

Development of Thematic Busy Book Learning Media Integrating Pancasila Student Profile Values for Elementary Madrasah Students

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Abstract: The Busy Book is a learning medium that delivers meaningful educational experiences, enabling students to acquire knowledge in authentic, contextually relevant ways aligned with the presented content. This study aimed to assess the validity and student responses toward the development of a Busy Book medium grounded in the Pancasila Student Profile. It adopted a Research and Development (R&D) approach following the Borg and Gall model, executed across eight sequential stages: analysis of potentials and problems, data gathering, product design, design validation, design revision, product testing, product refinement, and final product completion. The research participants comprised 34 second-grade students from Madrasah Ibtidaiyah Al-Ma'arif 02 Malang, who engaged in a limited-scale trial of the developed medium. Data collection involved student response questionnaires to gauge interest and receptivity, as well as expert validation instruments administered to specialists in media design, subject matter, and instructional practices to evaluate product viability. Data analysis employed descriptive quantitative techniques, computing percentages of achieved scores relative to the maximum attainable scores. Validation outcomes included 94% from the media design expert (deemed highly valid), 92% from the material expert (highly valid), 93% from the instructional expert (highly valid), and 85.53% for student interest levels. These results indicate that the Pancasila Student Profile-based Busy Book medium is highly viable and efficacious for elementary education, positioning it as an innovative instructional tool to foster student engagement and character formation in primary schooling.

Keywords: Busy Book; Learning Media; Madrasah Ibtidaiyah



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A. Introduction

Currently, Indonesia uses the Merdeka curriculum to increase student freedom in the learning process while improving the quality of education (M. Anggrayni et al., 2023). To encourage student learning achievement, it is necessary to implement a learning process that aligned with the independent curriculum (Hamzah et al., 2022). The

Pancasila Student Profile has become a central focus in Indonesian education, aiming to cultivate students' character, moral values, and competencies in line with Pancasila's principles. Strengthening this profile in the learning process is considered essential to help students internalize the values of cooperation, responsibility, and moral reasoning in practical, everyday contexts. However, integrating the Pancasila Student Profile into classroom activities requires effective, engaging learning media to facilitate meaningful learning experiences (Pramusinta & Faizah, 2021).

Implementing initiatives to strengthen the Pancasila Student Profile within instructional activities is a key strategy for educators to ensure that learners have constructive educational experiences and favorable academic outcomes (Utari & Afendi, 2022). Through task completion, it is anticipated that students will cultivate ethical values consistent with the core tenets of Pancasila (Pratama et al., 2023). Educators possess the flexibility to integrate Pancasila Student Profile-strengthening projects across various phases of the teaching process, thereby tailoring learning experiences to align with students' specific requirements (Wini Widarini & Suterji, 2023).

Interviews with second-grade teachers at Madrasah Ibtidaiyah Al-Ma'arif 02 Singosari, conducted by MH, on March 28, 2024, indicated that students' motivation to participate in learning was low in several situations. Teachers often rely on classroom observations to plan lessons due to time constraints, and they have not fully utilized learning media to support instruction. Learning media, however, play a critical role in promoting the Pancasila Student Profile by providing concrete, interactive, and student-centered activities. Despite this, there is limited availability of media specifically designed to enhance students' understanding of Pancasila values while simultaneously increasing engagement and conceptual understanding. This gap highlights the need for innovative learning tools that are practical, aligned with the Merdeka curriculum, and adaptable to differentiated learning principles.

One promising solution is the Busy Book, an interactive learning medium consisting of hands-on activities such as buttoning, zipping, attaching letters or numbers with Velcro, and arranging pictures. Busy Books are particularly suitable for lower-grade students because they combine play-based learning with cognitive and fine motor skill development. In addition, they allow teachers to present abstract concepts concretely, increase students' motivation, and adapt activities to individual learning needs.

A Busy Book (or quiet book) is an interactive learning medium containing concrete activities such as opening buttons, zipping, attaching letters/numbers with Velcro, arranging pictures, or other fine motor skills. This medium is a solution in research because it has the following advantages: (1) Addressing the need for active and enjoyable learning, Busy Books encourage students to learn through play, rather than simply listening to teacher explanations. Concrete activities make children more actively involved in the learning process, thereby improving concentration and conceptual understanding. (2) Simultaneously developing fine motor and cognitive skills, activities such as opening, gluing, arranging, and buttoning in a Busy Book train hand-eye coordination and logical thinking skills. They support the holistic development of

elementary school students, especially lower grades, who are still in the concrete operational stage according to Piaget's theory (Anggita Citra et al., 2025). (3) Facilitating teachers' conveyance of abstract materials, Busy Books help teachers explain difficult concepts using visuals and manipulatives. For example, materials on geometric shapes, number recognition, or object classification can be visualized in real-life activities, making it easier for students to understand and remember. (4) Increasing student interest in learning, the attractive colors, soft fabric texture, and cute shapes in Busy Books create enjoyable visual and kinesthetic stimulation. Children do not get bored easily and tend to be enthusiastic about learning. (5) It aligns with the principles of differentiated learning and the Merdeka Curriculum.

Busy Books can be tailored to individual student needs. Teachers can create different activity sheets based on the child's abilities — this aligns with the principle of differentiated instruction in the Merdeka curriculum.

Teachers must use media in ways that suit the needs of the students they teach. Using appropriate learning materials can make learning fun (Zaini & Dewi, 2017). A busy book is one type of learning media that can help children learn in a meaningful way. In addition to verbal or theoretical knowledge, children learn through active participation in a fun process when they use busy books (Mufliharsi, 2017).

The novelty of research on Busy Books depends on the focus and context of its development. However, it can generally be explained as follows: (1) Regarding the integration of specific learning content, previous research may have only used Busy Books for letter or number recognition. Meanwhile, new research may develop Busy Books specifically for specific themes or materials (for example, "My Environment," "Occupations," or "Even and Odd Numbers"). The novelty lies in the thematic content relevant to the curriculum and local context. (2) Regarding the use of environmentally friendly and economical materials, Busy Books in new research may be designed using recycled materials or local flannel, making them more economical and sustainable than previous products. Therefore, the novelty lies in the eco-friendly approach to learning materials. (3) Regarding the design based on local character or cultural context, some research incorporates elements of local wisdom or regional character into the design of Busy Books. Hence, students feel more connected to their lives. Thus, the novelty lies in integrating local culture into interactive learning media.

Incorporating instructional media into the teaching process is an effective strategy for enhancing children's fine motor skill development. This study adopts a Research and Development (R&D) approach based on the model proposed by Borg and Gall. The data were analyzed descriptively using validation feedback obtained from various experts, including media specialists, subject-matter experts, and users. The results indicated that the Busy Book medium was rated highly by material experts, achieving a score of 82%. Furthermore, media experts rated it excellent, with a 92% score (Fitriyah et al., 2021)

Based on these problems, the researcher conducted development research project entitled "Development of Busy Book Media Based on Pancasila Student Profiles for Second-grade Students at Madrasah Ibtidaiyah Al-Ma'arif 02 Singosari".

B. Method

This study uses the Borg and Gall model of development research, which aims to produce a product by assessing its validity (Yuliani & Banjarnahor, 2021). The Borg & Gall model was selected for its proven effectiveness in producing high-quality products (Murjani et al., 2021). This research and development framework encompasses ten distinct phases: research and data collection, planning, initial product creation, preliminary field evaluation, product revision, and primary field testing. In this investigation, the participants were 29 second-grade pupils from Madrasah Ibtidaiyah Al-Ma'arif Singosari Malang. The research was conducted over one month, during which students were grouped into small and large teams. Data were gathered using various techniques such as observation, interviews, questionnaires, and documentation during both the product development process and the learning implementation (Taherdoost, 2021). Furthermore, the data obtained were analyzed using qualitative and quantitative approaches.

Qualitative data were examined using insights from validator interviews and recommendations. Conversely, quantitative data were assessed via outcomes from an array of validation tools, including questionnaires on media validity, material validity, instructional validity, and student responses evaluating product appeal. The quantitative data from the validation instruments were collected from experts, while the practicality test instruments were filled out by subject teachers as learning experts. Instruments used to assess product validity and practicality were designed as validation and practicality questionnaires, each consisting of multiple-choice scoring items. The validation scoring system used a scale from 1 to 5. Furthermore, the calculation of validity and practicality scores was carried out using the following formula (Purba et al., 2022):

$$P = \frac{f}{N} \times 100$$

Description:

P = Final Score

f = Score Acquisition

N = Maximum Score

Table. 1 Validity Criteria for Teaching Materials (Sugiyono in (Hariapsari, Tukiran, & Sudiby, 2018)).

No	Value	Criteria
1	81-100	Very valid
2	60-80	Valid
3	40-60	Quite valid
4	20-40	Less valid
5	0-20	Invalid

Based on the quantitative data analysis shown in the table 1, it can be concluded that the media's validity criteria meet a high standard. A final score between 80 and 100

indicates that the media is considered very valid. If the score is between 60 and 80, the media is categorized as valid. A score of 40 to 60 indicates that the media is fairly valid. Meanwhile, if the final score is between 20 and 40, the media is considered less valid. Lastly, a score between 0 and 20 indicates that the media is invalid and therefore requires revision.

Quantitative data were also obtained from the results of student responses using the following formula and criteria:

$$P = \frac{\sum x}{\sum x^1} \times 100 \%$$

Table 2. Student Responses Criteria

Percentage	Criteria
85% - 100%	Very interesting
70% - 84%	Interesting
50% - 69%	Less attractive
0% - 49%	Not attractive

Source: (Sugiyono in (Hariapsari et al., 2018)).

From the quantitative data analysis shown in the table 2, several conclusions can be drawn about students' responses to the media's attractiveness. When the percentage of student responses reaches 85–100%, the media is categorized as very engaging. If the result ranges from 70–84%, the media is classified as engaging. A percentage between 50–69% indicates that the media is less engaging. Meanwhile, if the score is between 0–49%, the media is considered not attractive to students.

C. Results and Discussion

Result

Research and Information Collection

The preliminary phase entails research and data acquisition. During this step, the investigator pinpointed challenges faced by second-grade students at Madrasah Ibtidaiyah Al-Ma'arif 02 Singosari in the Pancasila Education curriculum. To gather the requisite details, the researcher conducted observations and interviewed the classroom teacher and the second-grade pupils at Madrasah Ibtidaiyah Al-Ma'arif 02 Singosari. Observation outcomes revealed a core issue: the absence of interactive learning media in Pancasila Education, rendering instruction monotonous and prompting rapid student disengagement.

Planning

In this phase, the researcher initiated the design of the Busy Book instructional medium rooted in the Pancasila Student Profile for subsequent development. The central objective was to construct the product blueprint. It commenced by establishing the product structure, including identifying required equipment, tools, and materials, and specifying the medium's dimensions and configuration. In addition, the design was

adjusted to align with the learning objectives. These objectives are essential for guiding the implementation of media trials with students, ensuring that the activities align with the expected learning outcomes. The learning material in the researcher's Busy Book focuses on rules at home and regulations at school for second-grade students. This material was selected to enhance students' learning motivation by using additional learning media specifically designed to help them better understand the rules encountered in daily life at home and at school.

Developing a Preliminary Form of Product

After the design phase was completed, the researcher moved on to developing the learning media design. In this phase, the researcher focused on constructing the media components by producing the materials, printing them, and assembling them into a unified, complete product. The following are the product standards established by the researcher:

1. Product Display

- a. The Busy Book media is designed as a hardcover book with a ring binder, making it sturdy and easy to use. This design helps encourage students to be responsible and to take care of their learning materials, which aligns with one of the values in the Pancasila Student Profile.
- b. The Busy Book measures 24 × 24 cm and is produced on 310 gsm laminated art paper, resulting in a strong, secure format suitable for young learners. This design also supports students' self-confidence and independence.
- c. The Busy Book is designed for children, featuring attractive colors and illustrations to make the learning experience enjoyable. This approach aligns with the Pancasila Student Profile dimension, which promotes creativity and fosters enthusiasm in the learning process.
- d. The primary material is 260 gsm glossy semi-laminated paper, and several removable components are attached using Velcro. This design allows students to interact directly with the media while helping develop fine motor skills and persistence through hands-on activities.

2. Content or Material

a. User Guide

Instructions for utilizing the Busy Book medium, grounded in the Pancasila Student Profile, serve as a directive for educators and learners alike in its practical application. The user instructions are placed on the front page before the activity sheets. This section provides an overview of the chapter, step-by-step instructions for completing the tasks, and details on the Pancasila Student Profile.

b. Learning Achievement Sheet/Learning Objective Flow

This document delineates the anticipated learning outcomes to be achieved throughout the instructional process, ensuring alignment with the pre-established Learning Objective Flow. It enables students to understand the lesson objectives clearly and motivates them to take responsibility for their own learning progress.

c. Explanation Sheet

This page presents guiding questions to stimulate students before beginning the chapter containing the material and exercises. In addition to the guiding questions, a short description of the topic to be learned is included. The purpose of this page is to encourage students to think critically and ask questions, thereby promoting active participation and fostering Pancasila values such as curiosity and reflective thinking.

d. Material

This page presents Pancasila learning material related to "following rules both at school and at home". The material is connected with an activity that requires students to attach or match items according to the provided instructions. These activities help connect the content to practical tasks, encouraging students to develop discipline, responsibility, and social awareness.

e. Short Story Sheet

This page contains a short story that appears before the worksheet for each section. The story presents a brief narrative about everyday life. In addition to the short text, the page features colorful illustrations intended to capture students' attention and make reading more enjoyable, reducing feelings of boredom. Through these stories, students are encouraged to develop moral reasoning, empathy, and cultural awareness, enabling them to connect the values presented in the stories to real-life experiences.

f. Activity Question Sheet

The activity worksheet features images that students must finalize by affixing the provided pieces. Such tasks cultivate problem-solving abilities, collaborative efforts, and dynamic participation in learning, all of which constitute essential components of the Pancasila Student Profile.

g. Answer Components

It includes pieces or materials that students attach to the activity sheets. This feature allows students to receive immediate feedback while also encouraging independent learning and persistence in completing the tasks.

Preliminary Field Testing

At this stage, a preliminary field trial was implemented. Before conducting the trial, the researcher conducted a validation process to assess the developed product, involving several selected experts. The experts involved in this evaluation included material specialists, media design experts, and learning experts. Before being implemented in the field, the Pancasila Student Profile–based Busy Book media was assessed and reviewed by the validators. The researcher then made revisions based on the suggestions and feedback provided by the validators. After completing the revisions, the researcher proceeded with the printing stage of the media.

The material expert is responsible for assessing the extent to which the media corresponds with the learning objectives and for providing feedback on the content

included in the developed media. The media design expert evaluates various elements including the visual design, level of attractiveness, and overall suitability of the media. Meanwhile, the learning expert focuses on examining how effective the media is when implemented in the learning process, particularly in supporting the additional learning materials.

This validation stage aims to identify potential weaknesses and evaluate whether the media is appropriate for use before it is applied in the actual learning process. Throughout this stage, the researcher receives valuable recommendations, comments, and suggestions from experts to enhance and refine the developed media. The following section presents the results of the product validation carried out by the researcher.

1. Analysis of Material Expert Validation

Validation of the Pancasila Student Profile-based Busy Book medium by a material expert was performed by Sigit Priatmoko, M.Pd., a faculty member in the PGMI Study Program at UIN Maulana Malik Ibrahim Malang. Recognized as a specialist in Pancasila studies, he instructs relevant courses within the program. The subsequent section outlines the outcomes of this material expert's validation.

a. Quantitative Data

Table 3. Material Expert Validation Data

No	Rated Aspect	Score	Max Score	Value	Validity Level
1	Compliance of materials with CP and TP	4	4	9	Very Valid
2	The material in the product makes it easier to achieve learning objectives	3	4	6	Valid
3	Consistency, sequence and balance of presentation of material	4	4	9	Very Valid
4	The material presented is simple and clear according to the depth of the content	4	4	9	Very Valid
5	The content of the material supports student literacy	4	4	9	Very Valid
6	The content of the material supports students' critical thinking reasoning	3	4	6	Valid
7	The material presented is appropriate to the students' ability level	3	4	6	Valid
8	The material presented does not touch on SARA, pornography, and bias (gender, region, etc.)	4	4	9	Very Valid
9	Description of material and examples according to students' information needs	4	4	9	Very Valid
10	Student-oriented	4	4	9	Very Valid
11	The material presented encourages students' curiosity	3	4	6	Valid
12	Completeness of the product opening section	4	4	9	Very Valid
13	Completeness of product contents	4	4	9	Very Valid

Continued Table 3.

14	Completeness of product cover parts	4	4	92	Very Valid
15	Illustrations in the product are appropriate for explaining the material	4	4	92	Very Valid
16	Taking pictures in products according to student characteristics	4	4	92	Very Valid
17	Conformity with good and correct Indonesian language rules	3	4	69	Valid
18	The effectiveness of the sentences used	3	4	69	Valid
19	The use of appropriate words for students	3	4	69	Valid
20	Language that is easy for students to understand	4	4	92	Very Valid
21	The language used is interactive	4	4	92	Very Valid
22	The language used is appropriate to the student's development level.	4	4	92	Very Valid
23	The language does not contain elements of SARA	4	4	92	Very Valid
Total		85	92	195	
Final score				92	Very Valid

Based on the material expert's recapitulation of the validation results (Table3), the total score was 92, which falls into the very valid and highly appropriate category. This result indicates that the material used to develop the Busy Book media is suitable and does not require major revisions. However, the researcher still considers the suggestions and feedback from the validator as important considerations for further evaluation and improvement.

b. Qualitative Data

Qualitative data were obtained from the comments and recommendations provided by the material expert. The feedback included the following points:

- 1) The instructions for the activities in the Busy Book media should be clearer and more detailed.
- 2) The critical thinking questions should be revised to stimulate and enhance students' critical thinking skills more effectively.

2. Media Design Expert Validation Data

The validation process conducted by the media design expert was carried out by RN, a lecturer in the Islamic Elementary School Teacher Education program at the Maulana Malik Ibrahim State Islamic University Malang, who teaches the Learning Media course. The following section outlines the results of the validation performed by the media design expert:

a. Quantitative Data

Table 4. Media Design Expert Validation Data

No	Rated Aspect	Score	Max Score	Value	Validity Level
1	The product includes the identity of the developer institution's logo	4	4	84	Very Valid
2	Products list the developer's identity	4	4	84	Very Valid
3	The product title uses standard and attractive sentences	4	4	84	Very Valid
4	There are instructions for using the product	3	4	63	Valid
5	Product cover design has attractive color variations and images	4	4	84	Very Valid
6	Selection of fonts to attract user interest	4	4	84	Very Valid
7	Selection of font size to meet user readability aspects	3	4	63	Valid
8	Choosing a color combination to attract users	4	4	84	Very Valid
9	Layout settings and image variations to meet user readability aspects	3	4	63	Valid
10	Page numbering fulfills the element of regularity	4	4	84	Very Valid
11	The product presents supporting images that are relevant to the material	4	4	84	Very Valid
12	Media products are suitable for delivering material	4	4	84	Very Valid
13	The user guide is clear and concise	3	4	63	Valid
14	Easy to understand usage guide	3	4	63	Valid
15	Conformity of appearance and font size in the user guide	4	4	84	Very Valid
16	The product has adequate mobility elements	4	4	84	Very Valid
17	The product is safe and harmless to users	4	4	84	Very Valid
18	The product has adequate material resistance (not easily damaged)	4	4	84	Very Valid
19	The type of paper used by the product is thick and attractive (Art Paper)	4	4	84	Very Valid
20	Selecting paper size according to user characteristics	4	4	84	Very Valid
21	Product thickness meets proportional elements	4	4	84	Very Valid
Total		79	84	1.659	
Final score				94	Very Valid

Based on the media design expert's recapitulation of the validation results (Table 4), the total score was 94, which fell within the very valid and highly feasible category. It indicates that the Busy Book media is considered appropriate for use

and does not require major revisions. Nevertheless, the researcher considered the validator's suggestions and feedback to be important input for further evaluation and improvement.

b. Qualitative Data

Qualitative data was obtained from criticism and suggestions from material experts, namely:

- 1) The user guide on Media should be clearer
- 2) The color guide should be adjusted to the explanation
- 3) Products are suitable for use in learning

From the results of the validation assessment by several experts, the following results were obtained:

Table 5. The results of the validation of the product developed

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

Source: Personal Document

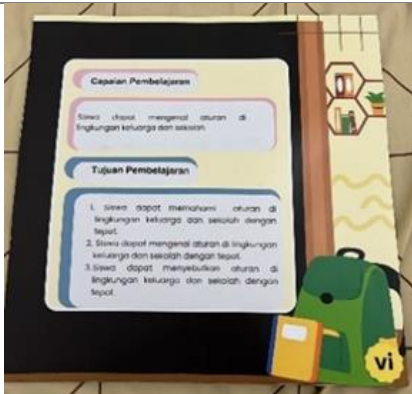
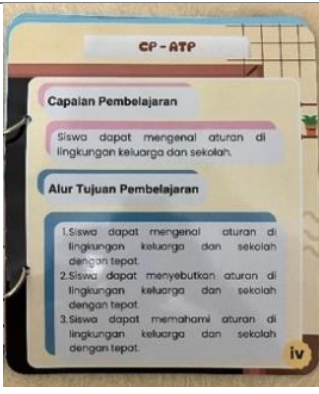
As shown in Table 5, the material expert's validation yielded a score of 92. The media design expert assigned a score of 94, while the instructional expert awarded 96. These results classify the Busy Book instructional medium as highly valid and suitable for teaching household and school rules.

Revising Main Product

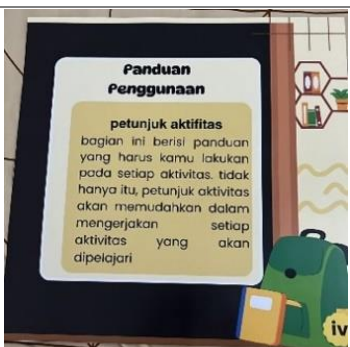
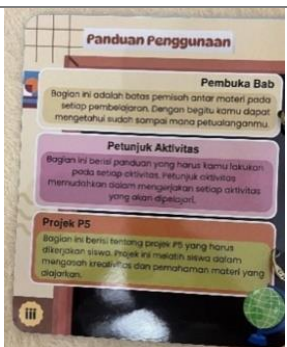
Following receipt of validation outcomes and expert feedback, the researcher implemented revisions, incorporating the validators' suggestions and feedback to elevate the medium's overall quality. The following section compares the product before and after the revisions.

a. Material Expert

Table 6. Material Expert Revision

No	Aspect	Before Revision	After Revision
1	C1 dan C2		

Continued Table 6.

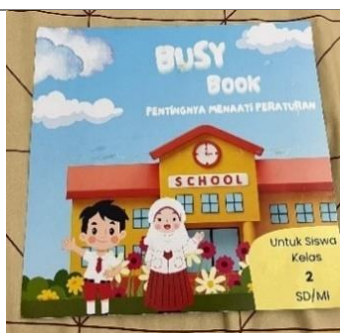
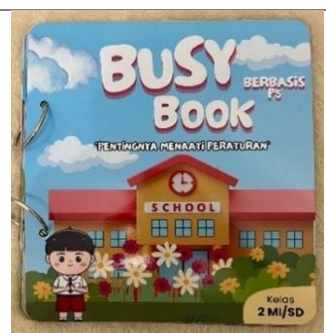
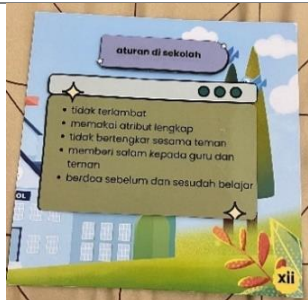
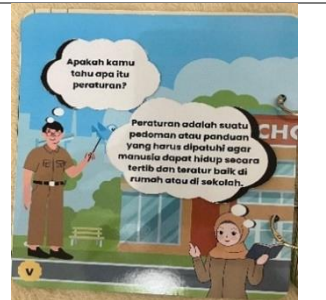
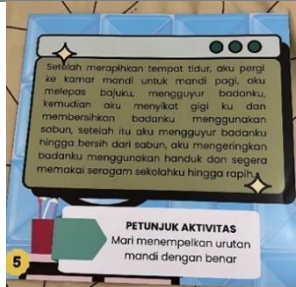

<p>2 Usage Details</p>		
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Source: Personal Document



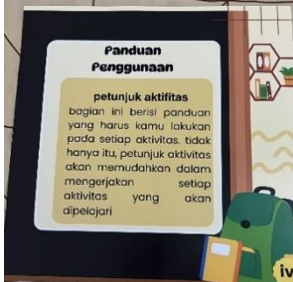



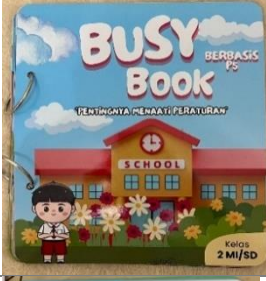

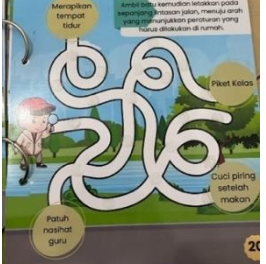
Based on the table 6, the researcher revised the learning objectives by adding objectives focused on the C1 and C2 cognitive aspects, and added more detailed usage guidelines in each section of the Busy Book.

b. Media Design Expert

Table 7. Media Design Expert Revision

No	Aspect	Before Revision	After Revision
1	Front cover design (busy book cover section)		
2	The starter questions and material presentation are listed more briefly		
3	Changes in material into student work questions		

Continued Table 7.







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

Following the revision results at the Table 7, several improvements were made to the Busy Book media. The front cover design was refined to enhance visual appeal and clarity. The starter questions and material presentation were simplified and presented more concisely, while the material content was transformed into student-centered worksheet questions to encourage active participation. In addition, the color of the rules board for home and school sections was adjusted to improve readability

and visual distinction. Color revisions were also applied to the overall design, along with more detailed usage instructions in each section to improve ease of use. Moreover, a rule tree project was added to strengthen student engagement and character development. The media size was reduced from 30 × 30 cm to 24 × 24 cm to improve practicality and ease of handling. Lastly, improvements were made to the clarity of question instructions and the overall design to ensure better understanding and learning effectiveness.

c. Learning Expert

Table 8. Learning Expert Revision

No	Aspect	Before Revision	After Revision
1	Correction of question number position	<p>sekolah. Apa yang harus kita lakukan agar lingkungan sekolah tetap bersih?</p>  <p>Perhatikan gambar berikut!</p>  <p>Dari gambar-gambar di atas, manakah yang merupakan aturan di sekolah?</p> <ol style="list-style-type: none"> Gambar A dan C Gambar B dan C Gambar A dan B 	<p>sekolah. Apa yang harus kita lakukan agar lingkungan sekolah tetap bersih?</p>  <p>Perhatikan gambar berikut!</p>  <p>Dari gambar-gambar di atas, manakah yang merupakan aturan di sekolah?</p> <ol style="list-style-type: none"> Gambar A dan C Gambar B dan C Gambar A dan B
2	Adding an image to question number 6	<p>6. Berikut ini apa saja yang termasuk aturan di sekolah?</p> <ol style="list-style-type: none"> Pilih kelas dan berdiskusi sebelum belajar Tidak memakai seragam sekolah Membuang sampah di kelas <p>7. Berikut ini yang termasuk aturan di rumah, kecuali...</p> <ol style="list-style-type: none"> Bermain ke luar rumah tanpa izin Membantu orang tua Berpamitan sebelum keluar rumah <p>8. Manakah dari gambar di bawah ini yang termasuk aturan di rumah?</p> 	<p>6. Berikut ini apa saja yang termasuk aturan di sekolah?</p> <ol style="list-style-type: none"> Pilih kelas dan berdiskusi sebelum belajar Tidak memakai seragam sekolah Membuang sampah di kelas <p>7. Berikut ini yang termasuk aturan di rumah, kecuali...</p> <ol style="list-style-type: none"> Bermain ke luar rumah tanpa izin Membantu orang tua Berpamitan sebelum keluar rumah <p>8. Manakah dari gambar di bawah ini yang termasuk aturan di rumah?</p> 

Source: Personal Document

Further revisions were made by repositioning the question numbers to improve layout consistency and readability. In addition, an image was added to question number six to support students' understanding and enhance visual engagement with the content.

Main Field Testing

At this stage, researchers piloted the media on 29 second-grade students at Madrasah Ibtidaiyah Al-Ma'arif 02 Singosari. This research can provide a practical way for researchers to overcome these problems and obtain a realistic picture of the development of learning media at the elementary education level. The limitations of this study are that the researchers developed media specifically for Pancasila Education subjects on the topic of Obeying Regulations in the Surroundings for grade 2 students at Madrasah Ibtidaiyah Al-Ma'arif 02 Singosari. The assessment was carried out using a student response questionnaire, which aims to serve as a tool for evaluating the feasibility of the media product. The following are the results of student responses to the Busy Book media:

Table 9. The results of student responses

No	Name	Score	Ideal Score	Percentage (%)	Category
1	A	40	40	100	Very High
2	B	40	40	100	Very High
3	C	36	40	90	Very High
4	D	38	40	95	Very High
5	E	36	40	100	Very High
6	F	40	40	100	Very High
7	G	40	40	100	Very High
8	H	40	40	100	Very High
9	I	37	40	92,5	Very High
10	J	40	40	100	Very High
11	K	38	40	95	Very High
12	L	40	40	100	Very High
13	M	40	40	100	Very High
14	N	36	40	90	Very High
15	O	38	40	95	Very High
16	P	40	40	100	Very High
17	Q	29	40	72,5	High
18	R	20	40	50	Middle
19	S	25	40	62,5	Middle
20	T	28	40	70	High
21	U	22	40	55	Midle
22	V	39	40	97,5	Very High
23	W	39	40	97,5	Very High
24	X	38	40	100	Very High
25	Y	39	40	97,5	Very High
26	Z	32	40	80	High
27	AA	24	40	60	Middle
28	BB	33	40	82,5	High
29	CC	40	40	100	Very High
Total		1027	1160	85,53%	

Based on the table 9, the results of the student response questionnaire show that the majority of students achieved scores in the Very High category. Of the 29 students, most achieved percentages between 90% and 100%, indicating a very positive response to the Busy Book media. A smaller number of students were categorized as High and Middle, with percentages ranging from 50% to 82.5%, but no students fell into the low response category. The total score obtained from all students was 1027 out of an ideal score of 1160, resulting in an average percentage of 85.53%. This overall result falls into the very valid category, indicating that students showed a high level of interest, acceptance, and positive engagement with the Busy Book media. Therefore, based on the overall student

responses, the Busy Book material is considered feasible and effective for learning implementation and does not require major revisions overall.

Discussion

The preliminary analysis and problem identification stage revealed that second-grade students at Madrasah Ibtidaiyah Al-Ma'arif 02 Singosari demonstrated low motivation to participate in learning activities, and teachers often relied on classroom observations due to time constraints. Moreover, learning media were underutilized, limiting students' opportunities for interactive and meaningful learning. In practice, this highlights the importance of using structured, engaging learning media that actively involve students while helping teachers deliver the curriculum more effectively. From a theoretical perspective, constructivist learning principles suggest that students learn better when they are actively engaged in hands-on experiences (Do, Do, & Nguyen, 2023). Without sufficient interactive media, the learning process may become less meaningful. In line with this, previous studies have also shown that engaging learning media can significantly increase students' motivation and improve their learning outcomes (Puja, 2024).

During the design and prototyping stage, a Busy Book was developed as a hardcover, ring-bound book with interactive elements, including Velcro-attached pieces, child-friendly visuals, and content structured in line with the Pancasila Student Profile dimensions. In practice, this prototype serves as a flexible, ready-to-use tool for teachers, supporting both independent and guided learning activities. From a theoretical perspective, the design aligns with Mayer's Cognitive Theory of Multimedia Learning, which posits that students understand and retain information more effectively when verbal and visual elements are presented in an organized, interactive manner (Mayer, 2005). In line with this, previous research suggests that well-designed prototypes can improve the alignment between learning objectives and media functionality. As a result, students tend to be more engaged in the learning process and are better able to retain key concepts (Lestari et al., 2023).

At the media development and production stage, the Busy Book was produced in accordance with specific standards, including a 24 × 24 cm hardcover format, a child-friendly layout, laminated materials, and removable Velcro components. These features support hands-on learning activities while also helping to develop students' fine motor skills, problem-solving abilities, and perseverance. In practice, these characteristics ensure that the media is durable, engaging, and appropriate for lower-grade students. From a theoretical perspective, developmental psychology suggests that tactile and visually stimulating materials are particularly effective for young learners in the concrete operational stage, as they support both cognitive and motor skill development in an integrated way (Lo & Wang, 2024). In line with this, supporting studies indicate that the use of manipulative media can enhance students' fine motor and conceptual skills, while also helping to maintain their attention throughout the learning process (Suggate, Karle, Kipfelsberger, & Stoeger, 2023).

Expert validation yielded high scores across all assessed aspects, including media design (94%), materials (92%), and learning (93%), all of which fall into the “very valid” category. These results indicate that the Busy Book is pedagogically appropriate, well-designed in terms of media, and aligned with the intended learning content. In practice, this means that teachers can confidently implement the Busy Book without requiring significant revisions. From a theoretical perspective, Tyler's evaluation theory emphasizes that effective learning products should align with learning objectives, instructional materials, and teaching strategies (Afriadi & Fitri, 2025). Previous studies suggest that media validated by experts can improve learning outcomes and enhance the overall quality of instruction (Daryanes et al, 2023).

The high average student response score (85.53%), categorized as “very high,” indicates that the Busy Book effectively engages learners and supports positive learning experiences. Beyond reflecting student satisfaction, these findings suggest that the interactive features of the Busy Book play an important role in motivating students, sustaining their attention, and encouraging independent learning. In practice, hands-on elements such as movable components, tactile materials, and task-based activities promote active participation rather than passive information reception. As a result, students can interact more directly with the learning content, which supports deeper cognitive processing and helps maintain their interest over time (Zhou, Zhou, & Wang, 2025).

From a theoretical standpoint, these results align with engagement theory, which suggests that meaningful interaction and positive emotional involvement can enhance students' motivation, persistence, and overall learning outcomes (Shen et al, 2024). The design of the Busy Book stimulates students' curiosity and enjoyment, leading to positive emotional responses that can support attention and memory formation (Ifyati et al., 2025). Moreover, this medium aligns with constructivist learning theory, in which students actively build their understanding through exploration and hands-on interaction with materials, rather than relying exclusively on instructor-led explanations. Furthermore, the Busy Book encourages self-directed learning by allowing students to complete tasks independently at their own pace. In practice, this autonomy can contribute to increased confidence and a sense of responsibility in learning, which are important aspects of early childhood and elementary education (Robinson & Persky, 2020). In line with this, previous studies have shown that interactive learning media can enhance student enthusiasm, participation, and academic achievement by providing multisensory experiences that accommodate diverse learning styles (Chisunum & Nwadiokwu, 2024).

Overall, the Busy Book demonstrates practical and theoretical value in strengthening the Pancasila Student Profile by integrating hands-on activities, moral values, and curriculum-relevant content (Faizah et al., 2024). A modest sample size, a focus on immediate effects, and a narrow thematic scope constrain this study. Subsequent research should incorporate expanded and diverse participant groups, investigate enduring influences on academic performance and character formation, and extend

coverage to other facets of the Pancasila Student Profile, including critical thinking and teamwork.

Conclusion

In conclusion, the Busy Book medium rooted in the Pancasila Student Profile emerges as an effective instructional resource for delivering Pancasila content to second-grade students at Madrasah Ibtidaiyah Al-Ma'arif 02 Singosari, not only attracting students' interest but also supporting the interactive, engaging understanding of basic concepts. Expert validation of this medium's development yielded scores of 94% from media design specialists, 92% from material specialists, and 93% from instructional specialists, all of which were deemed highly valid. Furthermore, student response data reflected an average of 85.53%, signifying substantial interest and receptivity. Collectively, these outcomes affirm the Busy Book's practicality and efficacy in facilitating student learning, encouraging active participation, and fostering a more engaging and purposeful educational experience. In practice, this implies that teachers can use the Busy Book as an innovative instructional medium to enhance student engagement, reinforce Pancasila values, and provide hands-on learning experiences that support students' conceptual understanding. Nevertheless, this investigation has certain constraints, such as a relatively small sample size (34 students) and a trial confined to a single institution.

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