

# Analysis of The Needs For Electronic Book Development of 21st Century Skill-Based Pancasila Education in Higher Education

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**Abstrack.** This research aims to assess the requirements for developing a 21st Century Skill-Based Pancasila Education Electronic Book, aiming to align Pancasila's values with the skills demanded in the 21st century. This is vital as students must not only adapt to a globalized world but also possess the essential 21st century skills while upholding Pancasila's identity. The research employs a descriptive qualitative approach, involving Pancasila Education lecturers and students at Medan State University. The findings indicate the necessity of developing an electronic book to fortify students' Pancasila character in harmony with 21st century skills. The book's development must be attuned to students' characteristics and entail preliminary, development, and evaluation stages. Ultimately, this research aims to guide the creation of the Pancasila Education electronic book, particularly within higher education at Medan State University.

**Keywords:** Electronic Books, Pancasila Education, 21st Century.

## 1. Introduction

This paper will examine the analysis of the needs for the development of Pancasila educational electronic books in tertiary institutions. There are at least two reasons why this is important to study, firstly strengthening student character is expected from the Pancasila Education course. Pancasila Education is a compulsory subject that must be studied by students. The main goal is to equip students with the nation's philosophical values so that they are good citizens in attitude, action and behavior. However, the problem is that not a few students understand the content of the Pancasila values themselves [1]. So that in the end the implementation of Pancasila values becomes difficult to realize. Second, the implementation of the Pancasila Education course in Higher Education does not lead to the expected formation of attitudes and personality. Learning tends to be monotonous, conservative and does not provide a learning experience for students. This then has an impact on the process and the expected results. Education should be the best means of strengthening knowledge

of what they need to know. However, in its implementation, it is not uncommon for this course to only reinforce concepts and encourage an optimal learning experience.

Research that has been conducted regarding the effectiveness of the Pancasila Education course on student behavior, shows that 72.63% is influenced by student factors, lecturers, time allocation, and learning development [2]. These results show that if learning Pancasila education can be done well, it will also affect good learning outcomes. Including changes in student behavior and attitudes. One effort to strengthen this goal is through the development of 21st century skills-based electronic books. This is in line with David Assubel's theory which states (1) a meaningful teaching and learning process supported by various learning materials; and (2) the mode of teaching and learning activities carried out [3] Meaningful learning will encourage the strengthening of various skills possessed by students. Not only knowledge, but in terms of attitudes and skills.

1. To encourage meaningful learning, one of the things that can be done is through the development of the 21st Century Skill-Based Pancasila Education e-book. There are several arguments that strengthen why the development of the Pancasila Education E-Book needs to be done as follows:
2. The 21st Century Skill-Based Multimodal Pancasila Education Electronic Book is a necessity in classroom learning according to the characteristics of students.
3. The developed electronic book accommodates the strengthening of 21st century skills as a need for developing the competence of citizens in facing an increasingly global life.
4. Development of Electronic Books prepares students as graduates who can strengthen the Pancasila character while still adapting to the times.
5. Electronic Books that are developed take advantage of the use of technology.
6. The development of the Pancasila Education Electronic Book is a necessity, considering that Unimed does not yet have teaching materials that can be used as a reference in conducting lectures

From the above arguments, it is necessary to conduct in-depth research related to the needs analysis for the development of the 21st Century Skill-Based Pancasila Education Electronic Book in Higher Education. This analysis will then underlie the logical reasons for the need for book development as an effort to strengthen the Pancasila character of students in accordance with the developments and needs of the times by incorporating 21st century skills, namely communication, collaboration, critical thinking and creativity.

## **2. Method**

### **Method**

As stated above, this study aims to analyze the need for developing 21st century skills-based Pancasila Education electronic books in tertiary institutions. To achieve this goal, the method used is descriptive qualitative. The purpose of using this method is expected to be able to

describe various opinions related to the reasons for the need to develop an e-book on Pancasila Education based on skills in the 21st century, especially at Medan State University.

#### **Procedure**

Because this research only focuses on analyzing the needs of the development of the 21st century skill-based Pancasila Education e-book development, especially at Medan State University, the research procedures used are 1) preliminary study, namely conducting a study of the initial conditions of implementing Pancasila lectures at Medan State University. One of the aspects studied is related to teaching materials that have been used by students in Pancasila Education courses. 2) a needs analysis study, namely carrying out a comprehensive analysis related to the development of the 21st century skill-based Pancasila Education e-book, especially at Medan State University.

#### **Research subject**

This research was conducted at Medan State University (Unimed), North Sumatra, Indonesia. Respondents in this study were four lecturers of the Pancasila Education course and 20 students who were randomly selected. To select respondents, researchers used sampling techniques through random (random sampling). This sampling aims to make the research results more valid, objective and transparent.

#### **Data collection**

Data collection tools through interviews, documentation studies and questionnaires. Interviews were conducted to obtain descriptive information related to the implementation of Pancasila Education learning which has been taking place at Medan State University, Pancasila Education teaching materials used and to gather various reasons for the need for the development of 21st century skill-based Pancasila Education e-books, especially at Medan State University. A documentation study was conducted to analyze the learning tools and teaching materials for Pancasila Education that have been used so far at Medan State University. The distribution of questionnaires was carried out to strengthen the data obtained through interviews and documentation studies related to the analysis of the needs for the development of skills-based Pancasila Education e-books for the 21st century, especially at Medan State University.

#### **Data analysis technique**

Data analysis techniques were found through interviews using the Milles and Huberman (1993) model which consisted of 3 stages, namely data collection, reduction, presentation, and drawing conclusions. As for lift through a questionnaire, it was analyzed using a simple percentage based on the opinion of Cresswell (2012).

### **3. Results and Discussion**

In the preliminary study, researchers will conduct a study of the initial conditions for implementing Pancasila lectures at Medan State University. The indicators that will be used are

related to learning preparation, use of models, media, and evaluation of learning and teaching materials used. To obtain data on some of these indicators, the researchers conducted interviews with students and lecturers of the Pancasila Education course.

Pancasila Education is a compulsory subject that must be studied by students. This provision is confirmed through the Decree of the Director General of Higher Education Number 232/Dikti/2000 regarding the guidelines for preparing the Higher Education curriculum and Law Number 12 of 2012 article 35 paragraph 3 which states that "the higher education curriculum is obliged to include lectures on religion, Pancasila, Citizenship, and Indonesian." From some of these rules it shows that Pancasila Education is a subject that is expected to contribute to the development of the personality and identity of students.

Once the importance of the Pancasila Education course is for personality development, it is hoped that its implementation will not only be cognitive, but will be able to provide learning experiences for students so as to strengthen their character. The cultivation of Pancasila values should not only be limited to theory, but how to implement Pancasila values in everyday life [4]. Because basically, Pancasila is the source of Character Education which is in line with the philosophy of the Indonesian nation. In Higher Education itself, the mission of Pancasila Education is to help students to have awareness in the nation and state so that in the end they can apply their knowledge responsibly [5]. Once the importance of this goal, it is hoped that in their learning the lecturer must strive for the realization of various optimal learning experiences.

Furthermore, how is the implementation of learning Pancasila Education which has been carried out so far at Medan State University. As a compulsory curriculum subject (MKWK) this course has a load of 2 credits. Most of the lecturers who teach this course have competencies that are relevant to the study of Pancasila Education such as Citizenship Education, National Defense, Law and Politics and Education.

1. Before carrying out learning in class, the lecturer first develops a Temporary Learning Plan (RPS). The Temporary Learning Plan is then used as a reference for learning activities for one semester. The materials used for one semester are: (1) Introduction to Lectures on the Importance of Pancasila Education; (2) Pancasila in the Study of the History of the Indonesian Nation; (3) Pancasila as the basis of the state; (4) Pancasila as State Ideology; (5) Pancasila as a Philosophical System; (6) Pancasila as an Ethical System; including anti-corruption ethics, and (7) Pancasila as the basis for knowledge development [6].
2. In addition to developing Temporary Learning Plans (RPS), lecturers also need to identify various models, methods, media, teaching materials and learning evaluations that are carried out in learning Pancasila Education. The results of interviews conducted with respondents concluded as follows:

3. Most of the Pancasila Education lecturers at Medan State University are currently not using the learning model. The learning model used by one of the lecturers is through citizen discovery learning projects, case methods and team-based projects.
4. In teaching Pancasila Education courses, lecturers tend to use discussion, question and answer, assignment and lecture methods.
5. The learning media used are in the form of pictures or videos related to learning material in the Pancasila Education course. These various learning media are usually taken from the internet or YouTube.
6. The teaching materials used are modules prepared for students to understand the learning material.
7. Evaluation of learning is carried out to measure the achievement of learning Pancasila Education that has been implemented. Evaluation can be in the form of routine assignments through quizzes, midterm exams and final semester exams.
8. Forms of assignments given are Routine Assignments, Critical Book Reviews, Critical Journal Reviews, Mini Research, Engineering Ideas and Projects (processed from research data).

To strengthen the results of the interviews above, the researcher then gave a questionnaire to students to obtain information related to student enthusiasm in taking the Pancasila Education course, the results are described in the table below:

**Table 1 Enthusiasm of students in taking the Pancasila Education course at Medan State University**

<b>Num</b>	<b>Option</b>	<b>n</b>	<b>presentasion</b>
1	Overall, I enjoy attending Pancasila education lectures	13	27%
2	Happy with Pancasila educational materials but not happy with the method used	14	25%
3	Happy with the lecturers, but not happy with the Pancasila education course	20	36%
4	Not happy with Pancasila education lectures	5	9%
5	Others	3	5%
<b>Total</b>		<b>55</b>	<b>100</b>

Table 1 above shows the enthusiasm of students taking Pancasila Education lectures at Medan State University. Most students said they were happy to take part in Pancasila education lectures with a percentage of 27%. However, most of the other students were of the opinion that they were happy with the Pancasila Education materials but were not happy with the learning methods used by the lecturers with a percentage of 25%. The data above also shows that students are happy with their lecturers, but are not happy with the Pancasila education course with a percentage of 36%. These results indicate that most students are less interested in learning Pancasila Education which

has been implemented so far. One important factor that influences student interest in learning is the learning resources used. To obtain information related to teaching materials that have been used by lecturers, researchers distributed questionnaires and obtained the following results:

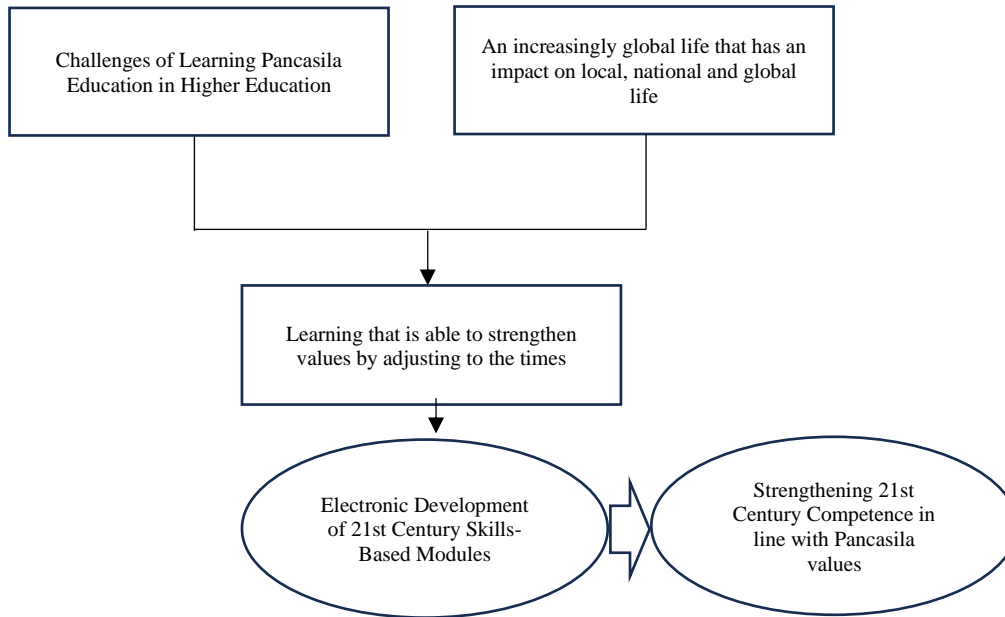
**Table 2 Learning resources for the Pancasila Education course at Medan State University**

<b>Num</b>	<b>Option</b>	<b>n</b>	<b>presentation</b>
1	Other printed/reference books	11	20%
2	The print module does not have an International Standard Book Number	35	67%
3	Electronic Module	0	0%
4	Printout Powerpoint	4	7%
5	Other	5	9%
<b>Total</b>		<b>55</b>	<b>100</b>

Table 1 above shows the learning resources used by students in the Pancasila Education course at Medan State University. Most of the students stated that learning Pancasila Education used printed modules without an International Standard Book Number with a percentage of 67%. Followed by printed books with an International Standard Book Number with a percentage of 20% and continued with teaching materials in the form of Power Point Print Outs. Researchers did not find students who stated that they used electronic books in learning Pancasila Education. This situation then prompted researchers to develop an electronic book on Pancasila education as an alternative teaching material that could be used in learning.

Development of electronic books, must be based on needs. One of the needs that needs to be strengthened in students is 21st century skills. 21st century skills prepare students to live in a very complex world. Because basically young people in the future need various skills, knowledge and experience as well as various values that can create a better world so they can survive [7]. These values must of course be in line with Pancasila as the Philosophy of the Indonesian Nation. Pancasila is used as the Fundamental Principles of the Nation (KFB) of Indonesia in behaving and behaving. All of this then becomes the basis for the development of electronic books. Because basically the values of Pancasila are excavations of various forms of culture from various ethnic groups and become a collective agreement in building a prosperous Indonesian society [8]

In relation to 21st century learning, an educator must emphasize four aspects, namely (1) the ability to think critically and solve problems; (2) communication skills; (3) collaborate, how does he work with other people to build a work; and (4) as well as creativity or work. The success of the learning process characterized above certainly "must be student-centered, interactive exchange and must change from knowledge to aspects of skills" (skills). If this goal is implemented, it is expected to be able to strengthen 21st century skills, namely communication, collaboration, critical thinking and creativity. To get an overview of the needs analysis for the development of skills-based Pancasila Education e-books for the 21st century, the table below is presented:



**Figure 1 Analysis of the needs for the development of 21st century skills-based e-books.**

The figure above shows the sequence of the needs analysis for the development of skills-based Pancasila education e-books for the 21st century. Starting from the challenges of learning Pancasila Education which has so far been carried out in tertiary institutions, especially Medan State University. Where one of the biggest challenges is the ability of lecturers to teach Pancasila Education which is only limited to knowledge. The learning process does not provide learning experiences to students, is monotonous, indoctrinative, and boring. The impact is that students do not understand the ideology of the Indonesian nation as a whole, so that this course cannot internalize the values of Pancasila in students.

The next challenge is related to an increasingly global life that has an impact on local, national and global life. The trend of globalization has an impact on various lives. Globalization has created spaces that support every citizen to freely express their ideas through the use of science and technology. Of course this will have an impact on the life of the nation and state. This is where the role of Pancasila as a filter in facing the swift currents of globalization. For this reason, learning is expected to be able to strengthen values by adjusting to the times. One of them is the development of Pancasila education electronic books through the use of technology. The developed Pancasila educational electronic book is also expected to be able to internalize the values of collaboration, communication, critical thinking and creativity.

#### 4. Conclusion

The development of a 21st century skill-based Pancasila education electronic book is a necessity. Given that this course must be adapted to the times and future challenges. Learning Pancasila Education should provide a variety of skills that can be adapted to the times. Because Pancasila is basically flexible and open to change. There are at least three conclusions that can be drawn from this research: (1) the development of an electronic book on Pancasila Education Based on 21st Century Skills at Unimed is a must to strengthen the Pancasila character of students according to 21st century skills; (2) The Pancasila Educational Electronic Book that is developed must be in accordance with the characteristics of the students; (3) To achieve this goal, the necessary stages in the development of the Pancasila Education e-book are the preliminary stage (identification of the need for the development of the Pancasila education e-book, the development stage and the evaluation stage.

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