INTERACTIVE BOOK DEVELOPMENT TO INCREASE STUDENTS' UNDERSTANDING OF '*MUSYAWARAH*' LEARNING MATERIALS AT CLASS III

Alivia Luthfansa Dhiaulhaq[1], Ani Nur Aeni[2], Aah Ahmad Syahid[3]

[123]Universitas Pendidikan Indonesia, Sumedang, Indonesia
[1]*itsviii13@upi.edu*, [2]*aninuraeni@upi.edu*, [3]*syahid@upi.edu*

PENGEMBANGAN BUKU INTERAKTIF UNTUK MENINGKATKAN PEMAHAMAN SISWA TERHADAP MATERI MUSYAWARAH DI KELAS III

ARTICLE HISTORY	ABSTRACT
	Abstract: *This paper discusses the improvement of students' understanding of the PPkn learning subject, especially in the learning material of values of the 4th precept Pancasila, namely 'Musyawarah'. The researcher found some problems related to the lack of innovation in the use of learning media so which causes students to have low interest in learning and to provide impact of students' lack of understanding of the learning material. Using digital-based learning media, namely Interactive Books, is expected to be able to overcome the existing problem. The research method used is R&D with an approach of mixed method and the ADDIE research model (Analysis, Design, Development, Implementation, and Evaluation). Research design uses One Group Pretest-Posttest Design. The data collection techniques used are interviews and tests of understanding in the form of 15 questions of multiple-choice questions. The test is tested through SPSS software version 26 with the W-test (Wilcoxon) because the data research result in Posttest is not normally distributed. Measurement uses the N-gain test to measure and see how much percentage improvement before and after conducting treatment through learning media Interactive Book. Research results indicate that based on the testing, there is a change mark from Pretest to Posttest after conducting the treatment through i-book at 0.47 (47%) with medium criteria. It proves that Interactive Book produces an improvement or change to a better direction related to students' understanding at class III SD of Panyingkiran II.* ***Keywords:*** *interactive book, students' understanding, learning material 'musyawarah'* **Abstrak:** Tulisan ini membahas peningkatan pemahaman siswa pada mata pelajaran PPkn khususnya di materi nilai-nilai Pancasila sila ke-4 yaitu Musyawarah. Peneliti menemukan beberapa masalah yang berkaitan dengan kurangnya inovasi dalam penggunaan media pembelajaran sehingga menyebabkan rendahnya minat belajar pada siswa yang memberikan dampak kurangnya pemahaman siswa terhadap materi yang dipelajari. Dengan menggunakan media pembelajaran berbasis digital yaitu *Interactive Book* diharapkan dapat mengatasi permasalahan yang muncul tersebut. Metode penelitian yang digunakan yaitu metode R&D dengan pendekatan *mixed method* dan model penelitian ADDIE (*Analysis, Design, Development, Implementation,* dan *Evaluation*). Desain penelitian menggunakan *One Group Pretest-Posttest Design*. Teknik pengambilan data yang digunakan yaitu wawancara dan tes pemahaman berupa soal sebanyak 15 soal pilihan ganda. Pengujian dilakukan menggunakan *software* SPSS versi 26 dengan uji-W (*Wilcoxon*) dikarenakan data hasil penelitian pada nilai *Posttest* berdistribusi tidak normal. Pengukuran menggunakan uji *N-gain* untuk mengukur dan melihat berapa persentase peningkatan nilai sebelum dan sesudah perlakuan menggunakan media pembelajaran *Interactive Book*. Hasil penelitian menunjukan bahwa berdasarkan pengujian terdapat perubahan nilai *Pretes-Posttest* setelah perlakuan dengan memakai *i-book* sebesar 0,47 (47%) dengan kriteria sedang. Hal ini membuktikan bahwa adanya peningkatan atau perubahan ke arah yang lebih baik terkait pemahaman siswa di kelas III SD Panyingkiran II. **Kata Kunci:** *interactive book, pemahaman siswa, materi pembelajaran musyawarah*

INTRODUCTION

Coincides with change from year after year, technology growing very fast. Found that there is many benefits that we can take especially in some aspects that have given, especially in the era of globalization nowadays. Technology in the field education like use cellphone or frequent we know by name *smartphones*, *personal computers* (*PCs*) and laptops provide opportunity at every students educate for access various learning materials provided in the form interactive as well as the expected digital could reach success when obtain knowledge yet obtained before. Main references of success a learning process in the school affected by speed development technology information (IT). It becomes a base consideration from importance activity introduction for know matter so you understand better through. The success of the learning process is matter what is most important or expected when how implementation of education at school goes by. In the learning process, which becomes component main required is communication between educator as well as students educate. Teacher expertise in classroom management, one of which is by making changes and supporting the learning process, so that students have aspects of good development, one of which is in their cognitive development (Ani Nur Aeni., et al 2022) .In order for the learning process successful, the teacher is obliged guide students educate such their order could do development knowledge relevant to all structure the field he studied. One effort for resolve the circumstances is use media in the learning process. Because media function in this case besides for help educators in presenting information (material), and others, also for raise percentage or probability success in getting the knowledge. The media also works as tool for arrange stages progress/improvement students educate as well as give feedback in the learning process.

The use of gadgets is currently triggered by demands such as educational, social, economic, and other aspects. Technological developments shift old habits into new ways like reading newspapers and books no longer need physical objects because they can be accessed online. This change certainly has a good impact because there is practicality in its use (Ani Nur Aeni., et al 2022). Based on this information, a development is needed in creating innovative learning media. This is supported by the times and increasingly advanced technology. With the development of technology, the role of the teacher has also changed. This change can be seen from the teacher's no longer acting as a conduit of information but turning into a facilitator, mentor and motivator who provides more opportunities for students to seek and process information on their own (Waluyo, B 2021)

Learning media is human, material or something constructive incident conditions and can make students educate capable obtain knowledge, skills or attitudes (Arsyad, 2016:3). Learning media is a tools or means possible support used a teacher in delivering information so that it is well received (Fitriana, 2018). Advances in technology can be used to create learning media that can motivate students to want to learn. This educational technology is designed to be a solution to educational problems, so that it can improve the quality of the learning process (Cahya Sukma Dirgantara., et al 2022). Learning media is defined as a tool that helps in the process of learning activities. Media as a system component, which has a function as a non-verbal communication tool (Francisca., et al 2022).

Based on various opinion expert who has previously stated, can pulled conclusion

that learning media is a available tools/intermediaries for make attention and interest and can used by educators (teachers) in transferring knowledge to students. Therefore, the use of learning media is very important in the learning process. Learning media could be a traditional media nor modern. However, in the digital era like now it's use of modern media based digital technology will be highly emphasized, because besides as introduction to the world of technology, as well as method for habituation to use/application technology in the field education especially in the learning process at school, whether it's for power educator nor student teach yourself. Therefore, using *Interactive Book* as a learning media is the right alternative choice in the use of digital media today. With development *Interactive Book* in learning SD level is expected could help increase understanding students. By making use of could minimize boredom students when learning going on. Because when use the media. The students don't just sit quietly and listen explanation of the material from the teacher alone, however they will participate in use *i-book,* it's because of the media require participant educate for use their respective *s*martphones*.*

According to The New Oxford Dictionary of English, interactive book is the book that used as means learning that has "two way flow" in the information conveyed to readers (in Limanto, et al., 2015). Two way flow here means that there is interaction two direction between books as means learning and readers. Kindly simple, got concluded that Interactive Book is a digital book (electronic book) that contains information/learning materials that are recorded in digital form, and can be interacted with by readers. This learning media *i -book* is very relevant and a perfect fit for support development technology in education right now, because besides that the students tend to be educated look 'excited*'* when use smartphone*,* not even a few students use smartphones. Proficiency and enthusiasm students learn to use the smartphone that could be make opportunities for utilization digital

expertise on the learning process, and elements for the usefulness from technology is not lost, as well as something that can help increase understanding students.

The students in class III SD Panyingkiran II belong not enough especially on PPkn in the 4th precept Pancasila values material, namely 'Musyawarah'. Based on the observations that have done, researcher carry out product effectiveness trials/tests, still there is comprehension related problems students. Problem encountered that is students difficulty understand the material being studied because lack of innovative learning media used, teachers only rely on learning media conventional such as printed books, and simple pictures in the book. What's more, there are not enough teachers utilise ability operation smartphones that have owned student for learning attention, this is due lack of teacher's ability to use technology that has there.

Therefore, the development of learning media currently very diverse. Utilization technology is one of innovation that can used in the learning process as the emphasis on learning 21st century (Rahayu et al., 2022). With development technology that has there is currently helping educators for developing learning media in a modern way by utilizing the technology. Because, basically the teacher has important role for growing innovative and meaningful learning (Tan et al., 2017). Previous research conducted by Elvi Susanti Taileleu (2017), regarding "*Increasing Understanding Students Using the Involving Number Lines Media Book Student Directly"* then research conducted by Yenni Dian Anggraeni (2020), regarding "*The Application of E-Books in the Learning Process for Improving Learning Outcomes Students*" and then research conducted by (Ani Nur Aeni., et al 2022), regarding "Development of the Illustrated Story E-Book 'KINO DAN KIYA ANAK SHOLEH' as a da'wah media for Grade 1 Elementary School students" in several studies showing that these learning media can have a significant influence. However, the weaknesses of some of these studies are, for

example, the research conducted by Elvi Susanti Taileleu (2017) and research conducted by Yenni Dian Anggraeni (2020) showed a significant influence but the learning media they created (E-BOOK) did not include learning videos and learning audio that can help to further clarify a material to students. Then, the research conducted by (Ani Nur Aeni., et al 2022) showed a significant influence, the learning media he developed were quite complete and complex. However, the drawback is that when you open the learning videos listed in the digital book you have to use another application, namely Youtube (directly), then when playing the audio you have to use another application, namely Spotify (directly), and even when you want to try the practice questions that have been provided. We have to use another application, namely Google Form (directly). This makes the interactive books that they develops require students to use a stable internet network and large quota packages (wasteful). It becomes a researcher reason for developing learning media products named by Interactive Book as another alternative from the use of learning media by utilizing more complex and interactive digital technologies.

An e-book is a book in a digital version that provides information in the form of text, images or other multimedia forms that can be accessed via a laptop, computer or smartphone (Ani Nur Aeni., et al 2022). The interactive book that the researcher developed has several advantages, including: (1) Contains relevant material using language that students can easily understand (2) Contains learning videos that can be accessed directly in the interactive book without having to use other applications (3) Contains learning audio that can be played directly without having to use other applications (4) Contains interactive quizzes that can be filled in directly by students and they can immediately see the grades obtained while working on the quiz (5) Interactive books are presented taking into account the choice of color, language, design, and features that have been adjusted and are very suitable when used by elementary school students. Utilization of the development of teaching materials in the form of digital books, besides being able to be used anywhere, anytime, but the appearance that can be made more diverse as well as the use of other features can provide added value that digital books make it very easy for teachers and students to obtain learning more easily (Siti Annisa Nur Wahiddah., et al 2022). Based on background back that has described above then the title of this research is "*Development of Interactive Books for Increase Understanding Students on 'Musyawarah' Materials in Class III*", taking into formula problem as following: (1) What is the process of developing learning media products *Interactive Book* (2) How the effectiveness of learning media products Interactive Book in improving understanding students on the 4th precept Pancasila values material, namely 'Musyawarah'. (3) What are the steps and advantages of the Interactive Book learning media.

METHOD

Under this development research, researcher use the R&D (Research and Development) method, in this case the researcher make an effort develop a product in the form of learning media that be will tested effectiveness the product later. This research is procedure for create a product or develop an existing product so get better. This research was conducted in one school base in the District North Sumedang District Sumedang, West Java in teaching 2021/2022. In this research that becomes subject study researcher are 28 students of class III (three), so the data source for this research obtained from grade III (three) SD Panyingkiran II. In this case, researchers use technique data collection namely interviews and tests. Then in this study also researchers using one of the development models namely, the ADDIE development model (*Analyze, Design, Development, Implementation, and Evaluation*). This ADDIE (*Analyze, Design, Development, Implementation, and Evaluation*) model was

developed by Dick and Carry in 1996 for designing *system* learning (Mulyatiningsih, 2016). In product development step, research model ADDIE development is considered more rational and more complete (Mulyatiningsih, 2016), for that reason researchers using development models. Below is the schematic/steps study ADDIE model development:
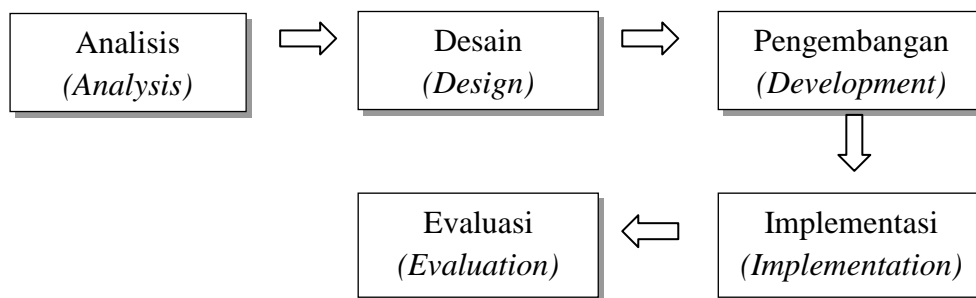

Figure 1. ADDIE Development Model Steps / Scheme
(Sugiyono , 2015: 200)

As for the stages of the ADDIE development model in this study is as following:

Analysis, at this stage analysis researchers analyze frequent problems faced by students in class when activity learning going on. Researcher analyze in a way do interview both teachers and student on October 4, 2022 researcher found some common problems appeared, for one that is lack of learning media (not varied) and less utilise facility existing technology, utilization projector and smartphone (for need teaching and learning). Commonly used learning media students in that class still fairly simple because only rely on printed books, this thing makes student not enough excited and fast feel bored at moment learning going on, so that influence understanding students related to the learning material that is being given by the teacher. By finding problem, becomes something fundamental reasons for researcher for develop a learning media development product. Then, based on the data taken and obtained researcher will develop a combined product two problem, that product namely Interactive Book *(i -book)* which is in use expected could handle problem lack of learning media (not varied) at once utilise facility technology that

has been provided. However, the focus of the problem that researchers took was the lack of innovation in the learning media used which caused a lack of student understanding, this problem occurred due to a lack of teacher creativity in innovating. In addition, the lack of teacher expertise in utilizing existing technology also affects the development of the latest (modern) learning media. So that researchers develop learning media in the form of interactive books that can be accessed online using smart phones (digital) by utilizing technology that has developed rapidly at this time. The purpose of creating/developing learning media in the form of interactive books is to minimize student misunderstandings in understanding learning material, besides that the presence of this interactive book is expected to assist teachers in explaining or clarifying an ongoing learning material. This interactive book is also expected to help minimize student boredom when learning in class is in progress.

Design, at this stage the researcher make some plans for manufacture/product development (learning media) *Interactive Book*. Researcher prepare ingredient development like, material for content from *Interactive Book*, make some quiz questions as

practice questions, book cover design, design for books, election color (*palette*), and selection *fonts* for use the letters in the book. Next in stage this *design*, researcher arrange Plan Implementation Learning (RPP) for support implementation learning PPKn material on the 4th precept Pancasila Values (Deliberation) by using learning media *Interactive Book* and arrange some questions for *Pretest* and *Posttest*.

Development, at this stage the researcher do development besides on content material from *Interactive Book* itself however from facet future appearance and features could used by students like, audio additions (which are made using own sound recording), video addition (from *Youtube*), addition feature *hotspot* to open page one to the page other in a manner *directly*, then addition feature *quizzes* that are directly made in the *Interactive Book* so that students can directly fill practice questions in the book and get it right away look the value you get when they Complete the quizzes provided.

Figure 2. Appearance Interactive Book

At stage *development* is also a researcher do testing/validation carried out by several experts including material experts, media experts and experts language of learning media products that have been made. After validating/testing expert, researcher do revision to the product following some directions, suggestions, criticisms from validators.

Implementation , at this stage the product has been developed that is in the form of learning media *Interactive Book* tested its effectiveness to Panyingkiran II Elementary School students.

Evaluation, at this stage the researcher do evaluation for test level success/improvement student on learning media *Interactive Book* that has developed. Researcher do measurement to product effectiveness developed the to enhancement

ability understanding student using *pretest-posttest* questions. At this stage the research was conducted involve subject study class III SD Panyingkiran II, totaling 28 people. Data collection was carried out by researchers using a test that contains several questions that are filled in directly by students as subject research. Test the contains the questions used for look enhancement understanding student on the material values of Pancasila, especially in the 4th precept of Pancasila, namely Deliberation.

In this study, researchers use *Pre-experimental Design* ie *one group pretest-posttest design*. Suite this *one group pretest and posttest design* was carried out to one groups /classes without exists group comparison other. Following is description design research:

$$O_1 \text{ X } O_2$$

Figure 3. Research Design

Description:

O_1 is the *pretest* was carried out for knowing understanding beginning student to the learning material before doing it treatment using learning media *Interactive Book*.

O_2 is *posttest posttest* done for knowing understanding end student to the learning material after doing it treatment using learning media *Interactive Book*.

X is treat learning using learning media products that have been developed by researchers, use of learning media *Interactive Book* during learning in class takes place.

RESULTS AND DISCUSSION

Data obtained from results previous interviews have show that grade III SD Panyingkiran II during the learning process going on actually been quite active in following the learning given seen of several answers to questions in the interview together researcher. However, in this case apart low utilization facility existing technology, students often feel bored with the media used by the class teacher, like too rely on or fixate on printed books provided by schools and so on. In addition, the way or style learning done by the teacher is still very classical that is lecture. this causes class management in class

III SD Panyingkiran II not enough conducive so that resulted ability understanding those who decreased or less. Therefore, for the sake of giving impact positive from use of the internet or technology and for the sake of giving proper treatment _ to problems found in SD Panyingkiran II, it is necessary product development such as incorporating learning media progress existing technology along need Grade III students will be learning media in their class for help students in understanding the learning material being studied. Next based on results analysis in interviews together students and teachers in class III SD Panyingkiran II, researchers find reality that the students in the SD has proficient use *gadgets*/gadgets/*smartphones,* however expertise or proficiency students in operation these *gadgets* are lacking used by the teacher, this is because lack of teacher's ability to create or develop an engaging learning media technology in it. By considering circumstances that, researcher develop a learning media product namely, the *Interactive Book* which is of course in the process of being developed researcher involve technology in it without remove aspect important thing to do in the e - book the.
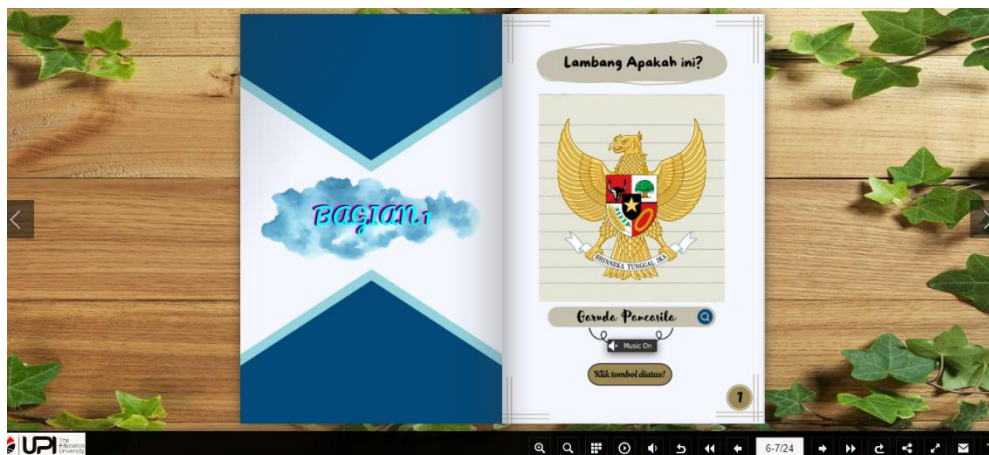
Figure 3. Appearance Interactive Book

In this study, before the researcher do further tests for knowing level understanding and progress understanding Panyingkiran II Elementary School students. Researcher prepare the use of learning media products by counting score appropriateness from validation results carried out by previous validators. Below is table category score for measure/determine category from a indicators, like determination category for learning media, learning materials and language.

Table 1. Category Score

Score	Category
81-100	Very Good
61-80	Well
40-60	Enough
21-40	Not enough
0-20	Very less

The validators are a lecturers who are experts in their respective fields, good that media expert, expert materials and experts language. Result of third validation carried out by the validator presented in the table as following:

Table 2. Validation Results

No.	Indicator	Ideal Score	Actual Score	Percentage	Category
1.	Material Learning	80	76	95%	Very good
2.	Learning Media	60	49	81.67%	Very good
3.	Language	35	33	94.29%	Very good
	Percentage of average score				

According to the material validator, content/contents of the developed media researcher could give convenience for student in understand material learning. In accordance with score/category the material presented in the table above, the percentage that is obtained ie 95% (very good) and amount percentage the showing appropriateness content content/material listed on learning media products that have been developed the. Based on results validation by material validators, media researchers develop this there is critics as well as suggestions that cause he did revision product on some content content/material in it. Next, results validation by media experts. According to the media validator, display *design* nor features such as videos, audio and quizzes interactive (*direct quiz*) provided inside learning media products the could give help to student for more interested (can interesting attention students) in future learning will going on. In accordance with scores/categories of media presented in the table above, the percentage that is obtained namely 81.67% (very good) and total percentage the showing eligibility of the media to be used during the learning process going on so the effectiveness test process for necessity study this could continues. Because it's based results validation carried out by media validators who are researchers get this no there is critics as well as suggestions that cause he did revision product. Next, results validation by experts language. According to the language validator, precision structure sentences on the material presented along election sentences used for explain material for the product being developed the easy or has enough in accordance for could understood by students. According to the language validator, the language used by the researcher could help evoke pleasure student when read it as well as could help stimulate (stimulate) students for reading learning media the until complete. In accordance with score/category the languages

presented in the table above, the percentage that is obtained namely 94.29% (very good) and total percentage the showing the feasibility of the grammar listed on the learning media products that have been developed this, however based on results validation carried out by the language validator who is the researcher get this, there is a number of critics as well as suggestions so before the effectiveness test process going on, must he did revision product for repair mistakes/deficiencies from product that has developed by researchers this. Learning media products *Interactive Book* that has developed this has pass Step validation by some expert and stated appropriateness product so far this has Fulfill learning media criteria from visual aspect, material nor use language so that can be tested to student class III SD Panyingkiran II.

After Step validation, researcher carry out Step next namely testing/testing effectiveness product to student. With election *one group pretest-posttest design* with use question *instruments* test choice double that has arranged (*pretest* and *posttest*) by researchers before trial implementation going on. Trial this done on students class III which numbered 28 students, however before conduct trials, researchers perform a normality test on the data obtained especially formerly for determine which test to take used next, what done in a manner parametric or nonparametric. Previously researcher make hypothesis especially first, H_0= There is no difference data and population characteristics, and H_1= Available difference data and population characteristics. Criteria in the test that is accept H_0 if the value of the opportunity obtained is greater or same with level significance (*sig.* = *p-value* $\geq \alpha$) indicates that the data is normal, and reject H_0 if the value of the opportunity obtained is more small from level significance (*sig.* = *p-value* < α), indicating that data abnormal. Test the normality of the data using

the Shapiro-Wilk test because total sample study amount not enough of 50 people. In matter this, researcher use SPSS *software* version 26 for help count all form necessary testing in research . Under this is results from the normality test *pretest* and *posttest*:

Table 3. Normality Test

	Shapiro-Wilk		
	Statistics	*df*	*Sig.*
Pretest	.935	28	083
Posttest	.897	28	010

After the *pretest* data and *posttest* tested normality, result showing that the data is not normally distributed. it because *Sig. posttest* data showing the number 0.010 which means below 5% (0.05). Because the data is not normally distributed, then the test is performed is a nonparametric test, namely the W-Test (Wilcoxon).

Table 4. Wilcoxon Test (W-Test)

	Posttest - Pretest
Z	-4,296b⁻
Means	82.25 66.46
Asymp . Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

Previously researcher make hypothesis especially first, H_0= there is no difference mark *pretest* and *posttest*, and H_1= There is difference mark *pretest* and posttest. Criteria in the test that is accept H_0 if the opportunity value obtained is greater than or equal to the significance level (*sig.* = *p-value* $\geq$ α) and reject H_0 if the opportunity value obtained is smaller than the significance level (*sig.* = *p-value* < α). Based on W-test results (Wilcoxon), researcher obtain mark *Sig.* = 0.000 which means H_0 rejected and accepted H_1 because of value *Sig.* = 0.000 < α = 0.05 which shows exists difference understanding student before and after using learning media *Interactive Book*. The average value (*mean*) for *pretest* ie 66.46 and for *posttest* that is 82.25. For knowing level from increase in value *pretest* to *posttest* do it measurement based on

results average comparison using *N gain.* Under this is results calculation *N gain*:

$$N\ gain = \frac{pos-pre}{skor\ max-pre} = \frac{82,25-66,46}{100-66,46} = \frac{15,79}{33,54} = 0.47$$

Based on calculation that, increase increase in value *pretest* to *posttest* by 47% (0.47). Based on the increase category (Meltzer, 2002), it is included in the increase in the category **medium.**
Description:
It says tall if above 0.7 and low if below 0.3. Based on results from the average value (*mean*) for *pretest* namely 66.46 and for results *posttest* is 82.25. With value data the already could seen that mark higher *posttest* from mark *pretest,* all this shows that occur improvement in understanding students who are also evidenced by an increase grade III SD

Panyingkiran II after being given treatment by using learning media products *Interactive Book.*

The presence of Android - based media can upgrade quality learning and interesting attention students, of course upgrade motivation study, allows they to understand more topic and reach aim learning (Widiastika et al., 2021). With the learning media intended could make it easier for teachers to convey material to students, so could heighten effectiveness and efficiency in achieving aim learning (Pratomo & Irawan, 2015). Use Interactive Book can becomes alternative teacher's choice as a learning medium as well as effective learning resources. Teachers at Panyingkiran II Elementary School got do revision or repair in a manner continue Elvi Susanti Taileleu (2017), regarding "*Increasing Understanding Students Using the Involving Number Lines Media Book Student Directly*" then research conducted by Yenni Dian Anggraeni (2020), regarding "*The Application of E-Books in the Learning Process for Improving Learning Outcomes Students*" and then research conducted by (Ani Nur Aeni., et al 2022), regarding "Development of the Illustrated Story E-Book 'KINO DAN KIYA ANAK SHOLEH' as a da'wah media for Grade 1 Elementary School students" in several studies showing that these learning media can have a significant influence. However, the weaknesses of some of these studies are, for example, the research conducted by Elvi Susanti Taileleu (2017) and research conducted by Yenni Dian Anggraeni (2020) showed a significant influence but the learning media they created (E-BOOK) did not include learning videos and learning audio that can help to further clarify a material to students. Then, the research conducted by (Ani Nur Aeni., et al 2022) showed a significant influence, the learning media he developed were quite complete and complex. However, the drawback is that when you open the learning videos listed in the digital book you

to learning media products Interactive Book. Learning media products *Interactive Book* is also classified easy used and distributed as well as cheap for doubled. Provision of learning media must according to the situation and conditions in the environment school nor students in class. In addition, it is required accuracy in compiling content/material from learning the media. With attention whole existing aspects and results from research that has done showing that learning media.

This *Interactive Book* is quite effective for upgrade understanding student on the material values of Pancasila, especially in the 4th precept of Pancasila, namely 'Musyawarah' (PPkn). In contrast to research conducted by researchers, previous research conducted by have to use another application, namely Youtube (directly), then when playing the audio you have to use another application, namely Spotify (directly), and even when you want to try the practice questions that have been provided. We have to use another application, namely Google Form (directly). This makes the interactive books that they develops require students to use a stable internet network and need a large quota packages (wasteful).

CONCLUSIONS AND RECOMMENDATIONS

Possible conclusion taken based on this research is, based on W-test results (Wilcoxon) regarding mark obtained pretest - *posttest* and after testing how much big the increase use *N gain* occur enhancement of 0.47 (47%) by category **medium.** Thus, all this proves that use of learning media This *Interactive Book* is quite influential and impactful good for enhancement understanding student on the material of the Pancasila Values of the 4th Pancasila precept, namely 'Musyawarah' (PPkn).

REFERENCES

Aeni, A. N., Aulia, C. R., Fauziah, L. E., & Fernando, Y. (2022). Pengembangan Lagu "Malaikatku" Sebagai Media Edukasi Mengenalkan Malaikat Allah Dalam Islam Bagi Siswa Sekolah Dasar. *Basicedu*, 4549-4557.

Aeni, A. N., Erlina, T., Dewi, D. P., Hadi, F. L., & Ramadhani, S. (2022). Aplikasi BETA (Belajar dari Peta): Media Edukasi Doa-Doa Harian Siswa SD Kelas Rendah. *Inovasi Teknologi Pendidikan*, 102-113.

Aeni, A. N., Juneli, J. A., Indriani, E., Septiyanti, I. N., & Restina, R. (2022). Penggunaan E–Book Kijubi (Kisah Takjub Nabi) Dalam Meningkatkan Pemahaman Siswa Sd Kelas V Terhadap Keteladanan Nabi Muhammad SAW. *Ilmiah Pendidikan Madrasah Ibtidaiyah*, 1214-1222.

Anggraini, Y. D. (2020). Pengembangan Media Pembelajaran e-Book Novelmatika untuk Meningkatkan Pemahaman Konsep Statistika. *Amanah Pendidikan dan Pengajaran*, 35-48.

Asti, M. W., Hendracipta, N., & A Syachruroji, A. (2021). Pengembangan Media Pembelajaran Mobile Learning Berbasis Android Pada Konsep Sistem Peredaran darah di Sekolah Dasar. *Basicedu*, 47-64.

Dirgantara, C. S., Rohmawati, R., Nindya, R., & Aeni, A. N. (2022). Penggunaan Ebook APOI "Amazing Prophet Of Islam" untuk Mendidik Karakter pada Anak SD Kelas Atas. *Basicedu*, 3931-3944.

Francisca, Zahra, J. V., Anggraeni, S. H., & Aeni, A. N. (2022). Pengembangan E-book BUDIMAS "Buku Digital Agama Islam" untuk Pembelajaran PAI pada Siswa Sekolah Dasar. *Basicedu*, 5268-5277.

Nur Wahiddah, S. A., Lathipah, L., Indaryanti, D., Fadhilah, Z. P., & Aeni, A. N. (2022). Cerita Ihsan: E-book Interaktif sebagai Upaya Pengembangan Materi Ulul Azmi di Sekolah Dasar. *Basicedu*, 4182-4191.

Nurhamidah, S. D., Sujana, A., & Karlina, D. A. (2022). Pengembangan Media Berbasis Android Pada Materi Sistem Tata Surya untuk Meningkatkan Penguasaan Konsep Siswa. *Cakrawala Pendas, IV*, 1318-1329. doi:https://dx.doi.org/10.31949/jcp.v8i2.3190

Pratomo, A., & Irawan, A. (2015). Pengembangan Media Pembelajaran Interaktif Berbasis Web Menggunakan Metode Hannafin dan Peck. *Sistem dan Teknologi Informasi*, 1.

Prihatiningtyas, S., Novitasari, D., & Pratiwi, N. S. (2021). Peningkatan Pemahaman Konsep Siswa Melalui Implementasi Media Interaktif e-book Selama Pembelajaran Daring di SMK Patriot Peterongan Jombang. *Physics Education and Applied Physics*, 1-6.

Rahmaniyah, A., Kania, D., Ela, N., Nurhamidah, S. D., & Aeni, A. N. (2022). Pengembangan E-Book Cerita Bergambar "Kino Dan Kiya Anak Sholeh" Sebagai Media Dakwah Untuk Siswa Sd Kelas 1. *Ilmiah Pendidikan Madrasah Ibtidaiyah*, 828-837.

Sahriani, I., Arsyad, M., & Maruf, M. (2016). Peningkatan Hasil Belajar Fisika Melalui Model Pembelajaran Tandur Berbasis Inkuiri Pada Siswa Kelas XI. IPA1 SMA Negeri 1 Bungoro. *Pendidikan Fisika*, 112-126.

Siregar, Mutia, S., Utomo, B., & Marlina, L. (2020). Perancangan buku Interaktif untuk Memperkenalkan Ragam Profesi sebagai Sarana Pengembangan Minat Pelajar Usia Dini. *PKM CSR*, 828-834.

Taileleu, E. S. (2017). Peningkatan Pemahaman Siswa dengan Menggunaka Media Book Garis Bilangan yang Melibatkan Siswa Secara Langsung. *Pendidikan Guru Sekolah Dasar*, 398-406.

Waluyo, B. (2021). Pengembangan Media Pembelajaran Pai Berbasis Ict. *Jurnal An-Nur: Kajian Ilmu-Ilmu Pendidikan Dan Keislaman*, 7(02), 229-250.