



Development of Flipchart Learning Media on the Material "The Beauty of Diversity in My Country"

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Abstract

The learning media development is based on existing teaching materials that do not yet provide an overall picture of cultural diversity in Indonesia, and the methods given by teachers only assign some of the diversity. The urgency in the class has a high level of curiosity, but to see this diversity, the teacher only displays it through his device and gives it to students who ask questions, resulting in an uneven distribution of student activity. Therefore, the research aims to ascertain the steps for making flipchart learning media, the validity of experts, and students' responses to flipchart media. The research method was R&D, using the ADDIE model, with material expert testing: curriculum, methods, language, and evaluation, and learning media expert testing in verbal, cover design, content design, and typography. The feasibility test was carried out by four lecturers of the Faculty of Teacher Training and Education. The validation results from the two validators' material experts obtained an average percentage of 94%, with the criteria being "very feasible." The two validators' learning media expert validation received 87.5%, with the criteria "very feasible." With the "very feasible" criteria, the overall average percentage of validators was 90.75%. For student responses, a percentage of 91.5% was attained, with the criteria being "very feasible." Based on the validation results of two material expert lecturers, two media expert lecturers, and the responses of class IV students, flipchart learning media could be described as "very suitable" for use in elementary schools and could enhance student activity.

Keywords:

Cultural Diversity, Elementary School, Flipchart, Social Studies Learning

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Abstrak

Pengembangan media pembelajaran dilatar belakangi bahan ajar yang ada belum menyediakan gambar keseluruhan keragaman budaya di Indonesia, metode yang diberikan guru hanya penugasan beberapa keragaman. Urgensi yang ada di kelas tersebut memiliki rasa ingin tahu yang tinggi, namun untuk melihat keragaman tersebut guru hanya menampilkan melalui gawainya dan diberikan kepada peserta didik yang bertanya saja, sehingga kurang merata keaktifan peserta didik. Maka, penelitian bertujuan mengetahui langkah pembuatan media pembelajaran flipchart, serta validitas ahli serta respon media flipchart dari peserta didik. Metode penelitian adalah R&D dengan menggunakan model ADDIE, dengan pengujian ahli materi yakni kurikulum, metode, bahasa, dan evaluasi, pengujian ahli media pembelajaran yakni verbal, desain cover, desain isi, tipografi. Uji kelayakan dilakukan empat dosen Fakultas Keguruan dan Ilmu Pendidikan. Hasil validasi ahli materi kedua validator mendapatkan presentase rata-rata 94% kriteria "sangat layak". Validasi ahli media pembelajaran kedua validator mendapat presentase 87,5% kriteria "sangat layak". Presentase rata-rata keseluruhan dari validator mendapat presentase 90,75% kriteria "sangat layak". Respon peserta didik diperoleh presentase 91,5% kriteria "sangat layak". Berdasarkan hasil validasi dua dosen ahli materi, dua dosen ahli media serta respon peserta didik kelas IV, media pembelajaran flipchart dikatakan "sangat layak" untuk digunakan di sekolah dasar, serta mampu untuk meningkatkan keaktifan peserta didik.

Kata Kunci:

Keberagaman Budaya, Sekolah Dasar, Flipchart, Pembelajaran IPS

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INTRODUCTION

Indonesia has a wide range of cultural diversity spread across all its provinces, and even within one province, there can be different diversity between regencies/cities. In Banten Province, for example, there are martial arts *pencak silat*, *debus*, *dog-dog lojor*, *maler bedug* dance, and others. Since this country has so much rich diversity, such as religion, ethnicity, culture, language, and others, it is critical to package this diversity well through learning in school education to preserve and appreciate the diversity in this country and the surrounding environment.

Implementing learning related to diversity in elementary schools can be accomplished through social studies learning because, within the scope of social studies, it is closely related to the role of humans, environmental conditions, and society. As explained by Jamaludin and Rachmadtullah (in Zuina et al., 2020), social studies are the study of life in society, so social studies learning is not only a matter of memorizing knowledge but also aims to develop the social potential of students so that they can be sensitive to social problems that exist in society. Aside from that, it is to have a positive mental attitude, train in improving reasoning, develop good morals, and improve skills in dealing with problems in daily life and society. As a result, students can socialize effectively both at home and at school (Ratnasari et al., 2023).

One of the efforts to improve students so that they become good social creatures who can solve problems in the environment and even develop good morals so that they have a sense of gratitude is by learning about them through diversity education in elementary schools, which is explained in more detail in theme 7, namely the Beauty of Diversity in My Country. It explains the diversity that exists in Indonesia and elucidates the uniqueness of this diversity. For this reason, the urgency of this research is that the textbook teaching materials from the government have limitations, such as only a few images of diversity, which causes students to lack knowledge and enthusiasm in their learning, causing them to be passive in learning. Even more, because they only do the assignments in the teaching materials, students become bored, and when students ask for

pictures of one of the varieties, the teacher can only show them one by one via his device. As a result, students' curiosity remains unsatisfied. Therefore, teachers must package learning to attract students' attention so that they can gain more knowledge and information from teaching materials.

Based on existing limitations, teachers need to choose good learning media by adjusting the learning characteristics they want to achieve. Under the expectations of the 2013 Curriculum, learning now necessitates effective and innovative learning media that can support learning needs (Melati & Utanto, 2016). Thus, it is necessary to develop learning media. As stated by Darmadi, learning media can facilitate effective communication when teachers explain to their students while they are learning (Permatasari et al., 2018). Therefore, learning media is vital to use because it can assist teachers when they find it difficult to convey the message they want to convey or even want to innovate in learning, as well as make students enthusiastic during learning (Setiyawan, 2020).

Consequently, flipchart learning media was chosen because it provides many benefits in the form of a summary of the material, is easy to make, and is inexpensive to produce; most importantly, the media can enable students to be active as a whole. Based on research by Darmawan et al. (2021), flipchart learning media has been successfully developed with excellent implementation and is worthy of being used as an alternative learning source for students. Not only that, other research by Putra and Ayuningtyas (2019) revealed that the development of flipchart learning media could increase students' interest in learning and student learning outcomes. Additionally, a study by Nurazizah et al. (2021) exposed increased learning after using flipchart learning media and through models with a percentage of 93% in cycle II. Sari and Siradjuddin's (2018) research also explained increased learning outcomes through flipchart learning media from the first to the third cycles. Based on these four studies, it can be understood that flipchart learning media is suitable for use as learning media.

Some of the existing needs include paying attention to the criteria for learning

media with benefits for students to increase their insight and be active during learning. Thus, a flipchart learning media was developed, with new research in terms of material by including two lessons: traditional houses and traditional clothing and their uniqueness, which is more related to social studies learning. Aside from material novelty, uniqueness satisfies students' curiosity about diversity. Not only that, but this research aims to find out the steps to determine the validity of the results and responses of students in the field.

METHODS

Research and Development (R&D) methods were used to produce new products or develop existing products to test the product's effectiveness later, producing better and perfect products. In carrying out this development, directed research procedures were required so that they could be planned correctly and precisely. The flipchart media development procedure took model steps adapted from the learning design by Gagne, Wager, Golas, and Keller in Hendri & Anwar (2019). According to Benny, the ADDIE model refers to the main ways of developing a learning system, including analysis, design, development, implementation, and evaluation (Sholeh, 2019). The details are in Figure 1.

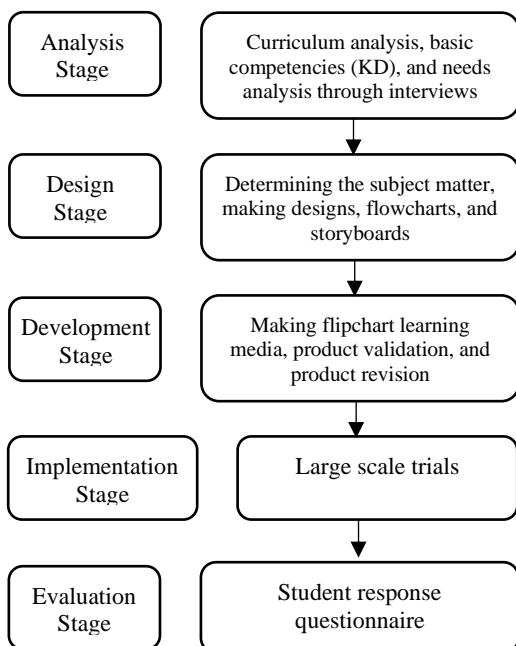


Figure 1. ADDIE Model Flow

The product validation process was divided into material and media validation. This material was validated by administering a questionnaire assessing the quality of the flipchart learning media product being developed and whether it contained the necessary insights and was aligned with the indicators and learning objectives. Furthermore, this learning media was validated by administering a questionnaire assessing the quality of the learning companion in the form of a flipchart with good content and appearance and appropriate images and colors.

Following the product development, it was revised by Social Science-Civic Education (IPS-PKN) material and media experts. Afterward, it was determined whether the product had any weaknesses or deficiencies in the development process. If there are any remaining weaknesses or deficiencies in the product, they must be addressed immediately.

After making revisions based on feedback from material and media experts, the product was ready for field testing using student response questionnaires. The effectiveness testing was carried out in class and should meet scientific needs with a student population of 25-35 (Rayanto & Sugianti in Karisma & Zainil, 2022). Following testing, the percentage value was determined using the qualification criteria in Table 1.

Table 1. Assessment Qualification Criteria

Percentage (%)	Criteria
0-20%	Very Less Feasible
21-40%	Less Feasible
41-60%	Fairly Feasible
61-80%	Feasible
81-100%	Very Feasible

RESULTS AND DISCUSSION

This research and development aimed to create and develop flipchart learning media on "The beauty of diversity in my country" in class IV elementary schools, specifically at the State Elementary School of 1 Rangkasbitung Barat, in the 2022-2023 academic year. The research results on the development of

flipchart learning media were obtained based on development procedures that refer to the ADDIE research method (Izzaturahma et al., 2021).

Analysis

Based on the results of interviews and observations in class IV of the State Elementary School of 1 Rangkasbitung Barat, it was revealed that teachers had difficulty providing innovative learning media to provide more insight into knowing all the conditions of the islands in Indonesia. However, students were given knowledge of large provinces and insight into the uniqueness of existing cultures. No teacher has ever used or even created flipchart learning media, especially regarding the material "The Beauty of Diversity in My Country." This was because an assignment method was continually made to collect several pictures according to predetermined provinces per group only to minimize learning time (Krisanti et al., 2022). Thus, if flipchart learning media are used, even though the teacher uses the assignment method, it is hoped that students will be able to be active in their learning and gain more insight.

Design

After carrying out curriculum and needs analyses, it developed learning media designs. At this stage, the flipchart learning media was chosen because it has many benefits, i.e., providing information in learning briefly and practically, with pictures of traditional houses, their names, and their uniqueness. Then, pictures of traditional clothes, their names, and their unique characteristics were added. This medium can be used anywhere, as it is sturdy and light wood. The materials do not require much money because they only use used wood. It can be easily carried anywhere because students only have to hold the wooden top, and it can increase the activity and creativity of students (Pratiwi, 2013).

In the design section, the flow of using the front view of the flipchart learning media will first explain the material for traditional houses. Once finished, the teacher can turn the wood over to move on to the next material, traditional clothing. The front cover learning

activity is related to the province's name, pictures of traditional houses, and their uniqueness, whereas the back learning activity consists of the province's name, pictures of traditional clothing, and uniqueness.

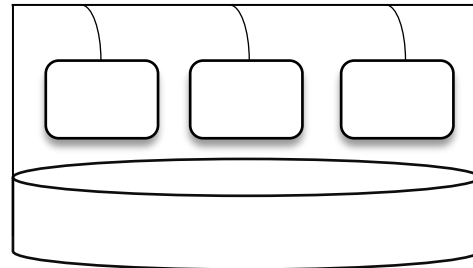


Figure 2. Design of Flipchart Media Form



Figure 3. Media Card Cover Design

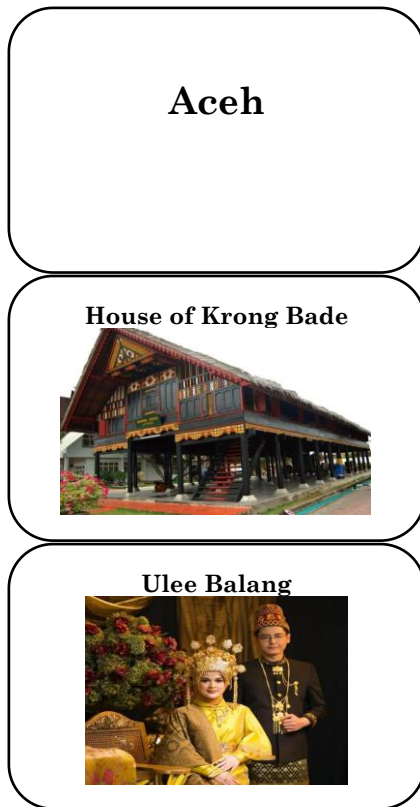


Figure 4. Design After Opening the Front Cover

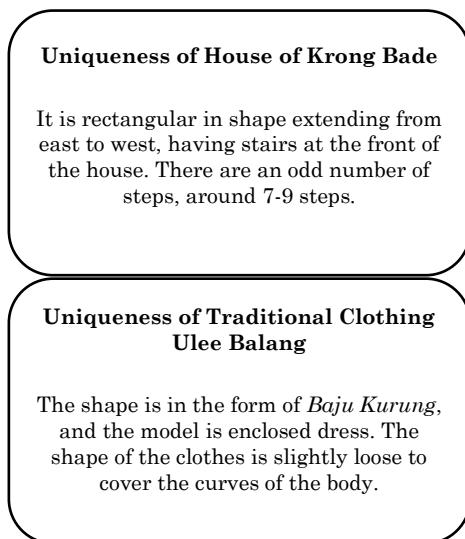


Figure 5. Design After Opening the Back Cover

Development

Determining flipchart learning media materials

Based on analysis and design, the media used was visual learning media in the form of flipcharts, i.e., a combination of several sheets of paper that can accommodate the number of

provinces, pictures of traditional houses, and existing traditional clothing. Combining materials was done to make learning more efficient. Flipchart learning media made use of discarded wood that was painted and varnished in brown. A4 paper was used for the card material, which, after being printed and laminated, strengthened the card so that it was sturdy and could be used repeatedly. While a paper punch was used to hang the card on the wood, an iron blinder ring was utilized to make it easy to open the card. This aligns with the explanation that the flipchart learning media is useful as a learning media whose use is practical and innovative, allowing students to easily understand because it contains a summary of the material; apart from that, it also broadens students' knowledge horizons (Putra & Ayuningtyas, 2019).

Developing supporting content

The stage of developing supporting content in the form of an evaluation sheet is beneficial to the learning implementation process because, to be more organized, each student can use the flipchart learning media and determine the extent to which students understand how to use this learning media. This is consistent with Anggraeni and Rukmi (2021) who explained that a flipchart is a collection of sheets of paper combined to form a calendar. The sheets of paper were arranged in sequence and tied at the top. Because the flipchart is only a piece of paper to tell students how to use it, the evaluation sheet was made separately. The evaluation included questions about the uniqueness of traditional houses, traditional clothing, and matching names with pictures of traditional houses. The picture as the main component of the content should be considered and relevant (Shafa et al., 2022).

Expert validation

Through a validation stage, flipchart learning media should be tested by two material and two learning media experts. The assessment was carried out by two material experts involving lecturers relevant to the subject, namely Social Sciences. This assessment only went through one assessment stage, with the level of validity obtained from the combined results of the two assessments. The outlines and results are presented in Table 2 and Table 3 consecutively.

Table 2. Material Expert Assessment Outline

Aspects	Indicator
Curriculum	Suitability of media, learning indicators, and learning objectives
Method	Clarity and completeness of material presentation, examples, and images
Language	Suitability of using clear and precise language and sentences in accordance with communication with students
Evaluation	The difficulty level of the questions, questions suitability to the learning objectives, and the easy-to-understand questions given

Table 3. Material Expert Validation Results

Validator	Score	%	Criteria
I	72	96	Very feasible
II	69	92	Very feasible
Average	94	Very feasible	


Based on the assessment results in Table 3, a score of 72 with a presentation of 96% was obtained from the first validator and was found to be very feasible. Meanwhile, the second validator yielded a score of 69 with a presentation of 92% on the very feasible criteria. Thus, with very feasible criteria, the average percentage of the two material expert validators was 94%. Several revisions in the material expert assessment, i.e., writing on the uniqueness of traditional houses and clothing, had to be adjusted again. According to Figure 6, the fonts should be varied, the cards should be colorful, and one question about the uniqueness of traditional houses and clothing was added.



Figure 6. Revised Evaluation

Riau


Selaso Jatuh Kembar



Uniqueness of Selaso Jatuh Kembar

This traditional house has a harmonious perimeter between the supports and the floor. This traditional house is in the form of a hall, which is used as a meeting place for residents.

Ulos



Uniqueness of Ulos Traditional Clothing

Ulos means “cloth.” This woven cloth is in the form of a shawl worn by the Batak tribe.

Figure 7. Material Expert Revision

The next assessment of learning media experts was carried out in a single assessment stage using a combination of two validators, with the following learning media expert outline. The outlines and results are presented in Table 4 and Table 5 consecutively.

Table 4. Learning Media Expert Assessment Outline

No	Indicator
1.	Verbal
2.	Cover Design
3.	Content Design
4.	Typography
5.	Printing

Table 5. Validation Results from Learning Media Experts

Validator	Score	%	Criteria
I	89	89	Very feasible
II	86	86	Very feasible
Average	87.5	87.5	Very feasible

According to the assessment results in Table 5, the first validator scored 89, with a presentation of 89%, and found the criteria to be very feasible. Meanwhile, a score of 86 was obtained from the second validator, with a presentation of 86% on the very feasible criteria. Furthermore, with very feasible criteria, the average percentage obtained from the two material expert validators was 87.5%.

In this learning media expert's assessment, there were also several revisions, namely making a guidebook containing a prologue of the lesson to be studied, a sheet on how to use flipchart learning media, the name of the province, the name of the traditional house, and the name of the traditional clothing. This is done so that if the cards do not match, they can be adjusted by looking at the guidebook. Aside from that, it was necessary to add decoration to the learning media, instructions on how to use it, and profiles in the learning media.



Figure 8. Learning Media Expert Final Product

The development stage was carried out from collecting and making media until testing its feasibility (Drestajumna et al., 2022). From the assessments obtained by material and media experts, flipchart learning media was in a very feasible category to be tested in elementary school.

Implementation

Testing on students, or the implementation stage, was to determine students' responses to flipchart learning media. This stage was carried out once directly in a large group with 25 students in class IV C as respondents. The responses given by students revealed a percentage of 91.5% in the "very feasible" category. The response of students who had achieved the very feasible criteria is consistent with the advantages of flipchart learning media, which can make students happier in learning, more evenly distributed in student involvement in the learning process, is easy to use, practical, and innovative; in addition, it can be used outside the classroom and employed repeatedly, such as the

following school year (Nainggolan et al., 2022). Additionally, the data collection activity was through a questionnaire with an outline regarding the ease of using flipchart learning media, attractiveness, accuracy in presenting text, images, language, ease, and interest in flipchart learning media, as well as whether it could increase motivation in learning and evaluation sheets.



Figure 9. Use of Flipchart Learning Media

Evaluation

After conducting research procedures, such as analysis, design, development, and implementation, the final research procedure was evaluation. Following expert feedback, a response trial was conducted on class IV C students at the State Elementary School of 1 Rangkasbitung Barat, with 25 respondents scoring 91.5% in the "very feasible" category. There were comments about strengthening the ring so that the card would not fall off quickly, so the researchers immediately strengthened it. Based on the results of evaluating student responses, the flipchart learning media on the material "The Beauty of Diversity in My Country" was feasible for use in elementary schools. This corroborates the opinion that the evaluation will be declared successful or unsuccessful after implementing the flipchart in the ADDIE model stages (Basri et al., 2022).

Discussion

This analysis is useful for adjusting the initial design to existing needs in the field, carried out by conducting interviews with class IV teachers regarding learning theme 7, especially in subtheme 2, learning 3 and 4, and looking at the characteristics of students in their learning. This agrees with the explanation that a learning media developer who wants to

provide learning media that makes it easier for its users must undergo an analysis process (Kurniawan & Kinasih, 2021).

The design stage (product design) was to create a flowchart to determine the flow of use of the learning media to be created. This supports the argument that flowcharts must be made in the form of diagrams containing the message to convey in the learning media to be created (Hakim et al., 2021). At this design stage, the flow of using media that could be flipped/rotated contained quite a lot of material, and flipchart learning media has many benefits, i.e., being able to provide information briefly and practically, can be used anywhere, does not require large funds for the material, can easily be carried anywhere, and can increase the activity and creativity of students (Jannah et al., 2022).

The flipchart learning media production stage is excellent for developing engaging learning media, containing all the material information in the teaching materials in a short, practical way, and can be used repeatedly. This is in proportion to the explanation that flipchart learning media is useful as a learning media whose use is practical and innovative to support students' easy understanding because it contains a summary of the material; additionally, it broadens student's knowledge horizon (Putra & Ayuningtyas, 2019).

Indriana in Kusumasari & Widihastuti (2018) revealed that a flipchart is a collection of sheets of paper combined to form a calendar, where the sheets of paper are arranged in sequence and tied at the top. Because the flipchart is only a sheet of paper to tell students how to use it, the evaluation sheet was made separately, containing questions about the uniqueness of traditional houses, traditional clothing, and matching names with pictures of traditional houses.

The flipchart learning media was then tested through a validation stage on two materials and two learning media experts. The assessment result was obtained from material experts in the "very feasible" category with several revisions, i.e., writing on the uniqueness of traditional houses and traditional clothing which had to be adapted again, fonts which had to be varied, cards which had to be colorful, and adding a question

regarding the uniqueness of traditional houses and traditional clothing. In Ibda's opinion, elementary school students have the characteristics of being mature enough to use thinking but need to use existing physical objects; without physical objects, students will still have difficulty completing their assignments, so they need interesting learning media that can contain knowledge of objects in visual form (Untari et al., 2018).

The following assessment of learning media experts was completed in one stage using a combination of two validators, with the category "very feasible." According to the material and media expert assessments, flipchart learning media was in the very feasible category for testing in elementary schools.

Afterward, trials with students or the implementation stage were conducted to ascertain students' responses to flipchart learning media. This trial phase was performed once directly with a large group of 25 students in class IV C as respondents. The responses given by the students showed the "very feasible" category. The response of students who had reached the very feasible criteria aligns with the advantages of flipchart learning media, which can make students happier in learning, more evenly distributed in student involvement in the learning process, and has easy, practical, and innovative use.

At the evaluation stage, what had been carried out from the previous development process and obtained validation results provided by material and media experts with an average score of 90.75% in the "very feasible" category with revisions up to the trial of students who got a score of 91.5% "very feasible" means that the ADDIE model development process has been successful in the learning media development process because, at each stage, there were revisions when it had been implemented. This is in agreement with the opinion of Sholeh (2019) that the evaluation will be said to be successful after implementing the ADDIE model stages.

CONCLUSION

Based on the research results and discussions described in this research, it can be concluded some facts. Flipchart learning media was developed using the ADDIE model

research design. The ADDIE model consists of five development stages: analysis, design, development, implementation, and evaluation. The analysis stage included curriculum analysis, basic competencies, learning indicators, materials, learning objectives, and learning needs analysis through interviews, class conditions, and student characteristics. The design stage comprised making a flowchart, designing the learning media material contained in the learning media, and designing the flipchart learning media. The development stage encompassed determining materials for Flipchart learning media, creating supporting content through evaluation sheets, product validation instruments by material and learning experts, and product revisions. The implementation stage covered large-scale response testing to students regarding student responses to learning media and looking at comments given to Flipchart learning media. The evaluation stage consisted of explaining the results of material expert validators, learning media experts, and student responses, used as a basis for learning media that is feasible for development.

The validity results of the flipchart learning media on theme 7, "The beauty of diversity in my country," from the two material experts obtained the category of "very feasible." From the two learning media experts, the average score falls into the "very feasible" category. Based on validation calculations, the overall score was in the "very feasible" category. Also, the response of 25 students in class IV C to the flipchart learning media "The beauty of diversity in my country" obtained the "very feasible" category. The result aligned with Setiawan & Napitupulu (2014) that in using flipcharts, teachers also become innovative in learning; not only that but students also channel their curiosity and become active in their learning.

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