



The Development of Digital Pocket Book- Based Learning Media to Improve Students' Interest in Learning Social Sciences Subject

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ABSTRACT

The use of digital-based learning media such as digital pocket books is very necessary in teaching and learning activities. The aim of this research is to develop digital pocket book media that is able to increase students' interest in learning in social studies subjects at BP FAI UMJ. The development research model uses ADDIE (Analysis, Design, Development, Implementation and Evaluation) with Research and Development (R&D) research methodology. The test subjects in this research were class VII students at SMP BP FAI UMJ, Kemang District, Bogor Regency for the 2020/2021 academic year with a total of 23 students. The data collection instruments used in this research were validation questionnaire instruments for material experts, media experts, teacher response questionnaire instruments and student interest questionnaire instruments.

The results of the research show that material expert validation on digital pocket book media is 97% with very good criteria and media expert validation results are 100% with very good criteria. The results of the teacher response of 84% were very good criteria. The results from the student questionnaire were 85.97%. The results of the digital pocket book media product development show that there is an increase in students' interest in learning after being taught using digital pocket book media. This shows that the use of digital pocket book media is able to increase students' interest in learning in class VII social studies subjects.

Keywords: *Pocket Book Digital Learning Media; Digital Based; Interest to learn; Social science*

INTRODUCTION

Education is an important thing in human life and is the main means of learning many things. Various theoretical views and practices that continue to develop make education able to create quality humans. Through education, students are prepared to be able to fulfill their roles in the future, which makes education equip students with knowledge, attitudes and skills so that they will be able to meet the demands of the times.

The teaching and learning process has a big influence on students' interest in learning in class. The use of media in the learning process is one effort to increase students' interest in learning. Learning media is a tool used by a teacher in learning activities in an effort to support the implementation of learning activities in an orderly manner (Anggraeni & Aisyah, 2016).

Educational developments are designed in accordance with Science and Technology (IPTEK). (Almadhea et al., 2022) the use of technology in the world of education basically has a good influence on learning patterns in the classroom. The existence of technology means that students and teachers can learn and interact face to face or without face to face without being limited by space and time.

The use of learning media must be made more interesting in order to increase students' interest in learning so that learning objectives can be achieved. One learning media that is often used as an alternative to increase students' interest in learning activities is using pocket books. (Baharudin & Cholik, 2018) said that teaching materials in printed form, known as books, if developed could become a learning medium for pocket books. As stated by (Ekayati et al., 2020) pocket books can be used as a medium for conveying information containing subject matter and other things that are one-way in nature. In this way, this media can develop the potential of students.

The development of technology is currently very rapid, one of the technologies that is very commonly used today is smartphones. Currently, smartphone use has reached various groups, especially students. Based on research conducted by (Pradana, 2020), it is stated that basically smartphones are a very useful technology in the world of education. Searching for learning resources to increase knowledge can use technology. It can be said that the use of smartphones can have a positive impact if used properly and correctly.

Based on observations made on class VII.1 students at SMP BP FAI UMJ, all of them already have their own smartphones and all of them use Android smartphones and there is no learning media that utilizes smartphone technology in teaching and learning activities. The school has facilities in the form of a computer laboratory which can be used for teaching and learning activities but its use has not yet been maximized. Students still use manuals in learning activities. Using manuals as a learning medium will make it difficult for students to carry the device because it is heavy and inefficient.

The results of observations and unstructured interviews conducted with class VII.1 students and social studies teachers show that social studies learning in class VII SMP BP FAI UMJ is still centered on the teacher. Teachers still use conventional methods in delivering lesson material, which makes students feel bored when carrying out social studies learning activities which have a lot of reading material so that students are less interested and unfocused.

Social studies learning is also still centered on the teacher. Teacher-centered learning will only make students inactive in the classroom and lack two-way communication between teachers and students. Learning should be more student-centered so that students become active so that teachers act as facilitators who encourage student activity during the teaching and learning process.

The lack of teacher variation in developing learning models is also one of the causes of passive teaching and learning activities. The repetitive learning model used by teachers in learning activities has an impact on learning activities in the classroom. Passive learning activities tend to make students feel bored and not pay attention to the teacher.

Conventional learning media, non-varied learning models and the learning methods used make students' level of enthusiasm and interest in social studies learning low. Students easily feel bored during learning activities so that the material presented by the teacher is not received optimally by students.

Seeing this potential, the development of learning media by utilizing smartphones is by creating digital pocket books which are intended for various technological devices, especially smartphones but are not limited and are compatible with other technological devices such as tablets, laptops and computers. The use of digital pocket book-based learning media is expected to increase students' interest in learning so that maximum learning goals can be achieved.

RESEARCH METHODS

This research was designed using the Research and Development (R&D) research method, which is a research and development design. Development research is a process or steps carried out by researchers to produce new products or improve existing products (Okpatrioka, 2023). Based on the problems that have been raised, this research is development research which produces a product in the form of learning media, namely the

Digital Pocket Book. This research procedure applies the ADDIE development model which consists of five stages which include analysis, design, development, implementation and evaluation. The ADDIE model consists of 5 components that are interrelated and structured systematically so that in its application it must be structured from the first stage to the fifth stage and cannot be ordered randomly. Its simple and systematically structured nature makes the ADDIE design model easy to understand and apply.

RESULTS AND DISCUSSION

Results

The development of Digital Pocket Book-based learning media for social studies learning in Class VII Middle Schools was validated by experts at the Pamulang University Faculty of Teacher Training and Education (FKIP) campus. The experts in question consist of material experts and media experts. The material experts appointed are lecturers who are competent in the field of Social Sciences. The media experts appointed are lecturers who are competent in the field of learning media. The two experts appointed were lecturers at the Department of Economic Education. The media use trial was carried out for two days involving students and teachers. The subjects in the trial were 23 students and a social studies teacher at BP FAI UMJ Middle School. The media use test was carried out at BP FAI UMJ Middle School because the middle school has facilities in the form of a complete computer laboratory but its use has not been maximized.

The first stage of development is analysis. In this analysis stage, researchers conducted observations at BP FAI UMJ Middle School. At this stage the researcher carried out a needs analysis and curriculum analysis. The results obtained at this stage are as follows.

First, the results of the needs analysis. With the results of learning activities at BP FAI UMJ Middle School using textbooks as a learning resource with the help of whiteboard media. Learning activities in this school are more teacher-centered. Here, researchers really want to develop Digital Pocket Book media that can be used in learning activities because Digital Pocket Book media is media that not only contains learning material but is packaged in a simpler form and content, containing written material, images, videos and games as well as exercises, questions and evaluation tests. Digital Pocket Book media is also an efficient medium because it can be used anytime and

anywhere and is compatible with various electronic devices such as smartphones, laptops, PCs or tablets.

Second, the results of curriculum analysis. At the curriculum analysis stage, researchers analyzed various curriculum tools that apply at BP FAI UMJ Middle School. uses the 2013 Revised 2017 Curriculum, so that all curriculum tools refer to the 2013 Revised 2017 Curriculum. In this case the researcher adapted the material to the curriculum used to develop Digital Pocket Book media. Based on needs analysis and curriculum analysis, it can be concluded that interesting learning media is needed to be used in learning activities with adjustments to the curriculum used so that students feel enthusiastic and interested in participating in learning activities and so that learning objectives can be achieved optimally.

Third, the design stage. This design stage includes creating Digital Pocket Book media with Social Sciences learning material for one semester (even semester) as a development of learning media carried out by researchers. What the researchers did was create a design framework for the Digital Pocket Book media, in the Development stage. At this stage, the product is made based on the design that has been made by making the product, starting with creating a background design for the Digital Pocket Book media page using the Canva application/web. Next, expert validation is carried out. Validation is carried out by material experts and media experts. The validator consists of 2 expert lecturers, namely Saiful Anwar, S.Pd., S.E., M.Pd as material expert and Badrus Sholeh, S.Pd., M.Pd as media expert. The results of the material expert validation can be seen in Figure 1 below.

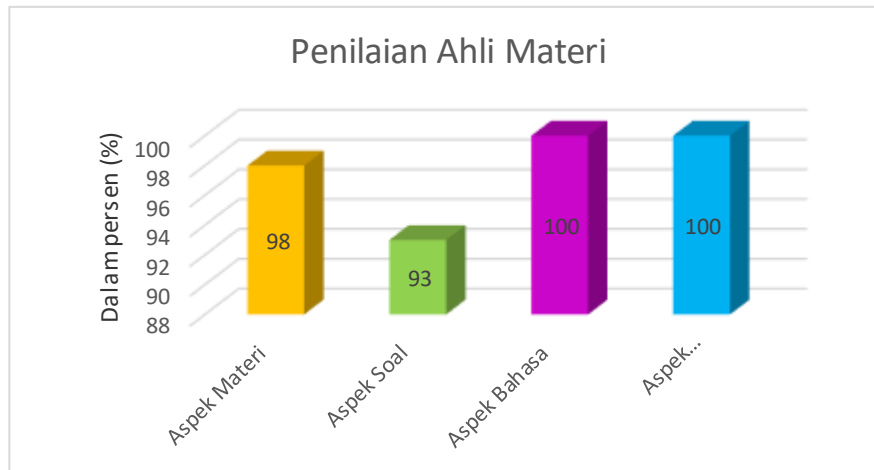


Figure 1 Percentage of Material Expert Validation Results

Source: Data Processed by Researchers (2020)

The calculation results above show that the achievement level percentage is 97% and is categorized as valid so that the Digital Pocket Book learning media does not need to be revised. Based on data analysis, it can be seen that the Digital Pocket Book learning media that has been developed is generally quite good in terms of design. This is shown in the percentage obtained from the assessment. The score obtained is 97 with a maximum score of 100, so the validity is 97%, so the Digital Pocket Book learning media that has been developed is considered good enough in terms of material so there is no need for revision.

The qualitative data that has been collected based on comments and suggestions for improvements to the Digital Pocket Book media include: (1) mark important sentences and keywords; (2) shorten the material further and (3) provide source information on the image.

Digital Pocket Book media is proposed to be validated by assessment using a questionnaire method with a questionnaire instrument to produce quantitative data and qualitative data. The following are the results of quantitative assessments by the media in Figure 2.

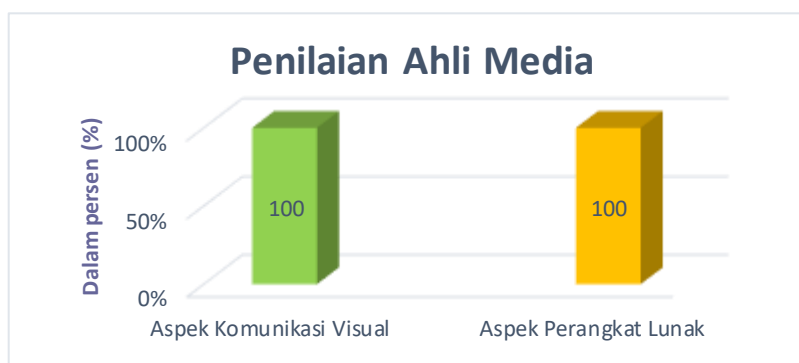


Figure 2 Percentage of Media Expert Validation Results

Source: Data Processed by Researchers (2020)

The calculation results above show that the achievement level percentage is 100% and is categorized as valid so that the Digital Pocket Book learning media does not need to be revised. Based on data analysis, it can be seen that the Digital Pocket Book learning media that has been developed is generally quite good in terms of design. This is shown in the percentage obtained from the assessment. The score obtained is 115 with a maximum score of 115, so the validity is 100%, so the Digital Pocket Book learning media that has been developed no longer needs to be revised. All criteria assessed are quite valid.

The qualitative data that has been collected based on comments and suggestions for improvements to the Digital Pocket Book media that have been validated by media experts is presented in the following table: (1) match the color of the writing to the background; (2) the image is more enlarged and (3) pay attention to the order of the media.

After the media is validated by the product by material experts and media experts, the product will then be refined according to the suggestions for improvement provided by the validator. The following is the appearance of the product after undergoing revisions.

The fourth stage of the ADDIE development model is the implementation stage. Media that has been developed and declared feasible by validators can be applied as trial material. Researchers conducted field trials on the use of Digital Pocket Book media with 23 class VII students and 1 social studies teacher, which was carried out in 2 meetings.

At this stage the researcher applied the Digital Pocket Book media as a social studies learning medium for Class VII according to the schedule in the table above. Learning activities begin with greetings, checking attendance, praying and creating a pleasant learning atmosphere. After that, the researcher first explained the mind map in Chapter I which consisted of six branches. These branches are sub-chapters that will be

discussed in Chapter I. The first branch is the topic that will be discussed at the first week's meeting, namely about scarcity and human needs. After that, the researcher presented the topic of "scarcity and human needs", and motivated the importance of this topic. Researchers also convey learning objectives and competencies that students must master. The researcher emphasized the meaning and ability to apply rather than memorize and explained the use of Digital Pocket Book media in this lesson.

The fifth stage of the ADDIE development model is the evaluation stage. After the implementation stage is carried out, the next stage is the assessment of the development media. This stage was carried out to determine the effectiveness of using Digital Pocket Book media. The questionnaire calculation was carried out using a Likert Scale. The questionnaire that has been filled out by media experts, material experts, students and teachers will be revised on the Digital Pocket Book media according to the evaluation results, namely to find out how teachers respond to the media and whether the use of Digital Pocket Book media is able to increase student interest in learning social studies. . The following is an explanation of the evaluation stage.

Teachers' responses to the Digital Pocket Book learning media were reviewed based on six indicators, namely ease of use of the media, time efficiency, easy to interpret, suitability for the material, attractiveness, and can be used as independent learning. The following are the results of the teacher response questionnaire.

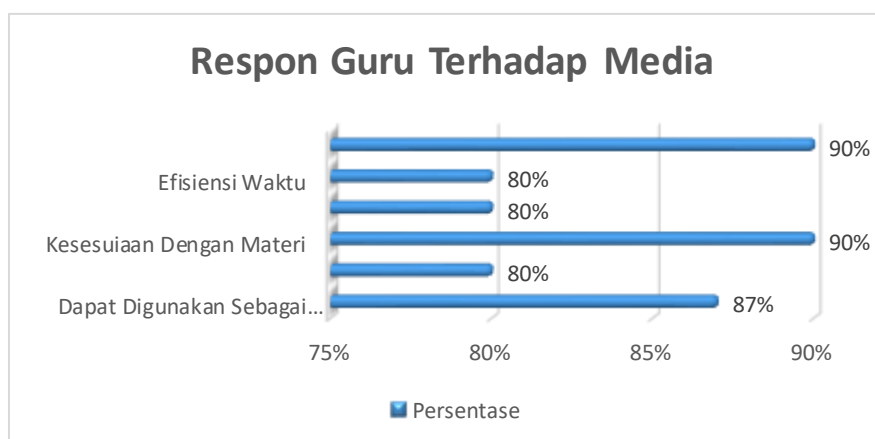


Figure 3 Percentage of Teacher Responses to Media

Source: Data Processed by Researchers (2020)

The teacher's response questionnaire received a score of 63 out of a maximum total score of 75, resulting in a percentage of 84% and was included in the Good (B) category. Based on this, the Digital Pocket Book learning media does not need to be revised.

Data collection from the student interest questionnaire was used to find out whether there was an increase in students' interest in learning after being taught using Digital Pocket Book-based learning media. Student interest is viewed from 4 indicators, namely feelings of happiness, student involvement, interest and attention. The following are the results of calculating the percentage of student interest questionnaires.



Figure 4 Percentage of Student Interest

Source: Data Processed by Researchers (2020)

Student interest in the Digital Pocket Book learning media that has been used shows a score of 2966 with a maximum score of 3450, so a percentage of 85.97% is obtained and is in the Very Good (SB) category. Based on this, the Digital Pocket Book learning media does not need to be revised.

Discussion

The use of learning media can arouse desires, new interests, stimulation, motivation and can even have an effect on students' psychology (Yuwana et al., 2023). Thus, the use of media and learning resources should be packaged well and attractively so that students will be able to understand the material quickly and easily (Putri et al., 2018).

Pocket book media is designed in such a way by using varied images, letters and colors which will motivate students to learn the material being taught and will also stimulate their ability to convey the ideas they have (Armelia et al., 2019). The results of

research (Pocket & Based, 2021) show that the development of pocket books carried out is very practical, effective and also easy for students to use for learning.

Digital Pocket Book-based learning media is a medium that is able to attract students' focus and attention. This is in line with research conducted by (Friansah et al., 2018) showing that students' interest in material presented using pocket book media shows a very good percentage. This shows that the pocket books provided are in accordance with students' needs. However, the most important thing is that students feel happy working on pocket books and they are motivated to learn when given pocket book media.

CONCLUSION

Digital pocket book-based learning media products are considered valid and very suitable for use in learning activities and there is student interest in class VII social studies at SMP BP FAI UMJ after being taught using the Digital Pocket Book learning media. The researcher put forward development suggestions for future researchers who are expected to be able to provide further development to the Digital Pocket Book learning media, which can be developed by containing games that enable students to connect with each other when using the Digital Pocket Book learning media and display real time score calculations for games such as Quizziz. Apart from that, features can also be developed in the Digital Pocket Book learning media where teachers can act as administrators who can control and monitor the activities of the Digital Pocket Book learning media that are being used by students as a whole without having to approach the students one by one.

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