The feasibility of flipbook-based *Wawasan Nusantara* teaching materials in citizenship learning

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Abstract
Learning media has a significant influence on learning outcomes. Using appropriate media can increase motivation, understanding, retention, practical skills, accessibility and collaboration in learning. However, the effectiveness of media also depends on design, implementation and learning context. Therefore, educators need to choose and design media that suits the goals and needs of students. This research aims to (1) produce flipbook-based *Wawasan Nusantara* teaching material products and (2) Understand the feasibility of flipbook-based *Wawasan Nusantara* teaching materials. The development model used in this research is ADDIE. The needs analysis results of lecturers and students show that the need for flipbook-based Indonesian insight teaching materials is enormous. The material expert validation results were 98.46% in the outstanding category, and the media expert validation was 90.58% in the exceptional category. The results of student assessments regarding the acceptability of teaching materials include very high acceptability, with a score of 4.94. So, it can be concluded that flipbook-based Indonesian language insight teaching materials are suitable for citizenship education learning. Teachers and students can use flipbook-based Indonesian language insight teaching materials as teaching materials in learning activities to help improve student learning.

Keywords: Archipelago Insight, Flipbook, Teaching Materials.

Introduction

Indonesia is a country that has a diversity of tribes, religions, races, and languages, so Indonesia has advantages and uniqueness compared to other countries. His diversity can backfire if the government and society cannot care for and maintain it, so through education

and learning, it is hoped that citizenship can be the spearhead in building unity in Indonesia (Ahyati & Dewi, 2021).

Civic education is compulsory learning that must be given from elementary school to college level (Nastiti & Abdu, 2020). In higher education, civic education courses become compulsory in every study program (Anggono & Damaitu, 2021). Civic education is an essential course in education to shape character and increase students' insight into the state and citizenship (Amelia & Santoso, 2022). Character is the primary goal of national education so that the Indonesian people, especially students, can become reasonable and intelligent citizens (Saepudin & Jatnika, 2019). Universities are expected to be able to build student character based on Pancasila values. Civic education is the spearhead, considering that the character of the younger generation, especially students, is starting to develop along with technological developments. Civic education in building character based on Pancasila must have a strategy to welcome the era of society 5.0, which is more prepared and of better quality (Nastiti & Abdu, 2020). This influences the application of computers in educational training and its application in the education system (Yaghoobi & Razmjoo, 2016).

Currently, several schools have utilised technology to support the learning process. (Lee, 2016)Teachers must be able to integrate ICT into teaching and replace traditional methods with more modern tools and facilities (Motamedi, 2019; Singh, 2016). In online learning, especially during COVID-19, the problem is that teachers must be able to choose material suitable for online learning and select the proper internet learning (Altowairiki, 2021; Ghimire, 2022; Hu & Huang, 2021; Xhelili et al., 2021). Teachers must be creative and innovative when developing learning materials in digital form (Kier & Khalil, 2018). However, the teaching materials teachers use are still in the form of textbooks, and the media used is only simple PowerPoints, which contain only essential points and summaries of less interesting material that do not arouse students' curiosity. Students are mostly silent and only record the teacher's information without actively trying to explore and discover new knowledge. Teaching materials must be packaged attractively to attract students' attention while studying (Demosthenous et al., 2020). The use of teaching materials in lectures that can make learning more manageable is compiling flipbook-based *Wawasan Nusantara* (Archipelago Insight) teaching materials (Pebriani, 2017).

Flipbook is software in the form of a digital book sheet with lots of animations, images, videos, and audio designed to be attractive and interactive for students to achieve fun learning goals (Diani & Hartati, 2018). Flipbook is interactive, attractive, easy to use, easy to understand, and can contain practice questions (Saraswati et al., 2019). The appearance of a flipbook with three-dimensional technology means that it can open each page like a book as if it were moving when the process is opened (Hardiansyah & Sumbawati, 2016).

Flipbook-based teaching materials help motivate emotionally and make it easier for students to understand learning (Amanullah, 2020). Flipbooks can be used anytime and anywhere (Oronce & Manalo, 2021). Previous studies have proven that flipbook media can improve students' thinking skills, creativity, and activeness, so it is worthy of development. (Ginting et al., 2022). The use of flipbook-based digital books has a positive impact on improving the quality of student learning outcomes (Isnaeni & Agustina, 2018). For students, it is beneficial to arouse interest and stimulate learning (Nugraheni et al., 2022).

The use of appropriate media can improve students' understanding and motivation. Therefore, educators must choose and design media according to learning needs. This study aims to (1) produce flipbook-based *Wawasan Nusantara* teaching materials and (2) Determine the feasibility of flipbook-based *Wawasan Nusantara* teaching materials.

Method

This research was conducted at the Pancasila and Civic Education Department, Universitas Negeri Medan, and was conducted during the research period of March-November

2023. The research sample consisted of 2 material experts, two media experts and 30 students as media users. This study uses the ADDIE development model in the analysis, design, development, implementation, and evaluation stages (Januszewski, 2008). In this research, the analysis stage was carried out by looking at the needs of lecturers and students. The design stage was carried out by preparing a product prototype, compiling materials, designing a storyboard, and designing a flipbook display. The development stage produced flipbook-based teaching materials validated by material and media experts. The implementation stage was tested on students, and formative and summative tests were carried out in the evaluation stage.

A questionnaire was used for data collection in this research. The data analysis technique uses qualitative description. The questionnaires used in this study were student needs, material expert validity, and media expert questionnaires.

Table 1.

Material Expert assessment indicators

Aspect	Indicators
Content Eligibility	1. Material according to essential competencies
	2. availability of instructions for using the media
	3. The scope of material presented is updated
	4. The material is presented systematically
	5. Material Accuracy
Presentation	1. The material is presented in an attractive appearance
	2. The presentation of material is interactive and participatory
	3. availability of presentation support
	4. Sequential flow of module contents
Language	1. language clarity
	2. The language used is communicative, dialogic and interactive
	3. Language according to good and correct language rules

Resources: Research Data, 2024.

Table 2.

Media Expert assessment indicators

Aspect	Indicators
Presentation	1. Media displays attract students' attention
	2. Media displays make student learning activities easier
	3. Media displays menu facilities
	4. The media has an interactive layout
	5. Suitability of the object/video/animation with the material
Graphics	1. The layout of the media has unity and consistency
	2. The colour and layout elements in the media harmonise and clarify the function
	3. Attractive and easy-to-read letters
	4. Don't use too many letter combinations

Resources: Research Data, 2024.

Table 3.

Indicators for Assessing Student Acceptability

Aspect	Indicators
Guide and Information	1. There are instructions for using the media
	2. Ease of use of media
Materials	1. Accuracy of material content in the media
	2. Accuracy of the language used
	3. Suitability of the evaluation to the learning content
Design and Facilities	1. The attractiveness of learning media design

| Aspect	Indicators
	2. The Media layout is consistent and interactive
	3. The colours used are harmonious and attractive
	4. Consistent use of letters
	5. The media has a resolution that suits learning needs
Pedagogical Effects	1. Students are interested in using media
	2. Media can arouse students' curiosity
	3. Students can use media to learn independently
	4. Media can help students improve learning outcomes

Resources: Research Data, 2024.

The data analysis technique uses a Likert scale to measure a person's attitude and opinion. The answer to each item starts from positive (+) to negative (-), which can be in words, and the answer is then scored.

Results and Discussion

The design stage in this study was carried out by creating a storyboard, compiling a product prototype, compiling materials, and designing the appearance of flipbook teaching materials. Regarding development, what needs to be considered is the selection of backgrounds and taking videos and images. This flipbook-based Indonesian insight teaching material contains text, audio, video and pictures. Flipbooks can be directly linked to the desired material by clicking on the preferred material in the table of contents.

Figure 1.
Flipbook View
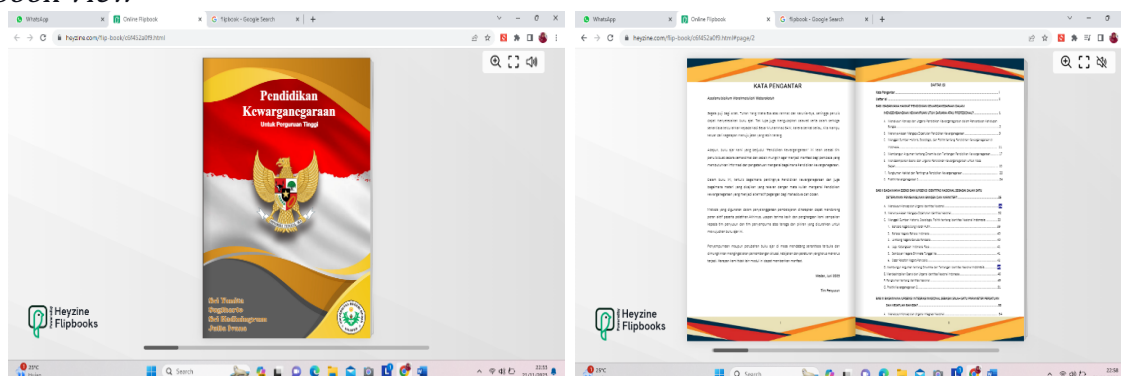
Resources: Research Data, 2024.

The flipbook-based *Wawasan Nusantara* teaching materials have been developed further through the development stage, namely validation and revision, aimed at correcting things that do not match the appearance of the teaching materials based on the assessment of material expert validators and media expert validators. The results of material validation are based on learning objectives, suitability of the material, effectiveness and variety of information presentation (Sa'diyah, 2021). Based on this, in stage 1 of the research, three aspects were assessed for the quality of the material. These aspects include the appropriateness of content, presentation, and language.

Table 5.
Material Validator Assessment

No.	Aspect	Average (%) Stage I	Average (%) Stage II
1.	Content Eligibility	80,00	100
2.	Presentation	85,00	95,00
3.	Language	80,00	100
	Total	81,53	98,46

Resources: Research Data, 2024.

Based on table 5, the first stage of material expert assessment on open materials based on the third aspect scored 81.53% in the good category. In the second assessment stage, the material expert scored 98.46% in the excellent category. Based on the material expert assessment results in stages one and two, the flipbook-based teaching materials are very feasible to use in learning *Wawasan Nusantara.*

Media validation aims to test the quality of the media. Media assessment is based on two aspects, namely presentation and graphics.

Table 6.
Media Validator Assessment

No.	Aspect	Average (%) Stage I	Average (%) Stage II
1.	Presentation	85,71	97,14
2.	Graphics	80,00	86,00
	Total	82,35	90,58

Resources: Research Data, 2024.

Based on the assessment of media experts in the first stage, an average score of 82.35% was obtained with a suitable category. In the second stage, a score of 90.58% was obtained with an outstanding category. This shows that the media quality is very good for learning Indonesian insight.

Table 7.
Percentage of Eligibility According to Expert Validators

Information	%	Category
Material Validator	98,46	Very Good
Media Validator	90,58	Very Good
Average Value	94,52	Very Good

Resources: Research Data, 2024.

The table 7 shows that the percentage of suitability of the flipbook-based *Wawasan Nusantara* teaching materials according to the material validator and media validator is in the outstanding category with a percentage value of 94.52%. These data indicate that flipbook-based teaching materials are suitable for learning Nusantara knowledge.

Media acceptability is an assessment of the level of acceptance by users of media content or media materials, design and facilities, media, and the impact of pedagogy. The student acceptability assessment questionnaire determined students' opinions regarding the flipbook-based Wawasan Nusantara teaching materials.

Table 10.
Student Acceptance Test Result

No.	Media Aspect	Mean Score	Acceptance Results
1.	Guide and Information	4,53	Very high
2.	Materials	4,67	Very high
3.	Design and Facilities	4,63	Very high
4.	Pedagogical Effects	4,65	Very high
	Total Score	148,4	Very high
	Mean Score	4,94	Very high

Resources: Research Data, 2024.

Based on table 10, the results of students' acceptability assessment of the *Wawasan Nusantara* flipbook teaching materials obtained a score of 4.94 in the very high acceptability category. This means that students highly accept flipbook-based Indonesian insight teaching materials to help improve learning outcomes.

Flipbook-based *Wawasan Nusantara* teaching materials were developed using Flipbook software. Flipbooks are teaching materials in the form of electronic media (Mahmudah & Rahayu, 2024). Flipbooks are learning media with a three-dimensional design that is equipped with audio, video, and image displays so that they are easy for students to use (Wijayanti & Trimulyono, 2019). Flipbooks are easy to access, and the time spent studying the material becomes more flexible, which increases students' learning motivation (Munawaroh & Indah, 2022).

Based on the analysis of the needs of lecturers and students, flipbook-based Indonesian insight teaching materials are needed to help improve learning outcomes. According to the assessment of material experts, a score of 98.46% was obtained in the outstanding category; according to media experts, a score of 90.58% was obtained in the exceptional category. From these data, it is known that flipbook-based Indonesian insight teaching materials are very suitable for learning. Flipbook teaching materials have been proven to improve student learning outcomes (Rostikawati et al., 2021; Yulaika et al., 2020). The development of flipbook teaching materials helps simulate the delivery of teaching materials in packaging that is attractive and easy for students to understand (Andani & Yulian, 2018). Flipbook learning media can also collaborate with various learning approaches tailored to needs, so it has implications for achieving innovative, fun, active learning and making it easier for students to gain competency (Susanti et al., 2020).

The advantages of this *Wawasan Nusantara* teaching material are that it contains videos, images and animations to attract students' attention to learning. This is in line with the research Noviyanita (2019) which said that flipbook-based electronic teaching materials are equipped with features that attract student motivation. This is in line with Fitri and Rahayu (2021) Stated that Flipbook contains various interesting supporting features such as links, videos, images, and even animations so that students are more interested in learning it and the delivery of the material can be maximised.

Based on the results of this research, student acceptance of Indonesian insight teaching materials obtained a score of 4.94 in the very high acceptability category. These results state that the material presented in the teaching materials is appropriate. The material presented can help students study individually and in class. The content of the teaching materials can be understood in terms of the illustrations and pictures provided. Instructions for use and concept maps also contribute to making it easier to operate the flipbook. This teaching material also uses language appropriate to the student's level of development, and the sentences presented do not give rise to multiple perceptions of the material. Applying navigation features in teaching materials can also make it easier for students to use the flipbook teaching material product. Flipbook teaching materials can also be used via Android (HP) to make it easier for them to access learning materials. Flipbook-based teaching materials are efficient to use in learning (Andara et al., 2022; Santi et al., 2023). The results of this research are similar to those conducted by Hadiyanti (2021), that flipbooks are suitable and easy for students to use when studying. Several studies also obtained an excellent response in developing flipbook-based teaching materials (Fahrezi & Susanti, 2021; Martatiyana et al., 2022).

Flipbook-based teaching materials are effective for improving creative thinking skills (Wahyuni et al., 2022). Flipbook teaching materials can attract students' attention so that students focus on learning and develop their thinking power (Kholifah & Kristin, 2021). Flipbooks are also able to increase student learning activities (Setiadi et al., 2021). Students can study anytime and anywhere, so they can repeat learning independently. The results of this research are supported by research by Panggabean and Purba (2021), that hypermedia learning media via 3D flipbooks is also said to be very practical for teachers and students to use inside and outside the classroom.

Using digital literacy and interactive learning methods, flipbook-based techniques can effectively communicate civic issues. Using flipbooks, students can improve their digital literacy

and critically engage with civic issues (Tsai et al., 2020; Yulaikhoh et al., 2023). Flipbooks also provide an interactive platform that makes learning more engaging, helping to maintain student interest and motivation. In addition, implementing a flipped classroom model using flipbooks can improve student performance and engagement in civic education. Students can review the course content through flipbooks before class, thus enabling a more interactive and discussion-based class session (Berg et al., 2021; Ma'Ruufah et al., 2023; Tsai et al., 2020; Yulaikhoh et al., 2023). Flipbooks can also be used as a pre-class learning tool, allowing students to get ready for more in-depth discussions and activities. In this regard, flipbooks have been shown to increase student motivation, participation and understanding of civic issues.

Conclusion

This research produces a product in the form of flipbook-based Indonesian insight teaching materials for citizenship education learning. The validation results carried out by material validators were 98.46% in the excellent category, and media validators were 90.58% in the outstanding category. The results of student acceptance of flipbook-based Indonesian insight teaching materials obtained a score of 4.94 in the very high acceptability category. This shows that Indonesian insight teaching materials are suitable for citizenship education courses. Flipbook-based Indonesian insight teaching materials can be used. Teachers and students can use flipbook-based Indonesian insight teaching materials as teaching materials in learning activities to help improve student learning outcomes.

A limitation of this research is the lack of animated videos contained in flipbook-based open materials. Open materials can still be developed by adding more interesting videos in the flipbook. For future researchers, this research is only limited to the development of flipbook-based Indonesian insight teaching materials and student responses to learning media, so it is necessary to carry out further research on student learning outcomes regarding the use of flipbook-based Wawasan Nusantara. In addition, further researchers can apply appropriate learning models using flipbook-based teaching materials to improve maximum learning outcomes.

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Competing interests

The authors have declared no competing interests.