

Development of Digital Module Based on Flipbook Project to Strengthen Pancasila Student Profile to Improve Democratic Attitude

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Abstract

This research is motivated by the difficulty of teachers in implementing the Pancasila Student Profile Strengthening Project, so that it has an impact on learning outcomes in this case democratic attitudes and critical thinking skills. The method in this research is research and development method using ASSURE model. This research was conducted at SMA Negeri 2 Telukjambe Karawang, West Java, and the research subjects were class X students. Based on the results of the study explained that: The results of the feasibility test were taken through the validation of learning devices, it can be seen that the quality of the learning media developed obtained a very Valid category. The validation carried out aims to determine the feasibility of digital modules needed for students. Validation of Digital Modules is carried out by Learning Device experts and Practitioners in the field, the results of Validation I and II, the Media shows a value of 3.1. While the second validation shows a value of 3.6 with a very valid category. Based on the results of the study, it can be concluded that the Flipbook-based Digital Module Project Strengthening the Profile of Pancasila Students can significantly improve democratic attitudes and critical thinking skills.

Keywords: critical thinking skills, democratic attitude, digital module

1 INTRODUCTION

In learning activities, teachers play an important role in bringing the direction of learning more effectively and optimally. A teacher is not only required to teach material to achieve learning competencies and prioritize student cognition but also to explore students' potential for character. Teachers must have skills that include: (1) Critical Thinking Skills; (2) Problem Solving Skills; (3) Communication and Collaboration; (4) Creativity and Innovation; (5) Media Literacy Information, Communication, and Technology. Students are also expected to have Pancasila character values and reflect the profile of Pancasila Students ranging from faith, devotion to God Almighty to the ability to reason critically. Pancasila students are students who have a character based on the philosophy of Pancasila or have the value of the Pancasila precepts as a whole and comprehensively. The character values that exist in each Pancasila precept itself consist of religious character values, social care, independence, patriotism or willing to sacrifice for the country, togetherness, democracy and justice. This program aims to create Indonesian students who have the personality of Pancasila and are able to apply or implement the values of Pancasila in everyday life. Referring to Presidential Regulation No. 87/2017 on Strengthening Character Education, Article 1 paragraph (1) states that "Strengthening Character Education,

hereinafter abbreviated as PPK, is an educational movement under the responsibility of the education unit to strengthen the character of students through the harmonization of heart, taste, mind, and sport with the involvement and cooperation between the education unit, family, and community."

The profile of Pancasila learners as the Vision and Mission of the Ministry of Education and Culture stated in the Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024 has the following six characteristics: (1) Faithful, devoted to God Almighty, and noble (2) Globally diverse (3) Mutual cooperation (4) Independent (5) Critical reasoning (6) Creative. The 1945 Constitution has mandated that the state in carrying out its functions to deliver national goals is based on a democratic system. The definition of democracy in general is freedom and equality. Democracy implies the involvement of the people in decision making, the existence of equal rights among citizens, the existence of freedom and independence given to or maintained and owned by citizens, the existence of an effective representative system, and the existence of elections that honor the principle of majority rule. (Purnama; 2014) Democracy in the context of state life is a system that is much desired by every country in running its government. Democracy is again considered as the best political and government system, and almost all modern countries accept the absolute need for democracy to be upheld. Without a democratic foundation, the government or state will lead to arbitrary power and authoritarian rule (B Waluyo, et al; 2021).

The most effective development of a democratic culture of the rights and obligations of citizens is to implement it in practice. It is realized that the implementation of the democratic system in Indonesia has not been fully implemented in accordance with Pancasila and the 1945 Constitution. For example, the violation of the rights of others by groups or other individuals, decision making is more aimed at the interests of certain groups, the central power is still dominant, the occurrence of legal practices that deviate from the actual rule of law. These are deviations from the implementation of democracy in Indonesia since the Old Order and New Order periods until the Reformation period. Schools as the second educational institution after family education become a place in the process of instilling a culture of democracy for the nation's successors. Schools have an important role in fostering a culture of democracy among students. Therefore, schools must display democratic attitudes in the management of their education.(I Sugiarti & SR Pudjiastuti; 2020) Here students will learn how democratic attitudes can be realized and can be implemented properly. At school, students will learn that democracy has become a culture, meaning that democratic values have become a habit for citizens to implement. However, what is often seen in the mass media is that citizens and even the government itself have violated democratic values, many people do not respect the freedom of others, do not respect differences, and the rule of law is not enforced. Even in our families and communities. Critical thinking skills are fundamental to learning in the 21st century. Critical thinking skills include the ability to access, analyze, synthesize information that can be taught, practiced and mastered. Critical thinking skills also draw on other skills such as communication and information skills, and the ability to examine, analyze, interpret and evaluate evidence.

Based on the initial findings of observations about students' democratic attitudes about the Pancasila Student Profile, and students' critical thinking skills, the following shortcomings were obtained: (1) There are still students who do not have a high spiritual attitude in applying all good values in accordance with religious teachings in their daily

lives. This is evidenced by the fact that there are still students who neglect to worship according to their religion. (2) There are still many students who do not have a global attitude of diversity. This is evidenced by the fact that there are still students who lack a sense of pride in being Indonesian, lack of respect for national identities such as the national anthem, the Garuda Pancasila symbol, lack of motivation to study science and technology (3) Students lack caring and collaboration such as an attitude of voluntary mutual cooperation, and concern for the surrounding environment. This is still evident in some student behaviors that lack respect for others, lack of commitment to collective decisions, and low attitudes of helping, empathy and solidarity. (4) There are still student attitudes that lack responsibility for tasks and work, dishonesty in completing school assignments. (5) There are still students who are unable to develop critical reasoning skills. This is evidenced by the ability to answer problems that are less logical and less critical so that they tend not to be confident in their abilities. (6) There are still many students who lack creativity. This is evidenced by students not being able to generate innovative ideas, produce original works and actions.

The success or failure of our students in living life in the future is largely determined by their life experiences. This experience is obtained since students are sitting in school, and other learning experiences obtained from their family and environment. In connection with the above, the role of today's teachers in the learning process that integrates the character of the Pancasila Student Profile in democratic attitudes and critical thinking skills, the teacher is no longer limited to a teacher who speaks in the classroom but who does more in creating conditions so that students are able to learn optimally. So that teachers are required to present fun learning so that students are interested in learning independently so as to realize the attitude and desire of students to explore higher in accordance with the concept of lifelong learning.

The current learning paradigm must change, the teacher acts as a facilitator, companion, guide, direction and motivator for students in developing potential. Teachers are not the only source of learning, because students can gain knowledge independently from other sources from their environment to the internet. The teacher is not the only party that can present learning media, which students can easily obtain from other people, objects, cases, phenomena both social and natural that occur in the environment or elsewhere. Teachers are not the only reference for stating truth and error, but from the internalization process of attitude values that students acquire when interacting with others. The teacher is in the situation of showing a way out of the problems experienced by students based on the learning experiences of students who have unique and diverse characteristics. Teachers are agents of change for the views of parents who still think that teachers and schools are the only source and medium of learning. Teachers motivate parents to always accompany children in learning, especially in providing children's experiences in learning to develop their character attitudes and skills. Teachers as models and inspiration for students and parents, where teachers are able to develop themselves to always learn and be open-minded to criticism of their limitations. It is not smart teachers who are needed here, but smart teachers who continue to learn because no matter how smart a teacher is, he or she must have made mistakes in managing learning.

One of the effective learning media is the use of learning modules. Module is a teaching material that is arranged systematically using language that is easily understood by students according to their level of knowledge and age so that they can learn on their own (independently) with minimal assistance or guidance from educators. (Prastowo; 2014) Modules are teaching materials that are arranged in a language that is easily understood

by students, according to their level of knowledge and age, so that students can learn independently with minimal assistance or guidance from educators (Oktaviara; 2019). Modules are learning media which consist of a package of material that is arranged in such a way for students to achieve learning objectives in the classroom. The use of modules in teaching and learning activities is one way to create learning that prioritizes student activeness. (Yulianti et al; 2017) Because the module contains material and several practice questions that can train students' independence in learning. (Wahyuni & Puspasari; 2017)

The Pancasila Student Profile Strengthening Project Module, as a learning medium, will help foster the character of students in accordance with the Pancasila student profile. If the Module is prepared appropriately and effectively, it will be able to actively involve students in the learning process, what's more coupled with the development of this 4C competency which is expected to increase communication, collaboration, critical thinking and problem solving, and creativity and innovation in students. (Hermawan & Pudjiastuti; 2021) Flipbook-Based Digital Module Project strengthening the profile of Pancasila students is a document that contains the objectives, steps, learning media, and assessments needed to carry out the project strengthening the profile of Pancasila students (Satria et al; 2014).

Flipbook-Based Digital The profile project available is in accordance with the context, characteristics, and needs of students. The government provides examples of project modules to strengthen the profile of Pancasila learners that can be used as inspiration for education units. Education units and educators can develop Profile Project Flipbook-Based Digital Modules according to the learning needs of students, modify, and/or use Profile Project Flipbook-Based Digital Modules provided by the Government according to regional characteristics, teaching units, and students. Therefore, educators who use Digital Modules Based on Flipbook Project profiles provided by the Government no longer need to compile Digital Modules Based on Flipbook Project profiles of Pancasila Learners (S Suardi, et al; 2023).

The component of graphical feasibility consists of: 1) Book size is the suitability of the module size with ISO standards, namely A4 (210 x 297mm) or B5 (176 x 250mm). 2) Book skin design includes the arrangement of layout elements on the front cover, back and back have unity, the size of the layout elements is proportional to the size of the book, the color of the layout elements is harmonious, and clarifies the material functions and colors that have good contrast. 3) The design of the book content includes the placement of consistent layout elements based on patterns, clear separation between paragraphs, and the suitability of text spacing and illustrations. (Wahyuni & Puspasari; 2017) One of the technologies that can be used to design digital modules is flipbook. According to Rusnilawati and Gustiana (2017) using flipbooks teachers can present more interesting electronic teaching materials. Because flipbooks can present images, videos, writings, animations, and so on. According to Wibowo and Pratiwi (2018) flipbooks can make learning media interactive because there are moving animations, videos, audio, and so on, so that learning becomes more interesting and not monotonous.

Kvisoft Flipbook Maker has template designs and features such as backgrounds, control buttons, navigation bars, hyperlinks that make flipbooks more attractive and interactive so that users can read by feeling like opening a physical book, because there is an animation effect where when switching pages it will look like opening a physical book. (Sarmadi & Harimurti; 2023) In this study, researchers used the Kvisoft Flipbook Maker 4.2.2 application. Fahmi et al explained that Kvisoft Flipbook Maker is a software or software that can be used to make the appearance of books or teaching materials into

electronic books that can be opened like ordinary books. This software can be downloaded for free via the internet. In line with this opinion, Mulyaningsih and Saraswati (2017) explain that Kvisoft Flipbook Maker is a software that can convert PDF files to digital book flip pages. This software can make the PDF look more attractive like a book that can be opened. Flipbook media is an album-like book in virtual form in which there is learning material using sentences containing colorful columns (Aprianto & Asrial; 2020). Ary Maf'ula emphasized that flipbook is media in the form of e-books, e-modules, e-papers and e-magazines. This media has the advantage of being able to include image files, videos, animations, and has template designs, features such as backgrounds, control buttons, navigation bars, hyperlinks and backsound so that the flipbook made is more attractive. Flipbook media is a media that is very feasible and easy to use in learning.

Theoretically and conceptually, project-based learning is supported by constructivistic learning theory. According to Thobroni (2017), constructivism is a theory that gives freedom to humans who want to learn or seek their needs with the help of other people's facilitation. Meanwhile, Vigotsky's social constructivism means that learning for children is done in interaction with the social and physical environment. Discovery in learning is easier to obtain in a person's socio-cultural context. This theory provides activeness to humans to learn to find self-competence, knowledge or technology and other things needed to develop themselves. (Thobroni; 2017) The most important element of this theory, a person builds his knowledge actively by comparing new information with his understanding, builds knowledge through real experiences from the field, and emphasizes the interaction between internal and external aspects of learning and emphasizes the social environment in learning. The project of strengthening the profile of Pancasila students which is project-based co-curricular learning is carried out outside the routine lesson schedule, is more flexible and less formal than intracurricular learning activities, and does not have to be closely related to the Learning Outcomes of any subject. The target is the learner profile of Pancasila in accordance with the developmental stage of the learners. According to Miller, this kind of learning situation is considered effective to encourage the development of deep character and competence (Aditomo; 2021). A project is a series of activities to achieve a specific goal by examining a challenging theme. Projects are designed so that learners can investigate, solve problems, and make decisions.

2 RESEARCH METHODS

The research conducted by researchers is a type of development research or Research and Development (R&D). According to SR Pudjiastuti et al (2023), the R&D research method is a research method used to produce certain products, and test the effectiveness of these products. The development research that will be carried out by researchers is to develop a product in the form of a Flipbook-based Digital Module Project Strengthening the Profile of Pancasila Students to Increase Democratic Attitudes and Critical Thinking Skills in Class X SMA Negeri 2 Telukjambe Timur, Karawang Regency, West Java Province and then validate the product. Product validation was carried out by material experts, media experts, and Civic Education (PPKn) teachers in Class X of SMA Negeri 2 Telukjambe Timur, Karawang Regency, West Java Province and then tested on class X high school students so that the feasibility of developing comic products to be used as a learning resource for Civic Education (PPKn) could be known. The product developed is a flipbook-based digital module of the Pancasila Student Profile Strengthening Project to improve students'

democratic attitudes and critical thinking skills of even semester X grade high school students. (Sugiyono, 2015: 124).

The initial step taken by researchers in this research and development is to observe the school and conduct an interview with one of the Civic Education (PPKn) teachers to find out the problems faced related to Civic Education (PPKn) lessons. In the planning stage of developing a flipbook-based digital module project strengthening the profile of Pancasila students, the things that researchers do start from looking for various book references that are in accordance with the material to be developed, understanding carefully related to the Flipbook-Based Digital Module Project Strengthening the Profile of Pancasila Students, understanding the problems experienced by students when Civics Education lessons take place, choosing the right design, choosing a layout that is in accordance with the theme and characteristics of students at the high school level and so on.

After the product development is completed, the next step is to test whether the product developed is valid or not. Validating is an activity of collecting data or information from experts in their fields (validators) to determine whether the product is valid or invalid for the Flipbook-Based Digital Module Product of the Pancasila Student Profile Strengthening Project developed. After the product is validated by several experts, the next stage is to revise the product. Product revision is carried out if there are many weaknesses and shortcomings in the format and content standards so that this product revision is sourced from the questionnaire results from the collected validator experts. Various responses, criticisms, and suggestions from experts were analyzed. From the results of the analysis, the researchers then revised or improved the model products developed. The next step after product revision is to conduct product trials to the field. Field trials are needed to assess the feasibility of the developed model. In this field trial, quantitative data from student learning tests were obtained. The quantitative data was used to assess the effectiveness of the developed Pancasila Student Profile Strengthening Project Flipbook-Based Digital Module.

After conducting product trials, researchers made revisions again. This last revision is based on the results of the student response questionnaire obtained after using the model in the learning process. If the results of the questionnaire analysis state that the model has been effective, then the revision does not need to be implemented. Dissemination and Implementation is conveying the results of product development in the form of a model to experts through a meeting forum. In this discussion there are three things that are done, namely first socializing or introducing model products to experts, second is asking for input and suggestions on model products to users, then the third is offering model products to be applied or implemented by experts to find out and the extent of the quality of the model products that have been developed.

3 RESULT AND DISCUSSION

3.1 Product Design

The Information Gathering stage is the first step before product development. This stage begins with a review of content standards. The review of learning objectives is done by mapping the Learning Objectives (CP) used to determine the level of the qualification framework, setting qualification standards, describing programs and courses, directing the curriculum, and determining assessment specifications and the Flow of Learning Objectives (ATP). The final outcome of research and development takes the form of a new product with specifications. The product design is realized in a chart or picture, so that it can be

used as a benchmark in assessing and making it. After collecting data through a needs questionnaire, the results were formulated into a prototype of the product to be developed by the researcher.

The product developed in this study is an interactive flipbook-based digital module based on local wisdom on human interaction with the environment and its influence on grade V social studies learning. The teaching materials are designed in accordance with the Learning Outcomes and indicators to be achieved. The steps in designing the product include: (1) preparation of material, format, and layout of the appropriate material design; (2) making product design; (3) application of flipbook maker software. Based on these stages, the material to be developed in the Flipbook-Based Digital Module of the Pancasila Student Profile Strengthening Project is obtained to improve democratic attitudes and critical thinking skills on the theme of Democratic Voice, sub-theme Your Voice Our Future. After the material developed has been determined, the next step is to conduct a literature study to collect material on the theme of the Voice of Democracy, sub-theme Your Voice Our Future.

At this stage the researcher develops a research plan, including the abilities needed in the implementation of the research, the formulation of the objectives to be achieved by the research, the design or research steps, the possibility of testing within a limited scope. This second stage consists of making a lattice of research instruments which are the criteria for evaluating Flipbook-Based Digital Modules. The instrument grids that have been completed are then developed into research instruments. The research instruments to be used are validation sheets, observation sheets and interview guidelines. The validation sheet is used to determine the feasibility of the Flipbook-Based Digital Module of the Pancasila Student Profile Strengthening Project based on the assessment of material experts and media experts. Material experts provide an assessment based on material, learning, and linguistic aspects while media experts provide an assessment based on programming and display aspects. Observation sheets and interview guidelines are used to find out the responses and responses of teachers and students regarding the use of the Flipbook-based Digital Module Project Strengthening the Profile of Pancasila Students in the classroom. Instrument validation was carried out by the supervisor.

3.2 Feasibility

Media Researchers developed an initial prototype, namely making a conceptual model obtained from the results of information obtained from the preliminary study results. This research and development aims to produce a Flipbook-based Digital Module Project Strengthening the Profile of Pancasila Students with the theme Voice of Democracy, sub-theme Your Voice Our Future and determine the feasibility of the Flipbook-based Digital Module Project Strengthening the Profile of Pancasila Students with the theme Voice of Democracy, sub-theme Your Voice Our Future, for Civics learning in class X SMA. The learning media developed is declared feasible to use based on validation by material experts, media expert validation, and the results of trials by teachers and student responses.

The level of product feasibility is measured by, Relevant to CP, TP, and Learning Objectives, In accordance with the level of student development, Contains material on human interaction with the environment and its influence, and Presentation of learning material is coherent, clear and logical. Therefore, based on the Media and material validity test by the validator as shown in the table below

Table 1. Results of Validity Analysis

No	Validator	Total Score	%	Category
1	I	121	0,33	Very Valid
2	II	134	0,26	Very Valid
	Average %		0,86	Very Valid
	Index		0,86	> Very Valid
	Range		0,8	

Thus the results of the validator's revision were revised and declared suitable for use as a Flipbook-based digital module as a Pancasila Student Profile Strengthening Project. In this production stage, researchers compile teaching materials or teaching modules in the form of Flipbook-based Digital Modules for the Pancasila Student Profile Strengthening Project to improve Democratic Attitudes and Critical Thinking Skills on the theme of Democratic Voice, sub-theme Your Voice Our Future. Reflecting on the learning experience of everything is always a good thing. Reflection on learning experiences is one way to learn, to avoid misunderstandings and to improve the abilities that students already have. Reflection on the learning experience is a way to learn, to avoid making mistakes, and to improve the skills that students already have. By this stage students should have completed a class portfolio. In addition, students can include this reflection or evaluation section in the documentation folder.

In each step, students learn independently in small groups with facilities from the teacher and use a variety of learning resources at school and outside school (people, written materials, recorded materials, broadcast materials, natural surroundings, artifacts, historical sites, etc.). In this process various skills are developed such as: reading, listening to other people's opinions, taking notes, asking questions, explaining, choosing, formulating, weighing, reviewing, designing displays, agreeing, choosing leaders, dividing tasks, drawing attention and arguing. Another important thing is to improve democratic attitudes, so Project activities are continued outside the implementation of intracurricular activities. The democracy is integrated with the Pancasila Student Profile Strengthening Project with the theme of Voice of Democracy with the project topic "Your Voice is Our Future".



Figure 1 Learner Profile Strengthening Project Chart

The Pancasila Learner Profile is the character and ability that is built in daily life and brought to life in each individual learner through school culture, intracurricular learning, the Pancasila Learner Profile and Work Culture Strengthening Project, and extracurricular activities.

3.3. Product Effectiveness

After testing the effectiveness of the product through the application of small-scale trial class products, researchers obtained information in the form of product weaknesses and shortcomings from the results of teacher and student response questionnaires. The suggestions were used as material for improving the developed product to make it more effective when used. Products that have been revised according to validation and small-scale product trials are then tested for effectiveness in the product usage test. In addition, to find out the level of effectiveness of the product, it can be seen from the design design using assessment or assessment as a measuring tool. So it is known that the value of students' democratic attitudes shows an average of 91.46, while the second variable of students' critical thinking skills shows a class average of 81.99. And the measure of the effectiveness of the module can also be measured through the level of validity of the media and material by the validator. An important step of the Pancasila Student Profile Strengthening Project, is to create a school ecosystem. Students must be open-minded, happy to learn new things, and willing to collaborate.

Project-based learning will be carried out optimally if students, teachers, and the school environment as the main components of learning can optimize their roles. Learners act as learning subjects who are expected to be actively involved in participating in the entire series of activities, teachers act as learning facilitators who are expected to help students optimize their learning process, while schools act as supporters of the implementation of activities that are expected to sponsor the provision of facilities and a conducive learning environment. The role of teachers is needed especially in project planners, among others, planning projects, determining the flow of activities, implementation strategies, and project assessments. Then act as a Facilitator to facilitate learners in carrying out projects that match their interests, with a choice of learning methods and learning products that match the preferences of students.

Teachers act as Companions, by guiding learners in carrying out projects, finding relevant issues, directing learners in planning sustainable actions. Teachers provide resources, among others, providing information, knowledge and skills needed by learners in carrying out projects. The next task of the teacher as Supervision and consultation, supervising and directing learners in achieving the project, providing ongoing advice and input for learners, and assessing learner performance during the project. Furthermore, the next role of the teacher acts as a Moderator, guiding and delivering learners in the discussion.

The main theme of the Pancasila Learner Profile Strengthening Project is the Voice of Democracy. By giving the theme of the Voice of Democracy with the project topic "Your Voice is Our Future", it is hoped that students will be able to: 1) Learners are aware of the differences in vision and mission in choosing leaders in the surrounding environment. 2) Learners appreciate and respect differences in the choice of leaders in the surrounding environment. 3) Learners are able to practice democratic life in everyday life democratically.

The project theme we chose in this first project is Voice of Democracy with the specific project topic "Your Voice is Our Future". The relevance or relationship of the theme with the project topic taken is that this project can produce a generation that is able to understand new terms and concepts in the field of democracy. The next generation of the nation in their era of high school will enter into a period of determining the continuation of the government system. When they realize that their vote has meaning being a first-time voter, they will feel that by casting their vote, they have taken part in the democratic process. This Pancasila Student Profile strengthening project takes the theme of Voice of Democracy with the specific topic of the project "Your Voice is Our Future!". This project begins with an introduction stage, where students are invited to recognize and explore more deeply the importance of each individual's participation in the group, starting from small groups to the context of the wider community. Students are also invited to be more sensitive to the gaps and inequalities that occur in their environment, and introduce the role of young people in the democratic process. Thus, the Flipbook-based Digital Module of the Pancasila Student Profile Strengthening Project prepared in the form of an e-module can improve democratic attitudes and critical thinking skills on the theme of Democratic Voice, sub-theme Your Voice Our Future at SMA Negeri 2 Telukjambe Timur, Karawang Regency, West Java Province.

3 CONCLUSION

This research is included in the Research and Development (R&D) type of research or using research and development methods. The method is used with a procedural model. The procedural method is carried out by complying with predetermined rules so as to produce products and test the effectiveness of these products. The learning media produced in this study is a Flipbook-Based Digital Module of the Pancasila Student Profile Strengthening Project to improve democratic attitudes and critical thinking skills on the theme of Democratic Voice, sub-theme Your Voice Our Future at SMA Negeri 2 Telukjambe Timur, Karawang Regency, West Java Province with the ASURRE model including the following steps: 1) Analyze Learning (analyze students) 2) State Objectives (formulate learning objectives) 3) Select Methods, Media, and Materials. 4) Utilize Media And Materials. 5) Require Learner Participation (Activate Learning). 6) Evaluate and Review.

Based on the research results in the discussion, it explains that:

1. How to make a Flipbook-based Digital Module Project Strengthening the Pancasila Student Profile to improve democratic attitudes and critical thinking skills on the theme of Voice of Democracy through the stages of making simplified learning media starting from (1) the information gathering stage, (2) the planning stage, (3) the development stage, and (4) the validation and testing stage.
2. The results of the feasibility test were taken through the validation of learning devices, it can be seen that the quality of the learning media developed obtained a very valid category. The validation carried out aims to determine the feasibility of digital modules needed for students. Validation of Digital Modules is carried out by Learning Device experts and Practitioners in the field, the results of Validation I and II, the Media shows a value of 3.1. While the second validation shows a value of 3.6 with a very valid category. While Material Validation I and II show 3.69 and 3.88. The level of effectiveness of the Flipbook Project-Based Digital Module Strengthening the Pancasila Student Profile to improve democratic attitudes and critical thinking skills on the Voice

of Democracy Theme, the results of the trial on the Voice of Democracy theme, obtained an average of 91.46 with the highest score reaching 100 and the lowest score 76.

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