Interactive teaching materials flif pdf corporate using PBL model in elementary schools

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ABSTRACT

This research was motivated by the lack of learning resources available in schools and the lack of variety in learning resources. The available learning resources are still in printed form and do not yet use teaching materials that use technology (Digital). This type of research is development research (R&D) using the ADDIE model. The ADDIE model consists of five steps: analysis, design, development, implementation, and evaluation. The subjects used were 22 grade V elementary school students. The data collection techniques used were interviews, validation sheets, questionnaires, and questions. The data obtained was analyzed quantitatively and qualitatively. The results of research on interactive teaching materials obtained a validity level of 85% from the material aspect, 83.33% from the language aspect, and 93.33 from the media aspect,t with a very valid category. Learning using interactive teaching materials is very practical, with the percentage of teacher responses at the research school being 90% and the percentage of student responses at the research school being 84.31%. Then, the effectiveness of interactive teaching materials showed very effective results, with a percentage increase in student learning outcomes of 86.2%. Thus, it can be concluded that interactive teaching materials using the Flip PDF Corporate application in elementary schools have been declared valid, practica,l and effective for use in the learning process.

1. Introduction

One of the phenomenal developments in science and technology in the 21st century is the 4.0 industrial revolution. Digitalization in all fields of activity and work is the main characteristic of this era [1]. This will provide a change from the many sectors ranging from, education, technology, economy, social, culture and politics [2]. For this reason, the government is trying to improve the quality and management of education by refining the curriculum to become the Merdeka curriculum.A curriculum is a predetermined set of student learning objectives, along with associated course materials and activities. Every teacher uses the curriculum as a guide when they teach their students [3].The curriculum is one of the important elements in the implementation of learning at all levels of education [4]. The Merdeka Curriculum is a curriculum that develops the profile of children or students so that they have a soul and values that are in accordance with Pancasila [5].As a teacher or educator, of course you must be able to develop learning to make it more effective. According to Putri and Reinita,Teachers must be able to prepare themselves them to study well in improving the quality of teaching in schools [6]. One of the supports for effective learning is teaching materials. Panen and Purwanto, revealed that teaching materials are materials or subject matter that are arranged in an interesting and systematic manner that are used by teachers and students to support the continuity of the learning process [7].

According to Tian Belawati, the role of teaching materials for teachers is as follows; (1) Saves teacher time in studying; (2) Teacher as facilitator; (3) Learning becomes more effective. Meanwhile, for students themselves, the role of teaching materials is as follows; (1) Students can study whenever they want; (2) students can learn at their own pace; (3) Helping students' potential to be independent [8]. As an educator, teachers are required to be able to keep up with developments according to the needs of students. One way that can be done is using interactive teaching materials. The learning process using interactive teaching materials can encourage students to be active. These interactive teaching materials are not like printed teaching materials or textbooks which are the most widely used among all teaching materials which are only passive and cannot be controlled by their users [9]. Attractive and innovative teaching materials equipped with materials, pictures, problems in the learning process and ways to resolve the problems provided in the material can help students to be more enthusiastic and motivated in the learning process being carried out [10]. Interactive teaching materials can be created using the Flip PDF Corporate application. Flip PDF Corporate is a software that can be used to open the pages of a module like a book [11]. *Flip PDF Corporate* is an application for creating flip-based e-modules that have a book-like appearance with various features for adding animation or video, both online and offline and can also add audio and images for explanations of material [12].

One of the fields of knowledge studied in elementary school is learning Pancasila Education. Pancasila Education is one of the Merdeka curriculum subjects replacing Pancasila and Citizenship Education (PPKn). Pancasila education must use an appropriate learning model that suits the needs of students [13]. The learning model that is suitable for learning Pancasila education is the Problem Based Learning (PBL) model. Problem-Based learning requires the teachers to apply meaningful learning by presenting the problems related to the learners' daily life [14]. PBL or Problem-Based Learning is an approach in education where learning is done through solving real problems or scenarios that are relevant to the learning material [15]. The Problem Based Learning (PBL) model is a learning model that provides students with problems to be able to build their own knowledge and skills in solving real problems related to everyday life [16].

2. Method

The research used in this research is development research (Research and Development). The name "ADDIE" consists of the initials of the steps it includes, which are Analysis, Design, Development, Implementation, and Evaluation. The name "ADDIE" consists of the initials of the steps it includes, which are Analysis, Design, Development, Implementation, and Evaluation [17]. The steps of the ADDIE model are in accordance with the name so it is easy to remember. The analysis stage includes interviews with class V teachers to obtain information on analyzing the needs of teachers and students. This analysis consists of needs analysis, curriculum analysis, and analysis of the availability of facilities and infrastructure. The analysis stage is divided into three, namely needs analysis obtained from interviews and filling out questionnaires, curriculum analysis obtained from learning achievement analysis (CP) and learning objective analysis (TP), and the last is the analysis of facilities and infrastructure obtained from interviews and direct observation. The Design Stage involves planning the creation of interactive teaching materials using Flip Pdf Corporate as well as selecting materials. The development stage involves product creation and product validation. After the product is declared valid by experts, it continues with the implementation stage which is carried out on a small scale or one class. The evaluation stage includes filling out teacher response questionnaires and student response questionnaires. The subjects chosen for this research were 22 students in class V of the 13 Gunung Tuleh Elementary School, West Pasaman Regency. This is because it is class V at Public Elementary School 13 Gunung Tuleh is in accordance with the teaching materials that researchers have developed. The availability of supporting facilities and infrastructure to carry out research is adequate. This school has enough chromebook for student to use. Furthermore, projectors and wifi are also available at Public Elementary School 13 Gunung Tuleh. Data collection techniques used by researchers include interviews, validation sheets, questionnaires, and pretest and posttest questions. The type of data used is primary data. Primary data is data taken by researchers directly in the field without the presence of a second party. The validation sheet is presented on a scale of 1-5 modified from Purwanto [18], teacher and student questionnaires are presented using the Guttman scale, and pretest and posttest questions are calculated using effectiveness categoriesJerol E Kemp Modification [19]. The results of the validation sheet and practicality questionnaire are presented in tabular form, and calculated using the equation:

$$P = \frac{x}{x_1} \times 100\% \tag{1}$$

P is the percentage, x is the raw score obtained and x_1 is maximum score. The percentages obtained are then converted into validity categories as follows in Table 1.

Table 1. Validity Category

Intervals	Category
81-100 %	Very Valid
61-80%	Valid
41-60%	Fairly Valid
21-40%	Less Valid
00-20%	Invalid

The final scores obtained are then converted into practicality categories as follows in Table 2.

Table 2. Practicality Category

No	Intervals	Category
1.	81-100%	Very Practical
2.	61-80%	Practical
3.	41-60%	Quite Practical
4.	21-40%	Less Practical
5.	0-20%	Impractical

The final scores obtained are then converted into effectiveness categories as follows in Table 3.

Table 3. Effectiveness Category

Score Intervals	Category
$90 \leq TPS\ 100 \leq$	Very high
$75 \leq TPS\ 90 \leq$	Tall
$60 \leq TPS\ 75 \leq$	Currently
$40 \leq TPS\ 60 \leq$	Low
$0 \leq TPS\ 40 \leq$	Very low

3. Results and Discussion

The development of Flip PDF Corporate interactive teaching materials using the PBL model in the Pancasila Education Learning Materials Elements of the Republic of Indonesia in class V Elementary School was carried out in 5 stages, namely analysis, design, drafting, implementation and evaluation. The analysis stage was carried out to determine the need for developing Flip PDF Corporate interactive teaching materials using the PBL model. This involves needs analysis, curriculum analysis, and analysis of available facilities and infrastructure.

3.1. Analysis

- Needs Analysis: The results of the analysis of teaching material needs that researchers found were: (1) Students need interesting learning resources so that they can increase motivation in learning; (2) Students need teaching materials that use advanced technology such as computers/cellphones; (3) Students need the latest and interactive learning resources that contain pictures, videos and interactive quizzes in learning; (4) Teachers need teaching materials that can make students learn independently and teachers become facilitators; (5) Teachers want to update teaching materials and are interested to apply the product in the form of Flip Pdf Corporate interactive teaching aids [20]. Based on the analysis results that researchers obtained, it is necessary to develop digital modules to assist teachers in providing teaching materials for students. From the needs analysis above, the researcher chose to develop a digital-based teaching module using the Flip Pdf Corporate application.

- Curriculum Analysis: The curriculum used in developing this interactive teaching material is the Merdeka curriculum. Curriculum Merdeka is an educational program that various interactive studying system where the content will be more suitable for learners to have sufficient time to learn about subjects and develop skills [21]. The aim of curriculum analysis is to obtain an overview of the design of learning resources that are suitable for development in accordance with the applicable curriculum. Next, the researcher carried out a curriculum

analysis on the Pancasila Education subject in Chapter 5 (Me and My Surrounding Environment) Sub Topic A (Getting to Know Regional Characteristics) in phase C about Getting to Know the Characteristics of Where You Live.

- Analysis of Available Facilities and Infrastructure: Analysis of facilities and infrastructure that researchers found was that at Public Elementary School 13 Gunung Tuleh there were adequate facilities and infrastructure available with laptops, projectors, chromebooks and an adequate internet network. There are 5 laptops, 15 chromebooks, and 2 projectors. From the results of the needs analysis, the researcher concluded that it is necessary to develop digital-based interactive teaching materials that can help teachers to meet the learning resource needs of students.

3.2. Design Stage

The second stage is the design stage, where the researcher designs the product, including selecting materials, selecting learning models, and designing the framework for interactive teaching materials to be developed. Researchers chose the Flip PDF Corporate application as a tool for developing interactive teaching materials using the PBL model. Flip PDF Corporate is an application for creating flip-based teaching materials that have a book-like appearance with content in it that can add animation or video, be it online or offline video, and can add audio and images to add to the explanation of the material [22]. Then the researcher chose regional characteristics material in the Pancasila Education subject because it is diverse in nature and requires interactive teaching materials. Next, the researcher designed the Flip PDF Corporate interactive teaching material framework using the PBL model, which can be seen in Fig. 1.
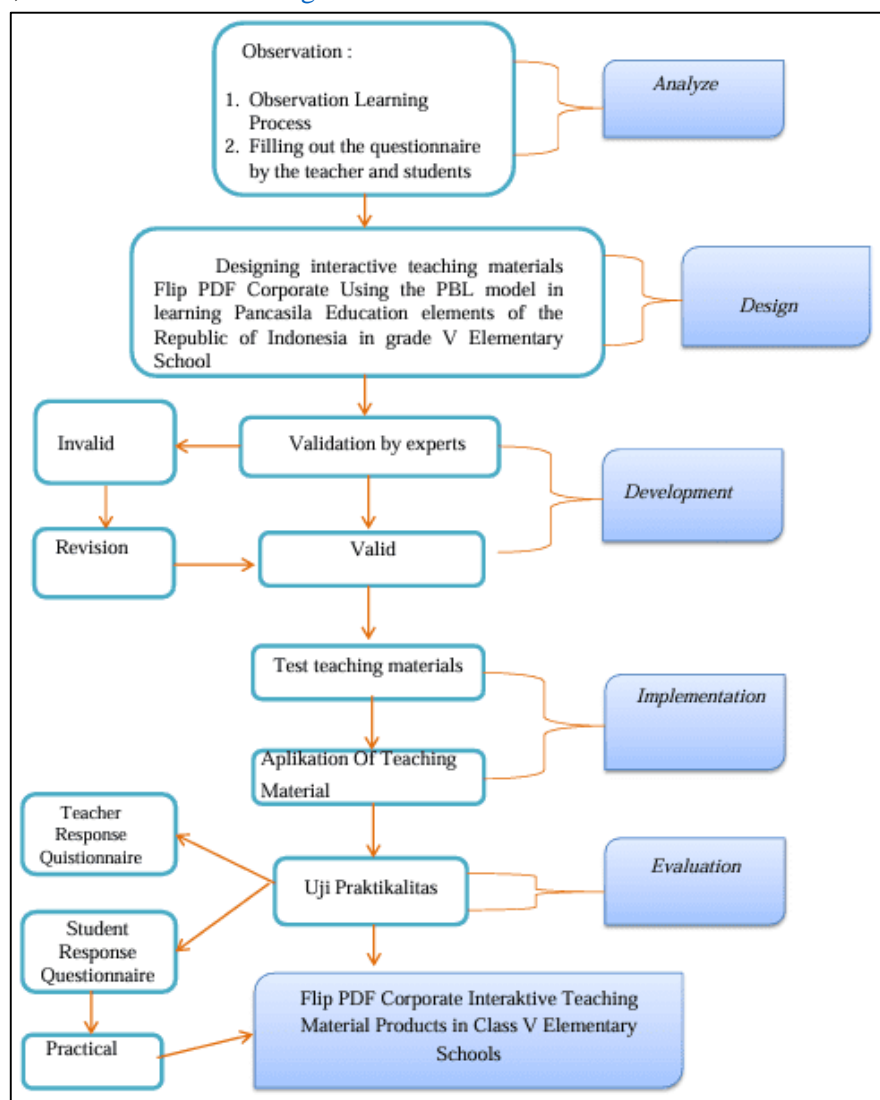

Fig. 1. Flow of Development of Corporate Flip PDF Interactive Teaching Materials Using the PBL Model in Learning Pancasila Education Elements of the Republic of Indonesia in Elementary Schools.

3.3. Development Stage

The third stage is the development stage, activities include the creation and validation of the product being developed. At this stage the researcher created Flip PDF Corporate interactive teaching materials using a PBL model adapted to the previous design. After the product is complete, the next step is product validation by material, language and media experts. Each validator will provide input and suggestions to improve the product until it becomes a usable product. The results of the expert validation questionnaire assessment can be seen as follows in Table 4.

Table 4.   Validation Results by Experts

Assessment Components	Score Obtained	Maximum Score	Percentage (%)	Category
Materials Expert	17	20	85%	Very Valid
Linguist	25	30	83.33%	Very Valid
Media Expert	38	45	93.33%	Very Valid
Total	80	95	87.22%	Very Valid

The results of the validator assessment show that Flip Pdf Coporate's interactive teaching materials using the PBL model obtained a percentage of 87.22% in the very valid category. The validity of the product being developed has several improvements or input from validators. This is in line with Gunawan's [23] opinion stating that "Learning outcomes, learning objectives, and learning goal references are three key elements that are interrelated and important. These three elements provide a clear and structured framework in designing, implementing, and evaluating the learning process." The material validator suggests presenting the material in a consistent and structured manner, as well as adding learning outcomes. Furthermore, the language validator suggests using punctuation that is in accordance with EYD, making paragraphs more consistent, selecting words according to the material and using capital letters properly and correctly. Furthermore, the media validator suggested improving the appearance of the teaching materials to make them more attractive, narrowing the scope of the material and writing down how to use the teaching materials in detail. The results of the assessment of *Flip PDF Corporate's* interactive teaching materials for learning Pancasila education elements of the Republic of Indonesia in class V elementary school are very good. This can be seen in the results of the validity test of interactive teaching materials obtained from material, language and media expert validators. The material aspect validity test obtained a result of 90% with a very valid category. The language aspect validity test obtained a result of 86.66% with a very valid category. The media aspect validity test obtained a result of 93.33% with a very valid category. Based on the results of the validity test, the Flip PDF Corporate interactive teaching material has been declared feasible and tested in learning. In line with Fitri [24], a product developed is said to be valid if the product is based on adequate theory (content validity) and all components of the learning product are consistently related to each other (construct validity). After obtaining the expert validator assessment results and making improvements, the final Flip PDF Corporate interactive teaching product using the Problem-Based Learning (PBL) model can be seen in the Supplementary Material at the end of this article.

3.4. Implementation Stage

The next stage carried out by researchers was the implementation stage. Products that have been validated and improved according to the validator's suggestions will be tested with teachers and students to obtain results in the form of teacher responses and student responses. At this stage the researcher tested the Flip PDF Corporate interactive teaching materials using the PBL model in learning Pancasila education elements of the Republic of Indonesia on class V students at one of the elementary schools in Gunung Tuleh District, West Pasaman Regency. The steps used are (1) Orienting students to the problem; (2) organizing students to learn; (3) guiding individual or group investigations; (4) presenting the results that have been obtained; and (5) analyzing and evaluating the problem solving process [25].The results of the trial by administering a questionnaire by teh teacher obtained 90% result with a very valid category. These result can be seen in the Table 5. The trial involved the class V homeroom teacher.

Table 5.   Teacher response questionnaire results

Assessment Components	Score Obtained	Maximum Score	Percentage	Category
Teacher response questionnaire	36	40	90%	Very Practical

The practicality test results of student responses obtained a percentage of 84.31% in the very practical category. The result of the trial of filling out of quistionnaire by student can be seen in Table 6. This is in line with Rico Aulia Rahman's research entitled "Development of Electronic Teaching Materials Using the Flip PDF Corporate 40 Edition Application in Thematic Learning Integrated in Class V Elementary School". For the practicality test, student response results obtained a result of 96.46% in the very practical category. The practicality test for teacher responses obtained a result of 97.14% in the very practical category.

Table 6. Results of student response questionnaires

Assessment Components	Score Obtained	Maximum Score	Percentage	Category
Student response questionnaire	742	880	84.31%	Very Practical

Based on the results of the teacher and student response questionnaire, it shows that the learning process using interactive teaching materials runs smoothly. Learning takes place in an orderly manner, students are also enthusiastic when learning takes place. Students are well involved in problem solving, conducting experiments, engaging in discussions, and also thinking critically. This is in line with the use of interactive teaching materials with multimedia technology in the learning process which can increase efficiency, motivation and facilitate active learning, and is consistent with learning that focuses on students learning better [26]. Apart from that, interactive teaching materials can clarify the delivery of material in an animated, interactive and interesting way and provide examples in everyday life that are displayed concretely, so that it can make it easier for students to understand the concept of the material while also allowing for two-way communication so that the learning process is not monotonous [27].

3.5. Evaluation Stage

The final stage of the ADDIE model is the evaluation stage. Evaluation is obtained from the results of assessing students' pretest and posttest questions on the interactive teaching materials that have been developed. From this questionnaire it can be seen whether the application of interactive teaching materials is in accordance with initial expectations or not. The results of the effectiveness test can be seen in Table 7.

Table 7. Student Effectiveness Test Results

Effectiveness Test	Total value	Percentage	Average (%)	Category
Pretest	3340	75.9%	86.2%	Tall
posttest	4250	96.5%		

Based on the results of the effectiveness test, it was found that the results of the pretest and posttest carried out by students increased to the high category. The evaluation stage is carried out to ensure that the product being developed can provide effective learning benefits in schools. Researchers give questions to students before using the product (pretest) and try out the same questions again after learning to use the product (posttest).

4. Conclusion

Based on the study conducted by researchers, it can be concluded that the results of the product developed, namely the Flip PDF Corporate interactive teaching material using the Problem Based Learning (PBL) model, are very valid, practical and effective for use in learning Pancasila education elements of the Republic of Indonesia in class V elementary schools. The implication of using *Flip PDF Corporate* interactive teaching using the *Problem Based Learning* (PBL) model is to encourage teachers to be more creative in developing media by utilizing technology to support quality education. Furthermore, through this interactive teaching material it can attract interest and encourage active involvement of students and also train students to think critically in learning. The limitations of this research are found in the steps implementation, namely in terms of cost and time. Therefore, the researcher conducted a small-scale trial with only one class in grade V of elementary school. The next limitation is that this teaching material can only be accessed by students who have an android, laptop or computer.

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Supplementary Material

Orientasi Masalah

Mengenal Provinsi dan Kabupaten/kota yang ada di Indonesia

Apakah kamu mengetahui nama daerah tempat tinggalmu? Kira-kira, provinsi apa saja yang ada di Indonesia? Mari kita pelajari sama-sama. Untuk mengetahui hal tersebut dapat kita lihat pada gambar berikut:

Sumber :

Orientasi Masalah

Apakah kamu mengetahui karakteristik daerah sekitar tempat tinggal mu? Seperti yang kita ketahui, kita tinggal di Kabupaten Pasaman Barat. Nah, Pasaman Barat sendiri terdiri dari beberapa kecamatan yaitu :

1. Kecamatan Gunung Tuleh
2. Kecamatan Kinali
3. Kecamatan Koto Balingka
4. Kecamatan Lembah Melintang
5. Kecamatan Luhak Nan Duo
6. Kecamatan Pasaman
7. Kecamatan Ranah Batahan
8. Kecamatan Sasak Ranah Pasisia
9. Kecamatan Sungai Aur
10. Kecamatan Sungai Beremas
11. Kecamatan Talamau

Karakteristik Wilayah Daratan

1. Dataran Tinggi

Dataran tinggi merupakan dataran yang ketinggiannya melebihi 400 m di atas permukaan laut.
Karakteristik dataran tinggi yang paling menonjol itu adalah udaranya yang sejuk. Biasanya, kita merasakan hawa yang lebih sejuk ketika mengunjungi perbukitan. Dataran tinggi cocok untuk perkebunan, seperti perkebunan teh, kopi, dan stroberi.
Selain untuk perkebunan, masyarakat juga suka mengunjungi dan beristirahat di daerah dataran tinggi untuk berlibur.
Di Sumatera ada beberapa daerah dataran tinggi,
- Dataran Tinggi Gayo di Aceh
- Dataran Tinggi Kerinci di Jambi

2. Dataran Rendah

Berbeda dengan dataran tinggi, dataran rendah yang berada di bawah 200 m di atas permukaan laut, biasanya tidak terlalu dingin, atau bahkan relatif panas.
Contoh dataran rendah di pulau Sumatera , salah satunya adalah dataran rendah Batanghari di Jambi.

3. Bukit dan Gunung

Pegunungan merupakan sekumpulan gunung, yang biasanya berderet. Ukuran gunungnya dapat bermacam-macam. Ciri-ciri daerah pegunungan itu sangat khas, pastinya pegunungan terdiri dari beberapa gunung yang berada di satu kawasan. Selain itu, udara di pegunungan itu sejuk sekali dan pemandangannya sangat indah, sangat cocok untuk berwisata.

Karakteristik Wilayah Perairan

4. Laut

Karakteristik lautan itu bisa terbagi menjadi empat wilayah perairan atau batas laut. Apa saja?

Batas Laut	Keterangan
Laut Teritorial	Wilayah laut ini berada 12 mil dari garis pantai.
Landasan Kontinen	Wilayah ini merujuk pada dasar laut di luar wilayah perairan Indonesia, yang kedalamannya mencapai 200 m.
Zona Ekonomi Eksklusif	Wilayah yang sering disebut sebagai ZEE ini berada 200 mil dari garis pantai, dimana Indonesia memiliki hak eksklusif ekonomi untuk memanfaatkan sumber daya di dalamnya dan berkegiatan ekonomi.
Laut Bebas/Lepas	Berada di luar 200 mil dari garis pantai, dimana kegiatan eksploitasi SDA diatur oleh Badan Otoritas Internasional.

5. Selat

Selat sebenarnya masih merupakan bagian laut. Jika kalian pernah melihat ada wilayah laut sempit yang di antara pulau, area tersebut akan disebut sebagai selat.

untuk lebih memahami tentang karakteristik wilayah, mari kita simak video berikut!

Mengenal Karakteristik Wilayah

Ayo, Mencari Tahu

Mengorganisasi siswa untuk belajar

Kalian akan menyusun rancangan pertanyaan secara berkelompok tentang karakteristik daerah tempat tinggal kalian dari berbagai aspek, di antaranya alamat rumah, kantor pemerintahan kota/kabupaten tempat kalian tinggal, rumah sakit umum daerah atau tempat pelayanan kesehatan terdekat, serta tempat wisata atau ruang publik yang ramai dikunjungi warga setempat. Sebagai contoh, berikut daftar pertanyaan yang dapat kalian susun sesuai dengan keingintahuan kalian masing-masing.

No	Aspek	Pertanyaan
1	Alamat Rumah	1. Dimanakah Alamat tempat tinggalmu? 2. Ciri-ciri apa yang menjadi penanda lokasi sekitar rumah saya?
2	Kantor Pemerintah Kota/Kabupaten	1. Dimanakah letak kantor pemerintahan kota/kabupaten? 2. Apa nama jabatan pemimpin daerah di wilayah kota/kabupaten?
3	Rumah sakit umum daerah/tempat pelayanan Kesehatan	
4	Tempat wisata/Ruang publik	

Setelah pertanyaan-pertanyaan selesai disusun, kalian dapat mencari informasi untuk menemukan jawabannya melalui berbagai sumber. Jangan ragu untuk bertanya pada bapak/ibu guru di kelas. Kalian juga dipersilakan untuk bertanya kepada teman maupun orang tua di rumah. Tulislah kembali pertanyaan dan jawaban yang kalian dapatkan pada buku catatan kalian. Selamat beraktivitas!

Praktik Berpancasila

Membimbing penyelidikan

Melakukan Kunjungan

Pada aktivitas ini, kalian akan melakukan kunjungan ke tempat-tempat penting maupun tempat yang menjadi ciri khas di daerah kalian. Tempat tersebut dapat berupa kantor pemerintahan kota/kabupaten, museum, monumen, atau tempat lainnya yang menjadi ikon dari kota/kabupaten tempat tinggalmu. Kalian akan didampingi oleh guru atau orang tua agar keamanan dan keselamatan kalian terjamin selama perjalanan. Selain itu, guru ataupun orang tua dapat memberikan arahan terkait dengan tempat yang kalian kunjungi. Selamat melakukan kunjungan!

Gambar 4.3 Kantor Pemerintahan Kota/Kabupaten

Mengembangkan dan menyajikan hasil karya

Selanjutnya presentasikanlah hasil observasi dari masing-masing kelompok di depan kelas. Untuk kelompok yang belum presentasi silahkan berikan kritik dan saran!

Isikan kritik dan saran mu pada kolom dibawah ini!

Kritik	Saran

Menganalisis dan Mengevaluasi

Setelah selesai menyelesaikan penyelidikan mari sama-sama kita evaluasi pembelajaran dan proyek yang kita hasilkan.