

**Development of Flipbook Media Based on "Indonesian Culture" as
an Effort to Strengthen the Character Education of Elementary
School Students**

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ABSTRACT: *This research is a development research. The subject of this research is the development of flipbook-based learning media. This research uses a method by applying Research and Development (R&D). The media developed in this study used the ADDIE model which consists of 5 stages, namely 1) analysis, 2) design, 3) development, 4) implementation, and 5) evaluation. This study aims to develop Indonesian culture-based flipbook learning media as a strengthening of character education in elementary school students. The data collection techniques that researchers use are observation, interviews, questionnaires, evaluation and documentation. The results of the study can be concluded that the flipbook learning media is very feasible to use. This is obtained based on the percentage of validation results and product trials. The percentage results obtained include media experts showing a percentage of 92.2% with very feasible criteria, material experts showing a percentage of 100% with very feasible criteria, language experts showing a percentage of 93.8% with very feasible criteria. Based on the student response questionnaire assessment, it shows a percentage of 87.3% with very feasible criteria, the teacher response questionnaire assessment shows a percentage of 98% with very feasible criteria, the results of the learning evaluation that students have done show a percentage of 90% with very feasible criteria.*

Penelitian ini merupakan penelitian pengembangan. Subyek penelitian ini adalah pengembangan media pembelajaran berbasis flipbook. Penelitian ini menggunakan metode dengan menerapkan Research and Development (R&D). Media yang dikembangkan dalam penelitian ini menggunakan model ADDIE yang terdiri dari 5 tahap yaitu 1) analisis, 2) desain, 3) pengembangan, 4) implementasi, dan 5) evaluasi. Penelitian ini bertujuan untuk mengembangkan media pembelajaran flipbook berbasis budaya Indonesia. Sebagai penguatan pendidikan karakter pada siswa sekolah dasar. Teknik pengumpulan data yang peneliti gunakan adalah observasi, wawancara, angket, evaluasi dan dokumentasi. Hasil penelitian dapat disimpulkan bahwa media pembelajaran flipbook sangat layak digunakan. Hal tersebut diperoleh berdasarkan persentase hasil validasi dan uji coba produk. Hasil persentase yang diperoleh antara lain ahli media menunjukkan persentase 92,2% dengan kriteria sangat layak, ahli materi menunjukkan persentase 100% dengan kriteria sangat layak, ahli bahasa menunjukkan persentase 93,8% dengan kriteria sangat layak. Berdasarkan penilaian angket respon siswa menunjukkan persentase 87,3% dengan kriteria sangat layak, penilaian angket respon guru menunjukkan persentase 98% dengan kriteria sangat layak, hasil evaluasi pembelajaran yang telah dilakukan siswa menunjukkan persentase 90% dengan kriteria sangat layak.

Keywords: *Character Education, Flipbook, PPKN, Indonesian Culture*

INTRODUCTION

Every human being needs education to be able to develop the potential within himself and with education is expected to help all problems in society. Education aims to prepare students to continue their survival in society. In the process of educating, of course, there will be teaching methods carried out by the teacher and the students themselves. With the rapid development of technology, it encourages

the use of gadgets to find various information both for learning and entertainment. The progress of the times today encourages students in schools to be familiar with the use of cellphones or laptops. So that with the advancement of technology, students can easily find information through the internet, both domestic and foreign information (Primarni et al., 2022). Therefore, with the development of technology, educators need technology that is utilized as learning media. One of the components related to technological developments in education is learning media. Learning media is an aid equipment in learning activities so that learning activities become more effective and there is good communication between teachers and students (Sari & Ahmad, 2021). The current educational process in schools must emphasize the character education process, namely developing students to have ethics, responsibility and care, by applying and teaching good character through an emphasis on universal values (Masruroh et al., 2022).

National character is built on ethical values that come from religious values, state philosophy and culture. The values derived from the nation's culture are numerous and diverse and contain noble values that can make this nation have a strong capital to build a superior civilization by preserving the existing culture in Indonesia (Sutrisno et al., 2023). However, the reality shows that the noble values of the nation's culture experience many challenges due to the many external values that enter and affect the original values of the nation's culture. Indonesian culture is the entire local culture that exists in every region in Indonesia. National culture in Ki Hajar Dewantara's view is "the culmination of regional cultures". This quote refers to the notion of unity being strengthened, so that unity is increasingly felt rather than diversity. This takes the form of a unitary state, a national economy, and a national language.

Character education is a combination of two words, namely education and character, according to Ki Hajar Dewantara, character education is a power or effort to advance the mind, body and character to be in harmony with the surrounding environment and nature (Sujatmiko et al., 2019). Character education is a process of instilling character values in students which includes components of knowledge, awareness or willingness and action to implement these values both towards God Almighty, self, others, the environment and nationality so that they become perfect human beings.

In the 21st century, advances in technology and science are growing rapidly and can affect human life. The advancement of technology and science also brings changes as well as good

developments, especially in the field of education. This is characterized by a change in character in children, especially at the elementary school level. Most elementary school-age children who have been facilitated with cellphones by their parents can cause children to be busy playing or prefer to study using cellphone assistance rather than learning with books that have been facilitated from school.

Even children who are expected to be the future of the nation should know and love the cultures that exist in Indonesia so as not to be colonized by other nations, but little by little the existing culture has been abandoned. Efforts to carry out the character education process through the utilization of technological advances using flipbook media. Flipbook media has advantages over other learning media, because flipbook media not only displays a combination of text but also animation, video, sound and so on (Sari & Ahmad, 2021). Based on the above understanding, learning media can be developed by utilizing gadgets that can facilitate students in learning. The development of technology can be used to foster children's character through the use of mobile phone technology in order to know the cultures in Indonesia, namely through flipbook media. With flipbooks, it can explain the cultures that exist in Indonesia through a set of images to videos that children can understand and access directly through their smartphones. Based on the existence of technology-based media that can be accessed via cellphones, it can make children interested and want to learn about it to instill it in themselves.

Civic Education is a vehicle for developing and preserving noble values and morals rooted in Indonesian culture. These noble values and morals are expected to be manifested in the form of the daily life behavior of students, both as individuals and members of society, and creatures created by God Almighty, which is an effort to equip students with basic knowledge and abilities related to relationships between citizens and the state and preliminary education for state defense in order to become citizens who can be relied upon by the nation and state. The nobleness and nobleness of character are believed to be used as behavior in the daily life of students, both as humans and citizens, and creatures of God Almighty, which is an effort to equip students with basic knowledge and abilities regarding the relationship between the population and the state as well as basic training to fortify themselves in order to become a population that can be relied upon by the nation and state. Based on the above understanding, learning media can be made using tools that can

synergize with students in learning. The advancement of this innovation can be utilized to foster the personality of the younger generation through mobile phone innovation in order to get to know Indonesian society, especially through flipbook media. With this development research, students can understand learning materials through writing, videos, and images that can be understood and accessed directly by children through their cell phones. With the existence of innovation-based media that can be accessed via mobile phones, it can make children curious and want to know about it and spread it within themselves. Based on this description, researchers want to examine more deeply the development of flipbook media based on "Indonesian culture" as an effort to strengthen character education with the aim of instilling Indonesian culture-based children's character.

METHODS

The research conducted was a Research and Development (*R&D*) development research. This research is one type of research method that aims to produce effective products for schools such as teaching materials or learning media (Yuliani et al., 2021). The product developed in this study is a teaching media flipbook for strengthening character education in grade 3 elementary school students. Population is a generalization consisting of objects with certain quantities and properties determined and concluded by researchers who examine the sample population. The population used in this study is SDN Mangunrejo Magetan Regency. The sample is part of the number and characteristics of the population, namely grade 3 SDN Mangunrejo which amounted to 9 students using flipbook learning media. The data collection techniques that researchers use are observation, interviews, questionnaires, evaluation and documentation.

The research and development procedure of this research uses the (*ADDIE*) model which stands for Analysis, Design, Development, Implementation and Evaluation in line with research conducted by (Zakiah et al., n.d.). The (*ADDIE*) model is composed of five systematically structured components which means that the application of the product development process must be systematic from the first to the fifth stage and cannot be applied randomly. The first stage carried out is analyzing activities that aim to identify problems that occur to determine products that are in accordance with the target. This analysis is obtained from the results of interviews and observations. The results of observations made at SDN

Mangunrejo that there is a lack of use of interactive learning media to strengthen character education in students. The second stage is to analyze how strengthening character education is given to students. Includes a learning flow that suits the needs of students.

FINDINGS AND DISCUSSION

The purpose of this research is the development of flipbook teaching materials in strengthening character education in grade 3 elementary schools. Before carrying out the research, the researcher first submitted a research permit. After that, the permission letter was delivered to the principal of SDN Mangunrejo Magetan, after the principal gave permission for research to be carried out, the researcher made preparations. Observation as a data collection technique has specific characteristics when compared to other techniques (Nurwidiyanti & Sari, 2022b). Observation is carried out by looking directly at the field, for example the condition of character education in primary school students which can be used to determine feasibility factors supported by interviews. The results of observations and interviews at SDN Mangunrejo are that the learning carried out at SDN Mangunrejo only uses thematic books and LKS, does not use interesting learning media so that it makes students difficult and bored in understanding learning, besides that there is no strengthening of digital-based character education at SDN Mangunrejo. To overcome this, it is necessary to have interesting learning media, namely flipbooks to help students in learning activities, so that learning activities are not boring. This research was conducted on May 4 and June 3, 2023. Flipbook learning media can be utilized for learning and keeping up with current ICT developments (Nafi'ah et al., 2019). ICT-based learning media can be in the form of images, text, audio and animated videos that can stimulate students' thoughts, feelings, interests and attention so that interactive learning activities occur. The development of flipbook learning media encourages the combination of print technology with digital technology in learning activities. Therefore, as educators must be able to stimulate students' thinking processes and help foster critical thinking attitudes with technological developments (Saraswati et al., 2021).

The flipbook that has been developed has gone through the validation stage of the three experts, namely media experts, material experts and linguists. After being validated by the three experts and the results are valid, then tested on 3rd grade students of SDN Mangunrejo Magetan. The research was conducted twice, the initial

activity was carried out on May 4, 2023. In the initial activities to conduct interviews with 3rd grade homeroom teachers and ask permission from the principal to carry out research at SDN Mangunrejo. In the second meeting held on June 3, 2023, researchers tested flipbook teaching materials on grade 3 students of SDN Mangunrejo. The initial activity was carried out by greeting the students first and asking how they were and leading them to pray first, then the researcher made an apperception after carrying out the initial activity in this activity the researcher taught about strengthening Indonesian culture-based character education through flipbooks displayed through a projector. The final activity is that students conduct questions and answers and researchers summarize the material and provide practice questions to find out their understanding. This is done so that the flipbook makes it easier for students to understand learning and answer the exercises given.

The researcher gave a posttest question with a total of 5 description questions about the material that had been explained in the flipbook, namely strengthening Indonesian culture-based character education. Students are given 15 minutes to answer the questions that the researcher has given. After students have completed 5 practice questions, then the researcher provides a questionnaire related to student responses and a questionnaire related to the response of the 3rd grade homeroom teacher to assess the flipbook teaching book product that has been displayed. Questionnaire is a way of collecting data through distributing questionnaires at the end of learning. The final questionnaire was carried out to determine the feasibility of the media (Solikah et al., n.d., 2019). Each questionnaire contains 10 aspects of questions that must be filled in. Before the teacher and students filled out the questionnaire, the researcher explained the steps in filling out the questionnaire. This is done so that teachers and students understand filling out the questionnaire. Based on the teacher and student questionnaires, the average criteria of 5 and 4 were found, which means very good and good. From the teacher and student questionnaires, it shows that flipbooks are suitable for use as teaching books in strengthening Indonesian culture-based character education. Research method can be interpreted as a scientific way to obtain information for specific purposes and uses (Anesia et al., 2018). Development research referred to as RnD research method is a research method for product validation and development (Andrizal & Arif, 2017). The research and development used in this study used the ADDIE model, which stands for Analysis, Design, Development, Implementation, and Evaluation which is described as follows:

Analysis

Analysis of the results of the development of flipbooks in strengthening Indonesian culture-based character education for grade 3 elementary school students. In this stage the researcher made direct observations at SDN Mangunrejo Magetan, first. The results of the observations showed that the researchers obtained information including the available learning support facilities and infrastructure, namely the LCD projector. Learning resources used by students in the form of package books from the government and LKS books.

In addition to observations, researchers also conducted interviews with homeroom teachers 3 elementary schools related to the needs of researchers. Based on the results of the interview, the researcher obtained an explanation from the homeroom teacher 3 Elementary School that the learning carried out in the classroom, the teacher utilizes the learning media used when teaching is only using the package book and LKS, so that students feel bored to understand the material that is only delivered using the lecture method. The existence of attractiveness in the delivery of learning materials can make students enthusiastic and can understand the material easily, so that teachers can take advantage of the facilities and infrastructure available at school.

Design

The development of textbooks in learning activities, especially in strengthening the character education of grade 3 elementary school students, refers to the needs of students. Textbook design activities related to strengthening Indonesian culture-based character education include the following:

1. Flipbook design planning. The results applied are flipbooks that can be used by teachers in the learning process of strengthening Indonesian culture-based character education and then the product is presented through an LCD projector.
2. Flipbook teaching book development content plan. The first step taken is to determine the basic competencies that will be used in making teaching books. Based on field observations, the teacher explained that the material on the diversity of Indonesian culture is difficult to understand, so in the development of coursebooks:
 - a. Indicators
 - b. Preparation of the content outline of the flipbook teaching book
 - c. Presentation planning on the material

d. Product development process

Development

The next stage is the development of textbooks. Textbooks are made using an application called flipbook. The image design used in making this flipbook teaching book product uses image design through the canva application. The image in the flipbook teaching book aims to make the display more attractive. The material is arranged systematically so that researchers hope that flipbook teaching books can help student understanding. The language used by researchers also uses everyday language that students can understand. In this stage the researcher describes the steps of making teaching books and the appearance of the contents of flipbook teaching books. Flipbooks can be accessed via PDF, Link, and QR code. Thus learning will be more innovative and interactive. The following is a description of the steps in making flipbook teaching book products strengthening Indonesian culture-based character education:

1. Initial appearance of the cover

The initial appearance of the cover of Indonesian culture-based flipbook products in an effort to strengthen the character education of grade 3 elementary school students. Making a good cover is to follow the applicable rules by paying attention to typography, lay out, color, and illustrations that can provide an explanation of the meaning in a book. Researchers designed the flipbook cover to contain the theme of Indonesian cultural diversity, the target users of the flipbook, namely grade 3 students and the author's name.

2. Basic Competencies

The display of basic competencies in the flipbook contains one subject, namely the subject of Pancasila and Citizenship Education by covering Basic Competencies.

3. Learning Objectives

The learning objectives contained in the flipbook are used to determine the objectives in a lesson. In learning objectives through (1) through the video shown students can identify the diversity of Indonesian culture; (2) reading the material students can provide examples of how to preserve Indonesian culture; (3) through media observation students can understand the material appropriately.

a. Display of preface

In the flipbook the preface is placed on the initial page of the book as an opening communication between the author

and the reader. The content of the preface is the author's attempt to communicate with the reader.

b. Table of contents

The table of contents contains the learning chapter that will be discussed on this page and includes a list of pages of all learning sections contained in the flipbook, so that readers can easily find the subject matter they are looking for.

c. Material Display

The flipbook contains material that refers to the basic competencies that have been explained. The subject matter contains Pancasila and Citizenship Education using basic competency 3.1. In learning activities contains (1) material; (2) observing activities; (3) video watching activities related to learning material; (4) practicing activities. In learning to recognize the diversity of Indonesian culture, activities for strengthening character education are inserted.

d. Problem Display

In the display of questions contained in the flipbook, evaluation questions are given which are taken from the material that has been explained with the aim of measuring the level of student knowledge.

e. Researcher Profile Display

On the display of the researcher's profile, there is the identity of the researcher and the purpose of making the flipbook.

Implementation

The results of the validation are used as a reference for revision of improvements. The three validators provide an assessment of the flipbook teaching book product using a rating scale of 5 = very good, 4 = good, 3 = sufficient, 2 = less, 1 = very less. The following are the results and product validation.

1. Material Expert Validation

Material validation in flipbook teaching books is carried out to determine the level of validity of flipbook teaching books in strengthening character education. Researchers prepare a material expert validation sheet that will be filled in by the validator. From the results of the material validation, it was found that the value was 100%, this was included in the "Very Good" criteria. Therefore, the flipbook teaching book is suitable for use with revisions according to the suggestions. The material expert provides suggestions for improving the flipbook teaching book

product. The suggestions from material experts add descriptions to the material section of cultural diversity.

2. Media Expert Validation

Media validation in flipbook teaching books is carried out to determine the level of validity of flipbook teaching books in strengthening character education. Researchers prepare media expert validation sheets that will be filled in by validators. From the results of media validation, a value of 92.2% was obtained, this was included in the "Very Good" criteria. Therefore, the flipbook teaching book is suitable for use with revisions according to suggestions. Media experts provide suggestions for improving flipbook teaching book products. The suggestion from the media expert is the color adjustment on the cover.

3. Language Expert Validation

Language validation in flipbook teaching books is carried out to determine the level of validity of flipbook teaching books in strengthening character education. Researchers prepare a linguist validation sheet that will be filled in by the validator. From the results of language validation, a value of 93.2% was obtained, this was included in the "Very Good" criteria. Therefore, the flipbook teaching book is suitable for use with revisions according to suggestions. Linguists provide suggestions for improving flipbook teaching book products. The suggestions from linguists are for writing titles please end with a sign (.), after writing the number paused with a space, writing the word place begins with a capital letter, if you have used the word "according to" do not use the word "explain" choose one so that it becomes an effective sentence.

In addition to the results of validation by expert validators, there is a teacher response questionnaire as a practitioner and a student response questionnaire to determine the feasibility of the media, namely from the results of the calculation of the student response questionnaire obtained a score of 886 while the expected score is 900. The overall questionnaire value is 9.84% with the criteria "Very good". While the results of the calculation of the teacher response questionnaire, the score obtained was 49, with a maximum score of 50. The results of the teacher response questionnaire got 98% with the criteria "Very good". Based on the combined percentage results, the average is 94.2% with the category "very good". It can be concluded that flipbooks as a strengthening of character education are feasible to be tested on grade 3 elementary school students, as a tool to help students understand the material to be learned.

Evaluation

Evaluation is an activity used to assess the implementation and results of a product development through a posttest (Sugihartini & Yudiana, 2018). This stage aims to see the results of the products developed can make it easier for students to understand the material presented (Mar'atusholihah et al., 2019). The details of the activities carried out by researchers are (1) carrying out learning activities to strengthen Indonesian culture-based character education by displaying flipbook teaching books; (2) researchers review a little learning material in flipbook teaching books; (3) after going through learning activities, students are asked to work on evaluation questions totaling 5 description questions. The feasibility of flipbook teaching books can be known by giving evaluation questions that contain material that has been explained in flipbook teaching books. The results obtained will later be known whether the flipbook media is suitable for use in learning activities or not. The results of student evaluations found an average value of 90%, this is included in the "very good" criteria with 8 students above the kkm and 1 student below the kkm. Looking at the value of student evaluation results on the use of flipbook media, it can be concluded that flipbook media is suitable for use in classroom learning activities.

Agree with the argument (Mahardika et al., 2022) the use of learning media is a way to convey or transmit information in the form of material from teachers to students so that the material presented is easier to understand, more interesting and more enjoyable for students. Based on the above definition, it can be concluded that interactive learning media is a form of learning media whose use can provide action and reaction to each other in delivering learning material. Researchers developed Indonesian culture-based flipbook media as an effort to strengthen character education in the form of interactive digital books in flipbook format that can be accessed by links, pdfs and QR codes via smartphones or laptops and computers. This digital book can be used online and offline. In line with the opinion (Li & Bus, 2023) that in the field of education technology is used to plan, design and deliver information that supports learning in the school environment using digital books.

The overall percentage is then calculated by using the percentage results from three experts, namely linguists, media experts, and material experts. The point is to determine the achievement of the flipbook course reading from the master's assessment. The combined

calculations of experts, teachers, and students are presented in the following chart.

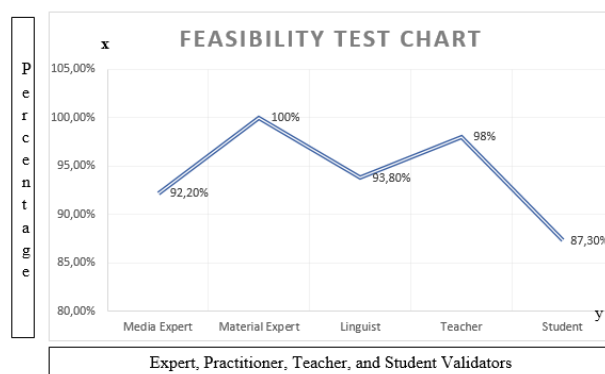


Figure 1. Feasibility test percentage graph

Based on the graph above, that the combined percentage results get an average of 94.2% with the category "very good". It can be concluded that flipbooks as a strengthening of character education are feasible to be tested on grade 3 elementary school students, as a tool to help students understand the material to be learned.

CONCLUSION

The results of the research with the title of developing Indonesian culture-based flipbook media as an effort to strengthen character education for grade 3 students of SDN Mangunrejo, there are several conclusions drawn, namely:

1. The media developed is a flipbook teaching book using the ADDIE model. The content contained in the flipbook teaching book is the diversity of Indonesian culture as an effort to strengthen character education developed by researchers using an attractive design. This flipbook teaching book can help students be more enthusiastic in learning activities.
2. The feasibility of flipbook teaching books is measured through assessment by validation experts, student questionnaire assessment, teacher questionnaire assessment and evaluation question scores. The level of validity of Indonesian culture-based flipbooks as an effort to strengthen character education based on research results from three experts, namely media experts 92.2%, material experts 100% and linguists 93.8%. The combined results of the three validation experts are 95.3% with the criteria "very feasible". The feasibility level of flipbooks through student response questionnaire assessment gets a percentage of 87.3% with the criteria "very feasible". The feasibility level of the flipbook through the teacher

response questionnaire assessment gets a percentage of 98% with the criteria "very feasible". Based on the learning that has been carried out by students using flipbooks, the average is 90%.

3. Product Limitations

The development of flipbook teaching books on strengthening character education for grade 3 elementary school students has several limitations, namely:

- a. Products developed by researchers to help students in the spirit of carrying out learning activities by using interactive and interesting media in the material of Indonesian cultural diversity as a strengthening of character education, have not covered other materials.
- b. The resulting product only focuses on the development of flipbook teaching book media and the feasibility of flipbook teaching book media for learning grade 3 students of SDN Mangunrejo.

4. Implications of Research Results

Based on the results of research on the development of flipbook teaching book media in strengthening character education in grade 3 SDN Mangunrejo, there are several implications, as follows:

- a. Flipbook teaching book media products can be used as one of the teacher's tools.
- b. Flipbook teaching book media products are expected to help students in increasing understanding of strengthening Indonesian culture-based character education for grade 3 students of SDN Mangunrejo.
- c. Flipbook teaching book media products have gone through a validation test which states that flipbook teaching book media in learning

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