DIGITAL LITERACY IN THEMATIC LEARNING OF ELEMENTARY SCHOOL STUDENTS WITH THE ASSISTANCE OF FLIPBOOK MEDIA

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Abstract

This study aims to analyze digital literacy in thematic learning of elementary school students with the help of Flipbook media. To obtain data about digital literacy of elementary school students using questionnaires, observation sheets and in-depth interviews. Questionnaires were given to 23 grade VI elementary school students at SDN Trawas 1 who had operated flipbook media. For the validity and validity of the data conducted intensive interviews with students. Data analysis by reducing data in questionnaire tables, observation sheets and interviews. Then present it in narrative form to draw conclusions. The results of this study indicate that students' digital literacy in Thematic learning with the help of flipbook media is in the high category. Therefore thematic learning assisted by flipbook media needs to be developed and implemented so that elementary school students' digital literacy increases.

Keywords: Digital literacy, thematic learning, flipbook

INTRODUCTION

In the era of the Industrial Revolution 4.0, the development of technology and information is growing rapidly along with increasing human needs (Fatmawati et al., 2021). The role of information technology plays an important role in human daily life, including in the field of education. Learning in elementary schools in Indonesia uses thematic education. Thematic Education in Indonesia is developing along with the development of increasingly sophisticated information technology (Yusrizal et al., 2020). Fernandes (2019) states that information technology has brought many changes as shown in the changing 21st century lifestyle. Digital has become a part of human life. In human life, the need for digital media has become a major need. Digital media has filled people's daily lives and greatly influenced life. Utami (2020). stated that digital media makes it easier for people to build relationships with other people in worldly matters.

Digital media is currently becoming a new style in thematic learning. Thematic learning is a process to train the brain to be logical and systematic, consisting of several integrated subjects into one lesson. However, often thematic learning is considered a boring lesson so that students find it difficult to understand the material explained by the teacher. This difficulty is experienced due to the limitations of interactive digital teaching materials. Currently thematic learning teaching materials only use textbooks, causing boredom. The

difficulties experienced by these students can be overcome by using IT-based learning media or digital media, which were developed using Flipbook Maker Pro. This software can change the format of a PDF to be like a book (Yusrizal et al., 2017, 2019; Yusrizal & Fatmawati, 2020, 2021). The media in question is an e-book or flipbook which contains audio, pictures, animation, and video in it (Hasanah, 2020). The use of flipbook media in learning can actually attract students' attention and improve students' creative thinking skills (Selvia, 2016). Flipbook media also helps the learning process so that reading ebooks is no longer monotonous and tedious (Harahap, 2021; Harahap et al., 2021; Rambe et al., 2021).

The use of flipbook learning media can be used independently by students at school or at home. Flipbook-assisted learning media can also be applied classically in class by using a projector. In this study, using Flipbook media which contains theme 4 material on Globalization. In this teaching material thematically there is learning Civics, Indonesian, Science, Social Sciences, and SBdB. The advantages of Flipbook media are as a teacher's tool in explaining concepts in an interesting way with pictures and animations in video form. Students can use it for independent study at home so as to increase student independence. This independence will be able to form a profile of Pancasila students on students. The advantages of flipbook media are that they are packaged with creative, innovative, and interactive displays so that student learning motivation increases and affects their learning outcomes (Hardiansyah, 2016). From Rusli's research (2019) which states that the use of flipbook media can increase interest in learning and student learning outcomes. In other studies, it is also stated that the use of digital literacy-based media during learning is beneficial for students (Raihanah, 2020). However, referring to the results of the 2015 PISA, it was stated that Indonesia's literacy level was ranked 62 out of 70 countries. This means that Indonesia's literacy level is still relatively low and below the average (OECD, 2015). Literacy ability is not just reading, but also understanding the meaning of the reading. Literacy in reading and writing can be complemented by students' digital literacy skills. In this case, digital literacy also includes mastery of ideas/ideas (A'yuni, 2015). Therefore, this study aims to analyze students' digital literacy in Thematic learning that utilizes flipbook media.

METHOD

This type of research is descriptive research. The research approach is a qualitative approach. The participants in this study were 23 class VI students at SDN Trawas 1, Mojokerto Regency, in the 2022/2023 academic year. To measure the ability of students used the classification with the following conditions: H1 with high ability, H2 with moderate ability, and H3 students with low ability.

The stages of this research are the stages carried out in this research: (1) Preparation of instruments and instrument validation (2) Selection of subjects based on high, medium, low abilities (3) Directing students how to use media (4) Instructing students to use media to learn material Globalization theme (5) Giving questionnaires as students' responses to

the media, and analyzing them (6) Observing students when using media to find out students' digital literacy, and analyzing it (7) Writing research reports.

Flipbook media contains SD material with theme 4: Globalization. Media flipbook contains several sections, including how to use the media, video illustrations, material descriptions, videos explaining the notion of globalization and its impacts and examples in everyday life. The research instruments were questionnaires, observation sheets, and in-depth interviews. The ability to understand and use digital media was measured using a questionnaire about the use of flipbook media with creativity, effectiveness, efficiency, and students' interest in media. Then direct observation or observation was carried out when students used flipbook media and continued with in-depth interviews after students used flipbook media. This is done to determine the level of students' digital literacy, which includes 4 indicators including learning attitudes, social-emotional, technical, and cognitive. Data analysis by reducing data in questionnaire tables, observation sheets and interviews. Reduction is done by summarizing and selecting important things. Then present it in narrative form to draw conclusions. The validity of research data through triangulation which is a combination of observation techniques.

RESULTS AND DISCUSSION

The results of this study are expected to be able to analyze students' digital literacy skills. Students' ability to understand and operate digital media is obtained from the results of student response questionnaires, which include creativity, effectiveness, efficiency, and student interest in using media which is described as follows: Flipbook media creativity includes (1) Media can foster student curiosity (2) flipbook media provides pictures that match the material (3) flipbook media helps students in the learning process.

The effectiveness of flipbook media includes (1) media can present all components of the subject matter clearly (2) flipbook media stimulates students' curiosity (3) flipbook media is equipped with examples of questions (4) material in flipbook media is related to material that has been previously studied (5) Flipbook media presents complete and clear information. (6) Flipbook media links material with current technological developments. The efficiency of flipbook media includes (1) flipbook media can improve the quality of student learning (2) flipbook media can help students master the subject matter quickly. Students' interest in media includes (1) text and writing colors on clear media (2) pictures and videos that support learning material (3) sound that sounds clear (4) presentation of material related to everyday life.

Students' positive responses were obtained from the results of student response questionnaires based on aspects of creativity, effectiveness, efficiency, and student interest in using media which were in the very good category. This research is in line with Willy, (2016) stating that students show a positive response to e-books because they can generate interest, more focused attention on learning and increase involvement in teaching and learning activities.

The level of students' digital literacy was also obtained from the results of direct observation of students when using flipbook media. There are 5 categories for classifying

students' digital literacy levels, namely Very High (VH) with a percentage above 95%, High (H) with a percentage of 76-94%, Medium (M) with a percentage of 60-75%, Low (L) with a percentage of 45- 59%, Very Low (VL) if the percentage below 45% is obtained. Based on the research that has been done, the percentage of students' digital literacy levels obtained from each indicator in the aspect of learning attitude is 82.6%, in the social-emotional aspect is 73.9%, in the technical aspect is 86.9%, in the cognitive aspect is 78.26%. The average value obtained is 80.41%. This is illustrated in table 1.

Table 1. Aspects and Categories of Digital Literacy Levels

No	Aspect	Description	Score	CG
1	learning attitude	Individual point of view on flipbook media, whether it is considered to support or hinder student learning	82,6%	H
2	Social Emotional	Collaborate on tasks	73,9%	M
3	Technical	Have operational skills in using ICT-based learning media, namely flipbooks	86,9%	H
4	Cognitive	Critical thinking skills	78,26%	H
		Average	80,41%	H

In general, the level of students' digital literacy skills is good, this is illustrated in Table 1. The socio-emotional aspect is in the moderate category. In the interview stage it was found that research subjects often used the WhatsApps application to ask questions about school assignments with teachers or friends. This affects the process of transformation from conventional education to digital technology. The S1 criterion adds that material on globalization theme 4 is easy to understand if using illustrations such as videos in flipbook media. The criteria for S2 and S3 state similar things, but both argue that teachers should frequently use digital media when learning in class, not just once or twice. This happens because not all students can socialize and collaborate in carrying out assignments. Students still need adjustments in using flipbook media, this is in accordance with the results of Setyaningsih's research (2019) which states that the use and utilization of e-learning in the learning process has not yet developed, so an adaptation process is needed when using e-learning. The use of digital media during learning is very useful besides being able to help understand subject matter it can also make the learning atmosphere more enjoyable (Hasibuan et al., 2021).

The highest average percentage is in the technical aspect of 86.9%. It is known that flipbook media can be used and utilized by students in learning properly. There are also various forms of using media, such as digital media to find information via the internet which is commonly used by students.

From these results it was concluded that students could use flipbook media through the instructions for use contained in the media even though a small number of students passed the instructional content. This shows that students have operational skills in using digital media for learning and discussion. This is in accordance with the results of Komariah's

research (2018) which states that the display of information in learning media can make it easier for students to operate learning media.

In the aspect of learning attitudes, a percentage of 82.6% is in the high category. It was found that the research subjects felt that learning with flipbook media was better because it made learning activities more interesting besides being able to increase learning motivation it also made students who have a profile of Pancasila students who are independent, and think critically.

CONCLUSION

The conclusion of this study is that students feel better using digital media when studying because flipbook media can support student learning. This is in line with Swara's opinion (2020) which states that the use of multimedia in thematic learning can support blended learning activities so that online learning is more effective and interacts with teachers and students. The cognitive aspect referred to in this study is the ability of students to find information and understand it with a percentage of 78.26% in the high category. It was found that the research subjects had the ability to analyze and evaluate media content, especially digital media, although it was not comprehensive. This happens because there is little learning and assignment in thematic learning involving digital media to increase students' digital literacy creativity. This is a challenge for teachers to frequently use digital media during learning such as flipbook media so that students' cognitive development is better. It can also be concluded that the use of flipbook media can stimulate students' cognitive development in learning.

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