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## Development Of Pancasila Education E-Module Problem-Based Learning Class Iv Elementary School Citeureup 02

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### Abstract

*This study aims to describe the procedural steps in developing mind map-based pocket book media on the topic of active and passive sentences in Indonesian learning for grade II elementary school students, as well as determine the quality and feasibility of the developed products. This research is a development research (R&D) using the ADDIE model as a development procedure. The subjects of the study were 29 grade II students at SDN Jati 05 Pagi, East Jakarta. The research instrument used was a questionnaire for expert validation and student response. The collected data was analyzed using descriptive analysis with a four-point Likert scale. Product validation is carried out by three experts: material experts, linguists, and media experts. Product trials with students are carried out in three stages: individual tests, small group tests, and field tests. Based on the evaluation of experts and student responses, the mind map-based pocket book media obtained an average score in the "excellent" criterion with an eligibility percentage of 90.33% from experts and 89.6% from students. These results show that the development of mind map-based pocketbooks is suitable for use by students in learning, especially in Indonesian language subjects in grade II elementary school.*

**Keywords:** Media Pocket Book; Mind Map-based; Indonesian Language; passive active sentences; Primary school

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### INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential which includes religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation, and state (Republic of Indonesia, 2003). In this context, education is an important foundation in forming a quality generation and able to contribute to national development (Suparlan, 2020). As stated in the preamble to the 1945 Constitution, one of the main goals of the Indonesian state is to educate the life of the nation. To achieve this goal, a structured and systematic educational process is needed. One of the manifestations of this process is classroom learning, where students

play an active role as learners and teachers function as facilitators and mentors to develop intelligent and high-achieving individuals (Majid, 2005). In the implementation of learning activities, the teacher's ability to communicate effectively is essential to ensure that the material is well understood by students. Therefore, students' language skills are essential to support their understanding of the information conveyed by teachers during the learning process (Samiha et al., 2023). Indonesian as the language of instruction in education has a strategic role in the process of knowledge transfer and character formation of students.

Active and passive sentences can be used as a basis for exercises aimed at developing students' language skills, so that they can achieve proficiency in Indonesian (Sabarti et al., 1998). Mastery of active and passive sentences is also one of the learning outcomes in elementary schools listed in the curriculum (Ministry of Education and Culture, 2022). But some students still do not understand the meaning of active and passive sentences, have difficulty converting active sentences into passive, and are not even able to use active and passive sentences to compose paragraphs or sentences, even though they are simple. Based on a needs analysis conducted through interviews with grade II teachers of Elementary School Jati 05 Pagi, it was found that the use of learning media in Indonesian instruction related to active and passive sentences has a significant impact on the learning process. The learning media used by grade II teachers at Elementary School Jati 05 Pagi to teach Indonesian on the topic of active and passive sentences are textbooks and storybooks. According to the teacher's information, students face difficulties, especially in placing subjects, objects, and predicates in sentences (A, Lilik et al., 2024).

Students also have difficulty turning active sentences into passive sentences and vice versa. This is evidenced by the results of the Mid-Semester Assessment, where only 6 out of 29 students answered correctly to questions related to active and passive sentences. This percentage is relatively low, indicating that students need additional reinforcement in mastering active and passive sentence material (Fitri et al., 2024). The Indonesian textbooks used are also perceived as difficult, making it difficult for students to learn and understand active and passive sentence material anytime and anywhere. The textbooks that students have are still difficult for the majority of them to understand. Therefore, an interesting, innovative, concise, and easy-to-learn book is needed that students can use to complete their references and expand their understanding of active and passive sentence material independently and easily (Sulistiyani et al., 2013).

This research is important for several basic reasons. First, good Indonesian language skills are the foundation for students' success in understanding various other subjects (Suparlan, 2020). Second, mastery of active and passive sentences is a basic competency that must be mastered by elementary school students in accordance with the learning outcomes of the independent curriculum (Ministry of Education and Culture, 2022). Third, innovative and interesting learning media can increase students' motivation and learning outcomes (Indriana, 2011; A.H. Sanaki & Hujair, 2013).

The use of mind map-based pocketbook media is expected to be a solution to the learning problems faced, because this media has the characteristics of being portable, easy to understand, and can be learned independently by students (Febriyanti, 2020; Wibowo & Suryana, 2023). In addition, the mind map approach has been proven to be effective in helping students understand and remember learning concepts better (Buzan, 2006; Rahayu, 2021).

This study aims to: Describe the procedural steps in developing mind map-based pocket book media on active and passive sentence materials for Indonesian language learning in grade II elementary school, Determine the quality and feasibility of mind map-based pocket book media based on the assessment of experts (subject matter experts, linguists, and media experts), Determine students' responses to the developed mind map-based pocket book media. The solution offered in this study is the development of pocketbook media based on mind maps. Pocket books are a learning medium that is practical, concise, and can be carried everywhere so that it makes it easier for students to learn independently anytime and anywhere (Meikahana & Kriswanto, 2015; Yulinda Ekayati et al., 2020). The characteristics of pocketbooks are small and easy to carry, making them an effective alternative learning medium to overcome the limitations of conventional textbooks.

The mind map approach integrated in this pocket book is designed to help students visualize and understand the structure of active and passive sentences more easily (Windura, 2008). Mind maps use a combination of colors, pictures, and lines that visually attract students' attention, so that they can improve memory and understanding of concepts (Buzan, 2006; Rahayu, 2021). The pocketbook media developed is also equipped with additional features in the form of QR codes that are connected to online learning videos and interactive quizzes. This technology integration aims to enrich students' learning experiences and increase their engagement with learning materials (Awalia, 2022).

The novelty of this research lies in several aspects. First, this study developed a pocket book that systematically integrates the mind map approach in the presentation of active and passive sentence material. In contrast to Febriyanti's (2020) research which only presented material without practice, the pocketbook in this study is equipped with educational games, interesting illustrations, and QR codes that are connected to learning videos and interactive practice questions. Second, this study combines visual design principles that support child developmental psychology, such as the selection of positive colors (orange and yellow) which have been proven to increase learning comfort and productivity (Alkathiri & Sari, 2019; Mourin et al., 2024). Third, the media developed has the characteristics of self-instruction, self-contained, stand-alone, adaptive, and user-friendly which facilitates students' independent learning (Tegeh et al., 2014).

## **Literature Review**

### *Learning Media*

Learning media is a tool or means used to convey information or learning materials to students (Arsyhar, 2012). According to AECT (1972), learning media is any form and channel used to convey messages or information. The use of appropriate learning media can increase the effectiveness of the learning process and help students achieve the learning goals that have been set (Indriana, 2011; Sumihaarsono & Hasanah, 2017). Bretz (1971) classifies learning media based on three main elements: sound, visual, and motion. Meanwhile, Kemp and Smellie (1989) emphasized the importance of planning, production, and systematic use of learning media to achieve maximum effectiveness. In the context of Indonesian learning, the selection of the right media is very important to facilitate the understanding of abstract language concepts to be more concrete and easy for students to understand (Suparlan, 2020).

### *Pocket Book*

Pocket books are small books that are practical and can be carried anywhere (Bly, 2009; French, 2013). According to Sulistyani et al. (2013), pocket books are learning media that can help students learn independently because of their compact size and easy to carry. The main characteristics of pocketbooks include: (1) small and practical size, (2) dense and focused material, (3) attractive presentation with illustrations and colors, and (4) can be used anytime and anywhere. Research by Febriyanti (2020) shows that the development of pocketbook media for learning to find the main points of mind of grade V elementary school students has proven to be valid and in good categories. Similarly, research by Afifah et al. (2020) shows that the development of science literacy-based pocketbooks can increase students' interest in learning. Wibowo and Suryana (2023) also developed audio-visual pocketbook e-flip media that effectively increases the learning interest of grade V elementary school students.

### *Mind Map*

Mind map is a visual technique for organizing information developed by Tony Buzan (2006). Mind maps use a combination of keywords, colors, images, and lines to represent ideas and concepts in a hierarchical manner. According to Windura (2008), mind maps are an effective thinking tool because they use both hemispheres of the brain in a balanced manner. Rahayu (2021) explained that the use of mind maps in the learning process can help students to: (1) organize information better, (2) improve memory, (3) facilitate understanding of concepts, and (4) develop creativity. The syntax of mind maps according to Buzan (2006) includes: (1) starting from the center of the paper, (2) using a central image or idea, (3) using colors, (4) connecting the main branch to the central image, (5) using a curved connecting line, (6) using one keyword per line, and (7) using images.

### *Active and Passive Sentences*

An active sentence is a sentence in which the subject performs an action or deed, while a passive sentence is a sentence in which the subject is subjected to an action or deed (Hizair, 2013). In Indonesian language learning in elementary school, an understanding of active and passive sentences is essential as it is the foundation for the development of more complex language skills (Sabarti et al., 1998). According to the Ministry of Education (2006), learning active and passive sentences aims to enable students to: (1) understand the difference between active and passive sentence structures, (2) identify sentence elements (subject, predicate, object), (3) change active sentences to passive and vice versa, and (4) use active and passive sentences appropriately in communication. However, A, Lilik et al. (2024) found that many elementary school students had difficulty understanding and applying the concepts of active and passive sentences.

## **METHODS**

### *Types of Research*

This research uses the Research and Development (R&D) method. According to Sugiyono (2017), R&D is a research method used to produce a particular product and test the effectiveness of that product. This research aims to develop products that will be used to support learning activities to be more effective and efficient in achieving learning goals.

### *Development Model*

The development model used in this study is the ADDIE model developed by Dick and Carey (1996). The ADDIE model was chosen because it is systematic, structured, and easy to apply in the development of learning media (Li & Zainol Abidin, 2024; Suratnu, 2023). The model consists of five stages, namely:

1. Analysis: Identify learning problems and needs
2. Design: Designing the blueprint of the product to be developed
3. Development: Realizing a design into a real product
4. Implementation: Testing the product on the research subject
5. Evaluation: Evaluate and revise products based on feedback

### *Research Subject and Location*

This research was carried out at SDN Jati 05 Pagi which is located on Jl. Pertransportation, RT.1/RW.7, Jati, Pulogadung District, East Jakarta, DKI Jakarta 13220. The subjects of the study were grade II students with a total of 29 students. The selection of this location is based on the results of a needs analysis that shows problems in learning active and passive sentences. The research was carried out in the even semester of the 2024-2025 school year, namely from January to June 2025.

### *Development Procedure*

The product development procedure follows the stages of the ADDIE model as follows:

1. **Analysis Stage:** In the analysis stage, several steps are carried out: (a) needs analysis through interviews with grade II teachers, (b) identification of problems in learning, and (c) analysis of assignments to be given. From the results of the interviews, it was found that students had difficulty in understanding and using active and passive sentences. The learning media available is also limited and less interesting for students.
2. **Design Stage:** In the design stage, product blueprint design is carried out including: (a) formulation of SMART learning objectives, (b) design of appropriate tests and learning strategies, and (c) creation of pocket book layouts. Pocket books are designed to consist of several parts: cover page, introduction, table of contents, instructions for use, learning objectives and competency achievements, materials, summaries, evaluations, reflections, bibliography, author profiles, and back cover. The visual design of pocket books uses positive colors such as orange and yellow which are proven to increase learning comfort and productivity (Alkathiri & Sari, 2019; Mourin et al., 2024). The size of the pocket book is set at 4.13 x 5.83 inches by using thick cardboard for the cover and art paper for the contents. The typography selection uses Handyman's font that is attractive, clear, and easy to read.
3. **Development Stage:** In the development stage, the design that has been created is realized using the Canva app. The development process includes: (a) creating all pages of the pocket book according to the design, (b) creating additional features in the form of online quizzes and learning videos with links converted into QR Codes, (c) compiling all pages into PDF files, and (d) printing pocket books into physical form. The material in the pocket book is presented using a mind map approach according to the syntax proposed by Buzan (2006), namely: starting from the middle of the page, using a central image, using attractive colors, connecting the main branch to the central idea, using curved lines, using one keyword per line, and equipped with illustrative images.
4. **Implementation Phase:** The implementation phase is carried out in three phases of trials:
  - a. **One-to-One Test:** Involves 3 students with different skill levels. Students are asked to use a pocketbook and fill out a response questionnaire.
  - b. **Small Group Test:** Involving 9 students. The procedure is the same as the individual test but with a larger number of respondents.
  - c. **Field Test:** Involving 17 students (remaining from a total of 29 students after deducting individual and small group test participants). This test is done in a real classroom setting.
5. **Evaluation Stage:** In the evaluation stage, an assessment is carried out to determine the success of the product developed. Evaluations are also carried out at each previous stage (formative evaluation) to gather input on product improvements.

Product revisions are carried out based on suggestions from expert validators and responses from students to improve the quality of the final product.

### *Research Instruments*

The research instruments used were:

1. Interview Guidelines: Used to collect data on the needs of grade II teachers regarding the learning media used and students' difficulties in understanding active and passive sentence material.
2. Expert Validation Questionnaire: Used to measure product feasibility from the perspective of subject matter experts, linguists, and media experts. The questionnaire uses a 4-point Likert scale with choices: Strongly Agree (SS) = 4, Agree (S) = 3, Disagree (TS) = 2, and Strongly Disagree (STS) = 1.
3. Student Response Questionnaire: Used to measure student responses to developed pocket books. The questionnaire consisted of 16 statements with 4 answer choices using a 4-point Likert scale.

### *Data Collection Techniques*

The data collection techniques used include:

1. Interview: Conducted with grade II teachers to identify learning problems and needs.
2. Questionnaire: Provided to expert validators and students to collect feasibility and response data on products.
3. Documentation: Collect data in the form of photos of trial activities, mid-semester assessment results, and other supporting documents.

### *Data Analysis Techniques*

Data analysis uses a descriptive analysis method. According to Hasan (2004), descriptive analysis is a form of data analysis used to test the generalization of research results based on one sample. This analysis evaluates the feasibility of the product based on the results of questionnaires from subject matter experts, linguists, media experts, and student responses.

Calculation formula used:

$$\text{Eligibility Percentage} = (\text{Total Score} / (\text{Number of Items} \times \text{Highest Score})) \times 100\%$$

Interpretation of quantitative data into qualitative descriptions using the following criteria:

76% - 100% = Very Good (Very Worthy)

51% - 75% = Good (Eligible)

26% - 50% = Poor (Less Worthy)

0% - 25% = Not Good (Not Eligible)

If the final score is in the range of 0-50%, the product is considered to be of poor quality and requires revision. However, if the score is in the range of 51-100%, the product

is considered feasible and valid so that it does not require further revision and is ready to be disseminated to students (Susanto & Ayuni, 2017).

## **RESULTS & DISCUSSION**

### ***Result***

This development research produced a product in the form of a pocketbook media based on a mind map on active and passive sentence material for Indonesian learning grade II elementary school. Here are the results of each stage of development:

1. Results of the Analysis Stage: Based on the analysis of needs through interviews with grade II teachers of SDN Jati 05 Pagi, several problems were found:
  - a. The learning media used is still limited to textbooks and storybooks that are less interesting and difficult for students to understand
  - b. Students have difficulty in understanding the structure of active and passive sentences, especially in placing subjects, objects, and predicates
  - c. Students have difficulty converting active sentences into passive and vice versa
  - d. The results of the Mid-Semester Assessment showed that only 6 out of 29 students (20.7%) answered correctly questions about active and passive sentences

Based on the analysis of the material, the topic of active and passive sentences requires the right presentation method so that it is easy for students to understand. Therefore, it was decided to use the mind map approach in the presentation of the material because it has proven to be effective in visualizing abstract concepts (Buzan, 2006; Rahayu, 2021).

2. Design Stage Results. At the design stage, a blueprint pocketbook has been produced with the following specifications:

Content Structure:

- a. Introduction section: cover, how-to, foreword, table of contents, and flow of learning objectives
- b. Content section: video-connected discourse, quizzes, games, and QR codes as well as online evaluation games about active and passive sentences
- c. Closing Section: summary, bibliography, author bio, and back cover

Visual Design:

- a. Size: 4.13 x 5.83 inches
- b. Dominant colors: orange and yellow (positive colors that increase comfort and productivity)
- c. Typography: Handyman font (attractive, clear, and easy to read)
- d. Illustration: interesting images relevant to the material

- e. Additional features: QR codes to access online learning videos and quizzes
3. Results of the Development Stage. In the development stage, the design is realized using the Canva application. The resulting pocket book consists of 26 pages with characteristics:
- a. Self-instruction: Equipped with instructions for use so that students can learn independently
  - b. Self-contained: Complete material and focus on active and passive sentences
  - c. Stand-alone: Can be used without other supporting media
  - d. Adaptive: Can be used anytime and anywhere as needed
  - e. User-friendly: Easy to use with a simple yet attractive appearance

Before implementation, the product is validated by three expert validators: a material expert, a linguist, and a media expert. The validation results show:

Table 1. Expert Validation Results

No.	Validator	Percentage	Category
1	Material Expert	82,5%	Excellent
2	Linguist	95,45%	Excellent
3	Media Member	93,05%	Excellent
	Average	90,33%	Excellent

The results of the validation of material experts showed a percentage of 82.5% with the very good category. The subject matter expert gave input that there were several spelling mistakes that needed to be corrected. After the revision is carried out, the material in the pocketbook is declared feasible and in accordance with the learning outcomes of the independent curriculum for grade II elementary school.

The linguist validation gave a result of 95.45% with the excellent category. Linguists consider that the use of language in pocket books is communicative, in accordance with Enhanced Spelling (EYD), and easy for elementary school students to understand. The sentence structure used is also in accordance with the level of language development of elementary school-age children.

Media expert validation shows a percentage of 93.05% with the very good category. Media experts consider that the visual design of the pocket book is attractive with the right color selection, illustrations that match the characteristics of elementary school students, and an easy-to-understand layout. The integration of QR codes to access digital content is considered an interesting innovation and in accordance with current developments in learning technology (Awalia, 2022).

#### 4. Implementation Stage Results

The implementation of the product was carried out in three trial phases with the following results:

##### a. One-to-One Test

The individual test involved 3 grade II students of SDN Jati 05 Pagi with different levels of ability (high, medium, and low). Students were asked to use a pocketbook for 30 minutes, then fill out a response questionnaire consisting of 16 statements.

Table 2. Individual Test Results

Yes	Assessment Aspects	Percentage	Category
1	Appearance and Design	94%	Excellent
2	Ease of Use	92%	Excellent
3	Clarity of Material	90%	Excellent
4	Learning Motivation	92%	Excellent
	Average	92%	Excellent

The results of the individual test showed a very positive response with an average percentage of 92%. Students commented that pocket books are easy to carry, attractive with bright colors, and the material is easy to understand with the help of a mind map. The QR code feature is also considered interesting because it can access learning videos that make learning more fun.

##### b. Small Group Test

The small group test involved 9 grade II students. The implementation procedure is the same as the individual test, but students can discuss with their group mates while using the pocketbook.

Table 3. Small Group Test Results

Yes	Assessment Aspects	Percentage	Category
1	Appearance and Design	90%	Excellent
2	Ease of Use	88%	Excellent
3	Clarity of Material	89%	Excellent
4	Learning Motivation	89%	Excellent
	Average	89%	Excellent

The results of the small group test showed a percentage of 89% with the very good category. Students show high enthusiasm when using pocket books, especially when accessing educational games through QR codes. They find it easier to understand the difference between active and passive sentences through the visualization of the mind map presented.

c. Field Test

The field test was conducted in the classroom involving 17 students (the remainder of the total 29 students after subtracting the previous test participants). This test is carried out in a real learning setting with the guidance of the teacher.

Table 4. Field Test Results

Yes	Assessment Aspects	Percentage	Category
1	Appearance and Design	89%	Excellent
2	Ease of Use	87%	Excellent
3	Clarity of Material	88%	Excellent
4	Learning Motivation	88%	Excellent
	Average	88%	Excellent

The results of the field test showed a percentage of 88% de It's just a very good category. Teachers observe that students are more active and motivated in learning. Students who previously had difficulty understanding active and passive sentences began to show better understanding after using a mind map-based pocketbook.

Table 5. Recapitulation of Trial Results for Students

Yes	Trial Stage	Number of Students	Percentage	Category
1	Individual Test	3 students	92%	Excellent
2	Small Group Test	9 students	89%	Excellent
3	Field Test	17 students	88%	Excellent
	Overall Average	29 students	89,6%	Excellent

Overall, the results of the trial on students showed an average percentage of 89.6% with the very good category. This shows that the mind map-based pocketbook media developed received a very positive response from students and is suitable for use in learning.

5. Results of the Evaluation Stage

At the evaluation stage, an analysis was carried out on all inputs from expert validators and student responses. Based on the advice of material experts, improvements were made to several spelling errors in the pocket book. Revisions were also made to the layout of some pages to make them more consistent and easier to read.

The final product after the revision consists of 26 pages with the following structure:

Pages 1-4: Front cover, foreword, table of contents, and instructions for use Page 5-6: Learning objectives and competency achievement (CP & ATP) Pages 7-9: Introduction to active sentences with mind map and examples Pages 10-12: Introduction to passive sentences with mind map and examples Pages 13-15:

Comparison of active and passive sentences with mind map Pages 16-18: How to change active sentences to passive and vice versa Pages 19-21: Practice questions and educational games Page 22-23: QR code for learning videos and interactive quizzes Pages 24-26: Summary, bibliography, author biodata, and back cover

Table 6. Recapitulation of Expert Validation Results and Student Responses

No	Respondents	Percentage	Category	Conclusion
1	Material Expert	82,5%	Excellent	Highly Worth It
2	Linguist	95,45%	Excellent	Highly Worth It
3	Media Member	93,05%	Excellent	Highly Worth It
4.	Students (all levels)	89,6%	Excellent	Very Positive
	Average Member	90,33%	Excellent	Highly Worth It

## DISCUSSION

### *Development of Pocket Book Media Based on Mind Map*

This development research produced a mind map-based pocket book media for active and passive sentence materials in Indonesian language learning in grade II elementary school. This development is based on problems found in the field, namely the limitations of interesting and effective learning media to help students understand the concept of active and passive sentences (Fitri et al., 2024). The selection of pocket books as a learning medium is based on several considerations. First, its small size and practicality makes it easy for students to carry and use anytime and anywhere (Meikahana & Kriswanto, 2015; Yulinda Ekayati et al., 2020). Second, pocket books can facilitate students' independent learning because they are equipped with clear instructions for use and focused materials (Sulistiyani et al., 2013). Third, pocket books can be designed with attractive visual designs so as to increase students' motivation to learn (Afifah et al., 2020; Febriyanti, 2020). The integration of the mind map approach in this pocket book is an important innovation. Mind maps have been proven to be effective in helping students visualize and understand abstract concepts (Buzan, 2006; Rahayu, 2021). In the context of learning active and passive sentences, mind maps help students visually see sentence structures, understand the relationships between sentence elements (subject, predicate, object), and remember how to change active sentences to passive and vice versa (Windura, 2008).

The use of color in pocket book design also has a strong theoretical basis. Research by Alkathiri and Sari (2019) shows that color affects productivity and mood in an educational environment. The dominant orange and yellow colors in this pocket book were chosen because they are positive colors that increase comfort, warmth, and playfulness (Mourin et al., 2024). This is in accordance with the needs of children who need a comfortable, safe, fun, and creative learning environment. Additional features in the form of QR codes that are connected to learning videos and online interactive quizzes are an effort to integrate technology in learning. This is in line with the development of learning in the digital era which demands learning media that is not only static but also interactive

and multimedia (Awalia, 2022; Wibowo & Suryana, 2023). The integration of this technology also provides a variety of learning methods that can increase student engagement and motivation.

#### *Feasibility of Mind Map-Based Pocket Book Media*

The feasibility of mind map-based pocket book media was measured through two data sources: expert assessments and student responses. The validation results of the three experts (material, language, and media) showed an average percentage of 90.33% with the very good category. These results show that the developed product has met the feasibility standards in terms of material content, language, and media design.

#### Subject Matter Expert Validation

The subject matter expert gave an 82.5% rating in the excellent category. The aspects assessed include: (1) the suitability of the material with the learning outcomes, (2) the accuracy of concepts and facts, (3) the depth of the material, (4) the up-to-date of the material, and (5) the suitability with the level of student development. This assessment shows that the active and passive sentence material presented in the pocketbook is in accordance with the independent curriculum for grade II elementary school (Ministry of Education and Culture, 2022).

The material is presented systematically using a mind map approach that makes it easier for students to understand concepts gradually. Starting with the introduction of active sentences, then passive sentences, followed by a comparison of the two, and ending by changing active sentences to passive and vice versa. This systematic presentation is in accordance with the principles of effective learning, namely from simple to complex, from concrete to abstract (Huda, 2015).

#### Linguist Validation

Linguists gave the highest rating, which was 95.45% with the very good category. The aspects assessed include: (1) the accuracy of the use of Indonesian rules, (2) the accuracy of spelling and punctuation, (3) the effectiveness of sentences, (4) the standardity of terms, and (5) the suitability of the language with the level of development of students. This very high assessment shows that the pocket book uses language that is communicative, easy to understand, and in accordance with the characteristics of grade II elementary school students. The use of simple language but still following the rules of Enhanced Spelling (EYD) is important in learning media for children (Firda & Helminsyah, 2022). Language that is too complex can hinder students' understanding of the material, while language that is too informal can reduce the educational value of learning media. This pocketbook manages to find a balance between simplicity and language originality.

#### *Media Expert Validation*

Media experts gave a rating of 93.05% with an excellent category. The aspects assessed include: (1) the attractiveness of the cover design and layout, (2) the clarity of illustrations and images, (3) the accuracy of color selection, (4) the readability of the text, (5) the overall display quality, and (6) the ease of use of additional features (QR code). This assessment shows that the visual design of the pocket book successfully captures students' attention and supports the learning process. Attractive visual design is an

important factor in learning media for children because it can increase motivation and interest in learning (Indriana, 2011; Sumihaarsono & Hasanah, 2017). This study confirms that the use of attractive illustrations, bright colors, and well-organized layouts can make learning media more effective (Arsyhar, 2012).

#### *Students' Responses to Mind Map-Based Pocket Book Media*

Students' responses to the pocket book media based on the mind map were very positive with an average percentage of 89.6% from the three stages of the trial (individual, small group, and field). This positive response shows that the media developed is in accordance with the needs and characteristics of students. On the individual test, students responded with a percentage of 92%. Students with different levels of ability (high, medium, low) can equally use pocket books well. This shows that this medium is inclusive and can be used by students with diverse abilities. High-ability students can learn independently quickly, while low-ability students can learn at their own pace without feeling left behind. In the small-group trial, the response percentage decreased slightly to 89%, but it was still in the very good category. This decline may be due to group dynamics where some students are more active and some are more passive. However, interaction in groups provides added value because students can discuss and help each other in understanding the material (Huda, 2015). In a field test with a real classroom setting, the response percentage was 88%. Although it was the lowest among the three stages, it still showed an excellent response. In a larger classroom setting, teachers can observe that students show high enthusiasm, actively ask questions, and are able to do practice questions better than before using pocket books. This positive response from students is in line with previous research that shows that interesting and innovative learning media can improve student motivation and learning outcomes (Afifah et al., 2020; Febriyanti, 2020; Wibowo & Suryana, 2023). Especially for Indonesian language learning, visual and interactive media have proven to be effective in helping students understand abstract linguistic concepts (A, Lilik et al., 2024).

#### *Characteristics of Mind Map-Based Pocket Books*

The pocket book media developed has several excellent characteristics that distinguish it from conventional learning media: Self-instruction. Pocket books are equipped with clear instructions for use so that students can learn independently without having to rely on the teacher's explanations. This characteristic is important for developing student self-directed learning which is one of the important competencies in the 21st century (Tegeh et al., 2014). Self-contained. All material about active and passive sentences is presented in full in the pocketbook, starting from basic concepts, examples, comparisons, how to transform, to practice questions. Students do not need to open other sources to comprehensively understand this material (Sulistyani et al., 2013). Stand-alone. Pocket books can be used without having to be accompanied by other media. Nonetheless, the QR code feature provides the option to enrich learning with online videos and quizzes. If internet access is not available, students can still learn to use pocketbooks offline. Adaptive. This medium can be used in a wide range of learning situations and conditions: in the classroom with the guidance of a teacher, at home for independent study, or even on the go due to its small size and practicality. This flexibility makes pocketbooks a very practical learning medium (Meikahana & Kriswanto, 2015). User-friendly. The simple design with clear instructions makes the pocketbook easy to use even by grade II

elementary school students who are still in the early stages of learning. The QR code feature is also designed in an intuitive way so that students can access it easily using the help of parents or teachers.

## **CONCLUSION**

Based on the above conclusion, the mind map-based pocketbook media on active and passive sentence material is stated to be very feasible and effective for use in Indonesian learning in grade II elementary school and is ready to be disseminated to students in other schools.

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