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THE DEVELOPMENT OF A DIGITAL FLIPBOOK FOR IPAS LEARNING CONTENT BASED ON BALINESE LOCAL WISDOM TO IMPROVE LEARNING OUTCOMES OF FOURTH GRADE ELEMENTARY SCHOOL STUDENTS

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Abstract

This research focuses on creating a digital flipbook based on Balinese local wisdom for the "Indonesiaku Kaya Budaya" science and social studies (IPAS) topic. The goal is to evaluate how valid, practical, and effective this tool is in boosting the academic performance of fourth-grade students. The study applies the Research and Development (R&D) approach, specifically utilizing the ADDIE framework, which includes analysis, design, development, implementation, and evaluation to build the media. Participants in this study were fourth graders from SDN 2 Tegalbadeng Barat. To gather data, the researcher used validation forms from experts, feedback surveys from both teachers and students, as well as pretest and posttest assessments to measure learning progress. Findings revealed that the digital flipbook is highly valid, scoring 91.48% from content experts and 92.14% from media experts. In terms of usability, the media proved to be highly practical, receiving a 95.20% positive response from teachers and 91.20% from students. Furthermore, the tool successfully enhanced student learning. This is proven by a notable increase in the average test scores, which jumped from 36.89 to 78.92, supported by a paired t-test significance of < 0.001 . In conclusion, this Balinese local wisdom-based digital flipbook is a valid, practical, and effective educational medium for improving the learning outcomes of fourth-grade students.

Keywords: Balinese local wisdom, Digital flipbook, Learning outcomes

Abstrak: Penelitian ini berfokus pada pembuatan media edukasi berupa *flipbook* digital yang mengangkat nilai kearifan lokal Bali untuk mata pelajaran IPAS, khususnya pada topik "Indonesiaku Kaya Budaya". Tujuan utamanya adalah untuk mengukur sejauh mana kelayakan, kepraktisan, serta kemampuan media ini dalam mendongkrak prestasi belajar siswa kelas IV SD. Untuk mewujudkan hal tersebut, pendekatan *Research and Development* (R&D) diterapkan dengan menggunakan kerangka kerja ADDIE, yang secara berurutan mencakup proses analisis, perancangan, pengembangan, penerapan, dan evaluasi. Studi ini melibatkan siswa kelas empat di SDN 2 Tegalbadeng Barat sebagai partisipan. Dalam mengumpulkan data, peneliti memanfaatkan berbagai instrumen seperti lembar penilaian dari para pakar, kuesioner umpan balik bagi guru dan siswa, serta evaluasi awal (*pretest*) dan akhir (*posttest*) untuk memantau kemajuan belajar. Temuan di lapangan membuktikan bahwa *flipbook* digital ini memiliki kualitas yang sangat valid, ditunjukkan oleh raihan skor 91,48% dari pakar materi dan 92,14% dari pakar media. Dari segi kemudahan penggunaannya, media ini tergolong sangat praktis karena berhasil mendapatkan respons positif sebesar 95,20% dari guru dan 91,20% dari siswa. Lebih lanjut, perangkat ajar ini sukses membawa dampak nyata pada pemahaman siswa. Terdapat lonjakan yang mencolok pada nilai rata-rata kelas, yang naik drastis dari angka 36,89 menjadi 78,92. Hal ini juga diperkuat oleh hasil uji-t berpasangan (*paired t-test*) yang menghasilkan nilai signifikansi $< 0,001$. Sebagai kesimpulan, *flipbook* digital bernuansa kearifan lokal Bali ini merupakan inovasi media yang valid, praktis, dan terbukti efektif untuk menunjang peningkatan capaian belajar siswa kelas IV sekolah dasar.

Kata-kata Kunci : Flipbook digital, Hasil belajar, Kearifan lokal Bali.

Background

The enhancement of human resource quality is fundamentally driven by education. Currently, education has become an important concern for both society and the government, as it is considered essential in supporting daily life (Febryan et al., 2022). One of the efforts to achieve this goal is via the application of modern technology combined with the implementation of innovative and adaptive learning methods that align with current developments (Pradesa et al., 2024). In conjunction with the swift evolution of digital tools during the Industry 4.0 era, it is mandatory for the academic world to embed technology within pedagogical practices. This integration aims to produce student learning experiences that are increasingly efficient, collaborative, and impactful (Pohan et al., 2023).

In elementary school learning, Integrated Science and Social Studies (IPAS) serves as a vital component of primary education, enabling pupils to comprehend both environmental and societal occurrences within their local context. However, in practice, the learning process of IPAS still faces several challenges, particularly related to low student engagement and less optimal educational results. A primary element influencing is the use of learning media that lack diversity and rely on traditional approaches. In addition, teacher-centered learning processes make students less active during classroom activities. If this condition continues, it may hinder the achievement of learning objectives optimally. Transforming instructional methods is essential for fostering greater student participation and enhancing academic achievements (Ayu & Anugerah, 2025).

The incorporation of technological tools into the educational process can be one of the solutions to overcome these problems. Technology enables the utilization of learning media that is more engaging, interactive, and capable of increasing student involvement throughout the learning process (Rosiana Mufliva, 2024). One of the media that can be used is a digital flipbook, which is a technology-based medium that presents material by integrating textual content, visuals, motion graphics, and sound, the material becomes more appealing and simplifies the comprehension process for learners (Wulan et al., 2026). The utilization of digital flipbooks has also been shown to improve students' learning interest and conceptual understanding (Martina et al., 2025). In addition, flipbook technology offers the potential to present content in a visually appealing, concise, and flexible manner (Lestari et al., 2025). Conversely, contextual learning through the integration of local wisdom is also an important aspect in elevating educational standards. Learning that incorporates local wisdom can provide meaningful and relevant learning experiences for students (Irsan et al., 2024).

In the context of Bali, cultural richness such as traditions, customs, and local values has great potential to be integrated into learning, especially in the topic "Indonesiaku Kaya Budaya" within the IPAS subject. The integration of Balinese local wisdom in learning not only helps students understand the material in a more contextual way, but also instills cultural values and character from an early age (Noer et al., 2024). Local wisdom refers to the ability to understand the potential and richness of the surrounding environment, as well as serving as a guideline and identity that teaches people to act wisely (Febriani, 2025). In line with this, research findings indicate that digital technology contributes positively to improving students' learning outcomes (Komalasari et al., 2025). However, studies that integrate digital media with local wisdom, especially Balinese local wisdom, are still limited. Thus, innovation is required in the development of learning media that is not solely technology-based but also incorporates local cultural values, so that the learning process feel more real and useful for students (Astaningrum et al., 2025).

According to the explanation above, the objective of this study is to develop a digital flipbook as a learning medium for the IPAS topic "Indonesiaku Kaya Budaya" based on Balinese local wisdom to improve the academic achievement of fourth-grade primary school students. The developed media is expected to establish a learning process that is engaging, interactive, and contextual, so that it can help students get the best possible results in their studies.

Method

The methodological approach employed in this study adopts the Research and Development (R&D) approach. This specific methodology was selected as the research intends to develop and generate an educational tool in a digital flipbook format specifically for the IPAS topic “Indonesiaku Kaya Budaya” based on Balinese local wisdom, which has been tested for its validity, practicality, and effectiveness to support the learning process, especially for fourth-grade elementary school students. This study applies the ADDIE model as the development framework, comprising five main stages: analysis, design, development, implementation, and evaluation (Hidayat & Nizar, 2021). Each phase of this model is systematically illustrated in the following diagram.

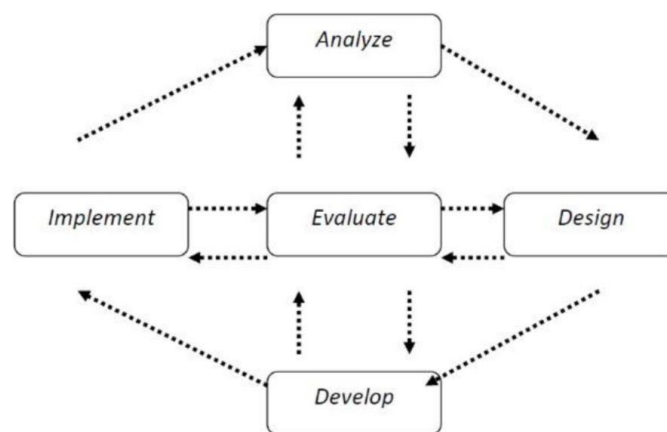


Figure 1. Stages of the ADDIE Development Model
Source: (Safitri & Aziz, 2022)

The study was carried out at SDN 2 Tegalbadeng Barat, located on Candra Kirana II Street, Tegalbadeng Barat Village, Negara District, Jembrana Regency, Bali Province, in the 2025/2026 academic year during the second semester. The participants of this research included a single class instructor along with 31 fourth-grade students. Meanwhile, the object of the study was the digital flipbook developed as an interactive learning medium for the topic “Indonesiaku Kaya Budaya.” The research location and subjects were selected purposively based on certain considerations, namely the actual condition of the school, which still faces limitations in the use of digital learning media, particularly in the IPAS subject.

Documentation, interviews, and questionnaires were used as data collection techniques. Interviews were conducted during the needs analysis stage with fourth-grade students and the classroom teacher to obtain information related to problems in IPAS learning and the need for digital flipbook media. Questionnaires were utilized to assess the validity and practicality of the developed digital flipbook.

Validation questionnaires were administered to media and subject-matter experts to evaluate the feasibility of the digital flipbook in terms of content, presentation, language, and visual appearance. Meanwhile, questionnaires distributed to both teacher and student were employed to assess the practicality of the media during the learning process. Additionally, pretest and posttest instruments were utilized to measure students learning outcomes. Documentation was used to collect data in the form of visual evidence and written records related to the implementation of the study as supporting information. These documentation data function to strengthen and support the findings during the research process.

Observation sheets, student and teacher needs assessment questionnaires, interview protocols, and user response questionnaires test how well the media works, and validation forms completed by subject-matter experts and media experts were used as research instruments. All instruments were designed using a five-point Likert scale to facilitate the processing and analysis of quantitative data.

Result and Discussion

Result

The Research and Development (R&D) method was applied in this research to create a digital flipbook as a learning tool for the IPAS topic “Indonesiaku Kaya Budaya” based on Balinese local wisdom, which is appropriate for use in fourth-grade elementary education. The selection of this method is based on the research objective, which focuses on the product development process, starting from the design stage to feasibility testing before being implemented during the learning process.

The development framework used in this study is the ADDIE model, which was carried out systematically to develop a learning medium that meets the aspects of validity and practicality. Here are the specific phases of the development.

a) Analysis Phase

The analysis phase is intended to determine learning needs, especially for the IPAS topic “Indonesiaku Kaya Budaya” in the fourth grade at SDN 2 Tegalbadeng Barat. The activities conducted include classroom observations, interviews with the teacher, examination of student characteristics, and a review of the curriculum and instructional materials. The findings from this analysis served as the foundation for determining the content, incorporating Balinese local wisdom, and designing a digital flipbook that aligns with students needs.

b) Design Phase

During this phase, learning objectives, indicators of competency achievement, and the structure of the material were developed in the form of a digital flipbook

storyboard. In addition, the media was designed to be engaging, interactive, and easy to use for elementary school students. The design also incorporates Balinese local wisdom into the learning materials. The study used questionnaires for teachers and students, along with expert review sheets. These tools were made to check if the media is valid, practical, and effective for classroom learning.

c) Development Phase

The development phase involves the process of producing the digital flipbook based on the prepared design. The media was created using software such as Canva and then transformed into a digital flipbook format with the assistance of supporting web tools. The IPAS material "Indonesiaku Kaya Budaya," along with images, animations, and interactive exercises, was integrated into the media. The resulting product was subsequently validated by material and media experts to evaluate the feasibility of the content, visual appearance, and its suitability for students characteristics. The validation results were used as the basis for revisions before proceeding to the implementation stage.

d) Implementation Phase

The implementation phase was carried out to evaluate the practicality of the digital flipbook and students responses to the developed media. This stage was carried out with fourth-grade students of SDN 2 Tegalbadeng Barat. Students used the digital flipbook during the IPAS learning process and then completed response questionnaires to assess ease of use, clarity of the material, and visual attractiveness. The classroom teacher also provided an evaluation through a practicality questionnaire from the educator's perspective. The findings show that the developed digital flipbook is practical to use and supports the learning process.

e) Evaluation Phase

The evaluation phase is intended to assess the effectiveness of the digital flipbook for the IPAS topic "Indonesiaku Kaya Budaya" based on Balinese local wisdom in enhancing students learning outcomes. The evaluation was conducted through pretest and posttest activities for fourth-grade students. The pretest was given before the use of the learning media to determine students initial abilities, while the posttest was given after using the digital flipbook to evaluate the progress in educational outcomes.

The pretest and posttest data were further examined to identify the magnitude of improvement in students learning outcomes. This process involved comparing the mean scores before and after the treatment, supported by statistical analyses including the normality test and paired sample t-test. The results reveal an improvement in

students learning outcomes following the use of the digital flipbook. Therefore, the developed media is considered effective in enhancing students learning outcomes in the IPAS topic “Indonesiaku Kaya Budaya” for fourth-grade students.

Following the completion of the design phase, the next step was to conduct a validity test of the developed digital flipbook for the IPAS topic “Indonesiaku Kaya Budaya” based on Balinese local wisdom for fourth-grade elementary school students. The validation process was conducted through the application of assessment instruments given to two material experts and two media experts. This activity aims to assess the appropriateness of the content in relation to curriculum, the accuracy of concepts, as well as the quality of the media’s appearance and design before being applied in the learning process.

Through the evaluation conducted by the validators, various suggestions and feedback were obtained from both material and media aspects. These validation results were then used as the basis for revising and refining the product to ensure its suitability for use in learning. The recapitulation of the validation results is presented in Table 1.

Table 1. Results of Media and Material Expert Validation Analysis

Variable	Percentage	Criteria
Material Expert	91,48%	Very Valid
Media Expert	92,14%	Very Valid

According to the data presented in Table 1, the material expert validation result reached 91.48%, while the media expert validation result reached 92.14%, both categorized as “very valid.” Therefore, the developed digital flipbook is considered appropriate for use in the IPAS learning process for the topic “Indonesiaku Kaya Budaya” in fourth-grade elementary school.

After the media was declared valid and appropriate, the subsequent step was conducting a practicality assessment to assess the ease of use of the digital flipbook for the IPAS topic “Indonesiaku Kaya Budaya” based on Balinese local wisdom for fourth-grade elementary school students. This activity involved both teachers and students through response questionnaires to gather evaluations of the media’s use in the learning process. The data obtained from teacher and student responses were then compiled and analyzed to identify the practicality level of the developed media. Table 2 illustrates the outcomes of this particular analysis.

Table 2. Results of Practicality Analysis Based on Teacher and Student Responses

Variable	Percentage	Criteria
Teacher	95,20%	Very Practical
Students	91,20%	Very Practical

According to the data presented in Table 2, the digital flipbook for the IPAS topic “Indonesiaku Kaya Budaya” based on Balinese local wisdom obtained a percentage of 95.20%

from the teacher and 91.20% from the students, both of which fall into the "very practical" category. This indicates that the developed media is easy to use, engaging, and able to effectively support the learning process from both the teachers and students perspectives.

The effectiveness of the digital flipbook for the IPAS topic "Indonesiaku Kaya Budaya" based on Balinese local wisdom was measured through student learning outcomes using a pretest and posttest. The pretest was administered before the use of the media to determine initial student abilities, while the posttest was conducted after learning using the digital flipbook to measure the improvement in student learning outcomes.

The effectiveness test was conducted using a One Group Pretest–Posttest design involving 31 fourth-grade students of SDN 2 Tegalbadeng Barat. Based on descriptive analysis, the average student score showed a significant increase, from 36.89 in the pretest to 78.92 in the posttest. In addition, the minimum score increased from 20 to 65, and the maximum score increased from 65 to 95, indicating an improvement in student conceptual understanding after using the learning media.

The Shapiro–Wilk normality test results revealed that both pretest and posttest data followed a normal distribution, with significance values of 0.086 and 0.110 ($p > 0.05$), respectively. In addition, the paired sample t-test produced a Sig. (2-tailed) value of < 0.001 , indicating a statistically significant difference between scores before and after the treatment. Consequently, it can be inferred that the use of the developed learning media significantly improves students learning outcomes.

Discussion

The development of a learning medium in the form of a digital flipbook for the IPAS topic "Indonesiaku Kaya Budaya" based on Balinese local wisdom, conducted at SDN 2 Tegalbadeng Barat using the ADDIE model, showed very positive results. The analysis phase revealed that IPAS learning still requires innovative and contextual media to help students better understand the material. Therefore, a digital flipbook was developed by integrating learning content with Balinese local wisdom, making it more relevant to student daily life. Findings from the validity testing indicate that the resulting media meets the criteria for the "very valid" classification, with a percentage of 91.48% from material experts and 92.14% from media experts. This shows that the content, presentation, and visual design of the media are appropriate and aligned with the curriculum and student characteristics. In addition, the practicality test results also show a "very practical" category, with percentages of 95.20% from the teacher and 91.20% from students. This indicates that the media is easy to use and able to increase student engagement in the learning process.

In terms of effectiveness, there was a marked improvement in learning outcomes, as reflected in the rise of the mean student score increased from 36.89 on the pretest to 78.92 on the posttest. The paired sample t-test yielded a significance value of < 0.001 , showing a statistically significant difference between learning outcomes before and after the implementation of the media. These results show that the developed digital flipbook is effective in facilitating deeper student understanding through interactive and contextual presentation based on Balinese local wisdom. Furthermore, the results align with previous studies showing that digital-based learning media can improve learning outcomes and student engagement, especially when integrated with cultural contexts relevant to students daily experiences.

These outcomes are consistent with earlier studies in the field, such as the study conducted by (Wulan et al., 2026), which asserts that the utilization of digital flipbooks can improve student learning outcomes by presenting material in an engaging and interactive manner. In addition, a study by (Wulandari et al., 2025) also shows that the integration of local wisdom in IPAS learning is proven to strengthen student character as well as make the learning process more meaningful and relevant. However, this study offers a distinct contribution compared to previous research, as it not only develops a digital-based learning medium but also specifically integrates Balinese local wisdom into the IPAS topic "Indonesiaku Kaya Budaya," thereby making the learning process more contextual and relevant to the students immediate environment.

The findings of this study suggest that the use of a digital flipbook based on Balinese local wisdom can function as an innovative alternative solution in IPAS learning at the elementary school level, as it is able to create a more engaging, meaningful, and relevant learning process. However, these results should be considered in light of several constraints, most notably the restricted number of subjects involved, which were restricted to one class, and the use of the media, which was only tested on a single learning topic. Therefore, future researchers are recommended to develop similar media for other topics and test them on a larger scale to obtain more generalizable results. In addition, teachers are encouraged to be more creative in integrating technology and local wisdom into the learning process in order to improve student learning outcome

Conclusion

Looking at the findings and discussion, it can be said that the development of a digital flipbook for IPAS content entitled "Indonesiaku Kaya Budaya," rooted in Balinese local wisdom and designed through the ADDIE model, has successfully generated a feasible instructional medium for elementary school students. The product achieved a high level of validity based on evaluations from both material and media experts, confirming its suitability in terms of

content quality, presentation, and design. Moreover, the media demonstrated excellent practicality, as reflected in teacher and student responses, indicating that the digital flipbook is intuitive, engaging, and effective in facilitating the learning process.

From an effectiveness perspective, the implementation of the digital flipbook led to a significant improvement in students learning outcomes, as shown by the increase in average scores from pretest to posttest and reinforced by statistical evidence of a meaningful difference. Accordingly, the digital flipbook for the IPAS topic “Indonesiaku Kaya Budaya,” grounded in Balinese local wisdom, can be regarded as a valid, practical, and effective learning medium for fourth-grade elementary education. Additionally, it offers a promising and innovative approach to enhancing learning quality and optimizing students academic achievement.

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