

**Effectiveness of Electronic Teaching Materials
Using the Value Clarification Technique Approach in Elementary Schools**

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Abstract

Technology in education experiences various developments. Therefore, electronic teaching materials are needed as a form of adjustment to technological developments in the learning process. Electronic teaching materials are one of the learning media that can be used with the help of technology. The Value Clarification Technique (VCT) approach is an affective learning approach that is appropriate to use to overcome the problems faced by teachers and affects student learning outcomes. The purpose of this study is to investigate the difference in student learning outcomes before and after the use of electronic teaching materials using the Value Clarification Technique approach to student learning outcomes. This research was a pre-experimental research using one group pretest-posttest design. The subjects of this study were fourth grade students of State Elementary School 12 Sungai Lareh. The instrument used in this research was a test. The data analysis technique used was Wilcoxon test and calculating the N-Gain score. The results showed that a significance score (Sig.) of 0.000 was obtained less than 0.05. There was an improvement in the average score of the pretest of 68.4 and the average score of the posttest of 82. The results of the N-Gain calculation, namely the gain score of the students' pretest and posttest scores were 0.43, and it was categorized into moderate category. In short, it can be concluded that there is a difference between students' learning outcomes before and after using electronic teaching materials.

Keywords: electronic teaching materials, value clarification technique, elementary schools

INTRODUCTION

The twenty-first century is characterized by rapid advances in science and technology, particularly in the area of social media. This is in line with Dwi et al. (2023) who state that 21st century is an era where the development of science and technology is growing rapidly, especially in the field of social media. To keep up with the developments that exist in each era, it is necessary to improve the education system, especially the applicable curriculum (Umami et al., 2021). Instructors need to be actively engaged in creating and revising curricula, and seasoned educators often provide comments, thoughts, and reactions to potential curriculum implementation in the classroom. When it comes to carrying out the curriculum, the onus is squarely on the shoulders of the educators. The extent to which the curriculum is put into practice will determine the degree of accomplishment in the mentoring or monitoring and assessment process (Zuryanty et al., 2017).

One idea in the curriculum that encourages pupils to work independently is the independent learning curriculum. Learners are have the ability to acquire information via both formal and non-formal means, fostering their independence. Both instructors and students are encouraged to think creatively since this curriculum does not restrict the idea of learning to only in-class or extracurricular activities. A curriculum is a set of predetermined goals for student learning, together with associated course materials and activities. Every teacher uses the curriculum as a guide while they are instructing student (Manalu et al., 2022). Merdeka Belajar emphasises independence and original thought. As part of the celebrations surrounding Merdeka Belajar, the Ministry of Education and Culture has initiated a new driving school programme. The goal of this school programme is to help each school produce students with the character traits associated with Pancasila, who will continue to study throughout their lives.

Schools are allowed more leeway to tailor their curricula to their own needs in terms of facilities, inputs, and resources under an autonomous curriculum, which in turn offers instructors more leeway to cover what they believe to be vital and necessary content. The most critical factor in ensuring that kids achieve their full academic potential is creating an environment that is both spacious and unrestricted. (Rifa et al., 2022). Education must also be able to provide solutions in every national problem, especially those related to the moral values of the nation's next generation. Civics subject in elementary school is the most dominant subject that discusses and fosters good community values to be internalized in students in elementary school (Ladiva et al., 2018). The Merdeka Curriculum focuses on giving teachers the freedom to develop their modules. Teachers can choose or even modify their own teaching modules that have been provided by the central government. However, modifying must still be in accordance with the corridor; adjusting teaching modules to the characteristics of students. The autonomous curriculum, formerly called the prototype curriculum, is a framework for curricula that is more adaptable, prioritises core subjects, and aims to develop students' character and competence. It has the following traits: Learning via projects that cater to the Pancasila learner profile in order to cultivate character traits and soft skills (Jusuf & Sobari, 2022).

Value Clarification Technique is an approach used in affective learning with the abbreviation VCT. In this VCT approach, students are nurtured by their emotional awareness of values through critical, rational, by clarifying and testing truth, goodness, justice, accuracy, helping to clarify the noble values that students must learn and apply, increasing the level of active thinking and teaching teachers who are humane, passionate and fun, improving cognitive, affective, and psychomotor processes of cognitive learning, increasing integration between the school world and the real world of students (Reinita et al., 2018).

The VCT approach is very appropriate for subjects that emphasize the affective domain (attitudes and values), such as civic education and religious education. Within the framework of VCT, a value education paradigm, students are taught to identify, choose, evaluate, and ultimately advocate for their own personal set of life values. Students are assisted in making their values more clear. For instance, by delving into real-world situations brimming with moral dilemmas or valuable lessons, students are guided to prioritise and put into practice the important principles of life. In order for learning to be more interesting and students are able to understand learning material, of course, it needs to be supported by learning resources, these learning resources can be in the form of media or teaching materials (Prastowo, 2013).

Teaching materials are generally still informative so that they cannot create an environment that allows students to develop their own thinking skills, such as guidebooks that tend to be contextual and the language is difficult for students to understand (Kusumawati, 2016). According to (Suryani et al., 2020) The availability of printed instructional materials in the form of modules that solely include text and graphics does not satisfy the requirements of the learning process. As a result, one of the ways that can be done to increase the capabilities and creativity of students in the process of learning is to make use of relevant learning materials.

Teaching materials contain both printed and (electronic) information used by students to achieve learning objectives. This includes teaching materials for general learning purposes (delivery of competency standards and basic competencies that have been set) and some additional materials as enrichment or for remedial (Cahyadi, 2019). Teaching materials are learning materials that include cognitive, affective and psychomotor aspects that students must learn in achieving predetermined competency standards and basic competencies. Based on the grouping of teaching materials, several components depend on which category we see. Broadly speaking, by adjusting the research developed, teaching materials are grouped into two classifications, namely printed materials which are printed teaching materials in the form of books, magazines, newspapers and so on. Non-print materials which are teaching materials in electronic form, namely various kinds such as audio, audio visual, interactive teaching materials and so on (Prastowo, 2013).

It is very important to develop teaching materials in accordance with the demands of the curriculum and the needs of students. (Lestari, 2013). With teaching materials, it is possible for students to learn a competency coherently and systematically so that they can accumulatively master all competencies as a whole and integrated. The development strategy for teaching modules is known to instructors, and they are required to achieve two minimal requirements before they can begin to compile them: first, that the learning activities inside the modules adhere to the principles of learning and assessment, and second, that they meet current standards. (Maulida, 2022). Based on this, since they serve as instructional books, generated educational materials must adhere to relevant rules in order to facilitate learning. It is believed that the learning programme may be implemented more frequently with the presence of materials that are tailored to both students' and instructors' skills. After all, it is the teacher's responsibility to execute education and receive clear rules for learning materials.

When a teaching material has been made with the right rules, the teacher will easily direct all his activities in the learning process, in which there will be several competencies that must be taught / trained to students. In addition, in terms of students with teaching materials, they will know better what competencies must be mastered during the learning program. Learners so have an overview of the learning scenario through teaching materials. Furthermore, it is also stated that the characteristics of students with different backgrounds will be greatly helped by the presence of teaching

materials, because they can be studied according to their abilities as well as an evaluation tool for mastery of learning outcomes because each learning activity in teaching materials will always be equipped with an evaluation to measure mastery of learning objectives competencies. When students have obtained a good score for one learning activity, they can continue to the next learning activity (Lestari, 2013).

While it is ideal for instructors to completely grasp how to construct and build teaching modules, many educators lack this knowledge, particularly when it comes to the independent learning curriculum. If the lesson plans aren't well-thought-out, there will be no systematic way for pupils to receive the material, and the learning process will be imbalanced. If the instructor does not adequately prepare the lesson plan, then either no one is involved in the learning process or the process is less engaging for the students. (Maulida, 2022). Meanwhile, Sungkono (in Bahri, 2020) argues that the development of teaching materials will help teachers to make learning more effective, efficient, and not deviate from the competencies to be achieved. The development of teaching materials needs to be done so that learning becomes more interesting and meaningful. The development of teaching materials certainly adapts to the development of science and technology.

Technology has allowed for the creation of digital or electronic teaching materials, such as books, modules, student worksheets, and so on, which are one kind of learning media that may be aided by technology. Students may get digital or electronic course materials via social media by simply clicking on a link. (Ramadhan et al., 2019). In line with the opinion of Anita et al. (2022a) and Anita et al. (2022b) that elementary school students are in the era of the development of information technology. This is evidenced by the familiarity of elementary school students in using computer devices, laptops and smartphones in their daily activities.

The use of technology in learning is contained in the principles of learning in accordance with the Graduate Competency Standards and Content Standards in the Regulation of the Minister of Education and Culture Number 22 of 2016, namely to improve the efficiency and effectiveness of sustainable learning, teachers can utilize technology, information and communication according to the situation and conditions. So that the achievement of learning objectives that use this technology is ideal. With the development of this technology, it is expected to be able to produce students who can be collaborative, communicative, think critically, creatively and innovatively in accordance with the 21st century learning challenges called 4C competencies. (Firdawela & Reinita, 2021). Therefore, the development of electronic teaching materials is one form of adjustment in the 4.0 era. In accordance with its definition, digital teaching materials are characterized by the use of digital devices, such as computers, cellphones and the like..

The purpose of this research is to determine whether or not fourth grade primary school students learn the Pancasila principles better using electronic teaching tools. All of the evaluated e-learning resources made use of the Value Clarification Technique matrix model. Whether it's audio, video, or interactive multimedia, electronic teaching materials have the information loaded in an electronic format. (Sriwahyuni et al., 2019). As we enter the fourth industrial revolution and the modern era of learning, electronic teaching materials provide an additional avenue for professional development for educators. Digital learning tools may be created by imaginative and creative educators. There is a lot of overlap between manual and electronic pedagogical resources. It goes on to detail the Competesi Achievement Indicators (IPK), fundamental competencies (KD), and question practice materials. However, electronic teaching materials are more powerful because they are in electronic form (e-book)(Yulaika et al., 2020).

The 21st century is also characterized by the amount of information that is available anywhere and can be accessed at any time and communication can be done from

anywhere (Prastika & Masniladevi, 2021). In line with the opinion of (Zainil et al., 2019) changes in scientific technology that inspire educators to push the boundaries of technology integration in the classroom.

In making electronic teaching materials, you can use the help of the Flip HTML5 application. Flip HTML5 is an application that can be used in making electronic teaching materials. The teaching materials developed are shaped like a book that can be flipped so that it can help students understand the material and provide new experiences in the learning process. Flip HTML5 is a Flipbook software that offers convenience to educators in developing a digital textbook in which video, audio, slide shows, links and animations can be added (Mardasari et al., 2021).

Based on field studies conducted by researchers at SDN 12 Sungai Lareh through an observation process where interviews and questionnaires were conducted by class IV teachers, the independent curriculum has been implemented at school, namely in class I and class IV. The implementation of the independent curriculum has not been maximized, making it difficult for teachers in the learning process. Technology facilities supporting the learning process are also available at school such as Wi-Fi, laptops, speakers and LCD projectors. However, teachers have not maximized the use of existing technology in the learning process. Learning resources used in class IV are still in printed form taken from the internet, in addition to the appearance that is less attractive and difficult to carry, printed books are also costly because they must be printed as many as the number of students. The material contained in the teacher's book is also still minimal so that teachers need material enrichment. Learning resources that are less varied, especially in Civics learning, cause students to become bored so that their learning motivation decreases so that they have not achieved the demands of the independent curriculum, namely in strengthening the profile of Pancasila students. The approach used is also less varied which makes students less enthusiastic about learning in class. Therefore, teachers must use a varied approach in the learning process.

Based on the problems described in the background above, it can be concluded that effective learning resources are needed in accordance with the development of science and technology today. Researchers expect the use of electronic teaching materials using the Value Clarification Technique approach of the matrix model to be effective in helping students at SD Negeri 12 Sungai Lareh in improving student learning outcomes and increasing student learning motivation in learning to achieve the demands of the independent curriculum, namely the strengthening of the Pancasila student profile. The Value Clarification Technique approach fosters emotional awareness of values critically, rationally through clarification and testing of its truth. Learning is carried out to achieve three domains of learning outcomes, namely cognitive, affective and psychomotor. One of them, namely affective learning outcomes, is reflected in the attitudes and behavior of students. Therefore, learning has a content of character values that will be analyzed and applied by students (Reinita, 2017). Based on the background of the problems described, the researcher is interested in conducting a study entitled "The Effectiveness of Electronic Teaching Materials Using the Value Clarification Technique Approach in Elementary Schools".

METHOD

This research was a pre-experimental research using one group pretest-posttest design. Quantitative research one group pretest-posttest design is a study that compares pretest and posttest values. The form of this research design according to Anastasya et al. (2015). Furthermore, it can be seen in the following equation.

$O_1 \times O_2 \dots(1)$

Description:

 O_1 : pretest score X : learning the elements of Pancasila using electronic teaching materials O_2 : posttest score

This research was conducted in class IV of State Elementary School 12 Sungai Lareh with the material of Pancasila elements in learning. Learning 1 and 2 were carried out in stages with different days with the subjects of this study were teachers and grade IV students. Learning 1 was conducted using conventional methods and learning 2 using electronic teaching materials. The number of students in the class was 25 people consisting of 13 female students and 12 male students.

The products that have been produced in the form of electronic teaching materials have first been tested for validity by 3 experts, namely material experts, language experts and media experts. After the validity test is carried out, a practicality test is carried out whose data is obtained from a questionnaire sheet that has been given to teachers and students. At the end of the lesson, the effectiveness of the electronic teaching materials that have been developed is tested.

The procedures in this study include: 1) identifying problems and objectives, 2) determining the research design according to the research problems and objectives, 3) compiling test instruments, 4) giving pretest for Pancasila element material, 5) providing Pancasila element learning using electronic teaching materials, 6) giving posttest for Pancasila element material, 7) analyzing test results, 8) making conclusions from the research results, and 9) making research reports.

The data collection technique uses tests. The test instruments used were pretest and posttest questions in the form of descriptions consisting of 10 questions. For pretest and posttest questions are different questions with the same level of difficulty, this question is made with reference to Bloom's revised taxonomy, namely using levels C1 (remembering), C2 (understanding) and C3 (applying). In the preparation of test questions, a question grid is first made which includes competency standards, basic competencies, indicators, aspects measured along with assessment scores and item numbers, followed by compiling questions and answer keys for each question. To provide an objective assessment, the scoring criteria for test questions are guided by the scoring rubric.

Researchers analyzed the data using the Wilcoxon test and calculated the N-Gain value. The N-Gain data was calculated using the normalized gain developed by Meltzer (Anastasya et al., 2015). The normalized gain score criteria can be seen in Table 1.

Table 1. Normalized Gain Score Criteria

Gain Score	Interpretation
$g > 0,7$	High
$0,3 < g \leq 0,7$	Medium
$g \leq 0,3$	Low

FINDINGS AND DISCUSSION**Findings**

The effectiveness of using electronic teaching resources on student learning outcomes may be defined as the influence or effects emerging from an activity. As a way to evaluate how well a learning process is working, the effectiveness test is administered. When they positively affect students' learning results, electronic instructional tools may be deemed successful. Through the use of previously verified objective questions, the

effectiveness test was able to extract findings from both the pretest and posttest exams. Comparing pre- and post-test scores allows for an analysis of the efficacy of e-modules based on classical completeness. The effectiveness of electronic instructional resources is determined by whether or not pupils have reached classical completeness. It is determined that electronic teaching resources are successful based on the learning outcomes that occur after utilizing them. The research results for student learning outcomes on Pancasila element material descriptively can be seen in Table 2.

Table 2. Descriptive Statistics of Student Learning Outcomes

	N	Mean	Std. Deviation	Min	Max
Pretest	25	68.4	7.46	60	90
Posttest	25	82	6.45	70	100

Based on the results of Table 2, It has been determined that a pretest score ranging from 60 to 90 is considered minimal and maximum, respectively. Students may achieve a maximum posttest score of 100, with a minimum score of 70. For student learning outcomes before and after intervention can be seen from Diagram 1.

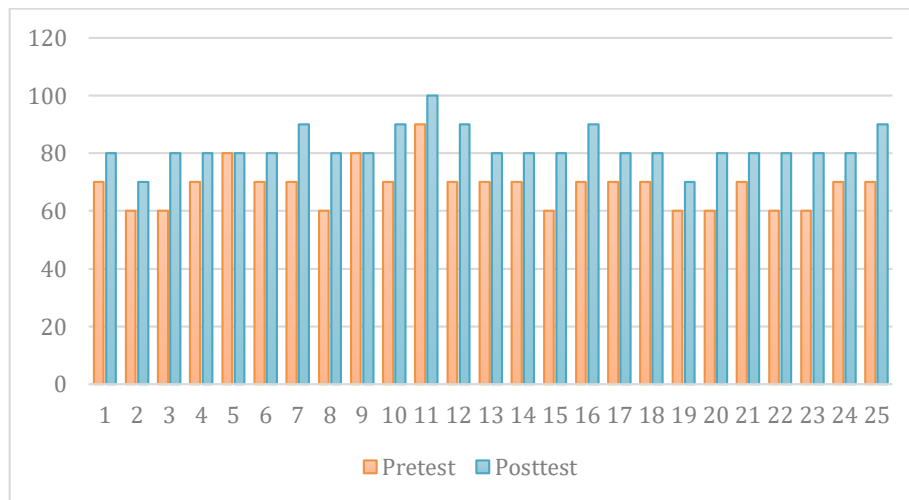


Diagram 1. Diagram of Differences in Pretest and Posttest Results

A normalcy test and a homogeneity test are required to determine whether the results from the pretest and posttest follow a normal distribution and are consistent with one another. In Table 3, you can see the results of the Normality test.

Table 3. Normality Test

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	0.295	25	0.000	0.786	25	0.000
Posttest	0.382	25	0.000	0.758	25	0.000

All data, including pretest and posttest, have a significance level of less than 0.05 according to the normalcy test. The two sets of numbers do not follow a normal distribution, as a result. A non-parametric statistical test, namely the Wilcoxon test, is executed due to the fact that the data does not follow a normal distribution, which precludes the t test. Table 4 displays the results of the Wilcoxon test.

Table 4. Wilcoxon Test

		Ranks		
		N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	23 ^b	12.00	276.00
	Ties	2 ^c		
	Total	25		

a. Posttest < Pretest

b. Posttest > Pretest

c. Posttest = Pretest

Test Statistics^a

	Posttest – Pretest	N Gain
Z	-4.326 ^b	0.43
Asymp. Sig. (2-tailed)	0.000	

a Wilcoxon Signed Ranks Test

b Based on negative ranks.

A significance value (Sig.) of 0.000 is less than 0.05, according to the findings of the Wilcoxon test calculation on the whole student data. What this indicates is that the learning results of the students were different before and after the intervention. That instance, the average score went up from 68.4 on the pretest to 82 on the posttest, indicating that there was a change in student learning outcomes between the two sets of data collected. We computed the N-Gain number to assess how much of an impact all of the learning outcomes had on the students. The pupils' pre- and post-test gain scores were 0.43, which falls into the moderate group, according to the N-Gain computation.

Discussion

The learning outcomes in the Pancasila Elements material in phase B of class IV are; understanding and explaining the meaning of the Pancasila precepts and telling examples of the application of the Pancasila precepts in everyday life; applying the values of Pancasila in the family, school, and community environment; identifying rules in the family, school, and neighborhood and implementing them with the guidance of parents and teachers; identifying and presenting the results of identifying rights and obligations as family members and as school citizens; and implementing obligations and rights as family members and as school citizens. Learners at the elementary school level are hypothetical citizens or "unfinished" citizens because they must be educated to become adult citizens who have an awareness of their rights and obligations. In this regard, Civics subjects have a very strategic position to take a role in preparing students to become smart and good citizens based on the values of Pancasila and the 1945 Constitution of the Republic of Indonesia and other laws and regulations. The citizens in question are competent citizens, namely citizens who master knowledge (knowledge), attitudes and values (attitudes and values) skills (skills), and have a high awareness of their rights and obligations as citizens.

Based on the results of the research, one may argue that the Value Clarification Technique approach, when applied to electronic teaching resources, improves classroom learning. It is evident from the exam results that children achieve. The pretest had a

maximum score of 90 and a minimum score of 60. It is evident from the test results provided by the pupils that there are two groups of scores: the lowest and the highest. Scores on the posttest range from 70 (the lowest possible) to 100 (the highest possible). The rise in average score from 68.4 on the pretest to 82 on the posttest demonstrates the efficacy of electronic teaching materials. We computed the N-Gain number to assess how much of an impact all of the learning outcomes had on the students. The pupils' pre- and post-test gain scores were 0.43, which falls into the moderate group, according to the N-Gain computation.

The VCT learning model is a teaching and learning techniques that instill values in students, later students will be trained to discover, choose, search and decide their own attitudes regarding social values, and morals that they want to strive for in life (Dewi, 2023). The VCT model has also been used by quite a number of researchers to be a solution in overcoming low Civics learning outcomes. This is supported by the results of research conducted by (Rumantara et al., 2022) which used the VCT model to improve student Civics learning outcomes. The results of his research show that there is an effect of the VCT (Value Clarification Technique) learning model on the learning outcomes of Civics for fourth grade students of SD Inpres Lewintana in the 2020/2021 academic year.

This research has different findings from other studies. In this research, researchers focus on the effectiveness of electronic teaching materials using the Value Clarification Technique approach on student learning outcomes, but of course there are also similarities with the results of other research. where both discuss the influence of the learning approach used in the teaching and learning process.

CONCLUSION

Based on the results of the analysis and discussion, it can be concluded that electronic teaching materials using the Value Clarification Technique approach of the matrix model are effective and feasible to use in the Pancasila Education of the Merdeka Curriculum for grade IV SD. There are differences in student learning outcomes before and after using electronic teaching materials. Suggestions that can be conveyed to teachers, in the future teachers must be able to develop and make teaching materials in accordance with current developments. teachers must be able to determine approaches in effective learning to improve student learning outcomes and increase student learning motivation. Such as the use of electronic teaching materials in learning and using the Value Clarification Technique approach that can improve student learning outcomes.

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