



Development of BRIGAVI SIPA as Learning Media Based on Picture Story Books and Videos about Pancasila Symbols and Their Application for First Grade Elementary School

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ABSTRACT

This research is motivated by the limited availability of interesting reading materials for Pancasila Education. The learning process so far tends to rely on the use of textbooks provided by the government and student worksheets. Schools still show a low level of innovation and tend to be monotonous, resulting in limited student active involvement, with only a small number of students actively participating, while other students have not fully understood the material presented. This study aims to determine the development process, feasibility level, and practicality of BRIGAVI SIPA as a Picture Storybook-Based Learning Media and Videos on Pancasila Symbols and Their Application for Grade I Elementary School. The development was carried out using the ADDIE model through the stages of analysis, design, development, implementation, and evaluation. The resulting products are five picture storybooks and learning videos. The feasibility results show that BRIGAVI SIPA as a learning media is in the very feasible category with a percentage of 95% by media experts, 97% by language experts, and 94% by material experts. The practicality test involved teachers and 16 grade I students, who each obtained a percentage of 91% and 97%, respectively, in the very practical category.

1. Introduction

Education is an important tool for developing the potential of students, including knowledge, skills, and attitudes. Education does not solely depend on conventional learning processes, but demands the application of innovative learning strategies that are in line with current developments (Kusumawati & Prastiwi, 2025). Teachers as educational staff play a strategic role in determining the quality of education, because teachers interact directly with students during the learning process in the classroom (Septika et al., 2023). An effective learning process should be designed to be interactive, enjoyable, motivating, and challenging, while

providing opportunities for students to develop creativity and independence in accordance with their abilities and interests (Sukriadi et al., 2023).

Learning media plays a strategic role in increasing the effectiveness of learning so that set goals can be optimally achieved. In addition to increasing student motivation and interest in learning, learning media also strengthens conceptual understanding through the presentation of information that is systematic, engaging, and easy to understand (Arafah et al., 2025). Learning media is a crucial component in the learning process that helps create an engaging and enjoyable learning environment for students in schools (Muhlis et al., 2023). The media play a crucial role in delivering instructional content. Although not the sole determinant of learning success, the instructional process cannot function optimally without adequate media support (Dwiyono et al., 2022). Therefore, the use of learning media requires an active role from educators in designing and presenting material creatively so that it can attract attention and arouse student interest in learning, especially at the elementary school level.

Elementary school learning provides a foundational basis for the knowledge, skills, and attitudes of students, preparing them to face future challenges (Halid et al., 2025). Pancasila education in elementary schools is a compulsory subject aimed at fostering the understanding and application of Pancasila values by students in daily life (Soleha et al., 2021). An essential topic is the symbols of Pancasila, as Pancasila functions as the foundation and guiding principle of national life. A lack of adequate understanding and practice of the values embodied in the symbols of Pancasila may lead to social disorder and even division in Indonesia. Therefore, strengthening public understanding of Pancasila's symbols and their application in daily life is essential to reinforce national unity (Saripi et al., 2025; Istiqomah et al., 2025; Roy Chowdhury, 2025; Juliani et al., 2025). This requires engaging and contextual learning designs aligned with the characteristics of elementary school students to optimize their understanding and daily application of Pancasila symbols.

Based on observations and interviews with first grade teachers at SDN 017 Samarinda Ulu, several problems were identified in the implementation of learning. Low student attention during learning is demonstrated through unfocused behavior, such as playing alone and chatting with classmates, resulting in limited student engagement and suboptimal understanding of the material. Furthermore, the availability of engaging reading materials for Pancasila Education is still limited, while the learning process tends to rely on government textbooks and student worksheets, resulting in minimal innovation and monotonous use of learning media. One effective effort to support children's learning process is the use of appropriate learning media in lower grades, particularly picture story books (Kusuma & Setyadi, 2025). Developing reading competencies through engaging and effective learning media is essential for improving the quality of elementary education (Octaviany & Prasetyaningtyas, 2025). Reading activities become more engaging when supported by age appropriate picture storybooks designed to meet the needs of elementary school students. Picture storybooks function as effective learning media by supporting the concrete understanding of instructional messages among

students, which is consistent with Jean Piaget's theory of cognitive development stating that elementary school students are in the concrete operational stage and require concrete representations to achieve optimal comprehension (Dita et al., 2024). First grade elementary school students are typically around seven years old and, according to Piaget's theory of cognitive development, fall within the concrete operational stage, which generally spans from approximately seven to eleven years of age (Imanulhaq & Ichsan, 2022; Paduwinata et al., 2024; Sataroh & Febrianti, 2024). At this stage, students more easily grasp concepts through direct experiences and concrete visual media that realistically represent learning content. Therefore, selecting learning media that align with the cognitive developmental characteristics of students is essential for achieving learning objectives.

Research developed BRIGAVI SIPA (Picture Storybook and Video on Pancasila Symbols) using the Canva application, artificial intelligence, and CapCut. Picture storybooks are books that integrate visual illustrations with text, allowing both elements to complement each other in conveying the narrative and its meaning (Ratnasari et al., 2025). The use of visual media contributes to improved student memory and supports comprehension of story content (Safitri et al., 2025). Learning videos facilitate student comprehension and information presented while enhancing learning motivation. The use of video based media creates an engaging learning experience that supports optimal understanding of the material (Himayanti et al., 2023). Previous research related to the development of picture storybooks and video media, such as that conducted by Sugiri et al., (2025) developed an interactive storybook based on video barcodes. Unlike that study, which only developed a single book and used videos from YouTube that were not self produced, this study offers novelty by developing a series of picture storybooks with more than one title. Furthermore, the supporting videos were independently developed, uploaded to Google Drive, and tailored to the learning objectives.

Based on this description, this study aims to develop and evaluate BRIGAVI SIPA as a learning media based on picture story books and videos on the material of Pancasila symbols and their application for first grade elementary school students. Specifically, the objectives are: (1) to determine the development process of BRIGAVI SIPA; (2) to determine the level of feasibility of BRIGAVI SIPA based on the assessment of media, language, and material experts; and (3) to determine its practicality based on responses from first grade teachers and students. The findings are expected to support the development of innovative learning media, enhance student engagement and understanding in Pancasila Education, and serve as an alternative instructional medium for elementary school teachers.

2. Methodology

This research applies the research and development (R&D) method. The R&D method aims to produce new products or refine existing ones through systematic and structured development stages (Siahaan, 2025). The products produced in this study are learning media consisting of picture storybooks and videos. This study applies the ADDIE development model as an approach in the product development

process. The ADDIE model is one of the research and development models widely used in developing learning products, including picture storybooks (Spatioti et al., 2022). The stages of the ADDIE model are analysis (*analisis*), design (*desain*), development (*pengembangan*), implementation (*implementasi*), and evaluation (*evaluasi*). This model was chosen because it offers comprehensive development stages, starting from needs analysis to the final evaluation stage, so that the development process can be carried out systematically, planned and structured (Nugroho et al., 2024).

This research was conducted at SDN 017 Samarinda Ulu located on Jl. Pangeran Antasari Gg. Nusa Indah RT. 22 No. 50, Teluk Lerong Ilir, Samarinda Ulu District, Samarinda City, East Kalimantan. The trial subjects at the feasibility test stage included material experts, language experts, and media experts who had competencies according to their respective fields of expertise. Each expert was selected based on their respective competencies, experience, and expertise in order to provide an objective assessment of the quality of the product developed, both in terms of material, language, and media. The subjects of the practicality assessment of the BRIGAVI SIPA learning media were determined based on user responses, which included a first grade teacher and 16 first grade students. The object of this research and development was BRIGAVI SIPA, a learning media based on picture story books and videos that contain material on Pancasila symbols and the application to first grade elementary school students.

Data collection techniques were implemented to obtain the information needed for the research. The data collection methods used included interviews, observations, and questionnaires. Research instruments served as tools used to systematically collect data in the field (Sahir, 2021; Yudistira et al., 2025; Wahyuni & Dipuja, 2025). The research instruments used to obtain data included observation sheets, interview guides, validation questionnaires involving media experts, material experts, and linguists, as well as student and teacher response scale questionnaires. The observation sheets were used in the analysis stage to identify the condition and availability of reading books in schools. Interview guides were also used in the analysis stage to obtain information on student character and the need for picture story books. The data obtained from the expert validation sheet assessment scores are then analyzed. For quantitative analysis purposes, the answers can be scored, as shown in table 1.

Table 1. Likert Scale Criteria

Score Value	Information
5	Very good
4	Good
3	Enough
2	Less
1	Very less

Source: (Effendi et al., 2021)

Furthermore, validation questionnaires administered to media experts, language experts, and material experts were used to assess the product's suitability based on material, language, and media aspects. The questionnaire contained a number of statements arranged on a five level Likert scale, which was used to measure the level of agreement or disagreement of respondents with the given statements (Bariah et al., 2024).

Meanwhile, a student and teacher practicality questionnaire was used to determine student and teacher responses to the developed product. The questionnaire contained several statements with responses on a scale of 1-4, with the following assessment criteria: 4 (strongly agree), 3 (agree), 2 (disagree), and 1 (strongly disagree) (Erinsyah et al., 2024). The choice of a four point scale was based on the consideration that a balanced scale can encourage respondents to provide more assertive and clear answers. The absence of neutral or middle of the road answer options forces respondents to determine their stance based on their true opinions. Thus, the data obtained can more realistically depict the tendencies of student and teacher attitudes toward the developed learning media. Furthermore, the four point scale was chosen because it was considered easier for respondents, both elementary school students and teachers, to understand, so respondents had no difficulty in selecting their answer choices. This is expected to improve the response rate and produce more accurate and reliable data.

The data analysis techniques used in this research include qualitative and quantitative analysis. Qualitative data analysis was used to examine and interpret data obtained through interviews, observations, and input in the form of suggestions and comments provided by experts and teachers. The qualitative data was analyzed descriptively to obtain an in depth overview of the needs, weaknesses, and improvements to the product being developed. Quantitative data analysis was used to analyze scores from expert validation questionnaires and student and teacher response questionnaires (Saputra et al., 2022; Sari et al., 2025; Hasniar et al., 2025; Rahmi et al., 2024). Then, calculate the feasibility percentage (P), which is done by comparing the total score of the answers given by the expert validator (f) with the total maximum score that can be obtained from the expert validator (n). The following is the formula for finding the level of feasibility and practicality according to Anas Sudijono in (Kurniawati et al., 2024; Sari et al., 2026; Syahrir et al., 2025; Hasibuan et al., 2025). The results of these calculations are then used to provide a category of the level of product feasibility and practicality of the response presented in tables 2 and 3.

Table 2. Product Feasibility Scale

Percentage Score	Category
81%-100%	Very feasible
61%-80%	Feasible
41%-60%	Quite feasible
21%-40%	Less feasible
0%-20%	Very unfeasible

Source: Ishaq and Luthfi on (Mastiah et al., 2021)

The development of BRIGAVI SIPA learning media is deemed feasible by experts when the results of expert validation indicate a score of $\geq 61\%$, which reflects that the media has fulfilled the required standards and is appropriate to be implemented in the learning process.

Table 3. Practicality Criteria for Student and Teacher Responses

Percentage Score	Category
81%-100%	Very practical
61%-80%	Practical
41%-60%	Quite practical
21%-40%	Less practical
0%-20%	Very unpractical

Source: (Fadhillah & Octarya, 2023)

The BRIGAVI SIPA learning media can be categorized as practical or very practical when the percentage obtained from the teacher response questionnaire reaches a score of $\geq 61\%$, indicating that the media is easy to use, efficient, and suitable for supporting the learning process in classroom activities.

3. Results and Discussion

This research resulted in a product in the form of BRIGAVI SIPA (Illegible Story Book and Video on Pancasila Symbols). BRIGAVI SIPA was designed to support the learning process, especially in the Pancasila Education subject for grade I, specifically on the material of Pancasila Symbols and their application. The development procedure used refers to the ADDIE development model which involves five stages are analysis, design, development, implementation, and evaluation.

The first stage in the ADDIE model is analysis, which begins with observations and interviews with first grade teachers at Samarinda Ulu 017 Public Elementary School. This activity aims to identify classroom learning conditions, including media use and the obstacles teachers face in delivering material. Based on the observations, it was discovered that teachers still rely on textbooks, Student Worksheets, and oral explanations. Teachers occasionally use learning videos taken from the YouTube platform, but these videos are not their own development and therefore do not fully align with the characteristics and needs of first-grade students. Furthermore, teachers still have limited understanding and skills in using technology based media. Facilities such as projectors and televisions are actually available, but teachers are not yet able to operate them independently and must ask for help from other teachers when using them. This results in the use of technology in learning being less than optimal. Based on the interviews, it was discovered that most first grade students tend to have an audio visual learning style. They understand material more easily when presented through images, stories, and videos than through oral explanations or reading alone. In the material analysis, researchers found that during Pancasila Education lessons, students often exhibit a lack of focus. Many students prefer to chat with their classmates, play alone, or ignore the

teacher's explanations. This condition results in their low understanding of the Pancasila symbols. Based on the interview results, the teacher explained that students often make mistakes in differentiating and ordering the symbols of the Pancasila principles. This condition indicates the need for more engaging learning media that are appropriate to student characteristics to help improve their understanding of the material being studied. The next step is a curriculum analysis by examining the implementation of the Merdeka Curriculum at the school. This analysis includes a review of learning objectives, competency elements, and learning outcomes related to the Pancasila material for grade I. Researchers also conducted a material analysis based on the learning resources used by the school, namely the 2023 Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia Textbook by Canny Ilmiati, Etika Indah Febriani, and Elisa Seftriyana, and the Pancasila Education Student Worksheet from the Samarinda City Education and Culture Office. The material that is the focus is in Chapter 3 "I Get to Know Indonesia," specifically the subchapter "I Get to Know the Symbols on the Garuda Pancasila Symbol and Apply Them in Everyday Life." Based on the overall results of the needs analysis, learning conditions, curriculum, and materials, the researcher obtained a strong foundation for developing BRIGAVI SIPA (Picture Story Book and Video Material on Pancasila Symbols). This media is designed to support the audiovisual learning styles of students, increase their engagement during learning, help teachers utilize technology more effectively, and strengthen student understanding of Pancasila symbols through engaging visual presentations and stories.

In the second stage, the design stage, the researcher developed the BRIGAVI SIPA learning media. The design was based on the results of the problem analysis in the previous stage and adapted to the characteristics of first grade elementary school students. At this stage, the researcher designed a picture storybook, a learning video, and a storage box for five storybooks. The design stage began with the preparation of a story scenario that would be used in both the picture storybook and the learning video. After the scenario was completed, the researcher began creating the character styles that would appear in the story. The visual styles of the characters were developed with the help of Artificial Intelligence (AI) technology to produce illustrations that were consistent, attractive, and appropriate to the characteristics of first grade children. The next process was designing the picture storybook using the Canva application. At this stage, the researcher arranged the page layout, placed illustrations according to the scene, added simple story text, and adjusted the font size for easy reading by students. For the learning video, the researcher used the CapCut application and uploaded the file to Google Drive. The video link was then converted into a barcode and placed in the picture storybook. Figure 1 shows the visual appearance of the BRIGAVI SIPA media.



Figure 1. The BRIGAVI SIPA design can be seen
 (Link: https://www.canva.com/design/DAG6-wtpLVI/ckVu_3nJ6gx20VN-Gje1tA/edit?utm_content=DAG6-wtpLVI&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

Figure 1 presents the BRIGAVI SIPA learning media, which consists of a storage box design, an illustrated storybook, and an instructional video as an integrated

learning package. This media was developed during the third stage of the ADDIE model, namely the development stage, which plays a crucial role in transforming the initial design into a complete and functional product that is ready to undergo expert validation and field testing. At this stage, the conceptual design is systematically realized into tangible learning media through a structured development process.

The development process begins with the physical production of the media, including the printing of the illustrated storybooks and the fabrication of the storage box. The dimensions of both the book cover and the storage box are set to the B5 format (17.6 × 25 cm), which is considered suitable for elementary school students in terms of portability and ease of use. Furthermore, when the book is fully opened, its dimensions expand to 35.2 × 25 cm, as the page illustrations are intentionally designed to be visually integrated. This integrated layout provides a wider visual space that supports student comprehension and enhances engagement with the learning content. In terms of materials, the book cover and storage box are produced using glossy hardcover material to ensure durability, visual appeal, and protection against frequent use by students. Meanwhile, the inner pages of the book are printed on high-quality art paper to achieve optimal clarity, color accuracy, and image sharpness, which are essential for illustrated learning media. Each illustrated storybook consists of approximately 21 to 25 pages, with the content structure aligned with the principles of Pancasila. Accordingly, each principle is represented through one illustrated story, enabling students to understand Pancasila values in a concrete and contextual manner. To further enhance durability and user comfort, all books are bound using a hardcover binding technique, which provides structural strength and supports long-term use in classroom learning activities. Overall, the development stage results in a complete BRIGAVI SIPA learning media product that is visually appealing, structurally robust, and pedagogically appropriate for elementary school students can be seen in figure 2 below.



Figure 2. The results of the BRIGAVI SIPA product that has been developed

Once the learning media is complete in the development stage, the next step is to validate its suitability. Validation is carried out through consultations with media experts, linguists, and content experts. This validation is conducted to assess the level of suitability based on a questionnaire developed by the researchers (Masni et al., 2025). The feasibility process was conducted with the assistance of experts competent in their respective fields. The expert validation results were revised based on the suggestions and input provided by each expert or validator regarding the developed learning media. The assessment results from each validator were then processed and presented in table 4 below.

Table 4. Expert Validation Results

Expert Validation	Score (<i>f</i>)	Maximal Score (<i>n</i>)	Percentage of feasibility	Category
Media expert	38	40	95%	Very feasible
Language expert	34	35	97%	Very feasible
Material expert	47	50	94%	Very feasible

Based on Table 4, the overall score was obtained by calculating the average results of the validation questionnaires completed by media experts, language experts, and material experts. The validation conducted by media experts covered aspects of visual appearance, media readability, and functional or content quality, resulting in a percentage score of 95%, which falls into the very feasible category. Furthermore, the validation by language experts assessed aspects of clarity, communicativeness, suitability for student development, and compliance with language rules, achieving a percentage score of 97%, also categorized as very feasible. In addition, the validation by material experts evaluated aspects related to content accuracy, language use, presentation, and contextual relevance, obtaining a percentage score of 94%, which likewise indicates a very feasible category.

These findings demonstrate that the BRIGAVI SIPA learning media has fulfilled the feasibility standards established by all three groups of experts, indicating that the product is suitable to proceed to the revision and refinement stage. Beyond measuring the level of media feasibility, the expert validation questionnaire also functions as an instrument for collecting constructive suggestions, feedback, and criticisms. Such input serves as an essential foundation for improving and optimizing the product, ensuring that BRIGAVI SIPA aligns with the needs of students and supports effective learning outcomes.

One of the inputs provided by media experts regarding the visual appearance aspect, particularly the indicator of an attractive cover design, was the recommendation to add the Mulawarman University logo to the BRIGAVI SIPA media as a clear representation of the researcher's home institution. This suggestion was intended to strengthen the institutional identity of the developed media and to enhance its professional appearance. In response to this input, the researcher revised the BRIGAVI SIPA media by consistently incorporating the Mulawarman University logo on the cover of each book, on the exterior of the storage box, and within the learning videos, both at the









opening and closing segments. In addition, the media expert suggested that the researcher explicitly include the name of Mulawarman University in the “About the Author” section. Prior to the revision, this section only presented the name of the researcher’s study program, which could potentially lead to ambiguity regarding institutional affiliation, as the same study program is offered at various universities. To address this issue, the researcher added the description “Mulawarman University” following the name of the Elementary School Teacher Education study program. This revision was intended to clarify the researcher’s academic identity, ensure institutional transparency, and strengthen the credibility and accountability of the developed media. The comparison of the media appearance before and after the revision is presented in table 5.

Table 5. Products Before and After Repair of BRIGAVI SIPA by Media Experts

Before revision		After revision		Information
				Adding the Mulawarman University logo as the identity of the researcher's home institution in the BRIGAVI SIPA media
				
				
				

Following the revision process based on input from media experts, the researchers advanced to the subsequent stage by examining and accommodating the recommendations proposed by linguists. The detailed results of this review are summarized in table 6.

Table 6. Products Before and After Repair of BRIGAVI SIPA by Language Experts

Before Revision	After Revision
	
<p>On page 2 of each book, a correction was made to the use of the word “seksama” as it is not a standard form. Prior to the revision, the word was written as “seksama.” Furthermore, a typo was found in the word “arahkan” that appears at the beginning of the sentence. Prior to the revision, the word was not capitalized.</p>	<p>The spelling is corrected to “saksama” according to Indonesian language rules and the spelling of “arahkan” is corrected by using a capital letter at the beginning of the word to comply with the correct spelling rules.</p>
	
<p>On pages 3 and 4 of each book there is no punctuation in the form of a period at the end of each sentence.</p>	<p>Add punctuation in the form of a period at the end of each sentence.</p>
	
<p>On page 6 of each book, there is the use of the word “diatas” which is still not in accordance with Indonesian writing rules.</p>	<p>Revise the word “diatas” to “di atas” according to correct spelling rules.</p>
	

On pages 8 and 10 of the first book, capitalization is still incorrect. The word “Artinya” should be written with a lowercase a, while in the sentence “Tuhan yang Maha Esa,” the letter Y in the word “Yang” should be capitalized.



On pages 15, 16, 17, 19, and 20, the words “mushola” and “sholat” should be written in italics because the standard forms are “musala” and “salat.” On page 16 there is also the sentence “Eril terganggu sholat” which is structurally incorrect and needs to be corrected to be clearer and in accordance with Indonesian language rules.

Revising the word “artinya” was corrected to a lowercase letter a, while in the sentence “Tuhan Yang Maha Esa” the letter Y in the word “Yang” was corrected to a capital letter.

The spelling of the words “mushola” and “shalat” on pages 15, 16, 17, 19, and 20 has been corrected by using italics to indicate non-standard forms. On page 16, the sentence has also been revised, spelling it “Sholat EriI terganggu” to conform to Indonesian language rules.

After the BRIGAVI SIPA learning media was developed and declared feasible by material experts, media experts, and language experts, the next stage was implementation. The learning media, in the form of picture storybooks and videos, were then tested through a field trial. This field trial was conducted on November 27, 2025 and involved teachers and 16 first grade students from SDN 017 Samarinda Ulu. The product's practicality was assessed during the implementation phase of the field trial. This trial aimed to obtain data on the practicality of the learning media based on student and teacher responses. After the product trial was completed, students and teachers were asked to complete a feedback questionnaire to assess the practicality of the developed learning media. Student responses based on the questionnaire aimed to determine the level of practicality and student understanding (Rizaldi et al., 2023; Sari et al., 2025; Suarmita et al., 2025). This instrument is filled out by students after participating in the learning process using

learning media that has been developed by researchers (Octaviany & Prasetyaningtyas, 2025). Table 7 shows the results of the student response questionnaire regarding the use of BRIGAVI SIPA.

Table 7. Results of the Student Response Questionnaire Regarding BRIGAVI SIPA

Aspect	Score (f)	Maximum Score (n)
Appearance	188	192
Language	186	192
Presentation	125	128
Quantity	499	512
Percentage	97%	
Category	Very practical	

Based on table 7, it can be concluded that the results of the field trial by students showed a score percentage of $P = 97\%$. The student response questionnaire scores in this field trial were in the percentage scale range of 81% to 100%, with the category very practical for use in the learning process. Furthermore, the questionnaire given to teachers aimed to determine teacher responses and the success of the product (Rizaldi et al., 2023). The practicality assessment of BRIGAVI SIPA is shown in table 8.

Table 8. Results of Teacher Response Questionnaire

Aspect	Score (f)	Maximum Score (n)
Content	14	16
Learning media	12	12
Display	11	12
Language	7	8
Quantity	44	48
Percentage	91%	
Category	Very practical	

Based on the analysis of teacher response questionnaires during the field trial, the BRIGAVI SIPA media achieved a score of 91% out of a maximum of 100%. This score falls within the 81% to 100% range, making it categorized as very practical for the learning process. The evaluation stage is the final step in the ADDIE research and development model. At this stage, researchers assess the extent to which BRIGAVI SIPA is able to meet the needs and initial objectives of developing learning media. The product feasibility assessment is obtained from validation results by media experts, material experts, and linguists.

Meanwhile, the practicality of the media is reviewed through the responses of one class teacher and 16 first grade students at SD Negeri 017 Samarinda Ulu. The evaluation was conducted by reviewing each stage of development and making revisions according to the validators suggestions. During this process, the media expert provided input regarding the addition of identity to the product, namely the inclusion of the Mulawarman University logo as the author's institutional identity. The linguist provided revisions regarding the appropriateness of spelling and punctuation to make the material easier for students to understand.

The implementation of a trial at SD Negeri 017 Samarinda Ulu was also an important part of the evaluation process. Based on the trial results, technical problems were encountered when the learning videos accessed via Google Drive were displayed using a projector. Limited power supply caused the projector to temporarily shut down, resulting in a temporary halt to the learning process. To address this issue, researchers played live video on laptops and asked students to sit closer so they could still see the screen clearly and hear the audio clearly. This step was an important consideration in refining the media in the next stage.

Evaluation plays a crucial role in the learning media development process because it aims to refine the product before it is assessed by media and content experts. Through evaluation activities, weaknesses and limitations of the learning media being developed can be systematically identified. The evaluation results are then used as a basis for improvements, resulting in a better product that is suitable for use and effective in supporting the learning process (Yuberti et al., 2021). The feedback and findings obtained will then be used as the basis for revisions to produce a more optimal, usable, and effective BRIGAVI SIPA product as a learning tool and reference for further research. These findings can also be used as considerations in the evaluation process at the next stage.

4. Conclusion

Based on the research results and discussion, it can be concluded that the development of BRIGAVI SIPA learning media, consisting of illustrated storybooks and videos on Pancasila symbols, and its implementation in first grade elementary school, was successful and achieved the intended research objectives. This development was conducted using the ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation. The findings indicate that BRIGAVI SIPA was able to transform conventional learning, which previously saw many students exhibiting less focused behavior, such as playing alone, chatting with classmates, or not responding to teacher explanations.

Through the use of this media, students became more motivated, actively engaged, and participated in the learning process. The feasibility test results indicated that this media received a very good rating from experts, including media experts, linguists, and material experts. The media's practicality was also demonstrated by the positive responses from first-grade students and teachers at SDN 017 Samarinda Ulu, who rated it very practical. Furthermore, this media is visually appealing, easy to use, and adaptable to class needs, creating a fun learning experience that supports the learning process. Thus, BRIGAVI SIPA can be implemented as an alternative learning media that presents an innovative, creative, and interesting approach, because it combines picture story books and videos, so it can reduce the tendency for monotonous learning.

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