

**DEVELOPMENT OF FLIPBOOK LEARNING MEDIA IN THE PANCASILA
EDUCATION SUBJECT FOR GRADE IV AT SD NEGERI 040544 DOLAT RAYAT**

Rian Julfian Sinaga¹, Juwita Tindaon², Nurlia Ginting³
^{1,2,3}Department of Elementary School Teacher Education,
Universitas Quality Berastagi

¹riansinaga908@gmail.com, ²wieta.niez@gmail.com, ³gintingnurlia@gmail.com

ABSTRACT

This study was motivated by the limited use of interactive learning media in Pancasila Education, especially on the topic of village and sub-district government systems, which made students less active and hindered their understanding of the material. The study aimed to develop Flipbook learning media and examine its validity, practicality, and effectiveness for fourth-grade students at SD Negeri 040544 Dolat Rayat. The research used the Research and Development method with the ADDIE model, covering analysis, design, development, implementation, and evaluation. The subjects were material experts, media experts, teachers, and fourth-grade students. Data were collected through interviews, questionnaires, and learning achievement tests, and were analyzed descriptively using percent2ages and N-Gain analysis. The results showed that the Flipbook media was highly valid, with scores of 97.5% from material experts and 95% from media experts. It was also highly practical, with teacher and student response rates of 92.9% and 85.46%, respectively. In terms of effectiveness, the N-Gain results were 15.63% high, 65.63% medium, and 18.75% low. Therefore, the Flipbook media was considered valid, practical, and effective for Pancasila Education in elementary school.

Keywords: Flipbook, learning media, pancasila education, ADDIE, elementary school

ABSTRAK

Penelitian ini dimotivasi oleh terbatasnya penggunaan media pembelajaran interaktif dalam Pendidikan Pancasila, khususnya pada topik sistem pemerintahan desa dan kecamatan, yang membuat siswa kurang aktif dan menghambat pemahaman mereka terhadap materi. Penelitian ini bertujuan untuk mengembangkan media pembelajaran *Flipbook* dan menguji validitas, kepraktisan, dan efektivitasnya bagi siswa kelas empat di SD Negeri 040544 Dolat Rayat. Penelitian ini menggunakan metode Penelitian dan Pengembangan dengan model ADDIE, yang meliputi analisis, desain, pengembangan, implementasi, dan evaluasi. Subjek penelitian adalah ahli materi, ahli media, guru, dan siswa kelas empat. Data dikumpulkan melalui wawancara, kuesioner, dan tes prestasi belajar, dan dianalisis secara deskriptif menggunakan persentase dan analisis N-Gain. Hasil penelitian menunjukkan bahwa media *Flipbook* sangat valid, dengan skor 97,5% dari ahli materi dan 95% dari ahli media. Media ini juga sangat praktis, dengan tingkat respons guru dan siswa masing-masing sebesar 92,9% dan 85,46%. Dari segi

efektivitas, hasil N-Gain adalah 15,63% tinggi, 65,63% sedang, dan 18,75% rendah. Oleh karena itu, media *Flipbook* dianggap valid, praktis, dan efektif untuk Pendidikan Pancasila di sekolah dasar.

Kata kunci: Flipbook, media pembelajaran, pendidikan pancasila, ADDIE, sekolah dasar.

A. Introduction

Education plays a crucial role in human life, developing talents, interests, and personality. Education is a deliberate, planned effort to influence individuals to improve student achievement and benefit themselves and those around them. Education also plays a crucial role in improving the quality of education, especially in producing high-quality students. (Safitri et al., 2023)(Avisa et al., 2025)(Saputri & Sa'adah, 2021).

According to UNESCO, global education is an educational approach that seeks to develop global competencies and understanding among students. This emerging concept goes beyond traditional forms of education by emphasizing the interconnectedness of the world and preparing individuals to engage with global issues and challenges. The need for global education refers to the demands and challenges faced by the education system as it adapts to increasingly rapid developments,

especially in the era of Globalization. Global education emphasizes learning that goes beyond the local context and equips students with critical thinking skills, cross-cultural collaboration, and the use of technology, as well as an understanding of global issues such as the environment, peace, human rights, and sustainability. (Suriani et al., 2025)(Unesco, 2020).

Education is a learning process that aims to develop students' behavior and thinking patterns in the future. (Sari & Qiptiah, 2024)(Fiolanisa et al., 2023)(Cahyono, 2015). Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual and religious strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, the nation, and the State.

Education in Karo Regency continues to develop in line with the local government's commitment to improving the quality of human resources. One of the main focuses is improving student learning outcomes, a key indicator of the education system's success in this region, particularly at SD Negeri 040544 Dolat Rayat. To support effective learning, educational facilities and infrastructure are continuously being improved. Schools are given special attention to keep up with schools in urban areas. Additional programs, such as tutoring and remedial classes, are also being implemented, *along with teaching* and character-strengthening programs, to help students who experience learning difficulties.

The learning process is a crucial element in achieving success in education. It is within this process that knowledge and values transform. The learning process fosters interaction between teachers and students, enabling teachers to recognize students' characteristics and potential. (Hasanah et al., 2025)(Jusman & Usman, 2025)(Estari, 2020)During learning, students have the opportunity to develop their potential so that it can be

optimized. Therefore, education is no longer about providing stimulus but about developing potential. Knowledge is not given; rather, it is constructed by students.(Anwar et al., 2023)(Sandria et al., 2022). To recognize and develop students' potential, the learning process, of course, requires active learning. Learning is no longer teacher-centered but student-centered, with the teacher only acting as a facilitator and guide.(Nursakinah et al., 2025). Thus, students have ample opportunity to develop their skills, such as expressing opinions, thinking critically, and conveying ideas. Active learning is essential for students to achieve maximum results. When students are passive or simply receive information from the teacher, they tend to forget what they have been taught.(Jariyah, 2023)(Asrifah et al., 2020).

Pancasila education is one of the subjects given in formal education to develop students' attitudes and morals so that they have positive character and personality in accordance with the values.Pancasila (Anggraeni, 2021) (Umami et al., 2024). Pancasila education, as a behavioral development for students,

is also intended to equip students with morals, knowledge, and basic skills regarding relations among citizens that can be relied upon by the nation and the state.(Abdulatif & Dewi, 2021)(Arifin, 2019). Civics education is important for achieving goals. Citizens are among the important elements in efforts to achieve the State's goals. To lead to a civilized nation, citizens must understand patriotism and nationalism through civic education. This is important in achieving goals.(Saravistha et al., 2022)(Nababan, 2012).

Pancasila and citizenship education are among the main subjects in the Indonesian education curriculum, where students are taught about the values of democracy, human rights, pluralism, and social responsibility (Yunita et al., 2025) However, teaching Pancasila education in fourth grade is not easy. Students at this age tend to have varying levels of understanding of the abstract concepts taught in cognitive learning (Pancasila education). Furthermore, unengaging and monotonous learning methods often do not maximize students' learning potential.(Falny et al., 2025).

Pancasila education can foster the spirit of the nation's struggle. This spiritual and mental strength has given birth to an extraordinary mentality during the physical struggle to liberate the country by the previous heroes. Facing Globalization, fulfilling our independence requires a non-physical struggle in accordance with each profession. This struggle is based on the values of the nation's struggle, so that we maintain a national perspective and awareness, attitudes, and behaviors that love the homeland and prioritize national unity in the context of defending the country to maintain the integrity and uphold the Unitary State of the Republic of Indonesia (NKRI). The main goals of Pancasila and citizenship education are to foster in students, as future successors to the nation, a love of the homeland, a foundation in culture, an archipelago perspective, and national resilience (Rahmi et al., 2025).

Based on the observations of researchers who chose the research location, SD Negeri 040544 Dolat Rayat, the fourth-grade homeroom teacher said that most teachers use existing media at school, such as books and PowerPoint, but none have used interactive learning media. In

addition, it seems that teachers lack innovative lesson planning, so they still rely solely on lecture methods and books, which quickly bore students and lead to a loss of interest. Many students still lack focus during lessons, and they have difficulty understanding the material because the teacher relies solely on textbooks and does not use other learning media. This leads to a lack of understanding of the material being taught, and students tend to remain silent when asked.

One tool that can enhance learning is media for learning. Media is any form used to convey information. The goal is for students to achieve optimal cognitive, affective, and psychomotor development. (Ekayani, 2017)(Zahwa & Syafi'i, 2022)(Rohima, 2023). Because learning media serves as a medium for conveying messages from sender to recipient, the importance of media use by teachers today is undeniable. Learning media also helps students understand what the teacher is conveying. One effective learning tool in the digital age is the use of media in teaching and learning. This aims to make the learning process more enjoyable for students and increase their desire to

learn.(Resti et al., 2024)(Ali et al., 2025).

Based on the above problems, a learning medium is needed to guide students in understanding each learning process. The media used must be appropriate and effective so that students can receive the material presented. Creating a pleasant classroom atmosphere during the learning process is one of an educator's duties. One way to address this problem is to develop a learning model. Flipbook learning media that students can use during the learning process(Tanjung & Namora, 2022).

According to (Mahayani et al., 2025)(Kaban, 2025) (2025) and Kaban (2025), flipbooks are digital learning media designed using technology that incorporates multimedia elements to enhance user interaction. Flipbooks offer advantages such as presenting learning materials in spoken words, with images, and with flexible and efficient instructional videos and animations. Flipbooks also offer several benefits, including increasing learning activity, fostering creative thinking and skills, and motivating students' interest in learning.

Therefore, itmedia*Flipbook*. It is hoped that media*Flipbook* can improve students' abilities to learn Pancasila education materials, including those on village and sub-district government systems. This media makes it easier for teachers to explain learning, thus making students more independent in understanding the material being studied, with higher enthusiasm for learning Pancasila education and greater enjoyment of participating in learning. Thus, the teaching and learning process will be more effective in increasing students' motivation to receive the materials to be studied. Based on the description above, the researcher is interested in conducting a study titled "Development of Flipbook Learning Media in Pancasila Education Subjects in Grade IV of SD Negeri 040544 Dolat Rayat in the 2025/2026 Academic Year".

B. Research Methods

Research design

This study uses a research and development (R&D) design to produce a Flipbook learning media and test its feasibility for use in Pancasila Education learning on the material of village and sub-district government

systems. The selection of this design is based on research objectives that focus not only on data collection but also on the process of producing valid, feasible, and practical learning media for teaching and learning. In its implementation, this study adapts the ADDIE model, which includes the stages of analysis (analysis), design (design), development (development), implementation (implementation), and evaluation (evaluation), because the model provides a systematic flow in the development of learning products from identifying needs to testing use in the field.

In the analysis stage, researchers identified learning needs, student characteristics, the materials to be developed, and the learning conditions taking place at the school. This stage served as the basis for formulating media development objectives to suit the needs of fourth-grade students and the context of the material being taught. Next, during the design stage, researchers developed the initial concept for the Flipbook media, including the content, appearance, presentation structure, and other supporting elements to be incorporated into the product. After the initial design was completed, the

development stage involved creating a media product according to the prepared design, followed by validation by material and media experts to assess the suitability of the content, language, presentation, and technical aspects of the media.

The implementation phase was conducted through a limited trial with fourth-grade students at SD Negeri 040544 Dolat Rayat to determine the media's usability in learning. At this stage, Flipbook media was used in the learning process, followed by collecting teacher and student responses to the developed product. The evaluation phase was carried out continuously at each development phase, based on expert validation and field trial results, so that product improvements could be implemented systematically until a medium was obtained that was deemed suitable for use. Thus, this research design places the product development process and feasibility testing as an interrelated methodological unit.

Participants and sampling techniques

Participants in this study included material experts, media experts, teachers, and fourth-grade

students from SD Negeri 040544 Dolat Rayat. The involvement of these participants was adjusted to the needs of each stage of product development. Material and media experts served as validators to assess the feasibility of the content and appearance of the developed media, while teachers assessed the media's suitability for classroom learning. Fourth-grade students served as the primary users during the product trial phase to provide data on the practicality, readability, attractiveness, and ease of use of the Flipbook media. The number of students who participated in this study as trial subjects was 28.

The sampling technique in this study used purposive sampling, namely the deliberate selection of subjects based on certain considerations relevant to the research objectives. The selection of expert validators was based on appropriate competencies and academic qualifications, namely lecturers with a minimum master's degree and expertise in learning materials or media. Teachers were selected because they are the instructors of Pancasila Education subjects in the classes used in the research, so they are considered to

understand student characteristics, learning outcomes, and the need for appropriate teaching media. Meanwhile, fourth-grade students were selected as the trial sample because they are the direct target audience for the Flipbook media developed for the material on village and sub-district government systems.

This technique is considered appropriate for selecting participants because development research requires subjects who truly fit the context in which the product is used. Thus, data obtained from validators, teachers, and students can provide a more accurate picture of the media's quality in terms of content, presentation, and applicability to real-world learning.

Research instruments

The research instruments used in this study included interviews, questionnaires, and learning outcome tests. Interviews were used in the initial stages of the study to gather information about learning conditions, student characteristics, the curriculum used, the media currently used by teachers, and the need to develop more appropriate learning media. Interviews were conducted with the

fourth-grade Pancasila Education teacher at SD Negeri 040544 Dolat Rayat, who served as the primary informant and understood the classroom learning situation.

The next instrument was a questionnaire used to assess the quality of the developed media. The questionnaire was administered to subject matter experts, media experts, teachers, and students, with a format adapted to each respondent's role. The subject matter expert questionnaire was used to assess aspects of content suitability, material clarity, suitability to student needs, presentation systematics, language, example relevance, and the media's contribution to student understanding and learning motivation. The media expert questionnaire was used to assess the media's appearance and technical aspects, such as design systematics, font legibility, image suitability, completeness of Flipbook components, ease of access, layout consistency, and the media's appeal in supporting learning. All assessment instruments used a four-level Likert scale: disagree, somewhat agree, agree, and strongly agree.

In addition, teachers were given assessment instruments to evaluate

the suitability of the media for learning competencies, conceptual clarity, display attractiveness, ease of operation, usefulness of the media, and support for achieving learning objectives. Students, as end users, were given a response questionnaire to assess ease of use, the attractiveness of the display, the clarity of the material, the benefits of the media in helping understanding, and the media's influence on interest and enthusiasm for learning. In addition to interviews and questionnaires, this study used a 10-item multiple-choice test to assess students' understanding after using the Flipbook media. The use of several instruments was intended to ensure that the data obtained covered aspects of need, validity, practicality, and media support for student learning outcomes.

Data analysis techniques

The data analysis techniques used in this study were qualitative and quantitative. Qualitative analysis was used to process data derived from interviews, initial observations, and the criticisms and suggestions provided by the validators during the media validation process. The data

were analyzed descriptively to provide an overview of development needs, product weaknesses, and areas requiring revision to further align the resulting media with learning objectives. This analysis also served as a basis for media refinement at each evaluation stage.

Meanwhile, quantitative analysis was used to process data from assessment questionnaires completed by material experts, media experts, teachers, and students. The scores obtained from each instrument were calculated as percentages to determine the feasibility and practicality of the media. In the research document, media validity was calculated using the formula: Tse/Tsh , where Tse is the total empirical score obtained, and Tsh is the total maximum expected score. The calculation results were then interpreted based on the feasibility criteria: 81%–100% in the very feasible category, 61%–80% in the feasible category, 41%–60% in the quite feasible category, and 21%–40% in the less feasible category. Media is declared valid and suitable for use if it reaches the minimum feasible category. $V = \frac{Tse}{Tsh} \times 100$

Student and teacher responses were also analyzed by calculating percentage scores to determine the media's practicality in learning. The higher the percentage, the higher the user's acceptance and perceived ease of use. By combining qualitative and quantitative analysis, this research can provide a more comprehensive assessment of the developed product, including content quality, media presentation, and classroom applicability.

C. Research Results And Discussion

Research result

This research was conducted at SD Negeri 040544 Dolat Rayat on December 15–18, 2025, to determine the validity, practicality, and effectiveness of Flipbook learning media in the Pancasila Education subject on the material of village and sub-district government systems in grade IV. The product developed in this research is a digital learning media in the form of a flipbook, systematically arranged and adapted to the characteristics of elementary school students, including content, language, and visual appearance.

The media development was conducted using the ADDIE model, which includes analysis, design, development, evaluation, and implementation. Based on the development results, the resulting flipbook media includes a cover, foreword, table of contents, concept map, learning materials, and practice questions. This structure demonstrates that the media is not only designed as digital reading material but also as an interactive learning resource that helps students understand the material more concretely and with greater focus.

Product overview

The Flipbook learning media developed in this research is a digital medium presented in an e-book-like format with engaging visual features. The material is structured according to the sequence of Pancasila Education lessons, specifically on village and sub-district government systems. The media also includes supporting elements such as images, concept maps, and practice questions to strengthen students' understanding of the material.

From a design perspective, the media was developed using the

Heyzine Flipbooks application, which involved converting documents to PDF format, uploading files, setting up pages, and publishing them as digital links. This stage resulted in a product

ready for classroom use and accessible to teachers and students via digital devices such as laptops or mobile phones.

Table 1. Components of Flipbook learning media

Component	Description
Front cover	Includes the theme title and name of the media author.
Foreword	Contains an introduction to the use of learning media
Table of contents	Presenting the arrangement of material sections in a Flipbook
Concept map	Shows the relationship between concepts so that students can more easily understand the material.
Learning materials	Explaining the village and sub-district government systems systematically
Practice questions	Used to measure students' understanding after studying the material.

Validity test results

Validity testing is conducted to assess the appropriateness of media before its application in learning. Validity assessment involves two validators: a material expert and a media expert. Validation by the material expert focuses on content suitability, conceptual clarity, presentation systematics, example relevance, language fluency, and the material's contribution to improving students' knowledge and learning motivation. Meanwhile, validation by the media expert focuses on display quality, readability, layout, navigation, completeness of media components, and the product's visual appeal.

The validation results of the material experts showed that, out of 20 assessment indicators, 18 indicators received a score of 4 and 2 received a score of 3, yielding a total empirical score of 78 out of a maximum of 80. Based on the calculation results, the percentage of validity of the material experts reached 97.5%. This value falls within the 81%–100% range, so it is included in the very appropriate category. These findings indicate that the material in the Flipbook media aligns with the learning objectives, student characteristics, and learning needs in elementary schools.

In the media expert validation, a total empirical score of 76 was obtained out of a maximum score of 80. This value was obtained from 16 indicators that received a score of 4 and 4 indicators that received a score of 3. The calculation results showed a validity percentage of 95%, which falls within the very adequate category. This indicates that the Flipbook media has a good appearance, a clear presentation system, adequate

readability, and a design that effectively supports the learning process.

Overall, the validity test results indicate that the Flipbook learning media meets the eligibility criteria for both the material and the media. Therefore, the product is deemed highly suitable for implementation in learning without requiring major revisions.

Table 2. Recapitulation of media validity test results

Validator	Empirical score	Maximum score	Percentage	Category
Subject matter expert	78	80	97.5%	Very worthy
Media expert	76	80	95%	Very worthy

Practicality test results

A practicality test is conducted after the media is declared valid to assess its ease of use in the learning process. The practicality assessment involves teachers and students, who are the media's direct users. Aspects assessed include ease of use, readability, clarity of display, design appeal, usefulness of the media, and support for learning activities.

Based on teacher responses, the Flipbook learning media received a total score of 892 out of a maximum score of 960. The practicality percentage was 92.9%, placing it in the very practical category. These

results indicate that teachers found the media easy to use, aligned with learning objectives, useful as an additional learning resource, and supportive of more effective and efficient learning.

Based on student responses, the Flipbook learning media received a total score of 2,188 out of a maximum of 2,560, representing 85.46%. This percentage also falls into the very practical category. These findings indicate that students found the media engaging, easy to understand, and helpful in clarifying their understanding of village and sub-district government material. The positive responses from

students also indicate that the Flipbook media can increase interest and enthusiasm for learning in Pancasila Education.

In general, the results of the practicality test indicate that the Flipbook media has a high level of

usability, as judged by both teachers and students. This means that the developed media is not only theoretically feasible but also easy to implement in real-life classroom learning situations.

Table 3. Recapitulation of media practicality test results

Respondents	Number of respondents	Score obtained	Maximum score	Percentage	Category
Teacher	12	892	960	92.9%	Very practical
Students	32	2,188	2,560	85.46%	Very practical

Effectiveness test results

An effectiveness test was conducted to determine the extent to which Flipbook learning media improved student learning outcomes after being used in instruction. Effectiveness was analyzed by comparing pretest and posttest results and was calculated using the N-Gain value to determine the level of improvement in student learning outcomes.

The analysis results show that the use of Flipbook media has a positive impact on improving student learning outcomes. Based on the distribution of N-Gain values, most students are in the medium category. Of the total 32 students, 21 (65.63%) are in the medium category, 5

(15.63%) are in the high category, and 6 (18.75%) are in the low category. This distribution shows that Flipbook learning media is effective in improving learning outcomes for most students, though the level of improvement is not uniform.

The dominance of the medium category indicates that Flipbook media can significantly improve conceptual understanding in the majority of students. Meanwhile, the presence of students in the high category indicates that this media has strong potential to support optimal learning for students who can utilize it effectively. Students who remain in the low category indicate that the media's effectiveness is also influenced by other factors, such as students' initial abilities,

learning motivation, and the intensity of mentoring during the learning process.

Based on these results, the Flipbook learning media can be declared effective for use in learning Pancasila Education on the material on village and sub-district government systems in class IV of SD Negeri 040544 Dolat Rayat.

Table 4. Distribution of students' N-Gain categories

N-Gain Category	Number of students	Percentage
Height	5	15.63%
Medium	21	65.63%
Low	6	18.75%
Total	32	100%

Interpretation of results

The findings of this study demonstrate that the developed Flipbook learning media have met three main indicators of product quality: validity, practicality, and effectiveness. High validity indicates that the media align with the material's substance, learning needs, and the principles of good learning media presentation. High practicality means teachers and students can easily use media in learning. Meanwhile, effectiveness results show that the media can improve student learning outcomes in the material being taught.

Thus, Flipbook learning media can be positioned as a relevant digital media alternative for Pancasila education in elementary schools. This media not only supports visual and systematic delivery of material but also encourages student engagement in the learning process. These results reinforce the notion that developing Flipbook-based digital media can be a learning innovation that meets the needs of elementary education in the digital age.

The results of the study indicate that the Flipbook learning media developed for the village and sub-district government systems material in grade IV of SD Negeri 040544 Dolat Rayat has met the criteria for validity, practicality, and effectiveness. The results of the material expert validation were 97.5%, and the media expert validation was 95%, so the media is in the very feasible category. These findings indicate that the developed media aligns with learning needs, both in terms of content and presentation design.

From a practical perspective, teacher responses showed a 92.9% rate, while student responses were 85.46%, both in the very practical category. This shows that the Flipbook

media is easy to use, interesting, and supports teaching and learning activities more effectively. In addition, the results of the effectiveness test showed that most students were in the medium N-Gain category (21 students, 65.63%), followed by the high category (5 students, 15.63%) and the low category (6 students, 18.75%). Thus, the Flipbook learning media was found to be effective in improving student learning outcomes in the Pancasila Education subject.

D. Discussion

Based on the validity test results from material experts, the learning media *Flipbook* obtained a validity score of 97.5%, which is categorized as very appropriate. This indicates that the material presented aligns with the learning competencies, learning objectives, and characteristics of fourth-grade students. The presentation of the material was also deemed coherent, easy to understand, and relevant to students' daily lives.

In addition, the validity test results from media experts showed a value of 95%, which is categorized as very appropriate. This assessment indicates that the media display

is *Flipbook*, including visual design, layout, color selection, font type, and media navigation, has fulfilled the criteria for good and interesting learning media for elementary school students.

The high validity value obtained shows that the learning media *Flipbook* not only meets content and presentation requirements, but it also supports an interactive learning process. Valid media facilitates teachers' delivery of material and helps students understand concepts more concretely. Therefore, the developed Flipbook is suitable for use as a Pancasila Education learning medium without requiring revision.

The results of the practicality test, based on the assessment of fourth-grade teachers, showed a 92.9% score, placing it in the very practical category. This indicates that media *Flipbook* is easy for teachers to use, both in terms of operation and material presentation, and is well-suited to the classroom learning flow. Furthermore, student responses to the use of Flipbook media yielded a 85.46% rating, categorized as very practical. This response indicates that students were attracted to the media's appearance, easily understood the

material presented, and felt it was helpful in the Pancasila Education learning process.

The practicality of learning media is a crucial factor in its successful implementation in the classroom. Practical media allows teachers and students to use it optimally without experiencing technical difficulties. Based on teacher and student responses, the media *Flipbook* developed method has been proven easy to use and supports active learning, making it suitable for implementation in daily learning activities.

Media effectiveness test: *Flipbook*. This analysis compared students' pretest and posttest scores. Based on the Normalized Gain (N-Gain) calculation, most students experienced an increase in learning outcomes in the medium category, several in the high category, and a small number in the low category. These results indicate that the use of *Flipbook* learning media can improve students' understanding of village and sub-district government systems. Students in the high N-Gain category showed a very good increase in understanding, while those in the

medium category showed a fairly significant increase.

This research is supported by research results (Chaerunnisa & Iskandar, 2024). The results of the study showed that the developed *flipbook* media was in the feasible category, as validated by material, media, and language experts, and was effective for learning, as it increased students' average score from 65.3 to 89.8.

According to (Rani et al., 2024) (2024), the results of the study show that the use of *flipbook*-based teaching materials can improve student learning outcomes in the Pancasila Education subject, as seen from the increase in learning completion from 33% in the pre-cycle to 75% in cycle I and 91% in cycle II. According to (Rahayu & Wibawa, 2024) (2024), the research results show that the developed *flipbook* media is suitable for use as a civics learning medium in elementary schools and is effective in developing students' creative thinking skills.

This indicates that *Flipbook* media has a positive impact on overall student learning outcomes. Therefore, *Flipbook* learning media can be considered effective in improving

Pancasila Education learning outcomes among fourth-grade students.

E. Conclusion

The developed Flipbook learning media was deemed highly suitable for learning. This was indicated by the results of the material expert validity test (97.5%) and the media expert validity test (95%). Based on the feasibility criteria, with a range of 81%-100%, the Flipbook learning media was included in the very suitable category and did not require revision. The Flipbook learning media was deemed highly practical based on a practicality test conducted by teachers and students. The teacher's assessment results showed a practicality percentage of 92.9%, while the student response results showed a percentage of 85.46%. Both results were in the 81%-100% range, with a very practical category. The Flipbook learning media was found to be effective in improving student learning outcomes. This was evidenced by increases in pretest and posttest scores, as well as in the Normalized Gain (N-Gain) calculation. Of the 32 students, 5 were in the great improvement category, 21 in the

medium category, and 6 in the low category. Although some students showed little improvement, all students still increased their scores after using the Flipbook media.

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