



Journal of Educational Sciences

Journal homepage: <https://jes.ejournal.unri.ac.id/index.php/JES>



P-ISSN
2581-1657

E-ISSN
2581-2203

Development of Digital Leaflet Learning Media Based on Pancasila Student Profiles (P3) in the Pancasila Education Subject for Class IV at SDN 164 Palembang

Fani Rahmasari*, Aquami, Ayu Nur Shawmi

Elementary Madrasah Teacher Education, Palembang, 30126, Raden Fatah State Islamic University of Palembang, Indonesia

ARTICLE INFO

Article history:

Received: 26 Sept 2025

Revised: 13 Oct 2025

Accepted: 25 Oct 2025

Published online: 05 Nov 2025

Keywords:

Digital Leaflet,
Pancasila Education,
Pancasila Student Profile

* Corresponding author:

E-mail: fani.rahmasari01@gmail.com

Article Doi:

<https://doi.org/10.31258/jes.9.6.p.5504-5521>

This is an open access article under the [CC BY-SA](#) license.



ABSTRACT

This study discusses the limitations of technology-based learning resources and the low interest of students in understanding abstract concepts in the Pancasila Education subject. The purpose of the study was to develop and evaluate digital leaflet learning media based on the Pancasila Student Profile for fourth-grade students of SDN 164 Palembang. The study used a research and development (R&D) method with the ADDIE model, involving 1 teacher and 10 students as samples. Data were collected through observation, interviews, questionnaires, and documentation, and analyzed using validity and practicality tests. The results showed that the media obtained an average validity score of 83.79% (very valid) and a practicality score of 92.4% (very practical). The results showed that the developed digital leaflet media effectively increased learning interest, facilitated understanding of abstract concepts, and supported character formation according to the Pancasila Student Profile. In conclusion, the digital leaflet media is feasible and practical to use in the learning process; however, further development is still recommended to improve interactivity, content quality, and wider implementation in various educational environments.

1. Introduction

The current learning concept is known as 21st-century learning. The characteristics of 21st-century learning include advances in science and technology, as well as changes in lifestyle patterns. 21st-century learning also encourages increased competency in human resources, enabling them to adapt to current changes and challenges.(Hasibuan & Prastowo, 2019). Efforts are implemented in the learning process at school. Learning structures such as materials, steps, and assessments are systematically structured; this structure is called the curriculum. The curriculum plays a crucial role as a guide in achieving optimal national education goals for its implementers.(Martin & Simanjorang, 2022)Even though the curriculum in Indonesia continues to change, this is used as a support in efforts to improve the quality of education.(Santika et al., 2022, p. 694).

Primary education currently uses the 2013 Curriculum and the Independent Curriculum, launched in 2022 by Nadiem Makarim, Minister of Education, Culture, Research, and Technology. The Independent Curriculum aims to improve the quality of literacy, numeracy, skills, and character in students. (Kurniati et al., 2022, p. 408) The Independent Curriculum directs a dynamic, meaningful, and engaging learning process for students. In the Independent Curriculum, the learning approach focuses on experience, collaboration, and problem-solving. Students not only receive information but are also involved in solving existing challenges, including technological advances. Furthermore, students can collaborate with peers and develop their interests and talents. To support the success of the Independent Curriculum, collaboration between those implementing and those developing the curriculum is necessary.

To achieve national education goals, appropriate strategies and methods are required in the learning process. Furthermore, learning activities also require teaching materials, media, and other learning infrastructure to support the achievement of planned objectives. Teachers can explore their ideas and creativity to create a meaningful learning environment, for example, by creating engaging learning media. Learning media can be developed in print or digital formats. One example of developing printed learning media is leaflets, which can be developed using existing applications and websites.

Leaflets are a learning tool used by teachers to convey information through small, tri-folded sheets of paper. Leaflets typically contain infographics on both sides of the A4-sized paper and are easy to carry. So, to complete the facilities and infrastructure that meet the needs of students other than those provided at school, teachers can be creative through developing media or developing other learning plans.

An interview conducted on October 4, 2024 with a class IV C teacher at SDN 164 Palembang and observation of the learning resources used by students, the results stated that the textbooks and access to learning videos provided in the textbooks displayed via the school projector were the only learning resources used in the learning process at school, and there were no other learning resources that supported the learning process. (Agustina, 2024). In the Independent Curriculum, teachers are required to develop innovation and creativity in the learning process, such as developing teaching materials, learning media, and other learning resources. However, in reality, teachers still focus on the material contained in school textbooks and have not developed the teaching materials provided in schools. Observations also show that one of the materials on "Constitution and Norms" in the Pancasila Education subject is less interesting to students. The material in the textbook mostly presents informational text, while there are a few images. Furthermore, the information presented in the book is not entirely comprehensive. Teachers' limitations in developing teaching materials can impact students' achievement of learning objectives.

Another important objective of the Independent Curriculum is to build student character, supported by the Pancasila Student Profile (P3) dimensions. P3 is an

aspect of character expected to be present in students and then applied in the learning process and in the community. Based on these formulated dimensions, students are expected to develop intelligent, high-quality characters and be prepared to take responsibility for facing the challenges of the times in accordance with Pancasila values.(Irawati et al., 2022, p. 1224).

Students need guidance from teachers to achieve the Pancasila Student Profile. Strategies teachers can implement to support these dimensions include providing positive examples, engaging in spontaneous behavior, creating a supportive environment, and regularly conducting guidance activities. Regarding routine activities, one suitable strategy for classroom implementation is routine activities. Routine activities are those carried out repeatedly and regularly. An example of a routine activity that can strengthen students' character is giving them assignments to complete on time. Through these activities, students will gain the values of discipline and responsibility, which will help them develop good habits.(Habibu et al., 2020).

Character values instilled in students are implemented through intracurricular and extracurricular activities, using various strategies employed by teachers. However, in practice, character values instillation, when linked to the current curriculum, the Independent Curriculum (Kurikulum Merdeka), which serves as a reference for character values instillation, specifically the Pancasila Student Profile dimension, is still limited in the learning process. Integrating these six dimensions into the delivery of learning materials facilitates and trains students to shape their character based on Pancasila values. This enables students to become integrated, responsible citizens who provide positive support in their communities. Therefore, integrating character values into the delivery of learning materials is crucial. To support this goal, teachers can utilize supportive learning resources and infrastructure.

Based on all the existing problems, therefore, in the learning process, it is necessary to develop learning media, one of which is digital leaflet learning media. The development of this digital leaflet learning media is a new form of innovation in facilitating students' learning resources that are interesting and meaningful for them. In addition, it supports increasing student interest in learning, literacy, and achievement. With the digital leaflet learning media based on the Pancasila Student Profile that contains visual and interactive elements, it can increase interest and help students understand the values of Pancasila for students. Digital leaflet learning media is one of the media that is easily accessible and light to carry because each person only needs to bring their mobile phone, so students can learn flexibly.

Related to research on the development of leaflet learning media has been conducted by several previous researchers. Such as (1) Nurul Izati (2022) with the title Development of Leaflet-Based Learning Media in Thematic Learning for Class V Students of SDN. 013887 Asahan Mati Village, Tanjung Balai Asahan District, Asahan Regency. In this study, printed leaflet learning media were developed, and the material discussed was thematic learning in the 2013 curriculum. (2) Rika Vebriyanti, et al. (2021) with the title Development of QR Code-Based Leaflet Teaching Materials for Circulatory Organs and Their Functions in Animals and

Humans for Class V Elementary School Students. In this study, digital leaflet learning media were developed, but the interactive context was limited, and the material discussed was thematic learning in the 2013 curriculum. Based on the results of the literature, it can be seen that no one has developed digital leaflet learning media that is interactive and based on the Pancasila Student Profile in accordance with the characteristics of the Independent Curriculum, one of which is critical reasoning.

This research presents an innovation in the form of developing a digital leaflet learning media based on the Pancasila Student Profile that is interactive and critical reasoning, which has not previously been widely applied in the context of Pancasila Education learning at the elementary school level, in accordance with the characteristics of the Independent Curriculum. The main advantage lies in the integration of character values and dimensions of the Pancasila Student Profile in an educational manner through digital media that is attractive, easily accessible, and able to accommodate the needs of students and teachers in facing the challenges of 21st-century learning.

The urgency of this research is very high, considering the current conditions where the limitations of technology-based learning resources and low student interest in understanding abstract concepts are the main obstacles in achieving holistic competencies and national character in accordance with the values of Pancasila. With this digital-based media innovation, it is hoped that the learning process will become more meaningful, effective, and able to foster critical, creative, and responsible attitudes, thereby supporting the achievement of national education goals oriented towards strengthening the character and digital literacy of students in the era of the industrial revolution 4.0.

2. Methodology

This research design uses the research and development (R&D) method. According to Sugiyono, the R&D method is a scientific approach to analyzing, compiling, and conducting validity tests on designed products.(Sugiyono, 2020)In the field of education, research and development are used as a means to develop products to increase creativity and the quality of education.(Hanafi, 2017).

Based on the definition above, it can be concluded that the research and development method is a systematic scientific approach to producing and improving the quality of existing products. The stages in this type of research include collecting data and information, designing the product, conducting validity and practicality tests, and evaluating or refining the feedback. These stages can guide researchers in achieving results that meet needs and provide solutions to existing problems. The advantage of this research method is that the innovations created have greater certainty and serve as a means of translating theory into practice.

The product produced in this study is a digital leaflet learning media based on the Pancasila Student Profile (P3) in the Pancasila Education subject for grade IV. The research model used as a guideline for the researcher is the ADDIE model. By using the ADDIE model, the procedures carried out by the researcher are clear and simple, which certainly makes it easier for researchers to carry out development research. The ADDIE model is flexible; the types of products developed in this model are unlimited. The ADDIE model can also direct researchers and product users to achieve goals effectively and efficiently. In addition, with the existence of product evaluation that is continuous and open to suggestions for improvement, it certainly becomes an opportunity to improve and perfect the product. In addition, the ADDIE model is a model that is widely used by other researchers, and this can be a relevant reference for researchers.

3. Results and Discussion

A. Research result

The research results discuss in detail the process of developing digital leaflet learning media based on the Pancasila Student Profile in the Pancasila Education subject for Grade IV of SDN 164 Palembang. In addition, the research results will present the results of validation tests obtained from learning media experts, learning material experts, and language experts regarding the validity of the product. In this research results will be presented the results of the practicality test of the learning media based on the responses of teachers and students after the trial use of the digital leaflet learning media. The results of the research are expected to provide a detailed explanation of the quality of the development of learning media. The following are the results of the research on the development of learning media:

1. Analyze Stage

The first stage carried out by researchers in developing digital leaflet learning media based on the Pancasila Lesson Profile (P3) was an analysis of student needs and an analysis of teacher needs based on the results of observations and interviews that had been conducted.

a. Student Needs Analysis

The purpose of the student needs analysis is to comprehensively evaluate the needs and characteristics of students. The results of the student needs analysis are expected to support the development of learning media. Researchers conducted observations and interviews on October 11, 2024, at SDN 164 Palembang to obtain the necessary data analysis. The first analysis of the need for interactive learning media revealed that students require engaging, digital-based media. Previously, teachers and students had only used textbooks provided by the school and watched a limited number of instructional videos on a projector. During the learning process, they had never used digital and interactive learning media. Digital and interactive learning media are expected to provide access to videos, images, information, and

quizzes through a single device, increasing student interest in learning. Furthermore, digital and interactive learning media are expected to be easily accessible both at school and at home, supporting the learning process.

The second analysis results regarding the understanding of the material "Norms, Rights, Obligations, and Deliberation" in the Pancasila Education subject. There are several students who are still confused about distinguishing the types of norms in the surrounding environment based on the application of attitudes to the material presented. Based on the results of the analysis of student needs that have been submitted, the researcher developed a digital leaflet learning media based on the Pancasila Student Profile in the Pancasila Education subject for grade IV. The goal is to meet the needs of students who can support the enjoyable learning process and help students achieve learning objectives.

b. Teacher Needs Analysis

The teacher needs an analysis aimed at evaluating teachers' needs, challenges, and expectations regarding the classroom learning process. At this stage, the researcher and the grade IV.C teacher also discussed the development of learning objectives, material development, and the use of facilities and infrastructure to support the learning process. Researchers conducted observations and interviews on October 11, 2024, at SDN 164 Palembang to obtain the necessary data for analysis. The following is the result of an interview with Mrs. Titin Agustina, a grade IV.C teacher who supported the development of the digital leaflet learning media:(Agustina, 2024)

Based on the results of interviews with class IV.C teachers, it can be concluded that teachers and students need technology-based media or learning resources. Mrs. Titin Agustina, S.Pd. Stated that class IV.C students are very enthusiastic about learning using technology, but this need has not been fully met. This is influenced by the limited use of technology-based media, so that class teachers are not confident in utilizing technology's capabilities in learning.

The interview results also revealed Mrs. Titin Agustina's hope for the availability of facilities and infrastructure that can support students in understanding abstract concepts in the subject matter. In the learning process, the class IV.C teacher usually uses lecture, question and answer, and discussion learning methods. Supporting facilities and infrastructure only in the form of student books, teacher guides, visual images, and information from the internet. Learning video media is very rarely used, because the class teacher needs assistance from other teachers to use it. Therefore, the development of digital leaflet learning media is expected to be one that can support the learning process in class IV.C in accordance with the expectations of class teachers and students in achieving learning objectives.

2. Design Stage

The design stage is the step taken by researchers to formulate learning objectives, develop learning materials, and select and develop learning media appropriate to

learning needs. In the media development stage, researchers create flowcharts and storyboards to serve as guidelines for developing learning media.

a. Developing Learning Objectives

The learning process will be carried out in class IV.C at SD Negeri 164 Palembang with the subject of Pancasila Educators. The following learning outcomes and learning objectives:

b. Developing Learning Materials

The material used in developing digital leaflet learning media is based on learning outcomes, objectives, and the Pancasila Education textbook for grade IV in the Independent Curriculum. The material addresses norms, rights, obligations, and deliberation within the local community. The material is tailored to the needs of students and the learning process. The material is also adapted to the dimensions of the Pancasila Student Profile (P3). The development of media and materials based on the Pancasila Student Profile (P3) is an effort to instill Pancasila values in classroom intracurricular activities.

c. Creating Flowcharts and Storyboards

Product development and research and development require the creation of flowcharts and storyboards, which are crucial steps that should not be overlooked. Flowcharts help researchers systematically determine the process flow for product use. Storyboards, on the other hand, serve as guidelines for determining a systematic design layout that can effectively and efficiently convey messages to students. The following flowchart (Figure 1) and storyboard serve as guidelines for developing digital leaflet learning media based on the Pancasila Student Profile (P3):

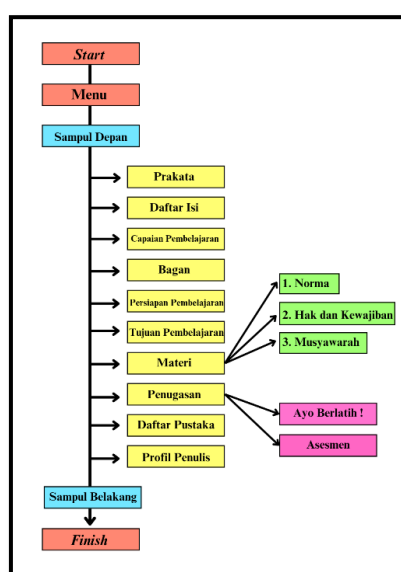


Figure 1. Flowchart of Digital Leaflet Learning Media

3. Development Stage

The development stage is the product development process according to the flowchart and storyboard prepared in the previous research stage. In developing digital leaflet learning media, the tools and materials used are electronic devices and software. The software includes: Canva application, Google Forms, Heyzine, YouTube, and QR codes. After designing the digital leaflet learning media and publishing it in the software, the next step is to test the validity of the learning media with the validator team. The following are the stages of developing digital leaflet learning media:

a. Digital Leaflet Learning Media Development Procedure

The procedure for developing digital leaflet learning media in this study uses digital platforms to produce interactive, engaging, and efficient media. Canva serves as a means to design creative visual designs supported by images, videos, and other illustrations that are appropriate to learning needs. Furthermore, Google Forms is used to create trigger questions that serve as a place for students to express their opinions. And the use of Heyzine is used to transform previously created designs into interactive digital learning media in the form of flipbooks. Heyzine is a digital platform that can be accessed online and is equipped with multimedia features. The use of this digital platform is expected to produce digital leaflet learning media that are engaging, interactive, and become a means to achieve learning objectives (Figure 2).





Figure 2. The developed media in this research

b. Expert Validation Process

The expert validation process is a stage that can be carried out after creating the initial product. At this stage, researchers will conduct product validation tests with three validators. The assessment will be carried out by lecturers who are learning media experts regarding the technical aspects, visual appearance, interactivity, and media function. Next, the assessment will be carried out by lecturers who are learning material experts regarding the material's suitability to the curriculum and learning objectives. The assessment will be carried out by lecturers who are language experts regarding the structure of language use. Based on the results of the validation test on learning media experts with four assessment aspects, the percentage results obtained were 76.67% in the visual design appearance aspect, 95% in the material suitability aspect, 93% in the media use involvement aspect, and 80% in the ease of use aspect of the media. Based on the percentage results obtained, the average result of the learning media expert validation test was 84.7% with a very valid category.

Based on the results of the validation test on learning material experts with four assessment aspects, the percentage results obtained were 86.67% in the aspect of learning material suitability, 100% in the aspect of learning material depth, 93.33% in the aspect of learning material quality, and 80% in the aspect of learning material integration. Based on the percentage results obtained, the average result of the validation test of learning material experts was 91.67% with a very valid category. Based on the results of the validation test on linguists with four assessment aspects, the percentage results obtained were 73.33% for the aspect of language use, 60% for the aspect of accuracy, 80% for the aspect of suitability, and 80% for the aspect of consistency. Based on the percentage results obtained, the average result of the validation test for linguists was 75% with a valid category.

Based on the results of the validation test with learning media experts, learning material experts, and language experts, the recapitulation of the validation test

shows that the digital leaflet learning media based on the Pancasila Student Profile (P3) obtained an average of 83.79% with a very valid category.

4. Implementation Stage

The implementation stage is an important stage in the research after the validation test. At this stage, the researcher will conduct a practical trial of the product that has been developed in the learning process directly through one-to-one stages with the teacher of class IV.C and small groups of 10 students. The purpose of this stage is to evaluate the achievement of learning objectives, evaluate the needs of teachers and students, and evaluate feedback from teacher and student responses. With this feedback, it is hoped that it can improve the product to a higher quality. The practicality test at this stage will be carried out in class IV.C at SD Negeri 164 Palembang. The following results of the final product that will be used during the implementation process can be accessed through the link:<https://leaflet-digital-profilpelajar.my.canva.site/>

a. One-to-One Practicality Test

At this stage, the practicality test of the digital leaflet learning media based on the Pancasila Student Profile (P3) was carried out with the class IV.C teacher, Mrs. Titin Agustina, S.Pd. one on January 18, 2025. Implementation at this stage began with an introduction and explanation of the use of the product that can be used with a mobile phone or laptop by the researcher, then continued with the class teacher trying to use the product and seeing the contents of the product. After that, the researcher will provide a practicality test assessment sheet to the class IV.C teacher.

Based on the results of the practicality test based on teacher responses with three assessment aspects, the percentage results obtained were 86.7% in the aspect of learning media display, 96.7% in the aspect of material presentation, and 85% in the aspect of learning media use. Based on the percentage results obtained, the average result of the practicality test based on teacher responses was 90.7% with a very practical category. Based on the results of the practicality test at the one-to-one stage, it can be concluded that the digital leaflet learning media based on the Pancasila Student Profile (P3) is considered very practical, making it easy for teachers to use in the learning process. The results of the practicality test show that the developed learning media are interesting, interactive, and in accordance with the criteria of the independent curriculum, one of which is developing the values of the Pancasila Student Profile (P3) dimensions. The results of the practicality test also show that the developed learning media meet the needs of teachers and students, and the digital leaflet learning media are ready for use in the next learning process.

b. Small Group Practicality Test

At this stage, the practicality test of the digital leaflet learning media based on the Pancasila Student Profile (P3) was carried out with 10 class IV.C students in the form of small group activities on January 30, 2025. The names of the students who

participated in the practical trial were: MHAG, AAS, JR, AK, CGAV, KSW, KAZ, KAK, AUP, and RAD. Implementation at this stage begins with an introduction and explanation of the use of products that can be used with mobile phones or laptops by researchers, followed by learning activities where students try to use the product and understand the learning material. After that, researchers will provide practical test assessment sheets to students (Figure 3).



Figure 3. Practicality Test Based on Student Responses

Based on the results of the practicality test based on student responses with three assessment aspects, the percentage results obtained were 94.6% in the aspect of learning media display, 94% in the aspect of material presentation, and 93.6% in the aspect of learning media benefits. Based on the percentage results obtained, the average result of the practicality test based on student responses was 94.1% with a very practical category.

Based on the results of the practicality test in the small group stage, it can be concluded that the digital leaflet learning media based on the Pancasila Student Profile (P3) was deemed highly practical, making it easy for students to use in the learning process. The results of the practicality test showed that the developed learning media successfully engaged students in using and studying the learning materials. The results of the practicality test also indicated that the learning media were ready for use in the learning process. After conducting practicality tests through one-to-one and small groups and calculating the percentage results obtained from teacher and student responses, the research on the development of digital leaflet learning media based on the Pancasila Student Profile (P3) obtained a summary of the practicality test results presented in Table 1 as follows:

Table 1. Recapitulation of Practicality Test

No.	Stages	Percentage	Category
1.	One to one	90.7%	Very Practical
2.	Small group	94.1%	Very Practical
	Average	92.4%	Very Practical

Based on the table, the average results of the practicality test based on teacher responses were 90.7% with a very practical category, and the average results of the practicality test based on student responses were 94.1% with a very practical category. Based on the percentages obtained, the recapitulation of the practicality test shows that the digital leaflet learning media based on the Pancasila Student Profile (P3) obtained an average of 92.4% with a very practical category.

5. Evaluation Stage

The evaluation phase is a step to ensure the product being developed meets expectations and needs. The evaluation phase in development research aims to analyze the validity and practicality of the digital leaflet learning media based on the Pancasila Student Profile (P3), based on the results of validation tests and practicality trials. The validation test received a "very valid" category, and the practicality test received a "very practical" category, indicating that the media is suitable and easy to use in the learning process.

During the evaluation phase, the researchers focused on analyzing responses from validators, teachers, and students. The responses analyzed included challenges encountered and suggestions for improving the quality of the leaflet learning media. By accepting suggestions and comments, the digital leaflet learning media can be refined before being used in subsequent learning processes. Overall, the evaluation results indicated that the developed learning media attracted student interest, met the criteria of the Independent Curriculum, and included interactive components that supported student learning.

B. Research Discussion

1. The Process of Developing Digital Leaflet Learning Media Based on the Pancasila Student Profile (P3)

In this development research, the researcher used the ADDIE development model, namely Analyze, Design, Development, Implementation, and Evaluation, which was used as a guideline in compiling the product up to the evaluation stage. This development research produced a product in the form of a digital leaflet learning media based on the Pancasila Student Profile (P3) in the Pancasila Education subject for grade IV of SDN 164 Palembang. This product was developed based on an analysis of teacher and student needs through observations and interviews conducted by the researcher. The purpose of this research is to develop print-based learning media into digital ones that are interactive, attract participants' interest, and are in accordance with the criteria of the Merdeka Curriculum.

The objectives planned in the Independent Curriculum not only prioritize cognitive aspects in students, but also prioritize psychomotor and affective aspects in a balanced learning process to develop comprehensive competencies. Regarding the affective aspect, there is an instillation of character values in students, to support this, the Pancasila Student Profile (P3) dimension is present. In the educational process, efforts to realize the Pancasila Student Profile need to be supported through

the implementation of integrated and sustainable intracurricular, co-curricular, and extracurricular activities, as well as strengthening the school culture. Through these various activities, students gain meaningful learning experiences that foster Pancasila values holistically and contextually. (Gumilar & Permatasari, 2023).

One way to instill the values of the Pancasila Student Profile dimensions is through intracurricular activities. Based on the results of the first stage of research conducted by the researcher, namely, analyzing the needs of teachers and students. The results of the teacher needs analysis stated that teachers and students require technology-based learning media that can support the learning process. With the hope that the learning process is not monotonous, using textbooks, and also exploring with technology. Overall, in class IV.C, requires facilities and infrastructure that support students in achieving learning objectives.

Regarding this matter, it is in accordance with the opinion of Khofiya et al. (in Octavyanti and Wulandari) who stated that, in delivering learning materials, audio, visual, or audio-visual learning media are needed which can explain abstract concepts, so that students can understand the material. (Octavyanti & Wulandari, 2021, p. 67) However, the class IV.C teacher has limitations in utilizing technology-based media, while students in the learning process require media that can help them understand abstract material. In the Pancasila Education subject, one of which is the constitution and norms, some students have not been able to differentiate the types of norms. And another need lies in the implementation of the dimensions of the Pancasila Student Profile. Intracurricular activities in instilling the values of the dimensions of the Pancasila student profile are still limited and need to be improved. Therefore, the existence of digital leaflet learning media based on the Pancasila Student Profile can meet the needs of intracurricular activities.

After conducting the needs analysis, the second stage is product design. In this stage, researchers can determine learning objectives in accordance with the learning outcomes set by the government. After that, researchers search for references for developing learning materials related to norms, rights, obligations, and deliberation that are appropriate to the needs of fourth-grade students. Next, researchers compile materials according to the planned learning objectives. In compiling these materials, they are also aligned with Pancasila values. This is evidenced by the presence of several assignment elements that can hone students' critical reasoning skills. The next step taken by researchers is to create a flowchart and storyboard to serve as guidelines in developing digital leaflet learning media based on the Pancasila Student Profile.

The third stage is development. The development stage involves creating a product and conducting validation tests. Product creation involves implementing the planned flowchart and storyboard. The digital leaflet learning media consists of informative text, illustrations, instructional videos, online quizzes, and QR code links to answer questions or spark discussions. To create these elements, the researchers used the Canva application, Google Forms, the Heyzine website, YouTube, and links to generate QR codes. The distinctive feature of the digital leaflet is its critical reasoning-based Pancasila Student Profile. This product is

expected to meet learning needs and is one of the efforts to implement the Independent Curriculum through the innovation and creativity of educators.

Analyzing the products that have been made to meet the critical reasoning achievement, researchers can adjust them to the aspects that are used as guidelines. The first aspect of critical reasoning is obtaining and processing information and ideas, the second is analyzing and evaluating reasoning and procedures, and the third is reflecting on thoughts and thinking processes. The first aspect can be found on product pages: 2, 10, 12, 14, 18, 21, and 38. The second aspect can be found on product pages: 3, 8, 16, 17, 23, 25, 26, 34, 35, and 40. And the third aspect can be found on product pages: 8, 20, 30, 37, and 41. To support these aspects in this product, several elements can support students in critical reasoning. The elements used are: preparation for learning, let's help, let's listen, let's discuss, let's think critically, let's play, let's find, let's practice, let's sing, and literacy activities.

This is in accordance with the opinion of Mulyani et al., who stated that, in the critical reasoning dimension, students are expected to be able to use their reasoning skills to process and evaluate information in depth, so they can make the right decisions in facing various problems. Students can filter information, connect various data, analyze, and draw logical conclusions from the information obtained. This attitude of openness in the reasoning process provides long-term benefits, because it forms the character of students who are open to new views, willing to revise their opinions, and respect the views of others. Education (Mulyani et al., 2023, p. 1643). With these elements, it is hoped that the products created can train students in understanding, analyzing, evaluating, and solving problems logically and systematically, so that students are able to think rationally in their attitudes.

After the initial product has been completed, the researcher will then conduct a validation test to assess whether the product is feasible or not. The validator team in assessing the product's feasibility consists of three lecturers who are learning media experts, learning material experts, and language experts. The results of the validity test will be presented in the next sub-discussion. After conducting the validity test, the fourth stage is implementation. In the implementation stage, the researcher will conduct a one-to-one trial of the validated product with the class teacher and in small groups with 10 students in grade IV.C of SD Negeri 164 Palembang. The results of the practicality test will be presented in the next sub-discussion. After conducting the practicality test of the product that has been developed, the researcher will then evaluate the developed product.

The evaluation phase is the step to ensure the developed product meets expectations and needs. At this stage, the researchers focused on analyzing responses from validators, teachers, and students. The responses analyzed included challenges encountered and suggestions for improving the quality of the leaflet learning media. Overall, the evaluation results indicated that the developed learning media attracted student interest, met the criteria of the Independent Curriculum, and included interactive components to support student learning.

2. Validity Test Results for the Development of Digital Leaflet Learning Media Based on the Pancasila Student Profile (P3)

The validation test was carried out by introducing the product to the validator, then the researcher gave an assessment questionnaire to test the validity of the learning media, and the validator team will also provide suggestions and comments that support the development of the learning media. The results of the validity test obtained in this study were the validation test of learning media experts obtained a score with a percentage of 84.7% in the very valid category, the validation test of learning material experts obtained a score with a percentage of 91.67% in the very valid category, and the validation test of language experts obtained a score with a percentage of 75% in the valid category. From the results of the validation test, the recapitulation of the validation test obtained an average of 83.79% with a very valid category. So it can be concluded that the learning media that have been developed are feasible and ready to be tested in the learning process.

When compared with the results of the validity test conducted by Abdia et al. on the development of problem-posing-based leaflet learning media, the results showed 92.77% for material experts and 81.77% for media experts, so that the results of the product validity test obtained an average of 81.77% with a valid category. (Abdia et al., 2020, p. 67) In addition, the results of the validity test conducted by Prawitasari and Christiana on the development of leaflet media showed 88.75% for material experts and 87.5% for learning media experts. (Prawitasari & Christina, 2019, p. 81) And the results of the validity test conducted by Suryana et al. on the development of digital leaflet-based learning media showed 86% for material experts and 95.7% for media experts. (Suryana et al., 2025, p. 497) From the results of this study, it can be concluded that the leaflet learning media that have been developed can be declared valid and can be used in the learning process.

3. Results of the Practicality Test of Developing Digital Leaflet Learning Media Based on the Pancasila Student Profile (P3)

The practicality trial was conducted by introducing the product to teachers and students, then the researcher gave an assessment questionnaire to test the practicality of the learning media, and teachers and students also provided suggestions and comments that support the development of quality learning media. The results of the practicality test obtained in this study were based on teacher responses obtained a score with a percentage of 90.7% in the very practical category, and based on student responses obtained a score with a percentage of 94.1% in the very practical category. From the results of the practicality test, the recapitulation of the practicality test obtained an average of 92.4% with a very practical category. So it can be concluded that the learning media that have been developed are feasible and practical when used in the next learning process. The results of the practicality test also stated that the digital leaflet learning media can meet the needs of teachers and students.

When compared with the results of the practicality test conducted by Hermalasari et al. on the development of e-leaflet media based on Gorontalo local culture, the results showed 88.85% with a very good category. (Hermalasari et al., 2023, p. 332) In addition, the results of the practicality test conducted by Yiwang et al. on the development of leaflet media based on flipbook maker showed 94.11% based on teacher responses and 92% based on student responses, with a very good category. (Yiwang et al., 2021, p. 567) And the results of practicality tests conducted by Haliza et al. The results showed 94% based on teacher responses and 95% based on participant responses in the very practical category. (Nur Haliza et al., 2023, p. 99) From the results of this study, it can be concluded that the leaflet learning media that has been developed can be stated as practical, because it is easy to use, can meet learning needs, and supports students in achieving learning objectives.

4. Conclusion

Based on the research that has been conducted, there are several key findings that indicate the success in developing digital leaflet learning media based on the Pancasila Student Profile. The developed media has met the validity criteria with an average score of 83.79% which is categorized as very valid, and received a practicality score of 92.4% with a very practical category based on teacher and student responses. The results of the study prove that this learning media is effective in increasing student interest in learning, facilitating the understanding of abstract concepts in the Pancasila Education subject, and successfully supporting character formation according to the dimensions of the Pancasila Student Profile, especially in developing critical reasoning skills. This media has also proven to be able to meet the needs of 21st-century learning by integrating interactive digital elements through the Canva platform, Google Form, Heyzine, and QR codes that facilitate more dynamic and meaningful learning.

However, this study has several limitations that need to be acknowledged. The limited scope of testing was only in one school, namely SDN 164 Palembang, with a small sample consisting of 1 teacher and 10 students, resulting in the results of the study not being fully representative enough to be generalized to a wider population. For further research, it is recommended that the development of this digital leaflet learning media be expanded to various schools and different levels of education by involving more students and teachers in the trial process. In addition, further innovation is needed in the development of interactive features and the integration of more varied multimedia technology so that this media can optimally meet the challenges of 21st-century learning. The practical implications of this study indicate that the digital leaflet media based on the Pancasila Student Profile can be used as an alternative solution to overcome the limitations of technology-based learning resources in elementary schools, while also supporting the implementation of the Independent Curriculum in developing student character in accordance with Pancasila values.

References

- Abdia, L., Firdaus, M., & Susiaty, U. D. (2020). Pengembangan Media Pembelajaran Leaflet Berbasis Problem Posing Terhadap Kemampuan Pemahaman Matematis pada Materi Aritmatika Sosial. *Jurnal Prodi Pendidikan Matematika (JPMM)*, 2(1).
- Agustina, T. (2024). *Wawancara dengan Ibu Titin Agustina*.
- Gumilar, E. B., & Permatasari, K. G. (2023). Penerapan Profil Pelajar Pancasila dalam Pembelajaran Kurikulum Merdeka pada MI/SD. *Al-Azkiya: Jurnal Ilmiah Pendidikan MI/SD*, 8(2).
- Habibu, P. S., Wondal, R., & Alhadad, B. (2020). Kajian Strategi Implementasi Pendidikan Karakter Anak Usia Dini. *Cahaya Paud: Jurnal Pendidikan Guru Anak Usia Dini*, 3(1), 117–127.
- Hanafi. (2017). Konsep Penelitian R&D Dalam Bidang Pendidikan. *Jurnal Kajian Keislaman*, 4(2).
- Hasibuan, A. T., & Prastowo, A. (2019). Konsep Pendidikan Abad 21: Kepemimpinan Dan Pengembangan Sumber Daya Manusia Sd/Mi. *MAGISTRA: Media Pengembangan Ilmu Pendidikan Dasar Dan Keislaman*, 10(1), 26–50. <https://doi.org/10.31942/mgs.v10i1.2714>
- Hermalasari, D., Yusuf, M., & Ntobuo, N. E. (2023). Pengembangan Media E-Leaflet Berbasis Budaya Lokal Gorontalo Pada Materi Zat Aditif. *ORBITA: Jurnal Pendidikan Dan Ilmu Fisika*, 9(2).
- Irawati, D., Iqbal, A. M., Hasanah, A., & Arifin, B. S. (2022). Profil Pelajar Pancasila Sebagai Upaya Mewujudkan Karakter Bangsa. *Edumaspul: Jurnal Pendidikan*, 6(1), 1224–1238. <https://doi.org/https://doi.org/10.33487/edumaspul.v6i1.3622>
- Kurniati, P., Kelmaskouw, A. L., Deing, A., Bonin, B., & Haryanto, B. A. (2022). Model Proses Inovasi Kurikulum Merdeka Implikasinya Bagi Siswa Dan Guru Abad 21. *Journal of Citizenship Virtues*, 2(2), 408–423. <https://doi.org/https://doi.org/10.37640/jcv.v2i2.1516>
- Lubis, M. (2020). *Pembelajaran Pendidikan Pancasila dan Kewarganegaraan (PPKn) di SD/MI Peluang dan Tantangan di Era Industri 4.0* (1st ed.). Kencana.
- Martin, R., & Simanjorang, M. M. (2022). Pentingnya Peranan Kurikulum yang Sesuai dalam Pendidikan di Indonesia | Martin | Prosiding Pendidikan Dasar. *Prosiding Pendidikan Dasar*, 1(1), 125–134.
- Mulyani, S., Nurmeta, I. K., & Maula, L. H. (2023). Analisis Implementasi Profil Pelajar Pancasila di Sekolah Dasar. *Journal Educatio*, 9(4).
- Nur Haliza, S., Sri Mujiwati, E., & Aziz Hunaifi, A. (2023). Penggunaan Bahan Ajar Leaflet Berbasis Qr Code dan Google Sites pada Materi Organ Pernapasan Manusia dan Hewan. *PTK: Jurnal Tindakan Kelas*, 3(2). <https://doi.org/10.53624/ptk.v3i2.129>
- Octavyanti, N. P. L., & Wulandari, I. G. A. A. (2021). Video Pembelajaran Berbasis Pendekatan Kontekstual pada Mata Pelajaran Matematika Kelas IV SD. *Jurnal Edutech Undiksha*, 8(1).
- Prawitasari, I., & Christina, E. (2019). Pengembangan Media Leaflet Untuk Meningkatkan Pemahaman Bahaya Merokok Pada Siswa Kelas V SD Driyorejo Gresik. *Jurnal BK UNESA*, 9(3).
-

- Santika, I. G. N., Suarni, N. K., & Lasmawan, I. W. (2022). Analisis Perubahan Kurikulum Ditinjau dari Kurikulum Sebagai Suatu Ide. *Jurnal Education and Development*, 10(3), 694–700. <https://doi.org/https://doi.org/10.37081/ed.v10i3.3690>
- Slamet, F. A. (2022). *Model Penelitian Pengembangan*. Institut Agama Islam Sunan Kalijogo Malang.
- Sugiyono. (2020). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Alfabeta.
- Suryana, L., Ahmal, A., & Fikri, A. (2025). Pengembangan Media Pembelajaran Berbasis Leaflet Digital Pada Materi Proklamasi Kemerdekaan Indonesia dalam Pembelajaran Sejarah Indonesia Kelas XI SMK Abdurrah Pekanbaru. *Jurnal Ilmiah Ilmu Pendidikan*, 8(1).
- Yiwang, D. M., Triwahyudianto, & Sulystiowati, P. (2021). Pengembangan Media Leaflet Berbasis Flipbook Maker pada Materi SUMBER Daya Alam Kelas IV SD. *Seminar Nasional PGSD UNIKAMA*, 5.

How to cite this article:

Rahmasari, F., Aquami., & Shawmi, A. N. (2025). Development of Digital Leaflet Learning Media Based on Pancasila Student Profiles (P3) in the Pancasila Education Subject for Class IV at SDN 164 Palembang. *Journal of Educational Sciences*, 9(6), 5504-5521.
