



Literature Learning to Instill Local Culture Using Digital Flipbooks for Elementary School Students

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Abstract: Regional culture still feels foreign to the ears of elementary school students because students rarely receive material or content from regional culture. A one-group pretest-posttest experimental design was employed. Thirty-seven fifth-grade elementary school students participated. Data was collected through pre-and post-tests and analyzed using SPSS 24 to assess the intervention's normality, homogeneity, and effectiveness using a paired samples t-test. Folklore stories from West Java, West Sumatra, and Riau were used as learning materials. The results revealed a statistically significant difference in students' scores before and after using the digital flipbooks, indicating increased learning outcomes. Storytelling proved to be a particularly engaging method within the flipbook learning experience. Digital flipbooks are an effective tool for teaching regional literature and fostering cultural understanding among elementary school students. Digital flipbooks are interactive online publications that simulate the experience of flipping through a physical book, allowing users to view, navigate, and engage with content in a digital format. The use of storytelling within the flipbook enhanced student engagement. Schools should incorporate diverse and engaging cultural learning resources. This study contributes to the field of education by demonstrating the practical application of digital flipbooks in cultural learning and provides evidence-based support for their integration into elementary school curricula. The findings suggest that interactive multimedia resources are valuable for promoting cultural appreciation and literacy development.

Keywords: digital flipbooks; local culture; students

Recommended citation: Juita, H. R., Widiyanto, S., Apriliyani, N. Y. A., Megayanti, W., Ati, A. P., & Sumadyo, B. (2025). Literature Learning to Instill Local Culture Using Digital Flipbooks for Elementary School Students. *Journal of Innovation in Educational and Cultural Research*, 6(2), 420-426.

INTRODUCTION

Digital flipbooks in education have gained significant attention in recent years. Researchers have explored the potential of digital flipbooks in various educational contexts, including mathematics, physics, biology, and local cultural studies. For instance, it emphasizes the potential of flipbook-based digital learning media to facilitate the learning process, providing a basis for educators to develop and implement such tools (Roemintoyo & Budiarto, 2021). Similarly, it highlighted the novelty of using flipbooks to supplement physics teaching materials with local wisdom, integrating traditional cultural elements into education (Nadhiroh et al., 2022). Similarly, Nadhiroh highlighted the novelty of using flipbooks to supplement physics teaching materials with local wisdom, integrating traditional cultural elements into educational resources (Ristanto et al., 2020). Moreover, the feasibility and effectiveness of digital flipbooks have been explored in the context of specific subjects and themes. Yani demonstrated the high digital literacy of elementary school students when using flipbook media in thematic learning, indicating the positive impact of this approach on students' literacy skills (Yani et al., 2023) and additionally, focusing on the development and feasibility of flash flipbook media for specific subjects, such as fungi classification and mathematics, enriching the educational content with local cultural and scientific elements (Fitrianawati & Setiyawati, 2021; Maulidya et al., 2022). Furthermore, the potential of digital flipbooks extends beyond traditional academic subjects (Apriliyani et al., 2025). Emphasizing the use of flipbooks in creative products and entrepreneurship subjects to improve students' digital technopreneurship competence highlights the versatility of flipbooks in fostering entrepreneurial skills (Rahayu et al., 2021). Additionally, Wibowo et al. (2019) emphasized the role of digital flipbooks in health promotion among youth, indicating the diverse applications of flipbooks in non-traditional educational contexts.

The integration of local culture into digital flipbooks presents both opportunities and challenges. Integrating local cultural elements into digital flipbooks requires careful consideration of the effectiveness of such an approach. Research has shown that problem-based learning methods, such as those utilizing GeoGebra in mathematical learning, can effectively incorporate local culture, enhancing students' statistical thinking abilities (Ramadhani & Narpila, 2018). Additionally, integrating cultural values based on local wisdom in the learning process has been emphasized as crucial for developing students' personalities (Hasni et al., 2022;

Widiyanto et al., 2022). Furthermore, the challenges and potential of culture-based learning have been explored in the context of local wisdom. Studies have aimed to explore the values of local wisdom in elementary social studies learning using a problem-based learning model, highlighting the potential to internalize the values contained in local culture to develop students' noble character (Nurfurqon et al., 2023). Moreover, the urgency of integrating Bugis-Makassar cultural values through social studies learning in the digital age has been emphasized, indicating the significance of preserving and promoting local cultural heritage in contemporary educational settings (Hasni et al., 2022). In the context of thematic learning based on local culture, efforts have been made to develop thematic learning as a means to instill the values of national and state character in inclusive reference primary schools, highlighting the potential of local culture to contribute to the cultivation of national character values (Atmojo et al., 2021; Widiyanto, 2023).

The development of e-supplement teaching materials in physics based on flipbooks has been discussed in the context of preserving cultural values, emphasizing the importance of not forgetting the cultural values of the local area amidst technology (Nadhiroh et al., 2022). While the potential benefits of integrating local culture into digital flipbooks are evident, challenges related to digital-based learning in pandemic times have also been identified (Das et al., 2023; Yasir et al., 2022). These challenges underscore the need for innovative solutions, such as using mathematical concepts with an ethnomathematical approach associated with everyday life and culture, to address the complexities of digital-based children's literature learning in pandemic times (Fitrianawati & Setiyawati, 2021; Widyaningrum et al., 2022). In summary, integrating local culture into digital flipbooks presents opportunities and challenges. While it has the potential to enhance students' learning experiences and preserve local cultural heritage, it also requires addressing the challenges posed by digital-based learning, particularly in the context of the current pandemic (Apriliyani et al., 2023; Widiyanto & Purnomo, 2023).

The importance is due to its potential to integrate local cultural elements into educational resources. The development of digital flipbook media based on historical events, such as the 5 Hours Battle of Kalianda, and cultural practices like the Larung Sesaji ceremony, demonstrates the significance of preserving and promoting local cultural heritage through innovative educational tools (Afwan et al., 2020). Furthermore, the integration of ethnoscience in problem-based learning and the incorporation of Bugis-Makassar cultural values in social studies learning highlight the potential to enhance the contextuality and meaning of biology and social studies education, respectively, through the infusion of local (Hasni et al., 2022; Suciwati et al., 2021). These research efforts underscore the importance of acknowledging and integrating local wisdom and cultural values into educational materials, aligning with the broader goal of promoting cultural resilience, community engagement, and the development of students' personalities (Hasni et al., 2022; Tait et al., 2015; Juita et al., 2023). This research aims to complement and serve as a basis for developing regional literature materials in a digital flipbook format, introducing an innovative approach to literature education. The study seeks to answer two key questions: How does using flipbooks impact the learning process of regional literature? How effective are flipbooks in teaching regional literature? The research objectives are to analyze the learning process facilitated by flipbooks and to evaluate their effectiveness in this context.

METHODS

This research uses the experimental method. The experimental method used is the one-group pretest-posttest experimental method. The respondents who participated in this research were 37 fifth-grade students with material on folklore, characteristics, and types—Indonesian language lessons. The selection of students is based on simple random selection (simple random sampling). Data was collected by conducting tests before and after using the digital flipbook. Apart from the test, researchers conducted interviews and processed data using SPSS 24. This research was conducted from April to August 2022 at one of the elementary schools in Bekasi, West Java. The sequence of experimental methods is presented in Table 1.

Table 1. Research Design

O1	X	O2
Information:		
X = Treatment (Using Flipbooks)		
O1 = Pre-test (before treatment)		
O2 = Post-test (after treatment)		

The data was tested for normality and homogeneity, as well as the paired sample t-test. The data that has been processed will be concluded. The data analysis involved a series of steps. First, we tested the data for normality and homogeneity of variance to ensure that the chosen statistical test was appropriate (Aulia et al., 2022). Next, a paired samples t-test was applied to compare pre-and post-intervention scores. The findings from this test, along with the results of the initial assumption checks, are summarized and discussed in the subsequent section of this report.

RESULT AND DISCUSSION

The research uses SPSS 24 tools to determine the effectiveness of literature learning for grade 5 students in elementary schools. The data taken is processed to test its normality and homogeneity. After that, the paired sample t-test was conducted. Table 2 presents the results of data processing in SPSS 24.

Table 2. Case Processing Summary
Cases

	Valid		Missing		Total		
	N	Percent	N	Percent	N	Percent	
Literary	post-test	37	100.0%	0	0.0%	37	100.0%
Learning Outcome	pretest	37	100.0%	0	0.0%	37	100.0%

The data processed amounted to 37 students. The data processed is 100% overall. This table shows that all data was successfully processed into SPSS 27.

Table 3. Tests of Normality

Kolmogorov-Smirnov ^a			Shapiro-Wilk				
Statistic	df	Sig.	Statistic	df	Sig.		
Literary	pre-test	.472	30	.000	.673	37	.000
Learning Outcome	Postest	.172	30	.023	.943	37	.109

a. Lilliefors Significance Correction

In the Normality assumption test, there is a Shapiro Wilk sig value. $0.673 > 0.005$, which means the data is normally distributed. Likewise, the Kolmogorov value of $0.472 > 0.005$ means the data is normally distributed.

Table 4. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
Pair					Lower	Upper			
1	Before - After	-17.36667	6.11095	1.11570	-19.64853	-15.08480	-15.566	29	.000

In the Paired sample test table, the sig value $0.000 < 0.005$ means a difference in pre-test and post-test scores. Based on the data above, it can be concluded that flipbook is effective. Data collection stages using interviews were carried out before and after using flipbooks. The use of flipbooks in class with folklore material is closely related to storybooks in Indonesia. The following are folk tales chosen by the author.

Table 5. Folklore

Title	Writer	Folklore area	Learning techniques
Si Buncir	Asep Rahmat Hidayat	West Java	Critical reading
Pangeran Saputra	Eka Wati	West Sumatra	Critical reading
Asal Mula Penamaan Pulau Matang Dan Pulau Karas	Noviyanti	Riau	Story telling

The researcher chose three regional stories: West Java, West Sumatra, and Riau. These stories contain culture and customs that students can learn. The stories are interesting and have a varied plot, so students will be interested in reading them. The learning process and steps can be explained in the picture. Learning involves the class teacher. This is done to make it easier for researchers to collect data and describe what class teachers and students do.

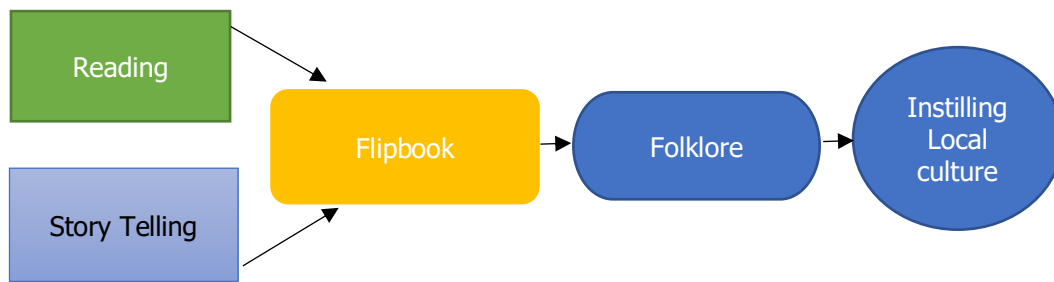


Figure 1. Learning Process

The study indicates that using digital flipbooks significantly enhanced the learning process of regional literature among elementary school students. The flipbook's interactive multimedia format, incorporating storytelling, made learning more engaging and effective than traditional methods. The process involved Critical Reading, which means students engaged with the text critically. Storytelling means the flipbook integrated storytelling, a particularly effective method for enhancing engagement with the material. Instilling Local Culture introduced by the flipbooks successfully instilled a deeper understanding and appreciation of the regional culture represented in the stories. The research demonstrated the effectiveness of digital flipbooks in teaching regional literature. A one-group pretest-posttest experimental design was employed with 37 fifth-grade students. Statistical analysis (using SPSS 24) revealed a statistically significant improvement in student scores after using the digital flipbooks, indicating a substantial increase in learning outcomes. This points to their effectiveness as a teaching tool. The use of folklore from various regions (West Java, West Sumatra, and Riau) further demonstrated the flexibility and applicability of this method for introducing a wide range of cultural materials.

The learning process begins with critical reading and storytelling learning methods. Flipbooks are a helpful medium for applying cultural learning to students. In Flipbooks, all the learning steps are provided, including learning objectives. The flipped link is <https://heyzine.com/flip-book/dc928c3588.html>. Flipbooks media is one way teachers can provide good regional culture lessons. From the application results, students are more interested when the storytelling method is used. Using digital flipbooks for elementary school students has gained attention in educational research. These digital tools have been developed to instill local culture and improve literacy skills among young learners.

Furthermore, the selection of diverse folklore from three distinct Indonesian regions—West Java, West Sumatra, and Riau—highlighted the versatility and adaptability of the digital flipbook approach (Widiyanto et al., 2021). This diverse selection of source material ensured that the learning experience catered to a broad range of cultural perspectives and thematic interests, enriching the overall curriculum and fostering a more inclusive learning environment (Pujaning et al., 2023). The use of diverse cultural sources within a single learning tool underscores the potential for this method to be easily adapted and implemented across various regional and cultural settings, making it a valuable asset for educators worldwide. The fact that such significant improvement was observed across such diverse materials strongly suggests the inherent strength of the methodology itself rather than being contingent upon the specific content utilized (Setyowati et al., 2024).

The learning process facilitated by the digital flipbooks seamlessly integrated critical reading and storytelling, two complementary pedagogical approaches that are well-established to enhance comprehension and engagement (Widiyanto, et al., 2023). The structured format of the flipbook ensured a clear and progressive learning pathway, with each step clearly outlined, including explicitly stated learning objectives. This structure helped students track their progress and served as a powerful organizational tool, making the learning process more efficient and effective (Saputri et al., 2023). Unlike traditional, linear teaching methods, the digital flipbook provides a non-linear experience, allowing students to revisit previous sections, reinforcing concepts, and fostering deeper understanding (Setyowati et al., 2024). The interactive nature of the platform allows students to participate in the learning process actively, as opposed to passively receiving information (Widiyanto et al., 2024).

The incorporation of storytelling proved to be a particularly effective component of the learning experience. The inherently engaging nature of storytelling captivated students, increasing their attentiveness and fostering a deeper emotional connection with the material (Widiyanto et al., 2023). This enhanced engagement directly translated into improved retention and understanding of the regional literature presented. The potential for using digital flipbooks to deliver other forms of culturally rich material, such as videos, music, or interactive games, further supports its versatility as a powerful tool in promoting cultural literacy. In conclusion, the research findings strongly advocate for the broader adoption and integration of digital flipbooks into elementary school curricula for a more impactful and effective learning of regional literature (Bakhtiar et al., 2024). Focusing on developing digital flipbook modules with an ethnomathematics approach, specifically for teaching mathematical concepts to fourth-grade students. The results of the development of a digital flipbook

module with an ethnomathematics approach, especially for Least Common Multiple and Greatest Common Divisor materials, were introduced to students in the fourth grade of elementary school (Fitrianawati & Setiyawati, 2021). These studies highlight digital flipbooks' potential to enhance elementary school students' cultural understanding and academic skills. Furthermore, Discussing the Kvisoft Flipbook Maker in problem-based learning e-modules for elementary school students indicates this tool's suitability for educational purposes (Triwahyuningtyas et al., 2020). Additionally, it demonstrates the effectiveness of Android-based 2D mobile learning teaching materials, including flipbook-based electronic learning materials, in improving students' problem-solving skills in mathematics (Susilo et al., 2020).



Figure 2. Primary Students

Integrating local wisdom and multicultural learning through digital platforms aligns with the goals of nationalism education in elementary schools (Deni et al., 2023). This approach contributes to character education and the cultivation of national pride among students, emphasizing the implementation of social science learning for character building in elementary schools (Lestari, 2022). In scientific literacy and academic writing, providing insights into writing the discussion section of scientific articles emphasizes the importance of detailed discussions with examples drawn from the literature (Vieira et al., 2019). In conclusion, using digital flipbooks in elementary education has shown promise in promoting cultural awareness, enhancing academic skills, and fostering national pride (Siregar et al., 2024). These findings underscore the potential of digital learning tools in supporting diverse educational objectives for young learners.

CONCLUSION

In primary schools, students require a variety of methods that can be used to learn about local culture. Culture is vital for students so that they understand their origins and are tolerant of other local cultures. The use of flipbooks can improve learning outcomes for local culture. The learning process begins with reading and listening to stories and then continues with flipbooks. Schools are expected to provide more varied sources and materials for cultural learning. Students need a wide range of cultural materials to understand the diversity of Indonesian culture. This research highlights the effectiveness of digital flipbooks in teaching regional literature to elementary students. The engaging multimedia format and storytelling significantly improved learning outcomes. Schools can leverage this by incorporating diverse and engaging cultural learning resources into their curricula. Interactive multimedia resources, such as digital flipbooks, promote cultural appreciation and literacy development. The study provides evidence-based support for integrating these resources into elementary education, fostering cultural understanding, and enhancing learning experiences. This approach aligns with national education goals, promoting national pride and character building.

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