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Perception of Junior High School Students in Using iPusnas App as Medium for Increase Literacy Social Studies Subject

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ABSTRACTS

The use of the iPusnas App as a medium of reading book has not been optimized by Indonesian students. The purpose of this research is to perceive about middle school students perception on using iPusnas App in adding textbooks for social studies subject matter. This research will result in an update of: (1) Find out social studies secondary textbooks efficiently and (2) Adding textbooks sources to support social studies learning. The method used in this research is qualitative descriptive. This research method is carried out by distributing questionnaires, post test and pre test, analyze, and describe the result. These results are expected to improve literacy by using iPusnas App as a medium of reading textbooks for social studies learning in addition to using textbooks provided by the school. The conclusion is students will find it easy to access social studies textbooks anywhere and anytime with internet and iPusnas App and increase interest in literacy to students.

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1. INTRODUCTION

The iPusnas app is one of the 4.0-based digital libraries owned by the National Library of Indonesia and developed by PT. Woolu Aksara Maya in 2016. iPusnas carries the tagline "Reading is getting easier". This is because iPusnas itself is a mobile-based digital library or e-mobile library. With the existence of iPusnas, Indonesian people, especially students, can easily access the books available in the iPusnas application. With the iPusnas app, the literacy level of Indonesian people can increase. However, the use of this application as a source of textbooks in learning at school is still not optimized properly (Puspita & Irwansyah, 2018)

Social studies learning cannot be separated from textbooks that support student learning. In a study conducted by (Anisah & Azizah, 2016) in observing the effect of using textbooks and the internet as learning resources for social studies subjects, it can be seen that students achieved a significant increase in learning outcomes. According to another study, social studies learning needs to focus on learning models that involve students to play an active role. Looking for textbook references and the internet also plays an active role in increasing students' reading interest (Anisah & Azizah, 2016). Currently technology is developing and it is hoped that the use of technology can make a major contribution to students' interest in reading and writing. The iPusnas application itself is a digital-based library application by utilizing the internet. In other words, iPusnas is a source of learning from the internet by providing digital books. In line with the results of a study conducted by (Rimawati & Harjanto, 2017) regarding teachers' perceptions of learning by utilizing the internet as a learning resource, the resulting variable perception of information technology and perception of convenience has a positive effect on the interest of junior high school teachers to use the internet as a learning resource with good results compared to the other way around. Of course, in this case the teachers have used technology in providing learning to students (Rimawati & Harjanto, 2017). iPusnas is an e-Library application that can be accessed by anyone. From the results of a study conducted by (Maulana, 2018), the satisfaction level of iPusnas users is at 4.14, indicating that the iPusnas application is sufficient to provide adequate facilities. Then, using iPusnas as a source for finding textbooks to support social studies learning is the right choice. Social studies learning refers to textbooks which means that it requires children to read. In terms of children's perceptions of social studies textbooks, a study conducted by (Helisa et al., 2020) at junior high school showed that students still underestimate the social studies textbooks provided by the school. This is indicated by a learning situation in one of the classes where students do not play an active role. These problems often arise in various schools in social studies learning (Helisa et al., 2020). Textbooks provided by schools and internet sources are still not enough to provide a stimulus to students to be active in social studies learning. This study on the perception of junior high school students on the use of iPusnas as a medium to improve literacy in social studies subject matter refers to the development of online media which is now being applied in learning during COVID-19. In situations like this, students are encouraged to learn by using the internet. In another study, the iPusnas application is considered good enough to support online learning for now. Until now, there has been no specific research on the perception of the iPusnas application on improving the literacy of junior high school students with social studies subject matter (Mardiyanto, 2018). Therefore, this study wants to observe how iPusnas can be used as a medium to improve the literacy of junior high school students, especially in social studies lessons.

The purpose of this study is to observe the extent to which the iPusnas app can be used by junior high school students to improve literacy with social studies subject matter. This research will provide updates in two ways, namely: (1) Finding secondary textbooks for social studies lessons efficiently and (2) Adding textbook sources to support social studies learning.

2. THEORETICAL FRAMEWORK

2.1 Social studies

Social studies lessons are integrated learning. Integrated learning is a learning approach for students both individually and in groups to seek, explore, and discover concepts and principles holistically and authentically (Widiastuti, 2017).

2.2 iPusnas

Currently the development of digital technology is accelerating. This makes the dissemination of information to be very fast. The rapid development of information dissemination is targeting all aspects, including the digitization of libraries. E-library contains books in digital form which are called E-Books. E-books can be interpreted as publishing formats with various types such as text, in digital format, digitally converted books, digital reading platforms, etc (Puspita & Irwansyah, 2018). iPusnas allows users to borrow books with download it first and then read it offline. iPusnas is an e-library application that can be used to support learning because there are so many books provided.

2.3 Literacy

Literacy is the ability to write and read. Furthermore, the intended literacy culture is to do habits thinking followed by a process of reading and writing, which ultimately the process of these activities will create works. Humans are social creatures who always communicate with other humans through language. Language skills are inseparable from literacy skills such as reading and writing (Mursalim, 2017).

Literacy is a skill or individual ability that includes the ability to read, write, think, make decisions, solve problems and think critically. Therefore, literacy is often associated with how a person's ability to speak and process the information he gets increases his potential. Students' language literacy skills were tested by measuring aspects of understanding, use, and reflect on reading results in written form. (Indriyani *et al.*, 2019).

Based on this explanation, it can be seen that literacy is a life skill that aims to develop, improve and elaborate one's abilities and potential in the environment. It's useful for everyday life. (Wirawan *et al.*, 2018).

3. METHODS

This research is a quantitative research with a pre-experimental design method. The data collected is the answer from the pre-test and post-test via google form. This research has two stages, namely the first stage is a pre-test regarding the use of the iPusnas app for literacy and learning before being presented about the application. Second, post-test on the use of the iPusnas app for learning after introducing and using the iPusnas application for literacy and learning. The instrument designed is in the form of a two choice likert scale (yes and no). The data obtained will be processed and then compared until finally the results will be concluded.

4. RESULTS AND DISCUSSION

4.1 Demography

This research was conducted at 3 Junior High School. The first in this study is discuss about literacy with a teacher and then selected a sample obtained as many as 10 students with details of male as many as 3 students and female as many as 7 students.

4.2 Pre-test and post-test results

Data retrieval is done by distributing Google forms to students. The pre-test stage is the stage where students do not have experience using iPusnas. The pre-test was conducted to determine the extent of students' understanding of the Ipusnas application and the use of Ipusnas to improve student literacy. Then, after the pre-test stage is carried out, students will be given a presentation on the Ipusnas application including how to download it, its features and reading materials that support social studies learning. Students will be given the opportunity to search for social science lesson reading materials in the Ipusnas application and use these reading materials to help students learn social studies lessons.

The next stage is, students will be given a post-test to measure students' understanding of the use of the Ipusnas application in supporting social studies learning and improving student literacy. The results of the pre-test and post-test conducted by students will show a correlation between the use of the National Institute of Sciences application to improve student literacy in social studies learning. The results of the understanding given about Ipusnas and the activities of tracing reading materials on social studies textbooks carried out by students will show a correlation between the use of the Ipusnas application to improve student literacy in social studies learning that shown in **Table 1**.

Table 1. Student's pre-test and post-test results.

Number	Question	Pre-Test	Post-Test	Gain
1.	Do you know the iPusnas app?	50%	100%	50%
2.	Does the iPusnas app help you in finding social studies learning books?	60%	90%	30%
3.	Does the iPusnas app make it easier for you to read?	50%	100%	50%
4.	Do the social books available at iPusnas help you in social studies learning?	40%	100%	60%
5.	Do the books available at iPusnas increase your literacy interest?	60%	100%	40%
6.	Do you experience difficulties when using the iPusnas app?	60%	100%	40%
7.	Do you think the iPusnas application is very useful for increasing literacy interest?	70%	80%	10%
8.	In your opinion, does the iPusnas app provide the books you want?	60%	90%	30%
9.	Are e-books more convenient than printed books?	70%	100%	30%
10.	Do you think the iPusnas application needs better development?	80%	90%	10%

4. CONCLUSION

To determine the relationship between students' perceptions of the Ipusnas application and increased student literacy interest, correlation testing was conducted. The research was carried out by conducting two tests, namely by carrying out pre-test and post-test to determine the relationship to be known in this study.

Students' perceptions of the Ipusnas application were measured through a questionnaire consisting of 10 questions, with two answer choices, namely yes and no. These questions will represent students' knowledge about the iPusnas application and how to use the iPusnas application in helping students to find and read IPS textbooks available in the iPusnas application itself.

According to the pre-research results, half of the students who were research respondents did not know about the iPusnas application, but for students who already knew about the iPusnas application themselves, not all of them used the iPusnas application to find and read the IPS textbooks they needed. Students tend not to be able to get the functionality of the iPusnas application in helping them find the required IPS textbooks.

Because students have not been able to use the iPusnas application to the fullest, the utilization of the iPusnas application to increase their literacy interest is still not fully felt. This can be seen from the low percentage of students' understanding of the iPusnas application so that it becomes more difficult for students to be able to increase student literacy interest through the iPusnas application.

Another result is shown by post-research, where students have been given an understanding of the iPusnas application and directed to use and utilize the iPusnas application in conducting social studies learning. The results showed that all the students involved were familiar with the iPusnas application and could take advantage of the iPusnas application to be able to find and read social science textbooks needed in learning. This can be seen from the large percentage shown by students in terms of browsing social studies reading materials in the iPusnas application, the ease of students in finding reading materials and user-friendly e-book reading experiences. Students also have the perception that the textbooks they find in the iPusnas application are very helpful in learning social studies.

After knowing and using the iPusnas application for learning in social studies lessons. Students can also experience an increase in their literacy skills after reading reading materials on the iPusnas application. This is because students have carried out reading activities and have read social studies textbooks in the iPusnas application so that from this reading activity, students' literacy skills can be said to increase. The results of the percentage of questions regarding increasing student literacy after using the iPusnas application in post-research increased compared to the implementation of pre-study.

Based on the results of this study, students who have experienced an increase in their literacy interest through reading materials for social studies lessons in the iPusnas application continue to desire students to have a better reading experience through the iPusnas application. This is indicated by the percentage of students who answered 90% in the need to improve the quality of the iPusnas application to be able to support their need for social studies textbooks.

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6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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