

## ABSTRACT

**Indri Ramadhani, 2026.** The Development of a Pancasila Education E-Book Assisted by Wordwall to Improve Tolerance Character and Learning Interest of the Fifth-Grade Students in the Eremerasa III Elementary School Cluster. Supervised by Nursalam and Abdul Azis.

This study aimed to determine the characteristics of learning, conceptual design, validity, practicality, and effectiveness of a Wordwall-assisted Pancasila Education e-book in improving the tolerance character and learning interest of the fifth-grade students in the Eremerasa III elementary school cluster. This research employed the Research and Development (R&D) method using the ADDIE development model, which includes the stages of analysis, design, development, implementation, and evaluation. Data were collected through validation by media and material experts, observation sheets on the implementation of learning, student questionnaires, teacher questionnaires, and interviews.

The results of the study indicated that: (1) Pancasila Education learning assisted by Wordwall is interactive, participatory, collaborative, contextual, enjoyable, and supportive of the strengthening of tolerance character. (2) The e-book contains reflection activities, reading, listening, discussions, interactive exercises, games, and Wordwall-based quizzes, designed to foster tolerance character and increases learning interest in a meaningful and contextual manner. (3) The validity of the media and material is categorized as high, with coefficients ranging from 0,64 to 0,875, indicating that the e-book is valid to be used. (4) The practicality of the media is proven to be good, with the implementation of learning reaching 95.83% (very good category), as well as teacher responses (3.93) and student responses (4.16) falling into the very practical category. (5) The effectiveness of the e-book is reflected in the improvement of students' tolerance character and learning interest. In the experimental class, tolerance character increased from the *rare* category (95.45%) to *often* (54.55%) and *always* (45.45%), while learning interest increased from *low* (95.45%) to *high* (31.82%) and *very high* (68.18%). In the control class, the improvement was limited to the *often* category (68.18%) and *high* (95.45%). The average scores of the experimental class were higher than those of the control class (tolerance: 62.45 > 52.32; learning interest: 85.45 > 71.45), with an N-Gain of 0.67 for tolerance (moderately effective) and 0.72 for learning interest (highly effective), confirming that the use of the Wordwall-assisted Pancasila Education e-book is effective in improving students' tolerance character and learning interest.

**Keywords:** E-book, Pancasila Education, Tolerance Character, Learning Interest.

