# DEVELOPMENT OF IPS-BASED TEACHING MATERIALS FLIPBOOK CLASS VI MATERIAL ON GEOGRAPHIC, SOCIAL AND CULTURAL CONDITIONS OF ASEAN COUNTRIES

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**Abstract**

Technology is currently developing rapidly. One can quickly access knowledge anywhere, anytime, using a device. Developments also occurred in the field of education. Technology is developing quickly, and it can be leveraged in the classroom to improve student learning. Geographical material as well as the social and cultural conditions of ASEAN countries can be utilized effectively through the development of class VI social studies teaching resources flipbook. The validation results of media experts are included in the very suitable criteria, and the results of material expert verification are also included in the very suitable criteria. The student response was categorized as very effective, and the teacher's response was categorized as very appropriate. Therefore, it is very suitable for use in learning to develop teaching resources for class VI social studies flipbook which includes geographical material as well as the social and cultural conditions of the ASEAN nation. The efficacy of these teaching materials in learning can improve student learning outcomes. Based on the findings of the t test carried out at a significance level of 0.00 less than the threshold of 0.05, it can be concluded that the use of social studies teaching material construction is based on flipbook for class VI which focuses on geography and social culture of ASEAN countries is useful in improving student learning outcomes. Using Canva, a project is created during the development stage. At the implementation stage, product trials were carried out by material experts with a validity level of 85.31% and media experts with a validity level of 93.75% and very good credentials. The final stage is evaluation, namely conducting product trials with very good qualifications and a validity level of 81.25%. Overall, the findings of this study show how suitable the product created is for use during the educational process.

**Keywords:** Teaching Materials, Social Sciences, Flipbook

## Introduction

Increasingly advanced technology influences education. Of course, it will make it easier for someone to access information anytime and anywhere (Prastika, 2019, p. 20). One of the impacts of the use of technology in the world of education is emergence e-learning. This device is one of the systems managed by administrators and teachers for learning activities (Larasati, 2021, p. 2). One form of e-learning namely the presence of an electronic module be a supporter of the learning

process (Rapida, 2022, p. 15). This electronic module has three aspects, among others auditory, intellectual And repetition which has been designed systematically (Aryawan, 2018, p. 181).

As evidenced by cognitive learning results, learning objectives can be facilitated by learning materials that are easy to navigate for both teachers and students. In line with this, the factor for successful learning is the learning process (Magong, 2022, p. 194) And (Dewi P. N., 2021, p. 2). So to increase student motivation, adequate educational equipment is needed (Amaliati, 2021, p. 2). In the 21st century, learning activities cannot be separated from sophisticated technology (Sudarman, 2020, p. 132). So it is necessary to create a comfortable and attractive environment to attract students which is a factor worth paying attention to (Dewi T. K., 2022, p. 19).

Flipbook is an electronic module designed to increase engagement, communication, and understanding of course material by displaying visuals, audio, animation, text, and hyperlinks. In addition, using the available images, Flipbook can help students learn faster and more independently. (Salsabila, 2022)

The media validation percentage was 85% and the student reaction test results were 86% obtained with the media flipbook. These findings were obtained, among other things, based on research conducted by Pixyriza regarding feasibility flipbook for the learning process. Meanwhile, Habibi showed utilization flipbook included in the very good criteria with a percentage of 88. This is based on validation results of 85% from material experts and 88% from media expert assessments and trials on media students flipbook. (Widyasari, Zetriuslita, Istikomah, & Herlina, 2021).

The results of the information provided by the preliminary study by the class VI homeroom teacher at SDN Karangsari 02 stated that most class VI students used the 2013 curriculum in their learning process. In learning activities, teachers have not applied teaching materials that were created independently. In the process of learning activities in class, teachers only give assignments and practice (experiments) according to printed books which are facilitated by the school. Learning activities still use conventional methods and lack the use of technology such as computers, laptops and projectors. Even though these facilities are fulfilled and have been facilitated by the education unit.

Based on observations, there are still class VI students at SDN Karangsari 02 who have not met the Minimum Completeness Criteria (KKM) for social studies subjects based on the results of the Daily Assessment for the 2023–2024 academic year. Even though there are thirty students in class VI at SDN Karangsari 02, twenty-one of whom are men and nine are women, only seventeen

of them have not met the KKM, while thirteen of them have. If seventy-five percent or more of students who take part in the learning process are able to achieve the specified KKM, then the learning process is considered successful. If less than 75% of students reach the KKM, then remedial teaching needs to be given. (Yusuf & Pujiastutik, 2017).

From the problems above, it can be formulated how to develop class VI social studies-based teaching materials flipbook, what is the level of feasibility and implementation, and is the class VI social studies teaching material based on flipbook can improve students' understanding abilities. Making class VI social studies teaching resources based on flipbook which can improve students' understanding abilities is one of the research objectives. Another way is to find out how appropriate the teaching materials are.

## Literature Review and Hypothesis Development

Teaching material is a text containing the information the teacher needs to help in delivering the material. According to Nana, teaching materials can be interpreted as an insight that has the role and principles of relevance, consistency and sufficiency (Nana, 2019, p. 15). Suprihatini defines teaching resources as everything that educators use to support their teaching and learning activities in the classroom. (Suprihatin & Manik, 2020). Therefore, teaching materials can be defined as materials or teaching materials that are arranged sequentially to help teachers and students achieve their educational goals.

Teaching materials have many benefits in the student learning process, including: (1) the learning process becomes more interesting, efficient and effective; (2) students can be independent without being accompanied by a teacher; (3) easy to learn to master the material. Meanwhile, according to the opinion of Kemp & Dayton (in Sitepu, 2021:1) teaching materials have benefits in the learning process, including (1) the material presented can be the same; (2) the atmosphere of learning activities in class is not boring; (3) delivery of material becomes active; (3) save time and energy for teachers to deliver material (E Supriyadi, 2022, p. 12).

Prastowo categorizes open materials into four categories: form, workmanship technique, properties, and substance (content of the material). Prints, boards, drawings, sketches, models, and mockups are examples of learning resources. Open sound sources include radio, cassettes, and vinyl records. Examples of open access audio visual assets include videos and films. On the other hand,

interactive teaching materials integrate two or more forms of media that can be controlled to create instructions. Using a CD that allows interaction as an example (Magdalena, 2020, pp. 298-306).

The way teaching materials function can be used to classify them: teaching materials that are not projected, for example pictures, charts, books, and so on; open projection materials, such as slides, film strips, etc.; and audio-based teaching materials, which consist of sound waves captured on recording media and require recording equipment such as CDs, cassettes, VCDs and other multimedia. Computer teaching materials (media) are teaching materials that can display all non-print based teaching materials, such as audio teaching materials. A sound recording device is required for this teaching material, as is audio teaching material. Computer media includes teaching materials that produce images and sound displays, such as videos, films, and so on.

Books, pamphlets, pictures, maps, study guides, workbooks, magazines, newspapers and brochures are examples of print-based teaching materials. Films, videos, slides, radio broadcasts, television, interactive videos, and filmstrips are examples of technology-based teaching resources. Instructional resources such as scientific tools, interview sheets, and observation sheets can be used when doing practical work or working on projects. Educational resources about interpersonal relationships, especially for distance learning students.

The information, attitudes and abilities that students need to acquire to fulfill the basic competencies and competencies that have been determined are described in the content of the teaching materials. Learning material can be divided into three categories: cognitive, emotional, and psychomotor.

Social studies in elementary schools aims to develop superior citizens by providing information and skills at a young age. Social studies not only teaches you critical thinking, but also teaches you how to be wise and interact with other people every day. The principles underlying the sciences of history, geography, sociology, anthropology and economics are included in IPS study materials. (Gunawan, 2018, p. 48).

By following social studies subjects, it is hoped that students can develop into citizens who are responsible and care about their community and nation. (Susanto, 2018). According to Piaget, students aged 6-7 years are at the concrete operational level. Seeing the world as a consistent whole in the present. The abstract ideas to come were beyond their understanding. Meanwhile, social studies content includes abstract concepts such as change, continuity, cardinal directions, acculturation, authority, democracy, role values, demands, and scarcity. Children who are at a stage

of cognitive development that is more oriented towards concrete objects are the target audience for the concept-based learning that will be provided. (Susanto, 2018).

According to several experts, the aim of learning social studies in elementary school is to develop good citizens from an early age. Adjustments to learning plans should be based on the student's stage of development, often at the concrete operational level. Elementary school teachers need to pay attention to their students' needs based on their current stage of development in order to ensure the success of social studies learning activities in elementary schools. Therefore, the main goal of IPS is to help students develop constructive attitudes, increase their sensitivity to environmental issues, and acquire the skills necessary to manage and resolve everyday problems that arise both in the surrounding environment and themselves. (Bektingsih, 2018, p. 180).

Flipbook is software that looks similar to a book. Each page can be slid to open with the effect of opening a page in a book. Flipbook Basically it is a PDF file which becomes an album when opened page by page like a book (Rasiman, 2018, p. 35). Flipbook, on the other hand, is a piece of technology used in educational endeavors. Flipbook is a type of electronic book that can display a variety of content, including text, photos, videos, animations and other types of media. Canva is a desktop program that is now popular with educators. This is used by researchers to create social studies-based teaching resources flipbook. Canva can be accessed by anyone and the Ministry of Education and Culture has prepared the product Canva education that is integrated with the Belajar.id account (Rusnilawati &. G., 2018, p. 191).

## Research Methods

Research on development is what it is. The ADDIE model which consists of five development stages is used in making media products flipbook which focuses on a contextual approach to the material discussed in social studies in grade VI elementary school. The phases of this development model correspond to the stages of the product being created. The ADDIE paradigm is an appropriate methodology for creating multimedia items, such as flipbook. (Purnamasari, 2019).

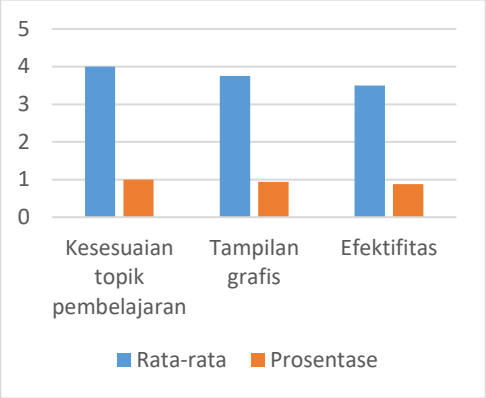
In the ADDIE model, the research process consists of five stages: 1) analysis stage, which begins with observations and interviews; and 2) design stage, This requires developing a product strategy to transform the product design into a user interface. Researchers discover media elements by collecting complementary materials from the internet, such as images and videos; 3) development stage, where the results of the design that has been made are developed. The previous

stage design is used to arrange the product being made. The Canva application is used to design product designs. The collected parts are created and put together into one finished product in coordination with the user interface; 4) implementation stage, where the product being developed is evaluated for its function and appearance. Trials on media and material experts were carried out initially; if these experts speculate that it might happen, trials on students will follow. The evaluation stage is the stage where the product that has been developed is successful and meets expectations. Identified and corrected if repairs are required. The goal is to produce high quality products.

**Discussion**

The criteria are very feasible with a validity level of 93.75% including research activities with the development of class VI based social studies teaching materials flipbook, material on geographical and socio-cultural conditions of ASEAN countries based on validation results from media experts. In addition, the criteria are very relevant with a validity level of 85.31% included in the validation findings of material experts. The conclusion that can be drawn regarding the use of social studies development teaching materials is that the teacher's response is also classified as very suitable criteria with a validity level of 81.25%, and student responses are classified as very suitable criteria according to the results of the t test, with a significance level of 0.00 which is greater than 0.05 . Curriculum based flipbook for Class VI which covers geographical and socio-cultural aspects of ASEAN countries to enhance student learning. Based on validation findings from media experts, in general it can be used for learning purposes and does not require adjustments if obtained indirectly from media experts. Media expert validation was carried out by demonstrating the construction of social studies-based teaching materials flipbook for class VI. Validators are asked to evaluate their own suitability by filling in the validation form created by the researcher. The media validation results are presented in the following table.

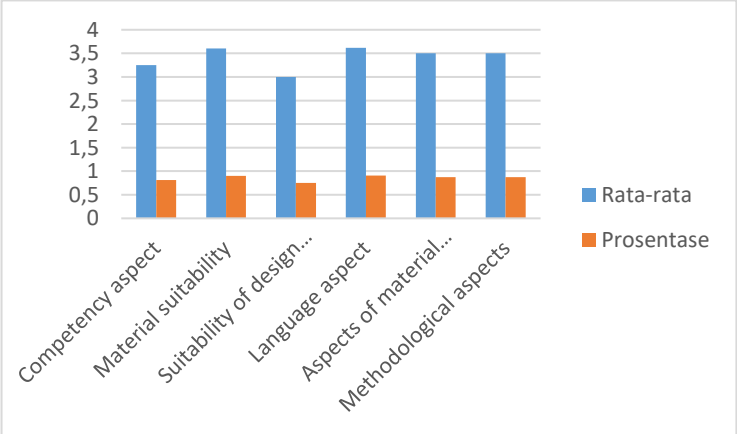
| Assessment Aspects | Average | Percentage | Criteria |
|---|---|---|---|
| Suitability of learning topics | 4.00 | 100.0% | Very good |
| Graphic display | 3.75 | 93.8% | Very good |
| Effectiveness | 3.50 | 87.5% | Very good |
| The total average number of aspects | 3.75 | 93.75% | Very good |




The results of the material expert's validation were "the appearance of the writing places more emphasis on dots and commas". So it needs to be adjusted to students' learning patterns when reading. Of course, this requires time to work on and the appearance of the writing to be further explained." The material expert validation process includes paying special attention to assessment questions that explore students' deeper levels of thinking. The next table then displays the material expert validation findings.

| Assessment aspect | Average | Percentage | Criteria |
|---|---|---|---|
| Competency aspect | 3.25 | 81.25% | Very good |
| Material suitability | 3.60 | 90.00% | Very good |
| Suitability of design and organization | 3.00 | 75.00% | Enough |
| Language aspect | 3.62 | 90.63% | Very good |
| Aspects of material accuracy | 3.50 | 87.50% | Very good |
| Methodological aspects | 3.50 | 87.50% | Very good |
| The total average number of aspects | 3.41 | 85.31% | Very good |

The results obtained from material expert validation are presented in the following diagram.



Product eligibility percentage table

| Percentage | Validation criteria/assessment categories |
|---|---|
| 76-100 | Very valid |
| 56-75 | Valid |
| 40-55 | Not valid |
| 0-39 | Invalid |

The average percentage of teacher answers shows 81.25% of the criteria are met, with most of the criteria being very good or very appropriate. only a few elements fall into the good or decent category, while most fall into the very good or very decent category. This suggests that instructors can accept and find great value in production-based social studies teaching resources flipbook class VI which covers geography and socioculture of ASEAN countries. The following table displays the teacher's answers and the results.

| No | Statement | Score | Category |
|---|---|---|---|
| 1 | The instructions in this learning media are clear and easy to understand | 3 | Worthy |
| 2 | The language in this learning media is easy to understand | 3 | Worthy |
| 3 | Use good and correct language rules | 4 | Very Worth It |
| 4 | The material in this lesson is in accordance with the curriculum | 3 | Worthy |
| 5 | The material in this learning media is in accordance with the media coverage | 4 | Very Worth It |
| 6 | Practice questions or evaluations in this learning media are suitable for students | 3 | Worthy |
| 7 | This learning media makes students interested and motivated to learn | 3 | Worthy |
| 8 | This learning media makes it easier for students to understand the material | 4 | Very Worth It |
| 9 | This learning media is easy for students to use | 4 | Very Worth It |
| 10 | Text and images are appropriate to student development | 3 | Worthy |
| 11 | The media display is quite good | 4 | Very Worth It |
| 12 | The color combination in the worksheet media is attractive and appropriate to the material | 4 | Very Worth It |
| 13 | The text/writing in this learning media can be read clearly | 3 | Worthy |
| 14 | The images used attract students' attention | 4 | Very Worth It |
| 15 | The images used as examples correspond to the material | 4 | Very Worth It |
| 16 | This learning media is easy to use in teaching and learning activities | 3 | Worthy |
| | Average | 81.25% | Very worthy |

By looking at the increase in results before learning (pre-test) and results after learning (post-test), the results of student responses show the efficacy of developing social studies teaching materials based on flipbook for class VI regarding geography and socio-culture. condition of ASEAN countries. This increase shows how well the teaching materials function to improve student learning

outcomes. In addition, the calculated t value is 5.442 and the significance level is 0.000. The test findings using the t test show a significance level of 0.00, which is less than the threshold of 0.05. This results in the conclusion that the learning products are particularly successful in improving student learning outcomes in construction-based social studies teaching materials for class VI flipbook regarding the geographical and socio-cultural conditions of ASEAN countries. This conclusion is reached as a consequence of the data shown in the previous sentence.

## Conclusion

Creation of geographical and socio-cultural contexts of ASEAN countries in class VI social studies teaching resources flipbook beneficial. The answers of teachers and students were categorized as very feasible and effective. The results of the validation of the assessments of media experts and material experts are also included in the very appropriate criteria. Therefore, the creation of class VI social studies teaching resources is based on flipbook which covers the geographical and socio-cultural context of ASEAN nations is very appropriate for use in the classroom, and its effectiveness can improve student learning outcomes. Based on the findings of the t test at a significance level of 0.00 < 0.05, it can be concluded that increasing student learning outcomes can be achieved through the construction of class VI social studies teaching materials based on flipbook about the geography and social culture of the ASEAN nation.

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