Development of Flipbook with Living Value Education Program-Based as Teaching Materials to Improve Students' Religious Values

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ABSTRACT

The current use of technology-based learning media is still limited to textbooks from the government and projectors that display presentation slides or videos. The current study used a flipbook as a new alternative for teaching materials with additional religious values. This study aimed to 1) generate a flipbook for social and science studies (*Ilmu Pengetahuan Alam dan Sosial* or IPAS) with living values education program-based feasible to improve religious values; 2) determine the responses about the IPAS flipbook as a learning material from the teachers; 3) evaluate the responses about the IPAS flipbook as a learning material from the teachers from the students in enhancing their religious characteristics. The research design used was a research-and-development with a 4D research and development model (define, design, development, and dissemination). The subjects of the validation test are material experts and media experts, while the responders to the media are teachers and 19 fourth-grade students of SD IT Samawi. The data was collected using interviews, observations, and questionnaires. The data analysis methods used are qualitative and quantitative. The results showed that the feasibility assessment of the IPAS flipbook is categorized as having "very good" criteria by material experts (average score of 4.6) and media experts (average score of 4.1). Furthermore, according to the fourth-grade teachers from SD IT Samawi, the flipbook media received an average score of 4.8, with "very good" criteria and is worthy of use. The fourth-grade students of SD IT Samawi responded well to the IPAS flipbook media, which obtained positive response results with an average prevalence of 90.7%.

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INTRODUCTION

In recent years, character education has gained significant attention from the general public and academics. Character is crucial and significant as it pertains to how individuals perceive one another (Swandar, 2017). Character education aims to improve the moral values of students, enabling them to develop praiseworthy demeanours and effectively apply them in their daily lives (Apriani, 2021). However, cases of character degradation often occur in the world of education, such as rampant cases of bullying that can be in the form of physical, psychological, and sexual outbreaks of violence, even in Indonesian elementary schools (sekolah dasar or SD). In nine years between 2011 and 2019, the Indonesian Child Protection Commission or Komisi Perlindungan Anak Indonesia (KPAI) has recorded 37,381 complaints of violence against children, with 2,473 reports of bullying cases in schools and social media (KPAI, 2020). The many cases of religious character diminish raise concerns about the quality of the nation's future.

Religious characters cover not just the connection between humans and God but also the relationship between humans and their neighbours, as well as humans and the world or environment. (Swandar, 2017). Religious sub-values can be integrated with the living value education program at school as a character-based learning model. Instilling religious character through a living value education program helps students cultivate daily life. The school program enables students to gain knowledge and comprehension of living values and internalize and actualize the significance of each value taught in their daily lives (Apriani, 2021). Therefore, the present research used a living value education program to increase the religious character through media learning. The living value education programme can serve as an alternate learning model for teachers to enhance character education (Apriani & Suwandi, 2019).

Implementing a value education programme enhances positive traits in students, including self-confidence, greater respect towards others, and improved social and personal skills (Apriani et al., 2021). The living value education programme model can be implemented in the independent curriculum to instil character education. The program refers to various values that promote productivity and encourage exemplary behaviour in social settings, including qualities such as hard work, creativity, innovation, critical thinking, independence, and responsibility. (Komalasari & Apriani, 2023). The living-value education program (LVEP) learning model can positively impact and strengthen religious character in elementary school students (Hidayana & Apriani, 2023).

The degradation of religious character occurs due to various factors, one of which is the influence of gadgets and technological developments. Freedom to use gadgets can cause procrastination, loss of manners, and other character problems (Puspitasari et al., 2021). The rapid development of technology requires teachers to be more creative and innovative in using technology-based learning media, for example, using flipbooks as a

learning material. A flipbook is similar to a virtual album containing learning materials with words, sentences, and pictures in colourful columns (Nuryani & Abadi, 2021). In addition, several character values can be incorporated into the flipbook to foster character education. Setiadi et al. (2021) explained that using flipbook online-based learning material can improve the activities and learning outcomes of SD Negeri 3 Tulungagung fourth-grade students. The flipbook in the current study introduces the living values education program to enhance the religious characters of fourth-grade elementary school students. Sari & Atmojo (2021) added that flipbooks can be developed and used to empower 21st-century skills in the science learning process in elementary school students.

After preliminary observations and interviews conducted at SD IT Samawi, it was found that the problem of using technology-based learning media was still not optimal because the media sources and teaching materials used were limited to physical books and textbooks from the government. In addition, technology-based learning media used at SD IT Samawi are mainly from presentation slides and online videos displayed through a projector. Flipbooks are currently unavailable and have not been utilized in the educational curriculum at SD IT Samawi due to the teachers' lack of awareness and adoption of technological advancements. Before the study, religious character education at SD IT Samawi was carried out with habituation methods and did not employ any learning media. The schoolteachers have never applied the living value education program method due to a lack of information and understanding.

Therefore, developing a living value education program-based science flipbook is necessary to improve the religious character of fourth-grade elementary school students. In this study, the flipbook learning media is generated specifically for social and science studies (Ilmu Pengetahuan Alam dan Sosial or IPAS) with several living values that can increase religious character values, namely responsibility, empathy, appreciation, and cooperation. The flipbook is limited to science subjects, phase B for fourth-grade elementary school material, which discusses the form change of energy. Therefore, this study aimed to develop a living value education program-based IPAS flipbook that is feasible to improve the religious character of fourth-grade elementary school students as well as evaluate the flipbook according to the teacher and student responses to the IPAS flipbook to improve the religious character of fourth elementary school students at SD IT Samawi.

METHOD

The research employed the research and development method using a four-development (4D) approach, consisting of four distinct steps: define, design, develop, and disseminate (Sugiyono, 2020). However, the study was carried out only up to the

development stage, as the main focus was to develop the IPAS flipbook with a living value education program based on the product. The research was conducted at SD IT Samawi for 20 days (September 4 – 28, 2023). The participants in this study were one material expert, one media expert, one fourth-grade teacher and 19 fourth-grade students of SD IT Samawi.

The data were collected using observation, interviews, and questionnaire techniques. Observations were carried out directly by assessing the school environment, activities, students' behaviour, and the learning process in the fourth grade of SD IT Samawi. The interviews were conducted by asking the fourth-grade teachers about the learning media used in class, including the learning materials on religious character and behaviour and the current living value education program. For the last method, the questionnaires were given to material experts, media experts, teachers, and students to evaluate the developed IPAS flipbook.

The data obtained from observations and interviews with fourth-grade teachers of SD IT Samawi and suggestions from experts regarding the IPAS flipbook based on the living value education program developed were qualitatively analyzed. In contrast, the quantitative score analysis on product feasibility questionnaires was analyzed quantitatively (Ismayani, 2019).

RESULT AND DISCUSSION

The product developed in this study is an IPAS flipbook with a living value education program as a learning media to improve the religious character of fourth-grade elementary school students. Flipbook is an electronic learning media with sheets that can be flipped. According to Roemintoyo & Budiarto (2021), a flipbook is an interactive learning medium that can be used in the classroom using particular technology. Several stages based on the 4D approach for model development conducted in this study were as follows:

1. The Development Stage

In the define stage, the living value education program-based IPAS flipbook media were developed to improve the religious character of fourth-grade elementary school students. The analysis steps in this stage were:

    a. Front-End Analysis

        The analysis was carried out by conducting interviews with fourth-grade teachers of SD IT Samawi about the current use of technology-based learning media at the school. The findings of this study pointed out that the technology used for learning materials was not optimal as the media were limited to publisher books and textbooks from the government. Most of the learning media used at SD IT Samawi were props, concept maps, presentation slides, and online videos. Using a flipbook as learning material media was not an option during class. Regarding religious character development in SD IT Samawi, the students were taught through habituation and religion knowledge

classes without state-of-the-art technology. Moreover, the overall character development in SD IT Samawi did not incorporate a living value education program due to the teachers' lack of information and comprehensiveness.

b. Learner Analysis

After observing activities in the fourth-grade class of SD IT Samawi, the obtained data were analyzed. The class consisted of a total of 23 students, and the overall lesson was quiet yet productive. The students completed their tasks well and were more enthusiastic than physical books when the learning materials were presented using a projector. The cultivation of religious character is carried out by praying and habituating congregational prayers, but it has not been inserted in the learning media used.

c. Task Analysis

The analysis was carried out to identify learning outcomes in the science subjects under the independent curriculum. Product development will refer to the learning outcomes of the IPAS Phase B lesson in the fourth-grade class.

d. Concept Analysis

The concept analysis determined the learning outcomes included in the developed learning media. After the analysis, the flipbook media was selected to focus on learning outcomes in IPAS Phase B class IV material with material on the topic of changing energy forms.

e. Specifying Instructional Objectives

The last step of the design stage was analyzing learning outcomes and choosing the focus of learning outcomes in the developed media. The material listed in the flipbook consists of material understanding energy, forms of energy, energy sources, energy changes, and how to save energy. Then, living value education program values were added to the material to strengthen religious character, namely empathy, appreciation, responsibility, and cooperation.

2. The Design Stage

The designing step of the IPAS flipbook starts with selecting the platform to generate the flipbook per the results of the previous analysis. In this study, the Canva and Heyzine Flipbook websites were used. The initial design of the materials containing living value education for the IPAS flipbook was made using the Canva application by selecting font fonts, font capitalization, and the template to be used.

3. The Development Stage

The flipbook design on the Canva application was downloaded and converted into a flipbook form using the Heyzine Flipbook website. The cover page contains the title of the

book, namely IPAS "*BAB 4: Mengubah Bentuk Energi*", with illustrations of solar panels and windmills. Aprilia (2021) stated that flipbooks can potentially enhance students' critical thinking abilities, facilitate the delivery of learning content by teachers, promote students' comprehension of the material presented by teachers, and effectively foster student's individual learning. The IPAS flipbook contains energy materials and practice questions to help students learn without limited space and time. The flipbook was designed with attractive colours and images to increase students' enthusiasm for learning. A visually appealing flipbook can captivate students' attention and induce a greater enthusiasm towards studying (Ramadhina & Pranata, 2022). In addition, the developed living value education program-based IPAS flipbook contains images supporting the delivery of learning materials.

The implementation of research is carried out by conducting product validation by material experts and media experts. The results of the study are as follows.

a) Material Expert Validation

Validation by material experts aimed to assess the feasibility of material content on the developed media. The validation was carried out by referring to the content or material standards and linguistic feasibility. The results of material expert validation can be seen in Table 1:

Table 1. Material Expert Eligibility Results

No	Assessed Aspects	Score Average	Criterion
1	Eligibility of Content or Material Standards	4.7	Excellent
2	Language Eligibility	4.4	Excellent
	Average Score	4.6	Excellent

Based on the expert assessment of the material, an average score of 4.6 was obtained. According to material experts, the living value education program-based IPAS flipbook learning media was included in the "excellent" criteria. In conclusion, the living value education program-based IPAS flipbook media can be used in the field after additional revisions based on the suggestions of material experts.

b) Media Expert Validation

The media expert validation consists of the feasibility evaluation of the presentation and graphics. Validation by media experts assessed the feasibility of the developed media. The results of the media expert validation are displayed in Table 2:

Table 2. Media Expert Eligibility Results

No.	Assessed Aspects	Score Average	Criterion
1	Eligibility of presentation	4.1	Excellent
2	Graphic feasibility	4.1	Excellent
	Average Score	4.1	Excellent

Based on the assessment of media experts, an average score of 4.1 was obtained. Similar to material expert validation, the development of living value education program-based IPAS flipbook learning media was also categorized in the "excellent" criteria according to the media experts. Thus, the IPAS flipbook media, based on the living value education programme, can be effectively utilized in the field after further adjustments according to the recommendations of material experts.

c) Evaluation from the fourth-grade teachers of SD IT Samawi

The teachers answered the questionnaires, which consisted of several questions referring to four aspects of feasibility: content or material standards, language, presentation and graphics. The results of the questionnaire from the teacher response are shown in Table 3:

Table 3. Teacher Response Results

No.	Assessed Aspects	Score Average	Criterion
1	Eligibility of content or material standards	4.7	Excellent
2	Language Eligibility	5	Excellent
3	Eligibility of presentation	4.8	Excellent
4	Graphic feasibility	4.8	Excellent
	Average Score	4.85	Excellent

The response from SD IT Samawi fourth-grade teachers on the developed living value education program-based IPAS flipbook obtained an average score of 4.85 and was categorized as having "very good" criteria. Therefore, it can be concluded that the fourth-grade teacher found the living value education program-based IPAS flipbook media that had been developed was helpful as a learning material in the class.

d) Responses of Fourth-grade Students of SD IT Samawi

Student response data was collected in the fourth-grade class of SD IT Samawi with a questionnaire containing 12 statements. Students must fill out the questionnaire with a choice of "yes" or "no" after studying with the living value education program-based IPAS flipbook media. Due to some circumstances, 23 students were supposed to complete the questionnaire, but only 19 students could do so because the remaining four students were denied entry into the school. The results of student responses can be seen in Table 4:

Table 4. Student Response Results

No.	Statement	Response of students	
		Yes	No
1	The students have an easier understanding of the fourth chapter of the IPAS lesson about changing the form of energy after learning to use living value education program-based flipbook media	19	0
2	Living value education program-based IPAS flipbook media uses clear and easy-to-understand language	18	1
3	The student were able to focus their attention during the fourth chapter of the IPAS lesson about changing the form of energy using living value education program-based IPAS flipbook media	17	2
4	The student became uninspired and bored while participating in IPAS class with living value education program-based flipbook media	3	16
5	Living value education program-based IPAS flipbook media reminds the students to behave in a more religious character	18	1
6	Living value education program-based IPAS flipbook media uses language that is difficult to understand	2	17
7	Living value education program-based IPAS flipbook media has poor and unattractive images and illustrations	2	17
8	Living value education program-based IPAS flipbook media has an attractive display with bright colours	18	1
9	The student became more enthusiastic in learning the fourth chapter of the IPAS lesson about changing energy forms after using the living value education program-based IPAS flipbook media	17	2
10	Living value education program-based IPAS flipbook media has a dull and unattractive look	2	17
11	Living value education program-based IPAS flipbook media has a typeface, font size, and writing that can be read clearly and easily	15	4
12	Living value education program-based IPAS flipbook media has illustrations and images that match the material so that the students can understand the material easily	18	1

Based on these results, the average percentage of student responses from 12 statements was 90.7%. A student response category is considered to receive a favourable response if the average score is within the range of 51% to 100%. Therefore, it can be concluded that the development of living value education program-based IPAS flipbook learning media received a positive response from students.

Flipbook is an electronic learning media with sheets that can be opened or flipped. According to Roemintoyo & Budiarto (2021), flipbooks are interactive learning media that can be used in the classroom using modern technology. Flipbook is developed as a digital book with a website link format that can be accessed anytime and anywhere. Flipbooks can be used on gadgets, computers, or laptops. Developing living values education program (LVEP)-based IPAS flipbooks begins with creating a flipbook design on the Canva application. The finished design was downloaded and converted into a flipbook form using the Heyzine flipbook website. The cover page contains the title of the book "IPAS, BAB 4: Energi dan Perubahannya", with illustrations of solar panels and windmills. Aprilia (2021) reported that flipbooks can enhance students' cognitive abilities, facilitate the dissemination of material lessons by teachers, improve students' comprehension of instructional material, and promote independent learning skills in students. The IPAS flipbook contains energy materials and practice questions to help students learn without limited space and time.

Research by Nuryani & Abadi (2021) states that science flipbook learning media is suitable for learning based on the results of validity tests with "very good" qualifications and that the flipbook can overcome learning problems. The development of LVEP-based IPAS flipbooks in this study obtained "excellent" feasibility results from material and media experts. Therefore, the results indicate that the flipbook can be used to improve religious character in fourth-grade elementary school students.

According to Sari & Ahmad (2021), digital flipbook media can be used as a learning medium in the teaching and learning process in elementary schools. The developed LVEP-based IPAS flipbook can be used for fourth-grade elementary students with LVEP value insertion that can help improve religious character. Nurjannah et al. (2023) added that using flipbook media provides positive student learning outcomes, improves learning outcomes, and fosters students' character of responsibility and independence. In addition to assisting the students in the independent learning process, but also enhance character comprehension by including LVEP in the flipbook learning material. Similarly, Gusman et al. (2021) report that flipbooks can be an alternative learning material for teachers to deliver lessons and achieve learning goals efficiently, without monotony, and with enjoyment. The flipbook in this study was designed with attractive colours and images to increase students' enthusiasm for learning. In addition, the insertion of characters LVEP in the media flipbook can help instil the character values of affection, responsibility, appreciation, and cooperation in life to improve religious character.

The LVEP's character education model can be used in independent curricula (Komalasari & Apriani, 2023). The flipbook in this study was made with IPAS material, which is part of the independent curriculum with the insertion of values of appreciation,

responsibility, empathy, and cooperation. The LVEP learning activities include reflection and imagination activities that encourage students to increase their creativity and talents (Apriani & Suwandi, 2019). Integrating LVEP ideals into the IPAS flipbook can facilitate students' comprehension and application of life principles that enhance their religious character. Religious characters are included in one of the main characters of the Pancasila Student Profile (P3). The results align with the study by Apriani (2019), which states that LVEP can be used to strengthen character education through the approach of life values lessons.

CONCLUSION

The flipbook media were developed with a 4D development model consisting of defining, designing, developing, and disseminating stages. However, the research was limited until the development stage after expert validation and revision. The validation results by material experts showed an average score of 4.6 ("very good" criteria). At the same time, the results of validation by media experts get an average score of 4.1 ("very good" criteria). The assessment of the fourth-grade teachers of SD IT Samawi on the flipbook resulted in an average score of 4.8 ("very good" criteria). Meanwhile, the flipbook obtained an average percentage of 90.7% with positive response criteria from the fourth-grade students of SD IT Samawi. In conclusion, the living value education program-based IPAS flipbook media developed in this study can be a learning medium for students and teachers. The developed living value education-based IPAS flipbook can be used to improve the religious character of fourth-grade elementary school students. The IPAS flipbook was based on a living value education program with the addition of values of responsibility, appreciation, affection, and cooperation. The flipbook contains phase B science material for fourth-grade elementary school about "Changing the Form of Energy", which is part of the lessons in the independent curriculum.

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