

Enhancing Learning Experience: A Study of Students' Needs for Pocket Books in the Digital Era

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ABSTRACT

Background: religious values play a crucial role in shaping the character and morals of students, and understanding the views of lecturers regarding this matter can provide profound insights to enhance higher education. *Aim:* Analyzing lecturers' perceptions regarding Islamic values entails focusing on their awareness levels, integration of religious values into the curriculum, the role of lecturers in shaping character, institutional support, and the influence of understanding Islamic values on students' morality. *Method:* This research employed a survey method involving 60 lecturers as respondents. The survey comprised structured questions covering the importance level of Islamic values, their integration into the curriculum, the role of lecturers, institutional support, and perspectives regarding the influence of Islamic values on students. *Results and Discussion:* The survey results indicate that a majority of the lecturers are aware of the significance of Islamic values (91.6%), and most of them (80%) feel that these values are sufficiently integrated into the curriculum. There is substantial support for the role of lecturers in shaping Islamic character (88.4%), and a significant portion of the lecturers (78.3%) feel they receive adequate institutional support. Overall, the results reflect a positive outlook from the lecturers regarding Islamic values. *Conclusion:* This research highlights the importance of supporting lecturers in strengthening their role as character-forming agents and emphasizes the necessity of integrating religious values into higher education curricula. The implications of these findings can assist in designing policies and more holistic educational strategies, fostering an educational environment focused on the development of student character and morality.

Keywords: Learning Experience, Student Needs, Handbook/Reference Books, Digital Era



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INTRODUCTION

The handbook has been found to be an effective learning resource in higher education. Handbooks are considered practical, portable, and can be used anytime and anywhere (Saphira et al., 2023). Several studies have focused on the development and implementation of handbooks across various subjects. For instance, one study developed an electronic handbook for Physics learning, which improved students' learning outcomes and sparked their interest (Hasan et al., 2020). Another study developed a mind-mapping-based handbook for an introductory Economics course, which was found to be highly suitable and effective in terms of content, language, and presentation (Bintoro et al., 2022). Furthermore, handbooks have been utilized to enhance early reading skills in elementary school students, yielding positive results in terms of suitability and effectiveness (Mulholland & Bates, 2014). These findings highlight the potential of handbooks as practical and effective learning resources in higher education.

The development of technology has both positive and negative impacts on learning. On the positive side, technology has made classroom collaboration more efficient, expanded students' academic horizons, and facilitated distance learning through the Internet (Mdhlalose & Mlambo, 2023). It also makes the delivery of learning material more engaging and increases students' interest in learning. Additionally, technology has facilitated interactive and flexible learning experiences and assessments through the use of digital media and the Internet. Moreover, technology-supported learning has been found to have a positive impact on students' learning outcomes and attitudes. On the negative side, technology can lead to distractions and excessive usage that can negatively impact students' health. Overall, technological advancements in education have the potential to enhance the teaching-learning process and improve learning outcomes. Innovation in the design and development of handbooks in the digital era is driven by the need to meet the evolving demands

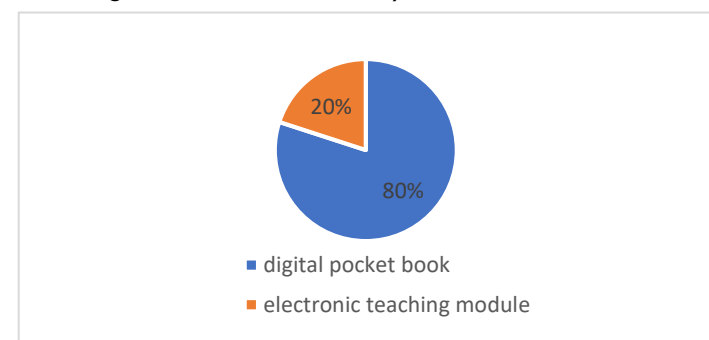
of students and educators in the 21st century (Pasaribu & Ramalisa, 2022). The advancement of technology, particularly in digitalization and connectivity, has had a significant impact on higher education. The introduction of mobile devices, online learning platforms, and easy access to information via the internet has transformed the way students learn. This article will outline how these changes affect the learning paradigm in universities, creating new needs and opportunities for innovation in the utilization of learning resources, including handbooks.

With the changing learning paradigm, the design and development of handbooks need to innovate to remain relevant and effective. This article will explain innovative trends in handbook design that align with the digital era, such as multimedia integration, interactivity, and content personalization. The discussion will encompass the application of cutting-edge technology to enhance student's learning experiences and facilitate better comprehension of the materials.

The relationship between students' needs and the use of handbooks has been evidenced in several studies. Handbooks are suitable as a learning resource and effective in enhancing early reading abilities in students (Bintoro et al., 2022). Factors such as learning preferences, level of accessibility, and expectations regarding learning resources will be explained to establish a clear relationship between student needs and the effectiveness of using handbooks. This discussion will provide insights into how handbook designs can be adapted to meet specific needs and support the achievement of students' learning objectives. Therefore, it is essential to examine the Student Needs for Handbooks in the Digital Era.

METHOD

This is a descriptive exploratory study involving 82 students from the Faculty of Teacher Training and Education (FKIP) at Al Washliyah University. Research data was obtained through data collection activities and the completion of questionnaires regarding the desired handbooks. The data collection activities were conducted to analyze the handbooks to be used. Observation sheets were used as an instrument in this research (Hapsari & Paidi, 2019). In the study, the instrument was provided through a Google Form. The gathered data from the Google Form was then analyzed and described. The



obtained results revealed that students indeed require handbooks in the digital era.

RESULTS AND DISCUSSION

Results

Based on the survey results conducted among students, which depict the students' needs for handbooks in the digital era, can be seen in the diagram below.

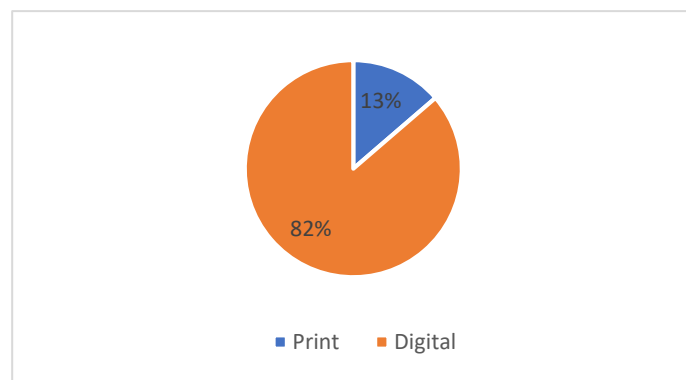


Diagram 1. The percentage of students who prefer digital handbooks

From the aforementioned diagram, we have gathered data indicating a higher preference among students for digital materials in their academic pursuits compared to printed learning materials, as stated (Paek & Fulton, 2021), Digital handbooks allow for easy organization and retrieval of information, making it convenient for students

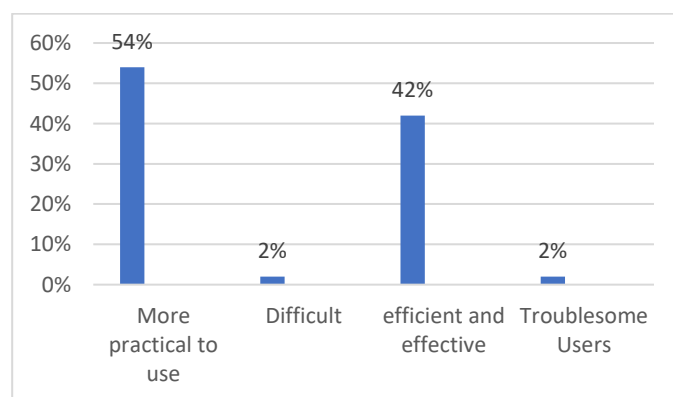


Diagram 2. The percentage of reasons why students prefer handbooks

From the second diagram above, the percentage of reasons why students prefer digital handbooks includes the convenience aspect at 54% and the efficiency and effectiveness aspect at 42%. Furthermore, the questionnaire survey asked whether they prefer using electronic teaching modules or digital handbooks, as shown in diagram 3 below.

Diagram 3. The students choose the type of teaching materials they need

Digital handbooks have been developed as learning resources for students, including both school students and university students (Nurfritri et al., 2022). Handbooks are designed to provide practical and engaging resources for self-learning. They contain various features such as concise materials, instructional videos, sample questions, and interactive assessments. The

effectiveness of digital handbooks has been demonstrated in various studies, indicating an improvement in student learning outcomes. They have been found to enhance students' resilience to disasters, increase academic motivation and literacy skills, as well as capture students' interest. Overall, digital handbooks offer practical and advanced solutions to learning challenges, providing students with accessible and engaging learning resources.

In the above Diagram 3, the information indicates that students prefer using digital handbooks more for their academic activities compared to electronic teaching modules.

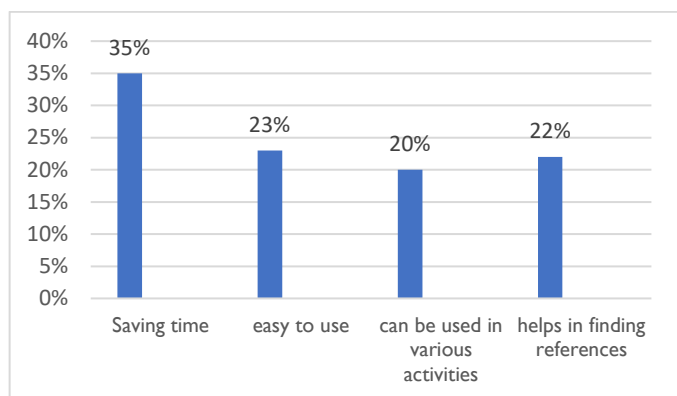


Diagram 4. Reasons for Choosing Digital Handbooks

From the above diagram, it is evident that the percentage breakdown of reasons why students choose digital handbooks includes saving time at 35%, ease of use at 23%, ease in following academic activities at 20%, and assistance in reference searching at 22%.

Discussion

Based on the findings from the survey they completed, it can be observed that students require digital handbooks for their academic activities compared to other teaching materials.

Out of a total of 82 participants, a significant majority of 82% expressed a preference for digital handbooks. The reasons behind this preference are the convenience they experience, as reported by 54% of respondents, along with the efficiency and effectiveness they perceive, as noted by 42%. When it comes to the specific form of teaching materials chosen by participants to support Digital Learning activities, 80% chose digital handbooks. Respondents emphasized the need to develop teaching materials in the form of digital handbooks due to their capability to facilitate and significantly enhance academic activities. For instance, 35% of participants explained that it saves more time. Additionally, 23% mentioned its user-friendliness, while 20% stated its usefulness across various activities, and another 22% found it highly supportive in reference searches. Based on the comprehensive analysis of these needs, it is concluded that students require digital handbooks for their academic activities.

Digital handbooks, accessible through electronic devices such as laptops or smartphones, allow students to access learning materials anytime and anywhere, providing flexibility and

enabling distance learning (Saphira et al., 2023). Digital handbooks have proven to enhance students' learning outcomes and can be used as an alternative learning medium to engage students' interest and attention (Srideviponmalar et al., 2023). The use of digital-based learning platforms and resources has become increasingly crucial in today's world, providing equal access to education for individuals with disabilities and enhancing students' soft skills (Bintoro et al., 2022). Libraries have also embraced digitization, evolving into digital libraries that offer online access to a wide range of reading materials (Suhardi, 2023). The development of responsive mobile applications is increasingly enhancing the accessibility of digital books, allowing users to access them from anywhere without needing to physically visit the library. Overall, digital handbooks and digital libraries provide students with the flexibility and convenience to engage in learning anytime and anywhere, overcoming the constraints of physical limitations.

Students require handbooks in the digital era because they offer benefits such as enhancing academic motivation, improving literacy skills, and boosting students' learning outcomes (Saphira et al., 2023). In the Fourth Industrial Revolution, technological advancements impact employment and unemployment, making it crucial for individuals to prepare for the demands of the new era, including entrepreneurial activities (Tekin et al., 2020). Universities play a crucial role in equipping students with the skills required for entrepreneurship and innovation in the field of technology. Furthermore, handbooks with web-based educational software can be utilized by both students and instructors for various instructional tools, such as quizzes, lecture reviews, and grade assessments (Sarliana et al., 2023). In the digital era, librarians are highly essential in promoting digital literacy and bridging the digital divide.

CONCLUSION

In order to enhance students' learning experiences in the digital era, studies on the need for digital handbooks have shown that implementing this technology offers several significant advantages. With high accessibility, interactive content, and the ability to swiftly update information, digital handbooks provide the flexibility required by students. Through this study, it was found that students prefer handbooks that are easy to navigate, offer quality and relevant content, and support collaboration. Although security challenges and infrastructure limitations remain concerns, solutions such as user training and continuous feedback from students can help overcome these barriers. Therefore, the integration of digital handbooks into learning processes becomes an objective and relevant step to enhance the effectiveness of education in this digital era within educational institutions.

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