



Lift The Flap Book INDORIA Assisted by Edugames to Improve Fourth-Grade Learning Outcomes

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Abstract: In learning Pancasila Education at the elementary school, there are still obstacles, especially regarding the material on Indonesia's social and cultural diversity. The lack of learning media updates and low motivation are obstacles to students' exploration of cultural diversity in Indonesia, resulting in low achievement of student learning outcomes. The purpose of this study was to develop, test the effectiveness, and assess the feasibility of Lift The Flap Book INDORIA media, assisted by Edugames, to improve student learning outcomes in Pancasila Education, especially in cultural diversity material for fourth-grade students. This research uses the Research and Development (R&D) method with the ADDIE approach. The research subjects included material and media experts, a fourth-grade teacher, a large-group test of 22 fourth-grade students from MI Gisikrono Semarang, and a purposive sample of 7 students. Data collection techniques include performance tests, observation, interviews, questionnaires, and documentation. Data analysis was conducted descriptively and qualitatively, and used quantitative and inferential statistics. The development of INDORIA's Lift The Flap Book is designed to provide knowledge while stimulating children's motor responses through visual and interactive activities. Based on the feasibility analysis, this media is considered "very feasible". The effectiveness of this media has been proven by the 30% increase in pre-test and post-test scores. Thus, the Lift The Flap Book INDORIA media is innovative and has been proven effective in improving student learning outcomes in Pancasila Education in fourth grade.

Keywords: INDORIA media, learning outcomes, fourth-grade, elementary school

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Introduction

The rapid pace of change requires a higher quality of human resources. One of the main keys to a country's progress is the strength of its education system, because education plays an important role in improving human quality. Education is a process that is carried out consciously and planned to create a learning environment that allows students to be active in developing their potential (Hofman-Bergholm, 2018). Education has goals that include individual development, intelligence, noble character, and skills that are beneficial to oneself, society, and the state (Naima et al., 2024). More than just conveying knowledge, education plays an important role in shaping a society with character and civilization, as well as serving as a strategic means of instilling noble values in the next generation.

In Indonesia, Pancasila Education serves to strengthen character, reflecting values such as nationalism, diversity, and tolerance. In the learning process grounded in Pancasila values, students are directed to understand the nation's identity and to recognize the importance of maintaining national unity (Apriliani et al., 2025). A contextual approach to delivering material has been shown to strengthen identity and introduce students to the cultural wealth of the homeland (Sutrisno & Rofi'ah, 2023). Pancasila education aims to shape students' character so they show tolerance amid cultural differences. The material in this lesson emphasizes important values such as tolerance, mutual respect between ethnic groups, religions, and Indonesian cultures (Melindawati et al., 2024). In teaching Pancasila Education,

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especially on social and cultural diversity, appropriate strategies and approaches are needed given the characteristics of elementary school students (Istianah et al., 2023).

The application of local content in Pancasila Education can also foster a sense of love for the country and expand students' multicultural insights (Kurniawati & Najicha, 2023). Education plays a very important role in shaping the next generation of the nation, which will help improve society's welfare in the face of growing global challenges (Putri et al., 2024). Pancasila education serves as the main foundation for instilling the values of tolerance and respect for Indonesia's cultural diversity, especially through the development of relevant, context-specific media (Santika & Dafit, 2023). With a flexible approach, education can strengthen national identity while introducing students to the rich culture of the archipelago (Bhughe, 2022).

The use of innovative learning media is the right step to keep pace with developments in the world of education and to implement an independent curriculum aligned with the demands of the 21st century (Lailan, 2024). Learning media is defined as an innovation that encompasses the sources, tools, or devices educators use to convey material to students (Nurfadhillah et al., 2021). However, in practice, many teachers still do not use learning media to support the teaching and learning process, and many rely on textbooks and traditional methods such as lectures (Taliak et al., 2024). In the modern era, learning media can include images, video, audio, text, and other devices that support teaching and learning.

Educators have a variety of learning media that can be used in the classroom, including print media such as books and digital media (Suharja et al., 2024). One type of innovative print media is the Lift the Flap Book, a concrete learning book designed to support students' learning at the elementary school level through interactive activities. This book not only contains text but also presents interesting images and material adapted to the cognitive development stage (Ubaidillah et al., 2024). One of the key advantages of the Lift the Flap Book is its ability to make the learning process more fun and interactive (Suryawan et al., 2021). The use of this media can increase students' interest, encourage active participation, and create a more dynamic learning atmosphere and critical thinking (Arsih, 2024).

According to research by Putri et al. (2024), Lift the Flap media not only increases students' knowledge but also stimulates their learning spirit through visual elements and surprises. Another study by Novitasari & Hermansyah (2022) showed that the use of this media in science learning for grade V elementary school students resulted in significant improvements in learning outcomes. In addition, learners showed a strong interest in this medium. In teaching and learning activities, the use of interesting and varied media, such as lift-the-flap media, can overcome obstacles to the addition ability of 1-5-year-old children aged 5-6 years (Armia et al., 2023). In line with these findings, Sriwijayanti et al. (2022) reported that the Lift the Flap children's encyclopedia, developed with an animal conservation theme, can increase learning engagement and reduce learning barriers among elementary school students. In a similar context, Widodo (2024) reported that the use of the Lift the Flap Book led to a significant increase in students' learning ability and motivation through fun learning.

Currently, many teachers still rely on the lecture method and textbooks as the main media, and the use of technology is not evenly distributed across schools in Indonesia. As a result, learning becomes less interesting and passive, especially for elementary school students (Salsabila et al., 2025). Similar problems were also found in MI Gisikdrono Semarang City. Based on interviews and observations of fourth-grade teachers at MI Gisikdrono Semarang City, it is evident that the use of learning media in Pancasila Education subjects remains very limited. During the learning process, teachers tend to rely solely on student worksheets and textbooks as their main sources. As a result, students are less interested, especially when participating in Pancasila Education learning. The method used makes students feel bored quickly, so their interest in learning declines. Students' active participation in the learning process remains minimal. They have not been given enough opportunities to explore and learn in depth about Indonesia's cultural diversity. There are misconceptions in Indonesian cultural education. Students only understand cultural diversity symbolically or superficially, such as traditional clothing and cuisine. In reality, culture encompasses ways of thinking, values, language, belief systems, and deeper ways of life. For example, the way Javanese people in Semarang interact and speak differently from Batak people in Medan is also part of the culture (Suharja et al., 2024). The Merdeka Curriculum emphasizes the importance of shaping the profile of "Pancasila Students" who are able to appreciate diversity (Rohmah et al., 2023). Therefore, cultural literacy needs to be introduced early so that students not only recognize but also practice respect for local traditions (Maulana et al., 2024).

Based on previous studies and the problems at MI Gisikdrono Semarang City, researchers intend to conduct a follow-up study to develop learning media for cultural diversity materials in grade IV Pancasila Education, supported by edugames. This study aims to develop, test the feasibility, and evaluate the effectiveness of INDORIA media to improve the learning outcomes of grade IV students in Pancasila Education. The use of concrete learning media, such as INDORIA, has been proven to help students better understand the values of diversity. The Lift The Flap Book INDORIA is specifically designed to support the learning of cultural diversity through attractive images and informative, persuasive captions. Furthermore, this media is equipped with learning videos, interactive quizzes, and integrated evaluation features. With this medium, it is expected that teachers can more easily connect subject matter with students' learning experiences.

Methods

The research approach was Research and Development (R&D) using the ADDIE model, which comprises five main stages: analysis, design, development, implementation, and evaluation (Branch, 2009). The selection of the ADDIE model provided a systematic approach to designing, developing, and evaluating learning, including learning media. Sezzer in Sriwijayanti et al. (2022) explained that the ADDIE development model emphasizes analysis, with each component interacting with and coordinating across existing phases. The purpose of this study was to develop, test the feasibility of, and evaluate the effectiveness of the Lift the Flap Book INDORIA (Indonesia Seribu Budaya), developed in collaboration with edugames, to improve fourth-grade students' learning outcomes in Pancasila Education, particularly regarding cultural diversity materials.

This research was conducted at MI Gisikdrono in Semarang City. The study included two expert validators (material and media experts), a fourth-grade teacher, and two groups of students: a small group of 7 students and a larger group of 22 fourth-grade students from MI Gisikdrono. Data were collected through various methods, including pre-test and post-test assessments and non-test techniques such as interviews, questionnaires, and documentation. Data analysis was carried out using SPSS 30 software. It included a normality test to examine data distribution, a t-test to compare learning outcomes before and after using the media, and an N-Gain test to determine the level of improvement in students' learning outcomes after implementing the INDORIA lift-the-flap book media. Tables 1 and 2 present the grids for the material and media validation instruments.

Table 1. Material Validation Questionnaire Grid

No.	Aspect	Indicator
1	Suitability with learning objectives	<ol style="list-style-type: none"> 1. Suitability of material with learning outcomes (CP). 2. The suitability of the material with the learning objectives (TP). 3. Completeness of material.
2	Appropriateness to the learner's level of thinking	<ol style="list-style-type: none"> 1. Suitability of the material with the characteristics of the learners. 2. Suitability of the material to the level of development of learners. 3. The suitability of the material to the level of difficulty of the learners.
3	Suitability of media with the characteristics of learners	<ol style="list-style-type: none"> 1. Suitability of learning media with cognitive domain. 2. Suitability of examples in everyday life. 3. The material can increase students' interest in learning.
4	Image suitability with media material	<ol style="list-style-type: none"> 1. Image suitability with the learning material presented 2. The images used clarify the material. 3. The images presented can increase learning motivation.

Table 2. Media Validation Questionnaire Grid

No.	Aspect	Indicator
1	Media quality and objectives	There are learning outcomes in the media. There are learning objectives. Suitability of material with learning objectives. Suitability of media images with the material.

2	Media display quality	Clear images and text. Layout and layout on the media are clear. The suitability of the design on the media.
3	Media suitability	The suitability of the combination of components in the media. Suitability of font selection. Appropriateness of font size. Ease of media use. Instructions for using the media are clear.

Results and Discussion

Results

The analysis was conducted to determine which products the researchers would develop. This analysis included analyses of curriculum and learning materials, as well as the need to address the problems identified in schools. The aim was to find solutions to the problems identified. This research aims to develop Lift The Flap Book INDORIA media using the ADDIE model. During the analysis stage, interviews with fourth-grade teachers revealed that the available learning resources and media were still very limited. In the learning process, teachers rely solely on student books and Worksheets (LKPD) as sources of material. Unfortunately, the book contains more text than pictures, so its less varied layout makes it difficult for students to understand the material. As a result, students tend to feel bored and less focused during learning activities. The limited learning resources also limit students' knowledge and understanding of the existing material. In addition, students' active participation in the learning process is still very low. This problem affects low student learning outcomes. Therefore, the media Lift The Flap Book INDORIA, assisted by edugames, was developed to improve learning outcomes in Pancasila Education, especially in the material on cultural diversity for grade IV students.

The second stage, namely design, the Lift the Flap Book INDORIA (Indonesia Seribu Budaya) supported by edugames, is specifically designed for Pancasila Education subjects, especially on cultural diversity material for grade IV students. For elementary school students, learning media plays a very important role as they enter the concrete operational stage. At this stage, they are already capable of logical reasoning, but they still need help from real or tangible objects in their reasoning. Therefore, students need learning media that can help improve children's cognitive abilities and facilitate students' understanding of learning materials (Yanti et al., 2024). The preparation of this media is adjusted to the learning outcomes (CP) and learning objectives (TP). After design, the third stage is **development**. At this stage, the edugames-assisted Lift the Flap Book INDORIA media is developed by including several important elements, such as a cover that displays information about the title of the media, the main section containing instructions for use, learning outcomes, learning objectives, materials equipped with interesting images, and QR codes to access learning videos and quizzes, and profiles of media developers and supervisors. This media development is based on the design that was made in the previous design stage, with the final product presented in Table 3.

Table 3. Storyboard of Lift The Flap Book INDORIA

Visualization	Description
	The book cover depicts several cultures in Indonesia against a background of clear skies, with elements that convey the unity in diversity. The depiction of these characters will attract students and differentiate INDORIA media from existing media.

Figure 1. Lift The Flap Book INDORIA Media Cover Design



Figure 2. Design (*Rumah Adat*) Media Lift The Flap Book INDORIA

The design of traditional houses in this book uses a flip-open system on the front cover to display traditional Indonesian houses.

Inside, when the flap is lifted, it reveals important information about traditional houses in Indonesia.



Figure 3. Design (*Tari Tradisional*) Media Lift The Flap Book INDORIA

Source: <https://bit.ly/3S2J0tw>

In the traditional dance design, the front of the media displays a flap or window cover containing seven traditional dances from Indonesia.

The inside displays information such as the name and origin of the traditional dance, along with a brief description.

Below the page is a barcode design tab featuring traditional Indonesian dances presented as YouTube videos.

After media development, the next step is to test its validity by involving experts. The validity assessment is carried out by material and media experts to determine the feasibility of the media, ensuring maximum benefits for the learning process. In this stage, an assessment is made of the suitability of the media to the learning objectives, identifying potential shortcomings that need to be corrected and analyzing the advantages that can increase its effectiveness in learning activities. The purpose of this evaluation is to ensure that the media developed is not only feasible to be applied but also plays a positive role in improving the quality of the learning process. The validation results from the material experts showed that the material's feasibility received a score of 67 (95.7%), which was categorized as "very feasible" for learning about Indonesia's socio-cultural diversity. On the other hand, media feasibility received a score of 56 (93.3%) and was rated "very feasible" for learning. The results of the Lift the Flap INDORIA media test on socio-cultural diversity materials are shown in Table 4.

Table 4. Media and Materials Validation Results

No	Validation	Score Obtained	Maximum Score	Percentage	Category
1	Material Validation	67	70	95.7%	Very valid
2	Media validation	56	60	93.3%	Very valid

In the fourth stage, implementation, the INDORIA lift-the-flap book media assisted by edugames was applied in Pancasila Education learning in the fourth grade at MI Gisikdrono Semarang, with 20 students as research subjects, focusing on the element of Bhineka Tunggal Ika. The researcher prepared the facilities and infrastructure and organized the classroom before the research was implemented to ensure optimal learning. Students were divided into four groups to enhance interaction, then took a pre-test to measure their initial understanding of Indonesia's social and cultural diversity. The INDORIA lift-the-flap media is used as the main aid for interactive learning, featuring images, videos, quizzes, and explanations, followed by a post-test to evaluate improvement in understanding (Widodo, 2024). Next,

a questionnaire was distributed to teachers and students to assess the practicality of the developed media. The assessment was conducted by the fourth-grade homeroom teacher and 22 students on February 4, 2025, with the teacher's survey results reaching 95% and the students' 93.7%, both in the "very feasible" category. Thus, the lift-the-flap INDORIA media is deemed suitable for use in the fourth-grade Pancasila Education class on cultural diversity. The results of the questionnaire, including teacher and student responses, are shown in Table 5.

Table 5. Teacher and Student Response Questionnaire

No	Response	Score Obtained	Maximum Score	Score Percentage	Category
1	Teacher Response	76	80	95 %	Very Feasible
2	Student Response	300	320	93 %	Very Feasible

At the evaluation stage, the developed product is re-analyzed in terms of its feasibility, validity, and the advantages and disadvantages of using this medium to support learning, especially material on cultural diversity in Indonesia. Based on the pre-test and post-test results, students' pre-test scores range from 44 to 72, with an average of 58.00. After learning using the Lift the Flap Book INDORIA media, the post-test score increased to 72 to 100, with an average of 88.00. This 30% increase in scores shows that the use of media significantly improves student learning outcomes, especially in the material on socio-cultural diversity in grade IV Pancasila Education lessons.

This research focuses on improving learning outcomes in cultural diversity through Pancasila Education at the elementary school level. To determine the effectiveness of Lift The Flap INDORIA media, researchers compared pre-test and post-test scores collected. After that, the data were analyzed using statistical tests, starting with a normality test to determine whether the data were normally distributed. The normality test was conducted using SPSS version 30. The results showed that the pre-test significance value was 0.270 (greater than 0.05), and the post-test significance value was 0.267 (also greater than 0.05). Since both values exceeded the 0.05 threshold, the data were considered normally distributed. The normality test results are presented in Table 6.

Table 6. Normality Test Results

Tests of Normality	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	.192	22	.034	.947	22	.270
Post-test	.176	22	.075	.946	22	.267

a. Lilliefors Significance Correction

The paired sample t-test is a statistical method used to compare the means of two groups of related data. This test is generally applied to data collected from the same measurement but taken at two different times, such as before (pre-test) and after (post-test) a treatment or intervention. Before conducting the t-test, ensure the data are normally distributed. If the data shows a normal distribution, then the analysis can proceed using a parametric statistical approach.

In conclusion, the calculated t value from the analysis was compared with the t table value, determined by the degrees of freedom and the predetermined level of significance. If the calculated t value was smaller than the t table value, the null hypothesis (H0) was accepted, indicating that there was no significant difference between the two means. Conversely, if the calculated t value exceeded the t table value, H0 was rejected, which indicated a significant difference between the pre-test and post-test results. The t-test results are presented in Table 7.

Table 7. T Test Result

		Paired Samples Test					t	df	Sig.(2-tailed)
		Paired Differences							
		Mean	Std. Deviatin	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test-Post-test	27.45455	6.08454	1.29723	30.15228	24.75681	21.164	21	<.000

Based on the table results, the two-way significance value (Sig) of 0.000 indicates a significant difference, as it is less than 0.05. This value falls within the commonly accepted significance limit. Conversely, if the Sig value exceeds 0.05, it can be concluded that there is no significant difference. Therefore, it can be concluded that student learning outcomes improve when the Lift the Flap Book INDORIA media is used. The t-test results revealed a significant difference in the learning outcomes of grade IV students at MI Gisikdrono Semarang City before and after the use of media in Pancasila Education. The students' average score increased from 58.00 in the pre-test to 88.00 in the post-test, showing a 30% increase.

After the t-test was conducted, the next step was to conduct the n-gain test to measure the extent to which students' learning outcomes improved, based on the difference between pre-test and post-test scores. The gain index assesses the extent to which Lift the Flap Book INDORIA media improve students' understanding of the material. In the n-gain assessment, there are three improvement levels: n-gain scores below 0.3 are low, values between 0.3 and 0.7 are medium, and values equal to or above 0.7 are high. Figure 4 presents the formula used to calculate the N-gain score based on students' pre-test and post-test results.

$$N\ Gain = \frac{Skor\ PostTest - Skor\ Pretest}{Skor\ Maksimum\ (100) - Skor\ Pretest}$$

Figure 4. Formula for Calculating N-Gain Score

As presented in Table 8, N-gain scores are categorized into low, medium, and high levels based on established criteria.

Table 8. N-Gain Score Distribution Categories

N Gain Score	Category
$g > 0.7$	High
$0.3 \leq g \leq 0.7$	Medium
$g < 0.3$	Low

Table 9. N-Gain Test Result

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Ngain	22	.44	1.00	.6907	.14096
Valid N (listwise)	22				

Based on the results (Table 9), the N-gain test yields a value of 0.6907, which falls within the range $0.3 \leq g \leq 0.7$, indicating that the students experienced an improvement in their learning outcomes, which falls into the "medium" category. The average improvement suggests that the use of the INDORIA lift-the-flap book media positively contributes and is quite effective in enhancing students' learning outcomes.

Discussion

Lift the Flap Book media were created and developed to meet students' needs. The main objective of developing this media is to create, test its feasibility, and determine the effectiveness of the INDORIA lift-the-flap media equipped with edugames in improving the learning outcomes of the Pancasila Education subject for fourth-grade students. In addition, this media aims to offer a more innovative learning option and to help students understand the material more enjoyably. The use of appropriate and engaging learning media is very important to enhance students' motivation and interest. If students are motivated, then their understanding of the lessons will also improve. In line with previous research, engaging learning media tailored to students' characteristics can increase students' enthusiasm for learning (Husna & Supriyadi, 2023). With that, students can more easily understand the material because the media provides a more realistic, enjoyable, and meaningful learning experience (Zakkia & Nuryanto, 2025).

According to Suryawan et al. (2021), learning media designed with attractive visuals, bright colors, and creative ideas help capture students' attention, enhance learning concentration, facilitate material retention, and encourage a learning spirit. This media is suitable for elementary school children who are interested in new, interactive, and colorful things. When creating concrete, effective learning media for elementary school students, it is important to consider supporting elements, such as color selection and attention-grabbing images (Laumann et al., 2025). Lift-the-flap media has the advantage of presenting material visually and allowing students to interact directly with the media (Yaniar & Rukmi, 2022). If the learning process feels enjoyable and easy to understand through media, this certainly makes students more motivated to learn. Media can also help students understand abstract concepts, making the material presented easier for learners to comprehend.

The difference between this media and existing media is that Lift the Flap INDORIA, equipped with edugames, is specifically designed to convey material on Indonesia's social and cultural diversity, in line with the learning objectives of Pancasila Education for the element of Bhinneka Tunggal Ika. This media takes the form of an interactive textbook that can be opened and folded using the flap-the-book concept, making the learning experience more engaging and enjoyable. The images and explanations use bright colors and clear designs, making them easy for students to understand. In the section on "Indonesian Regional Dances," there is a QR code that can be scanned to access example videos of traditional dances on YouTube. Additionally, at the end of the material, there are also edugames in the form of interactive quizzes that students can use to test their understanding. This book is titled "Indonesia Seribu Budaya" and is printed in A4 size (21 cm x 29.7 cm), with a thick paper cover and colored pages using glossy paper. All illustrations were created in Canva, making them visually appealing and easy to use in teaching activities. The analysis results show that INDORIA lift-the-flap book media supported by edugames is highly effective in improving fourth-grade students' learning outcomes in Pancasila Education. These findings align with previous research indicating that lift-the-flap media can engage students in learning (Ningrum et al., 2021).

Based on evaluations by material and media experts, the INDORIA lift-the-flap media is deemed suitable for use in Pancasila Education learning. Based on the evaluation results, this media received an average score of 95.7% from subject matter experts and 93.3% from media experts. Both scores fall into the "very feasible" category for testing in the learning process. Not only that, but this media also received very positive responses from teachers and students. The survey results show that teachers scored an average of 95%, while students scored 93%, both of which fall into the "very feasible" category. This proves that the lift-the-flap book media, supported by edugames, is a practical and effective learning aid. These findings are consistent with previous studies on the development of lift-the-flap book media in Pancasila Education, which reported high feasibility levels based on evaluations by media experts, material experts, and student responses, all categorized as very feasible. It can be concluded that lift-the-flap media is very suitable for teaching and learning activities (Widodo, 2024).

The next step is to conduct a normality test using the Shapiro-Wilk formula to determine whether the data is normally distributed. Data is said to be normally distributed if the p-value is greater than 0.05. The test results show that the pre-test data has a significance value of 0.270 and the post-test data has a significance value of 0.267. Because both values are greater than 0.05, it can be concluded that the students' learning outcomes data before and after using the media are normally distributed. After it was determined that the data were normally distributed, a paired t-test was conducted to assess whether there

was a significant difference in average scores between the pre-test and post-test. The results of the analysis using SPSS 30 show a significance value of 0.000. There is a significant difference between the scores before and after the learning process, with an average improvement in learning outcomes of 30%.

The results of the n-gain test indicate an improvement in learning outcomes that falls into the "moderate" category. This indicates that the use of the Lift the Flap Book INDORIA media is highly effective in improving students' learning outcomes. The average score of students before using this media was 58.00, and after its use, it increased to 88.00. Based on the data, it is concluded that the Lift the Flap Book INDORIA media equipped with edugames can improve fourth-grade students' learning outcomes in Pancasila Education. Educators and students benefit from using media in the learning process. (Jeannaftali & Hasibuan, 2023). This research proves that the Lift the Flap Book INDORIA media, supported by edugames, can overcome various learning obstacles by providing a more enjoyable, engaging, and user-friendly learning experience for students. This media also helps convey the material more clearly and in greater depth, thereby reducing gaps in understanding among students and increasing active engagement during the learning process. When learning is enjoyable, it naturally increases students' motivation to learn. In addition, this media helps students understand abstract concepts, making the teacher's material easier to comprehend.

Thus, the results of this study can serve as a reference for the use of lift-the-flap media as a learning aid in elementary schools. However, this research still has some limitations. The study focuses particularly on the use of lift-the-flap books as media for the Pancasila Education subject, specifically on the material on social and cultural diversity for fourth-grade students. Therefore, the results of this study cannot yet be generalized or applied to other subjects that may require similar interactive book-based learning media. Additionally, this research has not evaluated the media's effectiveness over a long period or its impact on sustained improvement in students' knowledge. It would be better if future research expanded this media's scope of materials and conducted further testing of its effectiveness over a longer period. Based on the research results, the development of the Lift the Flap Book INDORIA media equipped with edugames has a positive impact, making it easier for students to understand the learning material. This research has advantages over similar studies, namely that the developed media can attract students' attention and is practical to apply. Moreover, given the limited number of studies on the use of the Lift the Flap Book media in Pancasila Education, particularly regarding Indonesia's social and cultural diversity, the results of this research can serve as a reference for educators in selecting and implementing appropriate teaching media. The results of this study indicate that the Lift the Flap Book media can be used as an engaging and innovative teaching aid to help teachers deliver material more enjoyably and creatively. In addition, this media can increase students' interest in illustrated printed books as a learning resource.

Conclusion

Research results show that the development of the Lift The Flap Book INDORIA (Indonesia Seribu Budaya) media, assisted by edugames, on the subject of Indonesia's socio-cultural diversity in the context of Pancasila Education, has proven suitable for use in the learning process. This media not only enhances students' learning outcomes but also makes the learning atmosphere more enjoyable and engaging. The INDORIA media is rated very high, with a feasibility percentage of 95.7% based on subject matter expert assessments and 93.3% based on media expert assessments, indicating very high-quality media. The effectiveness of the Lift The Flap Book INDORIA media is evident from the improvement in student learning outcomes at MI Gisikdrono, Semarang City. The average student scores increased by 30%. Thus, it can be concluded that the Lift The Flap Book INDORIA media, aided by edugames, is an innovative and effective alternative learning medium that supports students' learning. This study makes a significant contribution to the development of innovative and enjoyable learning media for students. The results of this study can serve as a reference for developing learning media that are adaptive to the needs and characteristics of students at the elementary school level.

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