

DEVELOPMENT OF “FAMILY PANCASILA BOARD” POP-UP MEDIA FOR LEARNING PANCASILA VALUES IN GRADE III ELEMENTARY SCHOOL

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ABSTRACT

This study was conducted to develop a Pop-Up learning medium entitled the "Family Pancasila Board" for teaching Pancasila Education to Grade III elementary school students. A Research and Development (RnD) methodology based on the ADDIE framework was adopted, consisting of five sequential phases: Analysis, Design, Development, Implementation, and Evaluation. The final product is a three-dimensional pop-up board that presents the symbols of Pancasila, the meaning of each principle, and illustrations of how Pancasila values can be practiced in everyday family life. Additionally, the media incorporates a QR-Code for accessing supplementary learning materials. Validation assessments from subject matter specialists, media experts, and end-users confirmed the media's appropriateness for classroom implementation. Material experts validated the product at 87.5%, media specialists at 85%, and teachers at an average of 89.3%. Practicality testing yielded exceptional results, with small-scale trials achieving 98% and large-scale trials reaching 96.8%, both categorized as "Very Practical." The developed media effectively enhances students' comprehension and motivation to implement Pancasila values in their family environments while fostering collaborative and engaging learning experiences.

Keywords: Learning Media, Pancasila Education, RnD

A. Preliminary

Pancasila Education stands as a fundamental subject that plays an essential role in character formation, national value transmission, and the reinforcement of students' cultural identity during their formative years. Through Pancasila Education at the elementary level, learners are anticipated to identify, comprehend, and integrate the esteemed values of Pancasila as their guide for national

and civic life. The integration of character education through Pancasila values for elementary school students represents an indispensable component of Indonesia's formal education system (Putri & Dewi, 2022). The core pillars encompassing religious devotion, nationalism, independence, mutual cooperation, and integrity can be optimally cultivated through consistent habituation and organized instruction

(Primadani et al., 2025). Pancasila Education holds significant importance in molding children's character during elementary school years, as this developmental phase represents a critical window wherein value internalization can shape students into individuals demonstrating accountability, integrity, and social awareness (Ramadhani et al., 2024). The observed decline in children's character quality at the elementary level demands thoughtful intervention strategies, including the implementation of robust, contextual character education approaches grounded in Pancasila principles (Retno Farhana Nurulita Silatul Rahmi, 2023). Drawing from these perspectives, it becomes evident that strengthening Pancasila instruction requires continuous, structured efforts supported by appropriate educational media.

Classroom realities indicate that Pancasila Education implementation in elementary schools encounters various obstacles. Research findings reveal that student interest in Pancasila and Civic Education remains moderate, with some learners showing curiosity but failing to

demonstrate optimal active participation. Contributing factors encompass conventional teaching approaches, inadequate interactive learning resources, and uninspiring classroom atmospheres, all of which negatively affect student engagement (Rifka Alkhilyatul Ma'rifat, I Made Suraharta, 2024). Educators frequently deliver theoretical content disconnected from children's social realities, consequently diminishing students' emotional investment in learning (Zai et al., 2025). This situation demands serious attention from educational practitioners to maximize the attainment of learning objectives.

These challenges become more intricate when considering the developmental characteristics of third-grade students, who, according to Jean Piaget's framework, operate at the concrete operational stage. Elementary school children require tangible experiences to grasp abstract concepts, making lecture-dominated instruction less effective as it tends to reduce focus and learning involvement (BGTK Kaltim, 2026). When abstract content is presented without adequate visual representation, the essential moral

values of Pancasila fail to be internalized and remain merely memorized content (Kustiawardani et al., 2026). Consequently, selecting instructional media that deliver material through visual, concrete, and stimulating means becomes essential for supporting conceptual comprehension, sustaining attention, and encouraging active student participation.

The significance of learning media in Pancasila Education has been acknowledged by numerous scholars. Appropriate media utilization in Pancasila instruction at elementary level has demonstrated positive contributions to students' understanding of Pancasila values (Selvia Roza, 2024). Visually designed resources stimulate cognitive processing while evoking children's emotional responses to emulate positive behaviors portrayed in the media (Ariani et al., 2023). Pop-up media represents one alternative that has been extensively examined and confirmed effective, offering three-dimensional visual presentations that are attractive, interactive, and engaging for elementary-aged learners.

Multiple studies have highlighted pop-up media's potential in supporting Pancasila Education. The application of Pop-Up Book media for fourth-grade Pancasila instruction on symbol meanings showed planning in the good category, despite implementation challenges (Marliana et al., 2023). The surprise element when opening media pages effectively sustains young children's typically short attention spans (Fadilah et al., 2025). Furthermore, digital Pop-Up Book development for Pancasila Education on Indonesia's socio-cultural diversity for third grade using the ADDIE model successfully created appropriate, effective instructional media (Sekarsari & Maharani, 2025). Three-dimensional visual media development has also significantly improved student learning outcomes above minimum mastery criteria (Salma Farikha et al., 2026).

Pop-up media innovation continues progressing beyond book formats into three-dimensional board forms offering greater flexibility and ease of whole-class implementation. Interactive board media facilitates two-way communication and collaborative learning among students (Hanni & Yulianto, 2025). Within this context,

researchers developed an innovative learning resource called "Family Pancasila Board," a three-dimensional pop-up board specifically designed for Chapter 4 "Let's Get to Know Pancasila" in third grade. This media integrates three-dimensional visual advantages with family life contexts as students' immediate environment, aiming to construct meaningful, contextual understanding of Pancasila values.

Pop-up media innovation for Pancasila Education continues experiencing significant advancement, as evidenced by various learning case studies demonstrating the effectiveness of pop-up-based resources in improving students' material comprehension (Fadilah et al., 2025). Contextualizing moral content through family environment role-playing simulations using three-dimensional miniatures proves more memorable in children's long-term memory (Apriansyah et al., 2025). Interactive media's influence on student learning motivation in Pancasila Education yields positive, significant outcome (Wulandari et al., n.d.).

Based on the preceding explanation, a gap exists between the

requirement for enjoyable, concrete, contextual learning and the availability of innovative media specifically tailored for Pancasila introduction material in third grade. This development research was undertaken under the title "Development of 'Family Pancasila Board' Pop-Up Media for Learning Pancasila Values in Grade III Elementary School," aiming to produce valid, practical, and effective instructional media to enhance students' understanding and motivation in learning Pancasila.

B. Method

This development research aimed to produce learning media for Pancasila application material within family environments, specifically Chapter 4 "Let's Get to Know Pancasila" for third-grade Pancasila Education. The methodology employed Research and Development (RnD) following the ADDIE model, selected for its systematic stages comprising Analyze, Design, Development, Implementation, and Evaluation (Hidayat et al., 2021). This model incorporates evaluation at each phase, minimizing errors in the developed media. Its application

aligns with research objectives oriented toward learning media product development and feasibility testing prior to classroom implementation in third-grade Pancasila Education. The ADDIE stages are illustrated in Figure 1.

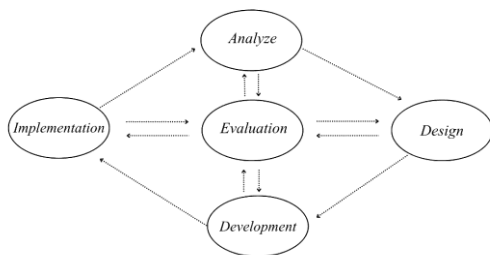


Figure 1 ADDIE Development Model

The ADDIE model implementation commenced with the Analyze phase to identify learning requirements and third-grade student characteristics, ensuring developed products precisely addressed their needs. This analysis involved student characteristic assessment through learning style questionnaires to determine interest in the media being developed. The subsequent Design phase for the "Family Pancasila Board" Pop-up product involved: (1) establishing learning objectives, (2) selecting behavioral examples demonstrating Pancasila implementation in family settings, (3) developing a storyboard, (4) creating

usage instructions, and (5) generating a QR-Code.

The Development phase encompassed design consultations with supervising lecturers, validation by subject matter and media specialists, and student-administered practicality questionnaires. Following validation, revisions preceded the Implementation phase, beginning with small-scale trials involving six students to identify potential obstacles, followed by large-scale trials with 28 students to measure practicality. Student practicality questionnaire results informed product refinement. The final Evaluation phase involved final revisions based on expert and teacher suggestions, followed by product review to ensure its suitability as innovative learning media meeting student needs.

This study employed quantitative and qualitative approaches, with quantitative data derived from observations, teacher input, and expert validation, while qualitative data emerged from media and material validation by experts and teachers, along with practicality tests conducted by third-grade students. Data sources included teachers, students, material experts, and media

experts. Two trials were conducted: a small-scale trial involving 6 students and a large-scale trial with 28 third-grade students. Data collection techniques included media needs questionnaires, material expert validation questionnaires, media expert validation questionnaires, and practicality questionnaires. These instruments identified student learning needs, learning styles, characteristics, assessed media feasibility, and measured learning media practicality during trials.

The validation framework involved three assessors: material experts, media experts, and teachers. Material experts evaluated content, language, scope, and presentation based on conceptual accuracy and learning objective relevance. Media experts assessed appearance, design, and content visualization according to student characteristics. Teachers evaluated practical aspects including ease of use, content suitability for classroom conditions, and media display. Validation outcomes refined the product before trials. Practicality questionnaires were administered to third-grade students as media users to measure the feasibility and practicality of the

"Family Pancasila Board" Pop-Up media for Pancasila Implementation in Family Environment material. Student practicality questionnaire grids were constructed based on ease of use, student involvement, and media effectiveness in supporting learning.

The student user validation grid included three main indicators assessing practical media feasibility. First, material appropriateness evaluated whether media content supported student understanding of studied topics. Second, accessibility and usability benchmarks determined whether students could operate the media independently without technical difficulties. Third, visual appeal and content attractiveness were considered to ensure media could capture student interest and enhance engagement during learning.

Assessment employed a Likert scale with scores ranging from 1 to 4, administered through checklists (Sugiyono, 2019). The Likert scale score determined media suitability based on descriptor count: three descriptors yielded a score of 4 (Very Good); two descriptors scored 3 (Good); one descriptor scored 2 (Poor); and no descriptors scored 1

(Poor), following Sugiyono's (2019) guidelines.

Validation sheet scores were totaled and analyzed using Akbar's (2017) formula.

$$Vah = \frac{Tse}{Tsh} \times 100\%$$

Where:

Vah = Expert validation value

Tse = Total score achieved from empirical data

Tsh = Total maximum score expected

This formula measured learning media suitability based on subject matter expert, media expert, and user assessments. Results determined whether the "Family Pancasila Board" Pop-up learning media was suitable for use or required revision, referencing Akbar's (2017) suitability criteria.

Based on Akbar (2017), product feasibility is categorized into four levels: very valid (85.01–100%), fairly valid (70.01–85.00%), less valid (50.01–70.00%), and invalid (1.00–50.00%). To evaluate the practicality of the learning media, this study applied the Guttman scale, which uses two response choices, namely "Yes" (score = 1) and "No" (score = 0), as recommended by Sugiyono (2019).

The practicality of the learning media was evaluated using the Guttman scale, which consists of two response options: "Yes" (assigned a score of 1) and "No" (assigned a score of 0), following the guidelines of Sugiyono (2019). This binary scoring method enables straightforward data analysis. The practicality results were derived from students' responses after using the "Family Pancasila Board" Pop-up learning media and were calculated using the formula introduced by Akbar (2019), as shown below.

$$Vp = \frac{TSEp}{Smax} \times 100\%$$

Where:

Vp = validation of practicality

TSEp = Total empirical score of practicality

Smax = maximum expected score

Practicality questionnaire analysis aimed to determine how practical the "Family Pancasila Board" Pop-up learning media was for student use. Assessment referenced Akbar's criteria as cited in (Kumalasari, 2018), with categories: very practical (75.01–100%), quite practical (50.01–75.00%), less practical (25.01–50.00%), and not practical (0.00–

25.00%). This percentage determined whether media could be used directly or required revision (Akbar in Kumalasani, 2018).

Based on the above analysis, the "Family Pancasila Board" Pop-up learning media is considered practical if achieving a score of $\geq 50.01\%$. However, if the score is $\leq 50\%$, the media requires revision to meet expected practicality standards in supporting the learning process.

C.Result

This research was conducted to develop the "Family Pancasila Board" Pop-Up Media as a learning resource for teaching Pancasila values to Grade III elementary school students. The research adopted a Research and Development (RnD) approach using the ADDIE framework, which consists of five sequential phases: Analysis, Design, Development, Implementation, and Evaluation. Continuous evaluation was integrated into every phase to maintain the quality of the product and identify potential improvements throughout the development process.

Analyze Stage

During the analysis phase, student needs and characteristics were examined to ensure the media addressed their needs. This analysis was conducted on May 7, 2026.

Needs Analysis

Field observations and interviews with the class IIIB homeroom teacher revealed that Pancasila Education learning utilized conventional and digital media, including textbooks, LCD projectors, learning videos, and digital games. Pop-up media had not been employed in Pancasila Education lessons. This reinforced the teacher's assertion that pop-up media could be introduced as a variety of learning resources to prevent student boredom and make learning more enjoyable.

Learning Style Analysis

A non-diagnostic questionnaire containing learning style indicators was distributed to 28 grade IIIB students to explore the learning styles of the majority of students. Questionnaire results subsequently served as references for adjusting the developed learning media. The majority of students demonstrated visual and kinesthetic learning styles, evident from responses such as "my

hands can't stay still" during teacher explanations, easier comprehension through direct practice, and better material retention when reading while walking.

Table 1 Results of observations and interviews regarding learning media

Observed Aspects	Findings
Media used today	Textbooks, YouTube videos, digital games
Student response to learning	Feeling bored when learning only using textbooks
Availability of facilities	school WiFi, LCD projector, sound
Learning needs	Learning media that facilitates all student learning styles
Teacher's response	Strongly supports the development of learning media

Table 2 Results of the learning style determination questionnaire

Learning Style	Indicator	Percentage (%)
Visual	Follow the picture of how to assemble Lego from the book	28,5%
	Pay attention to the teacher's face when receiving an explanation	
	It is easier to understand learning materials by looking at pictures/teaching aids.	
	Prefer to learn new lessons with pictures, diagrams, or videos	
	Easy to remember material by	

Audio	reading notebooks	64,2%
	Listen to how to assemble Lego by reading it aloud	
	Just listen when the teacher explains	
	It is easier to understand learning materials by discussing them.	
	Prefer new lessons by listening to the teacher's explanation	
Kinesthetic	It is easy to remember the material if you read it out loud.	78,5%
	Directly assemble Lego without any instructions	
	Hands can't stay still when the teacher is explaining	
	It is easier to understand learning materials with direct practice.	
	Prefer to learn new lessons by trying them out directly/practicing	
	It is easy to remember the material if you read by pacing back and forth.	

Design Stage (Planning)

Based on previous analysis results, the planning stage focused on developing "Family Pancasila Board"

Pop-Up Media for Pancasila learning. The media was designed to display examples of Pancasila value application within family environments. The initial step involved determining learning objectives to ensure clear, focused material creation. For this material, the selected learning objective was "Through the Pancasila board media, students can group 10 practices of Pancasila principles in the family environment correctly." Following learning objective selection, 10 family activities reflecting Pancasila application were identified.

Subsequently, a storyboard was prepared with the initial "Family Pancasila Board" Pop-Up Media design shaped like a book, featuring a media cover on the front, the left page containing Pancasila Symbols and Meanings, and the right page displaying activities included in Pancasila family environment application. Usage instructions were attached to teaching materials, which included symbols, meanings, and activities reflecting Pancasila family environment application. Learning media visual design utilized the Canva application.

Determining Learning Objectives

Referring to Pancasila Application in Family Environment material, the selected Learning Outcome was "Identifying the meaning of Pancasila principles and their application in everyday life." Learning objectives were formulated based on selected Learning Outcomes as follows: 1) Through observing Pancasila symbols, students can correctly determine the 5 meanings of Pancasila principles; 2) Through the Family Pancasila Board media, students can correctly group 10 practices of Pancasila principles in the family environment; and 3) Through "Gallery Walk" activities, students can analyze 4 problems according to proper Pancasila application.

Selection of Examples of Behavior Implementing Pancasila in the Family Environment

Example selection for behaviors implementing Pancasila in family environments was based on third-grade level appropriateness, with chosen behaviors tailored to students' home habits. The following are selected behavior examples:

Table 3 Examples of the application of Pancasila in the family environment

No	The Principles of Pancasila	Examples of Behavior
1.	First Principle	Congregational prayer at home Pray together before eating
2.	Second Principle	Behave honestly towards parents Caring for a sick family member
3.	The Third Principle	Live in harmony without quarrels Work together to clean the house
4.	The 4th Precept	Conducting discussions to determine holiday destinations Do not force personal will at home
5.	The 5th Precept	Putting aside money for savings Can divide time between studying and playing

Figure 3 Layout of the “Pancasila Symbol” media sheet

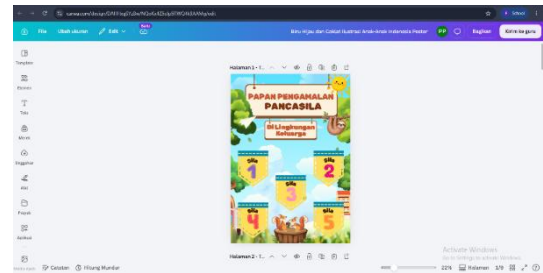


Figure 4 Layout of the media sheet "Implementation of Pancasila in the Family Environment"

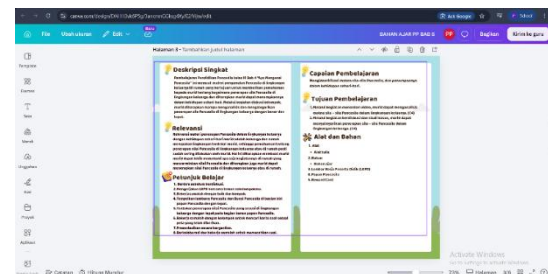


Figure 5 Creating Learning Outcomes, Learning Objectives, and Brief Description pages

Storyboard Preparation

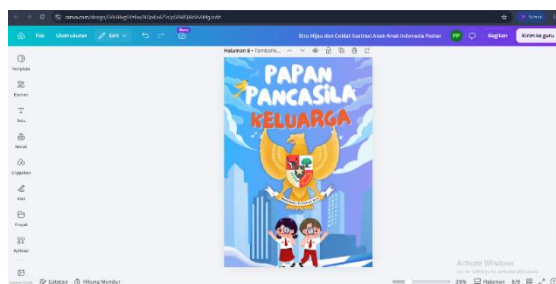


Figure 2 Creating the front page design for learning media

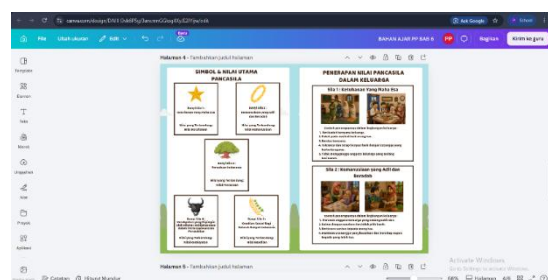


Figure 6 Making Teaching Materials

Preparation of Instructions for Use

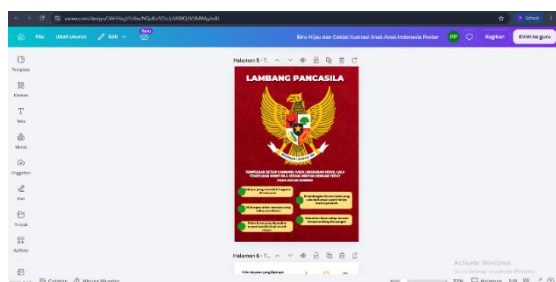


Figure 7 Creating User Guide

QR Code Creation

A QR code was created through the "QR-Code Generator" website, requiring email login. After successful login, the teaching material link downloaded from Canva was copied and pasted into the provided link section. The next step involved pressing the "Create" button and waiting for the QR code to appear. The QR code appearance could be customized using available templates according to individual preferences.

Development Stage

The development stage encompassed the final results of developed learning media as well as validation data from experts (material and media specialists) and users. The resulting product was a "Family Pancasila Board" Pop-up learning media. Material validation was conducted by Dr. Candra Utama, M.Pd on April 14, 2026. Validation results are displayed in the following table as evidence of material content appropriateness.

Table 4 Results of validation by material experts

Assessment Aspects	Score	Percentage (%)	Criteria
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Relevance of Content	4	100%	Very Valid
Coverage of the Material	4	100%	Very Valid
Clarity of Language & Communication	3	75%	Quite Valid
Presentation of Material	3	75%	Quite Valid
Validation Result	14	87,5%	Very Valid
Average	87,5%		
Category	Very Valid		
Decision	Suitable for use with minor revisions		

Dr. Candra Utama, M.Pd's validation results showed the "Family Pancasila Board" Pop-up learning media scored 14 out of 16 (87.5%), categorized as Very Valid and suitable for use with minor revisions. Material expert improvement suggestions included re-correcting several sentences in teaching materials to ensure more concise, easily understood sentences for third-grade students and avoiding repetitive sentences.

Media expert validation was conducted by Dr. Candra Utama, M.Pd on April 14, 2026. Validation results of the "Family Pancasila Board" Pop-up learning media are presented in the following table as a basis for assessing learning media feasibility.

Table 5 Media expert validation results

Assessment Aspects	Score	Percentage (%)	Criteria
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Instructional Media	4	100%	Very Valid
Visual Appearance	4	100%	Very Valid
Language/Communication	3	75%	Quite Valid
Material Presentation	4	100%	Very Valid
Overall Assessment	3	75%	Quite Valid
Validation Result	18	85%	Quite Valid
Average	85%		
Category	Quite Valid		
Decision	Can be used with minor revisions		

Based on Dr. Candra Utama, M.Pd's validation, the "Family Pancasila Board" Pop-up media received a score of 18 out of 20 (85%), placing it in the Fairly Valid category and Suitable for Use with minor revisions. Revisions addressed language/communication aspects and overall appearance. In language/communication, revisions included font size in the meaning section and example cards being too small and lengthy, necessitating font enlargement and sentence summarization on example and meaning cards. Regarding overall appearance, revisions included adding usage instructions in the Pancasila family environment application example section.

User validation was conducted by Mrs. Wendy Ayu Putri Viola, S.Pd

as the class III homeroom teacher on April 16, 2026. This assessment evaluated the "Family Pancasila Board" Pop-Up media's feasibility from a user perspective. Validation results are presented in the following tables:

Table 6 Results of material validation by users

Assessment Aspects	Score	Percentage (%)	Criteria
Relevance of Content	4	100%	Very Valid
Coverage of the Material	3	75%	Quite Valid
Clarity of Language & Communication	4	100%	Very Valid
Presentation of Material	4	100%	Very Valid
Validation Result	15	93,75%	Very Valid
Average	93,75%		
Category	Very Valid		
Decision	Suitable for use with minor revisions		

Table 7 Media validation results by users

Assessment Aspects	Score	Percentage (%)	Criteria
Instructional Media	4	100%	Very Valid
Visual Appearance	4	100%	Very Valid
Language/Communication	4	100%	Very Valid
Material Presentation	4	100%	Very Valid
Overall Assessment	3	75%	Quite Valid
Validation Result	18	85%	Quite Valid
Average	85%		
Category	Quite Valid		
Decision	Can be used with minor revisions		

User validation conducted by Ms. Wendy Ayu Putri Viola obtained 93.75% with a Very Valid category for material quality aspects. For learning media aspects, it obtained 85% with a Fairly Valid category. Based on user validation results, the "Family Pancasila Board" Pop-Up media could be used with minor revisions including adding a QR-Code to facilitate student material access and enlarging font size.

Based on validation by material experts, media experts, and users, the "Family Pancasila Board" Pop-Up media is suitable for use without major revisions. Revisions include enlarging fonts, shortening sentences, eliminating repetitive sentences, and adding a QR code to facilitate and improve effectiveness for third-grade students. Following completion of this validation process, the media will be revised and re-evaluated based on suggestions and input provided.

Implementation Stage

In the implementation stage, two product trials were conducted: a small-scale and a large-scale trial. The small-scale trial of the "Family Pancasila Board" Pop-up learning media was carried out on April 20, 2026, with the participation of six

Grade IIIC students representing different levels of cognitive ability. The session started with an introduction to the learning media and instructions for its use. Students were then organized into groups, and each group was provided with the teaching materials and the "Family Pancasila Board" Pop-up media. After reviewing the learning materials, the groups completed the assigned learning activities using the media. Upon completion, students worked on individual questions and completed a practicality questionnaire. Practicality questionnaire results showed positive responses with 98% across all aspects, including ease of use, interest, instruction clarity, easily understandable language, and enthusiasm, leading to the media being declared very practical and suitable for use without revision.

Furthermore, a large-scale trial was conducted on April 28, 2026, with 28 students in grade IIIB using similar procedures, including briefing, group assignments, provision of teaching materials and media, assignments on the "Family Pancasila Board" Pop-up media, individual assignments, and a practicality questionnaire. The practicality questionnaire

administered during the large-scale trial produced an average score of 96.8%, indicating a very high level of practicality. While 11.6% of students reported slight confusion when using the media, all remaining indicators received entirely positive responses. Overall, the "Family Pancasila Board" Pop-up media was assessed as highly practical and appropriate for classroom implementation without requiring substantial revisions.

Overall, the findings from both trials demonstrate that the "Family Pancasila Board" Pop-up learning media is highly practical, effective, and user-friendly for third-grade students. The high practicality rates—98% on a small scale and 96.8% on a large scale—indicate that this media is interesting, appropriate to student abilities, and able to support the learning process effectively. Although some confusion occurred in the large-scale trial, this does not reduce the media's feasibility. Therefore, this media is ready for widespread implementation with further evaluation for continued refinement.

Evaluation Stage

Following implementation phase completion, an evaluation of the "Family Pancasila Board" Pop-up

learning media for third grade was conducted. Field trial results showed a score of 96.8%, placing the media in the very practical category and requiring no major revisions. However, expert evaluation provided several important inputs for refining the media to make it more effective and engaging for students.

The material expert validator recommended shortening several sentences to reduce length and eliminating repetitive sentences. Furthermore, the media expert validator recommended increasing font size for meaning and behavioral examples, and adding usage instructions to the Pancasila implementation sheet within the family environment. Meanwhile, the teacher, as the user, suggested increasing font size for the learning media and adding a QR code to make the learning media more accessible to students. Revisions will be made with input from the supervising lecturer, validation results from the material expert, media expert, and user, so that the quality of the learning media can be improved overall.

D. Discussion

This study aimed to develop a "Family Pancasila Board" Pop-Up Media for Learning Pancasila Values in Grade III Elementary School. Based on the research results, the developed media is proven to be valid and practical as an interesting and interactive learning alternative. The development results of the "Family Pancasila Board" Pop-up media demonstrate that this media is designed according to the characteristics of grade III Elementary School students who are at the concrete operational stage. At this developmental stage, students more easily understand concepts through visual aids, concrete objects, and direct activities. The use of pop-up media in the form of a three-dimensional board with illustrations of Pancasila value application in family environments is considered appropriate to help students understand abstract Pancasila Education material in a more tangible and comprehensible manner.

Needs analysis results indicate that Pancasila Education learning in grade III previously used simple conventional and digital media, such as textbooks, learning videos, and

LCD projectors. The teacher also conveyed that students needed more interesting media variety to prevent monotony in learning. Learning style analysis results showed that the majority of students tended to have visual and kinesthetic learning styles. These findings became the basis for developing the "Family Pancasila Board" Pop-up media, which displays three-dimensional visuals and hands-on activities through grouping Pancasila application in family environments.

Pedagogically, the "Family Pancasila Board" Pop-up media has the potential to help students more easily understand Pancasila values through behavioral examples from everyday life. The family environment is highly appropriate for this material because family represents the closest social environment for students. The use of images depicting 10 family activities, activities matching family environment behaviors with Pancasila principles, and presentation of symbols and meanings of Pancasila principles can help students connect concepts with real experiences. This demonstrates that learning does not only focus on memorizing principle statements but also on understanding

Pancasila value application in daily life.

The "Family Pancasila Board" Pop-up Media can be categorized as a form of contextual learning because the material is directly linked to situations experienced by students in family life. Contextual learning allows students to gain more meaningful learning experiences because the concepts learned relate to real life. This finding aligns with research conducted by (Sabdarini & Egok, 2021) entitled "Development of Thematic LKS Based on Local Wisdom for Elementary School Students," which states that contextual learning and real-life experiences can increase student engagement in the learning process. Additionally, research by (Sabdarini & Egok, 2021) entitled "The Use of Pop-Up Book Media in Pancasila Education Learning Material on the Meaning of the Symbols of the Pancasila Principles for Grade IV Students of Banmati 02 Public Elementary School in the 2022/2023 Academic Year" shows that pop-up media use in Pancasila Education learning can increase student interest in the learning material. (Sabdarini & Egok, 2021) research entitled

"Development of Digital Pop-Up Book Media in Pancasila Education Learning on Indonesian Social and Cultural Diversity Material for Class III SDN 12 Sembawa" also explains that digital pop-up media in Pancasila Education learning is declared appropriate and effective for use in elementary school learning.

Based on practicality test results, the "Family Pancasila Board" Pop-up media obtained excellent outcomes. In a small-scale trial involving 6 students, the media obtained a practicality percentage of 98% with a very practical category. Meanwhile, in a large-scale trial involving 28 students, the media obtained 96.8% and remained in the very practical category. These results indicate that the media is easy to use by students and teachers, has clear instructions, an attractive appearance, and is able to increase student engagement during the learning process.

The media's practicality was also evident in student enthusiasm during use. Students actively engaged in grouping examples of family behaviors that align with Pancasila principles and were more focused during the learning process. Although a small number of students still felt

somewhat confused when using the media during the large-scale trial, this did not affect the overall practicality of the media. These challenges could be caused by differences in students' abilities to understand usage instructions and can be minimized through teacher guidance during the learning process.

E. Conclusion

This research produced a "Family Pancasila Board" Pop-up media for learning the application of Pancasila values in family environments for third-grade elementary school students. The media development employed the ADDIE model, encompassing needs analysis, design, development, implementation, and evaluation stages. The media was designed to help students understand Pancasila values through concrete behavioral examples in family environments that are close to students' daily lives. Practicality test results showed that the "Family Pancasila Board" Pop-up learning media fell into the very practical category. In a small-scale trial involving 6 students, the practicality percentage was 98%, while in a large-scale trial involving 28

students, the percentage was 96.8%. These results indicate that the media is easy to use, interesting, and able to support student involvement in Pancasila Education learning.

Based on the explanation above, the "Family Pancasila Board" Pop-up media can be recommended as an alternative learning medium for Pancasila Education in grade III elementary schools that is more visual, interactive, and contextual. However, the conclusions of this study remain limited to the practical aspects of the media, as the study has not yet measured its effectiveness in improving student learning outcomes quantitatively.

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