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Study of the need for project-based learning citizenship e-books to expand national literacy of students PGRI university Palembang

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ABSTRACT

This study raises the question of what resources are best suited to help students develop their civic literacy and acquire optimal knowledge about their nationality through citizenship education? The research's goal is to gather the information required for citizenship education so that students can learn as much as possible about their nationality. This study used an exploratory survey strategy in conjunction with a quantitative research method. The sample size was 60 individuals, comprising 10 lecturers and 50 students. The inclusion criteria for students are those who have completed the Citizenship Education course, so that students can provide responses based on their experience of attending lectures in nine different study programs at Faculty of Teacher Training and Education, PGRI University Palembang. Based on research findings, 92% of teachers and students believe that the analysis of national e-book creation demands meets the Very Good standard. The findings of this research support the assumption that, to increase student citizenship literacy, lecturers and students at PGRI Palembang University really need Nationality E-Books.



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Introduction

Understanding, evaluating, and implementing national principles in everyday life is known as national literacy. For children who represent the future of the country, national literacy is very important. Students are expected to become agents of change who can advance the nation and state. Project-based learning is one approach to supporting students' national literacy. The emphasis of the Project Based learning approach is on student action to complete a project or challenge. This teaching approach can help students become more motivated to learn while developing their capacity for critical analysis and problem solving.

Why did the researcher decide to conduct this research using e-book analysis? due to the findings of the latest research conducted by (Ekayani, 2017) said that books have the power to improve student learning. According to the study's findings, students' learning results can only be enhanced by reading novels that are both inventive and engaging. Look into (Ekayani, 2017) because the goal of both studies is to examine students' requirements for books as a learning resource, these studies are comparable. primary educational materials based on (Supriadi,

2017) the book is. To attain the desired learning objectives, educators must still supplement it with other media. Additional studies carried out by (Irawati & Saifuddin, 2018) further claims that one of the key elements pupils require for learning is teaching materials. As a result, creating e-books is crucial, particularly those that are grounded in research (Putri & Festiyed, 2019).

Students and lecturers in the 5.0 era truly need learning resources like e-books to carry out the learning process, but this needs to be demonstrated through a needs analysis. The fact that the research topic for creating the Nationality e-books relates to the citizenship course, which PGRI University Palembang students are required to complete, is another reason the researcher chose it. With any lucky, the research findings will provide insight into the kind of e-book that is required, and a published-ready draft of a book on citizenship will be produced (Sinaga, 2019).

Learning resources are required during the learning process. Student e-books are the best kind of educational material. With the use of computers, e-books are a technology that offer rich and engaging multimedia material (Handayati, 2020). This research will also facilitate teaching in the future for educators, as it not only attempts to analyze needs but also produces a book draft that follows the Semester Learning Plan. It turns out that the course professors also mentioned that students were having trouble locating their e-books in the transcript of their initial interview, which took place on January 24, 2023. What the pupils encountered matched what had been discovered by (Rasmawan & Erlina, 2021). In response to students' struggles locating appropriate e-books, this study created a Learning Evaluation e-book tailored to their needs.

However, there is an increasing emphasis on multiculturalism and cosmopolitanism in the exploratory analysis of textbooks. Students are exposed to a growing number of global concerns and worldwide campaigns that promote a stronger sense of global citizenship. On the basis of information (Ramirez et al., 2009) demonstrates that national education is a continuous, worldwide process that is posing new obstacles to nationalism and the one cultural narrative that was previously preferred in classrooms and universities. This is demonstrated by the fact that 35% of students use national education as their foundational understanding of humankind. Additionally, students are exposed to representations of their own society that affirm variety on a multitude of levels. Nation-states and nationalist ideologies arose in the 18th and 19th centuries and expanded around the globe. As if all people inherently belonged to territorially delimited sovereign nation-states, these worldwide processes persisted in the 20th century, eroding supra- and sub-national entities through persuasive cultural narratives that united governments, nations, and peoples.

A higher education curriculum including citizenship courses served as another driving force for this research. According to (Ramirez & Meyer, 2012) The curriculum will unashamedly promote nationalism, highlighting the value of the national language, the significance of national heroes, and the distinctiveness of national society and culture in order to achieve the nation's aim of creating a society that loves water. Though national events, politics and education are intertwined and globally acknowledged. Then, obey (Malkki, 2008) International conferences, international standards, and international expertise all aid in the process of building national character and the character of citizens. A greater number of conferences with a greater number of specialists produced more specific standards for both correct national state identification and education as a nation-building endeavor in the 20th century, demonstrating the role of national international formation.

The purpose of this study was to determine how to teach nationality in those who have not had it implanted since infancy. According to (Kedourie, 1961) learning from childhood is a window to the world and is something that everyone must do in order to advance and accomplish their goals. The urge to learn is explained by a number of ideas that have been and are being explored. Learning, according to one of many, is a process of altering one's mentality and intellectual nature. As stated by (Syahputra, 2018) The primary signs that someone is currently learning are the process of changing their character and revising their inner monologue. In what way may an individual apply what they have learned to their own situation and effectively instruct others?

This study is driven by the fact that many industrialized nations' educational systems are currently being adopted by the education sector, which is a significant consideration for any nation that is actively engaging in international collaboration in the field of education. Education entails learning new things and passing on knowledge, ideas, and abilities from one generation to the next, either quickly or slowly, amongst individuals. In particular, education involves a learning process that involves fulfilling goals. According to research, this (Sofyan, 2019) Higher order cognitive skills in the MBKM curriculum are intended to advance education, since it is well recognized that Indonesia's national education system faces a difficult and never-ending set of challenges.

In light of this, the research's background is that the MBKM curriculum is capable of absorbing issues and addressing threats to the educational system, particularly throughout the teaching and learning process. From this, the country has to understand that education is more than just learning new things; it also involves

knowledge, concepts, and personal abilities for swiftly transmitting knowledge Education is one of the most crucial facets of life (Fitri, 2021). Additionally, the most crucial unit is learning, which is the act of supplying an individual's capacity for learning. Learning can be seen as an endeavor to shape the mentality, emotions, and spirituality of the learning community so that they can learn freely and without being forced to. This aligns with the consensus (Alpisah, 2022) that as science and technology (IPTEK) continue to advance, learning will undergo a paradigm change characterized by modifications to the curriculum, the learning environment, and technology. An effective teaching aid is one that can clarify the idea of being.

The following backdrop focuses on 21st century learning and how it is expected to improve students' soft skills throughout the revolutionary period. In light of (Hamzah et al., 2020) A person's nationality is determined by their desire to coexist in the region in which they were born, not by their ethnicity, race, or place of birth. This is evident when discussing Indonesian identity. A new social union with ties of solidarity encompassing all of its members is the Indonesian National. A nation with language, culture, and values that remain the exclusive source of national identity, rather than a nation with its own distinct culture and identity. Accordingly, we have to be able to acknowledge that the Indonesian people are a pluralistic people united by strong moral principles and common sense. "Diversity" is one of the qualities, and this condition further supports that.

Consequently, it is possible to define five basic principles of state as the Indonesian nation's cultural values crystallized. Five basic principles of state, or the moral principles of the Indonesian people, is the central tenet of the country's cultural values. The Indonesian people are then guided, strengthened, or inspired by these moral values in their social, national, and state lives. Put differently, five basic principles of state must always permeate any emerging movement or idea. Moreover, the ideology that served as the foundation for Indonesia's creation is recognized as this shared reference. The issue this study raises is what resources should be used to help kids develop their civic literacy so they may learn as much as possible about their nationality? The research's objective is to gather the information required for citizenship education so that students can acquire the best possible understanding of their nationality.

The interpretation of five basic principles of state has been impacted by the MPR RI's conception of Five basic principles of state as a pillar. There is a dualism of understanding in five basic principles of state. On the one hand, the governmental institution MPR RI develops pillar formulations and conceptions. However, scholars and the general public are influenced by the history of five basic principles of state's formulation, which asserts that five basic principles of state is the foundation of the State. The aforementioned discrepancy has sparked scholarly debates, leading to the publication of a book in 2012 by scholars and Five basic principles of state specialists asserting that the term "4 Pillars" has epistemological issues (Hastangka, 2020).

The fundamental theory The basis of research is (Hamzah, 2013) Character is one of the issues that plague every country, developed and developing alike, but particularly in less developed nations. Naturally, the deterioration of moral principles or the loss of a nation's identity will cause development to stall, as each nation's identity serves as both the starting point and the basis for its progress. Character education has emerged as a strategy for bringing people back to their moral sense, and it is imperative that all stakeholders keep an eye on it in order to strengthen national character. Families, schools, the media, society, and the government all need to collaborate in carrying out this duty. The goals of putting character education into practice won't go beyond discussion and concepts without the participation of all stakeholders. As a result, all sectors of this country must implement a thorough action plan.

Actually, the four nationality pillars serve as the foundation for the necessity of civics education. Acts of oppression against others can be a sign that our educational system is failing to teach students how to coexist peacefully. As such, it is necessary to assess the material in citizenship courses considering its demands. Leaving aside the topic of how to handle the frequently stigmatized group of individuals with disabilities. Leadership content is also included in this fourth pillar. Kids get leadership skills and learn how to be a part of those they lead. According to (Rahma.id, 2021) Outside of the classroom, the four pillars also merit our consideration. Additionally, when men and women engage into a marriage contract, the "home madrasa" curriculum is followed, beginning in childhood. Therefore, it is the duty of both parents to see that these four pillars of education are covered in schooling.

It is impossible to separate education from human life. Education is necessary for everyone to comprehend what has been created. Sturdy pillars are necessary to reinforce educational buildings, so they are stable and do not readily topple over. Four pillars of education have been devised by UNESCO, the UN organization that works in the areas of science, culture, and education, to meet its educational objectives. The cornerstones of a solid education are the three educational pillars, which are frequently referred to as the Islamic educational foundations. Combining these two fundamental pillars will enable Islamic education, and especially Islamic

education in Indonesia, to operate efficiently and in accordance with national objectives and Islamic teachings (Laksana, 2016).

According to (Budiono & Dwiprabowo, 2022) According to UNESCO, the four pillars of learning activities are as follows: 1) Acquiring knowledge (gaining knowledge), 2) Acquiring action (acquiring action), 3) Acquiring cohabitation (gaining cohabitation), and 4) Acquiring identity (gaining self-development). According to (Suhifatullah, 2022) Knowledge is acquired by students, who also learn to comprehend the concept of a country from the four UNESCO pillars, including what is being studied, how to study it, and who is studying it. Adopting these practices maintains the professional setting and enhances one's capacity to get ready to work or sustain oneself. Thus, it highlights the need to acquire abilities that are applicable to the workplace in this instance.

Learn life skills in tandem. This education centers on the belief that knowledge of other people, their history, culture, and way of life, enables an individual or group to coexist peacefully (Hasibuan, 2014). This leads one to the conclusion that this research emphasizes the full development of human potential. Reaching one's maximum potential as a student and growing personally are encouraged. Students will become more complete people by learning about themselves, recognizing their strengths and shortcomings, and honing their skills.

Analysis of the learning requirements for entrepreneurship is connected to the content and knowledge that will be delivered in accordance with (Hollins, 2015) In the Citizenship course, topics such as a sense of national identity and love for one's country, democratic civility, and becoming an Indonesian citizen with a competitive, disciplined personality who actively contributes to creating a peaceful life based on the Five basic principles of state value system are discussed and explored in order to raise awareness and understanding. Capable of realizing one's potential as a decent citizen capable of serving the country and state, a democratic citizen that is, a citizen who is wise, refined, and accountable for the continued existence of the Indonesian state through the application of his scientific, technological, and creative qualities.

According to (Ardiansyah et al., 2020) Graduates of citizenship education programs are deemed successful if they can comprehend and put into practice professional standards, values, and ethics in addition to their love and respect for their nation. In light of (Pradana & Andriyana, 2022) The core of creating content for a citizenship course is about the importance of civic education in achieving full graduate or professional competencies, as well as the significance of national identity as one of the factors influencing country and character development. According to (Nurwahyu, 2022) In addition to the 1945 Republic of Indonesia Constitution's constitutional ideals and norms and the validity of its statutory provisions, national integration is one of the criteria defining national unity and unity. Next, comply (Wisnumurti, 2017) Learning about citizenship should include topics such as popular sovereignty, the rights and obligations of citizens and the state in a democracy, and the structure and operation of Indonesian democracy based on Five basic principles of state and the 1945 Constitution. Additionally, based on (Priiban, 2023) However, researchers in this study employed in-person interviews as well as questionnaire distribution to examine the prerequisites for developing teaching materials in citizenship courses that are required to support learning in the 5.0 era.

However, in order to analyze the requirement for creating teaching materials in citizenship courses that are necessary to promote learning in the 5.0 era, researchers in this study conducted in-person interviews with students and lecturers as well as distributed questionnaires to them.

Method

This study used a quantitative approach using an exploratory survey methodology as its research method. The sample comprised 60 individuals, comprising 10 instructors and 50 students who met the requirements for taking Citizenship Education courses. The students were chosen based on their ability to respond based on their experiences attending lectures from nine different study programs at Faculty of Teacher Training and Education PGRI University Palembang: English Education, Indonesian Language Education, Mathematics Education, History Education, Accounting Education, Geography Education, Physical Education, Arts Education, and Primary Class Teacher Education. In order to utilize it as a reference when creating textbooks. Interviews and questionnaires are two methods of gathering data that are examined utilizing percentage methods.

Results and Discussions

The researcher conducted Need Analysis, Contextual Analysis, and Theory Analysis in order to analyze the needs of the students and teachers with regard to the curriculum of the military education program. It may be

inferred from the data collected through questionnaires and surveys for the Need Analysis that the respondents are highly required for the purpose of this e-book. The response from Lecturer regarding the requirements for the material in the e-book for armed conflict education is as table 1.

Table 1. Results of lecturers' responses to the need for material objectives in Project Based Learning-based citizenship education e-books.

Needs Concerning the Pursuit of E-Books	Very Needed		Need		Less Need		No Need		Amount %	Criteria
	f	%	f	%	f	%	f	f		
Learning resources or educational media	6	60	3	30	1	10	0	0	100	Very good
Education Support Services	6	60	2	20	2	20	0	0	100	
Project Based Learning based e-books	8	80	1	10	1	10	0	0	100	Very good
Average Frequency	66,67		20		13,33		0		100	
Average Based on Scale	66,67		15		6,67		0		88,33	

According to the research findings from the above table, there is a great need for e-book objectives to be developed based on indicators of learning resources or learning media with an average of 88.33 in Very Good criteria for Project Based Learning-based national or citizenship education e-books. The average response met the Very Good standard with a score of 87.5%. Next, the project based learning-e-book indicator displays a score of 92.5% in the Very Good category, while the Learning Facilities Indicator displays a score of 85% in the same area. After that, researchers gave out questionnaires to find out what kind of national content respondents needed in e-books. What the investigator displays in the subsequent table.

Table 2. Shows The Answers to Lecturer Questionnaires about the Project based Learning-based E-Book's Requirement for National Content

The need for national material	Very Needed		Need		Less Need		No Need		Amount %	Criteria
	f	%	f	%	f	%	f	f		
Identitas Nasional	8	80	1	10	1	10	0	0	100	Very good
Pengertian dan teori terbentuknya negara	7	70	2	20	1	10	0	0	100	
Negara dan konstitusi	6	60	3	30	1	10	0	0	100	Very good
Integrasi Nasional	5	50	4	40	1	10	0	0	100	
Demokrasi Indonesia	9	90	1	10	0	0	0	0	100	Very good
Negara hukum dan hak asasi manusia	10	100	0	0	0	0	0	0	100	
Hak dan kewajiban warga negara	8	80	1	10	1	10	0	0	100	Very good
Wawasan nusantara sebagai geopolitik Indonesia	6	60	3	30	1	10	0	0	100	
Demokrasi dan pelaksanaannya di Indonesia	7	70	2	20	1	10	0	0	100	Very good
Ketahanan nasional Indonesia	9	90	1	10	0	0	0	0	100	
Perdamaian Dunia	8	80	1	10	1	10	0	0	100	Very good
Average Frequency	75,45		17,27		7,28		0		100	
Average Based on Scale	75,45		12,95		3,64		0		92,05	

It is clear from the questionnaire's results that respondents require information on citizenship or nationality in Project Based Learning-based e-books. The necessary national content comprises the following: National Identity; State and Constitution Definition and Theory; National Integration; Indonesian Democracy; State Law and Human Rights; Citizens' Rights and Obligations; Understanding the Archipelago as Indonesian Geopolitics; Democracy and its Practice in Indonesia; Indonesian National Resilience and World Peace. 92.5% on a scale, which represents the Very Good category average score. Then, in order to assess the outcomes of employing Project Based Learning-based e-books in this e-book, researchers sent out questionnaires to respondents. A table of methods for evaluating the outcomes of using Project Based Learning-based e-books can be found below.

Table 3. Results of Lecturer Questionnaires Regarding the Need for Evaluation Techniques Results of Using Project Based Learning-based e-books in E-books Conducted

Project Based Learning Based E-book Usage Results Assessment Method	Very Needed		Need		Less Need		No Need		Amount %	Criteria
	f	%	f	%	f	%	F	%		
Classroom observations	7	70	3	30	0	0	0	0	100	Very good
		70		22,5		0		0	92,5	
Using pretest and posttest	6	60	3	30	1	10	0	0	100	Very good
		60		22,5		5		0	87,5	
Open student work from each open material	7	70	3	30	0	0	0	0	100	Very good
		70		22,5		0		0	92,5	
Average Frequency	66,67		30		3,33		0		100	Very good
Average Based on Scale	66,67		22,50		1,67		0		90,83	

Based on the results, it can be said that the respondents truly required an evaluation that was completed by pretesting and post testing in the classroom, and that their performance was average, as indicated by a score of 90.83% in the Very Good category. Based on the responses from PGRI Palembang University instructors on the need for citizenship e-books, the researcher provides an overview of the Need Analysis on the table 4.

Table 4. Summary of Lecturer Questionnaire Results Regarding Analysis of E-book Development Needs

Information	Percentage of Needs %	Criteria
Findings from the E-book Needs Questionnaire	88,33	Very good
Findings from the National Material Needs Survey in Electronic Books	92,05	Very good
Findings from the Needs Survey for Assessment Methods Outcomes of Using E-books with Project Based Learning-based E-books	90,83	Very good
Average Based on Scale	90,40	Very good

According to the table above, the respondent's response results are represented by the percentage, which is 90.40% for the Very Good criterion for Lecturers. Based on the Analysis of Needs for e-books based on project-based learning in the mathematics curriculum for developing matric literacies at PGRI Palembang University, it can be inferred from the results of the study that e-books on mathematics are very important for students at PGRI Palembang University. The next step is to analyze the needs based on the responses from the master's students, which are as table 5.

Based on the Table 5 results of research carried out with the help of a master's class, the table below shows the total need for e-book material for citizenship or Project Based Learning citizenship, namely 93.33% with Very Good criteria. Alternatively, it shows the great need for e-books to be used in teaching, based on the average learning resources, or learning media of respondents, with an overall result of 96.5% with Very Good criteria. Next, the Learning Facilities Indicator got a score of 92.5% in the Very Good category, and the Project Based Learning e-book indicator got a score of 91% in the Very Good category.

Table 5. Findings from the Master's Response to the Requirements for the Learning Objectives in the E-Book for Nationality based on Project based Learning.

Needs Concerning the Pursuit of E-Books	Very Needed		Need		Less Need		No Need		Amount %	Criteria %
	f	%	f	%	f	%	f	%		
Learning resources or educational media	43	86	7	14	0	0	0	0	100	Very good
Education Support Services	35	70	15	30	0	0	0	0	100	Very good
Project Based Learning based e-books	31	64	18	36	0	0	0	0	100	Very good
<i>Average Frequency</i>	73,33		26,67		0		0		100	Very good
<i>Average Based on Scale</i>	73,33		20		0		0		93,33	good

Meeting with the master, the researcher presented an overview of respondents' needs regarding nationality material in an electronic book. The researcher's notes are presented in the table below.

Table 6. Evaluation Results for Students on the Required Learning Materials in Project based Learning-Based E-Books that are Given.

The need for national material	Very Needed		Need		Less Need		No Need		Amount %	Criteria
	f	%	f	%	f	%	f	%		
Identitas Nasional	37	74	13	26	0	0	0	0	100	Very good
	74		19,5		0		0		93,5	
Pengertian dan teori terbentuknya negara	35	70	15	30	0	0	0	0	100	Very good
Negara dan konstitusi	38	76	12	24	0	0	0	0	100	Very good
	76		18		0		0		94	
Integrasi Nasional	35	70	15	30	0	0	0	0	100	Very good
	70		22,5		0		0		92,5	
Demokrasi Indonesia	39	78	11	22	0	0	0	0	100	Very good
	78		16,5		0		0		94,5	
Negara hukum dan hak asasi manusia	40	80	10	20	0	0	0	0	100	Very good
	80		15		0		0		95	
Hak dan kewajiban warga negara	37	74	13	26	0	0	0	0	100	Very good
	74		19,5		0		0		93,5	
Wawasan nusantara sebagai geopolitik Indonesia	38	76	12	24	0	0	0	0	100	Very good
	76		18		0		0		94	
Demokrasi dan pelaksanaannya di Indonesia	36	72	14	28	0	0	0	0	100	Very good
	72		21		0		0		93	
Ketahanan nasional Indonesia	36	72	14	28	0	0	0	0	100	Very good
	72		21		0		0		93	
Perdamaian Dunia	35	70	15	30	0	0	0	0	100	Very good
	70		22,5		0		0		92,5	
<i>Average Frequency</i>	73,82		26,18		0		0		100	Very good
<i>Average Based on Scale</i>	73,82		19,64		0		0		93,45	

The findings of the student survey indicate that project-based learning e-books should include information about citizenship and nationality, according to the responses from the students. The necessary national content comprises the following: National Identity; State and Constitution Definition and Theory; National Integration; Indonesian Democracy; State Law and Human Rights; Citizens' Rights and Obligations; Understanding the Archipelago as Indonesian Geopolitics; Democracy and its Practice in Indonesia; Indonesian National Resilience and World Peace. 93.45% on a scale, which represents the Very Good category's average score. Then, in order to assess the effectiveness of employing Project Based Learning-based e-books in this particular e-book,

researchers gave students questionnaires. A table of evaluation methods for the outcomes of using Project Based Learning-based e-books can be found below.

Table 7. Needs Questionnaire Results for Techniques of Evaluation Outcomes of Using E-books with Project based Learning-based E-books Executed

Project Based Learning Based E-book Usage Results Assessment Method	Very Needed		Need		Less Need		No Need		Amount %	Criteria
	f	%	f	%	f	%	f	%		
Classroom observations	39	78	11	22	0	0	0	0	100	Very good
	78		16,5		0		0		94,5	
Using pretest and posttest	37	74	13	26	0	0	0	0	100	Very good
	74		19,5		0		0		93,5	
Open student work from each open material	38	76	12	24	0	0	0	0	100	Very good
	76		18		0		0		94	
Average Frequency	76		24		0		0		100	Very good
Average Based on Scale	76		18		0		0		94	

The results indicate that student performance demonstrates an average based on the score scale of 94% on the Very Good criteria, indicating that students truly need evaluations conducted by watching in the classroom utilizing pretest and posttest. The researcher summarizes the Need Analysis below using data from students at PGRI Palembang University who responded to the request for citizenship e-books.

Table 8. Synopsis of Student Survey Answers to the Analysis of the Needs for E-Books in the Nation

Information	Percentage of Needs %	Criteria
Findings from the E-book Needs Questionnaire	93,33	Very good
Findings from the National Material Needs Survey in Electronic Books	93,45	Very good
Findings from the Needs Survey for Assessment Methods Outcomes of Using E-books with Project Based Learning-based E-books	94	Very good
Average Based on Scale	93,59	Very good

The data indicates that, when it comes to the Very Good criteria, the average value of the student responses to the needs analysis is 93.59%. This declaration attests to the fact that in order to improve their civic literacy, PGRI University Palembang students truly require the Nationality E-Book. Based on the views of lecturers and students in the attached table, a summary of research on the need to create citizenship e-books is presented below.

Based on the views of lecturers and students in the attached table, a summary of research on the need to create citizenship e-books is presented below.

Table 9. Synopsis of Lecturer and Student Survey Answers Analysis of E-Book Needs in the Country

Information	Percentage of Needs %		Average	Criteria
	Lecturer	Student		
Findings from the E-book Needs Questionnaire	88,33	93,33	90,83	Very Good
Findings from the National Material Needs Survey in Electronic Books	92,05	93,45	92,75	Very Good
Findings from the Needs Survey for Assessment Methods Outcomes of Using E-books with Project Based Learning based E-books	90,83	94	92,42	Very Good
Average Based on Scale	90,40	93,59	92	Very Good

Based on the table above, it shows that the average assumption of lecturers and students regarding the analysis of needs for National e-book development is an average of 92% on the Very Good criteria. The following

is a graph showing the responses from lecturers and students to the analysis of the need for developing Project Based Learning-based national e-books to increase the civic literacy of PGRI University Palembang students.

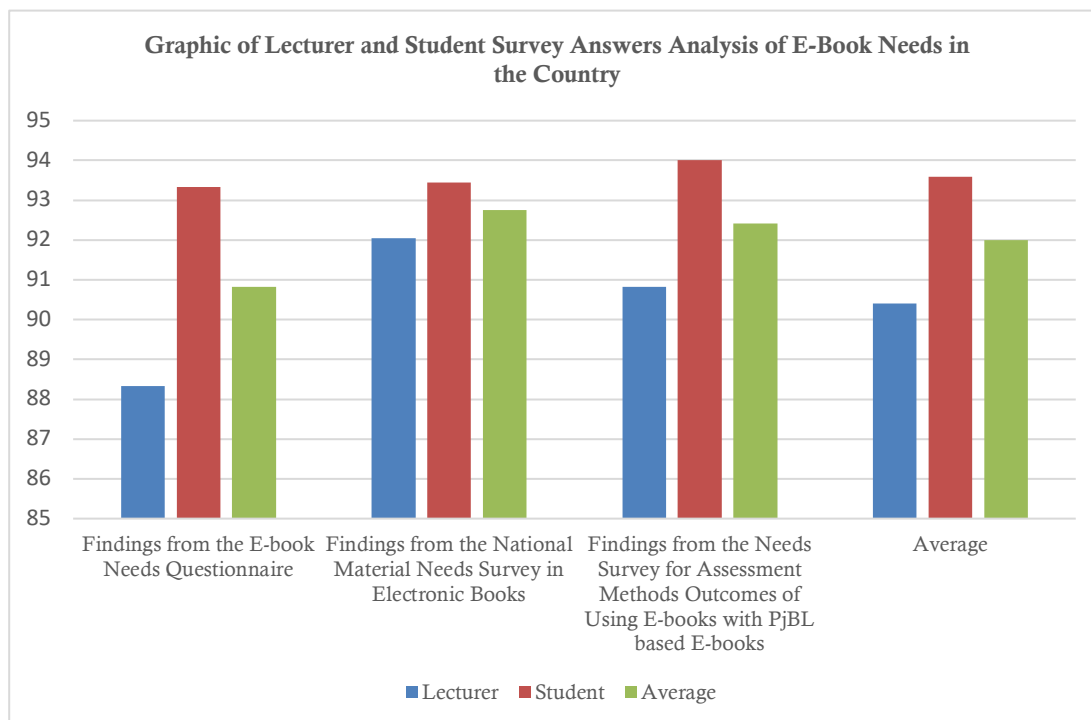


Figure 1. Graph of Lecturer and Student Survey Answers Analysis of E-Book Needs in the Country

It is evident from the research results that most students are aware of the concept of contextual learning. This demonstrates that the Project Based Learning approach is a popular method for teaching that aims to improve students' comprehension. One key component that might assist students in meeting their learning objectives is the fundamental idea of the Project Based Learning approach, which is to provide them the chance to connect what they are learning to real-world situations. Process-wise, the Project Based Learning method naturally involves experiences and actions rather than information transfer to help students grasp what learning entails.

The majority of students who responded indicated that Project Based Learning-based textbooks were necessary for Citizenship Education courses. Contextual principles constructivism, questions, inquiry, learning community, modeling, reflection, and genuine assessment are the foundation upon which this book is built, making it indispensable. As a result, learning information will be easier for pupils to understand in books written using Project Based Learning concepts.

The majority of students responded when asked how beneficial Project Based Learning- books were in helping them understand the subject in the Citizenship Education Course. This was the second response about the books' usefulness. This is pertinent to the original idea of Project Based Learning, which is that students acquire or accumulate new information in their cognitive structures from their experiences, based on constructivism. It goes on to say that Project Based Learning instruction significantly affects students' civic competence. Students agree that Project Based Learning-based textbooks for the Citizenship Education Course are necessary, in response to the last question.

Given the benefits and drawbacks of implementing Project Based Learning students actively participate in the learning process, collaborate in groups to create projects through work and discussions, and base their learning on problems and changes from real-world experiences it is necessary to develop textbooks in the form of e-books, and the e-book could be found in

<https://drive.google.com/file/d/1vGZyBwtTBjHVFYg3gyTJM7pwHt0qIzPi/view>. Students do not conduct improperly because they are aware of their actions, which are harmful. Instead, their behavior is based on self-awareness, learning skills through understanding, and receiving rewards in the form of self-satisfaction.

Learning with Project Based Learning is also said to help students learn from their previous knowledge, foster a process-oriented learning environment, allow students to build and develop their own knowledge, draw from their experiences, measure process-based learning outcomes, expand learning outside the classroom, and involves problem-solving activities.

This research is in line with the research results (Firdaus & Arsana, 2022) Based on project based learning citizenship E-books have the potential to increase national literacy among pupils. It is intended that this e-book will give pupils a worthwhile educational experience that will enable them to comprehend and apply national principles to their everyday lives. The outcomes of additional study are (D. Azzahra et al., 2023) the necessity of project based learning citizenship e-books, which must include information pertinent to students' needs, in order to promote students' national literacy. The curriculum should enhance students' comprehension of national values and equip them with the abilities to implement these principles in their daily lives.

Next are the research results (Meizura et al., 2023) It is imperative that e-books offer students engaging and significant educational opportunities. In order for pupils to comprehend and apply national ideals on their own, e-books must foster critical thinking and problem-solving skills. Next, the study's findings (A. F. Azzahra, 2023) e-books must be equipped with authentic assessments. This assessment must be able to measure students' ability to understand and apply national values.

According to research results (Dianawati, 2022) a group of professionals with expertise in project-based learning and citizenship should create e-books. Students should test out e-books so that users can provide feedback. Additionally, e-books need to be updated frequently to reflect changes in teaching strategies and resources. It is envisaged that by meeting the needs identified in this needs analysis, Project Based Learning-based citizenship e-books will be able to support national literacy among students at PGRI University Palembang.

Based on project-based research on nationality according to (Nuryadi & Widiatmaka, 2023) through the use of project-based learning in citizenship education courses, students will be required to analyze a national issue. These concerns may be cultural, political, social, or economic in nature. The tasks for the students will involve gathering data, analyzing it, and drawing conclusions.

Then research (Epstein, 2014) making innovative things. The task for the students is to produce original works of art with a national subject. The product could be a song, film, poster, or other artistic creation. Students are expected to use their imaginations and abilities to share a message with the country. Next, comply (Nanggala & Suryadi, 2020) take part in National Activities: Students will be required to engage in a national activity. Social, political, economic, or cultural activities can be included in this category. Pupils are expected to participate fully and make a contribution. Meanwhile, according to (Sanjaya et al., 2021) the National Literacy Movement is strengthened on campuses through project-based citizenship education. Campus students' national literacy level is to be raised by this project. Students will collaborate to launch a national literacy campaign that is open to everybody on campus.

Based on these findings, researchers should carry out additional requirements analysis for the creation of Project Based Learning citizenship e-books in order to raise PGRI Palembang University students' level of national literacy. To find out how literate PGRI Palembang University students are nationally, research must be done. Valid and trustworthy instruments can be used to conduct this research. The findings of this study can be applied to the creation of e-books that are appropriate for different learning styles. In addition, content for e-books needs to cover subjects like history, culture, and national values that are pertinent to national literacy. For students to easily absorb these topics, they must be presented in an engaging and participatory manner.

Therefore, for project-based learning to effectively foster critical thinking and problem-solving skills in students, it must be carefully planned. The chosen project needs to be appropriate for the needs and interests of the student (Ahrajanjani et al., 2012). The genuine execution of assessments is necessary in order to gauge pupils' comprehension and application of national ideals (Adha et al., 2019). Numerous techniques, including exams, portfolios, and projects, can be used for assessment. The Project Based Learning citizenship e-book that is being developed is intended to serve as a useful tool for promoting national literacy among students at PGRI University Palembang. This will be achieved through the completion of a thorough needs analysis.

Conclusions

The creation of Project Based Learning-based textbooks for Citizenship Education courses must proceed, according to the findings of the study and the subsequent discussion. Every respondent acknowledged the necessity for textbooks on citizenship education that are especially written using Project Based Learning principles, with the goal of enhancing students' conceptual knowledge and insight. Textbooks that help students relate the subject they are studying to society, the country, and the state are necessary for implementation. E-books based on the Project Based Learning that promote citizenship can be a useful tool for raising students' level of national literacy. Students' needs namely, pertinent information, engaged and meaningful learning, and genuine assessment must be satisfied by the e-book.

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