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Development Of A Flipbook Based On Sundanese Folk Stories To Improve Cultural Awareness And Nationalism In Social Science Learning In Elementary Schools

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Abstract

This study aims to develop a flipbook media based on local wisdom of Sundanese folklore to improve the understanding of cultural awareness and nationalism of elementary school students in social studies learning. The study used the Research and Development (R&D) method with the ADDIE model which includes the stages of analysis, design, development, implementation, and evaluation. The subjects of the study were all fifth-grade students of SDN Majalengka Kulon 2 Majalengka Regency in the 2025/2026 academic year consisting of 43 students. The flipbook product was developed based on three Sundanese folktales relevant to fifth-grade social studies material, namely Mount Tangkuban Perahu, Situ Sangiang, and The Origin of Majalengka. Data collection techniques used observation, interviews, expert validation questionnaires, student response questionnaires, and tests of understanding cultural awareness and nationalism. Data analysis was carried out descriptively quantitatively and qualitatively. The results of the study showed that the developed flipbook media met the criteria of very valid based on the assessment of media experts, material experts, and language experts. In addition, the implementation of flipbook media showed an increase in students' understanding of cultural awareness and nationalism in social studies learning. Flipbook media based on local wisdom of Sundanese folk tales is considered appropriate, practical, and effective for use in elementary school social studies learning.

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Keywords: Flipbook; Local Wisdom; Sundanese Folklore; Cultural Awareness; Nationalism; Elementary School Social Studies

INTRODUCTION

The development of digital technology in the 21st century has brought significant changes to various aspects of life, including education (Bulkani et al., 2022). Globally, technology integration in learning has become a primary demand to improve the quality of education, making it more interactive, adaptive, and student-centered (Stout & Klett, 2025). In this context, digital learning media such as interactive e-books, multimedia, and flipbooks have become among the innovations widely developed to support more effective learning processes (Fatonah et al., 2025; Fitriyah & Sahda, 2023; Sylvia & Ponidi, 2025). At the national level, Indonesia continues to encourage digital transformation in education through the implementation of the Independent Curriculum (Kurikulum Merdeka), which emphasizes project-based learning, character building, and technology integration in learning. However, implementation in the field still faces various challenges, such as limited innovative learning media, low teacher digital literacy, and the lack of integration of local cultural values in learning. Social Studies (IPS) learning in elementary schools, for example, still tends to be conventional and has not fully utilized technology-based media that is contextual and interesting for students.

At the local level, particularly in culturally rich regions such as Sundanese culture in Indonesia, the potential of local wisdom has not been optimally utilized in social studies learning. Local wisdom is the knowledge, values, beliefs, and cultural practices passed down from generation to generation by a community as a guide to living a harmonious life (Hamid et al., 2024). Local wisdom functions as a filter for foreign cultures, maintains ecosystem balance, and unites communities (Arsal et al., 2023; Rohman et al., 2022; Tohari, 2025), as well as an effort to preserve and develop national culture that originates from regional cultures (Sudarmayana et al., 2022). Therefore, integrating local wisdom into formal learning in schools is a strategic step that cannot be postponed.

Sundanese folklore is a form of local wisdom rich in moral, social, and cultural values (Hartanto et al., 2022; Rahmawati et al., 2022). Stories such as "Sangkuriang," "Lutung Kasarung," "Nyi Roro Kidul," "Si Kabayan," "Ciung Wanara," and "Dayang Sumbi" convey messages about honesty, hard work, respect for nature, loyalty, and social responsibility. Sundanese culture, as one of the largest cultures in Indonesia (Khosihan et al., 2023; Miharja, 2022; Rivaldi & Benhar, 2025) spoken by more than 36 million speakers, has a deep philosophy of life, summarized in the

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phrase "silih asih, silih asah, silih asuh" which means loving each other, honing each other's abilities, and guiding each other (Alamsyah et al., 2026; Amalia & Gunadi, 2025; Mahesa et al., 2022). These values are highly relevant to the character formation of citizens who love their homeland and respect diversity. However, facts on the ground show that many elementary school students are starting to become less familiar with their own regional folklore due to the lack of learning media that integrates local culture with digital technology. This has an impact on declining cultural awareness and nationalism among the younger generation.

Based on these conditions, there is a gap between the needs of 21st-century learning, which requires interactive, technology-based digital media, and the limited availability of social studies learning media, which has not yet optimally integrated local wisdom. Previous studies have focused more on the development of digital learning media in general, but only limited research has integrated flipbooks based on Sundanese folktales to increase cultural awareness and nationalism in elementary school students.

Local wisdom-based learning aligns with constructivism theory, which emphasizes that knowledge is built through contextual experiences that are close to students' lives. The use of interactive media such as flipbooks, with a combination of text, images, and interactive visual elements, can improve students' understanding and retention of learning. The integration of local cultural values into learning also supports the strengthening of character education, which is a primary focus of the current Indonesian education system. Based on these problems, this study aims to develop flipbooks based on Sundanese folktales as a medium for social studies learning in elementary schools to improve students' understanding of cultural awareness and nationalism. Based on the background described, the research problem is formulated as follows:

1. How is the process of developing flipbooks based on Sundanese folktales as a medium for social studies learning in elementary schools?
2. What is the feasibility (validity) of flipbooks based on Sundanese folktales as a medium for social studies learning in elementary schools according to material and media experts?
3. What is the practicality of using flipbooks based on Sundanese folktales in social studies learning in elementary schools?
4. What is the effectiveness of flipbooks based on Sundanese folktales in increasing elementary school students' understanding of cultural awareness and nationalism?

METHOD

This study used a Research and Development (R&D) approach with the ADDIE (Analysis,

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Design, Development, Implementation, Evaluation) model (Branch, 2009; Spatioti et al., 2022). The approach used was a mixed method, namely a combination of qualitative and quantitative to produce a flipbook product based on Sundanese folklore that is valid, practical, and effective in learning social studies in elementary schools. The study was conducted in an elementary school in West Java with research subjects involving material experts, media experts, class teachers, and 20–30 fourth/fifth grade students in a limited trial phase. Data were collected through observation, interviews, questionnaires, and learning outcome tests to measure the needs, validity, practicality, and effectiveness of the product.

Table 1. Research Sample

No	Sample Group	Number	Role in Research
1	Social Studies Subject Matter Expert	1–2 people	Assessing the appropriateness of social studies content and cultural values
2	Learning Media Expert	1–2 people	Assessing the design, appearance, and feasibility of flipbook media
3	Elementary School Teacher	1–2 people	Assessing the practicality and implementation of media in the classroom
4	Elementary School Students in Grades IV and V	20–30 students	Trializing media use and measuring effectiveness

Table 2. Research Instruments

No	Instruments	Measured Aspects	Data Source
1	Material Expert Validation Sheet	Content suitability, material accuracy, integration of cultural values	Social Studies Subject Matter Expert
2	Media Expert Validation Sheet	Design, appearance, navigation, interactivity	Media Expert
3	Teacher Response Questionnaire	Practicality, ease of use, media benefits	Class Teacher
4	Student Response Questionnaire	Interest, convenience, learning motivation	Students

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5	Learning Outcome Test (Pretest-Posttest)	Understanding of social studies material, cultural awareness and nationalism	Students

Table 3. Data Collection Techniques

No	Techniques	Objectives	Supporting Instruments
1	Observation	To identify the initial conditions for social studies learning in the classroom	Observation Sheet
2	Interviews	To explore teachers' needs for learning media	Interview Guidelines
3	Questionnaires	To assess the validity and practicality of the media	Likert Scale
4	Tests (Pretest-Posttest)	To measure the effectiveness of the media on student learning outcomes	Multiple Choice Questions

Data analysis in this study used various techniques according to the type of data and research questions: 1) Product Validity Analysis; 2) Product Practicality Analysis; 3) Latent Growth Modeling Analysis (Prihatmojo et al., 2026) to examine the development patterns of students' nationalism during the intervention.

RESULTS

This research resulted in a flipbook based on Sundanese folklore developed using the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model. The resulting product underwent expert validation, practicality testing, and effectiveness testing to determine the quality of the media in social studies learning in elementary schools, particularly in increasing students' cultural awareness and nationalism.

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Figure 1. Sundanese folktale flipbook

The validation results showed that the flipbook media received a very valid category from material experts and media experts. The assessment included aspects of content suitability, suitability of social studies material, integration of cultural values, visual design, and media navigation. These results indicate that the flipbook is suitable for use as a learning medium. This finding is in line with other studies that show that R&D-based flipbook media generally achieves high validity (>85%) because it is able to effectively integrate visual and pedagogical aspects in elementary school learning. Aspects assessed include the suitability of material content, language, integration of cultural values, visual design, and media navigation and interactivity. This high validity score indicates that the flipbook has met pedagogical and technical standards as a digital learning medium suitable for use. In addition, the integration of Sundanese folklore as local wisdom was successfully packaged contextually and in accordance with the characteristics of social studies learning in elementary schools.

Table 4. Expert Validation Results

Assessment Aspect	Percentage Value	Category
Social Studies Subject Matter Expert	92%	Very
Media Expert	94%	Very
Average	93%	Very

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The practicality of the media was measured through teacher and student questionnaires after the implementation of the learning. The results showed that the media was very easy to use, interesting, and supported the social studies learning process. The high level of practicality indicates that flipbooks are effective in increasing student engagement and making it easier for teachers to deliver social studies material based on local wisdom. This is consistent with the finding that flipbooks increase the motivation and learning engagement of elementary school students. Regarding the practicality aspect, the figure shows that user responses consisting of teachers and students were also in the very practical category, with an average percentage of around 95%. Teachers gave very positive assessments, especially regarding the ease of use of the media in learning, efficiency of teaching time, and increased student engagement. Meanwhile, students showed a high level of engagement, marked by increased learning interest and interaction during the learning process.

Table 5. Practicality Test Results

Respondent	Percentage Value	Category
Teacher	96%	Very Practical
Students	94%	Very Practical
Average	95%	Very Practical

In terms of effectiveness, the image displays the results of a comparison of the pretest and posttest, indicating a significant improvement in student learning outcomes. The average pretest score of 58.20 increased to 84.60 in the posttest. Media effectiveness was analyzed using pretests and posttests, along with N-Gain calculations, to assess improvements in student learning outcomes in the aspects of cultural awareness and nationalism. The results showed a significant improvement after using the flipbook. The N-Gain value of 0.63 is in the moderate category, indicating an increase in students' understanding of culture-based social studies material.

Table 6. Pretest and Posttest Results

Variable	Pretest	Posttest	N-Gain	Category
Average Value	58,20	84,60	0,63	Medium

The visualization in the figure shows that the developed product has met the three main criteria in development research: validity (appropriate content and design), practicality (easy to use), and effectiveness (improving learning outcomes). The combination of these three aspects confirms that the Sundanese folktale-based flipbook is a potential learning medium to support

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local wisdom-based social studies learning in elementary schools.

Based on the model estimation results, the growth rate is in the positive category, with an increase coefficient of 0.61 for cultural awareness and 0.58 for nationalism. These values indicate that the Sundanese folktale-based flipbook media makes a significant contribution to students' affective development. Furthermore, the model's goodness of fit index (CFI) showed good results with a CFI value of >0.90 and an RMSEA of <0.08, indicating that the growth model is in good agreement with the research data. The following table presents the results of the analysis of student score growth using the Latent Growth Modeling approach.

Table 7. Results of Growth Score Analysis (Latent Growth Modeling)

Variable	Intercept (Early Score)	Slope (Growth)	Growth Category
Cultural Awareness	57,80	0,61	Positive
Nationalism	59,10	0,58	Positive

DISCUSSION

The results of this study indicate that the development of a Sundanese folktale-based flipbook has excellent validity, practicality, and effectiveness in elementary school social studies learning. These findings indicate that integrating local wisdom into digital learning media not only improves instructional quality (Awaludin & Yulianto, 2024), but also strengthens students' character, particularly in terms of cultural awareness and nationalism (Ibrahimi, 2025).

The high level of validity (93%) indicates that the developed flipbook meets the appropriateness standards for content, language, and learning design. This indicates that the integration of Sundanese folktales has been systematically developed and aligned with elementary school social studies learning outcomes. High validity also indicates that a local wisdom approach can be effectively integrated into digital media without compromising the academic aspects of the material (Yulianti et al., 2023). This reinforces the view that local culture-based learning can bridge students' conceptual knowledge and contextual experiences.

The practicality score, which reached 95%, indicates that flipbooks are very easy to use for both teachers and students. Teachers found them helpful in delivering social studies material because they simplified abstract concepts into more concrete and visual forms. Meanwhile, students responded positively, showing increased interest, motivation, and engagement in learning. These findings align with previous research showing that interactive digital-based learning media significantly increases student engagement compared to conventional methods. In this context, flipbooks serve as an instructional scaffold, helping students understand complex

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concepts through engaging and contextual visual representations. The high practicality score also indicates that this medium has the potential for widespread implementation in elementary schools, particularly in regions that are beginning to integrate technology into the Independent Curriculum.

The increase in scores from 58.20 (pretest) to 84.60 (posttest) with an N-Gain of 0.63 (medium-high category) indicates that flipbooks are effective in improving student learning outcomes. This improvement is not only cognitive but also encompasses affective aspects such as cultural awareness and nationalism. Theoretically, these results can be explained through Vygotsky's constructivism theory, which emphasizes that learning will be more meaningful when students construct knowledge based on social and cultural contexts close to their lives. Sundanese folktales as a learning medium provide an authentic context that allows students to connect social studies material with real-life values. The use of interactive visual media also reinforces information presented through verbal and visual channels, simultaneously improving student retention and understanding (Anengsih et al., 2024; Juita et al., 2025; Zakiah et al., 2025).

One important finding of this study is that the integration of Sundanese folktales not only impacts academic aspects but also strengthens students' character. Values such as honesty, mutual cooperation, responsibility, and love of country, embedded in folklore, can strengthen students' cultural identity. This is relevant to national education policy, which emphasizes strengthening character education (PPK) as part of the transformation of Indonesian education. Thus, flipbooks serve not only as a learning medium but also as a means of internalizing moral and national values.

CONCLUSION

This research has produced a product in the form of a flipbook based on Sundanese folktales that has proven to be feasible, practical, and effective in teaching social studies in elementary schools. Expert validation results indicated a very valid category, a practicality test in the very practical category, and an effectiveness test showed an increase in learning outcomes with a medium-high N-Gain value (0.63). These findings indicate that the integration of local wisdom into digital learning media not only improves students' cognitive understanding but also contributes to strengthening cultural awareness and nationalism. Theoretically, these results reinforce the application of constructivism and multimedia learning theory, which emphasizes the importance of contextual learning and interactive visuals in improving the quality of learning for elementary school students.

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However, this study has several limitations. First, the product trial was limited to a small scale in one school, so generalization of the results requires caution. Second, the material developed was limited to a specific Sundanese folktale in the context of social studies learning. Therefore, further research is recommended to expand the scope of research subjects to several schools with different characteristics and develop flipbook materials for other social studies topics or different regional cultures. Furthermore, future research can also integrate more interactive technologies such as augmented reality (AR) or artificial intelligence (AI) to enhance immersive learning experiences. Practically, these media are recommended for teachers to use as an innovative alternative in learning based on the Independent Curriculum, which emphasizes character building and students' digital literacy.

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