

Analysis of Interactive Flipbook Media Needs in Pancasila Education in Grade V Elementary School

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Abstract

Pancasila Education learning materials on the proclamation of independence relate to the names of figures, the timing of events, and the names of events, which are presented through numerous readings. Learning media are important for supporting the learning process. This study aims to analyze the need for interactive flipbook media in Pancasila Education learning to improve student engagement and motivation. This study used a descriptive qualitative approach involving 2 teachers and 28 fifth-grade students. Data were collected through observation, interviews, questionnaires, and documentation, and analyzed using percentage techniques and qualitative data analysis (data reduction, display, and conclusion drawing). The results showed that the level of student need for interactive flipbook media reached 82%, categorized as high. Students showed strong interest in visual and interactive media, while teachers faced challenges related to limited digital competence and time constraints. It can be concluded that interactive flipbook media is highly needed to support Pancasila Education learning, with implications for developing engaging, accessible, and value-based digital learning media in elementary schools.

Keyword: *Flipbook Interaktif, Pancasila Education*

Abstrak

Materi pembelajaran Pendidikan Pancasila tentang proklamasi kemerdekaan berkaitan dengan nama tokoh, waktu terjadinya peristiwa, dan nama peristiwa yang disajikan melalui banyak bacaan. Media pembelajaran memiliki peran penting dalam mendukung proses pembelajaran. Penelitian ini bertujuan menganalisis kebutuhan media flipbook interaktif dalam pembelajaran Pendidikan Pancasila untuk meningkatkan keterlibatan dan motivasi belajar siswa. Penelitian menggunakan pendekatan deskriptif kualitatif dengan melibatkan 2 guru dan 28 siswa kelas V sekolah dasar. Data dikumpulkan melalui observasi, wawancara, angket, dan dokumentasi, kemudian dianalisis menggunakan teknik persentase dan analisis data kualitatif yang meliputi reduksi data, penyajian data, serta penarikan kesimpulan. Hasil penelitian menunjukkan bahwa tingkat kebutuhan siswa terhadap media flipbook interaktif mencapai 82% dengan kategori tinggi. Siswa menunjukkan minat yang besar terhadap media visual dan interaktif, sedangkan guru menghadapi kendala berupa keterbatasan kompetensi digital dan waktu. Penelitian ini menyimpulkan bahwa media flipbook interaktif sangat dibutuhkan untuk mendukung pembelajaran Pendidikan Pancasila serta berimplikasi pada pengembangan media pembelajaran digital yang menarik, mudah diakses, dan berbasis nilai di sekolah dasar.

Kata kunci: *Flipbook Interaktif, Pancasila Education*



INTRODUCTION

The development of information and communication technology has changed the way schools learn, especially in the use of more interactive and engaging digital media. One such innovation is the interactive flipbook, which can present learning materials visually, audio-visually, and dynamically. This interactive flipbook media motivates students and gets them actively involved in the learning process. Interactive flipbooks contain not only text but also images, sounds, and videos that help students understand the material better (Chusna et al., 2024). Pancasila education is a subject that aims to spread national values, so it requires learning methods that not only provide information but are also interesting and relevant to the context.

However, empirical conditions in elementary schools indicate that the implementation of Pancasila Education still faces several challenges, particularly related to low student engagement and motivation during the learning process. Preliminary observations conducted in Grade V classrooms show that more than 60% of students tend to lose focus during lessons dominated by textbooks and lectures, while approximately 55% of students report feeling bored when learning materials are presented only in textual form. These findings highlight a gap between the expected interactive learning environment and the actual classroom practices.

From a theoretical perspective, the use of interactive flipbook media is closely related to students' learning motivation. According to (Purnomo, 2024) flipbook-based learning media can enhance students' intrinsic motivation by providing visually rich and interactive content. In addition, interactive media in general plays a significant role in increasing student engagement, as it allows active participation through multimedia elements such as animations, quizzes, and simulations (Yuliana, N., & Prasetyo, 2022). This aligns with the ICAP theory proposed by (Chi, 2018), which emphasizes that interactive engagement leads to deeper cognitive processing compared to passive learning.

Interactive learning media is also an effective tool for conveying messages from teachers to students. Digital media such as interactive flipbooks can stimulate curiosity, increase interest in learning, and support the diverse learning styles of elementary school students (Chusna et al., 2024). The use of interactive flipbook media also makes students more active in learning, in line with active learning theory (Chi, 2018), which states that student interaction with learning media can improve their understanding and cognitive engagement.

Furthermore, in the context of Pancasila Education, learning is not merely focused on cognitive achievement but also on the internalization of values such as nationalism, responsibility, and social awareness. Therefore, instructional media must be able to facilitate meaningful learning experiences that integrate knowledge, attitudes, and values (Kementerian Pendidikan, Kebudayaan, Riset, 2022b). This implies that interactive media such as flipbooks should not only enhance engagement but also support value-based learning processes. Conceptually, the relationship between interactive flipbook media, student engagement, and learning motivation can be explained as follows: interactive flipbooks (as a form of digital learning media) provide multimedia features that stimulate student engagement; increased engagement leads to higher learning motivation; and enhanced motivation contributes to better understanding and internalization of Pancasila values. However, this conceptual relationship has not been fully explored in the context of elementary Pancasila Education, particularly in terms of analyzing the actual needs of teachers and students.

To ensure that interactive flipbook media is effective and suitable for the needs of Pancasila learning in fifth grade elementary school, a comprehensive analysis is required. This analysis covers the readiness of teachers and students, the relevance of content to the curriculum, and the learning characteristics of students at the elementary school level. The results of this analysis will form a solid basis for designing and developing flipbook media that is interesting, pedagogical, and in line with the learning objectives of the Pancasila Education subject in fifth grade elementary school.

Based on the identified problems and theoretical framework, the research problem in this study can be formulated as follows: (1) What are the characteristics of current Pancasila

Education learning in Grade V elementary schools? (2) What are the needs of teachers and students regarding interactive flipbook media? and (3) What aspects should be considered in developing effective interactive flipbook media for Pancasila Education?

Therefore, this study aims to analyze the needs for interactive flipbook media in Pancasila Education learning in Grade V elementary schools, specifically by identifying user needs (teachers and students), examining learning challenges, and determining essential features required for effective and engaging media development. The results of this study are expected to provide a strong empirical and theoretical foundation for the development of interactive, value-based learning media that can enhance student motivation and engagement in Pancasila Education.

METHOD

This study uses a qualitative approach with a descriptive method, aiming to analyze the need for interactive flipbook media in Pancasila Education subjects for fifth-grade elementary school students. The qualitative approach was chosen because it allows researchers to gain an in-depth understanding of the learning process, user needs, and the context of using technology-based learning media in elementary school environments (Creswell & Poth, 2021). This research was conducted from January to February 2024 at one public elementary school in Surakarta, Indonesia. The subjects of this study consisted of 2 fifth-grade teachers and 28 fifth-grade students selected using purposive sampling. The research subjects included fifth-grade elementary school teachers and students, while the research object was the need for interactive flipbook media in Pancasila Education learning.

Data were collected through observation, semi-structured interviews, questionnaires, and documentation studies. The questionnaire consisted of 15 items based on indicators of learning motivation, student engagement, media attractiveness, ease of use, and content relevance. All instruments were developed based on theoretical constructs and validated by two experts in educational technology and elementary education through content validation, followed by revisions based on their feedback. Questionnaire data were analyzed using percentage techniques and categorized into high, medium, and low criteria, while qualitative data from observations and interviews were analyzed using data reduction, data display, and conclusion drawing (Miles et al., 2020). Data validity was ensured through source and technique triangulation.

RESULTS AND DISCUSSION

The results of the study were obtained from observations of the learning process, interviews with fifth-grade teachers, student questionnaires, and document studies. The study shows that Pancasila education in fifth-grade elementary schools is still dominated by the use of textbooks and lecture methods. Interactive digital learning media have not been used optimally, even though devices such as projectors and student gadgets are available. Observations show that students are less active in learning, especially when it comes to conceptual material and abstract Pancasila values. Some students appear to lack focus and quickly become bored when learning is based solely on verbal explanations and texts. This situation highlights the need for learning media that can increase student engagement through visual and interactive means.

The quantitative data from the student questionnaire further support these findings. The questionnaire results were analyzed using percentage techniques and categorized into three levels: high (76–100%), medium (56–75%), and low ($\leq 55\%$). The results indicate that the overall level of student need for interactive flipbook media reached 82%, which falls into the “high need” category.

Table 1. Student Needs for Interactive Flipbook Media (n = 28)

Aspect	Percentage (%)	Category
Learning motivation	84%	High
Student engagement	86%	High
Media attractiveness	88%	High
Ease of use	79%	High
Content relevance	83%	High
Average	82%	High

The table shows that all assessed aspects are in the high category, with media attractiveness obtaining the highest percentage (88%), indicating that students strongly prefer visually rich and interactive learning media.

The results of interviews with teachers revealed that the limitations of interactive media are a major obstacle in delivering Pancasila Education material.

One teacher stated, "I rarely use digital interactive media because preparing it takes a lot of time, and I am not very confident in using advanced technology in the classroom." Another teacher added, "The available media are mostly textbooks, and although we have projectors, we do not have ready-to-use interactive materials that match the curriculum."

These statements indicate that the lack of media use is influenced not only by availability but also by teachers' digital competence and time constraints in preparing instructional media.

The results of the student questionnaire show that most students prefer learning with digital media that displays images, animations, videos, and quizzes. Teachers and students stated that interactive media facilitates understanding and makes learning more enjoyable. In addition, students also showed a high level of interest in media that can be accessed independently at school and at home. A document study of Pancasila Education learning outcomes and teaching modules showed that the material requires an understanding of abstract concepts, attitudes, and values. Learning media that combines visual, narrative, and interactive elements to help students understand concretely is urgently needed.

Overall, the integration of quantitative and qualitative findings confirms that the need for interactive flipbook media is categorized as high, based on both percentage analysis (82%) and consistent responses from teachers and students.

The results of the study indicate that the need to use interactive flipbook media in Pancasila Education for fifth grade elementary school students is influenced by the nature of the subject matter and the needs of the students. Pancasila Education focuses on shaping attitudes and values, so the learning method should not only provide information, but also encourage student participation and reflection. This study is in line with the opinion of (Hodges et al., 2021), who emphasize that interactive digital media can increase students' cognitive and emotional engagement in value-based learning. The lack of interactive media in the learning process affects students' active participation.

From a critical perspective, the limited use of interactive media in classrooms can be attributed to several factors. First, teachers' digital competence plays a significant role, as some teachers are not yet confident in integrating technology into their teaching practices. Second, time constraints hinder teachers from developing or adapting interactive media. Third, the lack of institutional support and ready-to-use resources also contributes to the low utilization of digital media. These findings are consistent with previous studies that highlight teacher readiness and infrastructure as key factors in technology integration (Suyanto & Widodo, 2023).

Interactive flipbooks have advantages because they present material in a book-like format, but with added elements such as animations, audio, video, and quizzes that can enrich the learning experience of students (Sari & Setiawan, 2022). This medium is suitable for elementary school students who prefer visual and interactive learning. Teachers' need for practical and easy-to-use media indicates that the development of learning media must take

into account ease of use and understanding of learning content. According to (Richard E. Mayer, 2021), effective learning media must be designed in accordance with multimedia learning principles so as not to overwhelm students. Therefore, interactive flipbooks must have a simple appearance, clear navigation, and content that is in line with learning objectives.

The high percentage of student needs (82%) indicates that interactive flipbook media has strong potential to enhance both engagement and motivation. This finding supports the ICAP theory (Chi, 2018), which emphasizes that interactive learning leads to deeper cognitive processing. In this context, flipbook media provides opportunities for students to actively interact with learning content, thereby improving understanding and retention.

The habit of students who like to study using digital media shows that utilizing technology in Pancasila Education learning is an important step to increase their enthusiasm for learning. Interactive flipbooks also support independent and flexible learning, in line with the principles of 21st century learning and the Merdeka Curriculum which emphasizes independent learning (Kementerian Pendidikan, Kebudayaan, Riset, 2022a).

From a pedagogical perspective, the development of interactive flipbook media has several important implications. First, it can transform teacher-centered learning into student-centered learning by promoting active participation. Second, it supports differentiated learning by accommodating various learning styles (visual, auditory, and kinesthetic). Third, it facilitates the internalization of Pancasila values through contextual and interactive content, making abstract concepts more concrete and meaningful for students.

Furthermore, integrating interactive flipbooks into classroom practice can reduce students' boredom and increase their motivation, as indicated by the high percentage of engagement and attractiveness aspects. This suggests that digital media is not merely a supplementary tool but a crucial component in modern elementary education.

Therefore, the development of interactive flipbook media is not only a necessary solution but also a strategic approach to improving the quality of Pancasila Education. It addresses both cognitive and affective learning domains, supports teacher needs, and aligns with current educational demands for technology integration in elementary schools.

CONCLUSION

Based on the results of the needs analysis that has been conducted, it can be concluded that Pancasila Education for fifth grade elementary school students still requires more innovative and interactive learning media. The research shows that the use of conventional learning media has not been able to maximally increase student engagement and understanding of Pancasila Education material, which is conceptual and abstract in nature. This indicates the need for media that can convey material in a visual, contextual, and interesting way. The results of the study also show that teachers and students have a high need for interactive flipbook media.

Teachers need media that is easy to use, in line with the curriculum, and capable of supporting active and reflective learning. Meanwhile, students show a high interest in interactive digital media that they can access themselves, containing images and a variety of learning activities. Therefore, interactive flipbook media is considered relevant and necessary to support Pancasila Education learning in fifth grade elementary school. This media has the potential to increase learning enthusiasm and student engagement, as well as help students understand Pancasila values in a more meaningful way. The results of this study can be used as a basis for the development of interactive flipbook media in future research and can be used as a reference for teachers and learning media developers in effectively integrating technology into Pancasila Education learning in elementary schools.

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