

The Urgence Of Developing Civic Education E-Book Based on Mind Mapping for Students and Lecturers

Mariyani¹⁾, Edwin Nurdiansyah²⁾, Aulia Novhemy Dhita SBK³⁾, Ulfatul Hasanah⁴⁾, Ernawati⁵⁾, Dini Herdianti⁶⁾

Program Studi Pendidikan Pancasila dan Kewarganegaraan Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya, Jl. Palembang Prabumulih KM. 32 Indralaya, Ogan Ilir, Sumatera Selatan, Indonesia

Corresponding Author: Mariyani, Email: mariyani@fkip.unsri.ac.id

History: Received 08/06/2022 | Revised 14/06/2022 | Accepted 15/07/2022 | Published 30/07/2022

Abstract. This study aims to determine the urgency of developing mind mapping-based civic education e-books for students and lecturers. This research is a research method This research method is research and development (RnD) which ultimately produces a product and tests the level of product effectiveness. The subjects of this research are 54 first semester students in the 2021/2022 academic year who are taking civic education courses and 10 lecturers who are lecturers of civic education courses. The sampling technique used random sampling. The research activity was carried out at Sriwijaya University, South Sumatra. The data collection technique used is filling out questionnaires and documentation. The results of the study showed that the development of mind mapping-based civic education e-books was needed to facilitate student learning, both with educators and independently. E-books are teaching materials that are packaged digitally in the form of files and schematics according to the Lesson Plan. The existence of mind mapping in e-books will help students and lecturers to achieve fun and creative civic education learning goals.

Keywords: Civic Education; E-book; Mind Mapping

INTRODUCTION

The COVID-19 pandemic has given a new history to the world, one of which is Indonesia. All sectors take a strong role to maintain survival. One that cannot be separated from the impact of the Covid-19 pandemic is the education sector. In the last two years, education has experienced a change in the teaching and learning process. This makes new habits that were previously forced to be done into habits with all policies and solutions to keep the learning process going. As is known, the learning process must continue to be carried out for the realization of the goals of national education. This is in accordance with the National Education System Law (Kemdikbud, 2003) which reads:

"National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen".

This national goal is being pursued by various parties through learning during the Covid-19 Pandemic. This is in accordance with the government's policy to implement an education system that is carried out with a learning system from home. This refers to the Joint Decree of the Minister of Education and

Culture, Minister of Religion, Minister of Health and Minister of Home Affairs regarding Guidelines for the Implementation of Learning in the 2020/2021 Academic Year and the 2020/2021 Academic Year during the Covid-19 period. Learning from Home is implemented with the Distance Learning system. In Law No. 20 of 2003 article 1 paragraph 15, it is explained that distance learning is education in which students are separated from educators and learning uses various learning resources through communication technology, information and other media. In practice, distance learning is divided into two approaches, namely online distance learning and offline distance learning. In implementing distance learning, educational units can choose an approach (online or offline or a combination of both) according to the characteristics and availability, readiness of facilities and infrastructure.

As time goes on in 2021 there will be a transition period after the Covid 19 pandemic makes new habits in everyday life. One of them is adapting to new habits, including in the teaching and learning process at school. The habit of online learning is not an easy thing to directly become face-to-face learning. Because it has become a habit of students. This is in line with the opinion of (Assidiqia & Sumarnib, 2020) that these conditions cause teachers and students to have to apply online learning patterns, where learning is carried out

in a virtual space (teachers and students do not meet in person) by utilizing facilities that support the occurrence remote interaction. Utilization of online learning facilities is carried out by using several digital platforms which are widely available with various features in accordance with the interaction objectives to be achieved. The most frequently used digital platforms in online learning include Whatsapp groups, Google Facilities (Google Classroom, Google Forms, and Google meet) and Zoom Cloud Meetings. This shows that the habits of the last two years have been closely related to information and communication technology skills. So it is this habit that we must continue to apply in learning in the transition period. The platform used must of course be supported by digital teaching materials that will be easily accessible anytime and anywhere.

This is also reinforced by that there is a tendency for teaching material sources to be focused on books. Even though there are many sources of teaching materials other than books that can be used. Books do not have to be of the same type and must be changed frequently, as has been the case so far. Various books can be selected as a source of teaching materials. This paradigm of printed teaching materials is also the basis for the need to develop mind mapping-based e-books. This is an update for Civics teaching materials. The e-book teaching materials used in civic education are generally adapted to the Belmawa manual. While this

ebook presents material that is more up-to-date and interactive (Aisyah S, 2020) and (Supriadi, 2015).

E-books help students streamline learning time because digital data is very easy to carry in many files (Sukmawati, 2020) dan (Prabowo, 2013). So teaching materials make it easy for teachers to convey messages accurately and clearly. Teaching materials that are used or utilized properly will make learning easier (Ibrahim, 2011).

E-books can also present more concrete information and allow individualized learning because it does not depend on the information provided by the teacher so that students can learn according to their needs, abilities, talents and interests, learning is more focused, can provide direct knowledge of the results of reading. These benefits are expected to help the learning process in the post-Covid-19 transition period.

In line with the benefits above, the researcher tries to present a mind mapping-based e-book that will lead students to be more focused and understand in starting learning in class. Mind mapping can be made very detailed, complex, and interesting. Several previous studies have shown that there are optimal results in supporting learning. (Syam, 2015) explains that mind mapping provides several advantages, namely: 1) It can make it easier to remember something; 2) It makes it easier to remember and memorizing will be faster; 3) The work of the brain is getting

maximized; 4) Increases creativity, is simpler, and very easy to work with; 5) Makes it easier to get information, ideas, and ideas to be explained.

The weaknesses of the mind mapping method according to (Shoimin, 2016) are: 1) Only active students are involved; 2) Only some students study; 3) Detailed amount of information cannot be entered. In learning activities, the process of applying mind mapping can increase students' creativity because basically the workings of mind mapping involve the basic workings of the brain which are arranged in more branches like trees. This pattern can facilitate the process of remembering what is learned. Students can be interested in making pictures or colors on mind mapping to make it look better and more attractive. In the learning process in class students are very enthusiastic about participating in the learning process using the mind mapping method, because they are more free to be creative in doing the tasks given by the teacher and it is easier to solve the problems given by the teacher (Heri & Amallia, 2020).

Therefore, it is necessary to analyze the needs of developing Civics e-books based on mind mapping for students and Civics lecturers. The formulation of the problem in this research is the urgency of developing mind mapping-based Civics for students and lecturers. While the aim is to know the urgency

of developing mind mapping-based Civics for students and lecturers.

RESEARCH METHODS

This research method is research and development (RnD) which ultimately produces a product and tests the level of product effectiveness (Sugiyono, 2012). However, in this study using the theory of (Sukmadinata, 2012) which became 3 research steps. The first step is conducting preliminary studies and theoretical studies; the second stage of product development; and thirdly testing the product. The research focuses on the first step of preliminary studies and theoretical studies. The type of research used is survey research. This type of research is part of Research and Development (R&D) research.

The subjects of this research are first semester students in the 2021/2022 academic year who are taking Civics courses. The students who were used as research samples were 54 first semester students in the 2021/2022 academic year. The sampling technique used random sampling. The research activity was carried out at Sriwijaya University, South Sumatra. The data collection technique used is filling out questionnaires and documentation. The data analysis process is carried out descriptively by describing the results of the questionnaire in a diagram that describes the results of the questionnaire.

Documentation data is also described descriptively.

DISCUSSION

The findings in this preliminary study will describe descriptive data analysis through questionnaires. Needs analysis on the development of mind mapping-based Civics e-books for students and lecturers. Questionnaires are used to find the needs of students and lecturers regarding the product model needed in this study. Documents that support learning or archived documents from the results of Civics learning activities.

Student Needs Analysis

Based on the results of the questionnaire given to 54 students at the technical service unit for personality building courses who took civics lectures, 100% results stated that all students had smartphones that supported online learning. The fulfillment of digital learning resources is still needed even though it is face-to-face later at 85.2%. This is also in line with student opinions of 63% indicating that online learning experiences help provide experiences using digital literacy. Students still suggest some media that can still be used even though they are face-to-face starting from whatsapp, e-learning, google forms and social media. This shows that the need for online media is still helping the learning process in the classroom.

For questions regarding the ability of Civic education material. That the students gave an assessment that there were some Civic education materials that needed the help of teaching materials and mind maps, namely 56% of the material on the constitution in Indonesia and 12% of the material on human rights enforcement. This is because this second material is in the form of a concept or case that brings HOTS-based learning. One solution to better understand Civics learning is the existence of e-books as teaching materials that can be accessed anywhere and anytime.

This is indicated by the results of the questionnaire by 88%. Moreover, the lecturer will provide a lot of assessments at the beginning of the meeting so that it must be understood before the lecture starts, this is indicated by 98.1% of the results of the questionnaire. In terms of its use, students show 75% that e-books are more practical than printed books. From an interactive perspective, learning using e-books is more interactive, with 63% of the questionnaire results obtained. Some of the features that students expect from e-books are questions, summaries, linked learning videos. To be more complete, 92.3% of students also suggested that the use of mind mapping in e-books would help Civics learning. Although only 23% of students stated that lecturers used mind mapping in starting learning in class. This is related to making learning more fun according

to the statement of 75.5% of students from the questionnaire.

Table 1. Student Needs Analysis

No	Statement	Percentage
1	Already have a smartphone	100%
2	The importance of digital learning resources	85.2%
3	Online experiences help use media literacy	63%
4	Constitutional material is considered difficult	56.0%
5	Human rights enforcement material is considered difficult	12%
6	Teaching materials that can be accessed anytime and anywhere	88.0%
7	The lecturer conducts an initial assessment of the material	98%
8	The existence of an ebook can be more practical	75.0%
9	The ebook is also interactive	63%
10	Students agree that there is an ebook based on mind mapping	92.3%
11	Students do not understand much about the meaning of mind mapping	23%

Based on the needs analysis, to adapt in the transition from online to face-to-face learning, digital literacy skills are still being sought when they are draining but are used as learning outside and in the classroom. This habit is what we continue to do so that mastery and achievement of the master of learning can be optimal. One of the advantages of E-books is to replace the role of Open eBooks as an open book format. Ebooks consist of multimedia files, html5, css, xhtml, xml which are packaged in one file (SEAMOLEC, 2014) & (Subiyantoro, 2014).

So that this learning media can attract students' attention and thinking skills. Previous research by (Mentari, et al 2018) obtained results. After the e-book was implemented on 30 students, it showed that there were 19 students who thought very creatively (63%), 7 students thought creatively (23.3%), and students thought creatively. think quite creatively 3 people (13.3%)

These results indicate that there is an urgency to develop a mind mapping-based civic education e-book. In accordance with opinion (Darusman, 2014) states that the mind mapping learning method is a learning method designed to develop students creatively in compiling the main ideas of a concept into a mind map that is easily understood by students. According to (Sitepu, 2019), creativity is still seen as a large part of activities and products from the arts, despite the fact that creativity is not only owned by artists but all fields require creativity, including in education. Educational institutions have an important role in building the creativity of their students, teachers should be able to foster creativity for students if the teachers have gotten used to having a creative nature. In the learning process in the classroom, students are very enthusiastic about participating in the learning process using the mind mapping method, because they are more free to be creative in doing the tasks given by the teacher and it is easier to solve the

problems given by the teacher (Fauziah, 2016); (Prasetyo, 2016).

Lecturer Needs Analysis

The study of the analysis of the needs of lecturers in this preliminary study stage was conducted by giving a questionnaire to the lecturers of Civics courses at UPT MPK, totaling 10 people. Sampling was taken by random sampling technique (random). In addition, the determination of informants is also based on their proficiency in expressing their opinions regarding the suitability of the textbooks used so far and their needs for the electronic textbooks they expect.

Based on the results of the questionnaire given to lecturers who teach Civics courses, the technical service unit for personality building courses, 75% have started to get used to online learning using ICT-based learning media platforms. This is also aimed at Civics courses where the availability of digital teaching materials is obtained, the results obtained are 85% saying yes that e-books are still needed even though face-to-face learning will be carried out. The reason is because the lecturer's ability to deliver theory will be easier because learning can be done independently. Another reason is also said that 75% said because it is very practical to use and more cost-effective. An interesting e-book must also be equipped with various features, one of which is mind mapping.

This is because only 25% of lecturers say they know mind mapping but still

understand that mind mapping is the same as a concept map. Even though these two concepts are different, this is also in line with the results of the questionnaire. 17.5% stated that they had never made a mind map due to lack of information on how to make it, and the time it took to make it. The advantage of mind mapping is the mind map at the beginning of the lecture material which will help lecturers initiate conceptual and abstract material such as constitutional material, efforts to uphold human rights, and insight into the archipelago. Therefore, 92% of lecturers agree that the development of the Civics Education e-book based on mind mapping is carried out.

Table 2. Lecturer Needs Analysis

No	Item Statement	Percentage (%)
1	Already familiar with learning resources from online learning	75%
2	Ebook is still used even though it's face to face	85%
3	Ebook is considered more practical and cost-effective	75%
4	Lecturers have not used mind mapping	25%
5	Ne of the reasons is because they don't understand how to make a mind map	17.5%
6	The lecturer agrees on the development of mind mapping-based ebooks	92%

Lecturers also in the class must have the competence to manage the class in a varied and creative way. One of them is a mind map that is proven to cause a pretty good increase in seeing student creativity because this method supports the development of the students' creative process by using a stimulus using a

mixture of colors according to their own wishes, then images that match the material, and text that is easy for students to understand with material that is easy to understand. be delivered (Heny & Ajeng, 2020).

The ability to increase students' creativity has elements which include selection, gradation, repetition, and presentation. The four elements of the method in its implementation are interrelated and inseparable elements from one another (Maksudin, 2015). This mind map recording technique is designed based on how the brain processes information (Retno). Therefore, the mind map learning method is one of the dominant elements in delivering student success in learning.

This is in line with the opinion of (Buzan, 2010) which says that when applying mind mapping in the learning process there are several things that must be considered to make it more interesting and on target. Starting from the selection of colors, groove shapes, branches and keywords. The existence of mind mapping in the e-book will greatly assist the lecturer in providing an explanation of learning in class. The argues that the media is an inseparable part of the teaching and learning process in order to achieve educational goals in general and learning goals in schools in particular.

The argues (Arsyad, 2008) and (Wulandari, Mawardi, & Krisma, 2019) mentions several benefits of media, one of

which is to clarify the presentation of information so that it can improve learning processes and outcomes. The importance of presenting information clearly and interactively will help make learning fun.

Document Analysis

This study also conducted document analysis in identifying learning needs. The documents studied in this study include: 1) Semester Learning Plans (RPS) and 2) reference books or reference books. The results of document analysis on the RPS show that there are several problems, among others. (1) In the RPS design, the formulation of student competency achievement does not reach higher-order thinking skills. (2) The formulation of learning outcomes does not lead to the realization of creative thinking skills. (3) The design of student learning experiences is limited to classroom experience because the designed learning objectives are only limited to theoretical understanding which is applied through learning activities without describing the learning experience (4) Lack of digital textbooks used in the reference sources used in this lecture still rely on old sources.

The analysis of this document is also a reference for the importance of developing a mind mapping-based Civics e-book in classroom learning. Having not achieved a pleasant learning, students and lecturers will be trained with the availability of the e-book.

In line with the opinion above, (Syam & Ramlah, 2015) explain that mind mapping provides several advantages, namely: 1) It can make it easier to remember things; 2) Make it easier to remember and memorize will be faster; 3) The work of the brain is getting maximized; 4) Increase creativity, simpler, and very easy to work with; 5) Make it easier to get information, ideas, and ideas to be explained. The weaknesses of the mind mapping method according to (Shoimin, 2016) are: 1) Only active students are involved; 2) Only some students study; 3) Detailed amount of information cannot be entered.

CONCLUSION

Based on the results of research on the needs analysis of mind mapping-based e-book development, it can be concluded that it is urgently needed to facilitate student learning, both with educators and independently. E-books are teaching materials that are packaged digitally in the form of files and schematics according to the Semester Learning Plan (RPS). The author would like to thank Sriwijaya University for funding this research through the 2022 Sateks Grant Research Scheme based on the Unsri Chancellor's Decree: 0119.44/UN9/SB3.LP2M.PT/2022. And all parties who have helped the implementation of this research. Hopefully this research can provide benefits and be developed more widely and have a

contribution in advancing the world of education

REFERENCES

- [1] Aisyah S, T. N. (2020). Bahan Ajar Sebagai Bagian Dalam Kajian Problematika Pembelajaran. *Jurnal Salaka* , 2 (1), 62-65.
- [2] Arsyad, A. (2008). *Media Pembelajaran*. Jakarta: PT Rajagrafindo Persada.
- [3] Assidiqia, u. H., & Sumarnib, W. (2020). *Pemanfaatan Platform Digital dalam Pembelajaran Daring di masa Pandemi Covid-19. Prosiding Seminar Nasional Pascasarjana UNNES*. UNNES, Magister Pendidikan Dasar. Semarang: Pascasarjana UNNES.
- [4] Buzan, T. (2010). *Buku Pintar Mind Map Untuk Anak*. Jakarta: PT Gramedia Pustaka Utama.
- [5] Darusman, R. (2014). Penerapan Metode Mind Mapping Untuk Meningkatkan Kemampuan Berpikir Kreatif. *Infinity Journal* , 3 (2), 164-173.
- [6] Fauziah, D. (2016). Penerapan Model Mind Map Untuk Meningkatkan Kreativitas Dan Pemahaman Siswa Pada Materi Sejarah Islam Di Indonesia. *Mimbar Sekolah Dasar* , 4 (2), 1-13.
- [7] Heny, H., & Ajeng, A. (2020). Penerapan Metode Mind Mapping Untuk Meningkatkan Kreativitas Pada Pembelajaran PKn. *Jurnal Pendidikan* , 21 (1), 38-50.
- [8] Heri, H. A., & Amallia, A. (2020). Penerapan Metode Mind Mapping untuk Meningkatkan Kreativitas pada Pembelajaran Pendidikan Kewarganegaraan. *Jurnal Pendidikan* , 21 (1).
- [9] Ibrahim, H. (2011). An Investigation On Teaching Used in Social Studies Lesson. . *Journal of Education Technology* , 20 (1), 36-44.
- [10] Kemdikbud. (2003). *Undang-Undang Sistem Pendidikan Nasional No. 20 Tahun 2003*. Jakarta: Kemdikbud.
- [11] Maksudin. (2015). *Pengembangan Metodologi Pendidikan Agama Islam Pendekatan Dialektik*. Yogyakarta: Penerbit Pustaka Pelajar.
- [12] Prabowo, A. &. (2013). nalisis Pemanfaatan Buku Elektronik (E-Book) oleh Pemustaka di Perpustakaan SMA Negeri 1 Semarang. *Jurnal Ilmu Perpustakaan* , 2 (2), 1-9.
- [13] Prasetyo, A. (2016). Pengaruh Metode Mind Mapping Terhadap Kreativitas Belajar Siswa. *Jurnal PGSD* , 1 (1), 35-45.
- [14] Retno. *Penerapan Metode Mind Mapping Untuk Meningkatkan Keterampilan* . Universitas Sebelas Maret , Pendidikan Bahasa Indonesia. Salatiga: Universitas Sebelas Maret .
- [15] SEAMOLEC, S. (2014). *Buku Digital. Pelatihan buku digital*. SEAMOLEC KEMDIKBUD. SEAMOLEC KEMDIKBUD.
- [16] Shoimin, A. (2016). *Model Pembelajaran Inovatif dalam Kurikulum 2013*. Jakarta: Ar Ruzz Media.
- [17] Sitepu, A. (2019). *Pengembangan Kreativitas Siswa*. Bogor.
- [18] Subiyantoro, E. (2014). *Menapak di Era Digital dengan Memasyarakatkan Buku Digital*. Diambil kembali dari <http://www.vedcmalang.com/pppstkboemlg/index.php/menuutama/teknologi-informasi/1114-eko-subiyantoro-widyaiswara-muda-departemen-teknologi-informasi-pppstk-boe-malan>: <http://www.vedcmalang.com/pppstkboemlg/index.php/menuutama/teknologi-informasi/1114-eko-subiyantoro-widyaiswara-muda-departemen-teknologi-informasi-pppstk-boe-malan>
- [19] Sugiyono. (2012). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. . Bandung: Alfabeta.
- [20] Sukmadinata, N. S. (2012). *Metode Penelitian Pendidikan*. Bandung: PT Remaja Rosdakarya.
- [21] Sukmawati, R. P. (2020). he Use of Blended Cooperative Learning Model in Introduction to Digital Systems Learning. *Indonesian Journal on Learning and Advanced Education (IJOLAE)* , 2 (2), 75-81.

- [22] Supriadi. (2015). Pemanfaatan Sumber Belajar Dalam Proses Pembelajaran. *Lantanida* , 3 (2), 129-139.
- [23] Syam, N. &. (2015). embelajaran Mind Mapping Dalam Meningkatkan Hasil Belajar Pada Mata Pelajaran Ilmu Pengetahuan Sosial Siswa . *Publikasi Pendidikan* , 3 (1), 1-13.
- [24] Wulandari, F. A., Mawardi, & Krisma. (2019). Peningkatan Keterampilan Berpikir Kreatif Siswa Menggunakan Mind Mapping. *Jurnal Ilmiah Sekolah Dasar* , 3 (1), 24-30.