



THE USE OF POKUS (POLITICS OF KHULAFATUR RASYIDIN) FLIPBOOK IN INCREASING ELEMENTARY STUDENTS' LITERACY INTEREST

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PENGGUNAAN *FLIPBOOK* POKUS (*POLITIC OF KHULAFATUR RASYIDIN*) DALAM MENINGKATKAN MINAT LITERASI SISWA SEKOLAH DASAR

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ABSTRACT

Abstract: This paper is based on the existence of an issue caused by the development of technology, which has a considerable effect on the field of education. The issue influences the learning media used to be changed as well as low students' interest in literacy. Interest in literacy is essential in realizing the learning process for students, especially elementary students. Hence, the researchers created a learning medium in the form of a digital-based book entitled POKUS (*Politic of Khulafatur Rasyidin*) Flipbook as one of the digital-based media that can be used in the 21st century. The research uses the Design and Development (D&D) method in the form of ADDIE development. The POKUS flipbook, which contains material regarding the Khulafatur Rasyidin and is packaged in an attractive design and is easily understood by elementary students. The POKUS flipbook had been tested for the effectiveness of its use by teachers as well as students and indicated results of 95.7% and 85.5%. It implies that the POKUS Flipbook is feasible to use. In addition, 91.1% of POKUS Flipbooks were able to increase elementary students' literacy interest.

Keywords: flipbook, POKUS (*politic of Khulafatur Rasyidin*), literacy interest, elementary school students, reading interest, elementary students

Abstrak: Artikel ini didasari oleh adanya sebuah permasalahan yang disebabkan karena semakin berkembangnya teknologi yang memberikan dampak cukup besar di bidang pendidikan. Permasalahan tersebut membuat media pembelajaran yang digunakan berubah begitupun minat literasi siswa yang masih rendah. Minat literasi sangat penting dalam mewujudkan proses pembelajaran pada siswa khususnya siswa sekolah dasar. Dengan begitu, peneliti membuat sebuah media pembelajaran berupa buku berbasis digital yang bernama POKUS (*Politic of Khulafatur Rasyidin*) Flipbook sebagai salah satu media berbasis digital yang dapat digunakan di abad 21 ini. Penelitian menggunakan metode *Design and Development (D&D)* dengan bentuk pengembangan *ADDIE*. POKUS Flipbook, yang berisi materi mengenai Khulafatur Rasyidin dan dikemas dengan design yang menarik dan mudah dipahami oleh siswa sekolah dasar. POKUS Flipbook telah diuji efektivitas penggunaannya oleh guru juga siswa dan menunjukkan hasil 95,7% dan 85,5%. Hal ini menunjukkan bahwa POKUS Flipbook ini layak digunakan. Selain itu, sebesar 91,1% POKUS Flipbook mampu meningkatkan minat literasi siswa sekolah dasar.

Kata Kunci: flipbook, POKUS (*Politic of Khulafatur Rasyidin*), minat literasi siswa, siswa sekolah dasar

CITATION

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INTRODUCTION

Technological advances have had a very large influence on the sustainability of life in the world where of course all existing challenges must follow the flow of civilization in the 21st-century era. This is reinforced that human life has been influenced by technological advances that have had a major impact on various fields of life. Technology, which is rapidly advancing, certainly has an impact on all existing aspects of life, for example in health, social, political, and even educational aspects. (Aeni et al., 2022).

If you look closely, at the educational aspect many constituent components are mutually sustainable with each other where later if one of them experiences a change from existing technological developments, of course, all other components will also change, so that all subjects in the education sector have the responsibility to load a value (Aeni, 2010). So it is no stranger that in this era many educational institutions use and accept existing technological developments. But of course, behind the progress and development of existing technology, skilled and agile human resources (HR) are needed in facing the challenges in the current 21st-century era. Skills that teachers must master include the ability to teach in front of students, the ability to understand students and set learning strategies, the skills to interact with students, and know how to form effective teaching (Wahyulestari, 2018). Therefore, human resource (HR) skills can be improved with a lot of training from both conventional media and digital media which are currently being offered a lot.

The aspect of education that plays a very important role in the sustainability of producing good human resources (HR) starts from the elementary school level. Therefore, elementary schools in the current era must be able to face challenges in the 21st century. Many challenges are presented, such as the teacher's skills in carrying out an interesting

learning process, the ability to manage school administration properly using the system and digitalization, and equally important in determining appropriate learning media that are also effective in the continuity of student learning in the classroom.

The learning media used is certainly a major factor in making students understand the material provided. Learning media is a tool that is used as an intermediary media in explaining a material. That way, in its use it cannot be just any media because the use of appropriate learning media is a factor in the success of student learning (Oktavia et al., 2022). The existence of developments in both the field of knowledge and also technology can encourage businesses to utilize technology as a source of learning (Garini et al., 2020). Along with the development of this era, learning media has also experienced a lot of improvement, one of which is the change in media from conventional learning media to digital-based learning media.

Digital-based learning media is a medium that uses technology in its use, both in the form of visual, audio, and audio-visual. This digital-based learning media is increasingly being used. Reflecting on an increasingly developing era, even with increasingly advanced technology, many schools inevitably use digital-based media. The use of digital-based learning media is certainly not that easy to use, because many other things that must be considered. The advantages and disadvantages must also be considered before using this digital-based learning media.

Referring to the advantages and disadvantages that exist, the two are almost balanced when compared. Digital learning media certainly has advantages in attracting elementary school students, with attractive and interactive digital media. The design of the media used can vary and this is one of the attractions of digital media, especially for elementary school children. However, in its

use, not all schools can use digital media because not all schools where children are allowed to carry cell phones, as well as inadequate school facilities are one of the drawbacks of using digital-based learning media. After all, it will hinder its use and make the digital media can not be used optimally. In addition to the use of attractive and interactive designs, there are also many types of digital-based learning media. Flipbook become one of the digital-based learning media that is quite often used in schools. With this digital-based book, it can be a substitute for books that are usually used by students, this can also affect students' interest in literacy.

Interest in literacy is very important in realizing the learning process for students, especially elementary school students. The need to increase students' interest in reading in the era of education 4.0. (Rohim & Rahmawati, 2020). The lack of interest in literacy is very high when seen in Indonesia, not only among elementary school students, but other individuals. Based on research from PISA, it was stated Indonesia was in the 57th position out of the many countries studied. (Mirnawati Lilik Binti, 2022). So it is hoped that teachers in the next generation will be able to instill an interest in literacy from an early age, as is the case with elementary school students. Literacy is not only carrying out reading activities but literacy is a more complex activity including reading, writing as well as thinking about something that has been obtained. Reading literacy is a series of mutually sustainable activities towards the potential to read, write and think to increase the potential for analysis and criticism of an existing form of information (Mirnawati Lilik Binti, 2022)

If in the era before the development of technology, teachers used textbooks as guidebooks to increase their students' literacy interest, then in this era they still use textbooks as the main ingredient in increasing student literacy, then it is certain that the teacher is

also less literate. Because basically in this modern era, making textbooks the main teaching material is not enough because other components are needed that are adapted to existing developments to increase literacy interest. The cause students get bored with learning is because teachers still use book learning media as the subject of presenting material with lots of practice questions with unattractive packaging (Panjaitan et al., 2020). In this case, it is not merely that students leave textbooks as a medium in carrying out the learning process, but students need other sources or materials to broaden their horizons and stimulate their literacy interest.

Judging from the events above, this is one of the causes of a lack of interest in literacy in elementary school students. In addition, other factors can support an interest in literacy, namely, there must be good cooperation between families, schools, and even the community to support the literacy movement program (Pujiati et al., 2022). Because that's what it is flipbook which is used as a medium that is quite popular in the current era, is a form of renewal of conventional textbooks. Flipbooks are packaged with a more attractive appearance compared to textbooks so that they can attract the interest of students, especially elementary school students who prefer colorful visual designs. Advantage of a flipbook because the form is already in the form of a combined text that can be combined with animation, sound, and even video. Besides that, flipbooks are also included in audiovisuals. So flipbook is one form of teacher innovation in attracting elementary school students' literacy interest (Sari & Ahmad, 2021).

The same is the case with the problems at SDN Sukasirna where the results of observations made in class VI found that there were still many students who lacked literacy. This problem occurs because the teacher still uses the lecture method when learning takes place. Most teachers still use the lecture

method when delivering PAI material based on simple pictures (Panjaitan et al., 2020). Not only that, sometimes the teacher just tells the children to watch the learning videos shown on the projector. Therefore, a learning environment with less literacy interest is created for students in class VI SDN Sukasirna I.

In today's era, many digital learning media can be used by teachers as a way to convey meaningful and interesting understanding to students in the course of learning in class. In addition, digital learning media can easily attract students' interest in learning because the display provided has a variety of existing images, audio, video, or animation. Not only that, digital learning can expand the learning process which can be reached anywhere and anytime (Jannah & Atmojo, 2022). Whereas in reality there are still many teachers who use conventional media in the learning process such as printed books, due to the lack of teachers' ability to manage digital learning such as animation, video, and others. In addition, the lack of enthusiasm among students in participating in learning is still abstract (Dwiqi, 2020).

Previous studies applied to physics material using flipbooks and the results are positive, namely in line with the needs of students. Where's the media flipbook This can also be used as a support in the learning process to attract the interest of students. (Sari & Ahmad, 2021). According to research conducted by (Mursidi et al., 2022), students can look for additional material that is not in the flipbook by clicking on the link provided by the maker if the student's device is connected to the internet. However, there are still many students who do not have internet such as quotas, and also not all schools provide internet network wifi access to all students.

According to (Simbolon, 2022) there is an increase in literacy interest in current students every year which includes the understanding they understand. With

digitization and display development, students and teachers can store it and also access it anywhere and anytime. However, based on the results of the PISA (Program for international student assessment) it is stated that the literacy level of Indonesian children is ranked 62 out of 70. Based on the 2018 PISA report, the reading level of students in Indonesia is not as good as in the fields of Mathematics and Science. In this way, it is evident that students' interest in literacy in Indonesia is still relatively low and this is due to the selection of learning media that still uses conventional media because interest in reading is an indicator that influences literacy skills in students, especially elementary school students. (Munawaroh, 2022).

With these problems, it brings an afterthought to create new teaching materials that can be used as a problem-solving in class VI SDN Sukasirna I. The form of teaching materials that are made in the form of Flipbook POKUS is interactive based where the material relates to Islamic Religious Education (PAI) subjects. Flipbook This contains material about understanding the story of the exemplary companions of the Prophet Muhammad SAW which students are expected to be able to emulate the attitudes of the four Rashidun khulafaur. Exemplary is an important thing that can change an attitude and behavior, although many people say that this example is an ancient form to be applied to learning in schools (Aeni, 2014). Product trial on Flipbook POKUS was carried out during direct observation and was used during learning by class VI students at SDN Sukasirna I. However, after the product test was completed, it turned out that there were still obstacles that arose in using Flipbook POKUS limited student quota, features of cellphones inadequate students, and the availability of cellphones for every student who is still lacking.

METHODS

Research conducted using Design and Development (D&D) in the form of development ADDIE. Model ADDIE has stages vizanalyze, design, development, implementation dan evaluation (Oktaladi Fajar, Rosmiati Sipa, 2022). The following are the stages of the development model ADDIE namely 1) Analyze is the initial stage in analyzing existing problems and determining solutions to these problems. 2) Design namely the stages of formulating goals to be achieved by looking at the student's character and then adjusting it to the media to be made. 3) Development namely the stage of making a product that is more specific with the adjustment of the material to be discussed. 4) Implementation is the stage for testing the product that has been made to the target to be addressed. 5) Evaluation namely the stage where the researcher gets information results in the form of a questionnaire as a reaction from the product that has been tested, so that later the researcher can find out the advantages and disadvantages of the product made to make improvements.

The research was carried out at SDN Sukasirna I, precisely in Sumedang Selatan District, Sumedang Regency, with an implementation time of March 15, 2023. With one meeting time, the implementation stage

and evaluation stage can be implemented. The intended target was class VI students at SDN Sukasirna I with a total of 18 students. In the research conducted, the success of the product flipbook which has been made can be considered from the results of the written test that has been conducted on students of grade VI SDN Sukasirna I.

Researchers use quantitative techniques in processing and analyzing data. The quantitative data used is in the form of an assessment format which is then implemented to the target school students by displaying the product flipbook that has been made, after the screening process the researcher can see the enthusiastic or curious reaction of the school's students towards the product and the material in it, and this is reinforced by an evaluation carried out using a written test that flipbook which is made can attract the interest of the student's literacy.

$$Ps : SN \times 100\%$$

Ket.

Ps = Percentage

S = Number of scores obtained

N = Total ideal score

Table 1. Score Interpretation

Score Rate	Category
0%-20%	Very Less (SK)
21%-40%	Less (K)
41%-60%	Enough (C)
61%-80%	Good (B)
81%-100%	Very Good (SB)

RESULTS AND DISCUSSION

In this study, the researcher used the D&D method with the ADDIE model which consisted of several stages that must be considered including the first stage, namely **analysis**, at this stage the researcher conducted interviews first to find out the support needs

carrying out the expected learning process. Based on the interview results, in general, teachers at SDN Sukasirna I, especially Islamic Religious Education (PAI) teachers, still have not used or even heard of learning media in the form of flipbooks. According to (Sari &

Ahmad, 2021) learning media can of course be used as a means of sharing information with students, not only that learning media can also be a guide for teachers to be able to achieve educational goals in line with systematic steps. Learning media is becoming increasingly developed because of the demands of the times, digital-based learning media has begun to spread and be used. The use of digital media itself has success in the student learning process. In line with the results stated (Garini et al., 2020) that there is a very significant change in student learning outcomes when using conventional media where student scores only reach 65.45 inversely compared to using digital media which can achieve a score of 80, 82 and experienced an increase of 15.37. Likewise the use of digital media at SDN Sukasirna I where the teacher already understands and has started using digital media, for example, such as using power point created in the Canva app. Then, based on the results of the interview also said that the teacher was looking for an innovative digital-based learning media that still uses the Canva application in the manufacturing process, so the researchers suggest a digital-based learning media that can still be made using the Canva application, namely flipbook.

In the second stage of **design**, the design stage, researchers only use 2 software such Canva to design and Heyzine flipbook as a platform to make it a digital book. In designing too, the researcher pays attention to many things such as the design adapted to the characteristics of the student, the use of reading content that is easily understood by students, illustrated pictures that interest students, the selection of colors according to the material presented, and finally where this learning media can be able to attract students' learning motivation to continue to increase their interest in literacy. The curriculum used in this POKUS Flipbook is the 2013 curriculum.

The third stage is **development**, at this stage, the researcher develops the product to be made, namely the POKUS Flipbook includes **first**, looking for material that is following the theme and Basic Competency (KD) that has been selected. After getting lots of reference material the researcher chose the right title and also made it more unusual so that students were also interested as a way to increase students' motivation in literacy. Sources of references that have been obtained and also the title specified, namely Flipbook POKUS (Politics Of Khulafaur Rashidin) in which it discusses the meaning of Khulafaur Rasyidin, the leadership of the four caliphs after Rasulullah SAW died. An exemplary attitude that can be emulated, the heyday that has been obtained and also carried out by the four caliphs. Therefore, the researcher looks for material that is easy for students to understand and also pays attention to the validity and authenticity of the story of Khulafaur Rasyidin that the researcher gives. Because elementary school students in grade VI are still unable to understand or master scientific languages, they better understand the language they use in everyday life.

Second, after determining the complete content, the researcher directly works on the product to be made, namely Flipbook POKUS. Supporting media used in the manufacture flipbook is the canva app. Canva is an application that can be accessed easily using the internet, where Canva also provides a large number of design features and can be used as a design support medium in other fields. (Arrasyid et al., 2022). In addition, canva plays a role in honing creativity and collaborative skills, and making learning in a visually interesting and fun setting (Rizanta & Arsanti, 2022). Through the Canva application, the researcher makes a cover which of course is adapted to the material taken and also the intended subject, namely grade VI elementary school students who of course prefer interesting things with various pictures.

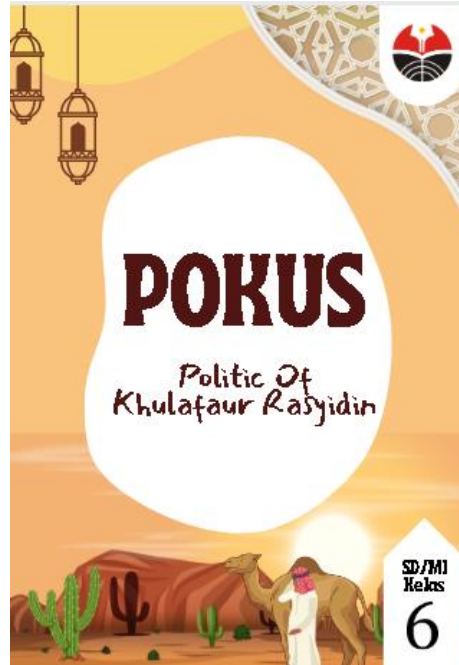


Figure 1. Cover example Flipbook POKUS

In this Canva application, researchers from start to finish design templates for flipbooks manually. If you look at the second page there are Basic Competencies (KD) and learning objectives while on the third page, there is a table of contents of the material in Flipbook POKUS. The material that the researcher took was adjusted to the handbook from both students and teachers, although it

did not rule out that the researcher also added several explanations outside of the handbook, it was still related to the material that would be delivered later. In addition, the researcher also chose the diction or style of the language contained in the material, so that students were able to understand the contents of the material easily and accurately.

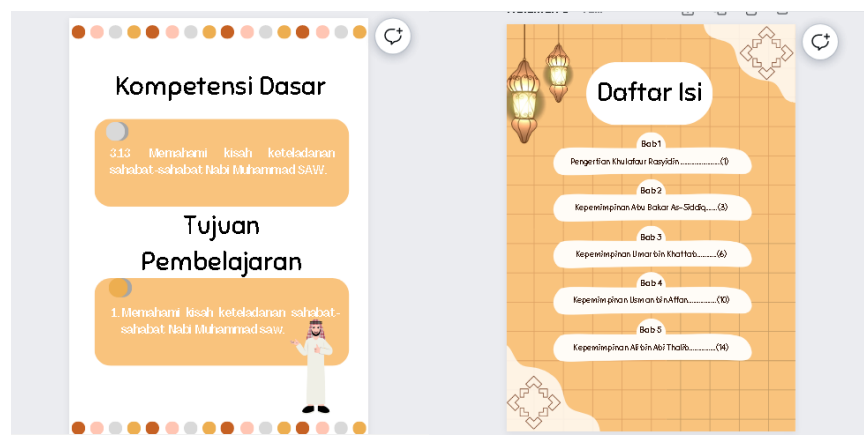


Figure 2. Pages 2 and 3 in Flipbook POKUS

After that, it entered into a discussion of the rashidin khulafaur including the leadership during the political era of Abu Bakar as-Siddiq, the leadership of Umar bin Khattab, the leadership of Ustman bin Affan

and finally from the leadership of Ali bin Abi Talib. Leadership is an activity carried out to influence other individuals to achieve a common goal (Rianawati, A. I., Lestari, S.M., Yuningsih, E., Amelia, C., & Nuraeni, 2022)



Figure 3. A collection of each chapter and its discussion

Next after inserting the material into the template design that researchers design, researchers also make interactive games and also practice questions to train the extent to which students understand the material that has been explained. The game itself has been adapted into an interactive learning media which aims to create a creative, innovative, and collaborative learning process that can be a solution to existing problems (Noemí & Máximo, 2014). At the end of the soldering, the researcher also gave interactive games to students so that the learning process activities that take place become more fun and not

boring. Several previous researchers have compared it with conventional learning, that interactive games are very effectively used by students in the learning process takes place (Vlachopoulos & Makri, 2017). Where interactive games this is done jointly but the process is independent. There are several indicators in formulating an independent attitude, namely being able to do tasks without the help of others, not feeling inferior, being able to overcome difficulties, knowing one's abilities, and being able to make decisions based on the knowledge one has (Aeni, 2016).



Figure 4. Link interactive games in Flipbook POKUS



Figure 5. Interactive games display in Canva

For display in the flipbook only in the form of a link while the initial view is for a

game as shown below. The game consists of five multiple choices and 5 true-false choices.



Figure 6. Multiple choice round interactive game display



Figure 7. The true-false round interactive game display

Third, after all, the product content set Flipbook POKUS is finished. The next step is to export the resulting product from Canva to Heyzine to turn the finished product into the

Canva app flipbook to make it easier for students to read the material in it. Flipbook POKUS consists of 22 pages.

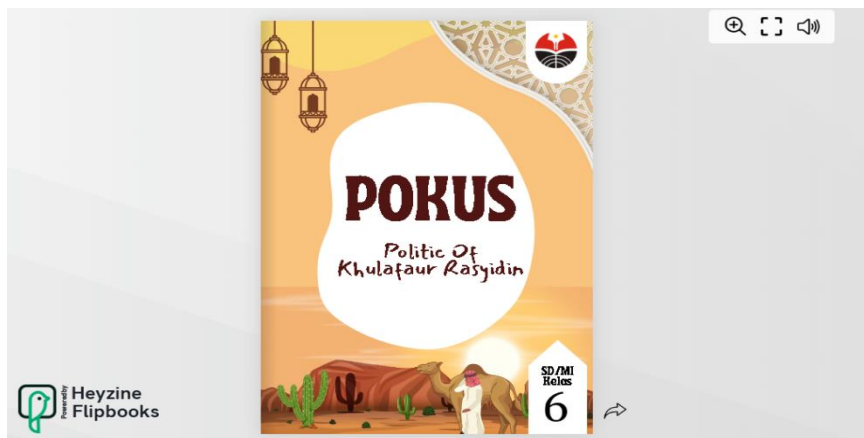


Figure 8. Cover view Flipbook POKUS at Heyzine



Figure 9. Display Chapter 1 Flipbook POKUS at Heyzine

The fourth stage is **implementation**, at this stage the researcher conducted a product trial at SDN Sukasirna I which was held on March 15, 2023, the feasibility and effectiveness of the product that had been made in the form of a POKUS Flipbook. Researchers tested this product on PAI teachers and 18 grade VI students. In the process of testing this product, grade VI students were given directions on using the POKUS Flipbook. Besides that, the researchers also displayed this product on a projector screen that had been provided by the school. After the product trials were carried out, most of the students liked the POKUS Flipbook that

the researchers made because in terms of design and also the appearance of each chapter which was presented differently made students not feel bored. Students also understand more about the material presented, namely Khulafaur Rasyidin material.

The fifth stage is **evaluation**, after conducting product trials on the intended target, data is generated that refers to the problems encountered. The researcher provided a product assessment format to Islamic Religious Education (PAI) teachers and class teachers regarding the products made.

Assessment by the teacher

Table 2. Evaluation Result by the Teacher

Participant	Achievement Indicators (1-7)							Amount	%	Interpretation
	1	2	3	4	5	6	7			
Teacher A	5	5	5	5	5	5	5	35	100	Very Good
Teacher B	4	5	5	5	5	4	4	32	91,4	
Earned amount								67	191,4	Very Good
Rate-rate								33,5	95,7	

Based on the table above, it can be seen that the results of the percentage of assessment of the product Flipbook POKUS made by researchers from two teachers are equal to 95.7%. This assessment consists of

several aspects, namely appearance, presentation of material, quizzes, and also language. So, it can be concluded that Flipbook POKUS (Politics of Khulafaur Rashidin) has a feasibility interpretation of

'Very Good'. If seen from indicators number two to five which are given a feasibility value of 5 all, it proves that most Flipbook POKUS is worth using. This product assessment by the teacher is following research conducted by (Puspita et al., 2022) where the product assessment must cover all aspects before it is stated that the product is very feasible to use.

This assessment was done when the researcher conducted a product trial on VI students of SDN Sukasirna I and the product was evaluated after the teacher saw the product being used in class.

Assessment of students

Table 3. Results of Assessment of Students

Participant	Achievement Indicators (1-6)						Amount	%	Interpretation
	1	2	3	4	5	6			
Penilai A	4	5	4	4	4	5	26	86,6	Very Good
Penilai B	3	5	4	4	5	4	25	83,3	
Penilai C	4	5	4	4	5	4	26	86,6	
Earned amount							77	256,5	Very Good
Rate-rate							25,6	85,5	

Based on the table above, the researcher made observations of students when the product was used. From several existing indicators, the student interest section shows a very clear response so it has a fairly large scale value. Overall it can be seen that the results showed 85.5% of students gave a good

response to the product Flipbook POKUS made, so it can be concluded that Flipbook POKUS is worth using.

Results of Student Practice Problem Values in Products

Table 4. Results of Student Practice Problem Values in Products

Participant	Grade Scale of 10 Questions										Is		Interpretation
	1	2	3	4	5	6	7	8	9	10	Amount	%	
Student A	10	10	10	10	10	10	10	10	10	0	90	90	Interpretation
Student B	10	10	10	10	0	0	10	10	10	10	80	80	
Student C	10	10	10	10	10	10	0	10	10	10	90	90	
Student D	10	10	10	10	10	10	10	10	10	10	100	100	
Student E	10	10	10	10	10	0	10	10	10	10	90	90	
Student F	10	10	10	10	10	0	10	10	10	10	90	90	
Student G	10	10	10	10	10	10	10	10	10	10	100	100	
Student H	10	10	10	10	10	0	10	10	10	10	90	90	
Student I	10	10	10	10	10	10	10	0	10	10	90	90	
Student J	10	10	10	10	10	0	10	10	10	10	90	90	
Student K	10	10	10	10	10	10	10	10	10	10	100	100	
Student L	10	10	10	10	10	10	10	10	10	10	100	100	
Student M	10	10	0	10	10	10	10	10	10	10	90	90	

Student N	10	10	10	0	10	10	10	10	10	10	90	90	
Student O	0	0	10	10	10	10	10	10	10	10	80	80	
Student P	10	10	10	10	10	10	10	10	10	10	100	100	
Student Q	10	10	10	10	0	0	10	10	10	10	80	80	
Student R	10	10	10	10	10	10	10	10	10	0	90	90	
Earned amount											1.640	1.640	
Rate-Rate											91,1	91,1	Very Good

The table above is the result of student scores when working on the questions in the inner material Flipbook POKUS. Of the ten questions, students answered correctly eight as many as three people, students answered correctly nine as many as ten people, and students answered ten correctly as many as three people. Most students answered nine questions correctly, this proves that out of the eighteen students, almost 60% of students understood the material provided. In addition, the table above shows the scale of students' literacy interest, seen from the average of 91.1% of all students with very good interpretations. This can be seen from the students who answered most of them correctly, proving that these students read the material in the text Flipbook POKUS. That way, it can be concluded that the literacy interest of class VI students at SDN Sukasirna I have increased very well, this certainly has a pretty good impact because according to (Lolotandung & Trivena, 2022) writing and reading are abilities that must be possessed by elementary school students because they have important influence for the present and the future.

CONCLUSIONS AND RECOMMENDATIONS

Based on the research conducted, it can be concluded that Flipbook POKUS (Politics of Khulafaur Rashidin) can be used as a learning medium in the subject of Islamic Religious Education in Khulafaur Rasyidin Elementary School material. Flipbook POKUS was also able to increase the literacy interest of class VI students at SDN Sukasirna I to be

better. This can be seen from the percentage of student scores in the practice questions of 91.1%, the student's reaction to the product was 85.5%, and the teacher's assessment of Flipbook POKUS is 95.7%. So, it can be concluded that the product Flipbook POKUS (Politics of Khulafaur Rashidin) is feasible to use and able to increase the literacy interest of elementary school students.

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