

DEVELOPMENT OF FLIPBOOK TEACHING MATERIALS BASED ON LOCAL WISDOM ON ENVIRONMENTAL AND HEALTH TOPICS IN ELEMENTARY SCHOOLS

Noufan Aditya¹, Sri Lestari Handayani²

^{1,2} Universitas Muhammadiyah Prof. Dr. Hamka, Jakarta, Indonesia

Email: adityanoufan0@gmail.com, srilestarih@uhamka.ac.id

ABSTRACT

The purpose of this study was to utilize traditional knowledge to create an environmental health flipbook for fifth grade students of SDN Cijantung 01 Pagi. The method used in this research is Research and Development (R&D) with the ADDIE research model (Analysis, Design, Development, Implementation, and Evaluation). The results of this study show that the local wisdom-based flipbook that has been validated by media experts obtained a score of 86.66% and can be categorized as very feasible, The results of the validation by the material expert obtained a score of 80% which can be categorized as very feasible, and the results of the validation by language experts with a score of 100%. The teacher's response to the aspects of material, learning, and media obtained a score of 100% and the student's response showed that the content was appropriate at 83.87% and the media was appropriate at 86.45%, both in the very appropriate category. This shows that local wisdom-based flipbook learning media is very suitable to be displayed in class.

KEYWORDS

Flipbook, Teaching Materials, Research and Development, ADDIE



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INTRODUCTION

Education is an effort made consciously by every person with the aim of producing intelligent generations for the future. According to Solikhatusun & Widihastrini (2018) explaining that it is true that education is a way to improve conditions and quality of life, to build a quality society. Efforts to develop the potential of human resources, especially students, are the core of education (Noor Mayaminiy Maulidah, Achmad Dhany Fachrudin, & Lailatul Mubarakah, 2021). With the emergence of an increasingly intelligent generation, the country is said to have good quality education. Because a country can be said to be advanced if the quality of education in that country improves (Aisyah, Noviyanti, & Triyanto, 2020).

How to cite:

Noufan Aditya, Sri Lestari Handayani. (2024). Development Of Flipbook Teaching Materials Based On Local Wisdom On Environmental And Health Topics In Elementary Schools. Journal Eduvest. 4(11): 10471-10481

E-ISSN:

2775-3727

According to Article 1 paragraph (1) and (2) of Law No. 20 of 2003 concerning the National Education System, education is a deliberate and planned effort to support students in creating an environment that supports students in creating an environment that supports the teaching and learning process to achieve intellectual, personal, social and spiritual potential optimally, and have the skills to be able to play a role in society, the nation and the state (Ichsan, 2021). Therefore, education is very important because it produces individuals who are intelligent, independent, honest, compassionate, creative, democratic, and responsible.

To improve the quality of education, it is important to provide expert instructors and supporting learning facilities and infrastructure. The most important thing in teaching and learning activities is the need to use learning aids. The creation of teaching materials has the potential to make classroom learning interesting, productive, and efficient, while remaining in line with program objectives (Magdalena, Prabandani, Rini, Fitriani, & Putri, 2020). Learning media is a tool used to help teachers in the teaching process and facilitate students in learning. Learning media is attempted to be available during KBM (Teaching and Learning Activities). The use of this learning media aims to make students feel interested and not bored when studying in class. As a tool, learning media can help in disseminating knowledge and achieving learning goals (Pratiwi, 2021). Students in elementary schools need to consider selecting quality learning resources (Lukman, Hayati, & Hakim, 2019).

As time goes by, making teaching materials is no longer difficult. Considering that in the past, the process of making learning media still used items made of cardboard, paper, and other used items. The original purpose of technology was to facilitate human endeavor and skill development. To accomplish certain tasks, several methods have been developed, known as technologies (Salsabila, Sofia, Seviarica, & Hikmah, 2020).

Technological advances have a positive impact on the world of education, for example in the use of digital-based teaching materials or learning media (Hakim & Yulia, 2024). The need for educators to have not only strong pedagogical skills but also the flexibility to adapt to societal norms and technological advances in education (Mursidi, Prananto, Arifani, & Setyawati, 2022). So teachers can be said to be following the developments of the times and creating learning media using only a laptop, cellphone, which is digital-based, no longer needing to collect items to create learning media. Instructors need to be able to adapt by mastering computer skills so that their students can also use computers or laptops, as this facilitates the creation of technology-based teaching resources and makes the instructors' lives simpler. Examples of digital media include e-books, websites, quizzes, video games, mobile applications, PowerPoint and one of them is flipbooks.

The IPAS subject at SDN Cijantung 01 Pagi in the Merdeka curriculum integrates science and social studies. The IPAS subject focuses on living and non-living things, as well as their environments. It aims to teach students how to balance the needs of social and natural environments. For fifth-grade students, relevant IPAS content includes environmental management. Material on the respiratory system and traditional knowledge is presented in a flipbook format to facilitate learning. The body uses energy by burning carbohydrates during breathing, a

process known as respiration. Through breathing, oxygen enters the human body (Afriani, Prasasti, & Anggriyani, 2022). Students struggle with the topic of the respiratory system because they do not understand the mechanisms of breathing. The only way for students to learn is through teacher explanations and textbooks. Given the specific processes of respiration, such as chest breathing and abdominal breathing within the human respiratory system material, students sometimes struggle to understand how breathing actually occurs. Additionally, students have difficulty learning the correct sequence of the human respiratory organs (Hestiningrum, 2020). According to Aisyah, Atiqoh, & Karyono (2024) students can better understand the topic of "environmental management and its impact on human health" when they use resources based on local knowledge, which is often present in their daily lives. In a specific community context, "local wisdom" refers to the accumulation of experiences, insights, and knowledge of its members. For students to internalize and develop the valuable traits of traditional knowledge through their schoolwork, it is essential to incorporate this local wisdom into their learning (Siswanto & Ninawati, 2021). Local knowledge inherent to the lives of local communities and passed down from previous generations (Meilana & Aslam, 2022).

Related to the material above, a suitable digital media tool to support classroom learning is the flipbook. A flipbook is an electronic book that can be designed on a laptop using applications such as Canva, PowerPoint, or others. Similar to a paper book, a flipbook includes 3D images, video content, and other engaging elements. Essentially, flipbook software provides flip-page functionality and is used to convert PDF files into electronic book pages (Surahman, Astuti, & Afandi, 2023). Students may become more interested in the material simply by viewing a flipbook. According to Simaremare & Thesalonika (2022) student engagement and learning success can be enhanced by using media that encourages the creation of flipbooks. According to Dayanti, Respati, & Gyartini (2021) explain that a flipbook is a computer program capable of displaying text, graphics, and audio from books with digital media capabilities. Before flipbooks were used, students often felt bored and tired with the content presentation by teachers. One type of electronic or digital textbook that offers a range of complex and easily accessible learning options is the use of flipbook materials. Students can respond intelligently to teacher questions by applying the knowledge they have acquired and that is relevant to the topics covered in the flipbook. There are several advantages to using flipbook. Firstly, educational resources can be presented visually or audibly with appealing colors and engaging text, photos, videos, audio, or animations. Secondly, flipbooks can enhance learning activities and, along with the initial benefits, help students better understand and apply abstract concepts. Thirdly, students can access additional content not included in the flipbook through URLs provided by the teacher, as long as they are connected to the internet. Creating multiple copies of a flipbook is easy on any computer. Using flipbooks can improve student learning activities as they are lightweight, cost-effective, quickly designed, and portable. With added colors, flipbooks can capture more student attention while presenting knowledge through images, phrases, and words. Flipbooks differ from traditional books or textbooks. Traditional print books are prone to damage and

tears, and their use in learning can be less engaging. In contrast, flipbooks, as interactive electronic formats combining text, images, and videos, make the learning process more appealing to students (Rahmawati, Wahyuni, & Yushardi, 2017). Flipbooks facilitate the development of more optimistic mental images and phrases in individuals or students. Both knowledge acquisition and the learning process are significantly enhanced by this. (Abror, Suryani, & Ardianto, 2020).

Based on observations conducted at SDN Cijantung 01 Pagi, it has been noted that in the IPAS subject, teachers currently use limited teaching aids during the learning process. Instruction is still largely reliant on student and teacher guides. As a result, students are losing interest in science. Educators need to employ various strategies and teaching media to create an engaging classroom environment. Improving educational quality is a key national development strategy. This is because the core objective of education is to identify and nurture each student's unique potential according to their strengths. Intellectual, emotional, practical, and social intelligences of students can all be developed through formal schooling, which may be useful for future prevention. Teaching media are crucial components that make significant contributions to education, facilitating a deeper and more interactive understanding for learners. Anything that helps instructors communicate with their students and transfer knowledge is considered educational material. Flipbook teaching materials are highly suitable for use in fifth-grade classrooms at SDN Cijantung 01 Pagi. Therefore, this research develops flipbook teaching materials aimed at increasing student interest in learning at SDN Cijantung 01 Pagi.

RESEARCH METHOD

According to Rofiyadi & Handayani (2021) R&D is an approach used to design or evaluate new products. The method applied is the Research and Development (R&D) method, with one of the design models used being the ADDIE model, where each development stage serves as a foundational level of the learning system. The ADDIE model includes five steps: Analysis, Design, Development, Implementation, and Evaluation, assessing the need for developing teaching media to achieve learning objectives and evaluating the school curriculum (Kuswidyanarko, & Lubis, 2022). The goal of the Analysis phase is to observe the classroom at SDN Cijantung 01 to determine the most beneficial learning resources for fifth-grade students. To meet the need for developing a product, specifically a flipbook teaching material that incorporates local wisdom and will be created using Canva, it is essential to first identify the characteristics of the students. This will allow for the adaptation of the teaching material to better fit their needs. The next step is to analyze the content and teaching tools that will be used to create the product.

The next step is Design, where everything needed for development is prepared, including content and materials, images, fonts, and text sizes. Following this is the Development phase, where experts validate the media to ensure its suitability and, based on their recommendations, make modifications before implementation. In the Implementation phase, the media is applied to 30 fifth-grade students at SDN Cijantung 01. In the final stage, Evaluation, also known as

assessment, the ADDIE model team examines the features that have been evaluated (Fifit & Sri, 2021).

Using the Likert Scale, media, content, and language experts evaluate the product based on validation test findings. A score of 4 indicates "Strongly Agree," a score of 3 means "Agree," a score of 2 denotes "Disagree," and a score of 1 signifies "Strongly Disagree" for each criterion. This study uses the following formula to validate the product's feasibility: (Miranda & Wibowo, 2023);

$$p = \frac{f}{n} \times 100\%$$

Description:

P = Validation Presentation

f = Obtained Score

n = Maximum Score

After obtaining the score data, feasibility can be assessed based on the criteria outlined in Table 1.

Table 1. Percentage and Media Feasibility Criteria

Percentage	Category
76% - 100%	Highly Worthy
56% - 75%	Worthy
40% - 55%	Less Worthy
0% - 39%	Not Worthy

Source: (Ulfa & Sari, 2021)

RESULT AND DISCUSSION

This study aims to develop flipbook teaching materials based on local wisdom, focusing on the topics of environment and health, specifically respiratory organs, for fifth-grade students at SDN Cijantung 01. The development process is carried out using the ADDIE model, which includes five stages.

Analysis stage, this stage analyzes the problems experienced by students and determines that they need better learning materials (Latifah & Rukmana, 2022). Identifying problems in schools through observation and interviews is the current focus, with the aim of developing innovative solutions. When conducting a needs analysis, it is important to consider the following: first, the nature of the developed product (in this case, flipbook teaching materials) and how it will interact with students; and second, the objectives of product development, which are to facilitate learning and provide materials for both teachers and students.

In the Design phase, concepts for the product and materials, including animations and graphics, are gathered to prepare the final product idea. Images, animations, and assessment questions relevant to the theme are collected using Canva. The development of the flipbook teaching materials includes the cover or

opening page, content, table of contents, and a focus on local wisdom related to health and the environment.

The cover includes the title of the teaching material and is accompanied by the used content. The cover can be viewed in Figure 1.



Figure 1. Cover or Opening Page

The table of contents includes the topics covered in the flipbook. This section helps users to view the entire content of the flipbook teaching materials. The table of contents can be seen in Figure 2.

Daftar Isi	
Mengaji Kesehatan Organ Pernapasan Manusia	13
1. Bernapas dengan Benar	14
2. Hindari Asap Rokok	16
3. Ajari Kebersihan	16
4. Olahraga Secara Teratur	17
Gangguan Pernapasan pada Manusia	18
1. Flu (Gripes)	18
2. Asma	18
3. Bronkitis	19
Manfaat Membaca	20
Kearifan Lokal pada Lingkungan dan kesehatan	21

Figure 2. Table of Contents Display

The material covers human body organs, including the respiratory system and the sequence of respiratory organs. This can be seen in Figure 3.



Figure 3. Content Display in the Flipbook

The focus of this flipbook teaching material is on comparing the environment and health between rural and urban areas. This can be seen in Figure 4.



Figure 4. Comparison of Environment in Rural and Urban Areas

Figure 5 discusses local wisdom in Indonesia and various herbs, commonly known as *jamu*, which can be used to maintain bodily health.



Figure 5. Focus on Local Wisdom

In the Development stage, validators assess the product once the Design phase is complete. The goals of this stage are to determine whether the media is suitable and to receive suggestions for improving the product. During this validation activity, a validation sheet is provided, and the developed product or media is presented to the validators. This step is performed to test the feasibility of the media before it is used in the trial or implementation phase with students. Data is collected from experts in media, content, and language.

Table 2. Expert Validation Results

Validator	Percentage	Category
Media	86,66%	Highly Worthy
Material	80%	Highly Worthy
Language	100%	Highly Worthy

Based on Table 2, the score obtained from the media expert, with a percentage of 86.66%, is categorized as " Highly Worthy" Additionally, the validation score from the content expert, with a percentage of 80%, is also categorized as " Highly

Worthy" The validation score from the language expert, with a percentage of 100%, is categorized as " Highly Worthy" The experts in media, content, and language agree that the flipbook is " Highly Worthy" based on the validation results. According to the assessments by several validators, this flipbook is considered sufficiently effective for use in the learning process.

Table 3. Hasil Respon Guru

Assessment Aspect	Percentage	Category
Content Aspect	100%	Highly Worthy
Learning Aspect	100%	Highly Worthy
Media Aspect	100%	Highly Worthy

Based on Table 3, the teacher responses for the content aspect, learning aspect, and media aspect all received a percentage of 100%, categorizing them as "Very Feasible." This finding aligns with Widyawati (2024) who notes that the teacher assessment of the flipbook teaching materials is considered very feasible and thus can be implemented during the teaching and learning process.

In the next stage Implementation, the efficiency of using the media is assessed through demonstrations with 30 students at SDN Cijantung 01. The results of the students' responses are shown in Table 4.

Table 4. Student Response Results

Assessment Aspect	Percentage	Category
Content Feasibility	83,87%	Highly Worthy
Media Feasibility	86,45%	Highly Worthy

In Table 4, 83.87% of students rated the project as "Very Feasible" in terms of content feasibility. Regarding media feasibility, 86.45% considered it "Very Feasible" for educational purposes. This indicates that the media has the potential to motivate students, provide a new learning environment, and facilitate a better understanding of the content. The study received positive feedback from the students. According to Nurwidyanti dan Sari (2020) students become more enthusiastic when using flipbooks as a classroom media. The appearance and design of the flipbook were well-received by the students. They were able to engage in new learning experiences with the help of the flipbook on their mobile devices or computers. The response to the local wisdom-based flipbook product was positive, with its implementation categorized as very feasible. Students expressed that the local wisdom-based flipbook teaching materials expanded their learning experiences, both inside and outside the classroom (Ramadhina & Pranata, 2022).

In the final stage, Evaluation, this phase involves assessing and revising based on the suggestions from validators, teacher feedback, and student responses. Regarding health and the environment, there are pros and cons to using flipbooks as a teaching tool based on traditional knowledge. While flipbook teaching materials based on local wisdom offer benefits, they also have some drawbacks. One issue is that students require an internet connection to access the materials, and

some may not know how to use the flipbook. One solution to address this is to provide the materials in PDF format so that students can access them offline (Hamid & Alberida, 2021).

CONCLUSION

Based on the research results, it is clear that the development of local wisdom-based flipbook teaching materials on the topics of environment and health is highly suitable for use in the fifth-grade classroom at SDN Cijantung 01. The study shows that after using this flipbook, students demonstrated high enthusiasm for the learning process, with no students expressing boredom and everyone remaining focused on the presented material. The results indicate that the local wisdom-based flipbook, validated by media experts at 86.66%, content experts at 80%, and language experts at 100%, is deemed highly feasible. Teacher responses on the aspects of content, learning, and media each received a score of 100%, while student responses indicated content feasibility at 83.87% and media feasibility at 86.45%, both within the "Highly Worthy" category. This indicates that the local wisdom-based flipbook on environment and health is very suitable for classroom use. However, the study notes that the product is currently limited to specific materials focused on local wisdom related to the environment and health. Future research is expected to expand the materials to cover a broader range of topics.

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