

## ***E-books as self-learning resources for educational technology students***

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### **Abstract**

*The purpose of this study was to describe the learning outcomes and responses of students of the educational technology study program regarding e-books as a learning resource. In this study using descriptive qualitative as an approach procedure that produces data descriptions in the form of written words that try to describe and interpret what exists or about existing conditions or relationships, developing opinions, and ongoing processes, with data collection techniques by means of observation and questionnaires. The results of the analysis show that students of the education technology study program class of 2020 have used e-books as an independent learning resource based on the results of the analysis conducted. If calculated, almost 100% have used e-books as an independent learning resource, which are accessed via computers, laptops and smartphones. As a learning resource, of course, it is considered capable of providing the information needed by students both in the form of plain text, PDF format, and JPEG. the use of e-books as a source of independent learning for education technology students has its own advantages and disadvantages. However, the percentage shows 90% showing a positive impact. The remaining 10% shows the weaknesses of the e-book.*

**Keywords:** *E-books, Learning Resources, Self-Learning*

### **Introduction**

As time progresses, technology undergoes very rapid development. The advancement of digital technology in society, especially in education, is in line with the development of globalization. This globalization has a completely different dimension than before. With the penetration of advanced technology, the world is currently experiencing an extraordinary information revolution, leading nations into a new era of social change known as the information age. The progress of science and technology, accompanied by the rapid globalization of the world, has its own impact on the field of education. In recent years, many schools in Indonesia have started to globalize their internal education systems. This is evident in schools known as bilingual schools, where foreign languages such as English and Mandarin are implemented as compulsory subjects. Additionally, various levels of education, from secondary schools to both public and private universities, are introducing international class programs (Fitriyanti, 2021).

The benefits of technological advances at this time, especially in education, are numerous. Technology in education can take the form of computers, laptops, and smartphones used by students to access and search for desired materials (Khikmawati et al., 2021). The presentation of educational materials should be interactive, aiming to achieve desired results in the field of education. The success of a learning process in schools is influenced by the pace of technological and informational developments. The most crucial components in the learning process are the interaction between educators and students, as well as the interaction with the media used in teaching. If we observe the reading and writing interests of the Indonesian community, they are still quite low (Of et al., n.d.). The interest in

reading is influenced by two factors: internal factors, including motivation, desires, and personal needs, and external factors, such as the availability of facilities, the environment, and encouragement from external sources. Considering the development of knowledge and technology in Indonesia, it is expected to improve literacy. The National Education System Law No. 20 of 2003 Article 1, paragraph (1), explains that education is a conscious and planned effort to create a learning atmosphere and process so that students can actively participate.

To achieve an active and conducive learning atmosphere and process, adequate learning resources and tools are needed. The impact of technological progress also affects various aspects of learning, including instructional design and the development of media that need to integrate with technological advancements. Learning resources encompass all sources (including people and objects) that learners can use either individually or in combination, usually in informal situations to facilitate learning. Learning resources include humans, materials, the environment, tools and equipment, and activities. Various types of learning resources can be grouped into human resources, active learning resources, and tool resources (Studi et al., 2018). The use of e-books is one of the alternative solutions to educational problems through the application of technology by utilizing designed and developed learning resources for independent student learning. The effectiveness of interactive e-books used in learning to cultivate critical thinking skills has been studied.

One of the e-learning-based learning evaluation media is by using Quizizz. Quizizz learning evaluation media also provides data and statistics on student performance, and can even download these statistics in the form of Excel spreadsheets. Lecturers can track the number of student answers. Lecturers can track the number of student answers (Studi et al., 2018). The use of Quizizz helps educators in conducting evaluations without being limited by place, attractive appearance and regulated time settings lead to student concentration. One of the media for evaluating modern learning or E-learning is by using the Quizizz application. Quizizz learning evaluation media also provides data and statistics about student performance, statistics from that performance can be in the form of an excel that can be downloaded through the Quizizz application (Pratama, 2023).

E-books, or digital books, consist of text, images, and sound published in digital form. The purpose of using e-books is to preserve library collections, provide library services, save space, and create unlimited collections in terms of space and time. E-books not only represent the development of the digital era or a new style of publishing reading materials but also offer convenience for individuals. Smartphones, owned by almost everyone, allow users to store hundreds or even thousands of e-books, making them accessible anytime, anywhere. The advantages of using e-books include practicality, ease of carrying, and durability, as they do not deteriorate with age. However, there are disadvantages, such as discomfort, potential eye strain, and distractions if used on smartphones with active cellular data. In the current digital era, the use of e-books is more efficient due to the advancement of information and communication technology. E-books, compared to traditional books, are smaller in size, can be easily searched, and can be stored on various electronic devices, eliminating the need for physical space.

In conclusion, the use of e-books in education has become a practical and efficient solution, providing benefits such as space efficiency, ease of searching, and accessibility. Students in the field of Educational Technology frequently use e-books in their learning

processes, and their response to e-books as a source of independent learning is essential for assessing their effectiveness. The research aims to describe and explore the utilization of e-books and student responses to e-books as a source of independent learning in Educational Technology.

### Research Methods

In this study, a descriptive qualitative method was employed as an approach procedure that produces data descriptions in the form of written words, aiming to depict and interpret what exists or relates to existing conditions or relationships, emerging opinions, and ongoing processes. The descriptive qualitative method was chosen to obtain more detailed and in-depth data during the data collection process by distributing and disseminating questionnaires to students.

The focus of this research is on students majoring in Educational Technology at the Indonesian Christian University of Toraja, Class of 2020. As the research subjects are students of educational technology, the study is conducted at the Uki Toraja Campus 1.

Data used in the research are derived from various sources, including:

#### 1. Observation

The researcher conducted observations in this study. Observations were done directly, involving scrutinizing and observing events firsthand, and recording details of incidents occurring in actual situations.

#### 2. Questionnaires

Questionnaires are a method of data collection obtained through communication with data sources. According to this method, a list of questions is used by the researcher to gather data directly from informants through a dialogue by asking questions.

### Results and Discussion

In connection with that, the research we conducted on Educational Technology students at the Indonesian Christian University of Toraja regarding the utilization of e-books as a learning source involves several stages to obtain results and data from the students. These stages include observation and distributing questionnaires. After conducting an analysis and initial on-site observations, there are various responses regarding the utilization of e-books as a source of independent learning among students majoring in educational technology, Class of 2020. This is further supported by questionnaires distributed, which include several questions categorized into ten points about the utilization of e-books as a learning source. These points cover the use of e-books, improvement in learning outcomes, facilitation of task completion, cost savings, e-book appearance, e-books as a learning source, and accessibility of e-books anywhere and anytime.

The types of e-book learning sources used by technology students in the learning process include plain text, PDF format, and JPEG, which are shared or accessed using computers, laptops, and smartphones. The data obtained from distributing questionnaires to educational technology students regarding e-books as a source of independent learning

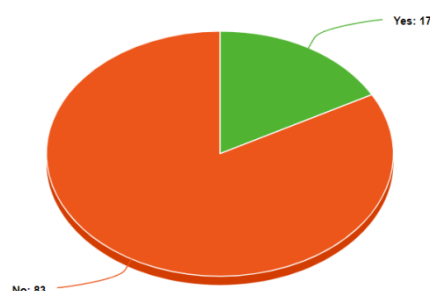


Figure 1. Response Categories of Educational Technology Students Regarding the Use of E-Books

Gambar 1. Menunjukkan jumlah mahasiswa teknologi pendidikan angkatan 2020 yaitu sebanyak 41 mahasiswa yang menjawab angket yang di bagikan. Dan teridentifikasi sebanyak 83% ,yang memberikan respon positif terkait penggunaan e-book dengan menyajikan materi yang mudah dipahami. Dalam hal ini bahwa e-book memiliki tampilan yang menarik, serta isi yang mudah untuk di mengerti dan desain yang baik karena mendapat banyak respon yang positif dari 41 posulasi yang di teliti. Seperti yang di kemukakan oleh Menurut (Lee, 2004:50) "E-Book adalah representasi elektronik dari sebuah buku yang biasanya diterbitkan dalam bentuk tercetak namun ini berbentuk digital".

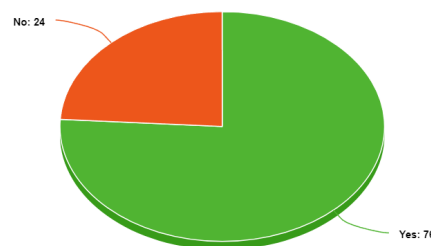


Figure 2. Categories of Educational Technology Students' Responses Regarding the Use of E-Books Allows Completing Tasks Quickly

Gambar 2. Menunjukkan jumlah mahasiswa teknologi pendidikan angkatan 2020 yaitu sebanyak 41 mahasiswa yang menjawab angket yang di bagikan. Dan teridentifikasi sebanyak 97% yang memberikan respon positif terkait pengerjaan tugas lebih cepat dengan menggunakan e-book. Jika di lihat lebih lanjut maka e-book bisa di katakan sebagai sumber belajar mandiri yang berisi informasi-informasi yang dapat membantu mahasiswa dalam pengerjaan tugas, baik berupa PDF, JPG dan lain-lainya.

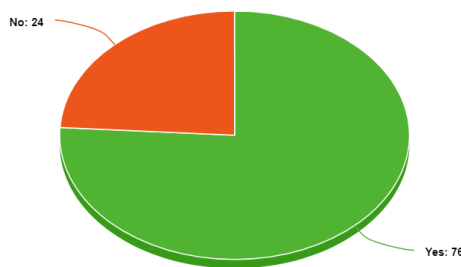


Figure 3. Categories of Educational Technology Student Responses Regarding E-Books Improving Learning Outcomes

Figure 3. Shows the number of educational technology students class of 2020, namely 41 students who answered the questionnaire distributed. And identified as many as 76%, who gave a positive response related to e-books improving learning outcomes, and another 24.1% gave a negative response. The data shows that there are some students of educational technology whose learning outcomes increase due to the use of e-books and

there are some students whose learning outcomes do not increase with the use of e-books. As stated by Rusmono 2017 states that learning outcomes are changes in individual behavior which include cognitive, affective, and psikomotor domains. these changes in behavior are obtained after students complete their learning program through interaction with various learning resources and the learning environment.

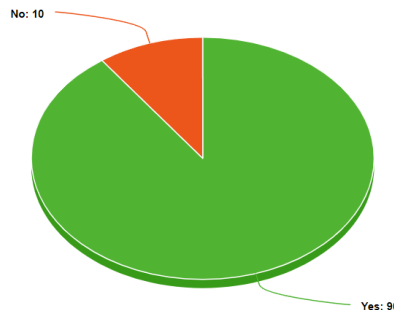


Figure 4. Categories of Educational Technology Student Responses Regarding Clear and Easy to Understand E-Book Displays

Figure 4. Shows the number of educational technology students class of 2020, namely 41 students who answered the questionnaire distributed. And it was identified that 90% gave a positive response regarding the clear and understandable appearance of the e-book. When viewed from the diagram there are 10% who gave a negative response. This shows that there are e-books whose appearance and design are good and clear to understand can attract the attention of students.

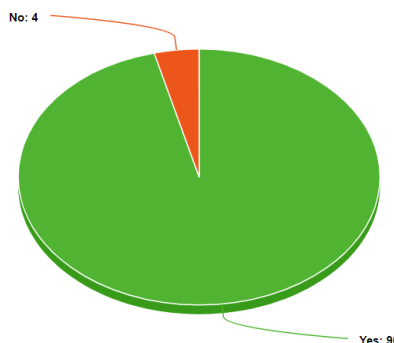


Figure 5. Category of Educational Technology Student Responses Regarding E-Books as an Effective and Efficient Learning Resource

Figure 5. Shows the number of education technology students class of 2020, namely 41 students who answered the questionnaire distributed. And 96% were identified who gave a positive response regarding e-books as an effective and efficient learning resource in supporting learning activities. The rest said that e-books are learning resources that are less effective and efficient as learning resources. As learning resources include people, tools, materials, activities, and the environment, which students use in the learning process (Wina Sanjaya).

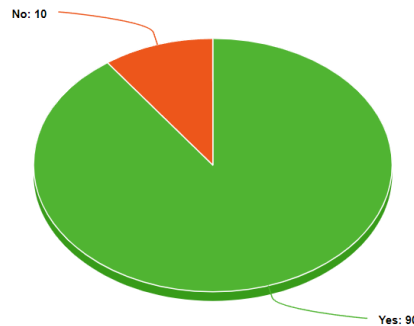


Figure 6. Categories of Educational Technology Student Responses Regarding E-Books Can Be Accessed Anywhere and Anytime.

Figure 6. Shows the number of educational technology students class of 2020, namely 41 students who answered the questionnaire distributed. And identified as many as 90% who gave a positive response regarding e-books can be accessed anywhere and anytime. And another 10% said that e-books could not be accessed at any time. This shows that the use of e-books has begun to be widely used because it is shown by the diagrams presentation, which shows that many can access e-books anywhere and anytime.

### Conclusion

From the discussions and results above, it can be concluded that students of the Educational Technology program, Class of 2020, have widely used e-books as a source of independent learning based on the analysis results. If calculated, almost 100% of them have used e-books as a source of independent learning, accessed through computers, laptops, and smartphones. As a learning resource, e-books are considered capable of providing the information needed by students in the form of plain text, PDF format, and JPEG.

The use of e-books among students is undoubtedly linked to the development of knowledge and technology, where knowledge and technology play a role as a bridge in the utilization of e-books. Without knowledge and technology, we cannot access or share information through e-books, so we must be able to keep up with the times. When we look at the response categories of students majoring in educational technology, Class of 2020, there are various positive responses regarding the use of e-books: improving learning outcomes, facilitating task completion, cost savings, e-book appearance, e-books as a learning source, and the accessibility of e-books anywhere and anytime. The research results indicate that the use of e-books as a source of independent learning for students majoring in educational technology has both advantages and disadvantages. However, the percentage shows that 90% have a positive impact, while the remaining 10% indicate weaknesses in e-books. From this, we can understand that the learning resources around us should be utilized and maximized to improve learning outcomes.

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