

**PENGEMBANGAN *FLIPBOOK*-INTERAKTIF BERBASIS *SATUA* BALI  
UNTUK MENSTIMULASI *SELF-ESTEEM* PADA MATERI HAK-  
KEWAJIBAN PENDIDIKAN PANCASILA KELAS III SEKOLAH DASAR**

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**ABSTRAK**

Penelitian ini dilatarbelakangi oleh rendahnya *self-esteem* siswa dan terbatasnya penggunaan media pembelajaran inovatif dalam pembelajaran Pendidikan Pancasila menyebabkan siswa kurang aktif dan kurang percaya diri dalam proses belajar. Penelitian ini bertujuan untuk (1) mengetahui rancang bangun *flipbook*-interaktif berbasis *satua* Bali untuk menstimulasi *self-esteem* pada materi hak-kewajiban Pendidikan Pancasila kelas III sekolah dasar; (2) mengetahui kelayakan *flipbook*-interaktif berbasis *satua* Bali untuk menstimulasi *self-esteem* pada materi hak-kewajiban Pendidikan Pancasila kelas III sekolah dasar; (3) mengetahui efektivitas *flipbook*-interaktif berbasis *satua* Bali untuk menstimulasi *self-esteem* pada materi hak-kewajiban Pendidikan Pancasila kelas III sekolah dasar. Jenis penelitian yang digunakan adalah penelitian dan pengembangan (*Research and Development*) dengan menggunakan teknik analisis data deskriptif kualitatif dan kuantitatif. Subjek penelitian ini adalah 29 siswa kelas III sekolah dasar. Rancang bangun pada penelitian pengembangan media ini berupa media digital yaitu *flipbook*-interaktif berbasis *satua* Bali yang memuat tujuan pembelajaran, *satua* Bali, materi pembelajaran, video pembelajaran, serta kuis. Penelitian ini dikembangkan dengan model pengembangan ADDIE (*Analyze, Design, Development, Implementation, Evaluation*), berdasarkan hasil validasi rancang bangun diperoleh persentase 92,5%. Hasil uji kelayakan menunjukkan persentase dari ahli isi/materi 96,87%, ahli desain instruksional 93,5%, dan ahli media 94,64%. Uji coba perorangan memperoleh persentase 96,66% dan uji kelompok kecil 95,83%, sehingga media dinyatakan layak digunakan. Uji efektivitas menggunakan uji-t menunjukkan hasil yang signifikan ( $t_{hitung} 39,27 > t_{tabel} 1,701$ ), sehingga media yang dikembangkan dinyatakan efektif dalam menstimulasi *self-esteem* siswa pada materi hak dan kewajiban. Implikasi penelitian ini menunjukkan bahwa integrasi media pembelajaran digital dengan kearifan lokal dapat menjadi alternatif strategi pembelajaran inovatif yang mendukung pembelajaran yang lebih kontekstual, menarik, serta berkontribusi dalam penguatan karakter siswa di sekolah dasar.

**Kata Kunci:** *flipbook*-interaktif, *satua* Bali, Pendidikan Pancasila, media pembelajaran, hak dan kewajiban.

## **ABSTRACT**

*This research is motivated by students' low self-esteem and the limited use of innovative learning media in Pancasila Education classes, which resulted in students being less active and less confident in the learning process. This study aims to (1) determine the design of a Bali satua-based interactive flipbook to stimulate self-esteem in the rights and obligations module of Pancasila Education for third-grade elementary school students; (2) determine the feasibility of a Bali satua-based interactive flipbook to stimulate self-esteem in the rights and obligations module of Pancasila Education for third-grade elementary school students; (3) to determine the effectiveness of a Bali-themed interactive flipbook in stimulating self-esteem regarding the rights and obligations in Pancasila Education for third-grade elementary school students. The research design used was research and development (R&D), employing both qualitative and quantitative descriptive data analysis techniques. The subjects of this study were 29 third-grade elementary school students. The design of this media development research took the form of a digital medium, specifically a Bali satua-based interactive flipbook containing learning objectives, Bali satua, learning materials, instructional videos, and quizzes. This research was developed using the ADDIE model (Analyze, Design, Development, Implementation, Evaluation). Based on the results of the design validation, a validity rate of 92.5% was obtained. The feasibility test results showed a percentage of 96.87% from the content expert, 93.5% from the instructional design expert, and 94.64% from the media expert. The individual trial yielded a percentage of 96.66% and the small-group trial 95.83%, so the media was deemed suitable for use. The effectiveness test using a t-test showed significant results (calculated  $t = 39.27 > \text{table } t = 1.701$ ), so the developed media was deemed effective in stimulating students' self-esteem regarding the subject of rights and responsibilities. The implications of this study indicate that the integration of digital learning media with local wisdom can serve as an alternative innovative learning strategy that supports more contextual and engaging learning, as well as contributes to strengthening students' character in elementary school.*

**Keywords:** *interactive flipbook, Balinese story, Pancasila Education, learning media, rights and obligations.*