

ARTICLE

Implementation of Flipbook Based Teaching Materials Pancasila Education Subjects to Improve the Mutual Cooperation Character of Class IV Students at SDN Karah 1 Surabaya.

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Abstract

The rapid development of globalization has brought significant changes to the world. In the current era, many media programs highlight weaknesses and promote negative behaviors, which, if left unchecked, may be easily imitated by children. This situation poses a risk of developing habits that undermine good character. Therefore, schools have an important role in instilling positive values. One such value is the spirit of mutual cooperation, which can be cultivated through the use of flipbook teaching materials in the Pancasila Education subject. This research aims to improve the mutual cooperation character of students by implementing flipbook-based teaching materials in Pancasila Education for Grade IV A students at SDN Karah 1 Surabaya. The research employed Classroom Action Research (PTK) conducted in two cycles. The subjects were Grade IV A students at SDN Karah 1 Surabaya. Data were collected before the intervention (pre-cycle) and after each cycle to measure the improvement in mutual cooperation. Pre-cycle: 28% of students achieved the expected character development, while 72% did not. Cycle I: Improvement to 45% complete and 55% incomplete. Cycle II: Further improvement to 90% complete and only 10% incomplete. These results demonstrate a significant increase, meeting the success indicators set for the study. The use of flipbook teaching materials in Pancasila Education effectively improved the mutual cooperation character of Grade IV A students at SDN Karah 1 Surabaya when implemented in accordance with PTK procedures. It is recommended that educators integrate innovative digital teaching materials, such as flipbooks, to foster positive character values in students, and further research can explore its application in other subjects and grade levels.

Keywords: Cooperative Character, Flipbook, Pancasila Education

1. Introduction

The rapid development of globalization has penetrated the children behavior especially those who are in their school age. Children at elementary school age tend to imitate easily because they are experiencing sensory development that allows them to observe their surroundings better ([1]); [2] ; [3]). Currently, many media broadcasts denounce weaknesses and abuse other people. As stated by [4] and [5] light government regulations and limited accountability have resulted in social media platforms also becoming a source of hate speech, public humiliation, violence, trolling, cyberbullying, cyberstalking, exploitation, defamation, hatred, misogyny, misinformation, disinformation, and doxxing. If this is left without proper supervision, children can easily imitate this behavior and develop character-destroying habits. Therefore, it is very important to integrate positive character into the school education curriculum to form individuals who have superior quality and integrity.

Character education is an effort to shape values and personality in children from an early age to positively influence their emotional, spiritual, and personality development ([6]). This process should start when children enter elementary school to college. Currently, there are concerns about the possible loss of Indonesian national identity, which is reflected in people's behavior which tends not to demonstrate values such as honesty and tolerance ([7]). Implementing character education in schools involves teaching moral values that are closely related to societal norms. It is hoped that students will be able to act, think, and behave following applicable values and norms. Character education is also part of Pancasila Education, which uses appropriate strategies to instill character values in students. Five main character values are instilled, namely independence, cooperation, integrity, nationalism, and religiosity. With the right approach, character education can be an important foundation in forming a young generation who has integrity and is committed to good moral values ([8]) . This is the key to maintaining and strengthening the identity of the Indonesian nation amid globalization and dynamic social change. In the context of the current situation, there is a view that the Indonesian people are starting to feel the loss of their identity.

One element of national identity that is formed from collective values is the culture of cooperation ([9]). This culture is considered a principle that should be upheld by all Indonesian citizens in all aspects of life. Humans are considered social creatures who are unable to live alone and need help and cooperation from other people. Cooperation is considered an attitude that must be instilled in humans to help others. The character of cooperation reflects acts of mutual respect and help between others. Several indicators of the character of cooperation include commitment to joint decisions, cooperation, volunteer spirit, deliberation for agreement, inclusiveness, respect for differences, rejection of discrimination and violence, solidarity, cooperation, and empathy ([10]).

Cooperation has a very significant goal in strengthening solidarity among members of society, overcoming differences, and strengthening social ties ([9]). In connection with this opinion, [11] and also [12] argued that it is important to maintain, care for, and apply the principle of cooperation in life together. One step to achieve this is through the education sector. From an early age, children need to be introduced to and accustomed to activities that contain values and a spirit of cooperation.

The learning method, process, and teaching materials are important factor that influences the achievement of goals, which is assessed by changes in student behavior, including increasing knowledge, skills, and attitudes. To face the challenges of the modern era of the 21st century, teachers need to develop innovations in learning method, including in the preparation of teaching materials. Teaching materials include various resources that support teaching and learning activities, such as handouts, books, modules, student worksheets, brochures, interactive CDs, and the Internet ([13]).

Teaching materials must be designed interestingly so that they can attract students' interest in learning and facilitate their understanding of the material. One innovation that can be used is the applica-

tion flipbook in learning. Also as argued by ([14]) and ([15]), flipbook is a digital format that contains complete learning material with learning videos that are relevant to the student's experiences. This will create an interesting and relaxed learning environment, both at home and in the classroom [16]). Application flipbook in learning Pancasila education, especially related to the concept of cooperation, can increase students' interest in learning and strengthen their understanding of the material. With good design, the character values contained in the material can be conveyed clearly so that students can relate them to their daily lives. This supports the implementation of these values in daily practice.

Utilization flipbook the learning process brings many important benefits that can increase learning efficiency and better facilitate students' learning styles. For example, students who tend to learn visually can access the material presented in the flipbook directly. For learners with an auditory learning preference, videos are embedded deeply. Flipbook can be an effective tool for gaining a deep understanding of the material. Meanwhile, students who prefer to learn kinesthetically, can take notes from the material flipbook and take part in practice questions to hone their skills. Additionally, using flipbooks also encourages the active involvement of students in the learning process by creating interesting and interactive learning experiences. This helps to ensure that the learning process is not only understood mechanically but is also meaningful for students. Another benefit is the flexibility of access, where students can easily access flipbooks anywhere and anytime according to their learning needs. Thus, using flipbooks in learning provides solutions that are flexible, interactive, and responsive to students' learning needs, which overall can increase the effectiveness of learning.

Several previous studies have highlighted the effectiveness of flipbooks as learning media. Zahra et al. (2024) found that flipbooks are worthy of adoption and provide meaningful learning experiences that contribute to students' character development. Similarly, [17] concluded that flipbooks are appropriate in terms of content quality, design, and have received positive feedback from students. [16] also reported that the use of flipbooks can enhance student participation, learning motivation, and the ability to apply lesson materials in daily life.

Based on these findings, this research seeks to address issues observed in class IV A, where some students did not complete their picket duties or only did a small portion, and in group assignments, some preferred to work individually rather than collaboratively. Therefore, this study aims to improve students' cooperative attitudes through the use of flipbooks in Pancasila Education learning at SDN Karah 1 Surabaya.

The results of a study conducted by [18] show that the use of flipbooks as a learning tool is worthy of adoption and provides a meaningful learning experience in forming the character of students. Research conducted by [17] also concluded that flipbooks as a learning medium are assessed as appropriate from various perspectives, including content, design, and positive responses from students. Research conducted by Aprilutfi (2022) shows that implementing a flipbook in the learning process can increase student participation, learning motivation, and the ability to apply lesson material in everyday life. The results of the researcher's observations in class IV A found that several students did not carry out picket duties or only carried out a small number of them. Apart from that, when given group assignments, some students tend to complete the assignment independently or do not actively participate with their group members. Based on this, this research has an important relationship in efforts to improve students' cooperation attitudes through the use of a flipbook in learning Pancasila Education at SDN Karah 1 Surabaya.

2. Methods

This research is classified as Classroom Action Research (PTK), which is a systematic investigative process conducted by teachers in their own classrooms to improve the quality of the teaching and learning process ([19]);[20]). The PTK method is particularly effective because it allows teachers to act as both researchers and practitioners, enabling continuous reflection and improvement of instructional practices ([21]). According to ([22]), PTK is carried out collaboratively with students as research subjects, aiming to overcome learning problems, enhance student engagement, and improve learning outcomes.

The participants in this study consisted of 28 students of class IV A, comprising 15 male students and 14 female students. The research was conducted at SDN Karah 1 Surabaya during the even semester of the 2023–2024 academic year. The selection of participants and research site was based on purposive sampling, considering the classroom's diverse characteristics and the observed need for improvement in cooperative attitudes ([23]).

The PTK design followed the four-stage cycle model—planning, action, observation, and reflection—as proposed by ([24]). In the planning stage, lesson plans, learning media (flipbook), and research instruments were prepared. The action stage involved implementing learning activities using the flipbook-based teaching materials. The observation stage used observation sheets to record students' cooperation attitudes and active participation during lessons. The reflection stage analyzed observation results to determine the success of the cycle and plan necessary improvements for subsequent cycles ([25]).

Data collection in this study utilized structured observation sheets supported by field notes to capture qualitative aspects of student behavior and interaction ([26]). Observation was chosen as the primary technique because it allows direct assessment of student engagement and cooperation in real classroom settings ([27]). This approach is in line with recent findings by ([28]) and Prastyo Nurhayati (2021), which indicate that observational methods in PTK are effective for evaluating character-based learning outcomes such as cooperation, discipline, and responsibility.

Table 1. Student Mutual Cooperation Characteristics

No	Elements & Sub Elements	Assessment Indicator			
		Excellent	Good	Fair	Bad
1	Collaboration: Building and maintaining a team to work together with a solid agreement and providing feedback.	Creating a team to build the task with a solid and sincere agreement to achieve agreed goals.	Creating a team and building it to achieve agreed goals.	Creating a team to achieve goals.	Creating a team to complete tasks without considering agreed goals.
2	Concern: Taking appropriate roles to ensure other tasks are also completed as required in order to achieve shared goals.	Carrying out group activities together to achieve agreed goals.	Carrying out group activities together to complete assignments.	Carrying out group activities together.	Carrying out group activities only to finish assignments.

No	Elements & Sub Elements	Assessment Indicator			
		Excellent	Good	Fair	Bad
3	Share: Giving and receiving sharing for personal development, school, and life. (Sharing individual and group experiences during the project and adopting them).	Share individual and group experiences related to the project and adopt them.	Share individual or group experiences related to the project.	Share individual or group experiences and tasks given during the project.	Share only experiences and tasks during the project without reflection.

This research was carried out through a series of cycles, including pre-cycle, cycle I, and cycle II, each consisting of four stages.

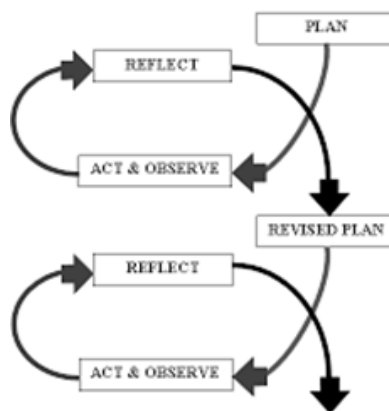


Figure 1. The Action Research Planner ([19])

The initial stage is planning, where the focus is on planning the actions that will be implemented during the learning process, which have been designed according to solutions to previously identified problems. The second stage is implementation, where the planned actions are implemented in the learning process, with the researcher acting as an instructor who provides instructions to students to overcome the challenges faced. The third stage is observation, which involves evaluating the learning process using assessment instruments that have been prepared previously. In this stage, the researcher was accompanied by a Field Supervisor (DPL), a supervising teacher, and fellow students to evaluate the implementation of ongoing actions. The final stage is reflection, which involves analysis of the implementation of the actions that have been taken. Evaluation is carried out by researchers and observers to assess achievements and deficiencies in implementing actions, making it possible to improve or plan the next steps in the next cycle. The reflection stage aims to evaluate the results and shortcomings of the actions that have been implemented as a basis for improvement in the next cycle.

Assessment was carried out on aspects of the cooperation character in class IV A of SDN Karah 1 Surabaya before implementing the teaching materials flipbook, learning activities using the teaching materials flipbook, as well as students' social skills related to cooperation. This research uses descriptive quantitative analysis, with the results of the Student Worksheet (LKPD) as the main data, which is then analyzed using the descriptive method by determining the average. Character criteria can be found in Table 2 below.

Table 2. Criteria for Student' Mutual Cooperation Character

Criteria	Information
13–15	Excellent
9–12	Good
5–8	Fair
1–4	Bad

In this research, data analysis uses a quantitative descriptive approach. The focus of the research analysis is the cooperation character of class IV A students. To evaluate the increase in students' cooperation character, the researcher calculated the total score obtained by the students, which was then divided by the number of students in the class to get the average questionnaire score, which is formulated as follows.

The average score is calculated as:

$$\bar{X} = \frac{\sum X}{N}$$

Where: $\bar{X}$ = Average value

$\sum X$ = The sum of all students' grades

N = Number of students

The percentage of completeness is calculated as:

$$P = \frac{n}{N} \times 100\%$$

Where: P = Percentage of completeness of the mutual cooperation character

n = Number of students who completed

N = Total number of students

3. Results and Discussion

3.1 Results

The findings of this study indicate that the implementation of flipbook-based teaching materials in Pancasila Education at SDN Karah 1 Surabaya significantly improved students' cooperation attitudes. After the use of the flipbook, students demonstrated higher participation in group activities, better fulfillment of shared responsibilities such as picket duties, and more active collaboration in completing tasks. These improvements suggest that the flipbook not only enhanced content comprehension but also fostered positive social interactions among students.

These findings are in line with [29], who emphasized that the contribution of learning media in education should not be overlooked, as it facilitates understanding of the material and increases students' interest in learning. Similarly, Sapriyah highlighted that learning media is essential for both educators and students, serving to simplify the learning process while simultaneously motivating learners. In agreement, [30] stressed that systematically and attractively designed learning materials can significantly boost students' enthusiasm and engagement.

The use of the flipbook aligns with [31] assertion that adopting digital flipbooks is a smart strategy to create a more engaging and dynamic classroom atmosphere. According to Amanullah, flipbooks

not only make learning more communicative but also help students better grasp the teacher's explanations. This effectiveness stems from the combination of visual appeal and interactivity, which together enhance the learning experience. From this perspective, integrating digital flipbooks offers multiple advantages for both teachers and students, including increased motivation, deeper understanding, and a more dynamic learning environment. These benefits reinforce the role of learning media as a key factor in improving the quality of education.

[29] emphasized that the importance of the contribution of learning media in the educational context should not be ignored. Sapriyah highlighted that learning media is an important need for educators and students, which can simplify the learning process by facilitating understanding of the material and arousing students' interest in learning. Learning media plays a very important role in supporting the teaching and learning process by facilitating understanding of the material and stimulating students' interest in learning. [30] also emphasized awareness of the significance of learning media, highlighting that the use of learning materials that are designed systematically and interestingly can increase students' enthusiasm and interest in learning.

One of the media used is the flipbook. Adopt flipbook digital is considered a smart strategy for creating a more interesting and dynamic learning atmosphere in the classroom, as noted by [31]. Amanullah pointed out that flipbook not only contributes to making the learning atmosphere more communicative but also help students understand the material taught by the teacher. Therefore, not only focus on the visual aspect but also pay attention to the interactivity aspect which can substantially improve the learning experience. From this point of view, using flipbook Digital has many advantages for educators and students, such as increasing enthusiasm and interest in learning and creating a more interesting and dynamic learning atmosphere. Thus, learning media becomes a key factor in improving the quality of education.

The application of cooperation character education in learning Pancasila Education for class IV A students at SDN Karah 1 Surabaya has shown several indications of success in forming the character of cooperation. In this case, every activity carried out by the teacher involves monitoring student activities throughout the day at school, from the moment of arrival until the completion of the learning process. This research uses a PTK approach which consists of 4 stages, namely planning, implementation, observation, and reflection.

At the planning stage, researchers it has been done teaching modules, teaching materials, learning media, LKPD, assessments, and research instruments. The teaching materials used are based on a flipbook. Making flipbooks with the help of the Canva application and the Heyzine website. Canva is used to illustrate flipbooks so that it has a more attractive appearance, and the Heyzine website can change designs saved in PDF form to flipbooks. The second stage is implementation, researchers carry out learning in class by implementing teaching materials flipbook and assessing students' cooperation character through attitudes when discussing with their group. In the third stage of observation, the researcher make observations based on the results of students' achievements regarding the character of cooperation in each cycle. In the fourth stage of reflection, researchers will analyze the results of students' achievements regarding the character of cooperation. If an incomplete value is obtained, improvements will be made until it is complete. Table 1 below contains the results of student achievements regarding the character of cooperation in class IV A at SDN Karah 1 Surabaya.

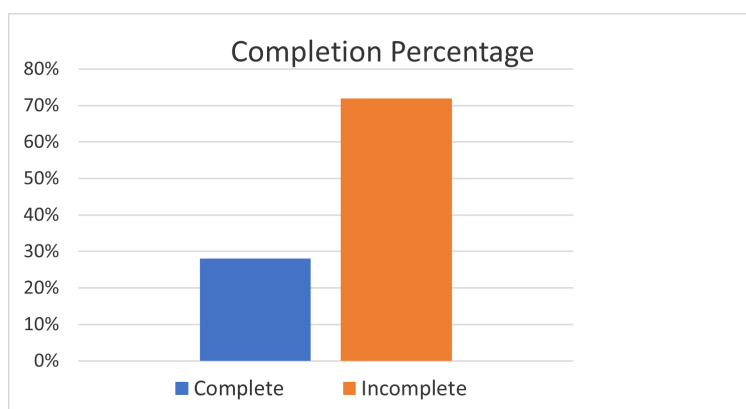
Based on the results of the analysis from Table 3 and Figure 2, there is a significant increase in the cooperation character of students from pre-cycle to cycle II with the use of teaching materials flipbook interactive. The results of observations of students' attitudes in the learning process show that the cooperation attitude that is intended to be improved in this research has achieved the predetermined indicators of success. Students have shown progress in the practice of cooperation which will become a reference in forming their attitudes in cycle II.

Table 3. Comparison of Mutual Cooperation Character Assessment

No	Completeness	Pre-cycle		Cycle I		Cycle II	
		Total	Percentage (%)	Total	Percentage (%)	Total	Percentage (%)
1	Complete	8	28%	13	45%	26	90%
2	Incomplete	21	72%	16	55%	3	10%
Total		255		277		317	
Average Value		9		10		11	
Highest Score		15		15		15	
Lowest Score		5		6		9	

Figure 2. Completion Percentage Graph

In the pre-cycle, the researcher made observations in class IV A regarding the students' cooperation character. The observation results indicate that the level of completeness for the cooperation character reached only 28% or 8 students. This means that only 28% of the students met the established character standards.

**Figure 3.** Pre-Cycle Completion Percentage Graph

In cycle I, a learning process was carried out with the planning stage of compiling the learning but not yet including its flipbook as teaching material. The material taught is Pancasila Education about the cooperation lifestyle. At the implementation stage, there was 3 activities, namely preliminary activities, core activities, and closing activities in this learning. Learning was carried out using models of cooperative learning STAD type with a time allocation of 2 times 35 minutes. At the observation stage, there was an increase to 45%, or a total of 13 instances, indicating an improvement in the learning process. While this shows progress, it is still not optimal. In the reflection stage of cycle I, several aspects of the learning implementation need improvement. Teachers should take specific steps to enhance the quality of the learning process in the next cycle.

In cycle II, a learning process was carried out with the planning stage of composing learning using flipbook teaching material. The material taught is Pancasila Education about the cooperation lifestyle. At the implementation stage, there are three activities, namely preliminary activities, core activities, and closing activities in this learning. Learning was carried out using models of coopera-

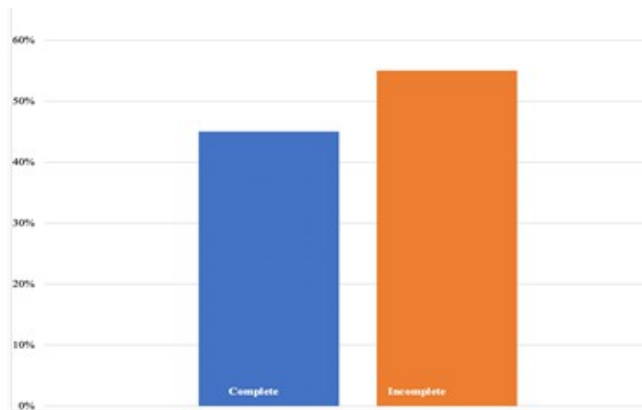


Figure 4. Cycle I Completion Percentage Graph

tive learning STAD type with a time allocation of 2 times 35 minutes. At the observation stage, there was an increase to 90% or a total of 26 students, indicating further development in the effectiveness of teaching materials. Flipbook interactive. This was shown by the increase in students who completed cycle I to 13 and in cycle II increased to 26. The average completion score in cycle II is much higher when compared to pre-cycle and cycle I. At the reflection stage, it can be concluded that the learning objectives in cycle II have been successfully achieved following expectations. Student activities and learning outcomes have experienced a significant increase. Therefore, there is no need to continue learning for the next cycle.

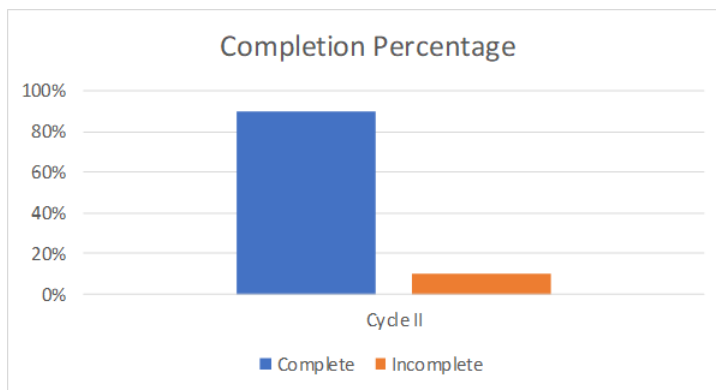


Figure 5. Cycle II Completion Percentage Graph

Comparison between the pre-cycle, cycle I, and cycle II above and the improvements made, it is very clear that the actions implemented in the learning process have a significant impact on improving students' cooperation attitudes. The better the actions taken, the better the results obtained. There are corrective actions taken by changing the way students participate in their groups, as well as encouraging them to exchange opinions and discuss the material taught by the teacher. In addition, awards are given individually to motivate students.

This analysis shows an increase in the use of teaching materials based on flipbook interactive consistently increases the effectiveness of student learning. This can be interpreted to mean that the learning method can significantly improve students' understanding and skills over time and falls

within the "excellent" criterion. However, despite the notable improvement, it is important to recognize that a small number of students have not yet achieved the desired level of learning completeness, particularly in the pre-cycle and cycle I stages. Therefore, an evaluation is needed to identify the factors preventing students from reaching the expected level of learning completeness and to continue improving the quality of teaching materials and learning processes.

These results are supported by research conducted by [18], which demonstrates that using a flipbook as a learning tool is effective and provides a meaningful learning experience in shaping students' character. Research conducted by [32] demonstrates that the use of media-based learning flipbooks can be applied effectively to develop character education both at school and at home.

Based on the results of this research, the use of teaching materials based on flipbook has a positive impact on improving the cooperative character of students at school. Research shows that class IV A students at SDN Karah 1 Surabaya experienced an increase in the character of cooperation through the discussion process with their group. Therefore, flipbooks only successful in conveying lesson material but also have the potential to strengthen the character of students. This is because flipbooks can make the learning experience effective, interesting, and inspiring to achieve better learning outcomes.

3.2 Discussion

The significant improvement in students' cooperation character from 28% in the pre-cycle, to 45% in cycle I, and finally to 90% in cycle II demonstrates the high effectiveness of integrating flipbook-based teaching materials into Pancasila Education for Class IV A at SDN Karah 1 Surabaya. This finding aligns with the results of [18] and [32], who reported that flipbooks are not only effective in delivering content but also in shaping positive character values such as cooperation. Similarly, recent studies have confirmed that flipbook media can significantly improve students' engagement, motivation, and collaborative learning skills ([33]; [34]; [35]).

The success in this study can be attributed to the dual strengths of flipbooks—visual appeal and interactivity which, according to ([36]), make lessons more communicative and aid comprehension. Research by [37] and [38] further highlights that digital flipbooks, when designed with attractive visuals and interactive features, can maintain students' attention and encourage active participation. Moreover, the integration of the STAD cooperative learning model with digital flipbooks aligns with the findings of ([39]), where cooperative learning models combined with digital media increased social skills, mutual respect, and group problem-solving abilities.

The observed increase in cooperation is also consistent with the work of [35], who demonstrated that interactive flipbooks can enhance critical thinking and encourage students to work together in solving problems. In addition, *Eduatif Journal* (2024) reported that well-designed digital flipbooks could achieve high levels of content validity and media quality, making them effective for use in character education contexts. Similar improvements in engagement and collaboration were noted in studies by UNNES (2024) and the multimodal flipbook research by [20], which emphasized that integrating text, images, audio, and video can significantly enrich the learning experience.

From an instructional design perspective, teacher readiness and needs assessment studies indicate that educators perceive flipbooks as a strategic solution for delivering interactive and contextually relevant materials. This perception is supported by broader educational technology research Springer, (2022) ; UNESCO, (2024), which confirms that ICT-based innovations can enhance inclusivity, active learning, and overall student performance when integrated into structured pedagogical models.

Furthermore, the reward system applied during the learning process in this study served as an ex-

trinsic motivator, resonating with [40], who found that recognition and rewards reinforce positive student behaviors in collaborative settings. The combination of visual interactivity, structured cooperative learning, and motivational reinforcement appears to be a key driver of the improvements observed in this research.

In conclusion, the integration of flipbook-based teaching materials in Pancasila Education has proven to be an effective pedagogical strategy for enhancing cooperation character among elementary students. These results are supported by a growing body of literature from both national and international research that validates the use of digital flipbooks as a means to foster both cognitive and socio-emotional competencies. Nevertheless, as noted by several studies, continued evaluation is needed to address barriers for students who have not yet achieved mastery and to ensure equitable access to technology, thereby maximizing the impact of this innovative learning approach.

4. CONCLUSIONS

The learning process is carried out using models cooperative learning STAD type using teaching materials flipbook. The material used is the cooperation lifestyle. The learning process is carried out in 3 activities, namely preliminary activities, core activities, and final activities which are carried out with a time allocation of 2 times 35 minutes. The character of cooperation is assessed during the learning process using an observation sheet. The flipbook teaching materials used in learning cycle II are part of the core learning activities. The flipbook teaching materials can be used to enhance the character of mutual cooperation in the Pancasila subject for fourth-grade students in class IV A at SDN Karah 1 Surabaya, implemented according to the stages of Classroom Action Research (PTK). The pre-cycle results showed 28% complete and 72% incomplete. Then, actions were taken in cycle I which showed 45% complete and 55% incomplete. These results cannot be said to be successful because they have not yet reached the success indicators (with a criterion of 13-15 which is considered excellent). Then another action was carried out in cycle II which showed 90% completeness and 10% incompleteness. This result was said to have been successful because there had been an increase and achieved indicators of success (with a criterion of 13-15 which is considered excellent).

Based on the conclusions obtained in this research, several suggestions can be taken into account, including that teachers should use a variety of teaching materials that can make students not feel tense, bored, and bored when following lessons. The goal is for students to become more active and productive. For teachers, learning that uses teaching materials is based flipbook worthy of consideration as a support for learning and can improve the cooperative character of students. For other researchers, it is hoped that this can serve as a reference for future studies related to Classroom Action Research (PTK) and the character of mutual cooperation.

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