Lift-the-Flap Book Media to Improve Pancasila Education Learning Outcomes in Elementary School

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A B S T R A K

Kurangnya media pembelajaran berdampak pada hasil belajar siswa dan motivasi belajar yang rendah. Berdasarkan hal tersebut, tujuan penelitian ini untuk mengembangkan, menguji kelayakan, dan menguji keefektifan media lift-the-flap book untuk meningkatkan hasil belajar Pendidikan Pancasila. Jenis penelitian ini yaitu penelitian pengembangan dengan menggunakan model pengembangan Borg & Gall dengan menyederhanakan 8 dari 10 tahap yaitu potensi dan masalah, pengumpulan data, desain media, validasi desain, revisi desain, uji coba awal, revisi produk, dan uji coba pemakaian. Subjek penelitian adalah 1 orang ahli media pembelajaran dan 1 orang ahli materi pembelajaran. Subjek uji coba adalah guru dan 27 siswa kelas IV SD. Metode yang digunakan untuk mengumpulkan data adalah observasi, wawancara, dokumentasi, serta angket dan tes. Instrumen yang digunakan untuk mengumpulkan data adalah angket dan soal tes. Teknik yang digunakan untuk menganalisis data adalah analisis deskriptif kualitatif dan statistik kuantitatif dan inferensial. Hasil penelitian yaitu validitas media dan validitas materi dengan kategori sangat layak. Hasil respon guru dan respon siswa dengan kategori sangat menarik. Hasil uji-t menunjukan terdapat perbedaan rata-rata hasil antara pretest dan posttest. Disimpulkan bahwa media lift-flap-book efektif untuk meningkatkan hasil belajar Pendidikan Pancasila.

A B S T R A C T

The lack of learning media impacts student learning outcomes and low learning motivation. Based on this, this study aimed to develop and test the feasibility and effectiveness of lift-the-flap book media to improve learning outcomes of Pancasila Education. This type of research uses the Borg & Gall development model by simplifying 8 of the ten stages: potential and problems, data collection, media design, design validation, design revision, initial trial, product revision, and trial use. The research subjects were one learning media expert and one learning material expert. The test subjects were teachers and 27 fourth-grade students. The methods used to collect data are observation, interviews, documentation, and questionnaires and tests. The instruments used to collect data are questionnaires and test questions. The techniques used to analyze the data were qualitative descriptive analysis and quantitative and inferential statistics. The study results are media and material validity, with very feasible categories of teacher and student responses in the exciting category. The t-test results show a difference in the average results between the pretest and post-test. It is concluded that the lift-flap-book media effectively improves Pancasila Education learning outcomes.

1. INTRODUCTION

Education is a comprehensive and interconnected system of teaching and learning activities that aims to achieve specific goals. The main goal of education is to obtain knowledge that can be useful for individuals in living their lives (Fauth et al., 2019; Sándorová et al., 2020). The ultimate goal of education is to develop knowledge that can be useful for individuals in living their lives. Education serves as an essential indicator of a country's progress and guarantees the progress of human resources (Huang et al., 2021; Shubina et al., 2021). In Indonesia, curriculum development is one of the significant efforts made to improve the education system. Pancasila education is an essential subject in Indonesia's newest national curriculum, known as the Merdeka Curriculum (Rizal et al., 2022; Sulastri et al., 2022). The main goal of Pancasila Education is to equip students with a strong foundation in basic knowledge and skills that enable them to interact well with Indonesian citizens and citizens of other countries, based on the principles of Pancasila (Fadhilah & Adela, 2020; Rizal et al., 2022; Sulastri et al., 2022). The characteristics of Pancasila Education subjects focus on teaching students about values and morals (Yaniar & Rukmi, 2022; Zalukhu et al., 2023). Pancasila education instils essential values, morals and character in individuals so that they are able to become responsible, devout citizens and contribute positively to

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society (Istianah et al., 2021; Parawangsa et al., 2021). The importance of teaching values, morals and character as well as knowledge related to history while practising the values of Pancasila However, the current problem is that there are still many students who need help in imparting Pancasila education. This is proven by previous research findings, which state that there are still many students who need better character (Sari et al., 2022; Sulastri et al., 2022; Supriadi et al., 2020). Other research also reveals that the Pancasila Student Profile must be well strengthened in learning activities so that it can improve the quality of students with character (Rizal et al., 2022; Rudiawan et al., 2019; Sulastri et al., 2022). Pancasila education demands a high level of literacy, making it a challenging and often boring subject to study (Hendrizal, 2019; Widiatmaka, 2016). There may need to be more than the lecture method in learning Pancasila education to achieve learning objectives. Therefore, it is necessary to combine several teaching methods (Edison, 2022; Nor, 2022). The results of observations carried out at IV SD Negeri Pagersari 02 were low student learning motivation. Additionally, school policies prohibiting the use of mobile phones in schools pose significant challenges for teachers seeking to implement IT-based learning worldwide. Limited learning resources and students' interest in reading also make it difficult for teachers to deliver diverse and innovative learning experiences, resulting in student boredom, especially in Pancasila Education. These challenges ultimately contribute to a decline in student learning outcomes, namely measurable cognitive, affective and psychomotor changes that determine whether a student passes or fails (Nugraha et al., 2020; Sandika, 2021).

One solution to increase student learning motivation is to use appropriate learning methods or media. Using appropriate teaching methods is one way to build interaction between teachers and students (Khaulani et al., 2019; Rismaningsih, 2016). Media is suitable to complement teaching methods because it is essential to convey information to students effectively (Puspitarini & Hanif, 2019; Suryadi et al., 2020; Y. Wulandari et al., 2020). Learning media refers to any material or information used for educational purposes (Junaidi, 2019; Syofiani et al., 2019). Innovative learning media supports the learning process and achieves the desired learning goals. Media also helps increase focus and creates a pleasant learning atmosphere for students. The use of learning media can also help students improve their learning outcomes (Rambe & Riska, 2023; Sintayani et al., 2023; Syofiani et al., 2019). Involving media can trigger new interests, increase motivation, and make it easier for students to understand and accept the lessons delivered by the teacher (Ikhbal & Musril, 2020; Suganda et al., 2022). Learning media is an important tool for effectively disseminating educational material while creating an exciting and stimulating learning environment (Kurniati & Nuraini, 2020; Y. Wulandari et al., 2020). This optimal learning atmosphere makes it easier to achieve educational goals. One of the learning media that can be used to improve learning outcomes in Pancasila education in elementary schools is the Lift-the-flap book. Lift-the-flap books are engaging and interactive learning tools that can be utilized to complement and enhance the learning experience. Lift-the-flap books are interactive books that contain flaps that readers can lift to study (Azimah & Febrina Dafit, 2022; Harmila et al., 2021).

Lift-the-flap books are unique; each page consists of two pages that are joined with glue, leaving a section that can be opened and closed like a window. The difference between a lift-the-flap book and a regular book is that the book has a window that can be lifted to display pictures or information. These books are designed to surprise and excite readers as they try to guess what information is hidden behind the window (Harmila et al., 2021; Vidatul Zummiasa et al., 2023). Lift-the-Flap books can stimulate motor skills when students find new information by opening windows in books (Utami et al., 2020; Vidatul Zummiasa et al., 2023). Apart from that, Lift-the-flap books can increase interest in reading physical books, which are now being replaced by digital books. Previous research findings also state that innovatively designed books can make it easier for students to learn (Filivani & Agung, 2021; Manurung, 2020). Other research also reveals that E-books can increase students' motivation and enthusiasm for learning, which has an impact on student learning outcomes (Adnan et al., 2019; Lim et al., 2020). Previous findings reveal that opening and closing windows on lift-the-flap books can provide students with new experiences in learning and playing (Sari, 2021; Yaniar & Rukmi, 2022). Innovative books can be used in learning activities. However, there has yet to be a study regarding lift-the-flap book media for Pancasila education in class IV elementary schools. The advantage of lift-the-flap books is that they can facilitate students' understanding of the material presented by the teacher. Lift-the-flap books are very suitable as complementary learning media. Based on these problems, this research aims to develop and test the feasibility and effectiveness of lift-the-flap book media for Pancasila Education in class IV elementary schools.

2. METHODS

The type of research used in this paper is Research and Development (R&D). Research and development is a method or way to research, design, produce and test the validity of the products produced. This research uses the Borg & Gall development model design with simplification. The Borg & Gall development model has ten development stages, including research and information gathering, planning, initial product form development, preliminary field trials, main product revisions, main field tests, operational product revisions, operational field tests, final product revisions, socialization and implementation (Gustiani, 2019; Umar, 2023). This research modifies the ten stages into more straightforward stages. The focus is only on eight stages, including potential and problems, data collection, product design, design validation, design revision, initial testing, product revision, and usage testing. At the potential and problem stage, problem analysis was carried out using observation, documentation and interviews with the principal and class IV teacher at SD Negeri Pagersari 02.

At the data collection stage, student and teacher needs were analyzed based on the potential problems that had been previously analyzed. At the product design stage, storyboards, layouts, and prototypes were designed to lift the flap book learning media. At the design validation stage, lift the flap book media was validated by material experts and media experts to test the validity of the product before testing. At the design revision stage, the flap book lift media design was revised according to the validation results. At the initial trial stage, an initial trial was carried out with learning using the lift-the-flap book media. At the product revision stage, product revisions are carried out according to the results of the response questionnaire, as well as comments and suggestions from teachers, so that the media product is ready to be tested on large groups. At the customization trial stage, use trials are carried out. The research subjects were 1 learning media expert and 1 learning materials expert. The test subjects were teachers and 27 class IV students at SD Negeri Pagersari 02. The methods used to collect data were observation, interviews, documentation, and questionnaires and tests. Observation and interview methods were used to collect research data in the field in the form of problems that occurred during learning. Documentation methods are used to collect documentation during research. The questionnaire method was used to collect data in the form of scores given by experts regarding the Lift-the-flap book being developed. The test method is used to collect data on student learning outcomes after using the developed Lift-the-flap book. The instruments used to collect data were questionnaires and test questions. The instrument grid is presented in Table 1 and Table 2.

Table 1. Material Expert Assessment Questionnaire Grid

No	Rated aspect	Indicator
1	Content Feasibility Aspect	1. Conformity with learning outcomes and objectives
		2. Material accuracy
		3. Up-to-date material
		4. Encourage Curiosity
2	Aspects of Feasibility of Presentation	1. Presentation technique
		2. Presentation support
		3. Presentation equipment
		4. Presentation of learning
		5. Collapse
3	Linguistic Aspect	1. Straightforward
		2. Communicative
		3. Suitability to student development
		4. Conformity to language rules

Tabel 2. Media Expert Assessment Questionnaire Grid

No	Rated aspect	Indicator
1	Aspects of Feasibility of Presentation	1. Presentation technique
		2. Presentation support
		3. Presentation equipment
		4. Presentation of learning
		5. Collapse
2	Design Feasibility Aspects	1. Size
		2. Cover design
		3. Content design

The techniques used to analyze data are qualitative descriptive analysis and quantitative and inferential statistics. Qualitative descriptive analysis is used to analyze data in the form of input provided by experts, students and teachers. Quantitative descriptive analysis is used to analyze data in the form of scores given by experts, students and teachers. Quantitative descriptive analysis was used to test the effectiveness of the developed lift-the-flap book media on student learning outcomes. This research uses a quantitative research design called one-group pretest-posttest design, a type of pre-experimental design. A one-group pretest-posttest design was applied during product testing. This design was chosen because it involved groups being treated and then comparing the impact on the research object before and after treatment. By using a one-group pretest-posttest design, the effectiveness of treatment can be determined accurately by comparing conditions before and after treatment. The normality test is carried out to determine whether student learning outcomes are generally distributed based on the pretest and posttest. This research also uses the N-gain test to determine the difference in average scores, and the t-test is used to test the hypothesis.

3. RESULT AND DISCUSSION

Results

This research aims to develop and test the feasibility and effectiveness of lift-the-flap book media for Pancasila Education in grade IV elementary schools using the Borg & Gall model. The research results are as follows. First is the potential and problem stage. At this stage, it was found that the main problem for students was low learning motivation, especially in rote lesson content. This low learning motivation causes student learning outcomes to decrease. The teacher also said that students tend to get bored quickly during Pancasila Education lessons, especially in history material, because of the need for varied media that can be used. Teachers also need help to choose fun learning methods for rote material. So, the teacher states the need for learning media that is interesting and can involve students in discussions with the teacher. Apart from that, most students prefer to avoid the content of Pancasila Education lessons, especially the material on the history of the formulation of Pancasila, because students are required to be able to memorize it. The only references available are LKS books, which do not actively involve students, which is the cause. Students tend to prefer to be actively involved in learning, such as question and answer discussions, group work and games, rather than just listening to the teacher's explanation. Second is the data collection stage.

Based on the results of the analysis, teachers and students need learning media that is fun, actively involves students, and can be varied with other learning media. Based on the results of the media needs questionnaire, teachers hope that the lift-the-flap book media developed will be manageable, have bright colours, and the font size will be manageable. It can collaborate with other learning media, such as videos. The students hope that the Lift the Flap book media developed has bright colours, games, and a manageable font size. Third, product design. Researchers design the storyboard, layout, and prototype of the lift-the-flap book learning media in the product design stage. The lift-the-flap book media that has been developed contains educational materials on the Meaning of Pancasila Symbols and its History. The book comprises 12 pages with flaps (windows), pop-up, matching activities, and online-based quizzes. Additionally, the book includes QR codes that store presentation slides and related learning videos. QR codes are two-dimensional images that can store data. Four QR codes can be scanned according to the learning needs. The lift-the-flap book media comes in the form of a book with A4 size (21 cm × 29.7 cm) with a hardcover. The book pages are printed in color on 230g ivory paper. The media is titled "Ayo Mengenal Pancasila," the illustrations inside are created using Canva, Freepik, and Bing AI. The product design results are presented in Figure 1.

Figure 1. Results of Product Development for Lift-The-Flap Book Media

Fourth, design validation. In the design validation stage, the researcher validates the lift-the-flap book media with a learning material expert and learning media expert to test the validity of the product before the trial. A score of 0.85 was obtained by the instructional media expert instrument, which was tested for validity. The learning material expert instrument received a score of 0.93. The Result of Learning Media Validity showed in Table 3.

Table 3. The Result of Learning Media Validity

No	Instrument Validation	Score	Category
1	Learning Media Expert	0.85	Very Worthy
2	Learning Material Expert	0.93	Very Worthy

Based on Table 1, it can be concluded that according to learning media expert and learning material expert, the lift-the-flap book media is very worthy and valid for testing. Fifth, design revision stage. In the design revision stage, researchers revise the design based on feedback from learning material expert and learning media expert that are highlighting the content about Hari Lahir Pancasila and adding learning outcomes and objectives. Sixth, initial trial stage. During the initial testing stage, the researcher implemented learning using the lift-the-flap book media. The trial involved six students and 1 class teacher, and the results showed that the teacher's response score was 0.91 and the student's response score was 0.90. Seventh, product revision stage. Since the media received positive feedback from the teacher and students involved in the initial testing, there was no need for a product revision stage. The lift-the-flap book media is now ready for usage testing. Eighth, Usage Trial. In the usage trial phase, lift-the-flap book media's effectiveness for learning was evaluated by collecting questionnaire responses from teachers and students. Based on analysis data, teacher's response score was 0.95 and student's response score was 0.90 it can be concluded that the responses of both teachers and students to the lift-the-flap book media fall into the category of very interesting. The normality test was conducted on both the pretest and posttest data to determine if the scores were normally distributed. Based on data analysis, the significance level after the pretest was found to be 0.151, with a significance value of the posttest being 0.367. As the value of Sig. > 0.05, it can be concluded that the pretest and posttest variables are normally distributed. N-gain test was performed to determine the difference in average test scores. Based on data analysis, the lowest n-gain value is 0.2 and the highest is 0.8, with an average n-gain is 0.46. Therefore, we can conclude that the difference between the pretest and posttest values is in the moderate range. A t-test was conducted to examine the difference in learning outcomes between the pretest and posttest using the lift-the-flap book media. The interpretation of the significance value (Sig.) in SPSS is as follows: If the Sig value (2-tailed) is less than 0.05, H_0 is rejected, and H_1 is accepted; if the Sig value (2-tailed) is more significant than 0.05, then H_0 is accepted, and H_1 is rejected. The paired samples t-test resulted in a Sig value (2-tailed) is 0.00 < 0.05, which is less than 0.05. Therefore, it can be concluded that there is a difference in the average results between the pretest and posttest. This means that the lift-the-flap book learning media is efficacious in improving the learning outcomes of Pancasila Education in class IV of SD Negeri Pagersari 02.

Discussion

The results of data analysis show that the lift-the-flap book learning media has good validity from experts, teachers and students, so it is suitable for use in learning. The t-test results also show that there is a difference in the average results between the pretest and post-test. The lift-the-flap book learning media is suitable for use in learning due to several factors (Maskur, 2020; Rukman, 2023). First, the lift-the-flap book learning media is suitable for use in learning because it can improve learning outcomes. Learning outcomes are evidence that someone has learned, which can take the form of experience, which includes cognitive, affective and psychomotor abilities (Arsyad & Sulfemi, 2018; Ikhbal & Musril, 2020; Putri et al., 2019). Previous research states that student learning outcomes improve after using appropriate learning media (Ekawati et al., 2015; Putri, 2019). Learning media innovation is very important to support the learning process in order to increase focus, create a pleasant learning atmosphere for students, and achieve the desired learning goals. This is supported by previous findings that confirm that the use of innovative learning media can also help students improve learning outcomes (Sari & Lestari, 2018; Sulaksana & Margunayasa, 2018). Good learning media is able to involve students actively and can build good communication between students and teachers. The lift-the-flap book media provides students with the opportunity to find out for themselves and discuss with friends the information they find. Using the classroom discussion learning method can make learning enjoyable (Astuti, 2019; Fatmawati, 2019; Halimatuzzuhrotulani, 2020). This has an impact on increasing student learning outcomes. Second, the

lift-the-flap book learning media is suitable for use in learning because it improves student character. Learning media are tools or means used to convey material to students and to build an exciting and enjoyable learning atmosphere so that learning objectives can be achieved. The lift-the-flap book learning media contains Pancasila values that students can practice so that they can improve their character to be more positive. The cultivation and application of Pancasila values are essential to shaping national character and fostering an appreciation of life, moral values and global competitiveness (Basri et al., 2021; Sianturi & Dewi, 2021). Pancasila education aims to provide provisions to strengthen basic knowledge and skills in dealing with both Indonesian citizens and citizens of other countries based on Pancasila (Gifari et al., 2019; Irawati et al., 2022). The results of material validation show that the lift-the-flap-book media is valid and suitable to support the learning process. Learning objectives are critical because they become a reference for students to achieve the learning process. Engaging learning media can also make it easier for students to accept the lessons delivered by the teacher (Alifya et al., 2020; Filivani & Agung, 2021). Third, the lift-the-flap book learning media is suitable for use in learning because it motivates students to learn. The use of various learning media can have a significant influence on student learning motivation (Astuti et al., 2017; Masturah et al., 2018).

Lift-the-flap book media, which includes features such as presentation slides, learning videos, and online quizzes, can help teachers create innovative and exciting learning designs. Positive learning outcomes are more likely to be achieved by increasing students' learning motivation. Teachers must create a learning environment that is more fun and interesting (Hendrizal, 2020; Hidayat et al., 2023; Hidayati et al., 2022). Educators and students find the lift-the-flap book media useful in learning. In addition, the high response scores indicate that the lift-the-flap book medium is absorbing and suitable for educational purposes. The aim of learning media is to facilitate effective communication between teachers and students (Susantini et al., 2021; Wulandari et al., 2023). Previous research findings state that learning media that actively involves students can foster a positive learning environment that encourages communication between students and teachers (Freddy et al., 2019; Silva et al., 2019). Incorporating class discussions as a teaching method can also make learning more interactive and exciting (Astuti, 2019; Fatmawati, 2019; Febnasari et al., 2019; Halimatuzzuhrotulani, 2020). The limitation of this research is that the lift-the-flap book media developed can only be used for fourth-grade elementary school students, especially in learning Pancasila education. This research implies that teachers can use lift-the-flap book media to improve student learning outcomes. Lift-the-flap books allow students to explore and discuss information with their peers.

4. CONCLUSION

The results showed a significant increase in the learning outcomes of the Pancasila Education class of SD Negeri Pagersari 02 before and after using the lift-the-flap book media. The lift-the-flap book media provides an interesting learning experience, encouraging students to find information independently. It also proved to be an effective and valid learning support tool, allowing teachers to diversify their teaching methods with other learning media and reducing student boredom during learning.

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