

Analysis Of Indonesian Digital Teaching Books With National Insight For Students In Islamic Religious College

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Abstract

This study aims to examine the condition of books and the need for digital textbooks for lecturers and students of Islamic Higher Education in the Madiun area which consists of six universities, namely the Islamic High School (STAI) Madiun, STAINU Madiun, STAI Ma'arif Magetan, IAIN Ponorogo, IAI Ngawi, and Insuri Ponorogo. The method used at this stage is exploratory qualitative. The aim is to provide an overview of the textbooks used for teaching so far. The activity carried out is to analyze the feasibility of textbooks used to teach so far and the need for digital textbooks for lecturers and students of Islamic Higher Education in the Madiun area. The tools used for the preliminary study include a questionnaire for students, a list of interview questions for Indonesian language lecturers, and a study format for Indonesian language textbooks. Questionnaires were given to students of Islamic Higher Education in five residency universities of Madiun to find out students' needs for Indonesian language textbooks. In addition, the researcher also interviewed Indonesian language lecturers to find out the lecturers' perceptions of the Indonesian language textbooks used through a list of questions that had been compiled by the researchers. Furthermore, the researcher used the textbook review format to examine the Indonesian MKDU textbooks from the aspect of national insight. Based on the results of observations that have been carried out at six Islamic Universities in the Residency of Madiun, it is found that: (1) learning scientific writing is very important to be taught in universities because every student should have the ability to write scientifically as a provision in preparing scientific papers, (2) students still have not mastered correctly in writing scientific papers, (3) there are no language textbooks Indonesia makes it difficult for students to find references related to scientific writing material, (4) lecturers and students need books to support lectures. Books can help lecturers and students in learning, (5) online lectures make students prefer using digital books.

Keywords: digital textbooks, Indonesian language, national insight

1. Introduction

Students in higher education are adults, so they are considered aware of in developing their potential to become intellectuals, scientists, practitioners, and or professionals (Johnson, 2017). In connection with that, changes in the learning process are essential and they will create an academic climate that will increase student competence both hard skills and soft skills so that this is under with the goals of Higher Education, namely to become human beings who believe and fear God Almighty and have a noble character, healthy, knowledgeable, capable, creative, independent, skilled, competent, and cultured for the benefit of the nation (Ulfah & Jumaiyah, 2018). To achieve this goal, all students must take lessons in General Basic Courses known as MKDU (general education). Indonesian Language Course is a lesson that develops students' ability to speak Indonesian correctly and adequately, because mastery of the Indonesian language can be used to measure of one's nationalism. In addition, this course aims to develop students' abilities in organizing ideas or concepts to be communicated to other parties so that continuous interaction between ideas is established and results in an effective knowledge transfer and management process (Pratiwi & Hapsari, 2020).

The purpose of learning Indonesian in lectures, of course, is not only for students to pass the exam, but they must be able to communicate using sound and correct Indonesian (Ulfah & Jumaiyah, 2018). They are guided in language skills so that they can understand language which can increase their knowledge and experience, to be able to communicate properly and correctly (Frost, 2010). The importance of Indonesian language courses must be taught in universities, firstly because we live in Indonesia as Indonesian citizens it would be inappropriate if we did not learn the language of our own country. Indonesian is the national language of the Indonesian state which is a unifying language. Indonesian has been taught since elementary, middle, and high school levels. Therefore, after high school level, Indonesian language should be mastered or at least have adequate knowledge of Indonesian. But in fact, there are still few students who have maximum Indonesian language skills (Yuliarti, 2016).

Second, the Indonesian language is essential to learn in higher education, because at the university every student comes from various regions in Indonesia. Then, Indonesian as a guide for the preparation and use of sound and correct grammar in scientific communication, besides learning Indonesian for students at universities is the same as studying Indonesian subjects in high school, but discussions at universities are more specific and in-depth, and most students still want to learn Indonesian because so that they can speak the language well and correctly (Solehun, 2017).

Textbooks are an essential part of learning because they can be used as learning resources for both lecturers and students (O'Toole & Kannass, 2018). Textbooks are handbooks for a course that are written and compiled by experts in related fields and meet the rules of textbooks and are officially published and disseminated (Tsybina & Eriks-Brophy, 2010). The use of textbooks in the learning process is very important for educators (teachers, courses), students in groups, individual and classical learning (Ashaari et al., 2012). For educators, textbooks have the role of saving time in teaching. The existence of textbooks to support lectures, students are assigned to study the topic of the material first so that the lecturer does not give too many lectures (Karami, 2020). Change the role of educators to facilitators. The existence of textbooks, the part of educators only facilitates students rather than delivering material (Mittelmeier et al., 2019). Improve a practical and interactive learning process. With teaching materials, learning will be more effective because courses have a lot of time to guide students in understanding a learning topic, also the methods used are more varied and interactive because lecturers do not tend to lecture (Farida & Ajar, nd).

The notion of nationality for the Indonesian people is an understanding that unites various ethnic groups and descendants of foreign nations in the container of the Unitary State of Indonesia (Lawrence, 2007). In this concept, it means that the goal is formal, namely unity in the sense of the unity of the Indonesian citizens with Pancasila, then Indonesian nationalism is also called Pancasila nationalism, namely nationality based on the values of Pancasila (Mata et al., 2017). There are two words that must be explained about national insight, namely insight and nationality. National-minded education in students is expected to prepare them in the future as humans who have an identity in their local community and have a global vision to build a shared world in a global culture (Pane et al., 2018). Siswono stated that the spirit and insight of nationalism is essential to be fostered, because the sense of nationality as a manifestation of love for the homeland, in turn raises awareness of the value and value of this sense of country unity and integrity (Kaftan & Smith, 2000). In education, national insight must be instilled in to respect their nation and heroes and be proud of their nation (Frost, 2010).

2. Research Metods

The research strategy used at this stage is descriptive exploratory. Descriptive exploration is a strategy that has the aim of exploring broadly the causes or things that influence the occurrence of something (Arikunto, 2010). The process in this research is to explore broad, comprehensive, and in-depth information about the level of need for Indonesian language textbooks for lecturers and students at the Residency of Madiun as well as dig up information about textbooks used in general Indonesian language courses at Islamic Religious Colleges in the Residency. Madiun which contains national insight.

Data collection techniques are the most strategic step in research, because the primary purpose of research is to obtain data (Sugiyono, 2013). Based on this opinion, the data collection techniques used in this study are as follows.

(1) Interview Techniques.

Interview technique is a data collection technique in the form of humans who are positioned as resource persons or informants (Sutopo, 2006). Interviews were used to interview lecturers who teach general Indonesian courses at Islamic Religious Colleges throughout the Madiun Residency. There are five lecturers in the class. The interview was conducted by asking several questions related to what books are used in teaching Indonesian general courses, how effective are the textbooks used by lecturers, and what are the weaknesses of the texts used today.

(2) Document analysis.

Documentation study is one way that researchers can get an overview from the subject's point of view through a written medium and other documents written or made directly by the subject concerned. This analysis is used to analyze the textbooks used in the Indonesian Language Skills course. In addition, this analysis is also used to analyze the syllabus and lesson plans of each university to determine the student's needs for textbooks.

(3) Questionnaire.

Questionnaire is a data collection technique done by giving a set of questions or written statements to respondents to answer (Pritandhari & Ratnawuri, 2015). An efficient questionnaire if the researcher knows the variable to be measured and knows what is expected of the respondent. Questionnaires are suitable if the number of respondents is large enough and spread over a wide area. Questionnaires can be in the form of closed or open questions or statements. Questionnaires or questionnaires are used to determine student needs for textbooks. The researcher gave questions to students related to the current learning of Indonesian language courses, the teaching materials used, and the expectations of the textbooks used to support learning.

3. Results and Discussion

The analysis of the need for Indonesian digital textbooks with a national perspective for students at Islamic Religious Colleges in the Madiun residency area is as follows:

a) Results of Interviews with STAI Madiun Students

The results of interviews with STAI Madiun students related to the textbooks for general Indonesian courses used today, namely, students have not received textbooks from the teaching lecturers. Students use reference books from the recommendations of the lecturers. The reason that the Scientific Writing course must be taught in universities is because the ability to write scientific papers is the capital for students' scientific work assignments, so that every student must master the writing of scientific papers. From the interviews, almost all students agreed that scientific writing textbooks were needed to help facilitate learning.

Students learn more easily when they use books. Students are more likely to like digital books than printed books. The reason students prefer digital books is because it is easier to use because the application is always on the cellphone. In this covid 19 pandemic season, students find it easier to use digital books, because digital books are more practical. Therefore, students want a scientific writing book that contains material and is also given scientific writing practice.

b) Results of Interviews with STAINU Madiun students

The results of interviews with STAINU Madiun students related to the textbooks for general Indonesian courses used today, namely, students have not received textbooks from the lecturers. Students use reference books from the recommendations of the lecturers. Associated with the student's need for textbooks, basically STAINU Madiun students need textbooks. Students prefer textbooks in the type of textbooks. For STAINU students, textbooks can help self-study during this pandemic. Students are quite difficult if they do not have textbooks. Students like teaching materials to be guided in order to find concepts in learning. Students' expectations regarding Indonesian digital textbooks with a national perspective are to support the development of Indonesian digital textbooks with a national perspective in the hope of making it easier for students to learn Indonesian general subjects both theoretically and practically.

c) Results of Interviews with STAI Ma'arif Magetan students

The results of interviews with STAI Ma'arif Magetan students related to the Indonesian general course textbooks used today, namely, students have not received textbooks from tutors. Students use reference books from the recommendations of the lecturers. The reason that the Scientific Writing course must be taught in universities is because the ability to write scientific papers is the capital for students' scientific work assignments, so that every student must master the writing of scientific papers. From the interviews, almost all students agreed that scientific writing textbooks were needed to help facilitate learning. Students learn more easily when they use books.

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d) Results of Interviews with IAI Ngawi Students

The results of interviews with IAI Ngawi students related to the textbooks for general Indonesian courses used today, namely, students have not received textbooks from the teaching lecturers. Students use reference books from the recommendations of the lecturers. Students use reference books from the recommendations of the lecturers. The reason that the Scientific Writing course must be taught in universities is because the ability to write scientific papers is the capital for students' scientific work assignments, so that every student must master the writing of scientific papers. From the interviews, almost all students agreed that scientific writing textbooks were needed to help facilitate learning. Students learn more easily when they use books. Students' expectations regarding Indonesian digital textbooks with a national perspective are to support the development of

Indonesian digital textbooks with a national perspective in the hope of making it easier for students to learn Indonesian general subjects both theoretically and practically.

e) Results of Interviews with Insuri Ponorogo Students

The results of interviews with Insuri Ponorogo students related to the Indonesian general course textbooks used today, namely, students have not received textbooks from the lecturers. Students use reference books from the recommendations of the lecturers. Regarding the students' need for textbooks, basically, Insuri Ponorogo students need textbooks. Students prefer textbooks in the type of textbooks. For Insuri Ponorogo students, textbooks can help independent study during this pandemic. Students are quite difficult if they do not have textbooks. Students like teaching materials to be guided in order to find concepts in learning. Students' expectations regarding Indonesian digital textbooks with a national perspective are to support the development of Indonesian digital textbooks with a national perspective in the hope of making it easier for students to learn Indonesian general subjects both theoretic.ally and practically

f) Results of Interviews with IAIN Ponorogo Students

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4. Conclusion

Based on observations and interviews at Islamic religious colleges in the residency of Madiun, it can be seen that learning to write scientifically uses printed books and does not have a national perspective. Lecturers and students need books to support lectures. Books can help lecturers and students in learning. This makes it easier for lecturers to convey material and students are also easy to receive material. In addition, books also help students to learn independently. National-minded education in students is expected to be able to prepare them in the future as humans who have an identity in their local community as well as have a global vision to build a shared world in a global culture (Pane et al., 2018).

In Sarmadan's research (2017), students' difficulties in capturing lecture material were caused by lack of learning facilities and limited resources. Based on this, Sarmadan (2017) says that in lectures, teaching materials are needed that are in accordance with the needs of students so that students can solve problems. If the teaching materials are in accordance with the needs of students, students will be easier to understand. According to the results of Ulfah and Jumaiyah's research (2018), Indonesian language lectures also require teaching materials in accordance with curriculum needs and student characteristics. The existence of teaching materials developed in accordance with curriculum needs, teaching materials will also direct learning activities in accordance with the planned competency achievements.

Seeing this, we need a book that fits the needs of students. the absence of scientific writing textbooks from lecturers given to students, who have a national perspective. The books used by lecturers as teaching references are still in the form of textbooks that are only used as teaching guidelines, but are not given to students. There is no digital textbook that can facilitate its use because it is more practical and efficient. The books used by lecturers for lecture references in scientific writing courses are still in the form of printed books. This causes students to find it difficult to obtain or reluctant to look for printed books that are considered expensive if they have to buy in bookstores.

Lectures conducted online also make students prefer things that smell like technology such as digital books. Along with the development of information technology, the use of printed book forms in the learning process in universities has gradually begun to shift towards the use of digital books (Suyasa et al., 2018). Although digital books are one of the suitable and good teaching materials to be used in supporting the learning process in universities, the reality on the ground shows that there are still many digital books that are not in line with the expectations outlined by the established curriculum (Theobald & Ramsbotham, 2007). 2019).

Not all of the digital books scattered on the internet are up to date and contain material that is as desired in the curriculum in each current academic year (Yezli & Khan, 2020). Therefore, there is a need for the direct involvement of the role of lecturers in making digital books that are tailored to the subjects they are teaching, so that the content of the materials in the digital books becomes more effective and in line with the curriculum being implemented (Markova et al., 2017).

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