

DEVELOPMENT OF PICTURE BOOK SERIES LEARNING MEDIA IN STRENGTHENING THE PANCASILA STUDENT PROFILE AT MTS MUHAMMADIYAH SANDEN

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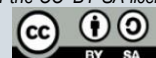
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Picture Book Series,
Profil Pelajar Pancasila

ABSTRACT

This study aims to develop a *Picture Book Series* learning medium in order to strengthen the Pancasila student profile and analyse its application at MTs Muhammadiyah Sanden. This study uses a development research method with the ADDIE model, which consists of five stages, namely analysis, design, development, implementation, and evaluation. Data were collected through student response questionnaires in small and large scale trials, as well as observation, interviews, and documentation. The results of media validation by media experts and subject matter experts indicate that this media is highly suitable for use. In the implementation stage, the media was tested on two groups, namely a small-scale trial (5 students) and a large-scale trial (28 students), with results of 88% and 86.4%, respectively, in the very practical category. An evaluation was conducted to assess the success of the media, and revisions were made based on input from validators and the results of the trials. The results of the study show that the Picture Book Series media is effective as a learning tool for strengthening the Pancasila learner profile, with the use of stories and language appropriate to the level of understanding of junior high school students. The application of this media has succeeded in increasing student motivation and enthusiasm for learning

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INTRODUCTIONS

The curriculum serves as a guideline for implementing learning in educational institutions. The role of teachers is important in the successful implementation of the Education Curriculum (Purnawanto, 2022). The curriculum has undergone changes to keep pace with the times. Indonesia experienced an education crisis during the Covid-19 pandemic due to changes in the learning process. The Ministry of Education, Culture, Research and

Technology and the government implemented new policies to restore education in Indonesia by replacing the 2013 Curriculum with the Merdeka Curriculum (Rahayu et al., 2022).

The Merdeka Curriculum was implemented to help students acquire skills, namely digital literacy, creativity, critical thinking, collaboration, and communication (Irawati et al., 2022). The Merdeka Curriculum provides space for teachers to utilise innovation in teaching in the classroom. The implementation of the Merdeka Curriculum focuses on differentiated learning practices and the Pancasila student profile (Hamzah et al., 2022). Differentiated learning adjusts to students' abilities and needs in learning, which is planned in teaching modules according to the division of the Merdeka Curriculum phase achievements (Rusnaini et al., 2021). The Pancasila student profile is implemented to create graduates with noble character and to become a means for active exploration (Kahfi, 2022) and (Ngazizah & Laititia, 2022).

The change in curriculum has caused problems in adjusting school conditions (Rahayu et al., 2022). The problems that arise in schools are the planning and implementation of learning activities. The planning of learning is outlined in the Teaching Module, but there are difficulties due to limited capabilities and sources of information about its compilation. Another difficulty lies in the learning process of strengthening the Pancasila student profile, which involves all teachers in the school, but is not entirely relevant to the subject teachers (Rudiawan & Asmaroini, 2022). These difficulties in implementing learning arise due to the lack of ability and readiness of teachers in using technology to apply various media during the learning process (Tegeh & Kirna, 2013). This results in the process of strengthening the Pancasila student profile not running optimally (Zuriah & Sunaryo, 2022). The problems formulated in this study are: (1) How can the Picture Book Series learning media be developed to strengthen the dimensions of the Pancasila student profile in the Merdeka Curriculum at MTs Muhammadiyah Sanden? (2) How can the Picture Book Series learning media be implemented at MTs Muhammadiyah Sanden?.

RESEARCH METHOD

The research was conducted using Research and Development (R&D). The research aimed to develop and produce products through processes such as field testing and product revision. This resulted in products that met expectations. The ADDIE development model began with the analysis, design, development, implementation, and evaluation stages (Setiawan et al., 2021). Therefore, the Picture Book Series media was suitable for using the ADDIE development model to produce a product.

Data collection techniques included observation, interviews, questionnaires, and documentation. Data collection utilised instruments to obtain research results. Media expert validation is carried out by consulting media experts on the concept of the Picture Book Series learning media to be developed. The Material Expert Validation instrument aims to measure the accuracy of the learning material used to create learning media (Milala et al., 2021). Limited and large-scale trials are used to measure the success of learning media when applied to students.

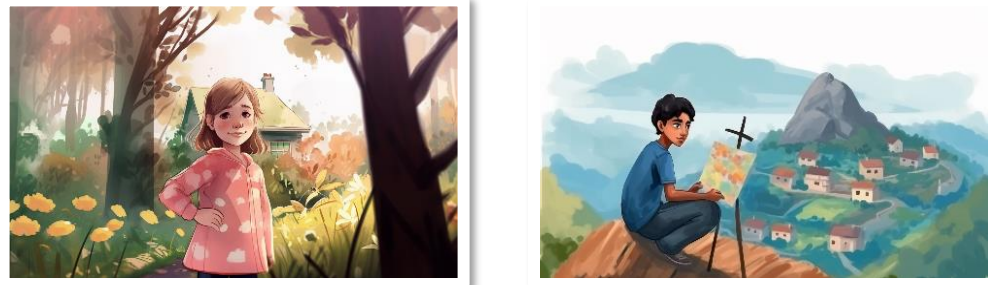
RESULT AND CONCLUSION

The development of the Picture Book Series produces media that can be used for learning activities and as an innovation for creating similar media. The results of the analysis of the Picture Book Series learning media obtained from observations of Pancasila student profile reinforcement lessons at MTs Muhammadiyah Sanden show that in order to increase student motivation, it is necessary to provide attractive and innovative media so that students feel more enthusiastic and excited about learning.

Interviews were conducted to obtain data on the Pancasila student profile reinforcement learning information that would be used as material for developing the Picture Book Series learning media. The interviews were conducted by students and teachers. The Pancasila student profile reinforcement learning activities were carried out by giving group project assignments with targets set for each meeting. The data obtained showed that the learning was based on

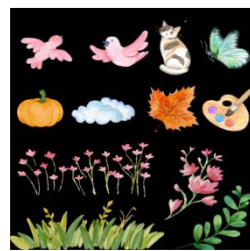
group project assignments with lectures and worksheets given at each meeting. The delivery of material using the lecture method was not accompanied by media that motivated students, so it can be concluded that learning media in the form of picture books has never been used in learning to strengthen the Pancasila student profile (Sumaryanti, 2020).

The design stage is the process of designing the Picture Book Series Kurikulum Merdeka learning media. This stage includes searching for image assets from Artificial Intelligence, compiling stories, and designing the supporting materials needed in the creation of this media. This is intended so that the resulting media meets the validator's criteria and solves learning problems.



Picture 1. Sample Asset Picture

The use of assets other than the illustrations used in storybooks, namely supporting *ornaments* used to design the *Picture Book Series* learning media.



Picture 2. Supporting Icon Assets

The selection of storylines written in storybooks is tailored to themes appropriate for junior high school students. The production stage begins with the development of the Picture Book Series learning media in the Merdeka Curriculum using Microsoft PowerPoint and Canva software. The first step in the Picture Book Series learning media is to work on the cover of each book title, then add supporting ornaments used to design the illustrations.



Picture 3. Cover Design for Each Book Title

The first book is entitled ‘Admiring the Beauty of Nature’ with the values of ‘Faith, devotion to God Almighty and noble character’. The book describes the obligation of believers to preserve nature as a form of noble behaviour.



Picture 4. Illustration Design for the Story ‘Believe, Fear God Almighty, and Have Good Morals’

The second book is entitled ‘Collaboration of Skilled Painters’ with the dimension value of ‘Global Diversity.’



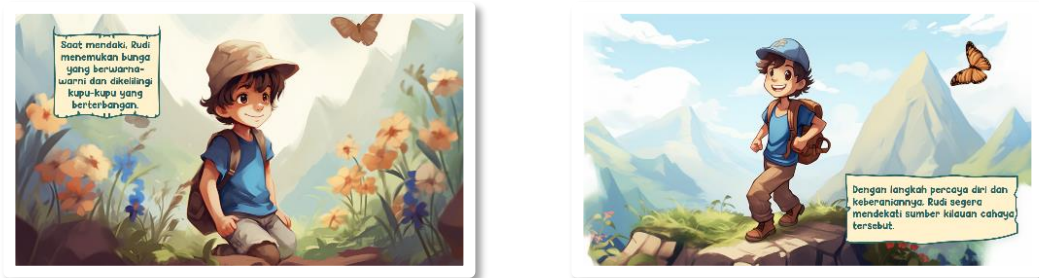
Picture 5. Illustration Design for the Story ‘Global Diversity’

The third book is entitled ‘Good Cooperation Among Young Racers’ with the theme of ‘Mutual Cooperation.



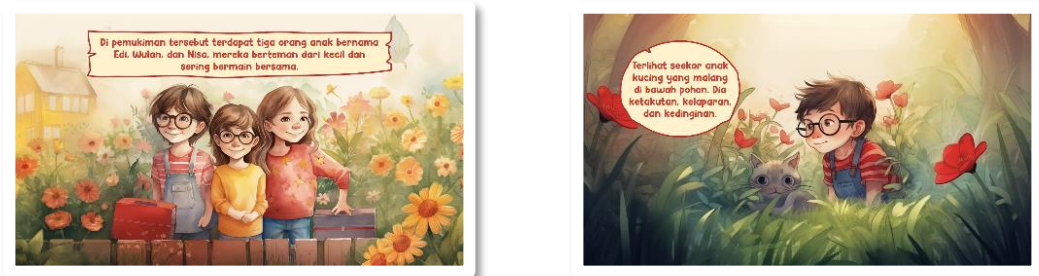
Picture 6. Illustration Design for the Story of ‘Gotong Royong’

The fourth book is titled ‘The Brave Little Climber’ with the theme of ‘Independence.’



Picture 7. Illustration Design for the Story ‘Mandiri’

The fifth book is titled ‘The Little Cat Rescue Mission’ with the dimension ‘Critical Thinking.’



Picture 8. Illustration Design for the Story ‘Critical Thinking’

The sixth book is entitled ‘Great Innovations by Small Farmers’ with Creative Dimensions.



Picture 9. Illustration Design for the ‘Creative’ Dimension Story

The next step is to compile a CD containing the Picture Book Series learning media files to make it easier for teachers and students to use the soft files for display in front of the class.



Picture 10. Cover Design Box Soft File Picture Book Series

Another component included in the Picture Book Series learning media is a guidebook explaining the use and components of the Picture Book Series learning media. The guidebook will make it easier for teachers and students to use the Picture Book Series learning media.



Picture 11. Book Cover Design

The Picture Book Series learning media guidebook is designed to resemble other components, with the words 'Picture Book Series Guidebook' printed on the cover. The Picture Book Series learning media packaging is in the form of a folder so that it can be neatly stored. The following is the design of the Picture Book Series learning media folder packaging:



Picture 12. Media Picture Book Series Design

The media validation stage in the Picture Book Series learning media was carried out by media expert Mr Drajat Edy Kurniawan, M.Pd, a lecturer in learning media in the Guidance and Counselling study programme at PGRI University Yogyakarta. The Picture Book Series media validation stage was carried out to obtain an assessment result that the media production materials were in accordance with the Picture Book Series theme that had been developed. Media validation was reviewed from the components of the Picture Book Series learning media, such as the design of the Picture Book Series book, the media packaging folder, the CD box, the packaging of each CD cassette, the media guidebook, and the colour composition.

Media expert validation was carried out in two aspects, namely media engineering and visual communication. The media engineering aspect involved assessing the assets, practicality, ease of use, development techniques, clarity of instructions, packaging techniques, duplication, and durability. The visual communication aspect involves assessing the language, appearance, font and size, readability, composition, image suitability, layout, spacing, colour harmony, neatness, attractiveness, packaging, and completeness of the Picture Book learning media.

The media validation stage in the development of the Picture Book learning media is important because it is used as evidence that the media can be used as an effective and interesting learning medium in the classroom learning process. The results of the media expert validation are as follows:

Table 1. Media Expert Validation Results

No	Aspect	Value	Average Per Aspect	Criteria Per Aspect
Aspek Rekayasa Media				
1	Story element assets	4	4,25	Very good
2	Storage convenience	3		
3	Ease of use of media	5		
4	Accuracy in choosing development techniques	5		
5	Clarity of media usage instructions	5		
6	Media packaging techniques	5		
7	Media duplication rate	3		
8	Media durability level	4		
Aspek Komunikasi Visual				
9	Communicative (easy to understand language)	5	4,84	Very good
10	Overall media display	5		
11	Accuracy of font and size selection	5		

12	Media readability level	5
13	Picture composition balance	5
14	The suitability of the picture to support the material	5
15	Layout accuracy	4
16	Distance setting	4
17	Harmony of color selection	5
18	Neatness of design	5
19	The attractiveness of the design	5
20	Media packaging	5
21	Supporting capacity of media completeness	5

Result **97**

Average:

4,54

Very good

The table showing the results of the media expert validation scores obtained a percentage of 4.25 for the media engineering aspect, which is in the very feasible category, and 4.84 for the visual communication aspect, which is also in the very feasible category. Both aspects in the validation of the Picture Book Series learning media development obtained an average score of 4.54 in the 'very feasible' category, so that the results of the Picture Book Series learning media expert validation are feasible to be tested in terms of both media engineering and visual communication.

The stage after media validation is validation by subject matter experts. The subject matter expert who will validate the Picture Book Series learning media is Mrs Endang Istiyati, S.P, as the teacher in charge of the Pancasila student profile strengthening project at MTs Muhammadiyah Sanden. Material validation is carried out to obtain an assessment of whether the material used in the Picture Book Series learning media is in accordance with the dimensions contained in the Pancasila Student Profile Strengthening Project book of the Merdeka Curriculum.

Material validation uses instruments to measure aspects of the material in terms of objectives, story suitability, theme, motivation, novelty, understanding, and language used. The total instrument answers are given alternative levels of scores and have their own scores. The results of the assessment of all criteria are then averaged to obtain the final result that represents the results of the research. The following are the results of the material expert validation in this Picture Book Series learning media research:

Table 2. Material Expert Validation Results

No	Aspect	Value
1	The suitability of the story to the learning objectives	5
2	The suitability of the story to the content of the dimensions of the Pancasila student profile	5
3	Suitability of story theme with media theme	5
4	The material in the media interacts with the profile of Pancasila students.	5
5	Stories in media increase student motivation	5
6	The novelty of the material is presented in story form	5
7	Adequacy of material in the media	5
8	Level of understanding of stories in media	5
9	The content of the stories in the media is in accordance with the values of the Pancasila student profile.	4
10	The language used is easy to understand	4
Average Criteria		4,8
		Very worthy

The results of the media and material validation stated that the Picture Book Series learning media was very feasible to be tested as learning media in the classroom. Input from media and material experts was used as material for improvements to the media used. Input from media experts was that the Picture Book Series learning media CD cassette should be made into a single disc to make it more concise. Input from material experts included: (1) revising the storyline of one of the books because it was not in line with the moral message; (2) recommending improvements to the sentences in one of the storybooks. This input was taken into consideration and used to refine the Picture Book Series learning media that had been completed, with revisions made to the components, storyline, narrative, and design of one of the books.

The stage carried out as part of the learning media development process was product testing. Product testing was carried out in two stages, namely limited-scale testing and large-scale testing. Limited-scale testing was carried out to test the learning media product before it was used in the classroom and to determine the level of success and errors that could occur when using the Picture Book Series learning media.

The limited-scale trial involved five seventh-grade students from MTs Muhamamdiyah Sanden to test the feasibility of the Picture Book Series learning media. The students were then given a limited-scale trial questionnaire to fill out in order to measure the level of feasibility of the Picture Book Series learning media based on the opinions of those involved in that stage.

The questionnaire was used to measure the suitability of the media with the material, mastery of the material, value content, ease of use, motivation, creativity, book design, packaging design, font and colour composition, readability, and theme of the Picture Book Series learning media. The questionnaire given to students used a 5-point Likert scale. The results of the questionnaire are tabulated in the following table:

Table 3. Limited Scale Trial Results

No	Statement	Indicator average	Percent indicator	Indicator criteria
1	Media Picture Book Series in accordance with the learning material of the Pancasila Student Profile	4	80%	Good
2	The Picture Book Series media can improve students' mastery of Pancasila profile learning materials.	3,4	68%	Good
3	The Media Picture Book Series contains the values of the Pancasila student profile dimensions.	4,2	84%	Very good
4	Media Picture Book Series is easy to use	4,4	88%	Very good
5	Media Picture Book Series increases motivation in learning	4,4	88%	Very good
6	Media Picture Book Series is creative in its creation	5	100%	Very good
7	Picture Book Series media book design	4	80%	Good
8	Picture Book Series media book design	5	100%	Very good
9	Selection of letters, images, and colors in the Picture Book Series media	5	100%	Very good
10	Readability level of writing in Picture Book Series media	5	100%	Very good
11	The Picture Book Series media theme is in accordance with the learning material	4	80%	Good
Result		4,4	88%	Very good

A limited-scale trial conducted in class VII of MTs Muhammdiyah Sanden with 5 students resulted in a percentage of 88% with a category of 'very good'. The limited trial results showed that there were things that needed to be revised, namely the design of one of the book titles produced from the student questionnaire. In addition, there were comments regarding the use of the Picture Book Series media, namely that the media was interesting, easy to understand, and motivating. The large-scale trial phase aimed to determine the students' response when using the media during the Pancasila student profile reinforcement learning process. The subjects of the Picture Book Series learning media trial were 28 seventh-grade students at MTs Muhammdiyah Sanden. The trial was conducted by explaining how to use the media and directing the students to form six study groups to carry out teaching and learning activities. Each group was given one book title to read and then took turns with other groups so that all students had the opportunity to read the six books in the Picture Book Series learning media, enabling them to give an assessment based on all book titles and other components. The questionnaire filled out by the students was used to determine the practicality of the Picture Book Series learning media. The scores obtained from the questionnaire were then analysed into percentage scores to determine the success of the development of the Picture Book Series learning media in strengthening the Pancasila learner profile of Grade VII students at MTs Muhammadiyah Sanden. The results of the student questionnaire are tabulated in the following table:

Tabel 4. Large-Scale Trial Results

No.	Statement	Indicator average	Percent indicator	Kriteria indikator
1	Media Picture Book Series in accordance with the learning material of the Pancasila Student Profile	4,1		
2	The Picture Book Series media can improve students' mastery of Pancasila profile learning materials.	3,9		
3	The Media Picture Book Series contains the values of the Pancasila student profile dimensions.	4		
4	Media Picture Book Series is easy to use	4,4		
5	Media Picture Book Series increases motivation in learning	4,3	86,4%	Very Good
6	Media Picture Book Series is creative in its creation	4,8		
7	Picture Book Series media book design	4,4		
8	Picture Book Series media packaging design	4,5		
9	Selection of letters, pictures, and colors in the Picture Book Series media	4,5		
10	Readability level of writing in Picture Book Series media	4,5		
11	The Picture Book Series media theme is in accordance with the learning material	4,3		
Result			86,4%	Very Good

CONCLUSION

The results of the student questionnaire on the use of the Picture Book Series learning media obtained data with a percentage of 86.4% in the 'very good' category. The conclusion from the student questionnaire is that the Picture Book Series learning media developed is in accordance with the learning process of strengthening the Pancasila

student profile. The Picture Book Series learning media has gone through various stages of development that can be evaluated based on the overall process. Evaluations that can be carried out on this series of development processes include:

- a. The Picture Book Series learning media contains stories about the implementation of the values of the Pancasila student profile from everyday life so that the stories in the Picture Book Series learning media are in accordance with the material for strengthening the Pancasila student profile and are easy to understand.
- b. The values of the Pancasila student profile are written in each separate book, so that six Picture Book Series learning media materials were developed, each containing one value dimension. This strategy aims to make it easier for students to understand the values of the Pancasila student profile.
- c. The language used in the story narratives is tailored to the level of Year 7 students, so that students can easily understand the storyline in the Picture Book Series learning media.
- d. The storyline in each storybook is designed to present problems and solutions in accordance with the content and theme of the Pancasila student profile dimension, making it easier for students to understand the attitudes that are in line with the values of the Pancasila student profile dimension.
- e. The Picture Book Series learning media can be used as an innovative media development project for students and teachers in the use of technology. Teachers can create innovative media for the teaching and learning process, while students can create storybook projects that contain noble values in accordance with Pancasila.
- f. The development of the Picture Book Series learning media began with a needs analysis at the MTs Muhammadiyah Sanden school. The learning media was designed according to student characteristics, learning materials, and based on the analysis results. The Picture Book Series learning media was developed using material on the dimensions of the Pancasila student profile in the Merdeka Curriculum.
- g. The theme used in the Picture Book Series learning media is the implementation of the values of the Pancasila student profile in everyday life. The illustrations are displayed with images that are in harmony and adapted to the story narrative. The appearance of the illustrated story is expected to motivate students in strengthening the Pancasila student profile.
- h. The novelty developed in the Picture Book Series learning media is the use of Artificial Intelligence, specifically the Bing Image Creator website, to search for each illustration. The Bing Image Creator website is a free site that provides 15 image searches per day.
- i. Based on assessments from media experts, subject matter experts, limited scale tests, and large scale tests, the final result is that the Picture Book Series learning media developed is suitable for use in learning.
- j. The Picture Book Series learning media uses story narratives written in each illustration to provide an overview of the plot from the perspective of the characters and the story setting, making it easy for students to understand the content of the book.
- k. The Picture Book Series learning media can be used flexibly because each book is bound separately and soft files are provided for joint learning when displayed in front of the class by the teacher.
- l. The Picture Book Series learning media developed can be stored practically because all media components are packaged in one place. The packaging is in the form of a folder sized to accommodate all media components. The folder used in packaging the Picture Book Series learning media can store six story books, a guidebook, and a CD soft file.
- m. The learning media developed is designed to increase student motivation in learning. This is achieved through media design that is adapted to attractive illustrations. The colour tones of each book title are made different but still harmonious in terms of appearance. This is to display the unity of all components of the Picture Book Series learning media..

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