

Student and Teacher Responses to Printed Textbooks as Learning Resources for the Indonesian Language in the Digital Learning Era

Mansyur Rohmat Aditya^{1*}, Main Sufanti²

¹ Faculty of Education Sciences, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

² Faculty of Education Sciences, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

Abstract

In the contemporary digital learning landscape, the role of printed textbooks as educational resources remains a topic of interest and scrutiny. This study investigates the perceptions and utilisation of printed textbooks among students and teachers in the context of Indonesian language learning. Through a qualitative approach employing interviews and surveys, the study examines the nuanced attitudes towards printed textbooks amidst the proliferation of digital learning tools. Findings reveal the enduring value attributed to printed textbooks by both students and teachers, despite the advent of digital resources. Moreover, the study sheds light on the specific contexts in which printed textbooks are deemed advantageous or preferable over digital alternatives. This research contributes to a deeper understanding of the evolving dynamics between traditional printed materials and digital learning platforms within contemporary educational settings.

Keywords: Printed textbooks, digital learning, Indonesian language education, student perceptions, teacher attitudes.

Introduction

The utilization of printed textbooks has declined as online learning becomes increasingly prevalent. However, fundamentally, textbooks are closely intertwined with the learning process in schools, from elementary to secondary education. Understanding this topic is crucial for achieving a set of learning objectives. It cannot be denied that not all students and teachers in Indonesia agree with the notion that textbooks are essential. On the other hand, printed textbooks also have the potential to introduce challenges in learning. According to Asri (2017), the presence of textbooks as learning resources can indeed become a source of problems in the learning process. Errors or inaccuracies present in both teacher manuals and student textbooks can occur. Nevertheless, regardless of the learning resource used, it undoubtedly possesses its own advantages that render it beneficial and shortcomings that present challenges.

The latest technological transformation, often referred to as the digital age, has revolutionized every facet of human life, including education (Setiawan, 2017). Post-pandemic education in 2019 has witnessed significant developments, particularly in the utilization of digital media for classroom learning. From teachers delivering instruction to students engaging in learning activities, all are leveraging digital media to facilitate the educational process. Digital literacy skills can be honed through the utilization of various widely accessible learning platforms (Sufanti, et al., 2022). The technological advancements and information proliferation characteristic of the current digital era have engendered a plethora of innovations in teaching and learning materials for students. A tangible shift from conventional to digital approaches in instructional content and learning resources has taken place. For instance, the emergence of digital textbooks stands as one of the noteworthy advancements leveraged in classroom learning processes (Afwan et al., 2020b; Agus Mastrianto, Sariyatun, 2020; Priyatna et al., 2019).

The dependency of teachers on textbooks is not a new phenomenon (Jones Adan Brown, 2011). Sufanti (2003) also found that previously, the utilization of books was not confined to reading through neatly arranged paper sheets for general consumption. With the advancement of technology, books are not only available in paper format but also in digital form that can be stored on devices such as smartphones, laptops, or other devices. The advantages of digital books lie in their ease of storage and minimal risk of damage. Although learning has transitioned to digital media, textbooks essentially remain printed materials that can be utilized to broaden knowledge. Prastowo (2014: 2) asserts that textbooks are teaching materials in printed form structured based on the approach for implementing the current curriculum.

The utilization of printed textbooks serves no other purpose than to support success in learning and the attainment of competencies and learning objectives. This is because instructional materials have been meticulously structured to achieve

* Corresponding author: a310190235@student.ums.ac.id

educational goals. Textbooks serve as both sources and mediums of learning, aimed at fostering the teaching-learning process towards the attainment of predefined learning objectives within respective fields of study (Huda et al., 2021). Printed textbooks seem to be an indispensable component of every learning environment, as stated by Putri, who regards textbooks as guides and directives for both students and teachers in the learning process. By employing well-crafted textbooks, it is anticipated that learning can be directed towards the intended objectives and serve as a source of ideas in instructional delivery (Putri et al., 2019). Furthermore, printed textbooks continue to be utilized even with the implementation of the new curriculum, namely the Merdeka Curriculum. Under this curriculum, printed textbooks are still provided and officially endorsed by the Ministry of Education and Culture, despite the availability of digital textbooks.

The digital era marks a period where every aspect of life, including the learning process, significantly relies on the utilization of digital media (Azis, 2019). Learning media plays a crucial role in determining learning outcomes, and digital learning media is closely associated with Science and Technology (S&T). As stated by Mulyaningsih & Saraswati (2017), the advancement of Science and Technology (S&T) drives the evolution of learning resources and instructional media. In conclusion, the use of digital learning media is capable of stimulating or fostering the development of primary learning resources, particularly textbooks.

The emergence of digital books and the declining interest in reading textbooks in schools have sparked various controversial views. In general, both have their advantages and disadvantages in terms of benefits. One disadvantage of digital books is the widespread increase in unauthorized use cases, particularly concerning digital book piracy (Setiawan et al., 2018). Additionally, numerous publishers have been forced to cease operations due to the challenging endeavor of sustaining textbooks in the educational realm (Alfi & Nawawi, 2022). Health impacts are also considered a negative argument against digital books. Prolonged use of computers or smartphones can contribute to the emergence of computer vision syndrome (Aisah & Setiawan, 2021). On the other hand, textbooks are perceived as outdated and inflexible (Dewi, 2015). The introduction of digital learning is expected to ignite the enthusiasm for learning and evoke positive responses from students living in the digital era.

Response or reaction is an action that occurs as a result of an action or stimulus. According to Rahmat in Rumiris (2019), response can be defined as the outcome or impression that arises from observations of subjects, events, or relationships. This is obtained through information gathering, drawing conclusions, and interpreting received messages. Student response encompasses the social response given by students in reaction to influences or stimuli within themselves originating from the learning situation, such as repetitive actions performed by the teacher during the learning process. Student responses are obtained after they perform or receive something. In this study, student response is examined based on their opinions about textbooks and their interest in digital learning through various methods. Student and teacher responses are crucial in obtaining research results, as students and teachers are the two parties directly involved with learning resources and instructional media.

If the utilization of learning resources is maximized, it will have a positive influence and a significant improvement in student achievement. Halimatus, in her research, stated that student learning achievement is directly proportional to the utilization of learning resources; if the available learning resources can be maximally utilized, the results obtained will also be optimal (Halimatus Sya'diyah, 2020). However, in some cases, textbooks seem to be treated merely as embellishments and not utilized as references in learning, even though Regulation of the Minister of National Education of the Republic of Indonesia No. 11 of 2005 stipulates that textbooks are mandatory references for teachers and students in the learning process (Puspito et al., 2021). With technological advancements, the education sector has also developed technology-based learning resources. This development also indicates a decrease in the use of textbooks over time. For example, students prefer to search for material references on the Internet, while teachers prefer to find available videos online to support classroom learning. However, this is only a superficial observation without in-depth research. It is also possible that Digital Technology is only used as a medium, and there is nothing wrong with using digital media in learning.

Textbooks remain as guidelines, while Digital Media serves as a means to deliver content. However, this notion lacks robustness without research delving into this matter. The multitude of schools in Indonesia makes it a government obligation to ensure equitable distribution in the education sector. This distribution primarily concerns the integration of technology in learning. The use of digital media also aids teachers in their teaching performance. For instance, the creation of electronic modules or E-modules, student achievement reports in the form of E-reports, etc. This is undoubtedly related to or even impacts the use of printed textbooks in learning, often in conjunction with the use of Digital Media.

Previous research on textbooks has been conducted by Blongkod (2022:2138), which indicates that the greater the use of textbooks, the higher the learning outcomes achieved by students compared to the use of digital books. The research was conducted in the context of Social Studies (IPS) learning for junior high school students, highlighting the necessity of supportive materials such as textbooks in every learning session. This is due to the extensive coverage of IPS subjects and to cultivate students' sensitivity to social issues in everyday life (Blongkod et al., 2022). According to the study by Elvia and Achmad (2021), the success level of an educator is typically determined by the success of their students, and success is achieved when their teaching materials meet the required standards. Research by Zenzen Zakiya (2022) states that currently, students face difficulty in understanding fictional narratives, compounded by the challenge of producing digital comics as a learning medium for the Indonesian language. Research on the use of digital media by Muhammad, Tutut, and Muslihati reveals that standalone digital books as alternative teaching materials in the society 5.0 era are deemed valid, effective, practical, and engaging. From the statements of these research studies, it is evident that there has been no

significant development in the educational field regarding student and teacher responses to the use of textbooks. Therefore, further research is needed on the utilization of printed textbooks in learning in this digital era.

Printed textbooks are often utilized by both teachers and students in the learning process. These two parties are the ones who experience and understand the usage and role of printed textbooks in learning that has been ongoing up to the present time. This research is intriguing and essential because its results can directly ascertain the utilization of printed textbooks in learning. By understanding the responses of students and teachers, the obtained results will be more accurate compared to the emerging opinions nowadays, which suggest a decrease in student demand for printed books due to the availability of digital books. Researchers have found cases where students nowadays rarely use printed textbooks, supported by the Merdeka Curriculum policy, which actually provides students with the widest possible freedom to choose learning materials. The Merdeka Curriculum policy states that this curriculum gives students the freedom to choose learning materials, thus students prioritize the use of digital books (Ministry of Education and Culture, 2022). The government provides the Merdeka Mengajar Platform to support learning activities. This educational platform aims to educate and can serve as a supportive tool for teachers in realizing Pancasila Learners (Ministry of Education and Culture, 2022).

Based on the background that has been described, this research was conducted with the aim of describing (a.) teacher responses to the use of textbooks in learning in the digital era (b) student responses to the use of textbooks in learning in the digital era.

Research Method

The research conducted employed an interactive qualitative approach situated at SMA N Karangpandan, precisely in Karangpandan, Karanganyar, Central Java, from January to June 2023. The data for this study encompassed responses from both students and teachers, as well as the learning resources utilized by both parties. The data sources consisted of 30 students from grades X, XI, and XII, three Indonesian language teachers, and learning resources in the form of Indonesian language textbooks or student handbooks from the Ministry of Education and Culture dating back to 2018. Data collection techniques in this study involved observing student activities, followed by interviews conducted with three teachers, and the distribution of Google Forms questionnaires to each class, each comprising 30 students. Data analysis followed four stages: data collection, data reduction, data presentation, and drawing conclusions. Data validation techniques employed triangulation, which involved cross-referencing interview results with students, interviews with teachers, and questionnaires distributed to students.

Results and Discussions

Teacher Responses to Textbook Use

Findings from observations and interviews conducted with teachers indicate that 10th-grade students are utilizing the Merdeka curriculum, e-books as digital learning media, and print books or textbooks from 2013 editions. In the utilization of textbooks, teachers typically employ teaching models that leverage PowerPoint (PPT) presentations, e-books, and printed curriculum 2013 books. The use of monotonous teaching models can lead to students becoming quickly disengaged. In line with relevant research, as noted by Khairina (2020), teachers generally rely solely on traditional tools such as chalkboards, books, worksheets, and regular PowerPoint slides in the teaching process. Students predominantly receive explanations from the teacher, which can result in boredom and monotony in learning. Through the researcher's observations, it was noted that interactive PowerPoint (PPT) presentations are being used by teachers to ensure that students are enthusiastic and engaged in the learning process, thus preventing boredom.

Based on interviews with Indonesian language teachers, it was found that the learning materials used are those handed down from the previous senior class. Grade X students are loaned textbooks or curriculum 2013 packages, as there have been no deliveries of books from the Ministry of Education to Karangpandan Public High School under the Merdeka curriculum. According to the teachers, the shortcomings of the Ministry of Education's published textbooks lie in their limited coverage of the subject matter. The primary advantage of government-issued textbooks is the direct inclusion of core material; however, their drawback is the need for additional references to gain a more detailed understanding of the learning material. According to an Indonesian language teacher for Grade X, not everything is created perfectly; sometimes things may appear comprehensive but have deficiencies, as is the case with these textbooks. Nevertheless, both teachers and students can utilize other learning resources. The more learning resources students acquire, the broader their knowledge base becomes. In terms of critical thinking, students' ability to discern between good and the best options is honed. According to relevant research by Asfi (2013), if students have access to a wealth of educational information from the internet, it stimulates their intrinsic motivation to learn, resulting in improved academic performance.

In honing their abilities, teachers assign tasks to students, but according to teachers' accounts, students prefer to search for answers through Google because the references they obtain are more comprehensive. As one teacher disclosed, we do not entirely prohibit students from using smartphones during learning activities, as some materials may indeed be

incomplete, prompting them to seek additional references through their smartphones. The use of the internet does have positive implications for students in expanding their knowledge base. However, it cannot be denied that the internet also has negative repercussions, as students often rely on it when they encounter difficulties in finding answers. Instead of reading textbooks and comprehending what has been taught by the teacher, students tend to resort to the internet without consulting their books (Fauzi, 2020). According to teachers, Government Regulation No. 8 of 2016 regarding the use of books by educational institutions stipulates that the purpose of using textbook packages is for students to augment their knowledge by studying the materials provided in the borrowed textbook packages.

In the realm of teaching and learning, teachers typically rely on textbooks. The rationale behind the selection of these textbooks is rooted in their pivotal role in guiding the learning process, ensuring that students can achieve the intended learning outcomes. Moreover, the textbooks used can also cater to the specific learning interests of students, thereby enriching the learning experience. Serving as foundational learning resources, textbooks also embody the uniformity of education in Indonesia, facilitating the comprehension of new learning materials.

Books play an indispensable role as primary guiding tools in education and are integral to the learning process. They are considered the primary reference in schools, structured from a national perspective, and contain learning resources that contribute to the development of students' morality, personality, scientific and technological intelligence, sensitivity, as well as their physical and health potential. This is stipulated in Ministerial Regulation No. 11 of 2005. Additionally, textbooks serve as crucial tools in assessing students' progress during the teaching and learning process, as they present a diverse array of knowledge and information (Sekarinasih, 2018).

Teachers also allow students to use their mobile phones or the internet to search for materials during specific hours. In Indonesian language learning, students are often encouraged by teachers to watch instructional drama videos, whether from YouTube or videos produced by their alumni or senior peers. The advantage of digital media is that it introduces new models that students have not previously encountered, thus increasing their interest. However, the negative impact of digital media, particularly mobile phone usage, is that students often misuse them. Consequently, teachers need to exert additional effort to educate students on controlling their phone usage. In Indonesian language learning, some teachers also assign tasks that challenge students to sharpen their cognitive skills, such as crafting anecdotal texts, which they then write in their books for evaluation. The conclusion drawn from this interview is that while fundamental theories are often grounded in textbooks, their implementation frequently involves the use of alternative media.

The learning of the Indonesian language is highly sought after by students. They perceive Indonesian as easy to understand due to its status as the national language. The national language, which refers to the Indonesian language, is mandated for use throughout the country, even in its remotest regions (Purnamasari, 2023).

Indeed, the Indonesian language is utilized in the realm of knowledge; however, its functions, as outlined in the Republic of Indonesia Law No. 24 of 2009 concerning the National Flag, Language, State Emblem, and National Anthem (Hudaa, 2017), extend beyond mere academic discourse. The implementation of this law aims to instil in students a love for their nation and the Indonesian language as their unifying language. While Indonesian is spoken orally by students on a daily basis, it is equally important to teach it theoretically to ensure that students do not misuse it in society. Teaching Indonesian language through Indonesian language learning materials can be effectively supported by textbooks, and these textual resources are efficiently utilized by students. Effective teaching practices have been implemented at Karangpandan Public High School, as echoed by the testimony of teachers during interviews. They emphasized that the efficiency of engaging teaching materials captivates students and ignites their enthusiasm for learning, consequently enhancing their academic performance.

Thus, from the teachers' responses regarding the use of textbooks in digital-era learning, there are no issues, and they agree because both models of books have their respective benefits. Relevant research from this study highlights the benefits of printed textbooks. However, despite their benefits, textbooks also have several drawbacks that could potentially hinder the achievement of learning objectives. The printing process for textbooks can take days to months, and printing coloured images often incurs high costs. Difficulty in presenting motion on printed media pages is also a constraint. Moreover, presenting too much information can dampen interest and cause boredom for readers. Maintenance issues arise as well, as printed media are susceptible to damage, loss, or even destruction. Additionally, textbooks have considerable weight, making them difficult to carry in bags. In some materials, using textbooks even requires additional visual aids for better understanding (Gea, 2022). This aligns with the teachers' statements that some students receive inadequate printed books, such as unclear images or illustrations, faint text, and so forth.

The Students' Responses to the Use of Textbooks

The Use of Printed textbooks

The survey results indicate that the majority of students agree with statements regarding the use of printed textbooks as the primary guide or main source of learning in every lesson. Students perceive the use of printed textbooks as this primary guide to be highly beneficial, particularly in the context of the Merdeka curriculum. By adopting printed textbooks as their guide in learning, students feel directed in developing the material through their creativity. Thus, even though students are

granted the freedom to choose their individual learning interests, they remain guided and able to achieve the predetermined learning objectives outlined in the printed textbooks.

From observations in classrooms, it is evident that printed textbooks are present on every student's desk. Not only are they placed on the desks, but these textbooks are also actively utilized for comprehending materials, completing assignments, engaging in discussions, and more. This indicates that printed textbooks indeed remain a primary source of learning.

Students report that in every learning session, they predominantly rely on printed textbooks to seek core materials. The encouragement from teachers also influences students' use of printed textbooks. When teachers prompt students to read or seek explanations by referring to textbooks, students follow suit. In one statement, they agree that they consider the textbooks they have as the primary source in learning and completing assignments given by teachers. Even when receiving assignments from teachers, they prioritize finding answers and materials in the textbooks they possess before resorting to other learning resources.

Some teachers also permit students to use smartphones during lessons. At times, some students opt to immediately use their smartphones to assist with assignments instead of first reading the provided printed textbooks. However, students mention that in every lesson, they are asked to read the provided printed textbooks first. This indicates that teachers have maximized the use of printed textbooks, but students feel there are other options for understanding materials that they perceive as easier and time-saving.

Understanding the Material in Printed Textbooks

The results of the student survey indicate that 80% of students agree that they are capable of understanding the learning materials solely through printed textbooks. The textbook used by students for the Indonesian language subject is the "Buku Bahasa Indonesia" published by the Ministry of Education and Culture in 2018, which follows the 2013 curriculum. This book is utilized by both teachers and students in the 12th grade, as they are still operating under the 2013 curriculum. Therefore, they feel that they can still comprehend the materials with the assistance of this textbook.

In some situations, however, they express a different sentiment. When tasked with completing assignments provided by teachers using only the printed textbooks provided, they admit to still encountering difficulties. Students say that if given the opportunity to search for materials from other sources such as the internet, they tend to utilize it. They feel aided and can save time in completing assignments.

The survey results regarding students' understanding of material in printed textbooks are corroborated by an interview with one of the students. The student states that they can comprehend the material in printed textbooks. However, when faced with assignments, discussions, or problem-solving tasks, they find it challenging if they rely solely on printed textbooks. On the other hand, they admit to being able to understand the material in the textbooks, but for further development and to reinforce their answers, they need to seek additional references outside the printed textbooks. The student also mentions that if they find the answers in the printed textbooks insufficient, they search for supporting answers through articles available on the internet. During discussions, they delegate tasks to group members to gather references from different sources to ensure that the discussion outcomes are diverse and not monotonous when presented in front of the class.

Students' Interest in Printed Textbooks

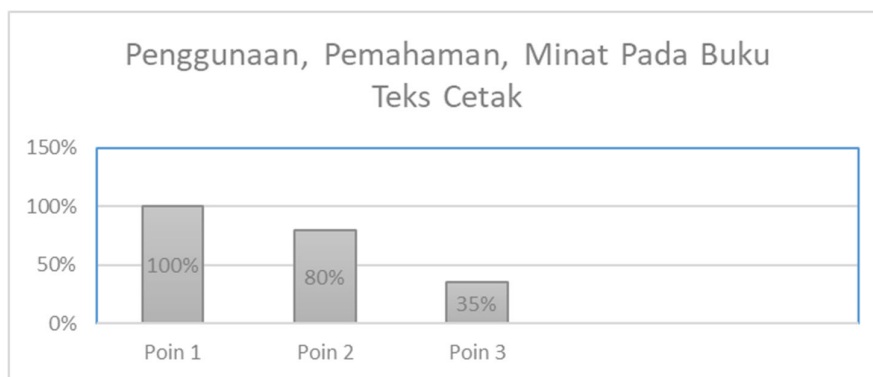
In one statement, students acknowledge that printed textbooks are no longer the prime choice in learning, even though they still use them and can understand the material within. However, with the availability of digital media and other digital learning resources, they are always interested and eager to incorporate them into every learning session. In an interview with one student, they mentioned that if the use of printed textbooks is limited to mere reading and discussion material without involving other media or learning resources, they would feel bored. This feeling of boredom also affects learning outcomes and students' interest in printed textbooks.

Students express that they always hope to receive material in textbooks not just through direct reading but also via digital media. This undoubtedly relates to how teachers deliver the material. In one statement, they disagree with the notion that they prefer learning solely using printed textbooks compared to using digital-era learning media such as e-books, the internet, PowerPoint, and so on.

From the researcher's observations in classrooms, many students are found to have smartphones placed on their desks. In fact, almost all students place their printed textbooks alongside their smartphones. It's also common to see students using phone stands or holders for their smartphones. This indicates that the use of printed textbooks alongside smartphones has become a normal and common occurrence in the eyes of both teachers and students.

This is also due to the policy of teachers permitting students to use smartphones during learning sessions. In one statement, the majority of students indicate that they are allowed to seek references through other learning sources and media. Although teachers do not directly instruct them to search for materials using their smartphones, and despite the availability of other references such as books in the school library, students prefer to use smartphones to seek references beyond printed textbooks.

The results of the findings above can be summarized and displayed in diagram form as follows.:



From the three predominant points gleaned from findings concerning the utilization of printed textbooks, several conclusions can be drawn. Firstly, the employment of printed textbooks in learning can be deemed as still prevalent. Research by Hellisa (2020) also corroborates this assertion. Textbooks, as one of the common learning resources and instructional materials utilized in the learning process, play a dual role as instructional materials and learning resources for learners who still adhere to conventional approaches. Despite their long-standing use, textbooks have yet to fully optimise their contribution to learning. From this research outcome, it is evident that students still prioritise the use of printed textbooks before seeking references outside of them. However, when students are given the freedom to choose learning resources, this will influence the use of printed textbooks. With the existence of other learning resources perceived as more efficient by students, they tend to opt for alternative learning resources. When deficiencies are perceived in the content of the provided printed textbooks, the step taken is to seek references from other sources.

Students' understanding of the material in printed textbooks is still deficient, particularly if learning solely involves direct reading of the printed textbooks or students receiving material through teacher lectures. Although students claim to comprehend the material solely through printed textbooks, they admit to facing difficulties when confronted with assignments or discussions. This implies that understanding the material also requires the assistance of other learning sources and media, especially given the advancements in digital-era learning. Additionally, the role of the teacher significantly influences the understanding of material in printed textbooks, depending on how the teacher presents the material. The findings of this research align with those of Ayu S (2021), indicating that a challenge faced in the field is the lack of teacher understanding of innovative learning media that are appropriate for the learning material. This understanding is crucial as media plays a role in creating an enjoyable learning atmosphere and ensuring that learners are optimally engaged in the teaching-learning process.

The interest of students in printed textbooks ultimately reflects its actual outcome. When students are presented solely with printed textbooks, they tend to perceive the positive aspects of this learning resource. However, when compared to other digital-based learning resources, students prefer digital media. This includes textbooks in digital form, commonly referred to as e-books. It is inevitable that education needs to undergo development and innovation in line with the evolving needs. This aligns with research on learning adaptation, which asserts that education must adapt to the current digital era by developing innovative learning media. This adaptation is necessary to enhance the motivation and learning outcomes of students across all subjects.

Conclusion

After conducting data analysis from the research findings, the conclusions drawn from this study are as follows: Firstly, the initial finding indicates that all students at SMA N Karangpandan utilize textbooks during Indonesian language learning sessions as well as other subjects. Data gathered from interviews and observations reveal that 10th-grade students use the Merdeka curriculum, e-books as digital learning media, and printed textbooks or package books which are aligned with the 2013 curriculum. Regarding the use of textbooks, teachers typically employ a teaching model that integrates PowerPoint presentations, e-books, and printed books following the 2013 curriculum. The research findings indicate that teachers' response to the use of textbooks in digital-era learning poses no significant issues. Teachers agree and still regard printed textbooks as the primary learning resource but not the sole one.

The results of observations and interviews indicate that the majority of students at SMA N Karangpandan still rely on printed textbooks as their primary learning resource. However, challenges in understanding the material from printed textbooks stem from the presentation of the content and the limitations experienced by students. Interest in printed textbooks has also declined due to the influence of digital media, which has been given prominence in the learning environment. It is important to restrict the use of other media to ensure that printed textbooks remain maximally utilized. Enhancing students' ability to learn using printed textbooks can be achieved by presenting the material in printed textbooks with engaging digital media. This approach will positively impact students' reception of the material and alleviate boredom associated with learning solely through printed textbooks.

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