

Development of an E-Magazine Based on Nationalism Attitudes for the *Indonesiaku Kaya Raya* Material in Grade V of Elementary School

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Abstract

This research originates from the problem of the suboptimal use of technology and the lack of learning resources that effectively support the learning process. The purpose of this study is to produce an E-Magazine integrated with nationalism attitudes for the *Indonesiaku Kaya Raya* material in Grade V of elementary school. This research employed a Research and Development (R&D) method using the ADDIE model. The study involved several test subjects, including material experts, language experts, media experts, teachers, and fifth-grade students of Ciptomulyo 3 Public Elementary School, Malang. Data were collected using observation sheets, interview guidelines, and questionnaires. Based on the research findings, the feasibility test results showed that the percentage of media expert assessment reached 97.22%, categorized as *very feasible*. The percentage of material expert assessment was 94.12%, also categorized as *very feasible*. The percentage of language expert assessment was 87.50%, which is classified as *very feasible*. Furthermore, the practicality test results from teacher responses reached 93.75%, categorized as *very practical*. Meanwhile, the results from the students' questionnaires reached 93.10%, which also falls into the *very practical* category. The effectiveness test obtained an N-Gain score of 0.81 with an average of 81.49, categorized as *effective*. Based on these findings, it can be concluded that the development of an E-Magazine integrated with nationalism attitudes for the *Indonesiaku Kaya Raya* material in Grade V of elementary school is declared *very feasible* and *very practical* to be used as a learning resource in elementary schools.

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Introduction

Character education plays a strategic role in shaping young generations who possess integrity, strong personalities, and uphold the noble values of nationalism amid the currents of globalization. The globalization era has brought technological advancements and information openness that, on one hand, provide great opportunities for the development of knowledge, but on the other hand, pose challenges such as the erosion of national identity and the declining sense of patriotism among young people (Rosyidah & Rahayu, 2022). The UNESCO Global Citizenship Education Report (2021) even shows that more than 40% of adolescents in various countries feel less connected to their national identity due to the increasing influence of foreign cultures.

In Indonesia, one of the fundamental values that must be nurtured from an early age is nationalism, which refers to love for the homeland manifested through loyalty, care, and respect for the nation (Ariyani & Setyowati, 2021). According to Ki Hadjar Dewantara, education should guide the growth of noble character as the foundation of national civilization. This value is reflected in students' ways of thinking, attitudes, and actions across various aspects of life, including protecting the natural environment, preserving culture, and contributing positively to society. Instilling nationalism from elementary school is essential to strengthen national identity and shield students from the negative impacts of globalization, which often weakens the sense of patriotism (Atmaja, 2023). One of the relevant topics to reinforce the value of nationalism among elementary students is *Indonesiaku Kaya Raya*, which is taught in Grade V. This material not only introduces Indonesia's natural wealth but also fosters attitudes of appreciation and preservation toward biodiversity as part of the nation's identity. However, the values of nationalism in this material have not been fully internalized among students, partly due to the lack of creative, contextual, and engaging learning materials to effectively convey messages of national pride (Kamil et al., 2022).

A common problem found in Social Studies (IPS) learning materials at the elementary school level lies in the lack of engaging, contextual, and relevant learning media that connect with students' daily lives. This condition often makes Social Studies learning perceived as boring and less meaningful. Many learning materials remain highly textual, with minimal illustrations or interactive media, causing students to struggle in understanding the presented concepts (Ariyani & Setyowati, 2021). The learning resources used are generally limited to textbooks without the support of digital or audiovisual media that could enhance student engagement in the learning process. Observations conducted at Ciptomulyo 3 Public Elementary School, Malang showed that Social Studies lessons on the *Indonesiaku Kaya Raya* topic still relied on lecture-based teaching and textbook reading without the use of supporting media. One of the teachers even stated, "The students get bored quickly because they only read the book. If there were more interesting media, they might be more enthusiastic about learning." The teacher also mentioned that although media are often used in teaching, the use of technology has not been fully optimized. This is also supported by Fritambiradi & Ayundasari (2023), who stated that learning without interactive media tends to feel monotonous. Moreover, student character development in the observed class was relatively low. Some students often arrived late, and four students frequently forgot to complete their assignments. In terms of social interaction, there were still cases of bullying involving two students. During the Monday flag ceremony, some

students were also seen chatting and joking with their peers, according to the homeroom teacher. These findings align with Sulistyowati et al. (2019), who noted that elementary school Social Studies materials generally fail to capture students' attention both in terms of visual design and character education content especially in fostering a sense of nationalism.

In today's technological era, digital-based learning materials have become the right choice to improve the quality of education (Zulkhi et al., 2022). One of the innovative forms of development that can be utilized is the E-Magazine a digital module designed interactively to facilitate the learning process. E-Magazines have advantages in material presentation because they can combine text, images, videos, audio, and animations, making them more engaging for students (Fauziah, 2024). In addition, E-Magazines can be accessed anytime and anywhere, thus supporting students' independent learning. Among various learning resources, E-Magazines can be effectively used to foster students' attitudes and character, especially the value of nationalism, through digital-based learning media. To capture students' attention and enhance their enthusiasm during learning, magazines serve as innovative learning tools. The design of the magazine should be adapted to students' needs to support the expansion of their knowledge while also presenting materials or information that may not have been covered in conventional learning activities (Damayanty et al., 2024).

Previous studies on the development of E-Magazines have shown promising results. Research conducted by Azhari et al. (2023) revealed that the development of an E-Magazine on the topic of the excretory system integrated with Islamic values was found to be highly feasible and practical as a learning resource for elementary school students. Similarly, Darmawan et al. (2023) demonstrated that the development of an E-Magazine in fifth-grade learning in Semarang City allowed learning to take place anywhere, not limited to face-to-face sessions. Based on their findings, the E-Magazine learning media was categorized as very feasible and practical for use in the classroom. Another study by Novtasya (2019) entitled "*Pengembangan E-Magazine materi kesetimbangan kimia di SMAN 1 Kota Jambi*" found that appropriate learning media and engaging content could capture students' attention and help them better understand the concept of chemical equilibrium. Furthermore, Jariati and Yenti (2020) reported that their developed E-Magazine was highly feasible and practical because it could be accessed through Android smartphones, making it easier for students to access learning materials and supporting the overall learning process.

Several previous studies that have been described show that all successfully produced E-Magazine products achieved optimal results and were able to create enjoyable learning experiences for students. In line with these findings, the researcher developed an E-Magazine integrated with the value of nationalism in the IPAS (Integrated Science and Social Studies) subject, focusing on the topic "*Indonesiaku Kaya Raya*." The innovation in this E-Magazine development lies in its presentation of material through interactive features that are not available in conventional teaching materials. The E-Magazine is designed with an integration of text, images, videos, and interactive quizzes that visually present Indonesia's natural wealth in an engaging and contextual manner. Based on observations conducted at Ciptomulyo 3 Public Elementary School, Malang, students tend to become easily bored when only reading textbooks, and teachers have stated that media with visual displays and interactive activities are more appealing to students and help them better understand the material. Therefore, this E-Magazine

was developed to address these needs by providing a more enjoyable and meaningful learning experience. The novelty of this research lies in the development of an E-Magazine integrated with nationalism values. It contains various information about Indonesia's geographical features, which make the country rich in biodiversity and cultural diversity, including the diversity found in Malang City. It also includes stories about interesting facts about Indonesia and examples of nationalistic attitudes that students should embody. The E-Magazine is equipped with images and educational videos aimed at strengthening students' knowledge (Kurniasih et al., 2023). In addition, it features an interactive menu display, as well as crossword puzzles and interactive quizzes. These features enable students to learn independently, anytime and anywhere, without being limited by time or place (Nuryasana & Desiningrum, 2020).

The purpose of this study is to produce a developed product in the form of an E-Magazine that contains learning materials integrated with the value of nationalism. This product is expected to serve as an attractive and informative learning medium, while also being capable of instilling values of patriotism, unity, and respect for diversity among students (Fahlevia et al., 2020). In addition to focusing on product development, this study also aims to determine the feasibility level of the E-Magazine for classroom use. The feasibility assessment was conducted by involving experts who provided feedback and evaluations, including subject matter experts, language experts, and media experts (Tarihoran et al., 2022). Furthermore, the study seeks to assess the practicality level of the product — in other words, to what extent the E-Magazine is practical and usable for both teachers and students in the learning process.

This research provides a theoretical contribution in the form of developing a learning medium based on character values, particularly nationalism, through the integration of thematic content with interactive features that support the internalization of values among students. From a practical perspective, the developed E-Magazine can serve as an engaging and contextual alternative learning medium, which teachers can use to increase student engagement and strengthen understanding of the *Indonesiaku Kaya Raya* material in class. Moreover, this medium has the potential to be widely adopted in the national education context as part of the implementation of the Pancasila Student Profile, which emphasizes character building through learning connected to real-life experiences. In the future, the development of this medium can be expanded by incorporating more learning themes, technology-based adaptive features, and long-term effectiveness testing to ensure its sustainability and impact on students' overall character formation.

Method

This study employed a Research and Development (R&D) approach using the ADDIE development model. According to Gunawan et al. (2023), the ADDIE model consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The research involved 27 fifth-grade elementary school students, with validation conducted by three experts: a social studies lecturer (material expert), an Indonesian language lecturer (language expert), and a media lecturer (media expert). Data were collected through observation, interviews, and questionnaires. The instruments used included observation sheets, interview guides, and questionnaires, which contained validation sheets from the media, language, and material experts to assess the feasibility of the learning material. In addition, practicality questionnaires

were also distributed to teachers and students to determine how practical the learning material was when used in the learning process. The collected data were analyzed both qualitatively, to obtain feedback and suggestions for improvement, and quantitatively, using a Likert scale to determine the categories of feasibility and practicality. The feasibility assessment covered aspects of content, media, and language, while the practicality assessment focused on ease of use, attractiveness, and student engagement.

Results and Discussion

Results

The E-Magazine learning material integrated with the value of nationalism on the *Indonesiaku Kaya Raya* topic is the result of a developmental research project designed for fifth-grade elementary school students. The research procedure followed the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The findings of this study indicate that fifth-grade students require alternative learning materials, as the existing media are not yet adequate to support active student engagement in learning. The learning media used by teachers are still dominated by textbooks with monotonous presentation, limited illustrations, and a lack of interactive features that could capture students' attention. This condition results in low enthusiasm among students and difficulty in understanding the material contextually. Therefore, the development of alternative learning media that are engaging, relevant, and interactive is essential to meet students' learning needs while strengthening their comprehension of the subject matter.

Based on the validation results from the media expert, the E-Magazine learning material integrated with nationalism values received a percentage score of 97.22%, which falls under the "Highly Feasible" category. The suggestions provided by the media expert included slightly increasing the font size in the learning material to improve readability. According to the assessment by the material expert, the E-Magazine obtained a score of 94.12%, also categorized as "Highly Feasible." Feedback from the material expert indicated that the learning content was aligned with students' conditions and school facilities. However, it was suggested that the section on natural resource distribution should include local wisdom from the research area, specifically Malang City. From the language expert's evaluation, the E-Magazine received a score of 87.50%, which also falls into the "Highly Feasible" category. The language expert provided several recommendations, such as changing the word "saya" to "penulis" in the preface, italicizing foreign words, and including the location, month, and year in the introduction. Additionally, it was advised to review the table of contents to clarify which sections represent core components such as CP (Capaian Pembelajaran) versus ATP (Alur Tujuan Pembelajaran)—and to specify which element the CP refers to. Other feedback included adding titles and subtitles to separate the main parts of the E-Magazine, citing the source of the map image, revising the back cover, and including institutional information such as campus address and email at the bottom center.

The validation process conducted with the material, language, and media experts thus resulted in comprehensive feedback that guided improvements to ensure the E-Magazine's high feasibility and quality as a learning resource.

Table 1. Results of Expert Validation Assessments

No	Validator	Percentage (%)	Category
1.	Media Expert	97,22%	High Feasible
2.	Material Expert	94,12%	High Feasible
3.	Language Expert	87,50%	High Feasible
	Overall Average	92,94%	High Feasible

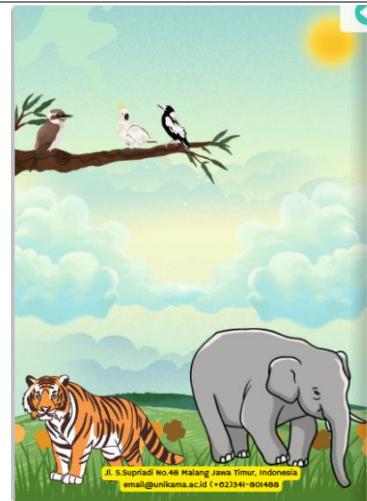
Tabel 2. Product Before and After Revision

Before Revision	After Revision

On the cover of the E-Magazine, revisions were made as follows: previously, foreign words were not italicized, but after the revision, they were changed to italic. In addition, there was no e-mail address or campus number before the revision; afterward, the address, e-mail, and university number of Universitas PGRI Kanjuruhan Malang were added at the bottom center of the cover.

<p>Puji syukur kehadirat Tuhan Yang Maha Esa atas segala rahmat dan karunia-Nya sehingga e-magazine "Indonesiaku Kaya Raya" ini dapat tersusun dengan baik. E-magazine ini hadir sebagai bentuk apresiasi terhadap kekayaan budaya yang begitu beragam dan mempesona. Melalui e-magazine ini, saya berupaya menghadirkan informasi yang edukatif dan inspiratif bagi para pembaca agar semakin mencintai dan bangga terhadap tanah air.</p> <p>Saya menyadari bahwa dalam penyusunan e-magazine ini masih terdapat kekurangan. Oleh karena itu, saya sangat terbuka terhadap kritik dan saran yang membangun. Semoga e-magazine "Indonesiaku Kaya Raya" dapat memberikan manfaat serta menumbuhkan rasa cinta terhadap bangsa dan negara.</p> <p>Akhir kata, saya mengucapkan terima kasih kepada semua pihak yang telah membantu dalam penyusunan e-magazine ini. Semoga e-magazine ini dapat menjadi referensi yang bermanfaat bagi semua pembaca.</p> <p>Selamat membaca!</p>	<p>Puji syukur kehadirat Tuhan Yang Maha Esa atas segala rahmat dan karunia-Nya sehingga e-magazine "Indonesiaku Kaya Raya" ini dapat tersusun dengan baik. E-magazine ini hadir sebagai bentuk apresiasi terhadap kekayaan budaya yang begitu beragam dan mempesona. Melalui e-magazine ini, penulis berupaya menghadirkan informasi yang edukatif dan inspiratif bagi para pembaca agar semakin mencintai dan bangga terhadap tanah air.</p> <p>Penulis menyadari bahwa dalam penyusunan e-magazine ini masih terdapat kekurangan. Oleh karena itu, penulis sangat terbuka terhadap kritik dan saran yang membangun. Semoga e-magazine "Indonesiaku Kaya Raya" dapat memberikan manfaat serta menumbuhkan rasa cinta terhadap bangsa dan negara. Akhir kata, penulis mengucapkan terima kasih kepada semua pihak yang telah membantu dalam penyusunan e-magazine ini.</p> <p>Selamat membaca!</p> <p>Malang, 10 Maret 2025</p> <p>Penulis</p>

The revision in the preface was that the word "saya" was changed to "penulis" (the author).



Before the revision, the background image of the E-Magazine was too crowded and ambiguous; after the revision, the image was simplified and made clearer.

The implementation stage was carried out by testing the E-Magazine learning material integrated with nationalism values in grade V at Ciptomulyo 3 Public Elementary School, Malang, involving the classroom teacher to observe and assess the effectiveness of its implementation. In this stage, the researcher distributed response questionnaires to both the teacher and students, which included questions regarding the use of the E-Magazine learning material. After distributing the questionnaires, the researcher analyzed the collected data. The data analysis process began by examining the questionnaire results that had been scored by the teacher and students. This analysis was conducted to determine the practicality level of the E-Magazine-based learning material in the IPAS (Ilmu Pengetahuan Alam dan Sosial) subject.

Tabel 3. Practicality Test Results

No	Validator	Percentage (%)	Category
1.	Teacher Practicality	93,75%	Very Pratical
2.	Student Practicality	93,10%	Very Pratical

At the evaluation stage, an effectiveness test was conducted to determine the level of effectiveness of the E-Magazine integrated with nationalism values on the topic “*Indonesiaku Kaya Raya*” for fifth-grade elementary students. The effectiveness test was carried out by providing 10 test questions. This effectiveness assessment involved administering cognitive tests in the form of a pre-test and a post-test to measure students’ learning improvement. The average results obtained are presented in the following table.

Tabel 4. Effectiveness Test Results

Practitioner	Test		N-Gain Score	Average	Category
	Pre-test	Post-test			
27 Students	45,55	88,88	0,81	81,49	Effective

Qualitatively, the results show that this E-Magazine is not only visually appealing but also capable of fostering students’ awareness of national values. One student stated, “*I just found out that the Rafflesia flower only exists in Indonesia. So, I want to protect it so it doesn’t become*

extinct." This testimony reflects the internalization of nationalism through contextually packaged content. Another student shared, "*Learning is fun because I can click on videos and play quizzes. It makes me more motivated.*" From the teacher's perspective, one educator expressed, "*This E-Magazine helps me explain the material in a more engaging way, and the students become more active in asking questions about Indonesia's culture and nature.*" These findings indicate that the developed learning material is highly feasible and very practical in fostering a meaningful sense of patriotism. The integration of visual, interactive, and narrative elements in the E-Magazine successfully builds students' emotional engagement with nationalism-related content, serving as a crucial foundation for character strengthening in the digital era.

Discussion

The development of the E-Magazine integrating the value of nationalism into the "*Indonesiaku Kaya Raya*" material for fifth-grade elementary school students aims to provide an alternative learning resource that is not only engaging but also instills nationalist values. Through its innovative visual design and contextual content, this learning material seeks to increase students' learning enthusiasm while fostering love for the homeland. The use of an E-Magazine is considered relevant to today's learning needs, in line with technological advancements that have become an integral part of the teaching and learning process (Zulkhi et al., 2022). Before being used in the classroom, a validation process by experts including material, language, and media experts was conducted to ensure that both the content and design aligned with the intended learning objectives. Within the E-Magazine, the material is presented in an attractive format featuring images, animations, and videos related to the topic, providing a new and enjoyable learning experience for students. Moreover, the E-Magazine is written in simple and accessible language, making it easy for students to understand. It can be accessed through various digital devices such as computers, laptops, and Android smartphones, as well as other digital technologies, thereby allowing students to learn more flexibly (Arief et al., 2021).

Based on the assessment from the media expert, the product received a score of 70 out of 72, resulting in a percentage of 97.22%, which categorizes the E-Magazine integrating nationalism values as "*Highly Feasible*." The expert's comments and suggestions indicated that the product was already well-designed and relevant to the learning material. However, the media expert recommended slightly increasing the font size in the learning material. Although the product was declared feasible for use, the researcher still needed to make several improvements to optimize its quality. These findings align with the study conducted by Oktavia et al. (2025), which produced an E-Magazine that effectively enhanced students' understanding of heat and temperature materials in a more engaging, visual, and interactive way across various aspects, including content, design, and usability thereby improving classroom learning effectiveness. Similarly, Rohmah Anisatur (2020) developed an Android-based E-Magazine, which achieved 95.00% in media feasibility and 100.00% in material feasibility, both falling under the "*Highly Feasible*" category. Furthermore, the practicality level was determined through responses from teachers and students. The teacher's response reached 87.50%, and the

fifth-grade students' response reached 86.33%, indicating that the developed E-Magazine falls under the "*Highly Practical*" category.

According to the assessment by the material expert, the product received a score of 64 out of 68, resulting in a percentage of 94.12%, which classifies the E-Magazine integrating nationalism values as "*Highly Feasible*" for use. The material expert's feedback indicated that the learning content is already aligned with students' conditions and school facilities, but suggested adding local wisdom elements from the research location, namely Malang City, particularly in the section discussing the distribution of natural resources. Overall, the validator concluded that the product is suitable for use, though the researcher still needs to make several improvements for refinement. The results are consistent with the findings of Novtasya (2019), who noted that learning solely reliant on printed textbooks tends to cause student boredom due to the lack of variation in the learning process. Similarly, Janah et al. (2023) supported this finding, showing that the development of an Android-based E-Magazine for social studies learning in fourth-grade elementary students successfully facilitated teachers in delivering material. This learning medium also received positive responses from students, demonstrated by their enthusiasm toward the engaging visual design and interactive game features provided within the E-Magazine.

Based on the assessment by the language expert, the E-Magazine received a score of 42 out of 48, resulting in a percentage of 87.50%, which falls under the category of "*Highly Feasible*" to be used as a learning resource. The feedback and suggestions from the language expert included: in the preface section, the word "*saya*" (I) should be replaced with "*penulis*" (the author); foreign words should be written in italics; and the preface should include the place, month, and year. In the table of contents, attention should be given to identifying the main sections, distinguishing between CP (Learning Objectives) and ATP (Learning Achievement Goals), and clarifying which element the CP refers to. Additionally, titles and subtitles should be added to separate the introductory part of the E-Magazine. The map images should include sources, the back cover should be improved, and institutional information such as the university's address and email should be placed at the center bottom. Based on the evaluation, the validator concluded that the product is feasible for use, although the researcher still needs to make a few revisions for improvement. According to Jariati & Yenti (2020), Android-based E-Magazines can be accessed via smartphones, thereby supporting students' learning convenience. Furthermore, research by Alfiah Nur Putri (2022) showed that E-Magazines achieved a feasibility percentage of 95.00%. The language expert also stated that, from a linguistic perspective, the E-Magazine was well-developed and appropriate for use in the elementary school environment.

A questionnaire sheet was given to the classroom teacher to assess the level of practicality of the product in the form of an E-Magazine integrated with nationalism values. The assessment indicators were arranged according to the needs of the teaching material development. The results of the teacher's evaluation showed a score of 90 out of 96, which equals a percentage of 93.75%, falling into the category of "*Very Practical*." After using the E-Magazine, the teacher stated that this teaching material facilitated and supported the learning process, especially in increasing students' interest and motivation toward the subject matter. The interactive and colorful design, complemented by engaging illustrations and narratives,

motivated students to read and understand the content more actively. In addition, the inclusion of learning videos and interactive quizzes made it easier for the teacher to deliver the lesson effectively. According to the teacher, the E-Magazine is practical to use during learning activities and can serve as a digital teaching resource relevant to the demands of 21st-century education. This finding is consistent with Kurniawan et al. (2023), who stated that as a digital medium, an E-Magazine transforms printed magazines into online formats, allowing reading activities to be conducted flexibly without time and place limitations through digital devices (Lestari Agri et al.).

Student responses were obtained through a questionnaire after the learning process using the E-Magazine. The results from 27 students showed a total score of 1,106, resulting in a practicality percentage of 93.10%, which falls into the "Very Practical" category. Students rated the media as interesting, easy to understand, and making learning more enjoyable. They also felt that they gained a better understanding of the nation's wealth and the importance of loving Indonesia. The visual design and content, which are closely related to daily life, further strengthened students' comprehension of nationalism values. This finding aligns with the opinion of Hidayati Nurul Okta (2019), who stated that the use of effective and innovative learning media, tailored to students' life contexts, can foster a sense of love for the homeland. Therefore, the E-Magazine contributes to instilling the spirit of nationalism from an early age through IPAS learning.

The effectiveness test was measured based on the pre-test score, which obtained a percentage of 45.55%. This low score was due to students' limited understanding and familiarity with the *Indonesiaku Kaya Raya* material. After using the E-Magazine integrated with nationalism values, students' comprehension significantly improved, as reflected in the post-test score of 88.88%. The effectiveness test resulted in an N-Gain score of 0.81 with an average of 81.49, which falls into the "effective" category. These findings are in line with the study conducted by Janah et al. (2023), which stated that the use of digital-based learning media can enhance student engagement while providing a more interactive learning experience, ultimately leading to improved learning outcomes.

This teaching material not only presents the content in an attractive and interactive manner but also successfully instills nationalism values, such as love for the homeland. This aligns with Prahastiwi Linda (2024), who states that education plays a key role in fostering nationalism among the younger generation, as it helps shape well-rounded and characterful Indonesian individuals. This teaching material represents a new innovation, as it not only delivers lesson content but also helps students understand and feel the importance of loving their country. However, the media has not yet been tested over a long period and is still limited to a single region. One limitation is that the content may be less appropriate for use in areas with different local cultures. Therefore, future research is recommended to test the long-term effectiveness of this E-Magazine and examine how it can be adapted to various cultural contexts across Indonesia.

Conclusion

Based on the research and development results, it can be concluded that the E-Magazine integrated with nationalism values on the topic *Indonesiaku Kaya Raya* for fifth-grade

elementary school students is highly feasible and very practical to be used as teaching material. This development utilized the ADDIE model, which consists of the stages of Analysis, Design, Development, Implementation, and Evaluation. Based on the validation results from media experts, content experts, and language experts, the E-Magazine was declared “highly feasible” in terms of appearance, content quality, and appropriate language use. Furthermore, operational trials indicated that the E-Magazine is “very practical”, as it not only helps students understand the material about Indonesia’s wealth but also effectively fosters students’ sense of nationalism. Scientifically, this study contributes to the development of character-based learning technology, particularly in instilling nationalism, at the elementary school level. Additionally, the E-Magazine has the potential to be integrated into programs such as Merdeka Belajar and digital platforms like Rumah Belajar Kemdikbud, to expand access, enhance interactivity, and strengthen character education in a digital context that aligns with the needs of 21st-century learning.

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Authors' Note

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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