



## Validity and Practicality of Kvisoft Flipbook Maker Media Using Problem Based Learning in Learning Pancasila Education in Elementary School

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**Abstract:** The background of this research is the use of image media or displays in learning Pancasila Education, which makes students less focused and difficult to understand the lessons. This research aims to develop a valid and practical Kvisoft Flipbook Maker interactive media. This research uses the Research and Development (R&D) method with the ADDIE model. The data was obtained through validation questionnaire and the practicality teachers and grade IV students at SDN 22 and 24 Ujung Gurun, as well as SDN 26 Rimbo Kaluang. The results of study showed that the Kvisoft Flipbook Maker learning media was very valid with a score of 93.33% by material experts, 90% by linguists and 92% by media experts, with an average validity of 91.77%. The results of the practicality test showed that the learning media was very practical with a score of 96% by teachers and 94% by students of SDN 22 Ujung Gurun, as well as 94% by teachers and 95% by students of SDN 24 Ujung Gurun, and 98% by teachers and 98% by students of SDN 26 Rimbo Kaluang. Therefore, the interactive media Kvisoft Flipbook Maker valid and practical to use in learning Pancasila Education in grade IV of Elementary School.

**Abstrak:** Latar belakang penelitian ini yaitu penggunaan media gambar atau pajangan dalam pembelajaran Pendidikan Pancasila, yang membuat siswa kurang fokus dan sulit memahami pelajaran. Penelitian ini ditujukan guna merancang serta menyimpulkan terkait media interaktif berdasar Kvisoft Flipbook Maker dimana memenuhi kriteria validitas dan kepraktisan. Pada penelitian ini, pendekatan dengan metode Research and Development (R&D), dimana diacu ke tahap-tahap dalam model sebuah pengembangan ADDIE. Data didapat melalui angket tersebar serta praktikalitas guru juga siswa kelas IV di SDN 22 dan 24 Ujung Gurun, serta SDN 26 Rimbo Kaluang. Hasilnya menggambarkan jika media pembelajaran dari *Kvisoft Flipbook Maker* terdeteksi valid ditunjukkan skor 93,33% dari ahli materi, 90% dari ahli bahasa serta 92% oleh ahli media, dengan rerata validitas senilai 91,77%. Hasil uji praktikalitas menunjukkan media untuk pembelajaran sangat praktis dengan skor 96% oleh guru dan 94% oleh peserta didik SDN 22 Ujung Gurun, serta 94% oleh guru juga 95% dari peserta didik SDN 24 Ujung Gurun, dan 98% oleh guru juga 98% oleh anak sekolah dari SDN 26 Rimbo Kaluang. Oleh karena itu, media interaktif *Kvisoft Flipbook Maker* sudah valid serta praktis diimplementasikan pada pelajaran Pendidikan Pancasila untuk siswa dibangku kelas IV di Sekolah Dasar.

## A. Introduction

As knowledge progresses from era to era, this will contribute to the development of science and the development of new technologies that reflect the advancement of time. Now technological changes are very advanced and very rapid. Developing technology has penetrated various fields, including education. Everything in the world of education must be able to keep up with the times so that education in Indonesia does not fall behind. Not only teachers and lecturers need to learn technology, but students must also pay attention to developments of the times, especially this technology (Lestari, 2020).

Learning media greatly determines the success of learning targets. Learning that feels unsatisfactory can affect students' learning outcomes due to the use of media during learning. Choosing appropriate learning media that suits the learning style and needs of students is a very effective way to improve student learning outcomes in school (Supartini, 2016). Media used in learning are tools or devices utilized in the process of conveying information, ideas, and learning materials to students. Therefore, learning media is needed to make it easier for students to master material with the aim of creating interest in learning, increasing motivation, creativity in learning, increasing student activity, and certainly can form meaningful learning so that students get good learning outcomes.

In Pancasila Education, students are invited to play a role during the teaching and learning process. Good learning facilities will help optimize the learning process well. This has a positive impact on improving learning outcomes. This learning material contains Pancasila character values that can be applied in social society and the state. According to Akhyar & Dewi (2022), Pancasila Education is learning that understands the rights and obligations of citizenship, love for the homeland, and has a national spirit. This Pancasila Education learning is taught to Indonesian society, including elementary school-age children.

Based on observation results and interviews conducted by the author with students in class IVB at SD Negeri 22 Ujung Gurun, class IVD at SD Negeri 24 Ujung Gurun, and Class IV at SD Negeri 26 Rimbo Kaluang schools, it was found that teachers still use learning media in the form of displays and pictures that make students less focused and have difficulty understanding the material. Then this learning is very rigid and involves a lot of memorization so that students feel less interested, bored, and less able to think critically. In addition, the implementation of educational media with the latest technology has reached the level of using projectors to present teaching material in the form of videos taken from YouTube. The limited insight and understanding possessed by teachers often becomes an obstacle in designing learning media that can generate interest and learning motivation for students. Therefore, Laela et al (2023) revealed that Pancasila learning is less attractive because there is a lot of memorization so that this learning is less attractive to students' learning interest and students are less able to think critically. This Pancasila Education has an important role that cannot be ignored in elementary schools. Therefore, teachers are highly expected to be able to make innovations/changes in learning both in terms of content

and learning and teaching to achieve desired learning outcomes and create teaching materials that are meaningful, exciting, and fun with students as the center of learning.

After conducting interviews and observations at four previously selected elementary schools, therefore, the researcher made changes/updates to the use of media in learning. The solution that can be done is to implement learning using interactive media Kvisoft Flipbook Maker. It is hoped that by using this media, it can attract students to learn more actively and can provide convenience to students to understand material through attractive and interactive visual media. Thus, learning can be more meaningful.

Kvisoft Flipbook Maker is software designed efficiently to convert PDF files into interactive digital publications in the form of books that can be flipped like reading books in general. This media can make PDF displays more attractive and interactive (Djarwo & Handasah, 2022). This application is one of the tools or software used to develop good learning media. This software is considered to make it easier for teachers to deliver material and is easy to use and can generate interest and enthusiasm for student learning. Rahayu & Pertiwi (2022) explain that this media can be accessed directly and can read or listen to the learning material being studied. This application was chosen by researchers because it offers comprehensive features and can be accessed flexibly, can be accessed by anyone, anytime, and anywhere using devices such as laptops or computers, as well as Android. This media can be accessed through links or barcodes that are shared.

The application of learning models in teaching and learning activities in the classroom plays an important role in optimizing the use of learning media. In the Independent Curriculum, the recommended learning approach is a model that can encourage the creation of active learning processes, where students are directly involved in creating critical thinking abilities and problem-solving skills (Toma & Reinita, 2023). Therefore, the author is interested in using the Problem Based Learning (PBL) model as a learning model that is considered suitable for use in research.

Reinita (2020) states that the PBL learning model design helps students build and gain understanding through exploration and collaborative problem solving, thus encouraging the development of creativity in students' learning processes. Ahmad et al (2023) explain that the PBL model offers various advantages, one of which is its ability to hone skills in developing critical and creative thinking abilities in students. Therefore, it can be concluded that the PBL learning model itself is an approach model that uses problems as a starting point in the learning process, which can contribute and collaborate to improve student skills. Collaboration becomes an important skill, where each student plays an active role in giving opinions and participating in problem solving and forming students who are critical, cooperative, and apply concepts they have learned (Astuti et al., 2024).

The advantages of the PBL model according to Zuchri & Irawati (2021) are making students master problem-solving skills, motivating students to think at higher levels, developing communication skills, and training the ability to search for and analyze information. The advantages of the PBL learning model according to Eskris (2021) are as follows: (1) learning using the PBL model is related to direct life; (2) the problem-solving

process takes place throughout the learning activities and learning can stimulate students' expertise in solving problems and can provide satisfaction to students; (3) learning using the PBL model can increase student activity; (4) PBL can help students identify and understand problems around students.

In line with this, [Tiara et al \(2024\)](#) also explain that the stages of the PBL model begin with orienting students to problems, followed by organizing students to learn, (3) guiding students in conducting independent and group investigations, (4) developing and presenting student work, and (5) analyzing and improving the problem-solving process.

Other research on Kvisoft Flipbook Maker was conducted by [Rofiqoh et al \(2023\)](#) with the title "Development of Flipbook Learning Media for Science Subjects in Class IV SDN Pinang 1 Tangerang City". Next by ([Kuncoro & Fitriawanati, 2023](#)) titled "Contextual-Based Flipbook Learning Media: Effective Innovation in Improving Understanding of Flat Shape Material for Class IV". The next research conducted by [Saralee \(2022\)](#) titled "Development of Kvisoft Flipbook Maker Media Based on Scientific Approach in Integrated Thematic Learning in Class V Elementary School".

Different from previous research, the novelty of this research lies in the use of digital media Kvisoft Flipbook Maker combined with Problem Based Learning (PBL) model specifically in Pancasila Education in grade IV elementary school. So far, Pancasila Education learning at elementary level is still dominated by conventional approaches, while the application of interactive digital technology such as flipbook based on PBL is still rarely made the focus of research. This research not only develops learning media but also aims to determine the validity and practicality of media used in Pancasila Education learning. Therefore, this research offers an innovative and relevant approach in supporting Pancasila Education learning in the digital era.

The general objective of this research is to determine the validity and practicality of Kvisoft Flipbook Maker media developed using the PBL model in Pancasila Education in Grade IV Elementary School. While the specific objective of this research is to develop interactive media Kvisoft Flipbook Maker using the PBL model in Pancasila Education subjects in grade IV Elementary School that is valid and suitable for use in the learning process. Then to develop interactive media Kvisoft Flipbook Maker using the Problem Based Learning model in Pancasila Education subjects in grade IV Elementary School that is practical and easy to use in learning and can motivate students to be enthusiastic in learning so as to improve learning quality and learning outcomes.

## B. Method

This research applies the research and development (R&D) method. [Okpatrioka \(2023\)](#) states that the development approach is a strategy used to produce a new product to improve previous products, where the goal is to test its effectiveness so that it is suitable for use and can be accounted for. The main focus of this research is to provide relevant and applicable products in the educational context through a scientific approach, which will ultimately go through a validation stage.

This researcher uses a development approach based on the ADDIE model, where there are five main processes of the ADDIE model according to Rayanto & Sugiarti (2020), namely: analysis stage, design, development, implementation, and evaluation. The stages of the ADDIE development model are as follows:

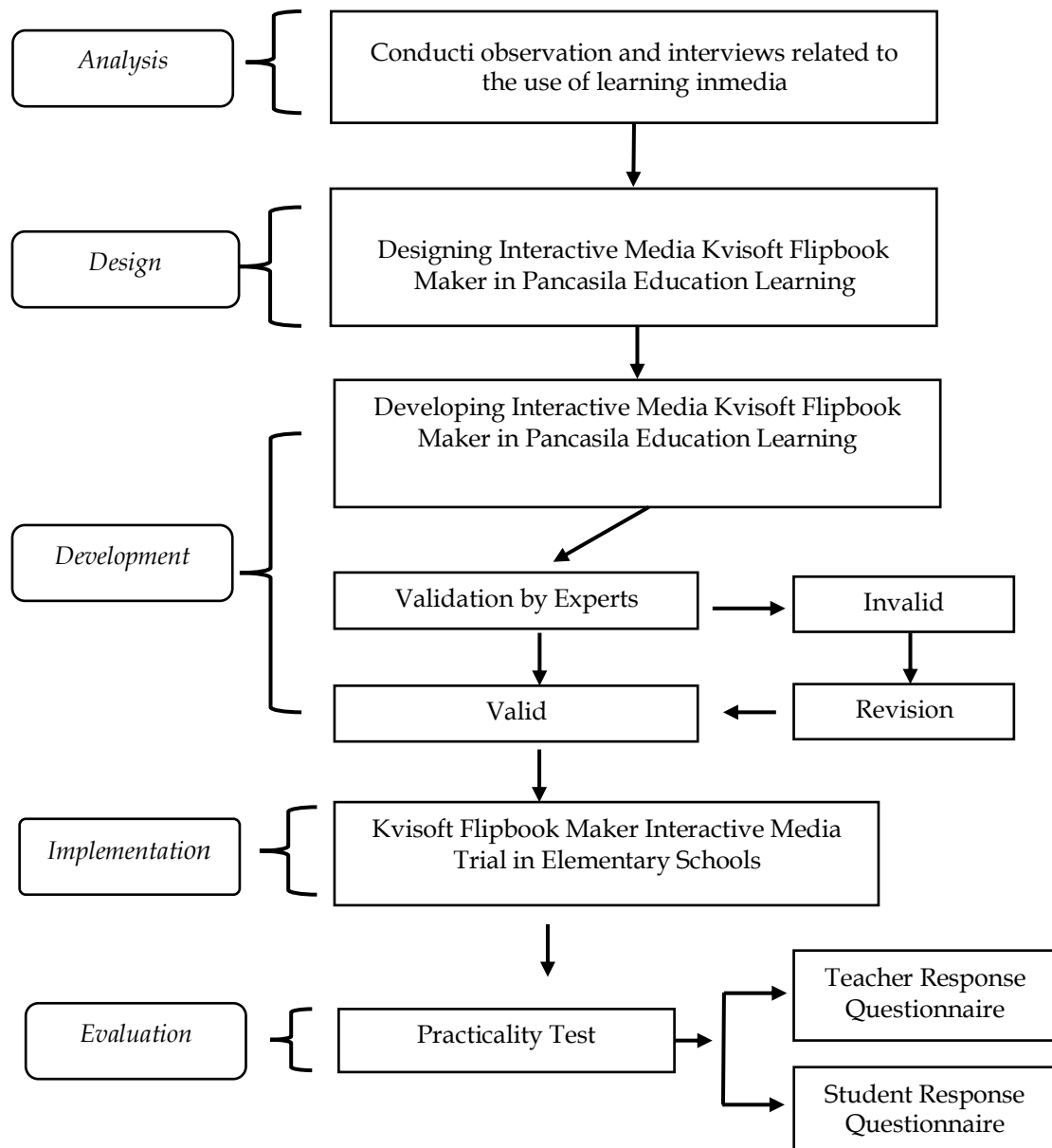


Figure 1. ADDIE Model Development Flow

The data collection method used in this research is validation questionnaires for content, language, and media to determine the validity level of the designed media. Furthermore, to determine the practicality of the media, two questionnaires are used: teacher response questionnaire and student response questionnaire. These questionnaires are filled out by teachers and students after the learning session.

The learning media declared valid and suitable for use in learning will then be tested in three Elementary Schools: SDN 22 Ujung Gurun with 17 students, followed by SDN 24 Ujung Gurun with 22 students, and SDN 24 Rimbo Kaluang with 22 students. The media validity analysis process is conducted using the following:

Analysis data from Pancasila Education learning media that is obtained will be reviewed using a Likert scale on all elements displayed in table format using the assessment by Riduwan & Sunarto (2015). The scoring scale for each category can be found in Table 1.

**Table 1.** Validity Score Criteria

| Score | Categori  |
|-------|-----------|
| 5     | Very good |
| 4     | Good      |
| 3     | Moderate  |
| 2     | Poor      |
| 1     | Very poor |

To calculate and determine the final value of validity from each expert, the formula proposed by (Riduwan & Sunarto, 2015) is used, which is.

$$NP = \frac{R}{SM} \times 100\%$$

Explanation:

NP : Percentage value being sought

R : Raw score obtained

SM : Maximum ideal score

To determine the magnitude of the final value of validity, the calculation proposed by (Riduwan & Sunarto, 2015) is used, which is:

$$x = \frac{\sum xi}{n}$$

Explanation:

x : Average

$\sum Xi$  : Sum of values from each validator

n : Number of validators

The valid classification of the media based on calculation of the final value can be found in Table 2.

**Table 2.** Media Validity Categories

| Interval | Category    |
|----------|-------------|
| 86-100%  | Very Valid  |
| 76-85%   | Valid       |
| 60-75%   | Quite valid |
| 55-59%   | Less Valid  |
| 00-54%   | Invalid     |

Furthermore, the practicality scoring uses categories confirmed in Table 3:

**Table 3.** Student and Teacher Assessment Scale

| Range | Category  |
|-------|-----------|
| 5     | Very Good |
| 4     | Good      |
| 3     | Moderate  |
| 2     | Poor      |
| 1     | Very Poor |

To calculate the percentage of final practicality value, calculations and questionnaires are analyzed using the calculation proposed by (Yanto, 2019).

$$\% \text{ Practicality} = \frac{\text{Total value}}{\text{Maximum value}} \times 100\%$$

The practicality category of learning media, referring to the calculation of the final value, can be found in Table 4.

**Table 4.** Interactive Media Practicality Categories

| Interval | Category        |
|----------|-----------------|
| 81-100%  | Very practical  |
| 61-80%   | Practical       |
| 41-60%   | Quite practical |
| 21-40%   | Less practical  |
| 00-20%   | Not practical   |

## C. Result and Discussion

### Result

Data in this study was collected through a development process using ADDIE. According to Rayanto & Sugianti (2020), the ADDIE model consists of 5 stages: analysis stage (Analysis), design (Design), development (Development), implementation (Implementation), and evaluation (Evaluation) as follows:

#### 1. Analysis Stage

##### a. Needs Analysis

The first step is needs analysis. Subsequently, observations and interviews were conducted at SDN 22 Ujung Gurun, SDN 24 Ujung Gurun, SDN 26 Rimbo Kaluang, and SDN 11 Lolong with the purpose of observing and understanding the needs of fourth-grade students. The following results were obtained from the needs analysis: (1) students need media that can improve learning outcomes, (2) students need media that can stimulate learning motivation, is enjoyable, and easy to understand, and (3) students also need diverse

learning media to stimulate thinking interest through visual displays such as images and videos.

From the analysis results, the researcher concluded the need to design and develop technology-based learning tools that can support the improvement of student learning outcomes, are attractive and enjoyable, and encourage the development of their thinking abilities in the learning process. The researcher chose to develop instructional media using the Kvisoft Flipbook Maker software application that aligns with the needs analysis.

#### b. Curriculum Analysis

This research refers to the Independent Curriculum to examine methods of creating learning media using the Kvisoft Flipbook Maker application in Civics Education for fourth grade, while still adapting to the principles and demands of that curriculum.

#### c. Material Analysis

The researcher utilized various material sources, including the Independent Curriculum, teacher's books, and student books, in the content analysis process. This step aims to ensure that the content of the developed interactive media is comprehensive and easily understood by students. From the analysis results, the researcher concluded that material regarding Attitudes and Actions in maintaining the integrity of the Unitary State of the Republic of Indonesia, which is included in Phase B of Pancasila Education for fourth grade, is relevant for use in the developed product.

## 2. Design Stage

In the design stage, the author develops interactive learning media in the form of a Flipbook using the Kvisoft Flipbook Maker application. This media is designed to contain various elements such as text, images, videos, and quizzes that align with the learning topics. The media presentation is designed attractively to increase student interest and learning motivation.

In line with this, [Adhhan & Tanjung \(2022\)](#) explain that the Kvisoft Flipbook Maker application is software that can support learning and can help teachers in delivering instruction so that students can easily understand it. The developed media contains displays of images, text, videos, and games that can make students more enthusiastic in the classroom learning process.



Figure 2. Interactive Media Kvisoft Flipbook Maker that has been Designed

### 3. Development Stage

The Kvisoft Flipbook Maker media that has been developed will be validated by experts. Then suggestions and input from experts become guidelines for improving the learning media that has been created so as to obtain tools in delivering good learning that is suitable for use in elementary schools.

#### a. Results of Material Expert Validity Test

Material validation information from the material expert was obtained through assessment sheets that were filled out based on their review by Mr. Atri Waldi, M.Pd with the role of material expert lecturer. The validation activity was conducted twice. The first validity test was conducted on Friday, April 11, 2025, while the second validity test was conducted on Saturday, April 12, 2025. Material validity testing was conducted using the assessment of [Riduwan & Sunarto \(2015\)](#).

Table 5. Material Validation Results

|                      |        |        |
|----------------------|--------|--------|
| Total Score Obtained | 68     | 70     |
| Maximum Total Score  | 75     | 75     |
| Percentage           | 90,66% | 93,33% |

|                 |            |            |
|-----------------|------------|------------|
| <b>Category</b> | Very Valid | Very Valid |
|-----------------|------------|------------|

#### b. Results of Language Expert Validity Test

The validity test results from the language expert were obtained through validation sheets that were filled out based on scores given by Dr. Chandra, M.Pd as an expert lecturer in the language field. This validation process was conducted in two processes. The first validity test was conducted on Thursday, April 10, 2025, while the second validity test was conducted on Friday, April 11, 2025. Language validity was conducted using the assessment of Riduwan & Sunarto (2015).

**Table 6.** Language Validation Results

|                             |       |            |
|-----------------------------|-------|------------|
| <b>Total Score Obtained</b> | 85    | 90         |
| <b>Maximum Total Score</b>  | 100   | 100        |
| <b>Percentage</b>           | 85%   | 90%        |
| <b>Category</b>             | Valid | Very Valid |

#### c. Results of Media Expert Validity Test

The validity test results were obtained from the media expert by Mr. Sartono, M.Pd, who serves as an expert lecturer in the media field. The validation process was conducted in two stages. The first validity test was conducted on Thursday, March 20, 2025. While the second validity test was conducted on Friday, March 21, 2025. Media validity was conducted using the assessment of Riduwan & Sunarto (2015).

**Table 7.** Media Validation Results

|                             |             |            |
|-----------------------------|-------------|------------|
| <b>Total score obtained</b> | 51          | 69         |
| <b>Maximum total score</b>  | 75          | 75         |
| <b>Percentage</b>           | 68%         | 92%        |
| <b>Category</b>             | Quite Valid | Very Valid |

The calculation of the final value of validity results can be calculated with the following formula:

$$x = \frac{\sum xi}{n} = \frac{93,33+90+92}{3} = 91,77\%$$

Based on these calculation results, the interactive media Kvisoft Flipbook Maker is categorized as very valid and suitable to be utilized as an innovative media during the learning process.

## 4. Implementation Stage

At this stage, the interactive media Kvisoft Flipbook Maker underwent validation and revision so that it was declared very valid and suitable for use in learning after trial testing was conducted. The trial was conducted at SDN 22 Ujung Gurun, with research

subjects of 17 students from class IVB, consisting of 5 males and 12 females. The research in the form of interactive learning media trial was conducted on Wednesday, April 16, 2025. Subsequently, the implementation stage was conducted at SD Negeri 24 Ujung Gurun, with research subjects of class IVD students totaling 22 students, consisting of 11 male students and 11 female students. The research was conducted on April 22, 2025. Then, the learning media product was distributed at SD Negeri 26 Rimbo Kaluang with 22 students, including 10 males and 12 females. This research was conducted on April 30, 2025.

## 5. Evaluation Stage

The purpose of conducting this practicality test is to measure the extent of practicality of the developed interactive media Kvisoft Flipbook Maker. This interactive media Kvisoft Flipbook Maker was tested at SDN 22 Ujung Gurun, with research subjects of class IVB students totaling 17 students, consisting of 5 males and 12 females. This research in the form of interactive learning media trial was conducted on Wednesday, April 16, 2025. The next implementation stage was conducted at SD Negeri 24 Ujung Gurun, with research subjects of 22 class IVD students, evenly divided between 11 males and 11 females. This research was conducted on April 22, 2025, followed by distribution of learning media products at SD Negeri 26 Rimbo Kaluang, involving 22 students, consisting of 10 male students and 12 female students. The research was conducted on April 30, 2025.

The practicality test conducted by providing questionnaires for teacher responses and student response questionnaires at the three schools obtained results showing that the interactive learning media Kvisoft Flipbook Maker implemented in learning materials was very practical. At SD Negeri 22 Ujung Gurun, teacher questionnaire results showed a practicality level of 96%, which falls into the very practical category, while student questionnaires recorded 94% with the same category. At SD Negeri 24 Ujung, teacher questionnaires obtained a practicality score of 94%, which is also in the very practical category, and student questionnaires reached 95% with the same category. Meanwhile, at SDN 26 Rimbo Kaluang, teacher and student questionnaires each recorded a practicality level of 98%, both of which fall into the very practical category. Based on the assessment categories by (Yanto, 2019), categories with a range of 81%-100% are considered very practical.

## Discussion

The research shows that the media developed using (PBL) has a very high level of validity and practicality. This finding proves that the learning media used has a positive impact on the classroom learning process. The high validity of the media in terms of content, language, and media aspects proves that this media has met standards and is suitable for use in learning to help teachers deliver learning materials.

From the practicality results, the designed media received positive responses from teachers and students. Teachers stated that the media is easy to use and supports the learning process, while students feel more interested and active in learning. This is in line

with research conducted by Femalia and Ahmad (2021) with the title "Development of Learning Media Based on Kvisoft Flipbook Maker Application for Perimeter and Area of Squares, Rectangles, and Triangles as well as the Relationship between Square Powers and Square Roots in Grade IV Elementary School" where teachers stated that through the use of this media, it can facilitate the delivery of abstract mathematical learning content and save learning time. Students appeared enthusiastic, focused, and easily understood the learning material.

Overall, no contradictions were found between the results of this research and previous theories and research findings. On the contrary, these results strengthen the argument that the use of interactive media Kvisoft Flipbook Maker combined with the PBL learning model is an effective innovation in contextual learning in elementary schools, particularly in Pancasila Education. This interactive media Kvisoft Flipbook Maker can increase learning motivation, learning interest, and can attract students' attention to learn well.

#### **D. Conclusion**

This research shows that interactive media Kvisoft Flipbook Maker has a significant influence on the learning process and the results obtained are very relevant. Based on the research results, it was found that interactive media Kvisoft Flipbook Maker is very valid for use in learning in terms of content, language, and media aspects. In addition, this media is also very practical to use in learning, this can be seen from the results of teacher and student response questionnaires which show that Kvisoft Flipbook Maker learning media is very practical to use in Pancasila Education learning in Elementary Schools. This research shows that using interactive learning media Kvisoft Flipbook Maker can make learning more interesting, can motivate students in the learning process, and Kvisoft Flipbook Maker media suits the needs and learning styles of students. Therefore, the use of learning media in Pancasila Education learning can be used as a new innovation in developing interactive learning media that supports the learning process in accordance with the rapid development of the times at present.

The implication of this research is that interactive media Kvisoft Flipbook Maker can be used well in elementary school learning to make learning more enjoyable and can increase students' focus and understanding in learning.

Research using Kvisoft Flipbook Maker media was only used on one topic material, namely Chapter 4 Topic C "Attitudes and Behaviors that Maintain the Unity of the Unitary State of the Republic of Indonesia". This research can be developed further such as developing within one chapter, so that the resulting media is broader. Then suggestions for further development are to develop innovative Pancasila Education learning media on other materials or in other subjects using this Kvisoft Flipbook Maker media.

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