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Development of Digital Flipbook-Based Learning Media on Norms in Everyday Life in Class IV SD 89 Palembang

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ABSTRACT

This research aims to develop learning media in the form of digital flipbooks to improve the understanding of grade IV students at SD Negeri 98 Palembang about the application of Pancasila values. The method used in this research is research and development (R&D) with the ADDIE model, which includes five stages: analysis, design, development, implementation, and evaluation. This digital flipbook media is designed to present material about Pancasila in an interactive and interesting way. The results showed an increase in students' understanding of Pancasila values after using this media, which can be seen from the better test results in the post-test compared to the pre-test. In addition, student engagement during the learning process also increased, and feedback from students and teachers showed that this media has high visual appeal and easy to understand material. Based on the evaluation results, it can be concluded that this digital flipbook-based learning media is effective in improving understanding of Pancasila values for fourth grade elementary school students.

Kata Kunci

Flipbook, Pancasila, Canva.

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PENDAHULUAN

Education is a learning process that aims to develop students' behavior and thinking patterns in the future (Muthohharoh et al., 2024) (Tukangan & Tamansiswa, 2024). Teachers are expected to always keep up with the latest trends in order to create interesting and enjoyable learning conditions and encourage active participation of students in the teaching and learning process. In this context, today's learning methods allow teachers to use technology-based learning media to help students understand the material in accordance with their daily values Arni and Fitri, 2024.

Educators are expected to integrate technology in the digital era into the learning process to create a more interesting and enjoyable learning atmosphere. However, at SD Negeri 89 Palembang, one of the challenges faced

by teachers and grade IV students is the limited digital technology-based learning media. So far, learning still relies on teacher books, student books, and student worksheets (LKS). Students need learning media that not only makes it easier for them to understand the material, but can also increase learning motivation, so that the learning experience becomes more enjoyable. One of the factors that support the creation of joyful learning is the optimal use of learning media. Pallaya, et al (2024)

By utilizing digital media, it is expected to increase the effectiveness of learning. Because in the era of technology that is growing rapidly so that many applications and webs that can provide creative ideas for making learning media that are attractive and in accordance with the digital era, one of the prominent choices is flipbook (Mu'afifah et al., 2024) .

Flipbook learning media is a tool for facilities that have a function as an intermediary to make it easier for educators to convey subject matter other than printed books to students and make it easier and motivate students to read books anywhere and anytime (Wulandari Wangi Ni Kadek, 2024) . Flipbook is a type of flip page software in transferring PDF files to pages in the form of digital publication books. Development of Learning Media Based on Digital Flipbook Regarding the Application of Norms in everyday life in Class IV SD Negeri 89 Palembang was chosen because it has a strong relevance to educational guidance in the era of technology increasingly developing in the present. Digital flipbooks are innovative learning media that can make students active in the learning process, especially in understanding and applying the values of Pancasila. Arni (2024)

Pancasila as the basis of the state and the view of life of the Indonesian nation needs to be instilled from an early age so that students have an identity that is in harmony with the values that apply in community life. In addition, the focus on fourth grade students of SD Negeri 89 Palembang aims to make a real contribution in improving the quality of education at the primary level through a technological approach that is interesting, interactive, and relevant to the curriculum. This title reflects an attempt to integrate technology and character education to create effective and meaningful learning.

This research focuses on the development of digital flipbook-based learning media related to the implementation of Pancasila values in teaching and learning activities in class IV SD Negeri 89 Palembang. It is hoped that this media can help teachers in delivering material in a more interesting, entertaining, and easy-to-understand way, and encourage students to be more active in the learning process.

METODE PENELITIAN

To develop digital flipbook-based learning media on the application of Pancasila norms in class IV of SD Negeri 89 Palembang, we used a research and development (R&D) approach. According to Sugiyono (2019), the purpose of R&D is to create products that are useful in learning while testing the effectiveness of these products in the field. This digital flipbook is designed to help students learn and integrate Pancasila norms in various aspects of life, Arni (2024) This research and development approach is very relevant, as it ensures that the flipbook is not only visually appealing, but also effectively teaches Pancasila norms.



Figure 1.

ADDIE Development Steps

The model was developed through a series of systematic steps as follows:

a. Analysis

First step is to examine the needs of the digital system student learning identity moving image teaching materials used, as well as identify the details required.

b. Design

this stage, the design of animation flow sketches, the development of teaching materials, and comprehension measurement tests, as well as the design of the basic appearance of the media, the preparation of graphics, and the design of the media. Design interactive buttons that will be used in the digital instrument.

c. Development

This process includes designing the resulting interaction-based animation, testing the feasibility of the media and editing for improvement.

d. Evaluation

The last step is to carry out the experimental results at the activity site, ending with the completion of the product in the form of interactive CD-ROM-based software from the item that has been designed.

The design stage aims to compile digital flipbook content that suits the needs and characteristics of fourth grade students. According to Mayer (2020) in his theory of multimedia learning, design principles such as coherence and markers are very important to help students understand information better. In this design process, the flipbook will be equipped with images, text, and animation, so that students can understand the material about the norms of Pancasila in a more interactive, concrete, and interesting way, with illustrations that are relevant to their daily lives.

The development stage is the phase where the planned design is implemented into a digital flipbook that is ready to be tested. In digital media development, collaboration between designers and developers is essential to ensure that the final product can meet the needs and characteristics of students. This digital flipbook is designed using software that allows for interactive elements, so that students can be actively involved in the learning process. In addition, the development of this digital flipbook also pays attention to the quality of content and visuals that are adapted to the learning styles of students at the elementary level.

The implementation stage aims to test the digital flipbook among fourth grade students of SD Negeri 89 Palembang, in order to evaluate the effectiveness of the media in improving students' understanding of the values of the Pancasila precepts. According to Kim and Reeves (2023), the implementation of technology-based learning products should involve field trials to assess the extent to which the media can achieve learning objectives.

During this stage, observations are made and feedback from students and teachers is collected. The information obtained is then used for evaluation and improvement of the learning media. The evaluation stage is very important to ensure that the digital flipbook meets the learning objectives and is able to support students in understanding and applying the values of Pancasila. Thus, the R&D method is expected to produce digital flipbook-based learning products that are effective and provide benefits to the learning process about Pancasila norms in grade IV.

HASIL DAN PEMBAHASAN

Hasil Penelitian

This research aims to develop learning materials in the form of flipbooks by utilizing the Canva application. The following presents the results and discussion obtained from the stages that have been carried out:



Figure 2.
Select the format to create

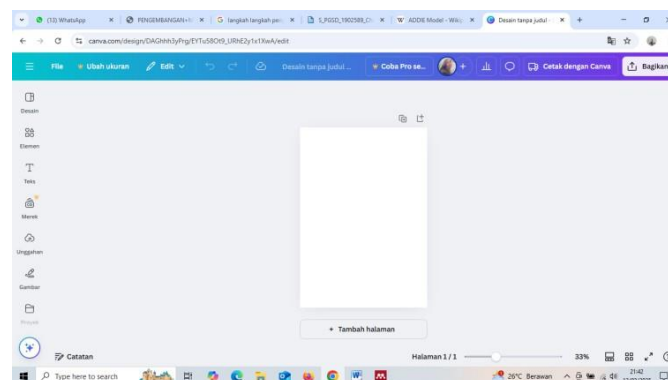


Figure 3.
Create a Layout on a Blank Page

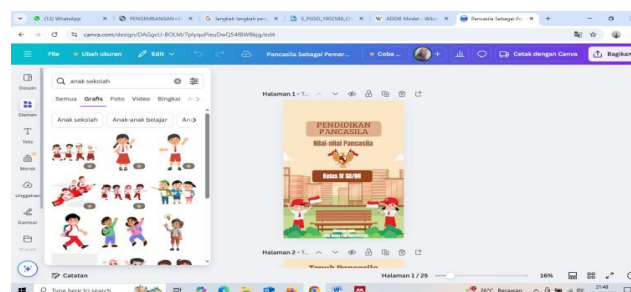


Figure 4.
Create your own design

In general, here is how a flipbook looks like:

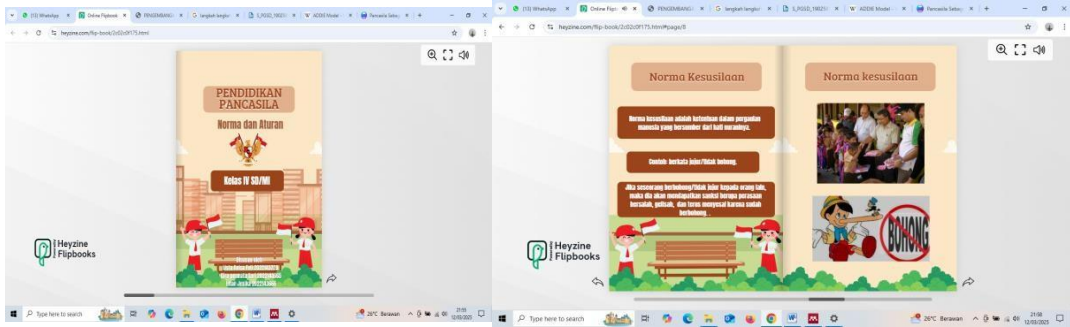


Figure 5. Initial shape of flipbook



Figure 9. Shape of flipbook content



Figure 6. Shape of flipbook content

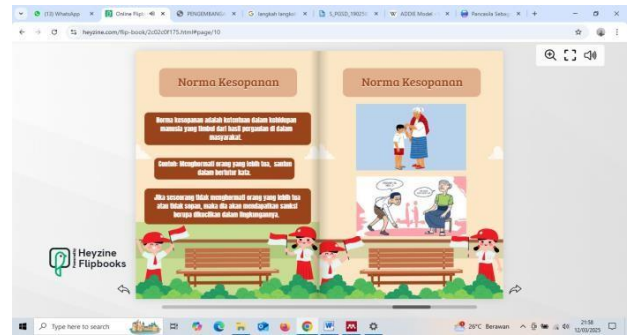


Figure 10. Shape of flipbook content

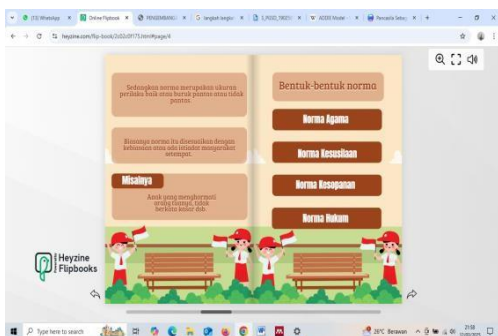


Figure 7. Shape of flipbook content



Figure 11. Shape of flipbook content



Figure 8. Shape of flipbook content

In the development stage, the author conducts feasibility tests to assess various aspects to ensure this learning media is ready for use. Before the feasibility test was conducted, the learning materials were first reviewed by the author. Various suggestions and inputs were given to improve the quality of the material. The results of this process show that the learning materials have met the eligibility standards and are ready to be used.

The next implementation stage aims to evaluate the extent to which the use of flipbooks can increase the effectiveness of Pancasila Education learning in class IV SD Negeri 89 Palembang. The learning process begins with the use of a projector to display the flipbook in the classroom, followed by an explanation of how to use it and the material presented. After the teaching and learning activities were completed, a final test was conducted to measure the effectiveness of using Canva-based flipbooks in helping students understand the application of norms in everyday life, both at home, at school, and in society. The evaluation results showed progress in mastering the material and learning outcomes of students.

The evaluation stage in the development of digital flipbook-based learning media regarding the practice of Pancasila as the foundation of learning in class IV SD Negeri 98 Palembang has an important purpose, namely measuring the effectiveness of this media in helping students understand the material. The evaluation process is carried out by observing changes in student learning outcomes through tests or quizzes that are adjusted to indicators of competency achievement. In addition, student learning outcomes before and after using flipbook media were also compared.

Student engagement during the learning process was also one of the aspects evaluated. Feedback from students and teachers is collected to assess the visual appeal and clarity of the material presented in the digital flipbook. The results of this evaluation will be used as a basis for improving and refining digital flipbooks, so that they are more effective and attractive in supporting the learning process in the future.

KESIMPULAN

This research aims to develop digital flipbook-based learning media using the Canva application for fourth grade students of SD Negeri 89 Palembang in the subject of Pancasila Education. The ADDIE development model is applied in five main stages, namely analysis, design, development, implementation, and evaluation. At the analysis stage, the needs of students, learning facilities, and compatibility with the applicable curriculum were identified. The design stage involves the preparation of flipbook concepts, including the selection of

illustrations, text, and visual elements that support the understanding of Pancasila material. Furthermore, at the development stage, digital flipbooks were created using Canva and passed through media writers and educators to ensure their feasibility and effectiveness in learning. The author's results show that this flipbook media is very suitable as a tool in improving the teaching and learning process. The implementation stage is carried out by applying the flipbook in the learning process to measure its effectiveness. Evaluation of the final results of using digital flipbooks about norms in daily life in class IV SD Negeri 89 Palembang shows that this media is able to improve student understanding, as evidenced by better learning outcomes after its application. Students and teachers gave positive responses regarding the attractive appearance, easy-to-understand content, and suitability of the material to learning needs. This shows that flipbooks can be interactive and fun learning media, as well as provide insight for further development to optimize their use. This author shows that digital flipbooks created using Canva can be effectively used as interactive learning media, thus contributing to the improvement of student learning outcomes. This flipbook is designed to introduce and instill norms in daily life. The use of this media supports the learning objectives of Pancasila Education by encouraging students to become individuals who behave in accordance with national values. In addition, this flipbook is also an innovative alternative for teachers in creating learning that is more interesting and relevant to technological developments. Overall, this author succeeded in developing flipbooks that are effective and can be used in the learning process in elementary schools. It is hoped that this media can be utilized more widely in teaching and learning activities in class IV and developed for other materials according to educational needs.

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