

Integrated Busy Book With Profil Pelajar Pancasila As A Learning Media To Improve Learning Outcomes In Elementary School Student's

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Abstract

Curriculum reform in Indonesia is currently having an impact on learning in schools. One of the striking things about the implementation of the Independent Curriculum is the existence of the Profil Pelajar Pancasila. Through this Profil Pelajar Pancasila, it is hoped that students will be able to develop moral principles that are in harmony with each item of Pancasila, one of which is to play an active role in learning. However, in SDI Al-Maarif 01 Singosari, it was found that students' motivation to participate in the learning process was low in some situations. Due to time constraints, teachers often rely on what they observe in class to create lesson plans. The solution to this problem is to use interactive learning media such as busy books. This study aims to determine the process of developing busy book learning media based on the Profil Pelajar Pancasila and to determine the improvement of student understanding by using busy book media. The type of research used is research and development (R&D) with reference to the Borg and Gall development model which consists of 6 stages. The data collection techniques used are observation, interviews, and tests. The data analysis used was the N-gain test to determine the improvement of student learning outcomes. Based on the results of the development of the busy book, the results of the validation of media design experts were obtained by 94% with a very valid category, the validation of material experts by 92% with a very valid category, and the validation of learning experts by 93% with a very valid category, and an N-Gain score 89% with high category. This research makes a positive contribution to the development of education at SDI Al-Maarif 01 Singosari and can be a reference for other parties in integrating the Profil Pelajar Pancasila with learning media.

Keywords: *Busy book, Profil Pelajar Pancasila, Learning Media, Madrasah Ibtidaiyah*

1.0 INTRODUCTION

The development of the curriculum in Indonesia has an impact on learning in schools. The curriculum occupies a central position in all kinds of educational activities (Waani & Kandowangko, 2019). In order to achieve educational goals, the curriculum must be able to improve its quality (Agustin & Sugiyono, 2019), where the curriculum must be able to adapt to the situation of each school (Ijadi-Maghsoodi dkk., 2017), paying attention to the needs and development stages of students, the needs of national development while still remembering that national education is based on national culture and national education is based on Pancasila and the 1945 Constitution (Hidayani, 2018). To support the achievement of these educational goals, a strong foundation is needed for curriculum development that is appropriate to the needs, relevance, flexibility and effectiveness of the curriculum (Indarta dkk., 2022).

One of the curriculum developments that occurred in Indonesia is the Independent Learning curriculum (Daga, 2020). This curriculum provides freedom and is student-centered, teachers and schools are free to determine appropriate learning (Rahmadayanti & Hartoyo, 2022). In the Independent Curriculum, there are no longer demands for achieving minimum passing grades (Nafi'ah dkk., t.t.), but instead emphasizes quality learning in order to create quality students, characterful Profil Pelajar Pancasila (Khairiyah & Asmara, 2023), and have the competence as Indonesian human resources ready to face global challenges (Thana dkk., t.t.).

Profil Pelajar Pancasila are the capabilities, or character and competencies that Indonesian students need to have in the 21st century (Musdalipah Musdalipah dkk., 2023). Profil Pelajar Pancasila explaining the competencies and character that need to be built in each individual student in Indonesia can direct educational policies to be centered or oriented towards students, namely towards the development of the six dimensions of the Pancasila Student Profile in a complete and comprehensive manner (Irawati dkk., 2022). Six dimensions of Profil Pelajar Pancasila namely to create students who 1) believe, are devoted to God Almighty, and have noble morals; 2) are globally diverse; 3) work together; 4) are independent; 5) think critically; and 6) are creative (Astuti & Suastra, 2024).

Profil Pelajar Pancasila is hoped that students can develop principles that are in accordance with each point of Pancasila (Safitri dkk., 2022), one of them is to play an active role in learning. With this active involvement, students can get good learning outcomes. However, in reality, the motivation of students at SDI Al Maarif 01 Singosari to actively participate in learning is still relatively low. As a facilitator, the learning carried out by teachers at SDI Al Maarif 01 Singosari has not shown active student involvement. Because of that, student learning outcomes are relatively low. This is because teachers in their learning planning often rely on what they observe in class. Due to time constraints, teachers do not use learning media to support student learning in class. In fact, learning media is one of the means that can generate active student involvement in learning and also improve student learning outcomes. This is reinforced by the results of research which states that the role of teachers in increasing student activity by providing learning media that can attract students' attention and increase learning activities (Sari dkk., 2022).

In the primary education level, Grade II students are considered lower-grade students. They are more prone to understand things that are concrete or tangible. During this phase, the process of comprehension begins with simple concepts and gradually progresses to more complex ones. The dominant characteristics of these students are their enjoyment of playing and working in groups. In this regard, teachers must also implement learning media that support meaningful and enjoyable learning activities. By doing so, teachers can create engaging and enjoyable student learning experiences. Visual aids, interactive tools, and educational games can facilitate their comprehension and foster a positive and enthusiastic attitude toward learning. This approach enhances their understanding of the subjects and promotes active participation and cooperation among the students in the classroom.

One of the learning media that can be used by teachers is busy books. Busy book according to Diana in (Helminsyah dkk., 2022) is a learning media consisting of several pages

and containing various interesting learning activities. The use of busy books in learning can improve student learning outcomes. This is in accordance with previous research which revealed that the use of busy books in learning can increase learning outcomes by 75% in small groups and 73% in large groups (Suryaman & Ni'mah, 2022). Other research also reveals the effectiveness of using busy books in learning, getting an average score of 82% in the effective category (Siti, 2021).

Other studies state that from the results of research conducted on the implementation of the Post Test, the learning outcomes of students who use busy book learning media in the science subject of weather material in class III obtained an average score of 76.75, while using conventional learning obtained an average score of 61.25. From these results, it can be concluded that there is a significant influence by using busy book learning media on student learning outcomes weather material in class III SDN 064023 Kemenangan Tani (Kaban, 2022). Indeed, a busy book, also known as a quiet book, is a three-dimensional media in the form of a book with pages containing various educational activities. It encourages students to discover and relate information or materials to everyday life. The interactive nature of the busy book fosters hands-on learning experiences, allowing students to explore and apply the knowledge they acquire to real-life situations. This makes learning more practical and relevant to their daily lives (Sulastri dkk., 2020).

From the explanation above, the researcher is motivated to conduct research with the title "**Integrated Busy book With Profil Pelajar Pancasila as a Learning Media to Improve Learning Outcomes in Elementary School Student's**".

2.0 RESEARCH METHOD

In this study, the method used was research and development with the development model used follows the stages of the Borg & Gall model (Efendi dkk., 2020). However, this research stage will only be carried out up to the sixth stage due to limited time, funds, and resources. These stages are research and initial information collection, planning, development of initial product formats, initial trials, product revisions, and field trials.

This study also uses a quasi-experimental method, one group pretest post-test design. Quasi Experiment One Group Pretest Post-test Design is a research method that does not have a control or comparison group, so it only has research that focuses on testing only one group, namely the experimental group. The design of the One Group Pretest Post-test Design method is testing research subjects by providing an initial test (pretest) first to test the extent of the initial abilities known by the participants. After the initial test is carried out, participants will then be given treatment in the form of busy book media. Participants are then given a final test (post-test) to find out how much influence busy books have on their understanding (Al Muhandis & Riyadi, 2023).

This study used 29 students of SDI Al-Maarif 01 Singosari as subjects. Data collection techniques include observation, interviews, surveys, and documentation. Data analysis techniques using the N-gain test to measure improvements in learning outcomes before and after using busy book media. The following are the stages of research that will be carried out.

Table 2. Research Stages

No	Stages	Description
1	Research and Information Collection	a. Initial Analysis (Observation) b. Student Analysis c. Teacher Interview d. Task Analysis e. Learning Objectives Analysis f. Learning Media Analysis
2	Planning	a. Planning Product Design b. Prototype/ Storyboard c. Initial Draft

No	Stages	Description
3	Developing Preliminary Form of Product	a. Designing media b. Creating media c. Allocating costs
4	Preliminary Field Testing	a. Questionnaire Validation b. Expert Validation (Material Expert, Media Expert, and Learning Expert) c. Validation Result
5	Revising Main Product	a. Analysis of Expert Validation b. Revising Product
6	Main Field Testing	a. Final Product b. Trial in Class at SDI Al-Maarif 01 Singosari

3.0 RESULT AND DISCUSSION

3.1 RESULT

RESEARCH AND INFORMATION COLLECTION

At this stage, the researcher held a discussion with the class teacher about the problems experienced by students during learning. After identifying the existing problems, the researcher determined the appropriate learning media to improve student learning outcomes. After collecting data, it was found that (1) The learning process was less effective due to the lack of use of learning media in the learning process; (2) Teachers only used LKS and Modules in the learning process; (3) In the learning process, teachers still predominantly used the lecture approach. After the researcher conducted a study of learning outcomes by conducting a needs analysis. The researcher determined the Busy book media to be developed and aimed at helping improve student learning outcomes in the Pancasila Education Subject.

PLANNING

At this stage, the researcher began to create a design for developing busy book learning media was *Projek Profil Pelajar Pancasila*. This development stage aims to plan the product design. Determining the size and shape of the media to be produced, along with the equipment, tools, and materials needed, is the first step in developing a product framework. In addition, the product framework will be modified to suit the learning objectives, which is very important for conducting media trials on students in accordance with the learning objectives that have been set.

DEVELOPING PRELIMINARY FORM OF PRODUCT

After doing the planning on integrated busy book with *profil pelajar pancasila*, then the researcher carried out the design development stage on the media. At this development stage, the researcher developed the busy book media components. The following are the products developed by the researcher:

1. Product Display
 - a. Busy Book Media is a hard cover book equipped with rings like a binder book.
 - b. Busy Book has a size of 24 x 24 cm which is made of 310 gsm laminated art paper.
 - c. Busy Book is made with a child-friendly layout and attractive color schemes and images to ensure students have fun playing with media.

- d. The basic material is 260 gsm glossy semi-laminated paper and there is a removable part that is fastened with Velcro.



Figure 1. Integrated Busy Book with Profil Pelajar Pancasila Media

2. Content or Material

a. Usage Manual

Information on the use of Integrated Busy Book with Profil Pelajar Pancasila Media as a reference for teachers and students in utilizing the media. The usage guide sheet is printed on the front page before starting the activity sheet. The usage guide contains an explanation of the chapter opening, activity instructions and the Profil Pelajar Pancasila.

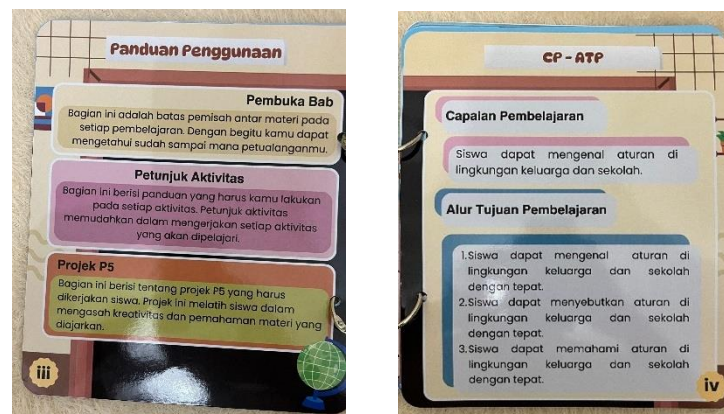


Figure 2. Usage Manual and Learning Achievement Sheet/Learning Objective Flow

b. Learning Achievement Sheet/Learning Objective Flow

The sheet contains the learning outcomes that will be achieved in the learning process and then adjusted to the Learning Objective Flow that has been created.

c. Explanation Sheet

This sheet contains trigger questions before starting the chapter on material and questions. In addition to the trigger questions, a brief explanation is also provided regarding the material to be studied.

d. Material

This sheet contains Pancasila material about obeying the rules at school and at home which is linked to the model of attaching the material according to the instructions given.

e. Short Story Sheet

This short story sheet is on each sheet before the question sheet which contains a short story related to everyday life. On this sheet, there is not only short writing but also contains colored pictures that make students interested and not easily bored when

reading it.

f. Activity Question Sheet

The activity question sheet contains pictures that students must work on by attaching the pieces provided.

g. Answer Components

The answer components are attached to the page provided.



Figure 3. Answer Components

PRELIMINARY FIELD TESTING

At this stage, an initial field test is carried out, the researcher carries out a validation procedure to assess the product to the selected validator. The validators involved are material experts, media design expert validators, and learning expert validators. The material expert validator will evaluate the relevance of the media to the learning objectives and provide feedback on the content developed. The media design expert will assess the media design, its appeal, and its feasibility. Meanwhile, the learning expert will assess the effectiveness of using the media in facilitating learning. This validation stage aims to identify deficiencies and validate the feasibility of the media before it is practiced. Researchers will obtain valuable suggestions, criticisms, and input that can help overcome deficiencies in the material produced. The following are the results of the validation of the product developed by the researcher.

Table 2. The results of the validation of the product developed

No	Validator	Value	Information
1	Material expert	92	Very Valid
2	Media design expert	94	Very Valid
3	Learning expert	96	Very Valid

Source: Personal Document

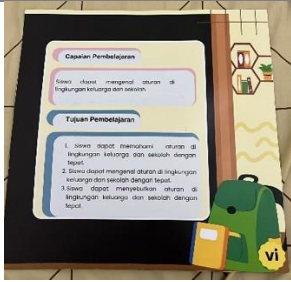
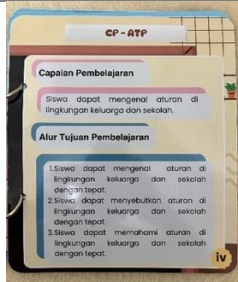
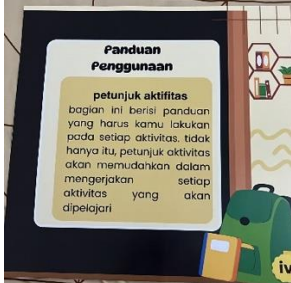
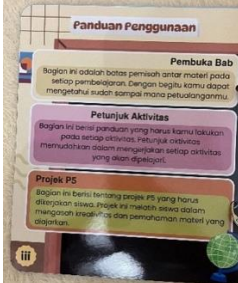
Based on the results of the presentation in table 6, it shows that the results of the validation of the material expert obtained a score of 92; the validation of the media design expert obtained a score of 94 and the validation of the learning expert obtained a score of 96. So, Integrated Busy Book with Profil Pelajar Pancasila Media shows results with very valid criteria and is feasible to be practiced on the material of Regulations at home and at school.

REVISING MAIN PRODUCT

After obtaining validation results and comments from experts, researchers made revisions by considering suggestions and criticisms from validators so that the media would be better. The following is a revised product comparison before and after the revision.

a. Material Expert

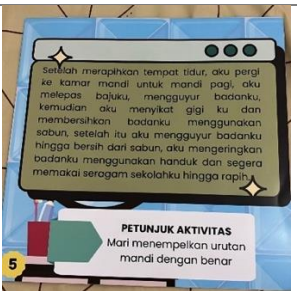
Tabel 3. Material Expert Revision

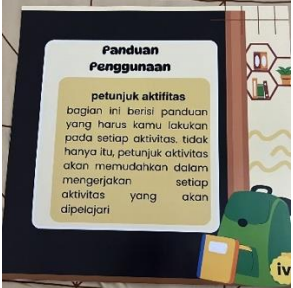
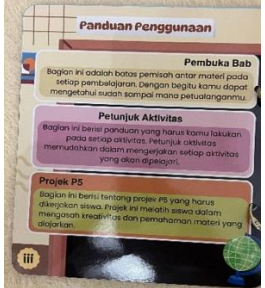
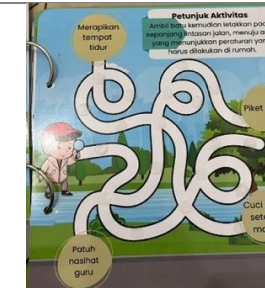
No	Aspect	Before Revision	After Revision
1	C1 dan C2		
2	Usage Details		

Source: Personal Document

b. Media Design Expert

Table 4. Media Design Expert Revision

N o	Aspect	Before Revision	After Revision
1	Front cover design (busy book cover section)		
2	The starter questions and material presentation are listed more briefly		
3	Changes in material into student work questions		

4	Change the color of the rules board at home and at school		
5	Color changes in design Usage details		
6	Added rule tree project	empty	
7	Changing the media size from 30x30 cm to 24x24 cm		
8	Improvements to question instructions and design		

c. Learning Expert

Table 5. Learning Expert Revision

No	Aspect	Before Revision	After Revision
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1 Correction of question number position



2 Adding an image to question number 6



MAIN FIELD TESTING

After revising the product, a main field test was conducted on 29 second-grade students of SDI Al Ma'arif 01 Singosari to determine the improvement in student learning outcomes. To determine the improvement in student learning outcomes, the following stages were carried out.

1. Pre-test and Post-test

Before being given treatment in the form of media implementation, students were first given a pre-test. Students seemed to have difficulty working on the questions given. As a result, students of SDI Al-Maarif 01 Singosari got an average pre-test score of 74.48. After being given the media, students worked on the post-test with the same questions as the pre-test. To work on the questions given, students remembered the material and activities listed in Integrated Busy Book with Profil Pelajar Pancasila Media. As a result, students SDI Al-Maarif 01 Singosari got an average post-test score of 95.17. The following are the results of the pre-test and post-test in a bar chart:

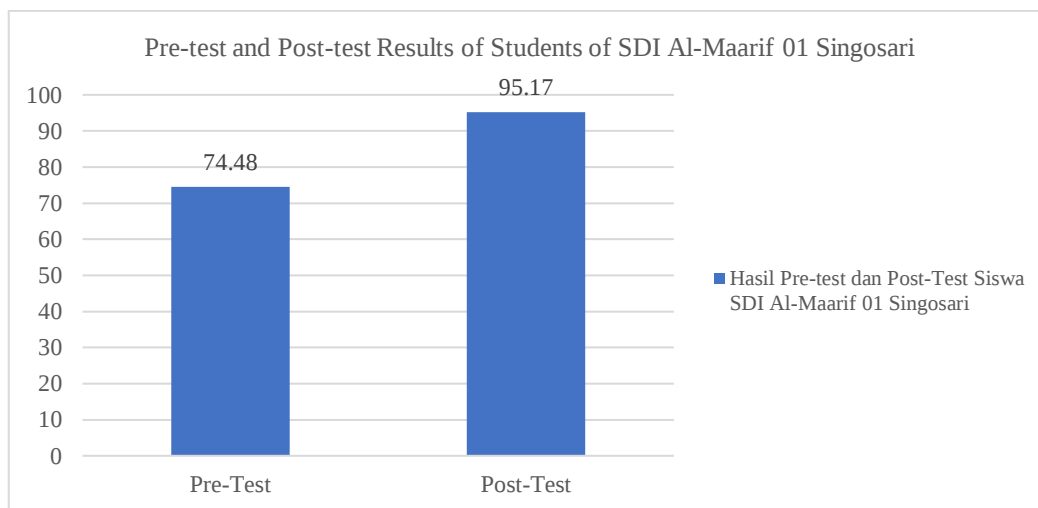


Chart 1. Pre-test and Post-test Results of Students of SDI Al-Maarif 01 Singosari
 Source: Personal Document

2. N-Gain Test

After the pretest and post-test results were obtained, the increase in learning outcomes was known through the effectiveness test of product implementation using an experimental class, which compared students' numeracy skills before and after using busy book media.

The research design used was pre-experimental with one group pretest-post-test. To determine the extent of the increase in student learning outcomes, the researcher used the N-gain test. This test is used to determine how effective the treatment given is. The following is the formula used to calculate the N-gain score according to Meltzer in Utami & Mulyani (Utami & Mulyani, 2019):

$$N - Gain = \frac{skor\ posttest - skor\ pretest}{skor\ total - skor\ pretest}$$

The calculation of N-gain score can be done with the help of Ms. Excel. The N-gain criteria are presented in the following table:

Table 6. N-Gain Criteria

Indeks N-gain	Criteria
$g < 0.3$	Low
$0.3 \leq g \leq 0.7$	Medium
$g > 0.7$	High

The calculation of N-gain score can be done with the help of Ms. Excel. The results of the calculation of N-gain score in this study are as follows:

Table 7. Result of *N-Gain Score*

Name	Pre-test	Post-test	Post-Pre	100-Pre	N-Gain Score	N-Gain Score (%)
SDI Al-Maarif 01 Singosari	74,48	95,17	20,69	25,52	0,89	89,12

Source: Personal Document

From the table above, it can be concluded that student learning outcomes increased by 0.89 or 89% with a high category after being given treatment, namely being given Integrated Busy Book with Profil Pelajar Pancasila Media. This means that busy book media can improve student learning outcomes at SDI Al-Maarif 01 Singosari.

3.2 DISCUSSION

Curriculum reform in Indonesia has an impact on elementary school students' learning. The curriculum plays a central role in all aspects of education. To achieve educational goals, the curriculum must be able to improve the quality of education. This means that the curriculum must be able to adapt to the situation in each school, taking into account the needs and stages of student growth and national development requirements, while still remembering that national education is based on Pancasila and the 1945 Constitution. One of the curriculum developments that has occurred in Indonesia is the Merdeka Belajar Curriculum. In the Merdeka Belajar Curriculum, there are no longer demands for achieving minimum completion scores, but emphasizes quality learning in order to realize quality students, with the character of Profil Pelajar Pancasila, who have competence as Indonesian human resources ready to face global challenges (Syaripudin dkk., 2023).

Through the Profil Pelajar Pancasila, it is expected that students can develop principles that are in accordance with each point of Pancasila, one of which is to play an active role in learning. With this active involvement, students can get good learning outcomes. However, in reality, the motivation of students at SDI Al Maarif 01 Singosari to actively participate in learning is still relatively low. As a facilitator, the learning carried out by teachers at SDI Al Maarif 01 Singosari has not shown active student involvement. Because of that, student learning outcomes are also relatively low. This is because teachers in their learning planning often rely on what they observe in class. Due to time constraints, teachers do not use learning media to support student learning in class. In fact, the use of learning media in the learning

process can help students understand the material and improve student learning outcomes (Febrita & Ulfah, 2019).

The low learning outcomes of students in the school can be improved by using busy book media in the student learning process. Busy book media has been proven to improve student learning outcomes with an N-Gain value of 89% high criteria. The development of busy books in the student learning process also aims to instill character values in students. Based on research that has been conducted by Aprilia Dwi Cantika (Cantika, 2024) that one way to support students in understanding the Profil Pelajar Pancasila strengthening project needs to be supported by teacher creativity in developing learning media. Therefore, the development of this busy book learning media can be a solution to improve student learning outcomes in the Pancasila Education Subject and instill better student character.

4.0 CONCLUSION

Based on the results of the data that has been obtained, the busy book media integrated with the Pancasila student profile has proven to be valid and suitable for use as a learning media that can improve student learning outcomes. This busy book media was developed with the type of research and development (R&D) using the Borg and Gall model which adapts 6 stages. The results of the validity test obtained a validation value of media design experts of 94% with a very valid category, validation of material experts of 92% with a very valid category, and learning experts of 96% with a very valid category, and the N-Gain result of 89% with a high category. This study provides a positive contribution to the development of education at SDI Al-Maarif 01 Singosari and can be a reference for other parties in Integrated Busy Book with Profil Pelajar Pancasila Media.

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