



Flipbook Media Increases Elementary School Students' Interest and Learning Outcomes in Citizenship Education

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ABSTRAK

Rendahnya minat dan hasil belajar siswa dikarenakan penerapan media pembelajaran yang kurang kreatif dan inovatif di kelas III. Penelitian ini bertujuan untuk menganalisis penerapan media pembelajaran berbasis flipbook untuk meningkatkan minat dan hasil belajar siswa pada mata pelajaran Pendidikan Kewarganegaraan. Penelitian ini termasuk dalam penelitian kuantitatif. Metode penelitian yang digunakan dalam desain penelitian kuantitatif ini adalah metode *ex post facto*. Populasi dalam penelitian ini adalah seluruh siswa kelas III SD yang berjumlah 30 siswa. Teknik pengambilan sampel yang digunakan peneliti adalah *purposive sampling*. Dengan jumlah sampel 30 siswa. Metode yang digunakan untuk mengumpulkan data adalah observasi, wawancara, angket, dan tes. Instrumen penelitian yang digunakan dalam penelitian ini adalah wawancara, angket, dokumentasi, dan soal tes. Teknik analisis data yang digunakan dalam penelitian ini menggunakan aplikasi komputer software *Statistical Package for Social Science (SPSS)*. Hasil penelitian yaitu hasil korelasi menunjukkan media pembelajaran flipbook dan minat belajar mempunyai hubungan yang sedang. Hasil korelasi juga menunjukkan bahwa media pembelajaran flipbook dan hasil belajar mempunyai hubungan yang erat. Hasil uji-t menunjukkan adanya peningkatan penerapan media pembelajaran flipbook untuk meningkatkan minat belajar siswa kelas III SD. Hasil pengujian juga menunjukkan adanya peningkatan penerapan media pembelajaran flipbook untuk meningkatkan hasil belajar siswa. Disimpulkan penerapan media pembelajaran flipbook dapat meningkatkan minat dan hasil belajar siswa.

ABSTRACT

Students' low interest and learning outcomes are due to the application of less creative and innovative learning media in class III. This research aims to analyze the application of flipbook-based learning media to increase student interest and learning outcomes in Citizenship Education subjects. This research is included in quantitative research. The research method used in this quantitative research design is the *ex post facto* method. The population in this study was all 30 grade III elementary school students. The sampling technique used by researchers is *purposive sampling* with a sample size of 30 students. The methods used to collect data are observation, interviews, questionnaires, and tests. The research instruments used in this research were interviews, questionnaires, documentation, and test questions. The data analysis technique used in this research uses the *Statistical Package for Social Science (SPSS)* computer software application. The research results, namely the correlation results, show that the flipbook learning media and interest in learning have a moderate relationship. The correlation results also show that the flipbook learning media and learning outcomes are closely related. The t-test results showed an increase in the application of flipbook learning media to increase interest in learning for 3rd grade elementary school students. The test results also show an increase in the application of flipbook learning media to improve student learning outcomes. It was concluded that applying flipbook learning media could increase student interest and learning outcomes.

1. INTRODUCTION

Education is critical in human life, both for the present and future. Education can be a forum for someone to learn so that it can be applied in society in the future (Syafitri et al., 2023; Yanti & Yusliani, 2020). Education will continue to develop along with the times, which are also increasingly advanced and developing. Society's life is now entering the 21st century with various changes in various sectors, such as science and technology (Nopilda & Kristiawan, 2018; R. Rahayu et al., 2022; Redhana, 2019). This has caused a shift in perspective in education, one of which is in learning, marked by the development of curriculum, media, and technology. Apart from learning integrated with technology, good learning can also implement differentiated learning (Ayu Sri Wahyuni, 2022; Faiz et al., 2022; Sutrisno et al., 2023). Differentiated learning is a learning method that emphasizes learning differences between each student. The presentation of material in the differentiated learning process is presented by adjusting students'

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willingness and interest in learning so that teachers can form learning patterns that suit students' characteristics (Ayu Sri Wahyuni, 2022; Faiz et al., 2022; Sutrisno et al., 2023). In the Merdeka Curriculum, differentiated learning has the principle of forming a Pancasila student profile, not just gaining understanding and learning (Fitra, 2022; Herwina, 2021). The Pancasila student profile contains various moral values that must be instilled in students. Moral values are integrated into the learning process through Pancasila Education (Diputera et al., 2022; Mery et al., 2022; Rudiawan & Cahyono, 2022). One of the subjects obtained by students that can shape Pancasila's character is citizenship education. Citizenship Education (PPKn) is a subject that focuses on the formation of citizens who can understand and carry out their rights and obligations by the provisions of Pancasila and the 1945 Constitution so that they can become citizens who are relied upon by the nation (Alfansyur & Mariyani, 2019; Fradila & Dahlan, 2023).

However, the current problem is that more learning media is needed for PPKn learning. This is reinforced by previous research findings, which reveal that the lack of learning media in Civics subjects causes students to have difficulty learning (Alfansyur & Mariyani, 2019; Dewantara & Sulistyarini, 2020). Students with learning difficulties impact low student learning outcomes (Kurniawan et al., 2017; Widiyani & Pramudiani, 2021). Based on initial observations and interviews in class III of SDN Banyubiru 2, several problems were found in the unity and diversity material in class III PPKn subjects at SDN Banyubiru 2. This material was on theme 5, subtheme 1, and learning 1 Basic Competency (KD) 3.4 regarding understanding the meaning of unity in diversity in the surrounding environment. Based on classroom observations, there is a central problem: students need help understanding the material presented due to several factors, one of which is the minimal use of technology-based learning media. This problem causes other problems, such as students' low interest in participating in learning. This situation indeed results in student learning outcomes needing to be achieved optimally. The lecture method is still the teacher's mainstay method, so the teacher seems to dominate learning. Current learning should implement student-centered learning so students feel energized and energized with learning. The results of interviews with class III teachers at SDN Banyubiru 2 revealed that in PPKn learning, teachers only use student books and teacher books. Teachers do not use media during learning, so students' interest and enthusiasm for participating in learning could be much higher.

Based on this, creative and innovative learning is needed to create a fun learning process. The teacher's role in creating innovative learning includes applying various learning media (Andriani & Suratman, 2021; Ariani & Ujianti, 2021). Media plays a vital role in supporting students' interest in learning. The selection and use of learning media must be adjusted to the learning material (Andriani & Suratman, 2021; Sujendra Diputra et al., 2020). Using appropriate learning media will arouse high interest in students (Prisila et al., 2021; Resmini et al., 2021). Learning media is something that can be used to convey messages either directly or indirectly so that it can encourage the learning process by arousing students' thoughts, feelings, motivation, and will so that learning objectives are achieved to the maximum (Ariani & Ujianti, 2021; Cholid & Ambarwati, 2021). Student interest in participating in learning is one of the essential things in achieving maximum learning outcomes. Interest supported by suitable learning methods and media will also produce good learning (Mahardika & Siswoyo, 2021; Wangi & Agung, 2021). One learning media that can increase interest and learning outcomes in PPKn is the Flipbook learning media. Flipbook is a learning medium that originates from books but is presented virtually (Evenddy et al., 2021; Prisila et al., 2021). Flipbooks can assist teachers in displaying electronic-based teaching materials in the form of more exciting images, videos, or animations. Flipbook has three advantages: the ability to insert files with various options, adjust the layout display, and output in a flexible format (Andini et al., 2018; Sriyanti et al., 2021). The use of flipbooks in learning facilitates students' understanding of the material so it can increase students' interest in learning and influence their learning outcomes (Evenddy et al., 2021; Prisila et al., 2021; Triwahyuningtyas et al., 2020).

Previous research findings reveal that learning media encourages learning (Bayhaki & Untari, 2023; Hidayatulloh, 2019). Other research also reveals that interest improves students' understanding and learning outcomes (Laksono et al., 2016; Rahayu & Fujiati, 2017). Other findings also state that Flipbook media can be used for students in learning to significantly improve student learning outcomes (Diani & Niken, 2018; Roemintoyo et al., 2022). The advantage of Flipbook media is that it creates exciting and interactive learning for students, especially in Civics learning. Flipbook media will make it easier for teachers to create learning that attracts students' interest, producing maximum learning outcomes (Diani et al., 2018; Yuliawati et al., 2022). There has yet to be a study regarding the application of flipbook media to increase interest and learning outcomes in citizenship education for third-grade elementary school students. Based on this, this research aims to analyze the application of flipbook media to increase interest and learning outcomes in citizenship education for grade III elementary school students. It is hoped that flipbook media can create an innovative learning atmosphere and other activities, such as role-playing, to create fun learning

2. METHODS

This research is included in quantitative research. Quantitative research is a research method based on the philosophy of positivism and research that is used to examine specific populations and samples, data collection for the use of research instruments, and statistical data analysis with the aim of hypothesis testing having been formulated (Sugiyono, 2015). The research method used in this quantitative research design is the ex post facto method. This research uses three variables: one independent variable and two dependent variables. The independent variable in this research is flipbook media (X). The dependent variables in this research are interest in learning (Y1) and student learning outcomes (Y2) obtained from the results of the pretest and posttest in Citizenship Education learning for class III elementary school students. This research was conducted at SDN Banyubiru 2, Dukun District, Magelang Regency. The population in this study were all class III students at SDN Banyubiru 2, Magelang Regency, totaling 30 students. The sampling technique used by researchers is purposive sampling. The samples in this research were all class III students at SDN Banyubiru 2, Magelang Regency, totaling 30 students. The reason for using the entire population as a sample is that if the population is less than 100, then the entire population is used as the research sample.

The methods used to collect data are observation, interviews, questionnaires, and tests. This research conducted observations to analyze the problems in the learning process in class III of SDN Banyubiru 2, Magelang Regency, which will later be used as a research data source. Researchers use interviews to obtain initial information about the problems in the research object. The type of questionnaire in this research is a closed questionnaire; respondents only choose the answers provided according to the actual situation. Documentation in this research was used to collect data on the number of students, a list of student names, data on odd PAS scores in Citizenship Education subjects, data on daily test scores one and two after using flipbook learning media, photos of interviews, observations, learning processes using flipbook media, and when filling out questionnaires or research questionnaires. The research instruments used in this research were interviews, questionnaires, documentation, and test questions. The instrument grid is presented in Table 1.

Table 1. Instrument Grid for the Interest in Learning Questionnaire

Variabel	Indikator	Sub Indikator
Interest to learn	Favorite	1. Like the learning material 2. Likes learning media
	Interest	1. Interest in learning material 2. Interest in learning media
	Attention in learning	1. Focus and pay attention to learning 2. Follow every teacher's explanation
	Engagement in learning	1. Actively involved in class 2. Ability to ask questions 3. Awareness to learn

The data analysis technique used in this research uses the Statistical Package for Social Science (SPSS) software computer application. The data processing plan uses a computer, namely the SPSS program. The results of the data analysis are printed out in the form of a multiple regression table. This activity is carried out to minimize the level of errors that will occur. Descriptive statistical analysis is used to analyze data by describing the data that has been collected." The data in this research are student interest questionnaire scores, odd semester Citizenship Education PAS scores, one daily test, and two daily tests for class III students at SDN Banyubiru 2, Magelang Regency. Analysis prerequisite tests are carried out before hypothesis testing. The prerequisite tests for analysis in this research are the basic assumption test and the classic regression assumption test. The basic assumption tests used to determine multiple regression analysis are the normality and linearity tests. Then, in the classic regression assumption test, the requirements are the multicollinearity and heteroscedasticity tests.

3. RESULT AND DISCUSSION

Results

Based on data analysis, the range score of the flipbook learning media application of 8, a minimum score of 10, a maximum score of 18, and an average score of 13,63. This indicates that in the questionnaire on the application of flipbook learning media, there were students who had the lowest

score of 10 and the highest of 18, a range of 8, and an average questionnaire score of 13,63 out of 30 students who were recruited as research samples. Based on the calculation of the flipbook learning media variable index, the result is 84,2%. The index value of the flipbook learning media variable is 84,2%, which falls into the high category. The lowest index value is on the indicator of student saturation level in learning with a percentage of 80%. This indicates that the level of student saturation is low when learning using flipbook media. Then, the indicator of student attitudes towards learning received a percentage of 82,88%. The learning material indicator received a percentage of 82,67%, which means the students were interested in the learning materials that were attractively and creatively presented. The enjoyment indicator towards learning media received an index score with a percentage of 85%, which means the students were delighted with the utilization of flipbook learning media. The indicator of student attention towards the use of learning media received the highest percentage, at 91,25%. This is because the students' attention and focus will be better if the learning is enjoyable and not boring by implementing flipbook media. Based on the calculation of the flipbook learning media variable index, the overall result is 84,2%. With an overall index acquisition of 84,2% that falls into the high category, it can be concluded that flipbook learning media is excellent to be applied in the learning process to create an active and enjoyable learning atmosphere. Descriptive Analysis of Learning Interest Variable showed in [Table 2](#).

Table 2. Descriptive Analysis of Learning Interest Variable

	N	Range	Min.	Max.	Sum	Mean	Std. Deviation	Variance
Interest in learning	30	11.00	8.00	19.00	388.00	12.9333	2.31834	5.375
Valid N (listwise)	30							

The [Table 2](#) shows the range score of learning interest of 11, a minimum student learning interest score of 8, a maximum score of 19, and an average score of 12,93. This indicates that in the learning interest questionnaire, there were students who had the lowest score of 8 and the highest score of 19, a range score of 11, and an average questionnaire score of 12,93 out of 30 students who were recruited as research samples. Based on the calculation of the learning interest variable index, the result is 81,55%. Based on the criteria of the Three Box Method, the index value of the students' learning interest variable is 81,55%, which falls into the high category. The lowest index value is on the indicator of students' liking towards the material and the use of flipbook learning media with a percentage of 77,5%. Then, the indicator of student involvement in learning received a percentage of 78,05% because the students were still less active in communicating and asking questions during learning. The attention indicator in learning received a percentage of 83,68%, supported by the students who were quite focused on learning activities and noted what was written by the teacher. The interest indicator received the highest index score with a percentage of 86,99% because the students were very enthusiastic and interested in the learning material delivered by implementing flipbook learning media, making it easy to understand. Based on the calculation of the learning interest variable index, the overall result is 81,55%. With an overall index acquisition of 81,55% that falls into the high category, it can be concluded that the application of flipbook learning media can increase students' learning interest. Descriptive Analysis of Learning Outcomes Variable showed in [Table 3](#).

Table 3. Descriptive Analysis of Learning Outcomes Variable

	N	Range	Min.	Max.	Sum	Mean	Std. Deviation	Variance
Pas	30	40.00	50.00	90.00	2200.00	73.3333	10.36683	107.471
Evaluation	30	40.00	60.00	100.00	2590.00	86.3333	13.25697	175.747
TOTAL	30	37.50	55.00	92.50	2395.10	79.8367	9.70995	94.283
Valid N (listwise)	30							

The [Table 3](#) shows the minimum score for learning outcomes on the PPKn final semester test of 50, the maximum score of 90, a data range of 40, and an average score (mean) of 73,33. There is a 5-scale conversion table used as a guideline to identify the classification of students' learning outcomes in certain categories. Based on the 5-scale conversion table guideline, the average score of the PPKn final semester

test for the third grade is 73,33. This means that the learning outcome of the third-grade students based on the PPKn final semester test score is included in the B (Good) category. The students' scores after the flipbook learning media utilization for PPKn learning in the third grade of SDN Banyubiru 2 of Magelang can be seen in the results of the learning evaluation scores. The minimum score for learning outcomes in the PPKn subject evaluation of 60, the maximum score of 100, a data range of 40, and an average score (mean) of 86,33. This indicates that there were still students who had the lowest score of 60, which is considered below the minimum passing grade, and the highest score of 100, meaning there is a score gap of 40 between these students. The PPKn final semester test scores from 30 samples have an average of 86,33. Based on the 5-scale conversion table guideline, the average evaluation score for the third-grade PPKn class is 86,33. This means that the learning outcome of third-grade students based on the evaluation score is included in the A (Excellent) category. Based on the overall learning outcomes of the third-grade students at SDN Banyubiru 2 of Magelang, there is an increase in scores from the pre-implementation of the flipbook learning media to the post-implementation. The average learning outcomes of students have increased from 73,33 to 86,33 after implementing the flipbook learning media. Data Normality Test Results showed in Table 4.

Table 4. Data Normality Test Results

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Unstandardized Residual	0.117	30	0.200	0.974	30	0.662
Unstandardized Residual	0.393	30	0.000	0.670	30	0.000

Based on the Table 4, the significant (Sig.) residual data value of variable X, which is the flipbook learning media, and variable Y, which is the interest and learning outcomes of students, have a Sig. value of 0,662 where its Sig. value is >0,05. Therefore, it can be concluded that the data from all variables X and Y are normally distributed. Here are the output results of the correlation analysis between the flipbook learning media variable and learning interest variable showed in Table 5.

Table 5. Simple Correlation Analysis X1 and Y1

		Instructional Media	Interest in learning
Media	Pearson Correlation	1	0.495
	Sig. (2-tailed)		0.005
	N	30	30
Interest in learning	Pearson Correlation	0.495**	1
	Sig. (2-tailed)	0.005	
	N	30	30

Based on the Table 5, a Sig. value of 0,005 was obtained, which means that the Sig value is < 0,05, indicating that the analysis results are correlated, so H0 is rejected. The Pearson Correlation value of 0,495 is in the interval of 0,40-0,599, which means that the flipbook learning media and learning interest have a moderate relationship. Moreover, the results of the simple correlation analysis between the flipbook learning media and learning outcomes in Table 6.

Table 6. Simple Correlation Analysis X1 and Y2

		Correlations	
		Media	Learning outcomes
Media	Pearson Correlation	1	0.837**
	Sig. (2-tailed)		0.000
	N	30	30
Learning outcomes	Pearson Correlation	0.837**	1
	Sig. (2-tailed)	0.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the [Table 6](#), a significance value of 0,000 was obtained, which means the value is <0,05, thus the analysis results are correlated and H0 is rejected. The Pearson Correlation value of 0,837 is in the interval of 0,80-1,000, which means that the flipbook learning media and learning outcomes have a very strong relationship. T test X1 and Y1 showed in [Table 7](#).

Table 7. T test X1 and Y1

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.010	0.880		11.379	0.000
	Media	0.192	0.064	0.495	3.011	0.005

The coefficients [Table 7](#) demonstrates that the t-value of 3,011 is \geq the t-table value of 2,048, which means H0 is rejected and Ha is accepted. Based on these results, it is concluded that there is an increase in the implementation of flipbook learning media in an effort to enhance the learning interest of third-grade students at SDN Banyubiru 2, Magelang Regency. ($p \neq 0$). T test X1 and Y2 showed in [Table 8](#).

Table 8. T test X1 and Y2

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	68.490	1.414		48.430	0.000
	Media	0.832	0.103	0.837	8.099	0.000

The coefficients [Table 8](#) demonstrates that the t-value of 8,099 is \geq the t-table value of 2,048, which means H0 is rejected and Ha is accepted. Based on these results, it is concluded that there is an increase in the implementation of flipbook learning media in an effort to improve the learning outcomes of third-grade students at SDN Banyubiru 2, Magelang Regency. ($p \neq 0$).

Discussion

The test results also show an increase in the application of flipbook learning media to increase student interest and learning outcomes. Several factors cause this. First, applying flipbook learning media in Civics subjects can increase students' interest in learning ([Awe & Benge, 2017](#); [Noervadila, 2022](#)). Interest is a person's tendency and pleasure to continue paying attention to and remembering activities of interest ([Setiawan et al., 2022](#); [Sidiq et al., 2020](#)). Interest is a student's attitude towards something, which is shown by feelings of happiness, student involvement, and student interest, which are important aspects to pay attention to in order to improve learning outcomes ([Awe & Benge, 2017](#); [Noervadila, 2022](#)). Learning activities using flipbook learning media allow students to participate actively in the learning process. Flipbook is an electronic-based learning media in images or videos ([Evenddy et al., 2021](#); [Prisila et al., 2021](#)). Previous findings reveal that Flipbook media has an attractive design, which makes students enthusiastic and active in learning ([Andini et al., 2018](#); [Suyasa et al., 2021](#)). This is why applying flipbook learning media in Civics subjects can increase students' interest in learning. Second, applying flipbook learning media in Civics subjects can improve student learning outcomes. Learning outcomes result from relationships involving learning and teaching actions ([Nurmaulidina & Bhakti, 2020](#); [Setyaningsih et al., 2020](#)). Student learning outcomes are achievements obtained from academic activities in the form of assessment processes such as exams and assignments and participation in asking and answering questions that support acquiring these learning outcomes ([Khaulani et al., 2019](#); [Tembang & Suharjo, 2017](#)). Learning using flipbook media is more exciting and varied. Students do not get bored quickly because learning is interactive, thus creating a pleasant learning atmosphere for students ([Andini et al., 2018](#); [Triwahyuningtyas et al., 2020](#)). Students also understand the learning material more efficiently to increase their learning outcomes. Previous findings reveal that Flipbook Media allows students to try out the material being studied interactively, which increases concentration and focus on learning ([Halimah et al., 2021](#); [Suyasa et al., 2021](#)). Other research also states that Flipbook media can be used in learning by the material and theory being studied, which makes learning more effective ([Rokhim et al., 2020](#); [Wardani & Susilowibowo, 2021](#)). Applying flipbook learning media in Civics subjects can improve student learning outcomes.

Third, applying flipbook learning media to civic subjects can improve the student learning atmosphere. Flipbook media can improve the learning atmosphere because it has an attractive, interactive appearance and is a learning medium appropriate to the material and theory studied (Halimah et al., 2021; Suyasa et al., 2021). A pleasant learning atmosphere makes it easier for students to concentrate, increases interest in learning, and creates good conditions for learning. Using flipbooks can also improve students' understanding and skills in understanding the material being studied so that students learn more easily (Diani et al., 2018; Roemintoyo et al., 2022). Research shows that using flipbook media can improve students' learning atmosphere (Suyasa et al., 2021; Wardani & Susilowibowo, 2021). Other findings state that Flipbook Media can be used in learning according to student characteristics, which makes learning more effective (Ristanto et al., 2020; Setiawan et al., 2020). Other research also states that the Flipbook media used in learning can improve student learning outcomes (Abror et al., 2020; Rusli & Antonius, 2019). The results of the data analysis show that student learning outcomes at SDN Banyubiru 2 Magelang have increased significantly. This increase can be seen in the final Civics semester test and learning evaluation scores after using flipbook media in Civics. Applying flipbook learning media can increase the interest and learning outcomes in Civics for class III students at SDN Banyubiru 2 Magelang. The limitation of this research is applying flipbook learning media to class III Civics subjects in Theme 5, Subtheme 1, and Learning 1 Basic Competency 3.4 regarding understanding the meaning of unity and oneness in diversity in the surrounding environment. The implication of this research is that applying flipbook learning media in Civics subjects can increase elementary school students' interest and learning outcomes, especially in class III.

4. CONCLUSION

Based on the research and data analysis results, it was found that the flipbook learning media and interest in learning had a moderate relationship. The correlation results also show that the flipbook learning media and learning outcomes have a solid relationship. The t-test results show an increase in the application of flipbook learning media to increase interest in learning for class III students at SDN Banyubiru 2, Magelang Regency. Apart from that, the test results also show an increase in the application of flipbook learning media to improve student learning outcomes. It was concluded that applying flipbook learning media could increase the interest and learning outcomes of class III students at SDN Banyubiru 2, Magelang Regency.

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