

# Electronic Books Based with a Contextual Approach on Reading Material in Indonesian Language Content for Fourth Grade Elementary School

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## ABSTRAK

Pembelajaran secara konvensional masih dilakukan pada pembelajaran Bahasa Indonesia. Hal ini menyebabkan siswa bosan dan tidak semangat dalam pembelajaran. Berdasarkan hal tersebut penelitian ini bertujuan untuk menganalisis efektivitas buku elektronik terhadap hasil belajar siswa pada mata pelajaran Bahasa Indonesia kelas IV. Penelitian ini merupakan penelitian pengembangan yang mengacu pada model pengembangan ADDIE (Analyze, Design, Development, Implementation, Evaluation). Metode dan instrument pengumpulan data penelitian dikumpulkan menggunakan kuesioner dan tes pilihan ganda. Data penelitian selanjutnya dianalisis secara deskriptif kualitatif, kuantitatif, statistik deskriptif dan statistik inferensial. Penelitian ini menggunakan subjek 29 siswa kelas IV. Hasil dari penelitian ini menunjukkan bahwa uji kelayakan media oleh para ahli dan responden mendapat kualifikasi sangat baik dan layak digunakan. Hasil uji efektivitas menunjukkan bahwa  $H_0$  ditolak dan  $H_1$  diterima. Jadi dapat disimpulkan bahwa hasil penggunaan Buku Elektronik berbasis Pendekatan Kontekstual efektif digunakan dalam kegiatan membaca siswa kelas IV. Implikasi penelitian ini yakni menjadi contoh penerapan bahan ajar digital untuk pembelajaran Bahasa Indonesia di sekolah dasar. Guru diharapkan selalu mengembangkan kompetensinya dalam mengadakan variasi pembelajaran.

## ABSTRACT

Conventional learning is still carried out in Indonesian language learning. This causes students to get bored and not enthusiastic about learning. Based on this, this research aims to analyze the effectiveness of electronic books on student learning outcomes in class IV Indonesian language subjects. This research is development research that refers to the ADDIE (Analyze, Design, Development, Implementation, Evaluation) development model. Research data collection methods and instruments were collected using questionnaires and multiple-choice tests. The research data was then analyzed descriptively qualitatively, quantitatively, descriptive statistics and inferential statistics. This research used 29 fourth grade students as subjects. The results of this research show that the media feasibility test by experts and respondents received very good qualifications and was suitable for use. The effectiveness test results show that  $H_0$  is rejected and  $H_1$  is accepted. So it can be concluded that the results of using Electronic Books based on the Contextual Approach are effectively used in the reading activities of class IV students. The implication of this research is that it is an example of the application of digital teaching materials for Indonesian language learning in elementary schools. Teachers are expected to always develop their competence in carrying out varied learning.

## 1. INTRODUCTION

Education is one of the fields that plays a very important role in the progress of a country. This is because the progress of a country's development is very much determined by the quality of its human resources (Ihsanda & Khair, 2022; Mahrawi et al., 2023). The independent curriculum is designed so that learning outcomes are not centered on reading and writing, but rather emphasize learning through project activities to support character development and competency at each stage so that meaningful, in-depth, and enjoyable learning outcomes are achieved (Albar & Mastiah, 2022; Aprima & Sari, 2022). One of the learning solutions to support the development of character and social quality of students is to integrate Indonesian. In addition to teaching methods, teachers must also be able to create a comfortable

and pleasant atmosphere in the learning process so that students remain concentrated and focused in following the ongoing learning (Ardianti & Amalia, 2022; F. Jannah et al., 2022). If the learning atmosphere is comfortable and enjoyable, students will be encouraged to develop themselves into individuals who are critical thinkers, creative, noble-hearted, and have a tolerant attitude and are able to have good mastery of knowledge competencies (Ali, 2020; Yulia Aftiani et al., 2021).

Although education has now developed, it is not uncommon to find educators who still only use the lecture method in teaching Indonesian language materials with a broad and complex scope. The way the teacher delivers the material tends to be monotonous, less interesting and relatively boring because there is no interaction between the teacher and students because they only refer to textbooks (Hadi, 2019; Kurniawan et al., 2020). Difficulties that are often found, such as students having difficulty reading the beginning experienced by students, illustrate that the condition of the student is not yet able to identify words so that the student has a reading delay and understanding that is still lacking, but this also allows for other causes and factors so that students experience difficulty reading the beginning.

Similar problems were also found in SD No. 2 Werdi Bhuwana, especially in grade IV. Based on the results of interviews with grade IV homeroom teachers, it was stated that grade IV students' understanding of the "Look Around" material was still lacking. This is evidenced by the results of student learning in Indonesian language learning, namely out of 29 students, only 12% or 3 students were declared to have passed with an average score of 87.00 in the very good category, while 88% or 26 other students were declared incomplete with an average score of 70.00 in the sufficient category. This shows that most students have low knowledge competencies, so that based on the PAP, most students are declared not in accordance with the expected criteria, namely having a minimum learning outcome of 80% in mastering knowledge competencies. This is due to teacher adjustments to the implementation of the independent curriculum. The scope of Indonesian language material which is quite broad, complex, and contains a lot of memorization results in learning difficulties for students so that student understanding is hampered.

Based on the results of observations that have been carried out at SD No. 2 Werdi Bhuwana through observations of the Indonesian language learning process in grade IV, there are still students who do not understand the Look Around material. This can be proven that in the learning process, the homeroom teacher for grade IV still feels comfortable implementing conventional learning, one of which is by using the lecture and question and answer method in delivering the material. The characteristics of the students there are also less conducive, tend to have difficulty concentrating and get bored quickly due to the lack of enthusiasm and interest of students both in the lessons and the learning methods used by the teacher in teaching, so that this can have an impact on student motivation, interest, and learning outcomes. The main factor that triggers this is that the teacher is not right in choosing and applying learning methods or models that are in accordance with the characteristics of the teaching materials and the needs of the students. In addition, the use of learning media in the Indonesian language learning process at SD No. 2 Werdi Bhuwana is still less appropriate and less varied. The learning media used by teachers already use current technology but are only limited to using PowerPoint-based media, sometimes teachers also use audiovisual media obtained from YouTube. Most students do not understand the material if the delivery does not use interesting and relevant learning media. Therefore, it can be concluded that the characteristics of students at SD No. 2 Werdi Bhuwana in learning must use a learning aid related to the learning material, so that teachers must be able to choose the right and appropriate learning media. In addition to being able to provide a fun and meaningful learning experience, with the help of relevant learning media indirectly involving students so that students become more active.

Based on the facts obtained in the field, the solution to overcome the problem can be in the form of utilizing learning media in the learning process. The use of learning media can increase and stimulate student motivation in learning activities, foster a new interest in learning because students get a pleasant learning experience and even affect student psychology (Afifah et al., 2022; Saputri & Susilowibowo, 2020). If in the use of learning media there is a process stimulus (behavioral changes) in students, then the learning media used has been well designed. Electronic books have one advantage that printed books do not have, namely that they can save paper use and require little space during the storage process. This is because electronic books are digital products that can be stored in various storage media such as hard disks, CD / DVDs, Flash disks, and other storage media. Electronic books used in Indonesian language subjects adapt a learning model that supports understanding and fosters students' skills in learning Indonesian, the model adapted is the project-based learning model (PjBL) (Aisyah et al., 2020; Fahlevi, 2022; Lesmana & Arpan, 2017). The project-based learning model is a learning model that uses projects or activities as a learning tool to achieve the competencies of attitudes, knowledge and skills achieved by students (Nafik & Efendi, 2022; Rafli & Adri, 2019). The characteristics of project-based learning are that the teacher acts as a facilitator and students are actively involved in the process. Project-based learning is recommended in the independent curriculum because learning through project activities provides

students with wider opportunities to actively explore and solve problems by applying their knowledge, creativity, critical thinking and also innovative ideas to find new things in everyday life so as to produce a work (Istiqoma et al., 2023; Watini, 2019).

The novelty of this research lies in the use of Contextual Approach-Based Electronic Books in Indonesian language learning for grade IV, especially in reading material. Although the use of learning media such as electronic books is well known, the contextual approach integrated in this book provides a new dimension in Indonesian language teaching. By combining contextual elements that are relevant to students' daily lives, this research seeks to improve students' understanding, reading skills, and engagement in the learning process. In addition, this research also offers practical solutions in facing the challenges of implementing the Merdeka Curriculum, where project-based learning is emphasized.

The advantages of using a project-based learning model include sharpening creativity and increasing motivation and enthusiasm for learning in students, increasing critical thinking skills to solve a problem, and fostering social attitudes, cooperation, responsibility and collaboration (Apriany et al., 2020; Sari & Angreni, 2018). This project-based learning is considered quite effective and efficient in teaching Indonesian language education which is quite complex to students. Learning Indonesian language will be more meaningful and enjoyable for students because they gain experience in organizing a project from the material. This is reinforced by the results of previous studies which stated that the application of project-based learning models has a positive effect on students' Indonesian language learning outcomes. This is evidenced by the significant increase in student learning outcomes with the application of the use of project-based learning models in Indonesian language learning (Ambarita, 2020; Nafik & Efendi, 2022). To help teachers provide meaningful experiences for students, learning will be easier to deliver with the help of learning media.

Based on the description that has been presented, the purpose of this study is to analyze the effectiveness of electronic books based on a contextual approach to reading material on the Indonesian language learning content for grade IV. It is hoped that with the research conducted, teachers will have ideas in developing more meaningful learning for students. With meaningful learning, students will understand learning better, so that learning objectives can be achieved. The novelty of this study lies in the application of an integrated contextual approach in electronic books for grade IV students.

## 2. METHOD

This research is a development research. The development model used is ADDIE (Analyze, Design, Development, Implementation and Evaluate) (Ngussa, 2014). The subjects of the effectiveness test of the research product of the development of contextual learning media approach are 29 students of grade V of Elementary School No. 2 Werdi Bhuwana with various different characteristics, namely their level of intelligence, background and gender. After going through the field trial stage, it can be seen how effective the media developed is in the learning process.

The types of data used in this development research are quantitative and qualitative. Qualitative data are found from the results of interviews and questionnaire responses from content/learning material experts, learning media experts, learning design experts and the results of individual trials and small group trials. Quantitative data are obtained from the results of qualitative questionnaire data which are converted into scores or values. The data collection method used is a non-test method in the form of observation, interviews, and questionnaires. The instrument used in this study is a questionnaire sheet. The questionnaire is useful for collecting data related to the feasibility of the learning media product being developed. This questionnaire is filled out by learning content experts, learning design experts, and learning media experts as well as students. The questionnaire used is a closed questionnaire compiled using a Likert scale. The data collection grid in the e-book development research can be seen in Table 1, Table 2, Table 3, Table 4, Table 5, and Table 6.

**Table 1.** The Design Expert Instrument Grille

Component	Indicator
Development Model Used	The suitability of the development model used with the characteristics of the product produced.
Stages of Development	The accuracy of the reasons for selecting the development model. The suitability of the development stages carried out with the development model used
Clarity, Practicality, and Coherence	Accuracy of depiction of development stages. Clarity of development stages based on the development model used. The level of practicality of the development process implemented. The sequence of development steps.

Component	Indicator
Formative Evaluation	The accuracy of the evaluation design according to the model used. Clarity of the evaluation instruments developed. The accuracy of the test subjects involved.

**Table 2.** The Content Expert Instrument Grid

Aspect	Indicator
Contents	Compliance with KD The truth of the substance of matter Clarity of Purpose Suitability to student needs Suitability of image illustration
Language	Legibility Conformity to the rules Indonesian Clarity of information Effective and efficient use of language
Serving	Completeness of information Giving motivation

**Table 3.** The Content Expert Instrument Grid

Aspect	Indicator
Media Visualization	The images presented are clear and in accordance with the writing in the contextual-based e-book learning media.
Learning materials	Selection of images that are appropriate to the learning material and are able to attract students' interest. The cover, content, and cover designs for contextual-based e-book learning media are made attractive by adapting the learning materials. Learning objectives (TP) and learning objective achievement indicators (IKTP) presented in contextual-based e-books The arrangement of learning materials is in accordance with learning objectives (TP) and learning objective achievement indicators (IKTP) in contextual-based e-books. Learning materials are in accordance with the learning resources used by students and teachers.
Motivation	The displayed e-books can provide meaningful learning for students and can motivate students to learn.
Text	The text presented in contextual-based e-books can be read and understood well. Suitability of font type and font size used in contextual-based e-book learning media
Media Presentation	Able to make it easier for students to understand the learning material presented. Delivering learning materials through contextual-based e-book media can increase students' interest in learning. The main topic of the material in each section can be conveyed clearly.

**Table 4.** The Media Expert Instrument Grid

Aspect	Indicator
Screen design view	Color composition of writing with background Layout Clarity of title Design appeal
Ease of use	Ease of operation Ease of teaching and learning activities
Benefits	Attracting students' attention
Graphics	Use of color Use of letters Use of illustrations

**Table 5. The Individual and Small Group Test Instrument Grid**

Aspect	Indicator
Packaging	The Attraction of Electronic Book Media Easy to understand learning materials
Material	Clarity of learning materials Learning activities include (introduction, core and closing)
Motivation	Media can motivate students in learning Clarity of instructions for completing the questions
Evaluation	Balance of proportion of questions to material Questions according to the material Easy to understand language

**Table 6. The Grid for Preparing Post-test Question Instruments**

Learning Objectives Flow	Question Indicator
Students are able to write texts with the correct argumentative structure.	Identifying the correct argument structure
Students are able to understand words that are frequently used in everyday life and new words in texts by using visual clues and supporting sentence contexts.	Studying words that are often spoken and used every day Compare correct and incorrect words using visual clues.
Students are able to recognize the use of the prefix 'ber-' and its use	Collect words starting with 'ber' correctly Correctly construct sentences with the prefix 'ber'
Students are able to convey directions correctly	Identifying directions correctly Judging correct and incorrect directions Designing school directions/plans
Students are able to write texts with a descriptive structure	Analyze the structure of descriptive text correctly Correctly assess descriptive text

The multiple-choice test questions on the instrument before being used in the field are first examined for their quality, by meeting the quality of the content, then the instrument of the multiple-choice type test questions is carried out by expert judgment by people who are experts in the field of Indonesian, then a trial of the instrument is carried out to determine the validity and reliability of the instrument, because the quality of the instrument must meet important requirements, namely the validity of the test items, test reliability, test discrimination power, and the level of difficulty of the test items. Data analysis is carried out to obtain a concrete understanding of the success of the development of learning media that has been developed, there are two data analysis techniques used, namely quantitative descriptive analysis techniques and qualitative descriptive analysis. Inferential statistical analysis is used to determine the level of product effectiveness on student learning outcomes before and after using the Learning media product. Field trial data were collected using pre-tests and post-tests on the main material being tested. The effectiveness test was conducted using a t-test. However, before the t-test, a prerequisite test was carried out first. The prerequisite test includes a normality test of data distribution using the Shapiro Wilk formula.

### 3. RESULT AND DISCUSSION

#### Result

This research was conducted in grade IV at SD No. 2 Werdi Bhuwana in the 2023/2024 academic year. This study used 29 grade IV students as research subjects. The development of this contextual-based e-book was carried out using the ADDIE research model, namely Analyze, Design, Development, Implementation, Evaluation.

The first stage that was carried out was analyzing the needs of students through interviews with the homeroom teacher of grade IV of SD No. 2 Werdi Bhuwana which found that there were difficulties encountered in the learning process. Specifically, in learning Indonesian language material Look Around, students do not understand the concept in learning and lack of reading due to the lack of media that can make it easier for students to understand the concept of learning. This makes the learning process less than optimal. The learning media used by teachers in the learning process is still limited due to the limited ability of teachers to develop technology-based learning media, so that in learning students sometimes feel bored and tired because of the lack of media that can attract students' attention and interest in

learning. This situation causes the learning process that takes place to be less conducive so that learning objectives are not achieved optimally. Based on the results of the interview, it is known that students enjoy learning using books that have lots of interesting pictures. So, one of the media that can be used is the Electronic Book learning media. Electronic Books allow for an active role from students in the learning process because students are directly involved in using this Electronic Book.

The second stage is the design stage. In this stage, product design is carried out. The design and product design carried out include determining the hardware and software used, creating a Digital Book flowchart, creating an E-Book storyboard and designing the contents of the E-Book, namely the display design and the process of preparing materials, images, videos and quizzes contained in the E-Book. At this stage, the Teaching Module, product design assessment instruments, and validation of the E-Book product design are also carried out. The third stage is the development stage. At this stage, the components for making the E-Book that have been designed begin to be developed so that they become one unit using Canva.com software and producing an E-Book in PDF format. Continued by creating a quiz using the Wordwall web software. Then to change the product to Heyzine format so that the E-Book can be changed into a flipbook format, using the Heyzine software application. In the Heyzine application, the E-Book is developed into an E-Book by adding a menu to play videos and a menu to open quizzes presented in the E-Book. Furthermore, the E-Book is published online so that it is easier to access via a link and the product is ready to be tested. The product that is ready for testing is the product resulting from this development stage. The appearance of the media that has been successfully developed can be seen in Figure 1.



Figure 1. The E-Book Media View

The fourth stage is the implementation stage. This stage is the stage of applying the product that has been developed and tested in learning activities. At this stage, the implementation was carried out in two meetings in class IV of SD No. 2 Werdi Bhuwana. The implementation of the learning process is adjusted to the teaching module that has been created. In the results of this data analysis, it summarizes the results of testing the products developed from expert tests, individual tests and small group tests. The results of the feasibility test of the development of the Electronic Book product according to content experts, learning design experts, learning media experts, individual trials, small groups and field trials in detail can be seen in Table 7.

Table 7. The Recapitulation of Electronic Book Product Trial Results

No	Test Subject	Validity Result %	Percentage Qualification
1.	Architectural Design Expert	100	Very good
2.	Subject matter expert	96	Very good
3.	Learning Design Expert	88	Very good
4.	Learning Media Expert	98	Very good
5.	Individual Trial	97	Very good
6.	Small Group Trial	97	Very good

Based on Table 7, shows the results of the trials conducted, it can be concluded that the media developed has very good qualifications so that it is suitable for use in the learning process. Furthermore, the effectiveness of the development of Contextual-based Electronic Book learning media is carried out using the test method. The test questions are in the form of multiple-choice tests used to collect data on student learning outcomes after using Contextual-based Electronic Book media with the aim of

determining the level of effectiveness of using Contextual-based Electronic Book products. Before the data is analyzed using a one-sample t-test, the data must meet the analysis prerequisite test in the form of a normality test. The data tested is the post-test value. The normality test is carried out using the Shapiro Wilk test, which is carried out using the Fisher test (F test). The results obtained are then analyzed using a one-sample t-test.

The data normality test was carried out using the Shapiro-Wilk technique, based on data analysis it was found that  $\text{sig} > 0.05$  then the sample was normally distributed. After the prerequisite test was carried out, it was continued with the t test. The results of the data analysis showed that the t-count value was 17.315, with  $\text{df} = n - 1 = 29 - 1 = 28$  at a significance level of 5% was 1.701, then  $t_{\text{count}} = 17.315 > t_{\text{table}} = 1.701$ . These results indicate that  $H_0$  is rejected and  $H_1$  is accepted, so that the results of the students' post-test are more than 80 (PAP). So it can be concluded that the learning outcomes of students' reading skills after using Electronic Books based on the Contextual Approach are more than the PAP (Benchmark Assessment) value, so it is stated that Electronic Books based on the Contextual Approach are effectively applied in the learning process of Indonesian Language subjects for Grade 4 of Elementary School No. 2 Werdi Bhuwana.

The fifth stage is the evaluation stage, this evaluation stage is to evaluate the data that has been collected at the implementation stage. The evaluation carried out is a formative evaluation. Formative evaluation is a product evaluation based on expert validation, individual testing and small group testing of the product being developed so that the product can be revised or improved. At this evaluation stage, an effectiveness test is also carried out to determine the effectiveness of the product being developed. The effectiveness test is carried out through one stage, namely the Post-test. The post-test is carried out after the implementation is carried out.

## Discussion

The learning process requires learning media that supports student learning so that they can easily understand the material taught by their teacher. Learning media is a tool used by teachers to support the teaching and learning process (Kurniawati, 2020; Ledina & Sumiyadi, 2020). Learning media is a tool for the teaching and learning process that stimulates thoughts, feelings of attention, abilities or learning skills so as to facilitate the learning process. Electronic books or digital books are electronic versions of books (Mahrawi et al., 2023; Mumpuni & Afifah, 2022). If books generally consist of a collection of papers that can contain text or images, then electronic books contain digital information that can also be in the form of text or images. Nowadays, electronic books are in demand because of their small size when compared to books, and also generally have a search feature, so that words in electronic books can be quickly searched and found (Anggreni & Yohandri, 2022; Saputri & Susilowibowo, 2020). There are various popular e-book formats, including plain text, pdf, jpeg, doc lit and html. Each format has its own advantages and disadvantages, and also depends on the device used to read the e-book.

From the opinions of the experts above and from various survey results conducted, both by internal and external parties, it is concluded that student literacy in Indonesia is still low. One of the causes of low literacy in Indonesia is the lack of reading materials (Andriyani et al., 2024; Mawaddah et al., 2023). Generation Z students are a generation that is very familiar with technology, especially ICT, so this generation is more interested in electronic-based reading materials. Therefore, e-books can be one solution to improving reading literacy and digital literacy for generation Z students in Indonesia (AW Jannah et al., 2023; Mahrawi et al., 2023). This is mainly because e-books are easier to distribute, reproduce/duplicate, access anywhere, and more interesting. The government has actually prepared various infrastructures, such as the provision of electronic educational books on official government platforms. In addition, various efforts are simultaneously being made to complete the equalization of internet access throughout Indonesia. Thus, the development of e-books in the future must continue to be carried out as an effort to provide quality reading materials (Anggreni & Yohandri, 2022; Wahyuni & Rahayu, 2021). The developed e-books can be textbooks or non-textbooks. In addition, massive socialization related to e-books provided free of charge by the government needs to be carried out continuously. This research is an initial study to determine the opportunities for e-books as one of the media in increasing literacy in 278 Indonesia. Therefore, further research is needed to determine the effectiveness of e-books in increasing literacy in Indonesia. Learning is a combination that is composed of human elements, materials, facilities, equipment and procedures that influence each other to achieve learning goals (Aprima & Sari, 2022; Suprpto et al., 2019).

The developed e-book has the advantage of integrating approaches in learning, namely the contextual approach. The contextual approach is an approach that emphasizes the process of full student involvement in order to find the material being studied and relate it to real-world situations, thus encouraging students to find the material being studied and relate it to real-world situations, thus encouraging students to be able to apply it in their lives (Anggreni & Yohandri, 2022; Gogahu & Prasetyo,

2020). Through electronic books with the use of a contextual approach, a more interesting atmosphere can be created in the teaching and learning process, so that it is expected that students' interest in reading will be better and learning achievement will increase. With the use of electronic books, the use of a contextual approach makes learning more effective by fostering learning something useful, such as facts, skills, conceptual values and how to live in harmony with others or something desired learning outcome (Ambarita, 2020; Saputri & Susilowibowo, 2020). The function of the contextual approach in the teaching and learning process, namely as one of the alternatives (choices) in the use of various learning approaches, responses (feedback) to existing and well-known approaches, improving weaknesses in the implementation of the teaching and learning process. As one or part of a learning strategy, the contextual approach has the aim of increasing student motivation to connect the knowledge gained in class with its application in everyday life, developing students' physical and mental creativity in learning, helping teachers in linking the content or subject matter with real-world conditions (Setiyaningsih & Syamsudin, 2019; Yulia Aftiani et al., 2021).

The research currently being conducted is relevant to previous research which states that that Android-based e-books for high school students in grade X are very suitable for use as learning media (Gustian & Riyanto, 2021; Mahrawi et al., 2023). Followed by research that shows the results that the professional flip PDF-based science e-book meets the criteria of valid, practical, and effective use in the learning process. The e-book has been proven to be used efficiently in the learning process and has shown significant improvements in student abilities (AW Jannah et al., 2023; Novitasari et al., 2019).

Electronic Books from the assessment of content experts are based on the suitability of learning materials with student situations and the presentation of materials is arranged systematically according to indicators and learning objectives. In selecting and organizing teaching materials, it is necessary to pay attention to indicators such as the suitability of materials based on learning objectives or competencies to be achieved, suitability with student characteristics, including: the level of breadth and depth of the material is adjusted to student characteristics, students who have different abilities are given different lesson services (Andriyani et al., 2024; Putrislia & Airlanda, 2021). The statement is reinforced that the accuracy of learning materials in learning media is adjusted to learning achievements, indicators and learning objectives. Learning Indonesian in elementary schools is an important learning given to students which aims to develop interest and curiosity so that students are triggered to study the phenomena around humans, understand the universe and its relationship to human life (Afifah et al., 2022; Wahyuni & Rahayu, 2021). In addition, by studying Indonesian, students can develop themselves so that they are in accordance with the Pancasila Student Profile as a reference for character and competence in the Merdeka Curriculum.

Although this research was successfully implemented, there are still some limitations in this study. These limitations include, the development of the See Around learning e-book is specifically designed for fourth grade students of SD No. 2 Werdi Bhuwana. This learning video can only be used by Indonesian language subject teachers. These limitations are expected to be able to be evaluation materials for further research in conducting similar research. It is hoped that further researchers can conduct research with broader research subjects and more diverse material coverage.

The implications of this study are that multimedia is developed using technology so that students are technology literate. The use of technology-based e-books is more preferred by students because it is, the feedback obtained by students is faster, and more interesting with the use of videos, images, quizzes, and varied learning activities. The use of Contextual model steps makes the learning process using e-books more interesting and can help students in interpreting each step of solving the problems presented and can stimulate students in finding their ideas in critical thinking so that students can understand and remember them more easily. Empirically, it has been proven that Contextual-based e-books are suitable for use for learning activities because they have good and very good qualifications from the trial results, are more interesting and receive positive comments from students.

#### 4. CONCLUSION

Based on the results of the study and data analysis, it can be concluded that the learning outcomes of students' reading skills after using Contextual Approach-based Electronic Books are more than the PAP (Benchmark Assessment) score, so it is stated that Contextual Approach-based Electronic Books are effectively applied in the learning process of Indonesian Language subjects for Grade 4 of Elementary School No. 2 Werdi Bhuwana. The development of Contextual-based Electronic Books can be developed for other materials and subjects besides Indonesian Language subjects with the material Look around. However, in its development, it is necessary to adjust the content and learning design.



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