

Development of PALUMI Media (Economic Flow Board) Based on Flashcards in IPAS Subjects to Improve Learning Outcomes of 5th Grade Students at SD NU Insan Cendekia Ngadiluwih, Kediri Regency

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ARTICLE INFO

Article history

Received May 17, 2026

Revised June 21, 2026

Accepted July 27, 2026

Keywords: Development,
PALUMI Media; Flashcards;
Learning Outcomes; IPAS.

ABSTRACT

Learning media play an important role in helping students understand concepts, thereby improving learning outcomes. Based on observations in the fifth grade at SD NU Insan Cendekia Ngadiluwih, Kediri Regency, students' learning outcomes in the economic activities material of the IPAS subject still need to be improved. Therefore, a media in the form of PALUMI (Economic Flow Board) based on flashcards was developed. This research aims to: (1) develop PALUMI media based on flashcards; (2) analyze the feasibility of PALUMI media based on flashcards; and (3) test the effectiveness of PALUMI media based on flashcards to improve the learning outcomes of fifth-grade students at SD NU Insan Cendekia Ngadiluwih, Kediri Regency. This research uses the Research and Development (R&D) method with the ADDIE development model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The research subjects consisted of 20 fifth-grade students. Data collection techniques included observation, interviews, documentation, questionnaires, and tests. Data were analyzed qualitatively and quantitatively thru percentage analysis and N-Gain tests. The research results show that: (1) the PALUMI media based on flashcards was successfully developed using the ADDIE model thru five systematic stages; (2) the developed media was declared very feasible based on the validation results of media experts at 96.9%, material expert I at 88.0%, material expert II at 94.0%, question expert at 92.0%, and teacher response at 94.0%. Student responses also showed a very feasible category, with 98% in the small group trial and 99.3% in the large group trial; (3) the PALUMI media based on flashcards proved effective in improving student learning outcomes, as indicated by an N-Gain value of 0.82 with a high category and an N-Gain Percent of 82% with an effective category. Thus, the PALUMI media based on flashcards is very feasible and effective in improving the learning outcomes of fifth-grade students at SD NU Insan Cendekia Ngadiluwih, Kediri Regency.

1. INTRODUCTION

Education is an effort to improve the attitudes and behaviors of individuals or groups thru the processes of teaching and habituation. Ki Hajar Dewantara defines education as an effort to cultivate the character, mind, and body of children to achieve a life of perfection in harmony with nature and society. This shows that education does not only emphasize intellectual aspects but also the balanced development of character and physical well-being (Nurkholis, 2013). In the educational process, one of the important factors determining the success of learning is the use of learning media. Learning media are anything that can be used to convey messages from teachers to students, thereby stimulating students' thoughts, feelings, attention, and interest in learning activities (Sanaky, 2013). According to Arsyad, learning media are all forms and channels used to convey messages or

information in teaching and learning activities, aimed at clarifying material, increasing attention, and motivating students to be more active in the learning process (Arsyad, 2013). One of the subjects that requires the appropriate use of learning media is Natural and Social Sciences (IPAS) at the elementary school level. Natural and Social Sciences (IPAS) is a combination of two fields, namely natural sciences and social sciences. In this study, the material used focuses on the social science aspect, which aims to develop students' knowledge, attitudes, values, and social skills so that they can analyze problems in everyday life and foster a sense of love and pride in Indonesian society (Setyawati, 2023). The Social Science lesson is designed to develop students' understanding of their social environment and help them gain a broad perspective. Natural and Social Sciences (IPAS) is broad, dynamic, and tends to be theoretical, which makes some students less interested in the learning process. Therefore, the use of appropriate media becomes an important strategy to make IPAS learning more engaging, easier to understand, and help students achieve optimal learning outcomes. Learning outcomes are the abilities acquired by students after undergoing the learning process, as learning is a process that makes someone strive to achieve relatively permanent behavioral changes (Setyawati, 2023). Based on Bloom's taxonomy, it is stated that there are three domains as learning outcomes, namely the cognitive domain, the affective domain, and the psychomotor domain. The cognitive domain encompasses all efforts involving brain activity. The affective domain relates to attitudes. Meanwhile, the psychomotor domain pertains to learning outcomes, skills, and the ability to act (Putra, 2024).

Based on the above definition, it can be concluded that learning outcomes are the abilities acquired by students after participating in the learning process, as evidenced by changes in knowledge, attitudes, and skills. In this study, the focus of learning outcomes refers to the cognitive domain, specifically the students' knowledge in understanding the material presented by the educator. Based on the results of interviews and observations in the fifth-grade class at SD NU Insan Cendekia Ngadiluwih, Kediri Regency, it is known that students' learning outcomes in the economic activities material still need to be improved. Students have difficulty understanding and sequencing the flow of economic activities, which include production, distribution, and consumption, and are still confused about distinguishing the roles of producers, distributors, and consumers. This condition is reinforced by assessment data showing that 9 out of 20 students scored 78, which is the minimum passing grade. In addition, the learning process is still dominated by the lecture method with limited use of media, restricted to textbooks and blackboards, making the learning tend to be teacher-centered, less engaging, and resulting in low student motivation and active participation. In addition to being based on field needs, this research is also supported by relevant findings from previous studies. A similar study on the development of economic flow board learning media has been conducted by Faiszatul Masruroh with the title "Development of Palkom Media (Economic Flow Board) to Improve the Learning Outcomes of 4th Grade Students on Economic Activity Material at MI Roudlotut Tholabiyah Nganjuk." The results of the study indicate that the use of Palkom media is capable of improving students' learning outcomes (Masruroh, 2024). The results of the study indicate that Palkom media is capable of improving students' learning outcomes. Based on these findings, this research develops PALUMI (Economic Flow Board) media based on flashcards that combine production, distribution, and consumption flow boards with 36 interactive flashcards and QR Codes as learning support. The novelty of this research lies in the integration of visual media and the activity of collaboratively arranging the economic activity flow, which is expected to improve the learning outcomes of fifth-grade students on the topic of economic activities. This research aims to: (1) describe the procedure for developing PALUMI (Economic Flow Board) media based on flashcards using the ADDIE model, (2) analyze the feasibility of PALUMI media based on expert validation results and responses from teachers and students, and (3) test the effectiveness of PALUMI

media based on flashcards in improving the learning outcomes of fifth-grade students at SD NU Insan Cendekia Ngadiluwih, Kediri Regency.

2. METHODS

This research is a Research and Development (R&D) study aimed at developing PALUMI (Economic Flow Board) media based on flashcards in the IPAS subject to improve the learning outcomes of fifth-grade students at SD NU Insan Cendekia Ngadiluwih, Kediri Regency. The development model used is the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) developed by Branch. This model was chosen because it has systematic stages suitable for developing learning products from needs analysis to product evaluation. The Analysis stage is conducted thru needs analysis, curriculum analysis, material analysis, and student characteristic analysis. The Design stage includes the preparation of the PALUMI media design, the preparation of LumiCard (flashcards), the preparation of teaching materials, the user guide, research instruments, as well as pre-test and post-test questions. The Development stage is carried out by realizing the design into a product, which is then validated by media experts, two material experts, and question experts, and revised according to the validators' feedback. The Implementation stage was carried out thru small group and large group trials with fifth-grade students at SD NU Insan Cendekia Ngadiluwih, Kediri Regency. Next, the Evaluation stage is conducted formatively at each development stage to refine the product until a media suitable for use in learning is obtained (Rayanto, 2020). The subjects of this study consisted of 20 fifth-grade students from SD NU Insan Cendekia Ngadiluwih, Kediri Regency. The experimental design used is the One Group Pre-test Post-test Design, which involves administering a pre-test before the use of the PALUMI media and a post-test after the learning session using the media. This design was chosen because the study only involves one fifth-grade class at SD NU Insan Cendekia Ngadiluwih, Kediri Regency, consisting of 20 students, making it impossible to use a control class. Therefore, the effectiveness of the PALUMI media is measured by comparing the pre-test results before the learning and the post-test results after the learning using the media. In addition to students as trial subjects, this research also involves one media expert, two subject matter experts, one question expert, and a fifth-grade teacher as validators and respondents to the developed media. Data collection techniques include observation, interviews, documentation, questionnaires, and tests. The research instruments consist of observation guidelines, interview guidelines, media expert validation sheets, material expert validation sheets, pre-test and post-test question validation sheets, teacher response questionnaires, student response questionnaires, as well as pre-test and post-test questions (Sugiyono, 2019).

Table 1. Instrument for Testing the Effectiveness of PALUMI Media

No	Instrument	Tujuan	Responden
1	Pre-test questions Post-test questions	Measuring students' initial abilities before using the PALUMI media	20 fifth-grade students
2	Pre-test questions Post-test questions	Measuring students' learning outcomes after using the PALUMI media	20 fifth-grade students
3	N-Gain Analysis	Menentukan tingkat peningkatan hasil belajar dan efektivitas media PALUMI berdasarkan skor pre-test dan post-test	Student test results data

Data analysis was conducted qualitatively and quantitatively. Qualitative data in the form of critiques and suggestions from validators were analyzed descriptively as the basis for product revision. Meanwhile, quantitative data were analyzed using percentage analysis to determine the

feasibility level of the media based on expert validation results, teacher responses, and student responses. The feasibility level of the media was then interpreted into categories of very feasible, feasible, moderately feasible, less feasible, and not feasible. The effectiveness of the media is analyzed using the Normalized Gain (N-Gain) test by comparing pre-test and post-test scores to determine the improvement in student learning outcomes. The N-Gain results are then classified into low, medium, or high categories to ascertain the level of effectiveness of the PALUMI media in enhancing student learning outcomes (Mulyadi, 2007)

3. RESULTS AND DISCUSSION

Development and Use of PALUMI Media (Economic Flow Board) Based on Interactive Flashcards to Improve Learning Outcomes in IPAS Economic Activity Material

The development of PALUMI media (Economic Flow Board) based on interactive flashcards in IPAS learning on economic activity material aims to produce learning media that can help students understand the concepts of production, distribution, and consumption more concretely. This media was developed using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) thru the stages of needs analysis, design, product development, implementation, and evaluation. The development resulted in the PALUMI media, which consists of three main boards representing the stages of economic activities, equipped with 36 LumiCards (flashcards), a flow assembly bag, a user guidebook, teaching materials, and a QR Code as an additional learning resource. The development of the media was carried out systematically, resulting in media that aligns with the characteristics of elementary school students and the learning needs of IPAS (Rayanto, 2020).



Figure 1. PALUMI Media Product (Economic Flow Board) Based on Flashcards

The use of PALUMI media in learning provides a more active and meaningful learning experience compared to learning that only uses lecture methods and textbooks. Thru the activity of arranging LumiCards according to the sequence of economic activities, students are directly involved in identifying, grouping, and connecting the concepts of production, distribution, and consumption. The activity encourages students to discuss, collaborate in groups, and present the results of their discussions, shifting the focus of learning from the teacher to the students. Active student involvement during the learning process helps them understand the material more easily because concepts that were originally abstract are presented in visual form and can be directly manipulated (Mu'min, 2013). During the implementation of the PALUMI media, students showed high enthusiasm in following each stage of the learning process. They actively created flashcards, discussed to determine the sequence of economic activities, and exchanged opinions to complete group tasks. The teacher acts as a facilitator guiding the learning process, while the students have the opportunity to build their understanding thru direct learning experiences. This condition creates a

more interactive, collaborative, and enjoyable learning atmosphere, making IPAS learning more meaningful.



Figure 2. Implementation of PALUMI Media in IPAS Learning

Beside being used as a learning medium in the classroom, PALUMI is also designed as a practical and easy-to-use medium. The presence of QR Code allows students to independently review the material outside of class hours, while the simple form of the media enables teachers to use it without requiring complex technological devices. Thus, the PALUMI media not only functions as a learning aid but also as a learning resource that supports active learning in accordance with the characteristics of the Merdeka Curriculum.

Feasibility of PALUMI Media (Economic Flow Board) Based on Interactive Flashcards in IPAS Learning on Economic Activity Material

The feasibility of PALUMI media (Economic Flow Board) based on interactive flashcards is determined thru a validation process by media experts, material experts, question experts, as well as the assessment of responses from teachers and students. The validation stage is conducted to ensure that the developed media meets the aspects of appearance, content, language, ease of use, and alignment with learning objectives before being implemented in the process (Rayanto, 2020). The validation results from media experts show a percentage of 96.9% with a very feasible category. The assessment shows that the PALUMI media has met the aspects of design, appearance, color selection, font size, image clarity, and ease of use. In addition, the media is assessed to be able to attract students' attention and is in accordance with the characteristics of learning in elementary schools. Validation by subject matter experts received a percentage of 88% from subject matter expert I and 94% from subject matter expert II, categorized as very feasible. The results indicate that the material presented in the PALUMI media is in accordance with the learning outcomes, learning objectives, and the characteristics of fifth-grade elementary school students. The presentation of the material on production, distribution, and consumption is considered systematic, easy to understand, and capable of helping students grasp the concept of economic activities more concretely. The results of the expert validation obtained a percentage of 92% with a very feasible category. This shows that the pre-test and post-test instruments used are in accordance with the learning indicators, have clear language, and are able to measure students' abilities after using the PALUMI media. In addition to expert validation, the feasibility of the media is also supported by the responses from teachers and students after using the media in learning. The results of the teacher response questionnaire obtained a percentage of 94% with a very good category, indicating that the PALUMI media is easy to use, helps in delivering the material, and supports the creation of more active learning. Meanwhile, the student response results in the small group trial obtained a percentage of 98%, while in the large group trial, it obtained a percentage of 99.3%, both of which fall into the very good category. Students

gave positive responses because the PALUMI media has an attractive appearance, is easy to use, and helps them understand economic activity material thru more interactive learning activities.

Table 1. Recap of Data from the Feasibility Validation of PALUMI Media

No	Assessment Aspects	Persentase Skor (%)	Kategori
1	Media Expert	96,9%	Very Worthy
2	Expert in Subject I	88,0%	Very Worthy
3	Expert in Material II	94,0%	Very Worthy
4	Pre-test and Post-test Question Experts	92,0%	Very Worthy
5	Teacher's Response	94,0%	Very Worthy
6	Small Group Student Response	98%	Very Worthy
7	Response from Large Group Students	99,3%,	Very Worthy

Overall, the validation results from experts, teacher responses, and student responses indicate that the PALUMI (Economic Flow Board) media based on interactive flashcards meets the criteria of being very suitable for use as a learning medium for IPAS on economic activities. These findings are in line with Arsyad's opinion, which states that good learning media must meet the aspects of content feasibility, presentation, language, and graphics to support the achievement of learning objectives. Therefore, PALUMI media is suitable to be used as one of the innovative learning media that can assist teachers in creating a more effective and engaging learning process (Arsyad, 2013)..

Effectiveness and Impact of PALUMI Media (Economic Flow Board) Based on Interactive Flashcards on IPAS Learning Outcomes for Economic Activities

The effectiveness of PALUMI media (Economic Flow Board) based on interactive flashcards was determined thru the comparison of pre-test and post-test results of fifth-grade students at SD NU Insan Cendekia Ngadiluwih, Kediri Regency. The research results show that the average pre-test score of 46.3 increased to 90 in the post-test. To determine the level of improvement in student learning outcomes, a Normalized Gain (N-Gain) test was conducted. The analysis results showed an N-Gain value of 0.82 or 82% with a high category, indicating that the PALUMI media is effective in improving student learning outcomes in economic activity material (Mulyadi, 2007). The improvement in learning outcomes is closely related to the characteristics of the PALUMI media, which combines a flow board, LumiCard (flashcard), and QR Code as learning resources. Thru the activity of arranging flashcards according to the order of production, distribution, and consumption, students gain direct learning experiences, making initially abstract concepts more concrete and easier to understand. Activities such as observing, grouping, arranging, discussing, and presenting group work also encourage students to actively participate in the learning process and build understanding thru direct learning experiences. This condition aligns with Piaget's cognitive development theory, which states that elementary school students are at the concrete operational stage, making it easier for them to understand material thru concrete and visual media (Mifroh, 2020). The results of this study are in line with Arsyad's opinion, which states that learning media can clarify the presentation of material, increase student attention, and help students understand the material more easily (Arsyad, 2013). These findings indicate that the use of PALUMI media not only impacts the improvement of learning outcomes but also creates a more active, engaging, collaborative, and meaningful learning process. Thus, PALUMI media is worthy of being considered as one of the innovative learning media alternatives to support IPAS learning, particularly in the economic activities material in elementary schools.

4. CONCLUSION

The development of PALUMI media (Economic Flow Board) based on interactive flashcards in IPAS learning on economic activities contributes positively to the improvement of learning quality

in the 5th grade at SD NU Insan Cendekia Ngadiluwih, Kediri Regency. The PALUMI media is able to present the material of production, distribution, and consumption in a concrete, interactive, and systematic visual form, thereby helping students to understand the relationships between economic activity concepts more easily. Activities such as assembling LumiCards (flashcards), discussing, and presenting group work results make the learning process more active, collaborative, and student-centered. The research results show that the PALUMI media meets the very feasible criteria based on validation results from media experts, subject matter experts, and question experts, as well as receiving very good responses from teachers and students. Additionally, the PALUMI media has proven effective in improving student learning outcomes, as evidenced by the increase in pre-test and post-test scores and the high category results of the Normalized Gain (N-Gain) test. These findings indicate that the use of learning media tailored to the characteristics of elementary school students can enhance conceptual understanding and create a more meaningful learning experience. Nevertheless, the use of PALUMI media still requires good learning management, especially in time management, group discussion implementation, and teacher guidance to ensure that each learning activity runs according to the expected objectives. With proper planning and implementation, PALUMI media can become one of the innovative, practical, and effective alternatives in supporting IPAS learning, particularly in the economic activities material, and can serve as a reference for teachers in developing more creative learning media in elementary schools.

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