

# E-Book Text Description Assisted by Artificial Intelligence (AI) Contains Pancasila Student Profile Dimensions of Global Diversity

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## ABSTRACT

This research focuses on the development of an e-book of description text assisted by artificial intelligence for Indonesian language learning. This research will explore the use of e-books in the context of learning descriptive texts, with the content of Pancasila student profiles and global diversity. This study uses a Research and Development (R&D) research design. The use of R&D research design is because the researcher will develop an e-book of descriptive text assisted by Artificial Intelligence (AI). The results of the research presented in this chapter include 4 things including; (1) the need for an e-book of artificial intelligence (AI) assisted description text containing Pancasila student profiles in the global dimension of diversity, (2) a prototype of an e-book of artificial intelligence (AI) assisted description text containing a profile of Pancasila students in the global dimension of diversity, (3) validation of an e-book of artificial intelligence (AI) assisted description text containing a profile of Pancasila students in the global dimension of diversity, (4) the effectiveness of an e-book of artificial intelligence (AI) assisted description text. Contains the Pancasila Student Profile of the Global Diversity Dimension. recommendations in the form of suggestions to several parties, including for other

researchers can continue to develop e-books of description texts assisted by artificial intelligence (AI) with the content of Pancasila student profiles in the dimension of global diversity. Expanded research and development can improve the quality and benefits of the e-book. Surprise research in the development of descriptive text e-books with more advanced and innovative AI technology to improve the quality of learning. Further research on the effectiveness of e-books in a broader learning context and diversifying students to gain a deeper understanding.

**Keywords:** e-book, description text, artificial intelligence, pancasila student profile, global diversity

## INTRODUCTION

The transition of teaching materials to e-books or digital teaching materials has been going on since the last few years, especially in line with the development of technology and the internet. E-books or electronic books have become popular since the digital era, but the basic idea has been around for a long time. Michael Hart who is considered as the inventor of the e-book launched the Gutenberg project, a project that aimed to digitize books and documents for free in 1971. However, the application of ebooks in education and learning is widely beginning to be seen in line with the development of

digital technology and the internet. This has an impact on the use of digital technology that has had a significant impact on many aspects of life, including Indonesian language learning (Kardika, R. W., Rokhman, F., & Pristiwati, R., 2023).

Learning in the world of education is divided into several fields, one of which is Indonesian language learning. Language learning is necessary so that students are able to express themselves as social beings in community life (Pristiwati et al., 2022). Text-based language learning, Indonesian is taught not only as linguistic knowledge but also as a text that serves as a source of personal development when using it in an academic socio-cultural context. Texts are considered linguistic units that have contextual meaning (Harmaditoyo, 2018) continued by Pristiwati, R., (2019) The potential of contextual learning to develop the life skills of elementary school students is increasingly playing an important role for teachers.

*Artificial Intelligence* in the field of Education as one of the alternatives to the development of digital teaching materials in the industrial revolution has encouraged the integration of technological developments in learning. The use of *artificial intelligence* in learning can increase student engagement. The more rapid technological developments in the world of Education, the more advanced technology can support the learning process in the digital era, one of the popular techniques is *artificial intelligence* (AI). This is important to ensure that students remain motivated and actively involved in the learning process.

The Pancasila Student Profile is the main goal pursued by education movers, in this case the Ministry of Education and Culture as stated in the Regulation of the Ministry of Education and Culture Number 20 of 2020 concerning the Strategic Plan for Education and Culture of the Republic of Indonesia 2020-2024 (Kusumah and Alawiyah, 2021). For junior high school students, this learning is the basis for developing language skills that are associated with the Pancasila student

profile in accordance with the current independent curriculum. The level of thinking ability affects the quality of writing (ying, et. al., 2023). In addition, communication skills are essential when participants are faced with a very diverse world. This is in accordance with the opinion of Zulaeha (2021) who argues that good language skills make it easier for students to adapt to a multicultural environment.

Currently, education in Indonesia implements the independent learning program. There are several requirements in the independent study program, namely (1) requiring the participation of IT (information and communication technology) in the learning process, (2) requiring students to choose the lessons they want to learn based on their talents and interests, and (3) project-based learning to develop *soft skills* and personality according to the profile of Pancasila students. Indirectly, to meet these needs, education actors, in this case teachers, must be able to innovate. One form of innovation is the creation of electronic media that can inspire students to think critically and learn independently (Apriliani, 2023). This is supported by the results of previous research that the use of Interactive ebook teaching materials has a positive and significant effect on student learning outcomes (Suiono, M., 2017).

The participation of IT (information and communication technology) in the learning process is still not optimal, which affects its implementation which has not been fully implemented in Junior High School. Students and teachers in junior high school need additional alternative teaching materials, in learning descriptive texts because the previous texts were inadequate and less interesting. Therefore, the researcher conducted development research for teachers and students of grade VII by using *e-books* as a medium for the development of teaching materials for artificial intelligence-based descriptive text materials that contain profiles of Pancasila students and chose one dimension, namely global diversity because the texts to be compiled relate Indonesian

culture from sabang to marauke.

## **MATERIALS & METHODS**

This study uses a *Research and Development* (R&D) research design. The use of R&D research design is because the researcher will develop an *e-book* of descriptive text assisted by *Artificial Intelligence* (AI). Sugiyono (2016) stated that the *Research and Development* research method is a research method conducted by researchers to create a product and test the effectiveness of the product created. In line with Setyosari (2016) explained that the focus of research and development lies in the design which can be in the form of model design, teaching material design, media product, or process.

The design steps of the R&D research that will be carried out by the researcher using the theory from Sugiyono (2016) which include: (1). Identifying potential and problems, (2). Data collection, (3) product design, (4) design validation, (5). Design revision, (6). Product trial, (7). Product revision, (8). Usage trial, (9). Product revision, (10). Mass Production. Based on these ten steps, this study will only carry out seven stages.

The research data that will be obtained in this study are three; a). The needs of students and educators for e-books to be developed., b). Prototype of an *e-book* of description text assisted by *artificial intelligence* (AI) containing a profile of Pancasila students in the global dimension of diversity., c). The e-book quality assessment score is based on an expert validation test. d). Score the effectiveness of e-book products and test the effectiveness of using *e-books*. The techniques used to obtain data on the need for e-books of description texts assisted by *artificial intelligence* containing Pancasila student profiles of the global diversity dimension for students and teachers are questionnaire techniques, semi-structured interviews, and *focus group discussions* on teachers.

The validation of the prototype of *this e-book* of description text developed was carried out by experts and practitioners. This aims to get assessments and suggestions from experts

regarding the e-books developed, so that the results of the assessment can be used as a consideration to make the *artificial intelligence*-assisted *e-books* that are developed even better. The technique used in this stage is in the form of an expert validation assessment rubric. The validation results of the assessment rubric that have been carried out can then be considered to make improvements to the *e-book* of description text assisted by *artificial intelligence* containing the Pancasila student profile of the global diversity dimension.

Data collection techniques to determine the effectiveness of *the e-book* of description text assisted by *artificial intelligence* containing the profile of Pancasila students in the dimension of global diversity were carried out in the learning process of description text. This aims to find out whether the product developed can optimize the quality of learning descriptive texts in grade VII or not. In conducting this test, the researcher used a *one-group pretest posttest experimental design*. The design consists of one group that takes pretest scores (before being given AI-assisted e-books) and *posttest* scores (after being given AI-assisted e-books).

## **RESULT**

The results of the research presented in this chapter include 4 things including; (1) the need for an e-book of *artificial intelligence* (AI) assisted description text containing the profile of Pancasila students in the global dimension of diversity, (2) a prototype of an e-book of *artificial intelligence* (AI) assisted description text containing the profile of Pancasila students in the global dimension of diversity, (3) validation of e-books of artificial intelligence-assisted description text (AI) containing the profile of Pancasila students in the global dimension of diversity, (4) the effectiveness of the e-book of description text assisted by *artificial intelligence* (AI) containing the profile of Pancasila students in the global dimension of diversity.

The design of the e-book of *artificial intelligence* (AI)-assisted description text

containing the profile of Pancasila students in the global dimension of diversity for grade VII students is prepared based on an independent curriculum with a focus on the dimension / theme of global diversity; archipelago. The specification of the e-book as a product of this research development is a handbook for students that can be used for independent learning. This e-book is designed with the strengthening of the Pancasila student profile; global diversity, so that it is able to increase students' knowledge and understanding of the culture of the archipelago through the texts presented in the e-book. The description of the e-book concept is described in the following table. This Artificial Intelligence (AI)-assisted descriptive text e-book consists of three parts;

the beginning, the body, and the end. The initial section consists of a title page (main cover), an identity-book page, a preface page, instructions for using the e-book, and a table of contents. The content section consists of chapter title pages, materials, questions, and exercises. The final part of the artificial intelligence (AI)-assisted descriptive text e-book consists of a summary, glossary, bibliography, and the identity of the author. Each section in the e-book is interrelated and functions to make it easier for users during the learning process. The concept of product specifications is applied in an e-book using the book creator application with the following structural design.

Design of Artificial Intelligence (AI) Assisted Description Text E-Book Containing Pancasila Student Profile Global Diversity Dimension for Grade VII Students		
The Initial Part	Title Page (Main Cover) Identity-Book Page Preface Page Instructions for using the e-book Table of Contents	Apps used: Book Creator, Canva, bit.ly
Contents	The chapter title page displays learning achievements, illustrations, materials, text, and quotes. The contents of the chapter consist of Learning objectives (TP that will guide all learning activities) Theory Peel (Presentation of material explored through practice activities) Keywords (words that students understand the meaning) Let's Learn! (aperception activities that develop brainstorming activities and predict topics to be studied) Let's listen! (students listen to the reading by voice/video) Let's read! (Students read independently with various teacher-guided strategies) Let's discuss! (students practice discussing and exchanging ideas with friends)	Apps used: Tome/canva, Rytr, Perplexity AI, Steve AI, Quiziz, Google form,
Final Section	Summary Glossary Bibliography Author's Identity	Apps used: Bit.ly, google form



Figure 1. Display of the E-Book Description Text on the Book Creator Application



Figure 2. E-Book Cover Text Description

## DISCUSSION

The use of interactive e-books in learning provides convenience for students to learn independently and in the classroom. Through components such as images, audio, and learning videos, interactive e-books are able to capture students' attention and increase their learning motivation and academic achievement. Thus, interactive e-books have great potential to improve student learning success compared to the use of conventional textbooks. In this increasingly digital era, education needs to continue to adapt to technological developments to provide a more effective and engaging learning experience. E-books have a number of advantages, such as practicality and portability that allow readers to carry multiple e-books in their electronic devices. In addition, e-books are also more environmentally friendly because they do not require the use of paper in their production, and have a longer durability than printed books. Duplication of e-books is also easier and cheaper, and distribution can be done quickly via the internet (Sanjaya, M: 2023)

Oktavia & Harjono (2020) also argues that when studying descriptive texts, what stands out is that students can express what they think in the form of texts that are presented in an interesting way so that they are appreciated by many people. This observation shows that learning descriptive texts is important and must be mastered by students. Furthermore, Nurcahyani (2021) argues that presenting descriptive texts requires two language skills: writing and speaking. Both skills are effective and expressive. Writing and speaking skills can be honed by studying hard and not being afraid to be creative.

Putra (2022) also stated that teachers need to be creative in presenting descriptive texts to increase students' interest in participating in learning activities. Meanwhile, Dayyana et al. (2022) argue that a descriptive text is a text or essay that describes something in detail and as if the reader or listener feels it. In addition, research conducted by Putra (2022) shows that the application of the descriptive text learning process emphasizes more on understanding concepts. The learning outcomes of descriptive texts are

also inconsistent, sometimes increasing and sometimes decreasing. Interview data showed that 58.33% of the descriptive writing results were still vague or chaotic. The item described does not correspond to the actual item and is not detailed. The sentence structure written by students is also always wrong. Students can learn and practice writing descriptive texts with effective reasoning skills by controlling physiological and psychological mechanisms to convey written messages in the form of verbal descriptive skills (Sudarman, et al., 2023).

Thus, the results of descriptive writing are still low, not reaching the minimum criteria for perfection set by the school, which is 70, while 41.67% meet the minimum criteria for perfection. Therefore, the use of this media is still not optimal. Teachers also argue the need for development in learning to write descriptive texts for audiovisual media. The teacher also pointed out that researchers should develop audio-visual aids to learn how to write descriptive texts

*Artificial Intelligence* (AI) as one of the technologies in the Industrial Revolution 4.0 era is very useful to apply. Artificial intelligence (AI) is an artificial intelligence that is a human intellectual model applied to machines to create intelligent machines (Tjahyanti, et al. 2022). In the current era of technological development, technology is used to convey that it is easy to work with and solve human needs. Technological developments are also used in the educational aspect.

The profile of Pancasila students as a character building program that is being promoted by the government is included in the learning process (Uktolseja, et al., 2022) this is also supported by Asmaroini's (2016) research on the importance of applying Pancasila values in education for students in Indonesia in this era of globalization. Pancasila as the ideology of the Indonesian nation which contains principles such as divinity, humanity, unity, democracy, and justice. Efforts to improve the quality of education through the development of the

character of the younger generation have begun to be improved through the upgrading of independent study programs through the competency aspect of the Pancasila course profile. Character formation is one of the elements of the Pancasila learning profile competency. Character education is understood as education that becomes a person's identity with the aim of developing the ability to make decisions in daily life (Puspita & Setyaningtyas, 2022). This is in line with Wijayanti in Maharani (2023) that the strengthening of the Pancasila Student Profile in the Independence Program seeks to improve character education through culture, co-curricular activities, projects and extracurricular activities that are in accordance with Pancasila values. Continued by Arinal & Haryadi (2023) the correlation of the "Freedom of Learning" curriculum with the 21st century learning model in facing the Society 5.0 era. This emphasizes the need for education to adapt to the challenges of technological advances and meet the needs of society.

## CONCLUSION

Based on the results of the research and discussion of the e-book of artificial intelligence (AI)-assisted description text containing the profile of Pancasila students in the global diversity dimension that has been explained in the previous chapter, the following things are concluded.

The need for artificial intelligence (AI)-assisted descriptive text e-books containing profiles of Pancasila students in the global diversity dimension obtained from the results of needs questionnaires, interviews, and documentation studies showed; a) the results of the questionnaire showed that educators and students needed, needed descriptive text e-books based on aspects of content (material), presentation, language, and graphics., b) this was reinforced by the results of interviews that explained that The material used in learning descriptive texts has not met these aspects so that learning outcomes are not achieved optimally., c) This is also proven from the results of the

documentation study on the teaching materials used.

The design of the e-book descriptive text assisted by *artificial intelligence* (AI) containing the profile of Pancasila students in the global diversity dimension was developed into three main parts, namely the beginning, the content, and the end. The initial section consists of a title page (main cover), an identity-book page, a preface page, instructions for using the e-book, and a table of contents. The content section consists of chapter title pages, materials, questions, and exercises. The final part of the artificial intelligence (AI)-assisted descriptive text e-book consists of a summary, glossary, bibliography, and the identity of the author. Each section in the e-book is interrelated and functions to make it easier for users during the learning process. The concept of product specifications is applied in an e-book using *the book creator application*.

The validation test carried out on the design of an *artificial intelligence* (AI)-assisted description text e-book containing a profile of Pancasila students in the global diversity dimension was carried out by three selected experts, namely: a) experts in the field of language learning, b) experts in the field of civic education, c) and experts from users (educators). Based on the results obtained from the three experts, it shows that the artificial intelligence (AI)-assisted description text e-book containing the global diversity dimension of Pancasila student profiles developed received a final score of 95.0 with very good criteria. This shows that an e-book of description text assisted by *artificial intelligence* (AI) containing a profile of Pancasila students in the global dimension of diversity has been developed in accordance with existing studies and needs. The effectiveness test of the e-book description text with *artificial intelligence* (AI) assistance with the profile of Pancasila students in the global diversity dimension was carried out at SMP Negeri 13 Semarang using *one design pretest posttest*. The limited test was carried out for grade VII students

with two meetings. Based on the results of the calculation of the significance value, a paired samples test was carried out with a *sig* value (2-tailed)  $< 0.05$ . The results obtained showed that the e-book of description text assisted by *artificial intelligence* (AI) containing the profile of Pancasila students in the global diversity dimension developed had a significant influence of *sig* (2-tailed)  $< 0.05$ . Thus, the e-book of description text assisted by *artificial intelligence* (AI) containing the profile of Pancasila students in the global dimension of diversity for grade VII students has proven to be effective as a teaching material (*e-book*) in the learning process.

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