

Lift the Flap Module Character Value Based on Contextual

Ninik Indawati*, Iva Ma'rifatuz Zainuri

Universitas PGRI Kanjuruhan Malang
Malang, Indonesia

*nirikberty@unikama.ac.id, ivamarza@gmail.com

Abstract—This research is motivated by the lack of teachers who vary the teaching materials in the application of learning methods when teaching, which results in students getting bored quickly and less enthusiastic when receiving learning. The purpose of this study was to explain the validity of the Lift the Flap module product based on contextual character values, to know the practicality of Contextual-Based Lift the Flap module product, to demonstrate the effectiveness of Lift the Flap module product based on contextual. The method used from the Borg and Gall model by adapting nine stages, namely: Potential and Problems, Data Collection, Product Design, Design Validation, Design Revision Product Testing, Product Revision, Trial Use, Final Product Revision. The test subjects in this study were students in fourth-grade elementary school. The data collection instrument used a questionnaire. Based on the presentation of the assessment results, the Lift the Flap module based on the contextual "Appropriate" and "Very Good" is used as a learning medium.

Keywords—*lift the flap, contextual based, character value*

I. INTRODUCTION

Education is learning to acquire knowledge, skills, and understanding of thinking in humans through teaching and training. According to Maharani [1], education is a process of efforts for students to adapt to their environment and direct their lives to a better experience. Knowledge in the Education System Law No. 20 of 2003, namely a way to create learning conditions and learning methods to elaborate all the abilities that students have in the fields of religion, personal control, personality, intellectuals, character, and skills in the person, society, nation and state [2].

Learning has a valuable role in improving the quality of education. Teachers and students become elements in learning activities where the teacher has a role in creating learning conditions that are fun, effective, and innovative. In learning development, teachers must pay attention to the characteristics of students. According to Andi [3], the intellectual development of elementary school students in grades I-IV is in a concrete operational period (7-11 years) which is seen in the potential in real and inherent thinking, can classify, and review perceptions.

In addition to paying attention to the characteristics and intellectual development of students, learning activities are also determined by various supporting factors, including teacher competence, character values that must be instilled, learning materials, approaches and use of modules. The module includes a supporting element in the success of the learning process. Modules are teaching materials to train students to be independent, including the goals to be achieved, the primary material to be studied, the learning activities that are carried out, the worksheets that are filled out, and the evaluation that is carried out.

A module is a form of a book written so that students can learn independently or with teacher guidance [4]. For the requirements and competent authorities, members of higher education or institutions use the module, such as in the field of education.

The results of observations carried out by researchers in the odd semester of the 2019-2020 school year through observations and interviews at SDN 1 Undaan Malang class IV had a total of 19 students. In the current condition, students are easily bored and lack enthusiasm in learning because the learning media used by the teacher in the classroom have not been effective in learning materials. The learning media used include blackboards, two-dimensional pictures, and available textbooks. Teachers do not maximize variations in the use of media in learning used during teaching and learning activities.

The existence of the method of sight observation proves that the process of learning in the classroom is still less supportive of the teacher being rushed when providing learning material. Also, the teacher only guides according to the material in the book. They do not follow the steps of seven contextual approaches. Only a few are carried out. There is the inculcation of character values in students who are not adjusted to the core competencies of the 2013 curriculum in learning. It argues that all students are like the same person. Students also encounter several problems, namely low competence in understanding the contents of the reading text on learning natural resources.

Therefore, teaching material is needed to be able to attract interest from students to learn it [5]. One way of teaching materials that can be used is a module illustrating Lift the Flap

[6]. The Lift the Flap module can make it easier for students to master contextual subject matter [7,8]. In line with the research of Khodijah [9], which states that one type of book that is interesting for children is Lift the Flap. The module with the illustration of Lift the Flap has several advantages in its use that can be varied with teaching materials. Lift the flap is one of the unique and exciting windowed books when we open it, it can be opened up, down, left, and right, which contains a text description behind the folded paper [10]. According to Komalasari [11] the Lift the Flap module can help students to connect the learning material received with the context of everyday life. The Lift the Flap module developed by the researcher also contains character values that students deserve.

The character values which entered in the Lift the Flap module are adjusted to Law No. 20 of 2003. It is concerning the National Education System emphasizes that education can improve abilities. Education should build the character of noble students in the form of educating the nation's life, have devotion to God Almighty, good character, independent, healthy, creative, knowledgeable, democratic citizens, and have a mandated responsibility [12-14].

Character value education is an effort to form an excellent character for students to grow and develop in communicating and behaving with fellow humans so that their existence can be accepted in society [15]. At the same time, the context of the character values contained in the 2013 Curriculum textbooks for Class IV elementary schools is comparable to the Regulation of the Minister of Education and Culture No. 64 of 2013, concerning Basic Education Content Standards.

The character values that will be included in the module illustrate that Lift the Flap consists of being religious, honest, caring, disciplined, polite, responsible, and confident [16-18]. Contextual Teaching Learning (CTL) is a learning concept in the classroom to help teachers combine the material they teach with the real-world conditions of students and motivate students to have an interaction between knowledge and its application in their lives as a family and community members [19,20]. Seven components must be present in the CTL approach, namely, constructivism, finding, asking, learning society, modelling, reflection, and actual assessment.

About Lift the Flap researched [10] that the Development of the Lift the Flap Children's Encyclopaedia Book about 18 Traditional Clothing in Western Indonesia was effectively applied in for grade IV SD. The Flap Lift Book is suitable for children. That is also supported by Pambudhi, which states that the Integrative Thematic Learning Module with Nationalism Character for Class IV Elementary Schools, is ideal for use as a source of independent learning for students [21]. The research conducted by the two previous researchers was different from this research, namely at the research site, the core of the study on accurate material, the development products produced.

The learning module must be adapted to the learning content and conditions at this time. According to Hamdani [22], a module is a learning tool or facility that contains materials, methods, instructions for learning activities,

limitations of learning material, exercises, and ways of evaluating which are structured and attractive to achieve the expected abilities and can be used independently. The development of the Lift the Flap learning module with contextual-based character values to students of SDN 1 Undaan Malang. The existence of the Lift the Flap module with contextual-based character values, researchers hope that the module can be a reference in carrying out learning activities that are focused on students (student-centred learning). The module can help carry out teaching and learning activities in the classroom.

From the various explanations above, the researcher chose to carry out a study entitled "Development of the Lift Module the Flap with Contextual-Based Character Values for Grade 4 Elementary School Students".

II. METHODS

The development method associated with this research is a model of research and development (R&D) by Borg and Gall [23] the researcher takes nine steps in this process. They are adjusted to the needs of researchers because they are on one subject. The stages of development are as follows: 1) Potential and Problems: finding potential problems in an environment on observation. 2) Data collection: collecting information that will be used as material for making products. 3) Product Design: containing module material, making prototypes with the shape of Lift the Flap with character values. 4) Design Validation: validating the method to assess the new product creation is logically better and more effective than the old one, using the technique by asking for an assessment from experienced experts 5) Design Revision: updated after input from material experts, media experts, and linguists. 6) Product Trials: perform limited field tests in real situations. 7) Product Revision: product revision if there are deficiencies in the module, it needs to be revised. 8) Trial Use: conduct extensive trials in real situations. 9) Final Product Revision: the results of the revision of extensive tests and data analysis are then made to improve the module.

Developing the initial product so that it can be maximally achieved can be done by choosing a conceptual understanding that is suitable for learning in grade 4 natural resources materials and arranging evaluations in learning so that learning outcomes have been achieved optimally.

Testing this product aims to find out and collect the materials used as a basis for determining the validity level of the work that has been completed. 1) Individual testing is validated by material, media, and language experts using a validation assessment sheet. 2) This group test was conducted by grade 4 at SDN 1 Undaan Malang Regency with a total of 9 students using a student response questionnaire. 3) This field test was conducted by step 4 at SDN 1 Undaan Malang Regency with a total of 19 students using the student response questionnaire.

The type of data used in the development of the module is quantitative data regarding the product development process as

well as the feasibility of product quality level according to the prescribed development procedures. The researcher processes the quantitative data in the system of calculating. The average score on each criterion that will be assessed by media experts, material experts, and linguists who are then compared through the ideal score to determine the feasibility of the Lift the Flap module with the resulting character values.

In this study, the instrument used was a questionnaire. According to Sugiono [24], a questionnaire is a technique in collecting data that can be done, namely giving written statements or questions to respondents to fill in. The instrument of measurement in the study will adopt the Linkert scale measurement system. According to Sugiono [24] is a scale used to measure attitudes, opinions, and perceptions of a person or group of people. With the linker scale, the measured variables are translated into variable indicators. The indicator is used as a starting point for compiling the instrument grid, which can be a question or statement.

The instrument used to express a level of validity in the module. This research requires three assessment questionnaires while validating the module, namely one questionnaire for media experts, one material expert questionnaire, and one linguist questionnaire.

The data analysis technique was carried out using quantitative data analysis techniques. Quantitative analysis is to analyse the quantitative data obtained in the form of an assessment score from a media expert questionnaire, a material expert questionnaire, a language questionnaire, a teacher questionnaire and a student response questionnaire. According to Sa'dun [25] quantitative data in the form of calculated or measurement results are processed by adding up then compared to the expected amount so that the percentage of eligibility is obtained. According to Sa'dun [25] the research assessment scale used in this research instrument is the validation rating scale, namely: 1) Score 4 for Very Good, 2) Score 3 for Good, 3) Score 2 for Enough, 4) Score 1 for Poor.

If the value is 4, then the questionnaire says it is good. If the questionnaire shows 1, it means don't agree or the assessment is terrible.

A. Feasibility Analysis

The percentage of module feasibility is obtained from 3 validators, namely: media experts, material experts and linguists. The data obtained are quantitative. Quantitative data is the result of validation with the module that eligibility-percentage calculation technique. The calculation function is to determine the quality of the final value in each statement concerned.

- 1) *Media feasibility*: Calculates the percentage of media eligibility based on the calculation- techniques [25].
- 2) *Material feasibility*: Calculates the percentage of material eligibility based on the calculation- techniques [25].
- 3) *Language eligibility*: Calculation the percentage of material eligibility based on the calculation- techniques [25].

After the results of all eligibility percentages are calculated, to find out the feasibility of the module being made usable, use the feasibility table 1 from Sa'dun [25].

TABLE I. FEASIBILITY PERCENTAGE SCALE [25]

Achievement scores	Interpretation
76% - 100%	Eligible
56% - 75%	Decent enough
40% - 55%	Not worth it
0% - 39%	Not feasible

B. Practicality Analysis

Practicality in education is simplicity so that it can be contained in an evaluation instrument to be prepared, obtain results, and easy to store [25]. Practicality can be interpreted as something practical or efficient. Usefulness is the choice to measure an evaluation instrument which is categorized as good or bad [2].

Through various opinions by experts, it can be concluded that the module's practicality function is to make it easier for module users.

1) *Practical teacher*: Calculation of the average score to assess the practicality of the module, through teacher responses, the calculation method is equated with a feasibility analysis [25].

2) *Practicality of learners*: Calculation the average score to assess the practicality of the module, through the responses of students, the calculation method is equated with a feasibility analysis [25].

Converting the average score obtained according to the assessment criteria in table 2 Conversion of the Practicality Score of teachers and students as follows:

TABLE II. CONVERSION OF PRACTICALITY RESPONSE SCORE TEACHERS AND STUDENTS [25]

Achievement scores	Interpretation
80% - 100%	Very good
66% - 79%	Well
56% - 65%	Pretty good
40% - 55%	Not good
30% - 39%	Failed

Based on this table, the results of the assessments carried out by teachers and students have a range of values according to the table. If the score is 80% -100% vulnerable, it can be categorized as very good and so on.

3) *Effectiveness analysis*: The effectiveness of the module aims to pay attention (attention. Alertness) from readers or students so that it is easy to understand the material in the module. It was obtained from student learning outcomes. The final result of the average student learning test is used to determine the effectiveness of the product developed. Calculate the average score to choose the category of module effectiveness, through student responses, namely the value of

KKM in class IV SDN 1 Undaan, Turen District, Malang Regency equal to 75.

III. RESULTS AND DISCUSSION

A. Product Testing Results

Product testing is carried out on material experts, media experts, linguists, potential users (teachers), and students. The

purpose of product testing is to get good quality from the learning media that is made. The results of testing the media can be seen in Table 3 below:

TABLE III. ANALYSIS OF VALIDATION RESULTS, TEACHER ASSESSMENTS, AND TRIALS

	Material Expert Validation	Media Expert Validation	Linguist Validation	Limited Student Response Assessment	Broad Student Response Assessment	Teacher Response Assessment
Average Presentation	95%	93,3%	91,7%	98,6%	97,9%	97,4%

The results of the assessment by material experts Based on the questionnaire, the validation results of the Lift the Flap module have an assessment score percentage of 95% in the "feasible" category. Assessment by media experts based on a questionnaire, the validation results of the Lift the Flap Module have an assessment score percentage of 93.3% in the "feasible" category. Assessment by linguists based on a questionnaire, the results of language validation on the Lift the Flap module have a percentage of an assessment score of 91.7% in the "feasible" category.

The questionnaire assessment of students' responses to limited trials obtained the percentage of eligibility was 98.6% in the explanation of the validity criteria in CHAPTER III, the Lift the Flap module was said to be "valid". From the results of the student response questionnaire assessment, the Lift the Flap module was categorized as "Feasible". So it can be concluded that the Lift the Flap module does not require revision.

The results of student responses to broad trials based on the practicality value criteria of the Lift the Flap module by grade IV students were categorized that the answer to the practicality of the Lift the Flap module had a percentage of 97.9% with the "very good" category. The results of the practicality response by the teacher, the results of the practicality assessment of the Lift the Flap module by grade IV teachers had a practicality score percentage of 97.4% with the criteria "very good". Thus, it can be concluded that the Lift the Flap module is practical and can be used by fourth-grade students of SDN 1 Undaan Malang.

B. Discussion on the Development of the Lift the Flap Module

The research development process aims to produce a Contextual-Based Characteristic Based Lift the Flap module. This research and development related to the development model from Borg and Gall, which is that there are ten steps in the study but limit them to four stages. The stages carried out in this study are the stage to collect data, the planning stage, the scene of product development that is made and the validation and testing phase of its use in schools.

The stage for collecting data includes observations and relevant sources. A result of field studies carried out through observational data shows that students are easily bored and less enthusiastic in learning due to the ineffective learning media used by the teacher. The learning media used include blackboards, two-dimensional pictures, and available textbooks. Teachers do not maximize the variation in the use of learning modules used during teaching and learning activities. In the learning process, several learning resources are still needed to support learning activities in the classroom.

Analysing the characteristics of learning in the 2013 Curriculum, along with the stages of development for grade IV SDN 1 Undaan Malang students, the researchers developed the Lift the Flap module with contextual-based character values. In a study on Lift the Flap which was studied by Kusumawati [10], the Development of the Lift the Flap Book Children's Encyclopaedia about 18 Traditional Clothing in Western Indonesia was effectively applied to grade IV SD. The Flap Lift Book is suitable for children. Besides, Pambudi research [21] states that the Development of an Integrative Thematic Learning Module with Nationalism Character for Class IV Elementary Schools is appropriate for use as a source of independent learning for students. The researcher took the material of the fourth-grade elementary school students to see the results of observations at SDN 1 Undaan Malang. Information in the field is known. The next stage is a literature study on the characteristics of the Lift the Flap Module with Contextual-Based Character Value, at this stage, an overview of the Contextual-Based Character Value-Value Lift the Flap module will be developed.

The planning stage begins with the formation of a drafting team. The drafting team then plans the module layout design, which includes the front cover, module content, and back cover. The developed module consists of 54 pages. After the layout in the module is designed, the drafting team then creates the material mapping starting with analysing the Core Competencies, Basic Competencies, and Indicators. At this stage, the drafting team also plans a module evaluation.

The development stage begins with the collection of materials. The drafting team then processes the assembled material. The work starts while the preparation of activities that

are tailored to the character values that must be implemented in students besides that the learning material is linked to the CTL approach, then language users are adjusted to the elementary level and the making of lift the flap media. The Lift the Flap module can provide interest from students to study subjects and relieve students when understanding the material that is known through the results of questionnaire responses from students when researchers conduct trials.

C. The Validity of the Lift the Flap Module

Validation and product revisions are carried out in three stages. According to the data analysis technique in CHAPTER III, the steps start from the first validation stage carried out by material experts, media experts, and linguists as stage one. The Results of validation from material experts, media experts, and linguists who have been analysed, researchers get an average percentage of 95% by material experts, 93.3% by media experts, and 91.7% by linguists. So, the Lift the Flap module can be said "valid" and "feasible" tested with revisions according to the conversion of quantitative data to qualitative data and evaluation and validator suggestions.

D. The Practicality of the Lift the Flap Module

After the product revision stage, I was carried out the stage II product revision was carried out with the results of the modification I tested on 9 grade IV students of SDN 1 Undaan Malang as stage II. The results of the assessment of questionnaire responses by students who have been analysed, researchers get an average percentage score of 98.6%. They can be categorized as feasible and make it easier to understand the learning material. At one trial, the average student was active, and many were enthusiastic about participating in each activity in the module and following the learning process well.

After stage II there is no revision carried out in stage III with the results given to the teacher and 19 grade IV students as stage III. The results of the assessment of the student response questionnaire researchers obtained a percentage score of 97.9% and can be categorized as "very good" without making revisions. The evaluation by the teacher who has been analysed, the researcher obtained a percentage score of 97.4% and can be categorized as "very good. good" without revising.

Researchers tested the effectiveness of the Lift the Flap module. From the results of the pre-test and post-test, it obtained an average pre-test score of 58.2 and the post-test score of 78.4. The increased learning outcomes of students could be categorized as the Lift the Flap module. "Effective" is used in teaching and learning activities.

IV. CONCLUSION

Based on the research on the development of the Lift the Flap module with contextual-based character values, it can be concluded that the Lift the Flap module can help students understand the concept and a more enjoyable learning atmosphere.

The validity of the Lift the Flap module assessed by material experts that received 95% in the feasible category. The assessment by media experts got 93.3% in the proper class.

Assessment by linguists got a percentage of 91.7%, the proper type. The Lift the Flap module is possible to implement.

The practicality of the Lift the Flap module the assessment by the teacher got a percentage of 97.4% excellent category. Student questionnaire responses to a limited class of 9 students obtained 98.6% in the "feasible" category, and student questionnaire responses to a broad level with 19 students got a rate of 97.9% in the "feasible" class. The Lift the Flap module is practical for use by students.

The effectiveness of the Lift the Flap module is useful in learning. We can see from the student's score, which increased by an average of 78.4.

Suggestions for the teacher, it can help to use the Lift the Flap module so that the delivery of the material can be more comfortable, besides that students' understanding of the material becomes higher and can achieve learning goals. For students to motivate them to be happier and active in learning and to help train students in problem-solving. For other researchers, in this study, the modules produced by researchers were only limited to learning material on natural resources. Hence, it is suggested for other researchers to develop a Lift the Flap module, which does not contain only some material.

ACKNOWLEDGMENTS

The authors would like to thank Iva Ma'rifatuz Zainuri for her contribution to help me finishing this journal article. And thanks to Anonymous reviewers for their insightful suggestions and careful reading of the manuscript.

REFERENCES

- [1] I. Maharani, "Pendidikan," *Pengembangan Modul IPS Tematik Kelas IV SD Negeri Pacar Sewon Bantul*, 1, 2016.
- [2] National Education System, *Law of the Republic of Indonesia*, no. 20, 2003.
- [3] A. Prastowo, "Pemenuhan kebutuhan psikologis peserta didik SD/MI melalui pembelajaran tematik-terpadu," *Jurnal Pendidikan Sekolah Dasar Ahmad Dahlan*, vol. 1, no. 1, pp. 1-13, 2014.
- [4] N. Nurdiyansyah and M. Musfiqon, "Scientific Learning Approach," *Sidoarjo: Nizamia Learning Center*, vol. 41, no. 20, 2015.
- [5] D.N. Ratna, M. Lailatul and N. Septia, "The Development of Contextual-Based Science Digital Storytelling Teaching Materials to Improve Students' Critical Thinking on Classification Theme," *Turkish Science Education*, vol. 16, no. 3, 2019.
- [6] K. Shigeru, Y. Minju and Y. Mamiko, *Lift The Flap A Toolkit To Realize Interactive Paper Books*, pp. 3-95, 2015.
- [7] R. Arista, S. Achmad and P.Y.K. Sugiyo, "Implementation of Contextual Based Teaching Materials on Various Work Themes of Primary School Students," *Primary Education*, vol. 9, no. 1, pp. 110-119, 2020.
- [8] D.P.Y. Angga and P.K. Hengki, "Effect of Learning Module with Setting Contextual Teaching and Learning to Increase the Understanding of Concepts," *Education and Learning*, vol. 1, no. 1, pp. 19-26, 2019.

- [9] K. Khodijah, Development of the Flap Lift." In Lift The Flap. Semarang: CV. Faithful Library, 2017.
- [10] E.R. Kusumawati, Pengembangan Buku Lift The Flap Ensiklopedia Anak Tentang 18 Pakaian Adat di Indonesia Bagian Barat. Skripsi tidak diterbitkan. Yogyakarta: Universitas Sanata Dharma, 2016.
- [11] K. Kokom, "The Effect Of Contextual Learning In Civic Education On Students' Character Development," *Educators and Education*, vol. 27, pp. 87–103, 2012.
- [12] F. Christea, I. Ninik and W.I. Suardi, "Religiosity, Competence and Independence in Forming the Anti-Corruption Attitude," *Engineering and Applied Sciences*, 2017.
- [13] R. Bay, R. Purwanti and C. Kalalo, "Application of Discussion Methods to Improve Student Learning Outcomes in Civics Content Class IV Elementary School," In *International Conference on Social Science 2019 (ICSS 2019)* (pp. 187-190). Atlantis Press, 2019.
- [14] N. Indawati, "The Development of Anti-Corruption Education Course Primary School Teacher Education Students," *Education and Practice*, vol. 6, no. 35, 2015.
- [15] K. Aryaningrum, "Proceeding of the National Education Seminar 017 PGRI," *Development Strategy for Character Education in Social Studies Learning*, 2017.
- [16] A. Mumpuni, Contents of Character Values in the 2013 Curriculum Textbook for Teachers and Handbooks, pp. 17–28, 2013.
- [17] P.D. Wahyu, B.A. Sekaring and S.A. Rahma, "Implementation Of Anti-Corruption Education Through Penetrasi," *Indonesian Journal of Advocacy and Legal Services*, vol. 1, no. 1, pp. 45-64, 2019.
- [18] U. Chafit, E. Nugraheni and M. Yant, "The Educational Values of Anti-Corruption in The Textbook of Poetry Appreciation," *The Educational Values of Anti-Corruption*, vol. 2, no. 1, 2015.
- [19] R. Rusman, *Learning Model In Developing Teacher Professionalism*, 4th ed., 189. Jakarta: PT Raja, 2011.
- [20] W.D. Tri and S.R. Nur, "Developing Addition And Subtraction Of Integers Learning Module Using Ctl (Contextual Teaching And Learning) Approach Based On Curriculum 2013," *Pancaran Pendidikan*, vol. 6, no. 3, pp. 177-182, 2017.
- [21] T. Pambudhi, "Pengembangan Modul Pembelajaran Tematik Integratif Berbakat Nasionalisme untuk Kelas IV SD Negeri Banyumas," *Pendidikan Karakter*, no. 1, pp. 71–85, 2017.
- [22] H. Hamdani, *Integrated Learning Model*. Bandung: CV. Perpustakaan Setia, 2011.
- [23] W.R. Borg and M.D. Gall, *Educational Research: An Introduction*. New York & London, 2003.
- [24] S. Sugiono, *Metode Penelitian Pendidikan dengan Pendekatan Kuantitatif, Kualitatif, dan R&D Dalam Metode Penelitian dan Pengembangan (Research and Development / R&D)*, 407. Bandung: Alfabeta, 2015.
- [25] A. Sa'dun, *Learning Equipment Instruments*. IN *Data Analysis Techniques*, edited by Holid Anwar. Bandung: PT Remaja Rosdakarya Offset, 2017.