Pop-Up Book Media Based on Pancasila Student Profiles to Support the Implementation of the Independent Curriculum

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A B S T R A K

Pembelajaran di sekolah nyatanya belum menggunakan media pembelajaran yang variatif dan interaktif karena keterbatasan guru dalam pengembangan media pembelajaran. Penelitian ini bertujuan untuk mengembangkan media Pop-Up Book berbasis Profil Pelajar Pancasila untuk kelas I SD yang teruji validitas, kepraktisan, serta efektivitasnya. Penelitian ini merupakan penelitian pengembangan dengan menggunakan model ADDIE yang terdiri dari 5 tahapan yaitu analysis, design, development, implementation, dan evaluation. Subjek pada penelitian ini yaitu siswa kelas 1 SD sebanyak 16 orang siswa. Datapenelitian dikumpulkan dengan metode kuesioner, observasi, dan tes. Data dianalisis dengan analisis statistik deskriptif kualitatif dan kuantitatif. Persentase hasil uji ahli media 92,31%, uji ahli materi 93,75%, hasil uji desain pembelajaran 93,75%, uji coba perorangan 90,83%, uji coba kelompok kecil 91,39%, dan uji respon siswa 90,10%. Hasil uji efektivitas menunjukan terdapat pengaruh yang signifikan antara sebelum dan sesudah menggunakan media Pop-Up Book berbasis profil pelajar Pancasila pada hasil belajar muatan PPKn kelas I SD. Dapat disimpulkan bahwa media Pop-Up Book yang dikembangkan valid, praktis, dan efektif untuk digunakan sebagai media pendukung dalam proses pembelajaran.

A B S T R A C T

Learning in schools does not use varied and interactive learning media because of the limitations of teachers in developing learning media. This study aims to develop a Pop-Up Book media based on Pancasila Student Profiles for grade I SD that has been tested for validity, practicality, and effectiveness. This research uses the ADDIE model, which consists of 5 stages: analysis, design, development, implementation, and evaluation. The subjects in this study were 16 grade 1 elementary school students. Research data were collected by questionnaire, observation, and test methods. The data were analyzed by qualitative and quantitative descriptive statistical analysis. The percentage of media expert test results is 92.31%, material expert test is 93.75%, learning design test results are 93.75%, individual trials are 90.83%, small group trials are 91.39%, and student response tests are 90.10%. The effectiveness test results showed a significant effect before and after using the Pop-Up Book media based on Pancasila student profiles on the learning outcomes of PPKn class I SD. The Pop-Up Book media developed is valid, practical, and effective as a supporting medium in the learning process.

1. INTRODUCTION

Education in Indonesia is the main sector that the local government pays attention to in order to meet the qualifications of human resource (HR) capabilities. Education is a tool to encourage changes in life for the better and aims to develop skills so that human resources will increase(Firdaus et al., 2022; Mustofa & Mariati, 2022).In the world of education, the components are teachers, students and the curriculum. The curriculum itself is a set of plans and arrangements regarding the objectives, content and learning materials as well as the methods used as guidelines for implementing learning activities to achieve certain educational goals.(Arnes et al., 2023; Sopiansyah & Masruroh, 2021). The curriculum is prepared based on the level of education in Indonesia while still taking into account and paying attention to aspects of increasing the development of religious faith, potential and technological developments according to the times(Andayani et al., 2021; Sianturi & Dewi, 2021). The next curriculum was issued by

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the Minister of Education and Culture, Research and Technology regarding the independent curriculum. Currently, Indonesia has implemented the implementation of an independent curriculum, where the curriculum is designed with the reference principle of standard achievement of scientific disciplines which must be focused, steady and coherent, transfer of interdisciplinary competence, authenticity, flexibility and harmony to include the independence of students and teachers.(Albar, 2022; Hakiky et al., 2023; Rachmawati et al., 2022). Implementation of the Independent Curriculum means the government gives freedom to teachers as educators in choosing how to deliver the curriculum or how to teach each student.(Umam et al., 2019; Wiguna & Tristaningrat, 2022). Educators play a role in expressing the knowledge they have with their own actions according to the character and condition of their students to achieve learning goals(Fitriyah & Wardani, 2022; Jojor & Sihotang, 2022). The prototype curriculum or Merdeka Curriculum is considered capable of supporting learning recovery due to learning loss(Suroiha et al., 2021). Class I Elementary School is part of the application or implementation of the latest prototype curriculum, namely the independent curriculum. The characteristics of class I students are that they still like things that are interesting, colorful, like to play, like to imitate, and like to see things directly(Hayati, 2021; Rahayu, 2019).They enter the pre-operational age when they are 6 to 7 years old with symbolic thinking that is not yet able to find logical facts, only relying on intuition or imagination.(Septianti & Afiani, 2020; Zulvira et al., 2021).Apart from that, the development of fine motor skills in this phase is also considered important in order to be able to involve children in thinking and synchronizing their actions after observing something(Wati et al., 2022). To maximize children's cognitive development, teachers are required to be able to create interesting learning media. This is because the use of media for class I, especially in implementing the independent curriculum, can be used as a tool in the teaching and learning process to stimulate thoughts, feelings, attention and learning abilities or skills so that it can encourage the learning process.(Atikasari & Desstya, 2022; Nabila et al., 2021). Apart from that, learning media can also be used to convey the content of learning material to make it easier for students to acquire knowledge, skills and attitudes according to learning objectives(Dewanti & Yasmita, 2022; Masturah et al., 2018).

However, the results of observations carried out at SD Negeri 1 Pelaga show that the learning media used by teachers is still less varied. The learning media that are often used are only images and videos from YouTube. This type of media makes students tend to get bored more quickly in the learning process. Furthermore, the results of observations show that in Civics (Daily Test 1) lessons, there are 56.25% of students categorized as needing and sufficient guidance. Low student learning outcomes are assessed from cognitive achievements in the early chapters of Civics subjects and are caused by students' lack of understanding of the content or purpose of the material. The low learning outcomes and the availability of less attractive media are caused by teachers experiencing difficulties in creating interesting media due to limited time and other things to support the learning process. Teachers' understanding of media as references has not been implemented optimally due to limited capabilities for concrete media.

One effort that can be made to overcome this problem is by implementing learning media, such as pop-up book media.*Pop-Up Books*is a type of book that is unique in that it can appear in 3D (three-dimensional) form in certain parts when opened. Pop-Up Books are an option when something needs to be made on a large scale in a miniature image and a raised image can be created in a simple way(Anastasia et al., 2022; Budyawati, 2020; Karisma et al., 2020).The Pop-Up book principle is the principle of folds in a book which when closed will still look like a normal book, the difference is when the part is opened(Arip & Aswat, 2021; Resmaniti & Karlimah, 2019).For class I students, Pop-Up Books are appropriate to their phase in trying to explore new things and carry out meaningful learning directly through media displays.(Muskania et al., 2022; Sukmawarti, 2021).The use of pop-up books in the learning process can simplify and speed up students' understanding because the media display attracts students' focus and interest when studying(Arip & Aswat, 2021; Suroiha et al., 2021). Apart from that, the delivery of messages from this media is verbal, written or verbal. The characteristics of such media are of course the development stages of grade I students.

The application of pop-up books as a medium in the learning process in the independent curriculum can be accompanied by the implementation of the Pancasila student profile. Wherein the independent curriculumThe Pancasila Student Profile is considered an effort to improve the quality of Indonesian education by prioritizing character formation(Irawati et al., 2022; Rachmawati et al., 2022). In field implementation in schools, regional education units can develop themes and topics according to the cultural conditions of the local area. Based on the Decree of the Head (BSKAP) of the Educational Standards, Curriculum and Assessment Agency No. 009 of 2022, the policy on elements and sub-elements is determined by teachers according to phase achievements which are adjusted to abilities according to 3 phase levels, namely Phase A (class 1-2), Phase B (grades 3-4), Phase C (grades 5-6)(Ombili et al., 2022). Pancasila elements are part of the dimensions chosen by each educational unit for the development of the

Pancasila Education Profile. Various phenomena are the basis for the world of education being problematic with social problems such as intolerance and posing a threat to the nation's ideology, namely Pancasila(Kurniawaty et al., 2022; Rusnaini et al., 2021).Therefore, the Ministry of Education and Culture emphasizes six indicators in the Pancasila student profile, namely having noble character, independence, critical reasoning, creativity, mutual cooperation and global diversity. The content of the Pancasila student profile is included in citizenship education as an element and dimension of Pancasila.

Several previous studies have revealed that pop up book media based on local wisdom in thematic learning is valid and practical to use in the learning process(Nabila et al., 2021). Other research results reveal that Pop Up Book media is appropriate to use in science subjects, especially material on animal and human movement organs because it can foster students' learning motivation and have an impact on their learning outcomes.(Arip & Aswat, 2021).The results of further research revealed that the pop-up book media on the topic of the solar system in class VI elementary school was valid in the very good category(Sentarik & Kusmariyatni, 2020).Based on several research results, it can be said that pop up book learning media is very effective in improving student learning outcomes. It's just that in previous research, there has been no study that specifically discusses the development of pop up book media based on Pancasila student profiles for grade I elementary school students. So this research focuses on this study with the aim of developing Pop-Up Book media based on the Pancasila Student Profile for class I elementary school which has been tested for validity, practicality and effectiveness.

2. METHOD

This research is classified as a type of development research, which was developed using the ADDIE model. The ADDIE development model consists of five development stages, including the analysis, design, development, implementation and evaluation stages. However, in this research the implementation and evaluation stages were not carried out due to time, energy, resource and financial limitations. A description of the ADDIE development model can be seen in Figure 1.
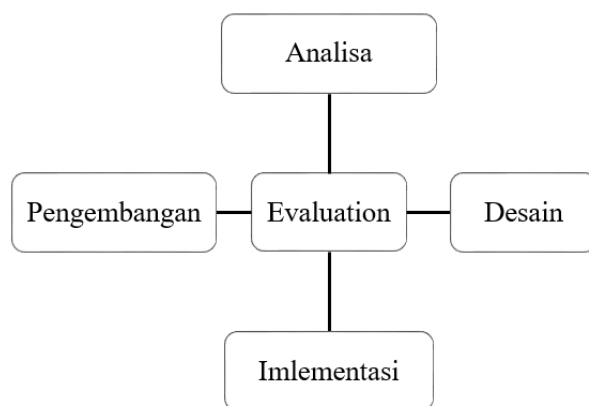

Figure 1. ADDIE Model

The test subject, namely, the development of Pop-Up Book media based on the Pancasila Student profile as a research subject, will be tested by experts in the fields of Civics and Media content in order to determine the suitability of the media being developed. Apart from that, product trials will also be carried out in individual, small group, and student response trials. The data collection method in this media development research is observation using a rating scale instrument. The rating scale instrument is the acquisition of initial data in the form of numbers using a rating scale, namely 1-4. Observations were carried out by observing the needs and implementation to support the development of Pop-Up Book media based on the Pancasila Student Profile for class I elementary school. Besides that, The data analysis methods and techniques used in this development research are qualitative descriptive statistical analysis techniques and quantitative descriptive statistical analysis techniques. The qualitative descriptive statistical analysis method was used to process data in the form of responses, criticism and suggestions from the results of expert reviews including two expert lecturers. The data collection methods used were observation, questionnaires and tests. The data collection instruments used were media expert instruments, materials, learning design, individual trials, small group trials, student response tests, and multiple choice test instruments. The summary of the results of the expert review is then analyzed by grouping the qualitative data in the form of comments and suggestions. The results of the analysis are then used to improve the media being developed. Quantitative statistical analysis methods are used to

describe the average score of each expert regarding the media being developed. The quantitative descriptive statistical analysis method was chosen to analyze the scores obtained by providing Pop-Up Book media assessment sheets to lecturers and teachers as experts.

3. RESULT AND DISCUSSION

Result

The Pop-Up Book media developed is one of the concrete media that uses the PPKn content of the independent curriculum based on the Pancasila Student Profile, especially the material in the first chapter of unit I "I Love Pancasila". Before the media is created, a needs analysis stage is carried out. The needs analysis carried out was analyzing learning needs related to the facilities and infrastructure used at SD Negeri 1 Pelaga. Analyzing is carried out by direct observation in the field. This is done to get problem solving as a solution to improve the quality of learning that supports product development. Learning tends to be monotonous with the application of Powerpoint given by the teacher being less varied so that students, especially in class I, are less active in learning. Besides that, Next, an analysis of student characteristics was carried out, by analyzing the characteristics of class I students. In the initial phase of elementary school, lower class students still understand learning in a concrete and real way. So learning requires concrete understanding for students' comprehension of the learning process. So that the media developed is in accordance with the characteristics and learning stages of students, especially grade I elementary school students. The learning tendencies of class I students at SD Negeri 1 Pelaga are curiosity and communicative interaction. They like interesting things that are new and that they can use, such as touching, moving or playing with.

The material is analyzed to become part of the contents of the pop-up book learning media being developed. The first analysis carried out was to examine the independent curriculum to find out the flow of learning objectives (ATP) and find out the learning outcomes in the initial chapter for Unit I "I Love Pancasila" which will be used. The analysis was taken from the PPKn content in the student textbook for the Pancasila elements in the development of Pancasila Student Profile learning. The special dimension that will be added is the global diversity dimension. So that you can determine the objectives and achievements used in the contents of the Pop-Up Book media according to the relevant topics selected based on the analysis of the objectives and learning outcomes in the PPKn Unit I material "I Love Pancasila" presented in Table 1.

Table 1. Learning Achievements and Objectives

No	Learning Outcomes	Learning objectives
1	Students can recognize the symbols of Pancasila and the National Emblem of Garuda Pancasila, as well as tell the relationship between the symbols of Pancasila and the principles in Pancasila. Students can also identify their roles in joint activities. He can identify things that are considered valuable and important for himself and others and begin to take responsibility for looking after these things that are valuable and important to him. Apart from that, apply Pancasila values in daily life according to the development and context of students.	1. Through observing and listening to illustrated stories, students can show attitudes in accordance with Pancasila values as a sign of gratitude to God Almighty.
		2. Through observing and listening to illustrated stories, students can identify behavior in accordance with Pancasila values.
		3. Through the activity of observing illustrated stories, students can retell attitudes that are in accordance with Pancasila values.

Media analysis was carried out by observing the media that had been used in the learning process in class I of SD Negeri 1 Pelaga. The common media that has been used is power point. However, in class 1, the concrete media used is more commonly used in mathematics learning, such as fruit, rulers, and so on which are concrete. Meanwhile, other learning uses more visual media such as pictures and posters. Based on a series of needs analysis, the media developed was a Pop-Up Book based on the Pancasila Student Profile for class I elementary school. Pop-Up Book development is carried out through media design and creation activities. The development of the Pop-Up Book that is created consists of a media cover, instructions for using the media, learning objectives, content, and discussion evaluation questions. The cover is made with nuances of the differences in diversity that the archipelago has. The learning media

developed contains cover components, learning objectives, and content. The appearance of the cover, learning objectives, and contents can be seen at pictures 2, 3, and 4.

Figure 2. Pop-Up Book Media Cover

Figure 3. Media Usage Instructions *Pop-Up Books*

Figure 4. Media Contents *Pop-Up Books*

The media that has been developed is then tested for validity and practicality. The media validity test was carried out by 4 experts from material, media and learning design expert assessments. The assessment uses a questionnaire with a Likert scale range that has been modified with the provisions "Strongly Agree (SS) = 4"; "Agree (S) =3"; "Disagree (TS) = 2"; "Strongly Disagree (STS) = 1". Testing the validity of the material was carried out by 2 expert lecturers who assessed the material, 2 media experts and 2 learning design experts. Validity testing was also carried out with individual trials involving 3 students and small group trials involving 9 students. The results of the validity test and practicality test can be seen a Table 2.

Table 2. Data Analysis Recapitulation

No.	Test Subjects	Test results (%)	Qualification
Validity			
1.	Learning Media Expert	92.31	Very good
2.	Learning Materials Expert	93.75	Very good
3.	Learning Design Expert	93.75	Very good
4.	Individual Trial	90.83	Very good
5.	Small Group Trials	91.39	Very good
Practicality			
6.	Test Student Response	90.10	Very good

After obtaining the results of the validity and practicality tests, the media analysis then continues with the media effectiveness test. The Pop-Up Book media effectiveness test is assessed from student learning outcomes through pretest and posttest. Before that, prerequisite tests were carried out to carry out hypothesis testing with data normality tests and homogeneity tests. After the normality prerequisite test is met, hypothesis testing can then be carried out. Uhypothesis testing using the paired sample t-test. As for The hypothesis being tested is as follows. H0: There is no significant influence between before and after using Pop-Up Book media based on Pancasila student profiles on the learning outcomes of PPKn content for class I elementary school. And H1: There is a significant influence between before and after using Pop-Up Book media based on Pancasila student profiles on the learning outcomes of PPKn content for class I elementary school. Basis for decision making in testing *t-test*, carried out by comparing the t-count with the t-table, provided that if the t-count value > t-table then H0 is rejected, and if the t-count value < t-table then H0 is accepted. Based on the results of the t-test analysis, tcount = 13.467, while the ttable value at the 5% significance level with degrees of freedom (N-1) is 2.131. Because tcount = 13.467 > ttable = 2.131, H0 is rejected or there is a significant influence between before and after using Pop-Up Book media based on Pancasila student profiles on the learning outcomes of PPKn content for class I elementary school.

Discussion

Based on the results of the data analysis that has been carried out, it can be seen that the pop-up book media developed is very suitable for application in the learning process. The success of developing this media is influenced by several factors, including: the first factor, the material presented is in

accordance with student needs and the demands of an independent curriculum.The material developed in the Pop-Up Book media is material that is part of the independent curriculum for PPKn Unit I "I Love Pancasila" based on the Pancasila Student Profile. The material becomes part of the implementation of daily life which makes it easier for students to understand. The application or implementation of Pancasila values can become a basis for behavior in cultural education and national character(Kurniawaty et al., 2022; Rusnaini et al., 2021). Character education values consist of religious, tolerant, honest, disciplined, hard work, independent, creative, democratic, love of the country, friendship, love of peace, social care, and national spirit.(Ombili et al., 2022; Sianturi & Dewi, 2021).So these values must be instilled in students from an early age. The dimensions in the Pancasila Student Profile developed are global diversity. The language used is simple everyday language but is still standardized to strengthen the meaning of the material presented. **Second factor,**The media developed has an attractive design so students are very interested in learning it. Design assessment in a media can be seen from the use of fonts, images and the layout presented. The design of the Pop-Up Book media is made attractive to increase students' interest in paying more attention to the media. Piaget stated that regarding the development of students' learning process, aged 7-11 years enter the concrete or real operational stage, developing logical thinking(Budiariawan, 2019; Sukmawarti, 2021).Because in reality new things can make students feel interested and motivate themselves to find out new things themselves(Hayati, 2021; Rahayu, 2019).

So that the learning process will be helped to achieve joint learning goals. Therefore, the assessment from learning design experts regarding the Pop-Up Book media based on the Pancasila Student Profile can be said to be suitable for implementation for class I elementary school because it has an attractive appearance and presentation design to encourage student motivation.(Arip & Aswat, 2021; Resmaniti & Karlimah, 2019). The third factor, the media developed can attract students' interest in learning. Pop-up book media was developed by applying group and discussion methods. Making media presentations attractive is to increase interest in learning so that students can be motivated according to student characteristics, especially in class I elementary school as lower class students.(Atikasari & Desstya, 2022; Nabila et al., 2021). The characteristics of low class students in terms of their way of thinking are concrete, integrative and hierarchical learning(Sigumonrong et al., 2021; Zulvira et al., 2021). Concrete means that learning is an activity that can be touched, seen, heard and tinkered with. Integrative where learning is complete and becomes one unit. Hierarchy means learning from simple to more complex. So if the learning media used are appropriate, students can be motivated to learn and learning outcomes will increase(Budiariawan, 2019; Erica & Sukmawarti, 2021). The results obtained in this research are in line with the results of previous research, which also revealed that pop up book media based on local wisdom in thematic learning is valid and practical to use in the learning process(Nabila et al., 2021). Other research results reveal that Pop Up Book media is appropriate to use in science subjects, especially material on animal and human movement organs because it can foster students' learning motivation and have an impact on their learning outcomes.(Arip & Aswat, 2021).The results of further research revealed that the pop-up book media on the topic of the solar system in class VI elementary school was valid in the very good category(Sentarik & Kusmariyatni, 2020).So based on several research results, it can be said that pop up book learning media is very effective in improving student learning outcomes.

4. CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that there is a significant influence between before and after using Pop-Up Book media based on the Pancasila student profile on the learning outcomes of students with PPKn content in class I elementary school.

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