
CTL Based Pocket Book to Improve Fourth Grade Elementary School Students' Learning Outcomes in Pancasila Education

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ABSTRACT

This study aims to determine the completeness of student learning outcomes after the implementation of a pocket book based on Contextual Teaching and Learning in the Pancasila Education subject for fourth-grade students of SD Negeri 2 Tegalrejo. This type of research is Research and Development (R&D) and the research method used is the ADDIE development model, which consists of the stages of analysis, design, development, implementation, and evaluation. Using a pre-test and post-test research design, with 10 multiple-choice questions. The research subjects were 22 fourth-grade students and teachers of SD Negeri 2 Tegalrejo. Data collection techniques consisted of documentation, questionnaires, and tests. Data analysis techniques consisted of a pocket book validity test, a test of validity and reliability of instrument test questions, a practicality test, and an effectiveness test. The results of the study indicate that the developed Pancasila Education pocket book has met the valid criteria based on the assessment of language, media, and material experts. In addition, the Pancasila Education pocket book was also declared practical based on teacher and student responses. In addition to being effective in improving student learning outcomes on the material on the values and meaning of Pancasila, this pocket book on Pancasila education based on Contextual Teaching and Learning is suitable for use as teaching material for Pancasila education in elementary schools.

Keywords: *Contextual Teaching and Learning, Elementary school, Learning Outcomes, Pancasila Education Pocket Book*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui keteuntasan hasil belajar siswa setelah diterapkan buku saku berbasis *Contextual Teaching and Learning* pada mata pelajaran pendidikan Pancasila siswa kelas IV SD Negeri 2 Tegalrejo. Jenis penelitian ini adalah penelitian *Research and Development* (R&D) dan metode penelitian yang digunakan yaitu model pengembangan ADDIE, terdiri dari tahap *analysis, design, development, implementation, dan evaluation*. Menggunakan desain penelitian *pre-test* dan *post-test*, soal pilihan ganda berjumlah 10 soal. Subjek penelitian adalah siswa yang berjumlah 22 orang dan guru kelas IV SD Negeri 2 Tegalrejo. Teknik pengumpulan data terdiri dari dokumentasi, angket, dan tes. Teknik analisis data terdiri dari uji kevalidan buku saku, uji validitas dan reliabilitas soal uji instrumen, uji kepraktisan dan uji efektifan. Hasil penelitian menunjukkan bahwa buku saku pendidikan Pancasila yang dikembangkan telah memenuhi kriteria valid berdasarkan penilaian ahli bahasa, media dan materi. Selain itu buku saku pendidikan Pancasila juga dinyatakan praktis berdasarkan respon guru dan siswa. Serta efektif dalam meningkatkan hasil belajar siswa terhadap materi nilai dan makna Pancasila. Dengan demikian, buku saku pendidikan Pancasila berbasis

berbasis *Contextual Teaching and Learning* layak digunakan sebagai bahan ajar pendidikan Pancasila di sekolah dasar.

Kata Kunci: Buku Saku, *Contextual Teaching and Learning*, Hasil Belajar, Pendidikan Pancasila, Sekolah Dasar

INTRODUCTION

Education is vital for shaping individuals' attitudes, behaviors, and mindsets so they can become better and more responsible people. Education involves institutions such as schools, which provide systematic and focused learning. This process helps students acquire new information to expand their knowledge. The rapid pace of change in today's world demands learning and educational activities that are tailored to current needs. To achieve desired outcomes and goals, one must navigate various processes and challenges. Learning is not merely about memorization; it must be experienced firsthand. This allows students to master skills and bring about changes in their behavior.

Pancasila Education at the elementary school level is geared toward learning that is relevant to students so that they can understand topics such as rules and diversity in the context of daily life. However, the problems that arise in society cannot be solved by reason and logic alone. These must be accompanied by spiritual values and empathy. Pancasila Education aims to instill a sense of nationalism, unity, and solidarity in students. Students are expected to care for their surroundings and understand their rights and responsibilities – their duties as children at home, students at school, and members of society. Pancasila education instills in students the meaning of *Bhinneka Tunggal Ika*. Thus, students can learn to appreciate the cultural, background, and religious differences of others.

Based on the results of observations and interviews with the fourth-grade homeroom teacher, as well as classroom observations on September 24, 2025, it was found that the learning outcomes of fourth-grade students at Tegalrejo 2 Public Elementary School in the subject of Pancasila education. This can be evidenced by the results of the fourth-grade odd-semester daily quizzes, where the Learning Objective Achievement Criteria (LOAC) for the Pancasila education subject was set at 70. There are 22 students in the class. Of the 22 students, 8 students (36%) with an average score of 74 met the achievement criteria, while 14 students (64%) with an average score of 52 did not meet the learning objective achievement criteria. The challenge faced by students during the learning process was that the teacher did not provide feedback.

Verbal and written feedback is one way teachers demonstrate genuine care for their students' learning process (Guan et al., 2025). This feedback is crucial for helping students improve their understanding and build social relationships. Its purpose is to enhance their understanding of their potential and limitations, and to foster self-awareness (Afrilia & Fanny, 2026). It impacts how they behave and learn in the future. Future learning must be student-centered and focused on students who have a desire to learn new things to improve their skills, preparing them to be competitive in the future (Zhenghui et al., 2026). However, the reality is that currently, teachers are the ones in control of the learning process.

Teacher-centered learning requires adapting different instructional approaches and assessing students' readiness (Tamsiruddin, 2024). Students need an optimal learning

environment that supports their abilities. To help students understand the material being taught, teachers assign reading tasks to encourage students to read regularly. However, reading materials at school are limited. The limited availability of teaching materials results in the desired learning objectives not being effectively achieved and the learning process becoming less engaging (Prihantini, 2020). Learning feels boring for students if there is no interaction between teachers and students. This is related to the teaching materials or learning models used by teachers. One type of teaching material that can facilitate the learning process is an adequate supply of books (Rosmawati, 2023). This can help students find additional material on topics they have not yet understood.

Pocket books can provide information on a specific topic and foster a deeper understanding of real-world learning. Additionally, they are easy to carry. Because of their small size, they can be taken anywhere (Oktavia & Susilowati, 2026). Pocket books can bring about changes in knowledge, attitudes, and behavior through illustrations and other elements. On the other hand, learning models are no less important for successful learning in the classroom. Using more innovative models can make the learning experience more meaningful (Yuliana et al., 2021).

To address the learning challenges in this fourth-grade elementary school class, effective corrective measures or actions are needed to resolve the existing issues. One approach that can be taken is to develop instructional materials in the form of a pocket books based on the Contextual Teaching and Learning (CTL) model.

In line with previous research conducted by Agustine & Lathiifah (2022), it has been proven that the Contextual Teaching and Learning (CTL) pocket books on relations and functions is valid based on a validity test conducted by three experts: a mathematics expert, a subject matter expert, and a language expert. The pocket books is highly effective and has a positive impact on students' attitudes, knowledge, and skills in solving contextual problems, which are generally rated as good.

This study is necessary because it builds on the strengths of previous research, specifically by analyzing the learning objectives of the Pancasila Education curriculum. Consequently, the specially designed pocketbook can be used not only by fourth-grade students but also by elementary school students in grades 1 through 6. The workbook's design is engaging and was developed based on the teacher's and student's manuals. It contains content that is contextually relevant to the South Sumatra region. This guide contains material and practice questions at various difficulty levels aligned with stages of cognitive development, and was developed using Artificial Intelligence (AI) tailored to student characteristics. The objective of this study is to improve student learning outcomes in Pancasila education at the elementary school level.

METHODS

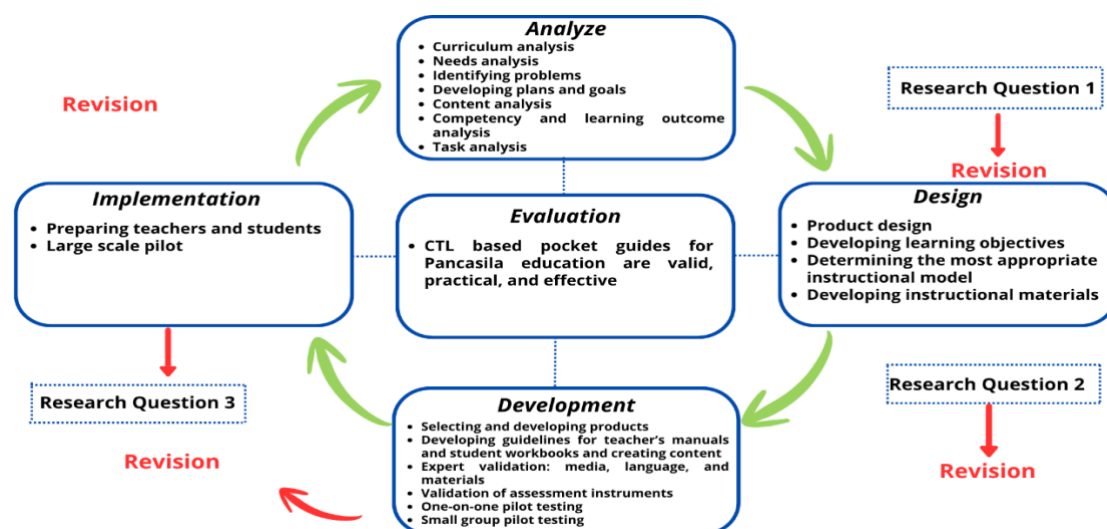


Figure 1. The ADDIE Development Phases
Modification (Branch, 2009)

This study employs a Research and Development (R&D) approach to develop a pocket guide based on the Contextual Teaching and Learning (CTL) model for the subject of Pancasila education, using the ADDIE model (Branch, 2009) states that there are five stages in the development process, namely: analysis, design, development, implementation, and evaluation. The analysis phase involves an analysis of the curriculum used by the school. Needs analysis typically involves identifying needs, pinpointing problems, and setting goals.

The design process is a systematic procedure that begins with the conceptual design and product content. Each product has its own template. Recommendations regarding product design and development must be clear and detailed. The design phase includes planning the framework of the developed pocket book. The product framework consists of two parts. The first is a brief instructional flowchart based on the initial analysis structure. The second is a summary containing material on the open-ended content designed technically from the beginning of the program to the end of the program.

During the development phase, it is also necessary to create tools that can be used to measure product performance. Gathering materials and organizing them are all part of this process. Software and other supporting tools are used to build the framework for this instructional material. The pocket book was validated by three validators, including experts in language, media, and content. Practical tests were conducted with individuals and small groups. By preparing teachers and students for data collection. Questions regarding the objectives of product development can be used to gather feedback or conduct an initial evaluation. The implementation phase involves testing the instructional materials through direct instruction. This pilot test is conducted in two stages. The pilot test is conducted with a large group and teachers who teach the same subject. The results of this pilot test are used to organize evaluation activities. During the evaluation phase, developers verify the survey data, which includes students' responses regarding the competencies, knowledge, skills, and attitudes they should possess upon completing the course.

Type and Design

The study was conducted at elementary school Negeri 2 Tegalrejo. The research subjects were 22 fourth-grade students. In addition, the study also involved three validators a subject

matter expert, a media expert, and a language expert who assessed the suitability of the developed media.

The first stage of the analysis consists of an analysis of the curriculum used by the school. This includes a needs analysis, identifying issues, analyzing instructional materials, analyzing learning objectives, analyzing assignments, and developing a research plan and objectives. The general learning objectives for Pancasila education are defined as the behaviors or competencies that students must achieve upon completing each lesson, along with indicators to measure these learning objectives.

The second phase of the design process is a structured process that begins with the conceptual design and product content. This phase involves planning the outline of a concise pocket books based on the initial structural analysis, which includes material on the open source content designed from the start of the program through to its conclusion.

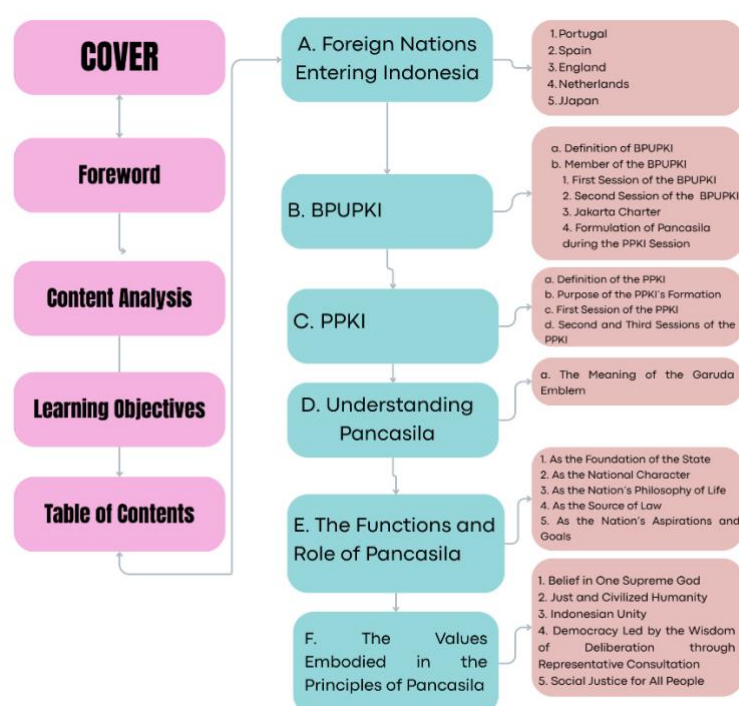


Figure 2. Pocket Book Design

The third stage of development involves compiling resources from the teacher's and student's manuals to serve as a guide for creating instructional materials. The pocket guide was validated by three experts in language, media, and instructional materials. Practice tests were conducted with individual students and small groups.

The fourth phase of implementation aims to gather feedback on the developed product during its implementation. This involves preparing teachers and students to collect data. Questions regarding the product's development objectives can be used to gather feedback or conduct an initial evaluation. Following that, large-scale and teacher-led tests are conducted to facilitate the evaluation process.

The final stage of the evaluation involves implementing the CTL-based pocket books developed, including the materials, content, and instructional model. This is done to determine how effective and successful the instructional materials are. It also involves assessing students' competencies, knowledge, skills, and attitudes—which they should possess after completing the learning process. The learning process is deemed successful if students demonstrate positive improvement. If there is no change at all or student performance declines, then improvements are needed.

Data and Data Sources

This study produced a Contextual Teaching and Learning (CTL) based pocket books for the Pancasila Education course in the fourth grade at Elementary School Negeri 2 Tegalrejo. The development of this teaching material was carried out using the ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation.

a. Hasil Validasi Ahli

Table 1. Expert Validation Results

Aspect	Score Obtained	Criteria
Language Validity	0,88	High
Media Validity	0,72	Medium
Content Validity	0,93	High
Average	0,84	(High)

b. Hasil Uji Coba

Table 2. Results of the Student Test

Number	Assessment Criteria	One-to-One	Small Group
1.	Design Aspects	100%	100%
2.	Content Aspects	100%	89,98%
3.	Linguistic Aspects	88,86%	88,86%
Overall Average		96,28%	92,94%
Category		Very Practical	Very Practical

The results of the pilot study indicate that every aspect of the learning media evaluation received high scores in both phases of the pilot study and fell into the "Very practical" category. These results reinforce the evidence that the learning media is of consistent quality and is well-received by students.

The use of the pocket book's received a very positive response. The students stated that the content was easy to understand, helped increase their knowledge and understanding, and that the pocket book's attractive design boosted their interest in reading. The average post-test scores showed an increase compared to the pre-test. Additionally, students became more active during classroom instruction, which helped them grasp material not fully covered in the student textbook and fostered more discussion among students. A field trial was conducted with all fourth grade students at elementary school Negeri 2 Tegalrejo. The

objective was to assess the effectiveness of the pocket book's in Pancasila education instruction.

Table 3. Effectiveness Level Criteria (Maarif et al., 2024)

N-gain Value	Category
$0,0 < N\text{-gain} < 0,30$	Low
$0,30 \leq N\text{-gain} < 0,70$	Moderate
$0,70 \leq N\text{-gain} \leq 1,00$	High

Table 4. N-gain Results From Field Trials

Class	Pre-test	Post-test	N-gain
Average	44,09	74,54	0,55 (Moderate)

The results of the pre-test showed that, out of 22 students, 2 students (9%) with an average score of 75 met the Learning Objective Achievement Criteria (KKTP), while 20 students (91%) with an average score of 41 did not meet the KKTP. These results were obtained prior to the use of the Pancasila education pocket book's in the classroom.

After the intervention, 22 students received the Pancasila education pocket book's. Following their study of the pocket book's, the students took a post-test. The post-test data showed that of the 22 students, 16 (72%) achieved an average score of 82, which met the minimum competency standard. Data analysis results show that the post-test average score of 74.54 was higher than the pre-test average score of 44.09. It can be concluded that the Pancasila education pocket book based on the Contextual Teaching and Learning (CTL) model can improve learning outcomes in terms of learning achievement.

Table 3 shows that students' average scores improved after the use of the Pancasila education pocket book's in the classroom, as indicated by an effectiveness score of 0.55, which falls within the N-Gain range of $0.3 \leq (g) < 0.7$ and is classified as "moderate." This indicates that the use of the Pancasila education pocket book can help improve students' understanding of the learning material.

Data collection technique

The research instruments used in this study consisted of validation sheets completed by subject matter experts, media experts, and language experts; teacher response questionnaires; student response questionnaires; and learning outcome tests in the form of pretests and posttests. These instruments were used to collect data on the suitability of the instructional materials, the practicality of their use, and the effectiveness of the developed Pancasila education pocket book.

Data collection methods in this study included questionnaires, documentation, and tests. Questionnaires were administered to teachers and students regarding the instructional materials developed. Documentation refers to the process of collecting, storing, and managing information or data in the form of text, images, videos, or other media used as references. Meanwhile, tests were used to assess students' learning outcomes before and after the use of the pocket book instructional materials.

Data analysis

The data obtained in this study were analyzed using quantitative descriptive techniques. This analytical technique was used to process the data obtained through the questionnaire in the form of descriptive percentages. Data analysis was conducted by calculating the evaluation scores from the validators, the responses from teachers and students, and the results of the students' learning tests. The results of the data analysis were then used to determine the level of validity, practicality, and effectiveness of the CTL based Pancasila education pocket books that was developed.

RESULTS AND DISCUSSION

The instructional materials developed by the author were evaluated by three experts: a language expert, a subject matter expert, and a media expert. Before the instructional materials in the form of a Pancasila Education pocket books based on the Contextual Teaching and Learning (CTL) model could be used by teachers and students, they had to be validated. Based on the CTL model, the validators provided an assessment that included suggestions and feedback for the Pancasila Education pocketbook, which was known to have shortcomings. Subsequently, the product was adapted to incorporate the suggestions and feedback from the validators, such as the language expert, who corrected the use of symbols, numbers, and letters, as well as the incorrect use of capital letters and punctuation. The content expert added and revised the content, while the media expert improved the visual presentation and instructions for using the media.

A one on one pilot study involving three students and a small group pilot study involving six students with varying cognitive abilities and a fourth-grade teacher at SD Negeri 2 Tegalrejo were conducted after the Pancasila education pocket book based on the Contextual Teaching and Learning (CTL) model was validated and revised according to the recommendations of the three validators: a language expert, a content expert, and a media expert. This pilot study aimed to determine the practicality of the Contextual Teaching and Learning (CTL)-based Pancasila education pocket book by administering a checklist questionnaire (✓) on student practicality with "Yes" and "No" answers.

After distributing the questionnaire to teachers and students, feedback and suggestions emerged during the one-on-one trials and teacher trials of the Pancasila education pocket book based on Contextual Teaching and Learning (CTL). Therefore, the developed pocket book was revised based on feedback and suggestions from teachers and students, such as font size, color, and content alignment to ensure a single page was not overly crowded with material, so that content was moved to the next page. This is supported by previous research conducted by (Bella & Setiawan, 2025) indicating that pocket books are learning tools that can be used to enhance students' critical thinking skills. The pocket book can help students solve problems, grasp concepts quickly, and improve their logical thinking skills. It helps students reach their full potential, even when they are learning on their own.

The pocket book serves as a tool or medium for providing information about students' interests, personal potential, and talents. Because it is flexible, the pocket book allows students to explore themselves anywhere and anytime (Darniyanti et al., 2026). The pocket book has a significant effect on efforts to improve cognitive abilities and engagement (Ritonga & Rahmawati, 2025). Participants' ability to solve problems and provide responses to other groups is how they are assessed. The easy accessibility of pocket books has supported their

success as a practical, engaging, and effective learning medium that helps students learn independently and facilitates conceptual understanding.

To determine whether the instructional materials in the Pancasila education pocket book, based on the Contextual Teaching and Learning (CTL) model, are effective, a pre-test was administered before using the pocket book and a post-test was administered after using it. These questions covered the values and meaning of Pancasila, such as the arrival of foreign nations in Indonesia, the BPUPKI, the PPKI, the definition of Pancasila, the function and position of Pancasila, and the values contained within Pancasila.

In contextual learning, instructional content is linked to the students' living environment, making it easier for them to understand what is being taught (Liu & Wu, 2025). By using a contextual approach in Pancasila education, students will receive instruction that effectively conveys the material and enables them to respond to problems appropriately because they have a clear understanding of the issues presented. This will help students understand and apply the material comprehensively in problem solving (Sabri et al., 2023).

The CTL model is a more student-centered approach to learning. It is a learning concept that emphasizes the active engagement of all students in discovering and applying learning materials to real world situations (Hafizin et al., 2026). Teachers present learning materials in the context of real world situations and encourage students to apply what they have learned to their daily lives (Hazabi et al., 2026). If learning remains teacher-centered, it will affect how actively students participate in the learning process. Only active students consistently respond to the educator, while others prefer to listen passively. Learning that still uses a teacher-centered system or educator-centered learning makes students hesitant and afraid to voice their opinions (Ariyanti et al., 2026).

Improvements in learning outcomes are not solely influenced by students' abilities. They are also influenced by the use of Contextual Teaching and Learning (CTL) based pocket books and the teaching methods employed by the author, specifically mastery of the material and the way it is presented to students (Nurahmani et al., 2025). This makes the material easier for students to understand and encourages them to engage in discussions by asking questions related to the material being explained. Furthermore, the use of appropriate learning models in each lesson makes learning enjoyable and improves the learning outcomes of all students (Yuliana et al., 2021).

Teachers can adapt learning activities at any time in accordance with the curriculum being used to ensure effective learning for students. Teachers' ability and innovation in explaining the material are crucial. One innovation teachers can implement is using appropriate instructional models to achieve students' learning outcomes (Satria et al., 2025). In learning activities, the instillation of concepts is expected to benefit students. The goal of contextual learning is to help students understand concepts without overlooking the small details of the real world.

For learning to be effective, students must be motivated to learn. Motivation is a crucial dynamic component of the learning process. Students who underperform do so not because they lack ability, but because they lack the motivation to learn, which drives them to improve their skills. Students will be motivated to learn, thereby ensuring the success of the learning process (Kusuma et al., 2026). One of the efforts to achieve educational goals is to improve the quality of education. The student learning process significantly influences the quality of

education, and learning outcomes indicate that students experience development and behavioral improvements aligned with learning objectives (Darmawan et al., 2026).

In addition, new learning models such as inquiry-based learning, digital project-based learning, and blended learning have been made possible by advances in educational technology. Research shows that these learning models can encourage students to learn independently, increase their participation in learning, and enhance their overall learning experience. The learning process can be tailored using learning management systems (LMS), interactive media, and digital learning resources. As a result, technology is helping to transform learning into a more student-centered process (Hinostroza et al., 2024)

Learning Activity I focused on introducing the developed pocket book. The learning objectives were presented, and the material was explained using the CTL model. The material was explained using examples relevant to the students, making it easy for them to understand and encouraging them to share their opinions. However, student engagement was not yet optimal, so a game was introduced to keep them focused on the material being explained. After that, students completed worksheets to assess how well they had understood the material presented.

Learning Activity II involved asking questions regarding the explanations provided earlier. Students demonstrated significant changes, such as increased interest and understanding, when using the pocket book. The pocket book contains explanations and examples, such as historical artifacts and examples of the application of the Pancasila principles, which the students have just learned. Consequently, classroom learning becomes more effective through communication between the teacher and students. Students are then asked to discuss with their group members to answer the questions in the worksheet.

On the contrary, AI has transformed the learning process into a revolution. It accomplishes many important things, such as making learning more interactive and tailored to individual needs, creating more innovative and engaging learning materials, and helping students collaborate. Adaptive learning is the most well-known example. This technology assesses students' knowledge and automatically adjusts lessons to meet their needs. Educational data analytics enhances this process by analyzing student performance, predicting challenges, and suggesting ways to improve the curriculum. Collaborative learning, in particular, is crucial in modern education because it enables students to work together to complete tasks, find solutions, and communicate with one another (Du et al., 2026).

This indicates that using pocket books as teaching materials makes students more active and encourages them to learn (Arif et al., 2026). Students find it easier to understand the less detailed material presented in the pocket books. Additionally, the Pancasila education pocket book, based on the Contextual Teaching and Learning (CTL) model, can enhance students' comprehension and knowledge, spark their interest in learning, and motivate them to continue learning. According to (Nadhifa et al., 2026), pocket books are designed to attract students' interest in reading and improve their ability to express their ideas. Furthermore, they use various attractive images, fonts, and colors to capture students' attention and help them concentrate on the content within.

This is supported by previous research (Nadhifa et al., 2026), which found that instructional materials based on local wisdom and culture greatly assist teachers in delivering

lessons that are contextual and easily understood by students. Educational products developed with students' cultural context in mind can provide an exceptional learning experience for teachers and enhance students' comfort in learning because the material presented feels familiar and relevant to students' daily lives. Students feel more motivated and believe that the lessons they are learning have a direct connection to their daily lives thanks to this pocket books.

The instructional materials in the form of the developed pocket books meet the criteria for ideal instructional materials. The developed materials cover a broad scope of content; the material in the pocket books can enhance students' understanding by applying real-world examples found in their surroundings. The criteria for ideal instructional materials include that the subject matter must align with learning objectives and students' developmental needs. High-quality teaching materials help students expand their knowledge and meet future needs (Wesnawa et al., 2022). The material must be comprehensive and complete. It should be engaging and encourage students to participate in learning activities. The material must be organized systematically, progressively, and in a tiered manner.

Conversely, limited instructional materials will inevitably affect the amount of knowledge students acquire. Limited open access materials can also impact students' creativity and motivation to learn (Yulianingsih et al., 2023). Additionally, the content in the pocket books provides new information, allowing students to gain new knowledge. Students can better understand and learn the material presented by the teacher in class if the instructional materials are organized systematically and cover the entire subject matter (Yuliani et al., 2024). Activities such as situational learning, group work, discussions, role-playing, and drawing can help students learn more, improve their critical thinking skills, and enhance the effectiveness of learning. These activities demonstrate a high level of learning awareness and engagement in the learning process (Pham, 2026).

Technology enhanced learning can boost teachers' creativity, which is constantly demanded by the changing times. The field of educational technology is growing rapidly, leading to a need for more research focused on the use of educational technology worldwide. Artificial intelligence (AI)-powered learning analytics meets the needs and requirements of each individual by enabling educators to provide personalized instruction and monitor student progress (Chen et al., 2024).

This approach allows students to receive prompt and meaningful feedback, as well as the opportunity to learn at their own pace and according to their own interests and learning styles. This method aligns with the principles of student centered learning, a hallmark of 21st century education. Flexibility, relevance, and active student participation are top priorities in education (Pranata et al., 2025).

One example of the use of technology in learning activities is the use of teaching materials in the form of pocket books, which can enhance teachers' creativity in utilizing technology to help them manage their classrooms (Kurata et al., 2025). Creating pocket books requires the use of the Canva app for design. It also requires a broader range of materials and specific skills. The goal is to make classroom instruction innovative and enjoyable. This ensures that learning objectives can be maximally achieved through the teaching approach.

An effective teaching approach helps students gain the confidence to ask questions and participate in discussions with their peers (Linton et al., 2014). Since students do not simply

sit quietly, they actively participate throughout the learning process. The Pancasila education pocket books developed is tailored to students' needs and the learning objectives to be achieved. Before using the Pancasila education pocket books, students faced limitations in the information they received. Furthermore, the lack of contextual teaching materials causes students to have a poor grasp of the subject matter. Consequently, the learning process becomes unfocused, ineffective, and meaningless for students (Nawir et al., 2026).

Specifically regarding the values and meaning of Pancasila. The pocket books provides a more comprehensive explanation, linking the material to students' daily lives. Studying Pancasila can help students learn and instill values of social and cultural tolerance within themselves. This enables them to apply these values in their future lives within society (Suprihatin et al., 2024). Consequently, it helps students better understand and complete the assignments given by their teachers. It also instills character values in students. Character education is considered important because education is not only about teaching students what they know but also helping them grow into polite and moral individuals in their own lives. It enhances knowledge, raises awareness, and encourages actions to apply these principles in their relationships with God, others, the environment, and the nation (Pebriyanti & Badillah, 2023).

Thus, the use of Pancasila education pocket books featuring engaging designs such as illustrations, colors, and text can capture students' attention and instill character traits that contribute to improved learning outcomes and student motivation in the learning process.

CONCLUSION

Based on the results of the development research conducted, it is concluded that the Contextual Teaching and Learning (CTL)-based Pancasila education pocket book on the values and meaning of Pancasila for fourth-grade students at elementary school Negeri 2 Tegalrejo is as follows:

This development research resulted in the design of a Pancasila education pocket book based on Contextual Teaching and Learning, focusing on the values and meaning of Pancasila. This study utilized the ADDIE development model, which consists of the analysis, design, development, implementation, and evaluation phases. In the first stage, analysis (analyze), the author conducted an analysis comprising curriculum analysis, needs analysis, problem identification, content analysis, analysis of learning outcomes (CP) and learning objectives (TP), task analysis, and the formulation of plans and targets.

The second stage, design, consists of the author designing the product, formulating learning objectives (TP), determining the most suitable learning model, and compiling the content for the Pancasila education pocket book. The third stage, development, consists of selecting and developing the product, as well as developing teacher and student guides to produce more comprehensive content. The author had the Pancasila education pocket book validated by three validators: a language expert, a content expert, and a media expert. Additionally, the author conducted instrument validation, one-on-one pilot testing, and small-group pilot testing in fourth-grade classes. In the fourth stage, the implementation stage, the researchers prepared the teachers and students. They then conducted a large-scale pilot study to assess the effectiveness of the Pancasila education pocket book. In the

evaluation stage, the Teaching and Learning based pocket book for the Pancasila education subject was found to be valid, practical, and effective.

The results of the validity test for the Pancasila education pocket book based on Contextual Teaching and Learning, covering the material on the values and meaning of Pancasila for fourth-grade students, fell into the “good” category, meaning it was deemed valid by three validators: a language expert, content, and media. It can be concluded that based on the three validators’ assessments, the Contextual Teaching and Learning-based Pancasila education pocket book on the values and meanings of Pancasila for fourth-grade students meets the validity criteria and is suitable for pilot testing.

The practicality of the Contextual Teaching and Learning-based Pancasila education pocket book on the values and meanings of Pancasila for fourth grade students, as determined by one-on-one student response tests and small group tests, was rated as “very practical.” Thus, it meets the criteria for practicality of the Contextual Teaching and Learning based Pancasila education pocket book on the values and meanings of Pancasila for fourth-grade students, making it suitable for use in the learning process.

The effectiveness of the Pancasila education pocket books based on Contextual Teaching and Learning (CTL) regarding the values and meaning of Pancasila for fourth grade students. Based on the effectiveness test conducted, the average pre-test score fell into the moderate category. Therefore, the Pancasila education pocket books based on Contextual Teaching and Learning (CTL) regarding the values and meaning of Pancasila for fourth grade students has met the effectiveness criteria and is suitable for use in instruction.

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