

THE IMPACT OF DIGITAL POCKETBOOK IN CIVIL LAW COURSE TO IMPROVE STUDENT LEARNING INDEPENDENCE

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Abstract: *The aim of this study is to analyze how using a digital pocketbook can enhance students' learning independence in civil law classes. Understanding the laws controlling the legal relationships between people/individuals and legal entities is possible through civil law courses offered by the Pancasila and Civic Education Departments. This study employed a descriptive quantitative methodology. Fifth-semester Universitas Negeri Medan civic education students served as the research subjects. Observation, interviews, and documentation were used to gather the data; data reduction involved choosing, focusing on, and simplifying the data; data display involved presenting the data in a table and figure; and conclusion involved providing meaning, confirming, and verifying the data. The outcomes demonstrated that utilizing the digital pocketbook effectively increased student learning independence. The average student questionnaire response rate for Digital Pocketbook in civil law courses is 84.58%. Thus, it could be concluded that learning independence is impacted by digital pocketbooks, using digital pocketbooks in civil law classes can help students become more independent learners.*

Keywords: *Digital Pocketbook, Student Learning Independence, Civil Law course*

Abstrak: Tujuan dari penelitian ini adalah untuk menganalisis bagaimana penggunaan buku saku digital dapat meningkatkan kemandirian belajar siswa pada mata kuliah hukum perdata. Memahami hukum-hukum yang mengatur hubungan hukum antara orang/perseorangan dan badan hukum dapat dilakukan melalui mata kuliah hukum perdata yang ditawarkan oleh Departemen Pendidikan Pancasila dan Kewarganegaraan. Penelitian ini menggunakan metodologi deskriptif kuantitatif. Mahasiswa pendidikan kewarganegaraan Universitas Negeri Medan semester lima dijadikan sebagai subjek penelitian. Observasi, wawancara, dan dokumentasi digunakan untuk mengumpulkan data; reduksi data melibatkan pemilihan, pemfokusan, dan penyederhanaan data; tampilan data melibatkan penyajian data dalam tabel dan gambar; dan kesimpulan melibatkan pemberian makna, konfirmasi, dan verifikasi data. Hasil penelitian menunjukkan bahwa pemanfaatan buku saku digital efektif meningkatkan kemandirian belajar siswa. Rata-rata respon angket mahasiswa Buku Saku Digital pada mata kuliah hukum perdata adalah 84,58%. Dengan demikian dapat disimpulkan bahwa kemandirian belajar dipengaruhi oleh buku saku digital, penggunaan buku saku digital pada mata kuliah hukum perdata dapat membantu siswa menjadi pembelajar yang lebih mandiri.

Kata Kunci: Buku Saku Digital, Kemandirian Belajar Mahasiswa, Mata Kuliah Hukum Perdata



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INTRODUCTION

The digital era and the Industrial Revolution 5.0 demand continuous changes in the learning process. Meanwhile, that process is an important aspect of education (Sayekti et al., 2019). Law No. 20 of 2003 concerning the National Education System states that National education goals are "The development of the potential of students to become human beings who believe and fear God Almighty and become citizens who democratic and responsible. The purpose of this education is the main objective in efforts to improve the quality of human resources A better Indonesia in terms of spiritual, cognitive, affective, emotional, social, and independence which is a form of national personality with character. The effectiveness of creating graduates with a global perspective, national dedication, professionalism, innovation, and religiosity can be influenced by a variety of factors. Through learning, one can acquire these skills. The learning objectives can be taken into consideration while selecting a model, technique, strategy, or learning approach. Using instructional materials to enhance learning is one of them. Proper facilitation of the learning process is essential for the proper development of students' soft skills and cognitive capacities by teachers or lecturers.

One of the many skills that need to be developed to raise the caliber of graduates is the capacity for independent learning. Learning results are affected by student independence. Self-sufficient learners will possess the ability to locate information or expertise and resolve issues (Khairunnisa, Y. et al, 2019). According to Nurfadilah, S. and Hakim, D.L. (2019), autonomous learning is a method of independent learning that is based on discipline in terms of time, energy, and cost according to individual situations. Students can complete learning tasks following their interests, talents, learning styles, and pace when they learn independently (Mulyono.D, 2017). Independent learning is defined as learning that students do on their initiative by setting their objectives, using the resources they select, choosing their courses, and completing tasks to get there. Stated differently, students possess the autonomy to organize their learning approaches, select their resources, and execute them. Higher levels of learning independence will lead to greater success than lower levels. When learning via an online system, a high level of learning freedom is required. If teaching and learning activities are conducted in a varied manner, using a range of models and interactive learning media, then interest and independence in learning will increase and be sustained (Sumbawati, M., S., et al.2020). The benefit of independence is that it allows children to develop a good perception of intelligence through independent study (Yamin, M., 2008).

The aim of this study is to analyze The Impact of the Digital Pocketbook to Improve Student Learning Independence in civil law courses. Civil law courses at the Pancasila and Civic Education Department provide an understanding of the laws governing legal relations between people/individuals and legal entities. This course examines not only the rules regarding Civil Law in Indonesia but also to find out about

the history of the birth of Civil Law in the Dutch Colonial era known as *Burgerlijk Wetboek* (BW). Includes: legal definition, civil private law, division of fields of civil law, the law concerning persons, contract law, inheritance, expiration, and proof. Civil law courses are courses that will continue with procedural law courses. Students who do not understand civil law material will experience difficulties in procedural law courses in the following semester. This study is more focused on looking at the effect of using previously designed civil law digital pocketbooks to help students become competent in the 21st century, one of which is with self-directed learning skills or independent learners in the digital world.

In essence, a book is a collection of papers in which there are writings or pictures, as well as digital books which contain a collection of texts or images displayed on a computer screen. However, digital pocketbooks are a combination of ordinary (printed) pocketbooks and digital books, which are displayed on a digital device and are easy to carry anywhere (Hermawan & Ekohardi, 2019). Digital pocketbooks do not require a large storage capacity and are usually in pdf format which can be opened with an Acrobat Reader program or the like as well as the format which can be opened by browsing (Atmadja, et al, 2015; Khumaidi, A., & Sucahyo, I., 2018).

METHOD

This study used a descriptive quantitative methodology. Fifth-semester Universitas Negeri Medan civic education students served as the research subjects. Purposive sampling was used in this study to select a sample from all of the respondents of civic education students. A questionnaire comprising statements and a Likert scale as an option serves as the research tool. Researchers take advantage of Sugiyono's (2011) principles, which state that "respondents' perceptions improve with a higher percentage of respondents." Observation, interviews, and documentation were used to gather the data; data reduction involved choosing, focusing on, and simplifying the data; data display involved presenting the data in a table and figure; and conclusion involved providing meaning, confirming, and verifying the data.

RESULTS

The requirement for independence comes from not having to submit to outside authority. Among these demands are the ability to make decisions, depend on oneself, and accomplish objectives without outside assistance (Mulyadi, 2016). Learning independence can be understood as a type of self-awareness that emerges from the desire to take in information, organize it, and make connections between disparate pieces of knowledge. To ascertain the degree of independence in student learning, consideration must be given to the average of the following general factors: 1) Self-sufficiency; 2) Self-assurance; 3) Self-discipline; 4) Self-awareness; 5) Self-initiative; and 6) Self-control (Hidayati & Listyani, 2010).

The four indicators in this study were self-confidence, initiative, responsibility, and motivation. The results of the independent learning questionnaire that students in Civil Law courses using Digital Pocketbook completed are based on the analysis of the student's independent learning. The outcome is displayed in Table 1 below.

Table 1. Students' Independent Learning

NO	INDICATOR CLASSIFICATION IN INDEPENDENCE LEARNING	AVERAGE VALUE
1	Self-Confidence	82.34
2	Initiative	85.00
3	Responsibility	84.27
4	Motivation	86.71
TOTAL AVERAGE		84.58

Based on the table above the score data from the calculation of the indicators are as follows: The aspect of the self-confidence indicator is 80.34, while for the initiative indicator, it is 85.00 while the sense of responsibility is 84.27 and motivation is 86.71. More details can be seen in the following graph:

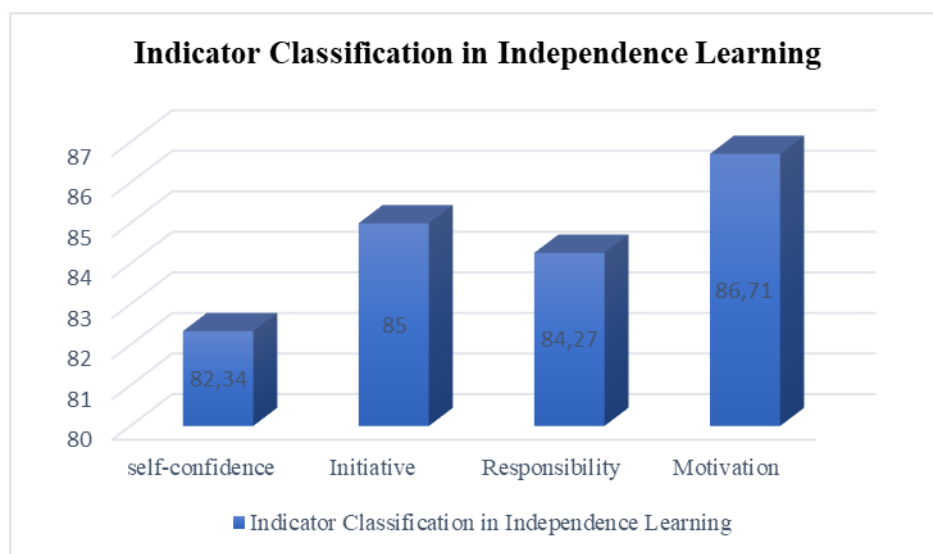


Figure 1. Students' Independent Learning Chart

The overall average value is interpreted as having a very high value based on the average value of learning independence. The category, specifically: 0-20 with category extremely low, 21-40 low, 41-60 average, 60-80 high, and 81-100 very high, is referred to in the analysis of the data above. Based on the average student questionnaire responses, Digital Pocketbook has received good feedback on 84.58% of the 25 items that were asked of the students. This demonstrates how using digital pocketbooks can help students become more independent learners. Since they come with learning instructions that tell students how to follow the learning stages in the digital pocketbook, digital pocketbooks are a very

suitable tool for use as learning media that can foster student learning independence.

DISCUSSION

The utilization of information technology can maximize the process of learning, one of which is by utilizing learning media. The use of media in the learning process can make it easier to explain materials that are abstract and difficult for students to understand. Additionally, the use of Media can reduce students' boredom in participating in the learning process because the media not only presents information in text form but also can present material in another, more interesting form.

The pocketbook is an imitation of a small module that is practical to carry and use its use. Teaching materials in the form of pocketbooks can be used as alternative innovative and interesting teaching materials. Learning media in the form of digital pocketbooks can make things easier for students to access anywhere and anytime, it is not easily damaged due to in software form rather than hardware and saves space because it doesn't require much storage space. then also contains information in the form of narrative, video, and audio, and is more easily accessible anywhere and anytime.

The primary reason why digital pocketbooks work so well is that they include links that make it simpler for students to download and save files to their laptops, tablets, or mobile devices. Additionally, digital notebooks can be outfitted with animation and movement graphics to produce a fresh, engaging learning environment that shows vibrant colors and images and offers additional clarifications on legal content connected to YouTube videos, among other things. There are various phases in which digital pocketbooks might enhance learning freedom. Digital pocketbooks must first pass validation conducted by subject-matter specialists before moving on to the deployment step. One way to deliver autonomous learning materials is through digital pocketbooks, which are organized into specific learning units and then presented in digital format. Its learning activities are typically linked together to serve as a navigational aid that encourages pupils to interact with the software more. It is additionally furnished with animation, music, and video to enhance the educational process.

problems that are formed with the competence and knowledge they already have.

The results of the study showed that utilizing the digital pocketbook effectively increased student learning freedom. The average student questionnaire response rate for Digital Pocketbook in civil law courses is 84.58%. Other research results have developed a book that can be used as a guidebook that has an ISBN so that it can be widely used by the public. The multimedia assessment guide book product produced is in the form of a printed book that has a variety of colors; physical appearance; design text, images and charts according to the characteristics of students and validators. The results of the media expert's assessment of the guidebook were categorized as very appropriate (Sungkono, et al, 2022)

This demonstrates how using digital pocketbooks in civil law classes can help students become more independent learners. One element that is crucial to the process of learning activities is independent learning. Every student needs independent learning, according to Astuti (2016), to develop their capacity for self-discipline and to learn new skills on their own. Whether or not to combine independent learning with student activity to enhance the learning process depends greatly on the circumstances at hand. Every student should have these diverse attitudes as part of what it means to be a grown-up, educated person.

Pocketbooks are designed to be useful tools that help students comprehend the topic and help them become more independent learners by giving them access to knowledge about the subject matter in a one-way fashion. Self-efficacy, self-choice, and self-responsibility in learning are the main forces behind independent learning. When students take the initiative and complete assignments without assistance from teachers or other individuals, they are considered independent. Accordingly, a person's independence will be demonstrated by their high level of confidence in these endeavors and their ability to solve issues or conquer barriers on their own. Since independent learning encourages students to participate in their education, it is unquestionably essential to the educational system. The occasions that are changing, along with it, are more advanced technological advancements. As a result, educators must be flexible in responding to changes in the conditions of the learning process.

This is further evidenced by the fact that students have greater access to smartphones and other technology than they do to traditional educational materials like textbooks. The issue at hand is that for learning to continue being effective, students now need to practice their independence in the classroom since the method has changed from in-person instruction to online instruction. Independent learning, in the words of Mulyaningsih (2014), is learning a process that necessitates a student's independence to learn. It is not learning independently. The term "independent learning" also refers to learning activities that people carry out on their initiative, independently of others, and with the use of various required learning materials to advance their knowledge and abilities. Acquiring independence can also be highly helpful for people in solving challenges based on their prior skills and knowledge.

CONCLUSION

The following are the indicators based on the data score obtained from the calculation: The indicators for self-confidence, initiative, sense of responsibility, and motivation are 80.34, 85.00, 84.27, and 86.71, respectively. The outcomes demonstrated that utilizing the digital pocketbook effectively increased student learning freedom. The average student questionnaire response rate for Digital Pocketbook in civil law courses is 84.58%. Thus, it could be concluded that learning independence is impacted by digital pocketbooks, using digital pocketbooks in civil law classes can help students become more independent learners.

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