Preliminary Study of Culture-Based Electronic Storybook Advancement for Elementary School Students In Enhancing Profile Value of Pancasila Student

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Abstract. The background of this study was to obtain updated information on the need to build culture-based electronic storybooks for elementary school students to raise Pancasila students' profile value. The goal of this research was to assess the demands for generating culture-based electronic storybooks to enhance the value of the Pancasila student profile among primary school students. Qualitative research was combined with preliminary study methodologies and a literature review in this research project. The Miles and Huberman data analysis technique was utilized, which included data gathering, data reduction, and data presentation. The study found that generating a culture-based electronic storybook for primary school students is crucial for boosting the value of the Pancasila student profile because it meets the needs of teachers, students, and the environment. The findings of this study can be used to generate culture-based electronic storybooks for elementary students, which will serve to enhance the value of Pancasila student profiles.

Keywords: electronics, pancasila student profile, preliminary studies, story books.

1 Introduction

The transition to the 4.0 era has had a huge impact on the human life system [1-2]. Because technology is the driving force behind the wheels of human life, humans in the 4.0 era must be ready to adapt to technological advancements. The advancement of technology has an impact on human thought and behavior that cannot be detached from its application. As a result, technology plays a role in every aspect of human life. The advancement of technology has an impact on the educational system as well [3-4]. Teachers in this era must be able to construct technology-based learning methods that are appropriate for the times [5]. Adjusting the technology-based learning system can also make it easier for teachers, even elementary school teachers, to meet the learning objectives that have been specified.

Elementary school teachers play a critical influence in their student's development of fundamental concepts and abilities [6-7]. Teachers must be able to create teaching strategies

suited to the needs of their students and the environment [8-9]. Learning in elementary schools differs from learning at higher levels of education. In primary schools, the learning process must be concrete so that teachers may convey the environment to children directly [10-11]. This procedure tries to ensure that pupils comprehend the meaning of the information presented.

However, not all learning, such as the application of values and morals, can be taught directly to schoolchildren. By incorporating values and morals into a story, learning can be achieved [12]. Elementary school children are intimately attached to stories [13-14]. Stories offer numerous advantages in the learning process in elementary schools [15], one of which is the ability to teach pupils values and morals. However, not all pupils enjoy listening to stories or reading stories. According to research conducted by UNESCO, Indonesia's reading interest was ranked second to last [16-17]. This rank demonstrates that Indonesians are uninterested in reading.

Reading interest has a role in learning achievement, even in primary school [18-20]. As a result, efforts must be made to improve primary school kids' enthusiasm for reading. The researchers claimed that the poor reading interest of elementary school children was caused by pupils not being interested in stories with predictable narratives, based on the distribution of a short questionnaire they did on 30 elementary school students. Students claim that all of the existing stories share the same plot. As a result, pupils lose interest in reading the story. The researcher's analysis of numerous existing children's narrative books backs up the results of the questionnaire distribution. From the analytical results, the storylines are alike. Other stories do not correspond to current events. The presentation does not encourage kids to want to read them. As a result, researchers want to create storybooks that are appropriate for kids and environmental situations at this time.

The storybook created is an electronic storybook that incorporates local culture. Electronic storybooks are being developed as a sort of technology-based learning to inspire pupils to read a story. The developed storybooks will also be combined with elements of local culture. Even though the technological system is rapidly advancing, there is a risk for students to forget about the local culture. So, by combining storybooks with elements of technology and local culture, local culture will be preserved. This electronic storybook was created to teach values and morality to elementary school students. These values and morals are part of the Pancasila student profile's value.

Pancasila's student profile reflects the Indonesian government's goal of generating graduates, who are efficient, globally competitive, and possess Indonesian national character [21-22]. It is envisaged that by establishing this culture-based electronic story, the value of Pancasila students' profiles will strengthen. However, before creating this storybook, it is essential to do an initial study or determine the foundation for creating a culture-based electronic storybook that can boost Pancasila students' profile value. The goal of this preliminary research is to provide reliable information about the reasons for inventing this storybook.

This is the first time this research has been conducted. Existing studies on the Kendan kingdom site in primary schools only did a needs analysis on the development of character-based reading materials for illustrated narrative books [23]. According to this study, storybook reading materials are necessary because the teacher has never used picture story books before, and there are no story books that contain local wisdom from the Kendan kingdom site and can mix the

elements of the characters in it. This is a distinct study from the researcher's research, which looked at the basic needs for developing culture-based electronic storybooks to boost the value of the Pancasila student profile among primary school kids. As a result, the goal of this research is to recognize the need for generating culture-based electronic storybooks to raise the value of the Pancasila student profile among elementary school students.

2 Method

This study takes a qualitative approach to its observations [32]. Because this study was utilized to acquire thorough information regarding the necessity for generating culture-based electronic storybooks to raise the value of the Pancasila student profile of elementary school pupils, the qualitative approach was chosen. The preliminary study and literature review methods are used in this study. Interviews with elementary school teachers and students were done as part of the preliminary study. The literature review was performed by looking at the theoretical needs for generating culture-based storybooks to raise Pancasila students' profile value.

Primary data and secondary data were used in this study [33]. Primary data come from interviews, whereas secondary data comes from the findings of a literature review. Data gathering, data reduction, and data presentation are all part of the Miles and Huberman data analysis technique.

3 Result and Discussion

Five teachers and fifteen elementary school pupils were interviewed. The interviews focused on the information about the Indonesian language learning process in elementary schools; the use of teaching materials that support the language learning process in Indonesia; the knowledge of local culture; the knowledge of how Pancasila student profiles are used; the availability of children's story books; the need for the development of culture-based electronic children's story books to enhance the effectiveness of Pancasila student profiles values.

According to the findings of teacher interviews, the Indonesian language learning process in primary schools was conducted in an integrated thematic way. The driving force for other learning is Indonesian language study in integrated thematic learning. This is evident at the start of integrated theme learning, as students are always required to read the text before moving on to the next content. This is also supported by the findings of student interviews, which show that the reading learning process occurs at the start of learning sessions.

Teachers in Indonesia exclusively employ student and teacher books in the learning process, according to the results of interviews with teachers regarding the usage of teaching resources that assist the language learning process. This result is due to the teacher's lack of understanding of the types of media and teaching materials I can provide for elementary school kids. This condition is consistent with the findings of student interviews, which revealed that in elementary schools, teachers only employ student books in the language learning process.

According to interviews with teachers regarding the process of acquiring local cultural knowledge, learning local culture in primary schools has not been implemented to its full

potential. Culture-based learning is mentioned in student and teacher textbooks, but only other cultures are discussed. Due to a lack of understanding, teachers do not substitute local culture. Students have studied culture, but just other ethnic cultures, according to the results of interviews with them.

The interviews with teachers about the Pancasila student profile revealed that the teachers did not fully grasp the concept of the Pancasila student profile. The teacher is only familiar with the Pancasila students' profile slogans and posters. The teacher also noted that the Pancasila student profile values had not been implemented for the children. This statement corresponds to students claiming that they are unaware of the term Pancasila students. Furthermore, interviews with teachers revealed that while the library had various story books, they were rarely used since the storybooks did not match the learning methods used. Teachers and students also mentioned that they had never seen a culture-based electronic children's storybook that enabled them to increase Pancasila students' profiles value.

As a consequence of the teacher and student interviews, it can be inferred that teachers continue to teach Indonesian concepts using reading materials found in student books. The local culture learning has not been adequately integrated by teachers. Teachers in primary schools have yet to include the Pancasila student profile values into the learning process. Also, there is no culture-based electronic storybook aimed at increasing the value of the Pancasila student profile among elementary school pupils. As a result, culture-based electronic storybooks are required to enhance the Pancasila student profile of primary school kids.

The researchers' findings are confirmed by a literature review. According to the literature review, using stories can instill character values. This literature demonstrates how employing stories can help kids reach their full potential. By telling stories, youngsters can build their imagination. As a result, students appear to be swept up in the plot and can put the characters into action. The development of an electronic storybook is required. A literature analysis conducted by researchers found that in the 4.0 age, a technology-based learning approach was required [24-25]. This electronic storybook was created as part of the technology-based learning approach. Electronic storybooks can only be accessible over technological devices such as cell phones, laptops, computers, and other devices. This electronic storybook was created in collaboration with local culture. This collaboration is consistent with the belief that 4.0 era has a negative influence, specifically a decrease in public interest in culture [26-27]. People regard culture as a barrier to growth. As a result, by leveraging technology to create electronic storybooks, pupils can gain an understanding of the local culture.

The creation of this culture-based electronic storybook aims to raise awareness of Pancasila students among primary school students. This creation is a crucial step in the production of this storybook. The Pancasila student profile is one of the ideas of student development established by the Indonesian government. Pancasila's student profile is an example of what every student in Indonesia should strive toward [28-29]. This profile of Pancasila students will be the defining feature of the Indonesian graduation picture [30-31]. The government is looking for a learning approach that will raise the profile of Pancasila students. Therefore, by creating a culture-based storybook, the government hopes to raise the profile of Pancasila students. Elementary school kids are ideal candidates for advancement while the government works to raise the profile of Pancasila students.

To summarize, further study is required to produce a culture-based electronic storybook for primary school pupils to enhance the profile of Pancasila students.

4 Conclusion

According to the study's findings, it is required to create a culture-based electronic storybook for elementary school students to enhance the value of the Pancasila student profile since it meets the demands of teachers, students, and the environment.

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Reference

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