

Socialisation Builds learning Independence Through Utilization E-Book for MA Miftahul Ulum Sungai Asam Students

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Abstract

This service activity aims to provide knowledge and skills in searching for electronic book learning resources that students can use as independent learning resources to address students' needs in obtaining relevant learning resources. This community service activity occurred at Madrasah Aliyah Miftahul Ulum Sungai Asam on June 4, 2022. This community service activity has gone through stages, namely the problem identification, planning, implementation, and evaluation stages. The method chosen was socialisation through lectures and tutorials on using e-books by implementers and implementing assistants. The target community is all students in classes X, XI, and XII of Madrasah Aliyah Miftahul Ulum Sungai Asam, totalling 19 students. The results of this activity show that students gain new knowledge and skills in searching for learning resources in the form of e-books found on Google Books, the official portal from the Ministry of Religion, and the official portal belonging to the Ministry of Education and Culture of the Republic of Indonesia. Students gain this knowledge through training in exploring these portals in detail. Students can browse the e-books available on the portal independently to support the learning process. Through this activity, the number of students who are skilled in accessing e-books has increased in percentage compared to before the socialisation was carried out, so it can be concluded that the aim of this service activity has been successful.

Keywords: *E-Books, Learning Independence, Learning Resources*

INTRODUCTION

Every student in an educational institution needs learning resources according to the applicable curriculum. Learning resources are very urgent pieces of information that can be used as a reference for students in the learning process. Learning resources are all data, facts, and ideas that are expressed in a work that can ultimately lead to a learning process, such as books, modules, real-life media, worksheets, and other objects. Learning resources are an important component that will influence the quality of learning (Novibriawan, 2023). For this reason, students must be introduced to the variety of learning resources currently developing. Today's learning resources are not only in printed format but also in electronic and digital form.

Information resources in the form of electronic books that have been digitised and born-digital by government institutions that oversee educational institutions in Indonesia are expected to facilitate educational institutions, educators, students, and parents to obtain quality and easily accessible learning resources from wherever and whenever in the current era of information technology development. E-books are books that were originally printed in the form of text and images and became digital (Munif, 2013). E-Books are electronic books that consist of various information and images but in an electronic version that can involve interaction between students and the E-Book through selecting features that suit the students' wishes (Sonia & Yuliani, 2023). The use of e-books as a source of information makes it very

easy for the public, especially students, who can read hundreds of e-book files with budget efficiency, to buy them.

The role of electronic or digital books is also a solution to overcome the problem of the limited availability of printed books provided by school libraries for students. It is hoped that the presence of electronic books will be able to become a digital forum for obtaining learning resources needed by students to improve competence through independent learning processes, both online and offline, thus providing a huge contribution to attracting students' interest in learning (Br Ginting & Simamora, 2022). E-books also play a role as a digital information network consisting of text messages, videos, graphics, voice messages, and animations, as well as the evaluation of learning material that has been compiled. This shows that education is about developing individual students by reducing control from educators and providing opportunities for students to express and develop their potential through the independent use of electronic books. Independent learning is a learning process that prioritises students' interaction with learning sources other than teachers (Elain, 2002).

Research results (Prajawinanti & Khoirunnisa, 2023) state that e-books are used as reference material by students in learning activities. This shows that the role of e-books is very important in achieving learning goals. The existence of e-books as a medium for publishing information in the form of text, images, and sound will be able to provide a unique feel for readers because they are presented via computers and other electronic devices such as smartphones. According to Afifah and Mulyani (2022) e-books are present to increase students' interest in reading so that e-books provide information presentation that is in line with developments in information technology and provide solutions to the current generation in accessing information.

The problem behind this service has become a priority because the school, as a partner, has not yet optimised the provision of printed books in the school library. Conditions like this occur at Madrasah Aliyah Miftahul Ulum Sungai Asam, where the library does not fully provide printed book collections that are relevant to the applicable curriculum, so students still have difficulty getting learning resources that can be used independently. Apart from these problems, teachers are also unable to accompany students to obtain learning resources outside of school, so they need help from parties outside the school, such as the D-3 Library study programme, as a partner.

Seeing this condition is certainly very unfortunate because the existence of the school library has not been able to accommodate the learning resource needs of students. For this reason, the solution that can be given to students is to provide knowledge related to electronic learning resources that students can use in the form of e-books as independent learning resources to address students' needs in obtaining relevant learning resources. As an electronic learning resource, of course, the form and method of use are different from those of printed books, starting with the form and storage container as well as accessing the information source. For this reason, it is necessary to socialise on how to obtain e-books and how to use electronic information sources in the form of e-books by students at Madrasah Aliyah Miftahul Ulum Sungai Asam, Sungai Raya District, Kubu Raya Regency.

There are several similar service results, first (Tambunan et al., 2020), with the aim of this service activity being to socialise the use of e-books via smartphones on polynomial material for mathematics learning as an effort to increase students' interest in learning at XI

SMA Negeri 4 Tanjungpinang using the method of socialisation using Zoom meetings. The results of this outreach activity show that the use of smartphone-based e-books for learning can increase students' enthusiasm for learning about polynomial material. The second service was carried out by Suciawati et al. (2022). This activity aimed to introduce and provide training in digital literacy. The things emphasised in this socialisation are: 1). how students obtain learning resources via the internet; 2). producing learning media on social media; 3). identifying elements of copyright infringement; and 4). introducing methods for preventing copyright infringement.

On this occasion, the team implementing community service carried out a service with the same theme, namely the use of e-books. However, between the two services, there are differences in the sub-material aspects of socialization. The first service by Tambunan et al. (2020) emphasised the use of e-books on polynomial material via smartphone, while the second service by Suciawati et al. (2022) provided socialisation on several very specific sub-themes related to digital literacy, starting with accessing information, producing learning media, elements of copyright infringement, and methods of preventing copyright infringement. The theme of this service focuses more on introducing information portal links containing e-books from the Ministry of Religion and the Ministry of Education and Culture of the Republic of Indonesia, as well as searching for e-books via Google Books.

This socialisation is very important for students because students at this school do not yet know the availability of learning resources in the form of e-books, which are available on various official portals belonging to official agencies such as the Ministry of Education and Culture and the Ministry of Religion of the Republic of Indonesia. incompetence in internet use. According to Andrianingsih and Mustika (2022), the use of technology and the internet is still a problem for students and teachers in accessing various sources of information, so training and socialisation of its use still need to be carried out. Through this socialisation, it is hoped that students will be able to browse e-books, no longer have difficulty finding learning resources that are relevant to their needs, and become students who can optimise their potential to become independent learners.

METHOD

Socialisation to build learning independence through the use of e-books for Madrasah Aliyah Miftahul Ulum Sungai Asam Sungai Raya students was carried out face-to-face. The socialisation method can be applied. The socialization method takes the form of providing material in the form of lectures and tutorials on the use of e-books face-to-face by introducing e-books via Google Books, the official portal of the Ministry of Religion of the Republic of Indonesia, and the official portal of the Ministry of National Education and Culture of the Republic of Indonesia by the implementer.

The method used in this socialisation is the question-and-answer method. The question-and-answer method is a method that can train students to speak and train students to show their ideas (Bahrin et al., 2021). The question-and-answer method regarding the material presented during socialisation and training activities accesses e-books, which are available on various official portals owned by the Ministry of Education and Culture (<https://buku.kemdikbud.go.id/>) and the official portal owned by the Ministry of Religion of the Republic of Indonesia (<https://2017.kemenag.go.id>).

The target community is all students of Madrasah Aliyah Miftahul Ulum Sungai Asam. This is because students' need for learning resources is very high, and school libraries have not been able to accommodate students' needs for printed book collections. This area already has internet access, but the use of the internet is no less utilised as a medium for obtaining learning resources. For this reason, socialisation regarding the use of E-Books as a learning resource has been carried out and is expected to help students access it via the internet so that students can utilise technology in the form of smartphones to access E-Books as an independent learning resource. The stages of implementing community service activities include:

1. Identify the Problem

This activity was initiated through collaboration with school partners, coordinating with each other, and conducting observations and interviews with partner institutions to obtain information related to problems that occurred regarding student learning resources and the existence of libraries. Identification of problems is very important as a form of initial assessment to obtain solutions to the problems faced by the agency. According to Nasution (2021), problem identification includes three stages: first, finding the problem; second, identifying the source of the cause; and third, making a statement or explaining the identified problem.

2. Activity Planning

After identifying the problem, the next stage is to determine the time and place for the activity and the number of students who will be involved in the socialization. The planning stage is the stage of coordinating with partners to determine the period and place for implementation (Dewi et al., 2024).

3. Implementation of Actions

Implementation of service activities is carried out using socialisation methods and providing tutorials related to browsing and utilising e-books from various educational portals.

4. Monitoring and Evaluation of Activities

Once socialisation is finished, the next step is to review and assess its success. This involves conducting interviews and trials with participants to find e-books and access learning resources from the ministry's official portal. According to Purnomo et al. (2022), evaluation is a planned effort to identify and understand objectives using tools so that the outcomes of an activity can be determined and conclusions drawn.

RESULTS AND DISCUSSION

Learning resources are essential information for meeting the needs of schools and students. Learning resources supply information that can increase students' insight and knowledge to improve expected learning outcomes. Learning resources, according to Perdana et al. (2023) include several information contents that can make it easier to provide knowledge, experience, and skills for students in learning. Through learning resources, students can improve their cognitive abilities to become skilled students. However, it is very unfortunate that not all students have access to adequate learning resources at school and have not been able to utilise information technology to access information sources available on various official portals. According to Sirgar et al. (2022), technology usage skills will influence student learning achievement. Information technology in the world of education, according to Wardaya

et al. (2022) will help students significantly improve their learning outcomes and achievements. For this reason, it is necessary to carry out outreach and training regarding techniques for obtaining electronic learning resources in the form of e-books as a source for students' independent learning. This socialisation is carried out using the following stages:

Problem Identification Stage

Before carrying out the socialisation, the community service team identified the problems being faced by partners and school students related to problematic learning resources at the school. To obtain accurate information, the community service team coordinated with the Head of Madrasah Aliyah Miftahul Ulum Sungai Asam and several teachers who taught. The problem identification results obtained are as follows:

1. Learning resources at Madrasah Aliyah Miftahul Ulum Sungai Asam are still minimal, and only teacher handbook learning resources are available.
2. The Madrasah Aliyah Miftahul Ulum Sungai Asam school library is available, but the number of collections available is not able to accommodate students' learning resource needs.
3. All students at Madrasah Aliyah Miftahul Ulum Sungai Asam already have smartphones, but they are not yet skilled in accessing information sources in the form of e-books as a source for students' independent learning.

Activity Planning Stage

After the team coordinates with the school, the team determines the time and date for carrying out the activities. The time for implementing the activities starts after students take the semester exam, which will be held on June 4, 2022, from 09.00 to 11.00 with a total of 19 students. The activity took place face-to-face at Madrasah Aliyah Miftahul Ulum Sungai Asam.

Activity Implementation Stage

The socialisation to build learning independence through the use of e-books for Madrasah Aliyah Miftahul Ulum Sungai Asam students was carried out face-to-face (offline) for one day, namely June 4, 2022. The duration of the activity was 2 hours, divided into 2 sessions. The first session lasted 1 hour. The presenter gave an explanation about studying and learning, the use of the Internet, electronic learning resources (e-books), and the Google Book search engine, followed by a question and answer session. Next, the provision of second material regarding the Indonesian Ministry of Education and Culture portal and the Indonesian Ministry of Religion portal, which provides e-book access links, was also followed by a question and answer session.

In this first session, the service team explained about study and learning because study and learning are closely related to the learning resources used by students at Madrasah Aliyah Miftahul Ulum Sungai Asam. Learning is a process of continuously changing individual behaviour through interaction with the environment (Faizah & Kamal, 2024). Meanwhile, learning involves interactions where there are students, teaching materials, teaching methods, strategies used, and existing learning resources (Pane & Darwis Dasopang, 2017). Based on this theory, of course, there is a gap in the field where learning and learning that should be supported by learning resources are not optimal in partner locations. For this reason, the service team introduces learning resources to students through existing learning resource access links via the government's official portal on the Internet.

Before explaining about learning resources, the service team also explained about the internet and its uses for students. The internet needs to be taught to students so that it can be used optimally for the learning process. The use of the internet by students at Madrasah Aliyah Miftahul Ulum is still not optimal; many students only use smartphones for social media, even though smartphones can actually be used to browse the internet to obtain learning resources. According to Maishara et al. (2023), students can use the internet for the learning process through several learning applications such as YouTube, WhatsApp, and Google. In fact, these applications have not been utilised by Madrasah Aliyah Miftahul Ulum Sungai Asam students as learning resources. The YouTube application can actually be used by students to view practical material tutorials or watch historical films. Google can be used by students to search for books or journals to support learning information.

In the second session, with a duration of 1 hour, the material explained the techniques for accessing e-book links and using Google Books, as in the material reviewed above. So that students not only know the material but also how to use the internet to obtain learning resources in the form of e-books. Participants are given the opportunity to open their respective smartphones and use them to access e-book links according to the material that has been presented.



Figure 1. Participants are listening to the material.

During this socialisation process, the number of students attending reached 19, starting from classes X, XI, and The enthusiasm of the participants in this activity was also seen when the team delivered material related to the internet and electronic information sources, where students had never received material related to the internet before. Regarding Google Book material, they thought Google was only looking for information, but through this training, it turned out that Google could help find e-books. for all lessons at school. In this first session, questions regarding the use of e-books were asked: 1) Do all lessons have e-books? 2) How do I get e-books for lessons? These questions show that they are serious about gaining knowledge from this activity.

Regarding the existence of the internet, most of them do not fully use it for studying; students mostly use the internet only to watch YouTube and use social media on Facebook, not to obtain learning resources. There were participants who admitted that they had never used

YouTube or the Google search engine as a learning resource. So the material in the form of using Google Books to search for information to solve the material in the lesson is the first thing and a little difficult for them, even though there are some of them who are familiar with Google but not Google Books. This is due to a lack of understanding regarding the use of Google Books.

Seeing the conditions above is very sad. The existence of information technology in the form of the internet should be able to help improve learning outcomes through the use of electronic books, but most students prefer watching and other internet uses that do not lead to learning. This was also expressed by the teachers there: regarding learning achievement, it was very poor; most students preferred to play on smartphones for things that were not useful. This socialisation activity also obtained data from 19 students who admitted that so far, internet use has only been used for entertainment, such as playing games, watching videos, listening to music, and building friendship networks on social media. For this reason, it is necessary to introduce e-books to students so that their use of the internet is directed. According to Fahrizandi (2019), digital books have actually been facilitated in the world of education in the form of the Electronic School Book programme, or what we know as BSE, which is suitable for use.

E-books provide a practical and economical option to get books without having to buy them and are easy to carry everywhere, and they hope that with this activity they can study harder without having to be confused about looking for learning resources at school. For this reason, they really appreciate the community service activities carried out by the Diploma 3 Library Study Programme, which has introduced electronic books to them, and they hope that they will be able to apply them for learning.

Next, the second session delivered material related to techniques for accessing e-book links and using Google Books. Through the delivery of techniques for accessing e-books, students not only know the material but also how to use the internet to obtain learning resources in the form of e-books. Participants are given the opportunity to open their respective smartphones following the tutorial given by the presenter to access the e-book link according to the material that has been presented.

The first introduction to information sources in the form of e-books is when students are introduced to the Google Book application. The Google Books application is an application that provides free access and provides various books in electronic form. According to Inah Indakasih (2023) the role of Google Books is as a service that can enable access to sources, find, and read books electronically and online. The steps for using Google Books First, log in to the search engine; second, title and keyword search; third, click title; and fourth, click browse for the desired content.

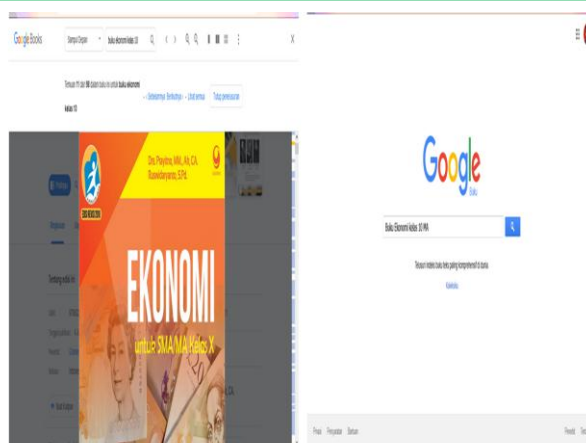


Figure 2. Google Book display

The next introduction to information browsing e-books is the e-book on the Official Portal of the Ministry of Religion of the Republic of Indonesia. The steps that must be taken are: first, enter the search engine; second, enter keywords for the 2019 Digital Madrasah book. Third, click on the appropriate education level (MI, MTs, MA). Fourth, click on the textbook that matches your grade level. This material delivery session still encountered obstacles because introducing portals to students was something that was still unfamiliar to them. The Education Portal actually really helps students to support learning, which can improve students' cognitive, affective, and psychomotor abilities. The Education Portal is not only a tool that is able to disseminate information but is also able to integrate several existing tools to share knowledge, including learning resources in the form of e-books.



Figure 3. Ministry of Religion E-Book Portal

The third introduction to learning resources is the learning resources available on the official portal of the Ministry of Education and Culture of the Republic of Indonesia. The steps that must be taken are: first, enter the Google search engine; second, enter the keywords for the Ministry of Education and Culture Book; third, enter keywords or book titles in the book search

menu; fourth, click Search for Books; and fifth, after the book appears, please click download or click read online. The introduction of these stages really helps students carry them out independently and directly receive guidance from the team. Students immediately carry out experiments by carrying out searches according to the instructions that have been taught.



Figure 4. Ministry of Education and Culture E-Book Portal

Implementing the presentation of the second material in the form of providing training in the form of how to access e-book links, the implementing team still encountered problems because not all students held smartphones, so they needed to look at their seatmates while watching the tutorial given by the presenter. For the rest, the presentation of the material went smoothly. It's just that this is a new experience for all Madrasah Aliyah Miftahul Ulum Sungai Asam students getting internet-related material, so the participants looked nervous when practicing the tutorial material. The Indonesian Ministry of Education and Culture's e-book portal provides book collections that can help students browse and read continuously via applications on smartphones. Research results (Senge, 2023) show that smartphones are used as learning media by students, so they can increase their knowledge because they can add information to what they read. However, smartphones can also have an impact on students' concentration when interacting with each other and can give rise to cheating in answering assignments or questions given by the teacher.

Activity Monitoring and Evaluation Stag

The result of this socialisation is that students gain new knowledge by obtaining electronic learning resources in the form of e-books and accessing official portals that provide e-books. For this reason, students have the opportunity to improve their learning outcomes by utilising digital applications on the internet, so that students' digital literacy skills also increase. The condition of the current generation is in generation Z, where more gadgets are used in activities, including the learning process, so there is a need to instill digital literacy, such as by introducing the use of digital-based learning devices and resources (Hendaryan et al., 2022). The digital concept is the use of the internet and technology that is able to build interaction between users and existing devices (Nani et al., 2023).

Learning resources can help improve student learning outcomes and can attract students to participate in an effective and efficient learning process (Ulfa & Rahmawati, 2024). Based on this socialisation, students are very interested in electronic books rather than printed books, so they are interested in using them. E-books on electronic devices have an easy and fast book search feature (Anwar Us & Mahdayeni, 2019). The results of monitoring and evaluating activities on the number of students who were able to access electronic information sources in the form of e-books before and after the activity took place obtained the following data:

Table 1: Percentage of the Number of Students in Increasing Ability

No	Activity	Access Google Books	Access the Indonesian Ministry of Religion E-Book Portal	Access the Indonesian Ministry of Education and Culture's e-book portal.
1	Before Activities	20% Students	23% Students	22% Students
2	After Activities	95% Students	74 % Students	73% Students

Based on the results of the activity evaluation, there are differences in the percentage of students in their ability to browse e-book information sources on various portals. When accessing e-books by searching via the Google Book search engine, the percentage of students obtained was 95% of a total of 19 students, compared to before taking part in socialisation and training, where only 20% of students were said to be capable. The figure of 95% is very high because accessing e-books is very easy, just through the Google search engine, and all students already know about Google. Meanwhile, for access to the e-book portal of the Indonesian Ministry of Religion, the percentage of students increased by 74% compared to before, and 73% of the number of students increased in their ability to access the e-book portal from the Indonesian Ministry of Education and Culture. This number is not as high as the number of students accessing e-books on Google Books because these two portals have to go through stages to enter and obtain the book in question. So students still encounter difficulties. The difficulty referred to here is determining keywords, entering the level menus, and selecting the right teaching resources. The data above can be used as a basis, and it can be concluded that the socialisation of the use of e-books as a source of independent learning for students at Madrasah Aliyah Miftahul Ulum Sungai Asam has been successful.

COCLUSION

The service activity with the title socialisation to build learning independence through the use of e-books for students at Madrasah Aliyah Miftahul Ulum Sungai Asam really has a knowledge impact so that students can recognise and discover the existence of electronic books (e-books) as a source of independent learning and help them to be more practical and economical. This socialisation has introduced and trained all students to access the official portals for e-books, which consist of the portals of the Indonesian Ministry of Religion and the Indonesian Ministry of Education and Culture, as well as general searches via Google Books. After carrying out this socialisation, students can browse the e-books available on the portal

independently to support the learning process. Through this activity, the percentage of students who are skilled in using e-books has increased. This activity also helps teachers who have difficulty facilitating students to get textbooks. This activity was carried out smoothly by the community service implementation team from the FKIP Untan Library D3 study program. The stated objectives of this programme have been achieved, although they have not been maximised due to limited time for delivering the material and the media used by students. Through this socialisation, it is hoped that students will be motivated to improve their learning achievement through the use of e-books. The next community service recommendation could be to introduce learning technology to increase student interest and learning achievement.

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