis in the form of Likert scale scores and percentage techniques.

Based on Figure 1, it can be explained that the ADDIE stage consists of analyzing existing problems, designing needs, then continuing with designing the design of the media product, developing the media, and implementing and conducting evaluations at each stage. The scale used in this study is the Linkert scale using scores (1) Not Eligible; (2) Less Eligible; (3) Quite Eligible; (4) Eligible; and (5) Very Eligible. To find out the results, a descriptive quantitative calculation is used using the percentage formula with the following formula:

$$\sum R (1)$$

$$\text{Percentage (\%)} = \frac{\sum R (1)}{N} \times 100\%$$

N

Information:

% = Percentage

X = Score result obtained

$\sum X$ = Overall score

Based on the score results obtained in the form of a percentage, they are then matched with the final table of the review carried out by the media, material, and design validators with the provisions of Table 1, as follows.

Table 1. Review Result Criteria

Percentage of Assessment	Interpretation
81%-100%	Very Worth It Worthy
61%-80%	
41%-60%	

21%-40%	Fairly	Decent	Not
0%-20%	Worthy	Very	Less Worthy

RESEARCH RESULTS AND DISCUSSION

Research Result

This research produces a product in the form of an electronic book of Pancasila courses based on voice text. The creation of this digital comic uses the main programs, namely Microsoft Word 365, Flip PDF Professional, and Web Site 2 APK Builder. The model used in the development of electronic books based on voice text is ADDIE (Analysis, Design, Development, Implementation, Evaluation) from Dick and Carey. The development stages are explained in detail as follows. Based on the Analysis of the needs of the Pancasila course, the Accounting Study Program B, and the Special Education Study Program B, Universitas PGRI Yogyakarta requires innovations in compulsory curriculum courses because implementing learning for one semester using an online system. Based on interviews with students of the Accounting Study Program B and the Special Education Study Program B, Universitas PGRI Yogyakarta stated that:

"Learning using an online system uses up a lot of internet quota because the use of Zoom media for a full semester in the learning process can use up a lot of internet quota. To overcome this, there should be another solution in the learning process so that it continues to run effectively and enjoyably without using up a lot of internet quota" (WWC/BW/October 26, 2023).

Apart from the fact that learning using Zoom uses up a lot of internet quota, learning using an online system is also considered boring because, during 2 credits of learning, you only listen to lectures and discussions. This is in line with what was conveyed by the following student:

"We students need some fun learning innovations because theoretical Pancasila lectures cause boredom when taking part in learning. This boredom is because learning uses lecture and zoom methods for 2 credits of lectures. Moreover, when the signal is bad, we experience lecture obstacles because we cannot hear the material presented clearly. Therefore, there needs to be innovation in this Pancasila lecture (WWC/NS/October 26, 2023).

Based on the results of the needs analysis, to overcome the existing problems, the innovation carried out is self-asynchronous learning by developing electronic books based on voice text for the Pancasila course in the Accounting Study Program B and the Special Education Study Program B. Self-asynchronous learning is learning that is designed so that students can learn independently but under the supervision of lecturers. This self-asynchronous learning is combined with electronic books that are combined using sound so that the electronic book can be used in two ways, namely

reading and listening. Based on the analysis stage, is then continued to the design stage.

The electronic book design stage based on voice text” is based on needs analysis. The next design steps are as follows:

a. Preparation of Teaching Materials

The preparation of Pancasila teaching materials for Higher Education is based on a book from the Ministry of Research, Technology and Higher Education of the Republic of Indonesia which is aligned with the RPS at Universitas PGRI Yogyakarta. The materials included in the voice text-based electronic book are the Urgency of Pancasila in Higher Education, Understanding Pancasila, Pancasila as the Ideology of the Indonesian Nation and State, and Pancasila Political Ethics. This material is prepared based on a needs analysis that can be inserted into voice text-based electronic book media.

b. Flow Chart Making

The creation of a flow chart or flow diagram is to facilitate the design stage of voice text-based electronic books. This voice text-based electronic book media is designed with several parts, the first is the cover, the second is the content, and the last is the identity or information section of the voice text-based electronic book developer. The cover section contains the title of the voice text-based electronic book and the display image of the voice text-based electronic book. The content section consists of navigation buttons for voice and illustrations of the voice text-based electronic book media. The last section, namely the developer identity section, contains a photo of the developer's identity and a brief description of the voice text-based electronic book developer.

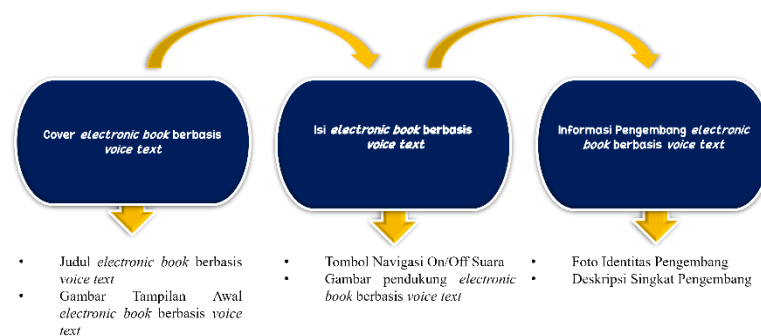


Figure 2. Flow chart of electronic book based on voice text

After creating a flow chart, the next stage is to create a storyboard based on the flow chart.

c. Story Board Making

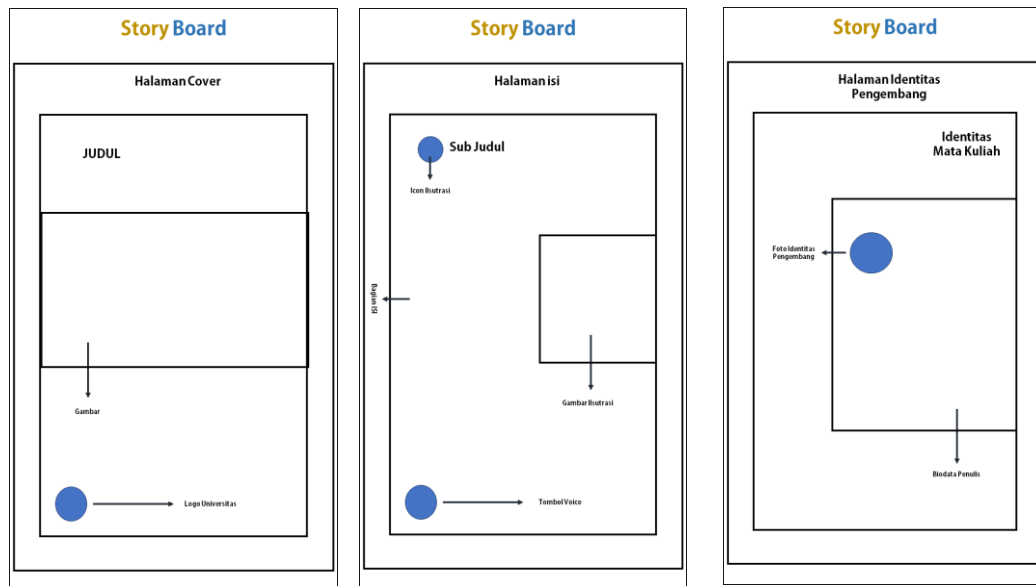


Figure 3. Story Board electronic book based on voice text

After making a flow chart, the next step is to make a storyboard to make it easier for researchers to develop electronic books based on voice text. The creation of a storyboard for an electronic book based on voice text is based on a flow chart. There are three parts of the storyboard, the first is the cover, the content, and the developer's identity. After making a storyboard, the next step is the development stage.

Discussion

The development stage is carried out by creating an electronic book product based on voice text using Microsoft Word, Flip PDF Professional, Text to Speech, and Website 2 APK Builder. At this development stage, the steps taken are to create electronic book material using Microsoft Word, then design it by inserting several image elements taken from freepik.com, after which the file is converted into a PDF file. After the material is composed, the text of the material is changed into sound by entering the text in the PDF file into the text-to-speech application.

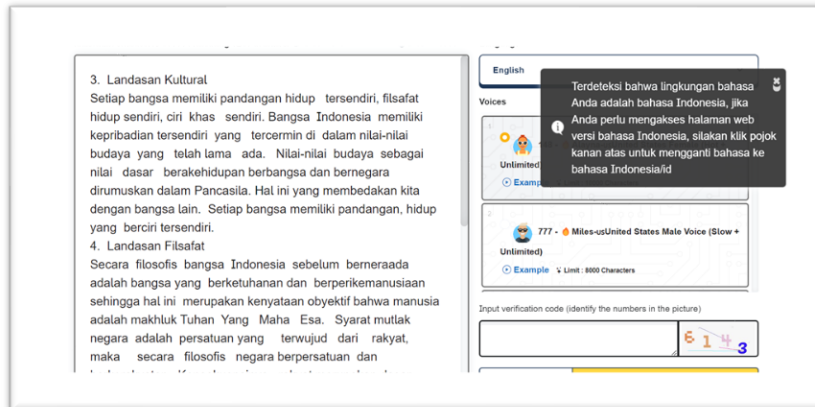


Figure 4. Text to Speech

This step is a novelty in the development of electronic books by changing text into sound so that it can make it easier for users to learn Pancasila material. After changing the text into sound, the next step is to enter the electronic book design based on voice text in the form of a PDF file into the professional flip PDF application. After entering the pdf file of the Pancasila material into the professional flip pdf, the next step is to create a sound icon using images from freepik.com. The sound icon is then edited and edited so that it can display the sound from the sound file that has been created.

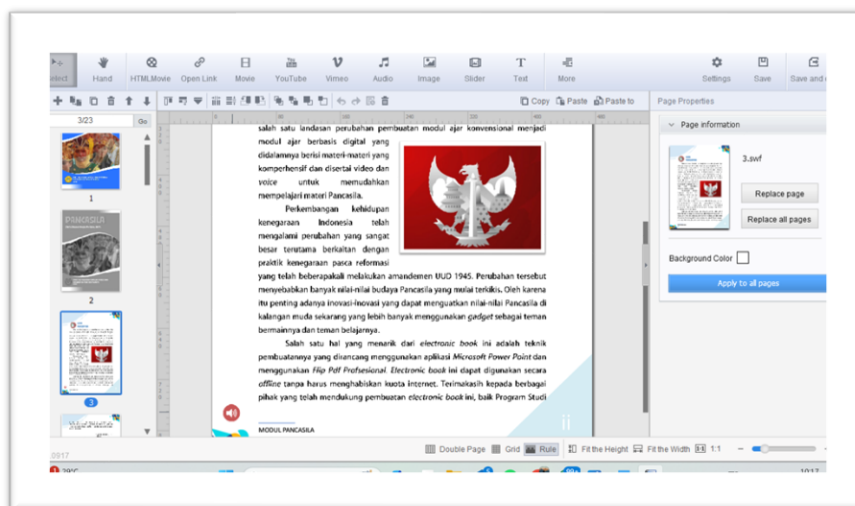


Figure 5. Flip PDF Professional

After completion, the files and sounds that have been entered into the professional flip pdf application are converted into android application files which are

then validated by media experts and material experts. This validation is used to match the material, objectives, and evaluation of the learning media to suit the Pancasila course. At the stage of validating the material used in the development of electronic book media based on voice text, the material expert in validating this learning media is Dr. Septian Aji Permana, M.Pd. as a PPKn lecturer at Universitas PGRI Yogyakarta. Based on the validation results, the following values were obtained:

Table 2. Expert Validation Results for Electronic Book
Media Based on Voice Text

No	Indicator	Score			
		Mark	Maximum Value	Percent	Category
1	Kemedia design drawing “electronic book learning media based on voice text”	4	85	91.7%	Very Worth It
2	The quality of the display of a combination of symbols/images, writing, and colors presented in electronic book learning media based on voice text.	4			
3	Kconsistency of presentation system in electronic book learning media based on voice text	5			
4	The size of the electronic book learning media based on voice text is easy to use	5			
5	Description of image/symbol layout in electronic book learning media based on voice text	5			
6	Votersn the size of the image/symbol presented in the media. Suitability of the layout of images/symbols in electronic book learning media based on voice text.	4			
7	Votersn basic color Suitability of image/symbol layout in electronic book learning media based on voice text	5			

8	Description of the proportions between basic colors, symbol colors, and writing colors for voice text-based electronic book learning media	5			
9	Votersn type of writing (letters) in electronic book learning media based on voice text	4			
10	Ketereading of writing (letters) in electronic book learning media based on voice text	5			
11	TamPilan on "electronic book learning media based on voice text" is simple but high-quality	4			
12	Mediaa voice text-based electronic book learning Using good, simple, and communicative Indonesian.	5			
13	Mediaa voice text-based electronic book learning Using sentences that are easy to understand and do not give rise to multiple interpretations.	4			
14	KeteThe right way to place material in electronic book learning media based on voice text	5			
15	Mediaa voice text-based electronic book learning is easy to use by users.	5			
16	In electronic book learning based on voice text, it is easy for users to apply it.	5			
17	This electronic book learning is based on flexible voice text and can be used anywhere	4			
SUser Suggestion					
18	KesesAnalysis of electronic book learning media based on voice text on student activities	4	15	86%	Very Worth It

19	Mediaa voice text-based electronic book learning can be used by interacting directly between users	5		
20	Mediaa voice text-based electronic book learning is safe for use by students (display and media materials with physical user)	4		

Based on the validation table, the media expert obtained a percentage score of 91.7% for the media display aspect with a very feasible category and from the aspect of user targets, it obtained a percentage score of 86% with a very feasible category. From these results, it can be interpreted that electronic book media based on voice text is very feasible to use following the Pancasila course.

The next stage is validation by material experts. The material expert recommended by the researcher in this study is Yitno Pringgowijoyo, SH, MH as a lecturer in the Pancasila and Citizenship Education study program. Material validation is carried out to obtain results that the material in the voice text-based electronic book media is following the Pancasila course material. The material validation carried out is seen through three aspects, namely the aspect of material coverage, language quality, and aspect of material presentation. The results of the validation:

Table 3. Results of validation by material experts

No	Indicator	Score			
		Mark	Maximum Value	Percent	Category
Aspek Coverage of Material					
1	The relevance of the electronic book learning media material based on voice text presented with Pancasila	5	30	90%	Very Suitable
2	The relevance of the material presented by voice text-based electronic book learning media to Pancasila learning outcomes	5			
3	The relevance of the material presented in the voice text-based electronic book learning media is following the learning objectives of the Pancasila course.	4			

4	DistrictThe weight of the electronic book learning media material based on voice text to strengthen students' or users' Pancasila knowledge	4			
5	Electronic book learning media material based on voice text me perhaps students behave by Pancasila values	5			
6	Electronic book learning media material based on voice text makes it easier for users or students to understand Pancasila course material.	4			
Language Quality					
7	Instructional Mediaelectronic book-based invoice textmeUse good, simple, and communicative Indonesian	5	15	93%	Very Suitable
8	Instructional Mediaelectronic book-based invoice textmeUse sentences that are easy to understand and do not give rise to multiple interpretations	4			
9	Ketertext input in electronic book learning media based on voice text to clarify the delivery of material	5			
Aspects of Material Presentation					
10	Systematic in presenting Pancasila material in electronic book learning media based on voice text	5	55	92.7%	Very Suitable
11	Systematicin presenting the discussion on electronic book learning media based on voice text	4			
12	Kconsistency of presentation system in electronic book learning media based on voice text	4			
13	PePresentation of electronic book learning media material based on voice text	5			
14	Material onelectronic book learning media based on voice text does not violate the rules of freedom and ethics	4			

15	Material on meIn electronic book learning based on voice text, it is easy for users or students to understand	5			
16	Material on meIn electronic book learning based on voice text, students or users can improve their understanding of Pancasila.	4			
17	Material on meIn electronic book learning based on voice text, it can foster a sense of nationalism, patriotism, and increase insight.	5			
18	Material on meIn electronic book learning based on voice text, it can strengthen civic knowledge.	5			
19	Material on meIn electronic book learning based on voice text, it can strengthen civic skills.	5			
20	The material in Android-based digital comic media can strengthen civic disposition	5			

Based on the table of validation of electronic book media based on voice text in the Pancasila course, the percentage result is 90% in the aspect of material coverage with a very appropriate category, and in the aspect of language quality, the percentage is 93% with a very appropriate category, and the last is the aspect of material presentation, the percentage is 92.7% with a very appropriate category. Both aspects in the validation of electronic book media based on voice text get an average percentage of 90.6% with a very feasible and very appropriate category for use.

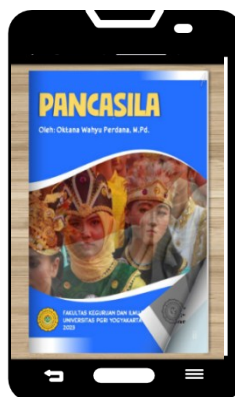


Figure 6. Voice Text-based Electronic Book Application

Limited trials were conducted on the Special Education Study Program B and Accounting Study Program B involving 8 students. Based on the trial, a percentage score of 89% was obtained. Voice text-based electronic book media is also equipped with voice, to make it easier for students to learn Pancasila material so that it can increase student motivation in teaching and learning activities. The sound can be activated or deactivated.

Based on validation by media experts and experts in voice text-based electronic book materials, some things need to be fixed. Things that need to be fixed include: (1) a typo in the identity of the author of the voice text-based electronic book media; (2) the sound button is replaced using an icon from freepik.com so that it is easier to use; and (3) illustrations of the material that are adjusted to the theme of the Pancasila material.

Implementation. At the Implementation stage, voice text-based electronic book media has been validated by material experts, and media experts, and tested on a small scale, and then the voice text-based electronic book media is ready to be implemented. The trial of voice text-based electronic book media in the Pancasila course aims to determine student responses when the developed media is applied to the Pancasila learning process. The subjects of the large-scale trial were 29 students of the Pancasila and Citizenship Education Study Program in the first semester.

The questionnaire used by the researcher in the stage to find out the students' responses was done online. The student response questionnaire contained twenty statements that had to be filled in by the students. The student questionnaire that was filled in was used to determine the practicality of the electronic book learning media based on voice text in the Pancasila course. The values obtained from the student response questionnaire were then analyzed into a percentage score to determine whether the learning media developed by the researcher was successful or not to be applied to Pancasila learning.

Table 4. User questionnaire results

Aspect	Mark	Maximum value	Percent	Category
Learning Aspects				
1. Suitability of the material with the Pancasila Learning book	78	1200	88%	Very Suitable
2. Suitability of material with Pancasila content in Higher Education	78			
3. Students can interact with electronic book media based on voice text	91			
4. Can increase learning motivation	95			
5. Ease of learning	84			
6. Distributed duplication convenience	92			
7. Media packaging	75			
8. Selection of fonts, images and animations	100			

9. The readability level of the material	90			
10. Color composition and layout	88			
11. Ease of use of media	90			
12. Design appeal	89			
Amount :				Very Suitable

Based on the results of the user response questionnaire, data was obtained that the learning aspect received a percentage of 88% with the Very Appropriate category. Based on the student questionnaire with the Very Appropriate category, which means that the electronic book media based on voice text developed by researchers is effective for use in the Pancasila learning process.

Evaluation. Evaluation is conducted to determine the results of the development of learning media that have been developed and tested by research subjects. The development of electronic book media based on voice text took the research subjects of PLB B Study Program Students, Accounting B Study Program and Pancasila and Citizenship Education Program. The results of the development of electronic book media based on voice text obtained good results from students. On average, students think that electronic book media based on voice text has an attractive design, and the right color composition and electronic books based on voice text can be used like ordinary books and electronic books based on voice text have voices that can make it easier to learn Pancasila material.

Based on the statement, the electronic book learning media based on voice text is very effective when applied in the learning process where the subjects are active so that the lecture atmosphere is more enjoyable. The learning media developed can improve the understanding of the material presented to students.

CONCLUSION

Based on the development of electronic book media based on voice text has been done with various stages, namely the analysis, design, development, implementation, and evaluation stages. The development of electronic book media based on voice text is focused on students' understanding of Pancasila material. Based on validation from media experts, material experts, and the results of questionnaires conducted on students, it can be analyzed that the electronic book learning media based on voice text is suitable for use in tertiary level learning, especially in Pancasila learning. Implementation of electronic book media based on voice text in the Pancasila and Citizenship Education Study Program, PLB B Study Program and Accounting B Study Program Semester I. Based on the validation of media experts, an electronic book based on voice text got an average percentage score of 89% with a very feasible category and the average validation of electronic book material based on voice text got a score of 92% with a very appropriate category and in terms of user practicality got a score of 88% with a very appropriate category.

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PAPER REVIEW RESULTS

No	Review	Results
1	TOPIC. Is the topic relevant to this journal ?	Good
2	ABSTRACT. Are all required components included in the abstract?	Enough
3	GOAL. Is the goal explicitly stated in the Introduction? Is its formulation clear and unambiguous?	Enough
4	STRUCTURE. Is the paper's structure coherent? Is it in coherence with the goal of the paper?	Good
5	TOOLS AND METHODS. Are methods the author uses adequate and well used?	Less
6	DISCUSSION/CONCLUSION. Is it related to the results presented before? Do you consider them as coherent?	Good
7	LITERATURE. Does the author utilize relevant literature?	Less
8	AUTHOR'S KNOWLEDGE. What is the level of author's knowledge? Does he/she utilize all recent contributions relevant to the topic?	Good
9	LENGTH OF PAPER. Is the length of the paper adequate to the significance of the topic? Do you suggest shortening the paper without losing its value?	Good
10	WRITING STYLE. Is the writing style clear and understandable?	Weak
11	Further comments on the paper	The author does pay attention to the structure of good paper writing
12	Recommendation	Accept With Minor Revision

Submit artikel yang sudah di revisi

Development of Electronic Book Voice text-based in Pancasila Courses

The 1st Presidential Election 2017

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Abstract

AURELIA: This study aims to develop Pancasila learning media into an electronic book based on voice text so that it is expected to increase students' learning motivation. The second objective is to determine the feasibility of developing electronic book media based on voice text. The research method uses Research and Development with the stages of Analysis, Design, Development Implementation, and Evaluation (ADDIE).

The effectiveness of the media is obtained from the evaluation results of Based on expert validation, electronic book media based on voice text gets an average percentage score of 89% with a very feasible category, and the average validation of electronic book material based on voice text gets a score of 92% with a very appropriate category and in terms of user practicality gets a score of 88% with a very appropriate category.

Keywords: Learning Media, Electronic Books, and Voice Text



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INTRODUCTION

Pancasila education is one of the important subjects in Indonesia, considering that Pancasila is the basis of the state and the nation's ideology which must be internalized and practiced by every citizen (Tirza et al., 2021). This subject is expected to be able to instill Pancasila values in everyday life, shape character, and develop a sense of nationalism in students. However, in reality, learning Pancasila education is often considered boring and less interesting for students (Ahmad & Maryam, 2023).

One of the main causes of students' lack of interest in this subject is a lack of varied teaching methods. Learning about Pancasila education is still mostly done in conventional ways, such as lectures and reading textbooks, which tend to be monotonous and not interactive. Apart from that, the material presented often seems abstract and difficult to relate to students' real lives, so they have difficulty understanding and appreciating the values of Pancasila (Widiatmaka, 2021).

Lack of use of technology in the learning process is also a factor that causes boredom. In today's digital era, technology has an important role in creating more interesting and interactive learning. However, the integration of technology in Pancasila education learning is still minimal, both in terms of the use of digital media, e-learning platforms and interactive learning applications (Amalia & Dewi, 2020).

Apart from that, limited facilities and infrastructure in many schools also become obstacles to creating interesting learning. Not all schools have adequate access to technological devices, such as computers, projectors, or stable internet access. This results in Pancasila education learning not being able to utilize the potential of technology optimally (Ineu et al., 2020).

The use of technology is growing rapidly in human life. Technology plays a significant role in the process of human life (Ling & Kutty, 2022). The existence of technology can make it easier for humans to carry out all activities. The development of technology also has an impact on the world of education (Michael & Ambotang, 2020).

The impact of technology in the world of education can facilitate teaching and learning activities. Teaching and learning activities are currently shifting to learning in the era of Society 5.0. Learning does not only use conventional methods but also uses online technology or internet-based networks. The government has currently made various policies to encourage various breakthroughs in the use of learning models that tend to use information technology in the learning process (Gunawan, 2022).

Based on research, the use of technology in learning can improve students' abilities (Aminudin, 2018: 297). Technology-based learning makes it easier for educators and students to gain access to the material being studied. Technological advances can also facilitate communication between educators and students which will help improve the quality of teaching and learning activities (Amar, 2012).

The use of technology in teaching and learning activities can also increase learning motivation. According to Unik and Nisar (2021), the reasons for using technology in teaching and learning activities are as follows: (1) on the psychological side, students' development likes to use smartphones in their daily lives; (2) Many Indonesian people already have smartphones; (3) Technology-based teaching materials can be created and duplicated quickly; (4) learning materials can be studied at any time.

The problem that arises in the use of technology in education is the wasteful use of students' internet quota. Much of this internet quota usage is due to the learning given to students still being virtual synchronous using media such as Zoom meetings, Google Meetings, Microsoft Teams, and webex. Learning by utilizing technology such as e-learning and Google Classroom is also considered to use a lot of internet quota every time you access the page (Cahyono et al., 2023).

The solution to overcome the use of the internet is to share teaching materials in the form of pdf commonly called electronic books. New problems arise because the design of conventional ebooks is boring so students' motivation to read the teaching materials is reduced. To overcome this, innovation is needed in making ebooks so that it can increase students' learning motivation.

Innovations that can be done in learning are more appropriate by using electronic books based on voice text. The book is not the same as electronic books in general, but is programmed according to the presentation of interesting materials and is made based on voice. The program is equipped with a graphical, interactive, and navigation base that makes it easier for students to read and study it. The electronic book based on voice text is attempted to be studied offline to reduce the use of internet quota. Assignments can be done online with other embedded programs so that they can be monitored by lecturers and at the same time become student evaluation materials.

Pancasila learning at Universitas PGRI Yogyakarta using voice text-based ebooks can motivate students if combined with a brain learning system and fun learning. Brain learning by optimizing the right and left brain by combining graphics,

colors, text, and audio in the form of ebooks. Fun learning by combining interactive and easy-to-operate navigation. The development of learning media with various variations will increase student competence (Trimurtini et al., 2019: 695).

The Pancasila ebook based on voice text is a solution to the learning media problems at Universitas PGRI Yogyakarta. The digitalization reduces the use of quotas to operate the learning process and makes it easier for students to use media. The learning process can be carried out anywhere, using smartphones that are very familiar to students. The use of the Pancasila ebook based on voice text is expected to increase students' interest in learning.

RESEARCH METHODS

This research was conducted in the Accounting B study program and the Special Education B study program of Universitas PGRI Yogyakarta, totaling 10 people. The object of this research is the electronic book of the Pancasila course based on voice text. This research will be conducted using the Research and Development (R&D) method with a qualitative approach. This research and development model uses ADDIE (Analysis, Design, Development, Implementation, and evaluation) from Dick and Carry. Development research is a research design that aims to develop and validate educational products that are made (Sugiono, 2019).

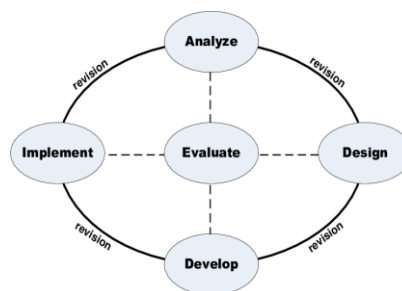


Figure 1. ADDIE Development Steps

Data collection techniques use observation, interviews, questionnaires, and documentation. To determine the feasibility of the material and the feasibility of the media using validation from Material Experts and Media Experts. Data analysis techniques in research and development use two methods, namely quantitative descriptive analysis and needs analysis in the form of Likert scale scores and percentage techniques.

Based on Figure 1, it can be explained that the ADDIE stage consists of analyzing existing problems, designing needs, then continuing with designing the design of the media product, developing the media, and implementing and conducting evaluations at each stage. The scale used in this study is the Linkert scale using scores (1) Not Eligible; (2) Less Eligible; (3) Quite Eligible; (4) Eligible; and (5) Very Eligible. To find

out the results, a descriptive quantitative calculation is used using the percentage formula with the following formula:

$$\sum R (1)$$

$$\text{Percentage (\%)} = \frac{\sum R}{N} \times 100\%$$

Information:

% = Percentage

X = Score result obtained

$\sum X$ = Overall score

Based on the score results obtained in the form of a percentage, they are then matched with the final table of the review carried out by the media, material, and design validators with the provisions of Table 1, as follows.

Table 1. Review Result Criteria

Percentage of Assessment	Interpretation
81%-100%	Very Worth It
61%-80%	Worthy
41%-60%	Fairly Decent
21%-40%	Not Worthy
0%-20%	Very Less Worthy

RESEARCH RESULTS AND DISCUSSION

Research Result

This research produces a product in the form of an electronic book of Pancasila courses based on voice text. The creation of this digital comic uses the main programs, namely Microsoft Word 365, Flip PDF Professional, and Web Site 2 APK Builder. The model used in the development of electronic books based on voice text is ADDIE (Analysis, Design, Development, Implementation, Evaluation) from Dick and Carey. The development stages are explained in detail as follows. Based on the Analysis of the needs of the Pancasila course, the Accounting Study Program B, and the Special Education Study Program B, Universitas PGRI Yogyakarta requires innovations in compulsory curriculum courses because implementing learning for one semester using an online system. Based on interviews with students of the Accounting Study Program B and the Special Education Study Program B, Universitas PGRI Yogyakarta stated that:

"Learning using an online system uses up a lot of internet quota because the use of Zoom media for a full semester in the learning process can use up a lot of internet

quota. To overcome this, there should be another solution in the learning process so that it continues to run effectively and enjoyably without using up a lot of internet quota" (WWC/BW/October 26, 2023).

Apart from the fact that learning using Zoom uses up a lot of internet quota, learning using an online system is also considered boring because, during 2 credits of learning, you only listen to lectures and discussions. This is in line with what was conveyed by the following student:

"We students need some fun learning innovations because theoretical Pancasila lectures cause boredom when taking part in learning. This boredom is because learning uses lecture and zoom methods for 2 credits of lectures. Moreover, when the signal is bad, we experience lecture obstacles because we cannot hear the material presented clearly. Therefore, there needs to be innovation in this Pancasila lecture (WWC/NS/October 26, 2023).

Based on the results of the needs analysis, to overcome the existing problems, the innovation carried out is self-asynchronous learning by developing electronic books based on voice text for the Pancasila course in the Accounting Study Program B and the Special Education Study Program B. Self-asynchronous learning is learning that is designed so that students can learn independently but under the supervision of lecturers. This self-asynchronous learning is combined with electronic books that are combined using sound so that the electronic book can be used in two ways, namely reading and listening. Based on the analysis stage, is then continued to the design stage.

The electronic book design stage based on voice text" is based on needs analysis. The next design steps are as follows:

a. Preparation of Teaching Materials

The preparation of Pancasila teaching materials for Higher Education is based on a book from the Ministry of Research, Technology and Higher Education of the Republic of Indonesia which is aligned with the RPS at Universitas PGRI Yogyakarta. The materials included in the voice text-based electronic book are the Urgency of Pancasila in Higher Education, Understanding Pancasila, Pancasila as the Ideology of the Indonesian Nation and State, and Pancasila Political Ethics. This material is prepared based on a needs analysis that can be inserted into voice text-based electronic book media.

b. Flow Chart Making

The creation of a flow chart or flow diagram is to facilitate the design stage of voice text-based electronic books. This voice text-based electronic book media is designed with several parts, the first is the cover, the second is the content, and the last is the identity or information section of the voice text-based electronic book developer. The cover section contains the title of the voice text-based electronic book and the display image of the voice text-based electronic book. The content section consists of navigation buttons for voice and illustrations of the voice text-

based electronic book media. The last section, namely the developer identity section, contains a photo of the developer's identity and a brief description of the voice text-based electronic book developer.

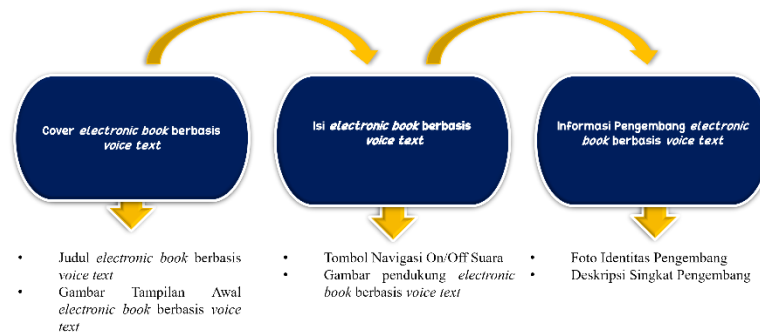


Figure 2. Flow chart of electronic book based on voice text

After creating a flow chart, the next stage is to create a storyboard based on the flow chart.

c. Story Board Making

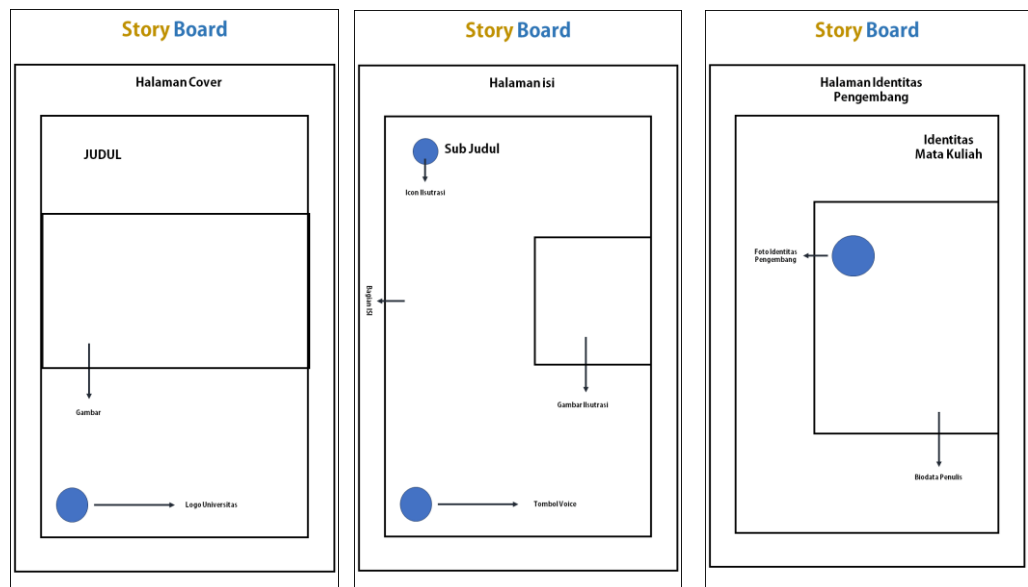


Figure 3. Story Board electronic book based on voice text

After making a flow chart, the next step is to make a storyboard to make it easier for researchers to develop electronic books based on voice text. The creation of a storyboard for an electronic book based on voice text is based on a flow chart. There

are three parts of the storyboard, the first is the cover, the content, and the developer's identity. After making a storyboard, the next step is the development stage.

Discussion

The development stage is carried out by creating an electronic book product based on voice text using Microsoft Word, Flip PDF Professional, Text to Speech, and Website 2 APK Builder. At this development stage, the steps taken are to create electronic book material using Microsoft Word, then design it by inserting several image elements taken from freepik.com, after which the file is converted into a PDF file. After the material is composed, the text of the material is changed into sound by entering the text in the PDF file into the text-to-speech application.



Figure 4. Text to Speech

This step is a novelty in the development of electronic books by changing text into sound so that it can make it easier for users to learn Pancasila material. After changing the text into sound, the next step is to enter the electronic book design based on voice text in the form of a PDF file into the professional flip PDF application. After entering the pdf file of the Pancasila material into the professional flip pdf, the next step is to create a sound icon using images from freepik.com. The sound icon is then edited and edited so that it can display the sound from the sound file that has been created.

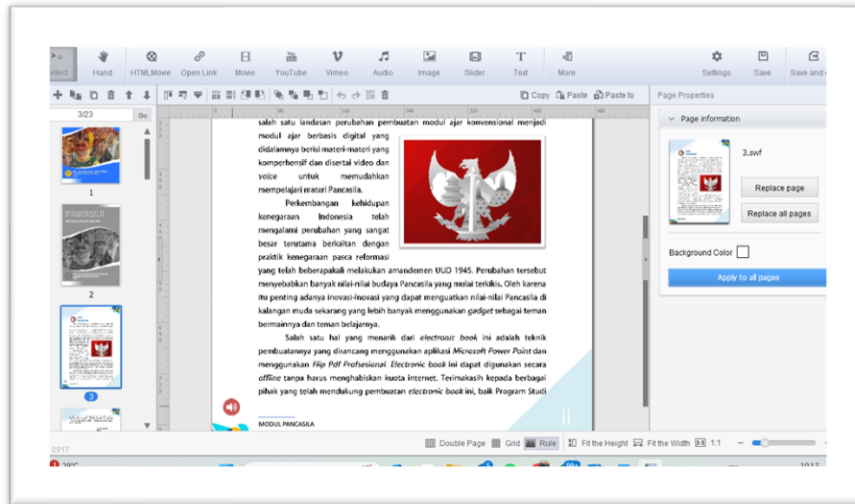


Figure 5. Flip PDF Professional

After completion, the files and sounds that have been entered into the professional flip pdf application are converted into android application files which are then validated by media experts and material experts. This validation is used to match the material, objectives, and evaluation of the learning media to suit the Pancasila course. At the stage of validating the material used in the development of electronic book media based on voice text, the material expert in validating this learning media is Dr. Septian Aji Permana, M.Pd. as a PPKn lecturer at Universitas PGRI Yogyakarta. Based on the validation results, the following values were obtained:

**Table 2. Expert Validation Results for Electronic Book
Media Based on Voice Text**

No	Indicator	Score			
		Mark	Maximum Value	Percent	Category
1	Kemedia design drawing “electronic book learning media based on voice text”	4	85	91.7%	Very Worth It
2	The quality of the display of a combination of symbols/images, writing, and colors presented in electronic book learning media based on voice text.	4			

3	Kconsistency of presentation system in electronic book learning media based on voice text	5			
4	The size of the electronic book learning media based on voice text is easy to use	5			
5	Description of image/symbol layout in electronic book learning media based on voice text	5			
6	Votersn the size of the image/symbol presented in the media. Suitability of the layout of images/symbols in electronic book learning media based on voice text.	4			
7	Votersn basic color Suitability of image/symbol layout in electronic book learning media based on voice text	5			
8	Description of the proportions between basic colors, symbol colors, and writing colors for voice text-based electronic book learning media	5			
9	Votersn type of writing (letters) in electronic book learning media based on voice text	4			
10	Ketereading of writing (letters) in electronic book learning media based on voice text	5			
11	TamPilan on "electronic book learning media based on voice text" is simple but high-quality	4			
12	Mediaa voice text-based electronic book learning Using good, simple, and communicative Indonesian.	5			
13	Mediaa voice text-based electronic book learning Using sentences that are easy to understand and do not give rise to multiple interpretations.	4			

14	KeteThe right way to place material in electronic book learning media based on voice text	5			
15	Mediaa voice text-based electronic book learning is easy to use by users.	5			
16	In electronic book learning based on voice text, it is easy for users to apply it.	5			
17	This electronic book learning is based on flexible voice text and can be used anywhere	4			
SUser Suggestion					
18	KesesAnalysis of electronic book learning media based on voice text on student activities	4	15	86%	Very Worth It
19	Mediaa voice text-based electronic book learning can be used by interacting directly between users	5			
20	Mediaa voice text-based electronic book learning is safe for use by students (display and media materials with physical user)	4			

Based on the validation table, the media expert obtained a percentage score of 91.7% for the media display aspect with a very feasible category and from the aspect of user targets, it obtained a percentage score of 86% with a very feasible category. From these results, it can be interpreted that electronic book media based on voice text is very feasible to use following the Pancasila course.

The next stage is validation by material experts. The material expert recommended by the researcher in this study is Yitno Pringgowijoyo, SH, MH as a lecturer in the Pancasila and Citizenship Education study program. Material validation is carried out to obtain results that the material in the voice text-based electronic book media is following the Pancasila course material. The material validation carried out is seen through three aspects, namely the aspect of material coverage, language quality, and aspect of material presentation. The results of the validation:

Table 3. Results of validation by material experts

No	Indicator	Score			
		Mark	Maximum Value	Percent	Category
Aspek Coverage of Material					
1	The relevance of the electronic book learning media material based on voice text presented with Pancasila	5	30	90%	Very Suitable
2	The relevance of the material presented by voice text-based electronic book learning media to Pancasila learning outcomes	5			
3	The relevance of the material presented in the voice text-based electronic book learning media is following the learning objectives of the Pancasila course.	4			
4	The weight of the electronic book learning media material based on voice text to strengthen students' or users' Pancasila knowledge	4			
5	Electronic book learning media material based on voice text may perhaps students behave by Pancasila values	5			
6	Electronic book learning media material based on voice text makes it easier for users or students to understand Pancasila course material.	4			
Language Quality					
7	Instructional Media <i>electronic book-based invoice text</i> Use good, simple, and communicative Indonesian	5	15	93%	Very Suitable
8	Instructional Media <i>electronic book-based invoice text</i> Use sentences that are easy to understand and do not give rise to multiple interpretations	4			
9	Text input in electronic book learning media based on voice text to clarify the delivery of material	5			

Aspects of Material Presentation					
10	Systematic in presenting Pancasila material in electronic book learning media based on voice text	5	55	92.7%	Very Suitable
11	Systematic in presenting the discussion on electronic book learning media based on voice text	4			
12	Consistency of presentation system in electronic book learning media based on voice text	4			
13	Presentation of electronic book learning media material based on voice text	5			
14	Material on electronic book learning media based on voice text does not violate the rules of freedom and ethics	4			
15	Material on electronic book learning based on voice text, it is easy for users or students to understand	5			
16	Material on electronic book learning based on voice text, students or users can improve their understanding of Pancasila.	4			
17	Material on electronic book learning based on voice text, it can foster a sense of nationalism, patriotism, and increase insight.	5			
18	Material on electronic book learning based on voice text, it can strengthen civic knowledge.	5			
19	Material on electronic book learning based on voice text, it can strengthen civic skills.	5			
20	The material in Android-based digital comic media can strengthen civic disposition	5			

Based on the table of validation of electronic book media based on voice text in the Pancasila course, the percentage result is 90% in the aspect of material coverage with a very appropriate category, and in the aspect of language quality, the percentage is 93% with a very appropriate category, and the last is the aspect of material presentation, the percentage is 92.7% with a very appropriate category. Both aspects in the validation of electronic book media based on voice text get an average percentage of 90.6% with a very feasible and very appropriate category for use.

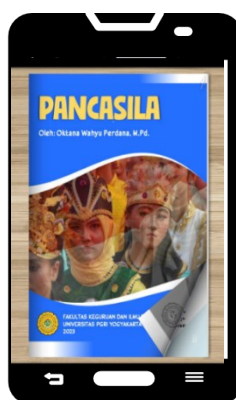


Figure 6. Voice Text-based Electronic Book Application

Limited trials were conducted on the Special Education Study Program B and Accounting Study Program B involving 8 students. Based on the trial, a percentage score of 89% was obtained. Voice text-based electronic book media is also equipped with voice, to make it easier for students to learn Pancasila material so that it can increase student motivation in teaching and learning activities. The sound can be activated or deactivated.

Based on validation by media experts and experts in voice text-based electronic book materials, some things need to be fixed. Things that need to be fixed include: (1) a typo in the identity of the author of the voice text-based electronic book media; (2) the sound button is replaced using an icon from freepik.com so that it is easier to use; and (3) illustrations of the material that are adjusted to the theme of the Pancasila material.

Implementation. At the Implementation stage, voice text-based electronic book media has been validated by material experts, and media experts, and tested on a small scale, and then the voice text-based electronic book media is ready to be implemented. The trial of voice text-based electronic book media in the Pancasila course aims to determine student responses when the developed media is applied to the Pancasila learning process. The subjects of the large-scale trial were 29 students of the Pancasila and Citizenship Education Study Program in the first semester.

The questionnaire used by the researcher in the stage to find out the students' responses was done online. The student response questionnaire contained twenty statements that had to be filled in by the students. The student questionnaire that was filled in was used to determine the practicality of the electronic book learning media based on voice text in the Pancasila course. The values obtained from the student response questionnaire were then analyzed into a percentage score to determine whether the learning media developed by the researcher was successful or not to be applied to Pancasila learning.

Table 4. User questionnaire results

Aspect	Mark	Maximum value	Percent	Category
Learning Aspects				
13. Suitability of the material with the Pancasila Learning book	78	1200	88%	Very Suitable
14. Suitability of material with Pancasila content in Higher Education	78			
15. Students can interact with electronic book media based on voice text	91			
16. Can increase learning motivation	95			
17. Ease of learning	84			
18. Distributed duplication convenience	92			
19. Media packaging	75			
20. Selection of fonts, images and animations	100			
21. The readability level of the material	90			
22. Color composition and layout	88			
23. Ease of use of media	90			
24. Design appeal	89			
Amount :				Very Suitable

Based on the results of the user response questionnaire, data was obtained that the learning aspect received a percentage of 88% with the Very Appropriate category. Based on the student questionnaire with the Very Appropriate category, which means that the electronic book media based on voice text developed by researchers is effective for use in the Pancasila learning process.

Evaluation. Evaluation is conducted to determine the results of the development of learning media that have been developed and tested by research subjects. The development of electronic book media based on voice text took the research subjects of PLB B Study Program Students, Accounting B Study Program and Pancasila and Citizenship Education Program. The results of the development of electronic book media based on voice text obtained good results from students. On average, students think that electronic book media based on voice text has an attractive design, and the right color composition and electronic books based on voice text can be used like ordinary books and electronic books based on voice text have voices that can make it easier to learn Pancasila material.

Based on the statement, the electronic book learning media based on voice text is very effective when applied in the learning process where the subjects are active so that the lecture atmosphere is more enjoyable. The learning media developed can improve the understanding of the material presented to students.

CONCLUSION

Based on the development of electronic book media based on voice text has been done with various stages, namely the analysis, design, development, implementation, and evaluation stages. The development of electronic book media based on voice text is focused on students' understanding of Pancasila material. Based on validation from media experts, material experts, and the results of questionnaires conducted on students, it can be analyzed that the electronic book learning media based on voice text is suitable for use in tertiary level learning, especially in Pancasila learning. Implementation of electronic book media based on voice text in the Pancasila and Citizenship Education Study Program, PLB B Study Program and Accounting B Study Program Semester I. Based on the validation of media experts, an electronic book based on voice text got an average percentage score of 89% with a very feasible category and the average validation of electronic book material based on voice text got a score of 92% with a very appropriate category and in terms of user practicality got a score of 88% with a very appropriate category.

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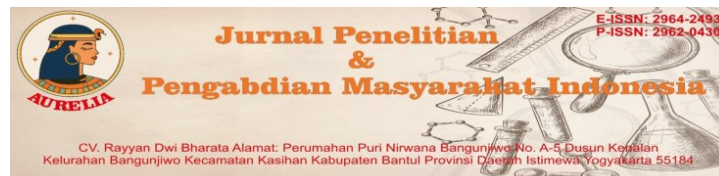
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