



Development of Flipbook Learning Media for Citizens Rights and Obligations to Improve Students Civic Literacy Skills in Senior High School

Nani Mediatati¹ and Dionisius Heckie Puspoko Jati¹

¹Universitas Kristen Satya Wacana, Salatiga 50711, Indonesia
nani.mediatati@uksw.edu

Abstract. Improving high school students' civic literacy remains a critical concern, as their skills in this area are still underdeveloped. One contributing factor is the limited use of engaging teaching media in the learning process. This research focuses on developing flipbook media with the material "Rights and Obligations of Citizens" to enhance students' civic literacy. The study adopts a Research and Development approach using the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). Data collection involves validation questionnaires from media, subject matter, and language experts, as well as teachers and student response surveys. Testing was conducted at Satya Wacana Christian High School and Pabelan 1 Public High School. Key findings include: (1) the flipbook media is considered "valid," receiving average ratings of 85 from media experts, 84.50 from subject matter and language experts, and 84.75 from teachers; (2) students showed positive responses, with average scores of 75.25 for large groups, 76.25 for small groups, and 83.75 for individuals; (3) the pretest average score of 72 compared to a posttest average of 86 indicates a significant improvement in civic literacy; (4) the flipbook is more effective when used individually rather than in groups. These results demonstrate that the flipbook on "Rights and Obligations of Citizens" is a viable educational tool, providing meaningful learning experiences that enhance civic literacy.

Keywords: Media, Flipbook, and Civic Literacy Skills..

1. Introduction

Pancasila and Civic Education plays a crucial role in shaping the younger generation to be aware of their rights and obligations as citizens [1]. This subject aims to instill values of democracy, nationalism, and social responsibility among students [2]. However, in reality, civic literacy in Indonesia still faces various challenges. Many students lack a deep understanding of their rights and obligations as citizens, which affects their participation in national and state life.

Technological advancements offer significant opportunities for educational innovation, including the development of learning media. One potential medium is the digital flipbook, which can present learning materials in an interactive and engaging manner [3]. Flipbooks not only provide information in text form but also integrate visual, audio, and video elements to enhance student understanding.

The use of flipbook media in teaching the rights and obligations of citizens in high school is expected to be a solution for improving students' civic literacy. This media can facilitate a more enjoyable, interactive, and profound learning process [4]. Therefore, the development of flipbook media that aligns with the curriculum and students' needs is expected to enhance their understanding of civic concepts, rights, and obligations, as well as motivate them to participate more actively in community, national, and state life.

This research aims to develop effective and efficient flipbook learning media to improve civic literacy, especially in understanding the rights and obligations of citizens, and to measure its impact on high school students' civic literacy abilities. Initial observations in Pancasila and Civic Education at SMA Negeri 1 Pabelan and SMA Kristen Satya Wacana in Salatiga revealed a lack of innovative learning media used by teachers. Teachers tend to use conventional media such as PowerPoint and textbooks, which has led to low interest in learning and poor civic literacy among students.

Civic literacy refers to an individual's ability to understand, analyze, and apply knowledge related to their rights, obligations, and responsibilities as citizens [5]. This literacy includes an understanding of political, legal, and governmental systems, as well as the values of democracy, social participation, and civic ethics. Its primary goal is to equip citizens with the skills necessary to actively and responsibly participate in social, national, and state life [6].

There are several key components of civic literacy. **civic knowledge, civic attitudes, and civic skills** Civic knowledge includes an understanding of the basic principles of democracy, the constitution, the legal system, and human rights [7]. This encompasses awareness of citizens' rights and obligations, government structures, and the political process, including elections. Civic attitudes refer to awareness and concern for social and political issues, as well as a commitment to values such as justice, freedom, and equality. These attitudes encourage citizens to participate actively in political and social life [8]. Civic skills refer to the ability to think critically, communicate effectively, and make sound decisions within the context of social and political participation [9]. These skills include discussing, debating, and understanding and evaluating various perspectives or ideologies [2].

Civic participation involves real actions by citizens in the form of political participation, such as voting, contributing to the community, joining social movements, and monitoring public policies [1]. Developing civic literacy is essential in shaping citizens who not only know their rights and obligations but also actively contribute to strengthening the democratic system and fighting for social justice. Good civic literacy also helps people understand national and global issues and play a role in finding solutions through meaningful participation.

Civic literacy can be improved by developing learning media **that is used** by teachers. The goal of developing and using learning media is to enhance students' understanding and retention of information through various forms of presentation and different learning activities [10]. Learning media can include images, audio, video, models, diagrams, graphs, educational games, and digital technologies such as interactive software or online platforms [11]. The appropriate and effective use of

learning media can help accelerate the learning process, increase students' interest, and facilitate deeper and more interactive learning [12].

Learning media serves several main functions, including: (1) Attracting Attention: Media can help capture students' interest and attention toward the material being taught, (2) Enhancing Understanding: With the help of media, abstract concepts can be explained more concretely and easily understood, (3) Providing Diverse Learning Experiences: Media allows for various learning experiences that cater to students' learning styles, such as visual, auditory, and kinesthetic, (4) Simplifying the Delivery of Information: Media can assist teachers in delivering information in a more systematic and structured way, (5) Improving Retention: Using engaging and relevant media makes it easier for students to remember the information learned [13].

Flipbook Learning Media is a digital innovation in education in the form of an interactive book [14]. Flipbooks combine visual elements, text, audio, and even video to present information in a more engaging and interactive manner than conventional books [15]. With its format that allows pages to be "flipped" digitally like a physical book, flipbooks create a more dynamic and interactive learning experience for students [16]. The advantages of flipbook learning media include being interactive and engaging, flexible and accessible, providing visual learning, adaptable to learning needs, promoting independent learning, cost-effective, and environmentally friendly [17].

In the context Pancasila and Civic Education, flipbooks can be used to deliver materials on citizens' rights and obligations in a more interactive way. For example, by presenting case studies, interactive simulations, and multimedia content that makes the topic easier to understand and relevant to students' everyday lives. Flipbooks as learning media also have the potential to increase learning motivation, deepen understanding, and help teachers present comprehensive and accessible materials for all students [18]. Therefore, this research aims to develop flipbook learning media to improve students' civic literacy abilities.

2. Methods

This research was conducted at SMA Negeri 1 Pabelan and SMA Kristen Satya Wacana in Salatiga. The study employed a Research & Development (R&D) methodology. R&D is a type of research used to enhance a current product or refine an existing one by assessing its feasibility and effectiveness [16]. This research adopted the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) development model [19].

The data collection techniques in this research include both primary and secondary data. Primary data was obtained directly through observation, interviews, validation by media experts, validation by subject matter experts, learning material practitioners, test validation, and testing of the practicality of the learning media [20]. Secondary data was obtained by reviewing reference sources related to the development research [21].

To analyze the results of the validity test, the researcher used the formula suggested by Riduwan to calculate the values given by the experts [22]. The validity criteria of a product are determined based on a predetermined scoring range. A score of 0–42 indicates that the product is not feasible or considered invalid. A score of >42–62.5 shows that the product is usable but requires major revisions and is considered less valid. A score of >62.5–82.25 indicates that the product can be used with minor revisions and is deemed valid. A score above 82.25 confirms that the product is valid and ready for use [23].

3. Result And Discussion

This study applied a Research and Development (R&D) method, developing a Flipbook Learning Media aimed at enhancing the civic literacy of students at SMA Negeri 1 Pabelan and SMA Kristen Satya Wacana. The stages of the research follow the ADDIE model: analysis, design, development, implementation, and evaluation, which are elaborated as follows

Analysis Stage

In this stage, interviews were conducted with the school principals, vice principals, teachers, and students. The findings revealed that Civic Education lessons were still taught using conventional methods without engaging learning media. Teachers faced challenges in creating innovative learning media due to time constraints caused by their teaching load and administrative tasks. Additionally, students showed a lack of interest in the lessons because no engaging media were used. After a literature review of relevant teaching methods and media, the researcher decided to use flipbook media as a way to attract student interest.

Design Stage

The flipbook learning media was designed to improve students' civic literacy, specifically focusing on the topic of rights and obligations of Indonesian citizens. Expert validations of the media, content, and language were carried out. The media expert validation resulted in an average score of 85, the content expert gave 83.50, and the teacher/practitioner rated it 84.75, indicating that the flipbook media is valid and ready for testing.

Development Stage

The product was refined based on feedback from the validators. The developed flipbook can be accessed via this link (<https://heyzine.com/flip-book/f8dca76fa5.html>). It was created to help students better understand civic concepts in an engaging and interactive way. The content of the flipbook includes materials on rights and obligations, relevant images, video links, group discussion prompts, and quizzes integrated through Quizizz. The difference between this flipbook and the others is that it is equipped with pictures, videos, quizzes and group worksheets

Implementation Stage

The flipbook was tested in Civic Education lessons for class X2 at SMA Negeri 1 Pabelan and SMA Kristen Satya Wacana. Pretests and posttests were conducted to measure the effectiveness of the flipbook. The test results showed that pretest and posttest data were normally distributed with significance values greater than 0.05 in both schools. In the experimental class of SMA Kristen Satya Wacana, the pretest significance value was 0.087, and the posttest was 0.148. In SMA Negeri 1 Pabelan, the pretest value was 0.076, and the posttest was 0.157. The average pretest score increased from 72 to 86 after using the flipbook, indicating an improvement in students' civic literacy.

Feedback from students also indicated that the flipbook was helpful in learning, with 70 students from both schools giving an average score of 83.75 for its effectiveness when used individually. However, its effectiveness in small groups was lower, with scores of 75.25 and 76.25, showing that the flipbook worked better for individual or small-group learning.

Evaluation Stage

After testing in limited trials with students, one limitation identified was that the flipbook was only effective for individual use or in small groups of 4-5 students. The researcher made revisions to the product, including adding appropriate graphics to help students better understand the content. The revised version is available for further testing.

The development of the flipbook learning media in this study follows the ADDIE model which has proven to be an effective framework for identifying and addressing the challenges faced by schools, particularly in teaching Pancasila education. The first step, identifying potentials and problems, successfully helped the researcher map out issues such as the lack of engaging learning media and time constraints for teachers in creating innovative materials. This stage was crucial in selecting the most appropriate educational resources for the study.

In the Design Stage, the product developed was the flipbook learning media, aimed at improving students' civic literacy. The design was then tested by media experts, subject matter experts, language experts, and teachers who would use it in their classrooms. The validation results indicated that the flipbook was valid and appropriate for use in schools, especially at SMA Negeri 1 Pabelan and SMA Kristen Satya Wacana, Salatiga.

In the Implementation Stage, testing of the flipbook was conducted in Civic Education classes at both schools. The pretest and posttest results showed a significant improvement in students' civic literacy, with the average score increasing from 72 to 86 after using the flipbook. Additionally, feedback from 70 students across the two schools rated the flipbook highly when used individually, with an average score of 83.75, indicating its effectiveness. However, the flipbook was found to be less effective when used in larger groups, with average scores dropping to 75.25 and 76.25, suggesting that the media is more suitable for individual or small-group use.

During the Evaluation Stage, a reflection on the product's limitations revealed that the flipbook is most effective when used individually or in small groups of 4-5

students. The researcher responded to student feedback by revising the product and incorporating additional graphics to help students better understand the content. The updated version is now prepared for further extensive testing.

The ADDIE model's strengths align with the views of Branch [24] and Atwi Suparman [25], who highlight that the model is systematic, widely recognized in educational circles, and features simple steps, with each phase building on the previous one. This process ensures that the final product is effective and appropriate for use.

The validation by experts also supports the quality of the developed flipbook. Media experts provided an average score of 85, content and language experts rated it 83.50, and teachers/practitioners gave it 84.75, all of which fall into the "high" category. These experts' evaluations confirmed the product's validity and its readiness for use or further testing in schools.

Lastly, the research shows that the use of flipbook media successfully enhances students' civic literacy. The significant improvement in posttest scores compared to pretest results demonstrates the effectiveness of the flipbook in supporting learning.

4. Conclusion

Based on the research results and discussion, it can be concluded that the development of the flipbook media titled "Rights and Obligations of Citizens" is suitable for application in the teaching and learning process, providing meaningful learning experiences and improving civic literacy among students. This media helps students understand the material and participate in learning activities

The flipbook learning media was developed using the ADDIE Model, which involves the stages of analysis, design, development, implementation, and evaluation. The validation scores from media experts averaged 85, subject and language experts 83.50, and practitioners/teachers 84.75. The students' average response score was 83.75. These scores indicate that the validation results fall into the high category, confirming that the learning media is appropriate for use. Moreover, the improvement in posttest scores compared to pretest results after using the media shows that the flipbook successfully enhanced students' civic literacy. Teachers are encouraged to utilize innovative learning media that can engage students and stimulate their interest in the learning process.

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