

**ISLAMIC STORY FLIPBOOK IN ENGLISH FOR STRENGTHENING
PANCASILA STUDENT PROFILE**

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ABSTRACT

The Pancasila Learner Profile in Indonesia emphasizes character development rooted in Pancasila's values, aiming to cultivate morally upright students ready for 21st-century challenges with both competence and integrity. Utilizing educational technology like Flipbook, especially in English language learning, offers a promising approach to instilling Pancasila values. Thus, this research aims at developing islamic story flipbook for strenthening pancasila student profile. Research and Development (R&D) with ADDIE development model was used in this research. The respondents of this research were the fourth grade of SD Muhammadiyah Ambarawa consisting of 52 students. Then, the product was validated by four experts who assess the feasibility of the product coming from users, material expert, media expert, and multimedia expert. The data were collected from observation and the questionnaire. The findings indicate that the user's score was 4.6, material expert's score was 3.28, media expert's score was 4.21 and multimedia expert's score was 5. This means that the product was categorized in 'good' and 'very good' categories. Thus, it can be concluded that Islamic Story Flipbook was recommended to be used for strengthening Pancasila student profile.

Keywords: ADDIE, Flipbook, Pancasila Profile, R&D

A. INTRODUCTION

Pancasila Learner Profile aims to maintain the noble values and morals of the nation, prepare students to be part of a global society, realize social justice, and achieve competence in the 21st Century era (Kahfi, 2022; Irawati et al. 2022). It means that the Pancasila Student Profile plays an important role in shaping a young generation that not only has the competence to face the challenges of the 21st century, but also has a strong moral awareness and can contribute positively to society and the nation, both at the national and global levels. Therefore, strengthening the profile of Pancasila learners is one of the policies emphasized by the current government, to shape the character of students as a step towards realizing national education goals. Strengthening the Pancasila Learner Profile can be done through various ways that can be implemented both at the individual level, educational institutions, and in overall education policy. The implementation of the Pancasila Learner Profile can be

done through classroom learning that focuses on character building and student abilities in everyday life (Rachmawati et al. 2022).

Character education has an important role in realizing the vision of national development, namely creating a nation with character, good morals, morality, culture, and manners in line with the ideology of Pancasila and the 1945 Constitution (Juliani & Bastian 2021). This character education has a significant impact on how students can face the times in the future (Sari et al. 2022). These moral values are in line with the profile of Pancasila learners, such as faith and devotion to God Almighty, the spirit of global diversity, independence, cooperation, critical thinking, and creativity. These six dimensions show a balance between morals towards God (humans as servants) and personal morals (humans as caliphs) (Nihayati & Suminto 2020). Taking examples from the examples of the companions, martyrs, and Aulia who showed the praiseworthy character of the Prophet Muhammad PBUH. Delivering Islamic stories has a positive impact on the personal formation of young people who have good character is also a hope that can make the Indonesian nation proud (Suri et al. 2022). This implementation process can be done through digital-based learning media, including Flipbook, which can be used in English language learning. Flipbook is an electronic teaching material that includes text, images, videos, animations, sounds, and other elements, and can be accessed using digital devices (Sari, 2018).

Profile of Pancasila Students

In the context of an independent curriculum, the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia, Nadiem Anwar Makarim, revealed that strengthening character education for students will be emphasized by the Ministry of Education and Culture through various strategies focused on efforts to produce Pancasila learners (Ismail et al., 2020). This Pancasila learner profile is a description of the desired graduates to show the character and skills that learners are expected to achieve. In addition, the Pancasila learner profile also aims to empower learners with the high values of Pancasila (Sufyadi et al. 2021). In the Pancasila Learner Profile, the skills and characters to be developed are reflected in six main dimensions, namely (1) having faith and piety in God Almighty, and behaving well; (2) accepting and appreciating global diversity; (3) participating in cooperation and mutual cooperation; (4) having independence; (5) being able to think critically; (6) having creativity. This means that there are six main dimensions include values such as faith, diversity, cooperation, independence, critical thinking, and creativity.

Based on our observations at SD Muhammadiyah Ambarawa, it is apparent that English language learning hasn't tapped into Flipbook learning media, solely relying on traditional textbooks. Interviews with students underscore their desire for more dynamic and interactive learning materials, accessible on mobile devices, and enriched with engaging elements such as videos and interactive quizzes. Furthermore, assessments and interviews with class teachers in English subjects for classes 4A and 4B reveal ongoing challenges, particularly in vocabulary comprehension, with an average score of 64. Teachers acknowledge that English lessons are often viewed as supplementary, resulting in limited student engagement, exacerbated by uninteresting learning materials. However, it is crucial to recognize that language proficiency is integral to comprehending other subjects. Further interviews with class teachers also reveal a lack of effective technology integration in English learning. Consequently, diversifying learning media is essential to address these issues. Language

lessons are not separate knowledge, the existence of linguistics is needed by humans to help understand and master other knowledge (Mailani et al. 2022).

One way to strengthen the Pancasila Student Profile is to utilize educational technology to support the learning of Pancasila values, such as through the development of interactive learning content or online learning platforms that include these values. With the development of increasingly advanced technology, education must be accompanied by the strengthening of moral values. One of the effective way is by integrating the use of flipbook.

English PDF flipbook

The use of multimedia technology in English language teaching can create a more dynamic, visual, and authentic environment. In addition, the utilization of multimedia in learning can save time and encourage student engagement thus improving their understanding of the material. The ability of multimedia to combine images and sound also increases the involvement of both teachers and students in the English learning process (Parvin & Salam, 2015). The term flipbook is taken from a children's toy that contains a series of different pictures if opened from one page to another page will show that the pictures seem to move (Hayati et al., 2015). Furthermore, Litta et al. (2023) said that the application of digital technology -flipbook maker as media is effective and can make students more interested in improving English reading skills. The media experts stated that the developed English writing skills flipbook was valid with an average score of 3.80. The results of students' responses show that 92.8% feel encouraged to learn because the flipbook presents material, interesting pictures, and meaningful videos. They also rated the flipbook as easy to access via mobile phone. The pilot test with an average score of 89.10 showed an increase in student interest and learning skills (Firdaus & Hartatik 2023). There are several software that can be used to create e-modules, one of which is the Flip PDF cooperated edition application. The Flip PDF corporate edition application is an application used to create content in the form of text, images, animations, practice questions, links, audio, and video that can be combined.

Several studies have been conducted related to Flipbook for strengthening the student profile of Pancasila (Fadhilah et al. 2023). What distinguishes it from some of the past research is that there has been no specific research using English and Indonesian as the language in the media and specifically raising Islamic stories used to strengthen the profile of Pancasila students. The application of two languages (bilingual) in the teaching-learning process will provide significant benefits, namely increasing students' ability to have a deeper understanding of the subject matter in both languages, preparing students to compete on a global scale, and familiarizing students with developing critical thinking skills. The hope is that this strategy will make it easier for students to continue their education to a higher level (Sagala et al. 2023). This Flipbook media is different from other Flipbook media. In addition, there have not been many researchers who have developed Flipbook media using two languages, namely Indonesian and English, adding Islamic stories it as a strengthening of the Pancasila Student Profile. The problem formulation in this study is to find out the feasibility of the English Islamic Story Flipbook for Strengthening the Pancasila Student Profile.

B. METHOD

This research is a development research (Research and Development). The stages in this study refer to the ADDIE development model which has five stages of development, namely: Analysis, Design, Development, Implementation, and Evaluation (analysis, design, development, implementation, and evaluation). The ADDIE model is employed for development purposes, selected due to its systematic approach and theoretical grounding in learning design.

1. Analysis Stage

Needs Analysis; aspects of the needs of the national curriculum, local curriculum, education unit level curriculum, or special curriculum intended for a particular class or group of students. The curriculum needs analysis is related to the analysis of learning objectives. Analysis of Student Characteristics; age needs, interests, aptitudes, limitations, and individual strengths. Analyze students' understanding of Islamic stories.

2. Design Stage

In designing Flipbook logic integrated moral values, the Design stage includes a systematic process that starts from setting learning objectives, designing learning scenarios in Flipbook, designing Flipbook designs including designing videos and games using Flip PDF Builder, and designing the content/substance of learning materials and designing evaluation tools to measure the feasibility and effectiveness of Flipbook, this includes Selection of Islamic stories, design of animated images, a compilation of Islamic story texts, learning scenario design, preparation of English vocabulary tests, tests on understanding the concept of the Pancasila learner profile embedded in Islamic stories, observation instruments, reflection questionnaires on changes in behavior and attitudes.

3. Development Stage

The product development stage is expert assessment or evaluation and user evaluation. Expert evaluation includes; 1) Flipbook design aspects, 2) pedagogical or andragogical or heutagogical aspects, 3) product development principles, 4) physical concept of the product, 5) Islamic stories and messages to be conveyed through the product. Product evaluation by experts were carried out by evaluators or technology experts, material experts, and experts in the Islamic field. This activity was carried out to review the initial product, provide input for improvement, and evaluate the product as a Flipbook that is suitable for use. User Evaluation, is the development of learning products in schools, then teachers can be used as user evaluators for the purposes referred to above. The user's view of the product becomes a bridge between the expert's conceptual view and the end user in the aspect of product practicality. product evaluation by field users is carried out by testing the product by teachers related to English and Islamic stories. The purpose of this stage of evaluation was to see small errors that escape the observation of technology and material experts so that improvements can be made if necessary before being tested on target product users.

4. Implementation and Evaluation Stage

At the implementation and evaluation stage, the effectiveness of Flipbook was tested through an English vocabulary test related to the Islamic stories in English delivered. This trial was conducted to obtain direct input from the field on the Flipbook design that had been prepared. The results of this trial were used to revise and refine the previously prepared Flipbook design until it was declared an effective product.

This research was conducted at SD Muhammadiyah Ambarawa with the research subjects are fourth grade students in the school year 2023-2024 even semester. Flipbook feasibility evaluation instruments used evaluation sheets based on aspects of learning communication media, learning design aspects, material aspects, and user aspects. The expert evaluation sheet instrument used in this study was adopted from the learning media evaluation instrument published by the Center for Information Technology and Education Culture, Ministry of Education and Culture in 2015.

C. FINDINGS AND DISCUSSION

This research comprehensively assessed the initial phase of the project in February 2024, exploring four main areas: Needs Analysis, Student Characteristics Analysis, Initial Ability Analysis, and Technology Development Analysis, highlighting the importance of integrating moral values into education, addressing challenges such as students' lack of interest in English learning, struggles with vocabulary comprehension, and emphasizing the potential of technology in education, thereby setting the stage for innovative solutions in the design phase.

Stage 1: Analysis

At this stage, observations were conducted in February 2024. It was done to obtain the data as the basis for designing the Flipbook. The activities carried out at this stage were needs analysis, student characteristics analysis, analysis of students' initial abilities, and analysis of technological developments.

Needs Analysis

SD Muhammadiyah Ambarawa is an educational unit that has implemented an independent curriculum. The Independent Learning Curriculum is one of the curriculum models that emphasizes the importance of independence for students. However, this freedom must be balanced with strengthening moral values. Therefore, the implementation of the Merdeka Belajar Curriculum requires the implementation of the Pancasila Student Profile Strengthening Project (P5). Student character building is one aspect that can be realized through strengthening the Pancasila learner profile in the learning process. This student character building can be instilled through various kinds of learning in the classroom, one of which is English. In English language learning, there is an opportunity to strengthen the student profile of Pancasila. In addition to teaching language skills, this learning can be a means to strengthen students' moral values and character by the nation's philosophy. For example, in choosing learning materials, teachers can choose texts that not only teach grammar or vocabulary, but also contain moral values contained in Pancasila, such as cooperation, justice, and unity. In addition, teachers can also relate learning materials to Pancasila values in the context of everyday life, for example by analyzing how these values are reflected in the culture, customs, or habits of the community. Thus, English learning is not only a means to acquire linguistic skills, but also a place to strengthen students' moral and national awareness by strengthening the Pancasila learner profile.

Student Characteristics Analysis

In English language learning, students often lose interest and do not try to understand the material taught by the teacher. This happens because of students' lack of interest in learning and uses less media in learning, and shows that the profile of Pancasila students is experiencing significant challenges. This phenomenon is partly influenced by increasingly

sophisticated technological advances, which can have an impact on student morality. Thus, education needs to be accompanied by strengthening moral values. These moral values are in line with the Pancasila learner profile, which includes faith and devotion to God Almighty, global diversity, independence, mutual cooperation, and the ability to think critically and creatively.

The results of interviews with students show that they need learning media that can be accessed flexibly, mobile-based, and equipped with various interesting elements such as videos, interactive quizzes, and question explanations that are not only dependent on the teacher, to increase their interest in learning English. It is concluded that learning media is one of the solutions to overcome this problem. The utilization of learning media in the teaching process can stimulate new interest and motivation in learning. Therefore, the creation of an English-language Islamic Story Flipbook for Strengthening the Profile of Pancasila Students aims to increase student participation and involvement in the classroom.

Analysis of Students' Initial Abilities

Based on the results of assignment scores, notes, and interviews obtained from class teachers in English subjects in classes 4A and 4B of SD Muhammadiyah Ambarawa, it is found that students still have difficulty in learning English, especially in understanding English vocabulary, both words and their meanings. From the results of the student's assessment of the teacher, it was found that the average score was 64. From this, it can be concluded that students in grades 4A and 4B of SD Muhammadiyah Ambarawa do not have a good understanding of English vocabulary. Based on the observation of the class, it was found that students were less interested in learning and were lazy towards learning. This indicates that the value of ahlak has not been well reflected in students.

Analysis of Technology Development

The development of science and technology (IPTEK) in education is in line with the era of globalization that we face today. Technology is advancing in education, allowing educators and learners to easily access and obtain various information through the internet. This accelerates the process of searching and learning knowledge. Researchers then conducted interviews with teachers of grades 4A and 4B of SD Muhammadiyah Ambarawa to find out that the use of technology is still not well implemented in English language learning. The design of an English-language Islamic Story Flipbook for Strengthening the Profile of Pancasila Students is expected to improve ahlak, faith, and spirituality. The existence of beliefs and spiritual dimensions strengthens individuals and encourages them to overcome various challenges. Personal ethics or morality becomes the standard for evaluating our actions in daily life (Kahfi, 2022).

Stage 2: Design

At this stage, the process begins with selecting the Islamic stories to be loaded, designing the flipbook design, and designing evaluation instruments to measure the feasibility and effectiveness of the e-book.

Selecting Islamic stories

The selection process of Islamic stories involves careful steps to ensure that the material presented is relevant and meaningful for youth character building. Taking examples from the Companions, martyrs, and Aulia who display the praiseworthy character of the Prophet Muhammad is one of the crucial stages in this process. These stories not only offer moral

inspiration, but also provide concrete illustrations of how Islamic values can be implemented in everyday life. In the context of forming a young person with good character, the delivery of Islamic stories that have a positive impact is a hope that can enrich the identity of the Indonesian nation as a whole.

Designing Flipbook

The following is a PDF design (before becoming Flipbook) of Islamic Stories in English for strengthening the Pancasila Student Profile presented in the following display.



Picture 1: PDF design (before becoming Flipbook) of Islamic Stories in English

After that, the PDF was processed in the application PDF Corporate Edition application and became the Flipbook PDF as can be seen at: <https://online.flipbuilder.com/yitcs/hqas/>

Designing Evaluation Instruments for the Feasibility and Effectiveness of Flipbooks

The e-book feasibility evaluation instrument uses an evaluation sheet based on aspects of learning communication media, learning design aspects, material aspects, and user aspects. The expert evaluation sheet instrument specifically filled in by users (teachers) and multimedia experts adapted from McAlpine & Wetson (1994). While, the instrument filled in by material experts adapted from the Directorate of Education Personnel of the Directorate General of Quality Improvement of Educators and Education Personnel of the Ministry of National Education 2008. Last, for the media expert instrument was adapted from Sugiarto (2019).

Stage 3: Development

This stage aims to produce flipbooks that have undergone a revision process based on the suggestions and input of experts. The results of expert suggestion can be seen in the following table:

Table 1. Results of Expert Suggestion



No	Experts	The Suggestions
1	From Users (Teachers)	Adding stories about the Tabiin, hyperlinking the table of contents, explaining unfamiliar vocabulary, expanding stories like those of Bilal Bin Rabah and Sumayah bint Khayyat for better comprehension, providing context for characters like Kaab bin Malik, correcting text placement errors
2	Material Expert	Adding dialogue for engagement, incorporating background images and Quranic references

3	Media Expert	Enlarging text size, using a desert-themed background with cartoon characters, and including interactive elements like links to answer quizzes.
4	Multimedia Expert	The completion of the quiz should be provided with a link to answer it (Crossword Puzzle).

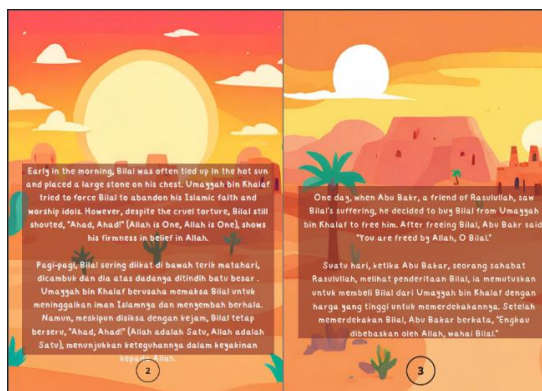
From the table above, it can be described that from teachers suggestions are valuable insights suggest enriching the content with stories about the Tabiin, while also hyperlinking the table of contents for easier navigation. To aid in comprehension, explanations of unfamiliar vocabulary are imperative, alongside expanding narratives like those of Bilal Bin Rabah and Sumayah bint Khayyat. Providing context for characters such as Kaab bin Malik will deepen understanding, while rectifying text placement errors ensures a seamless reading experience. From material experts, incorporating dialogue enhances engagement, while integrating background images and Quranic references enriches the material with cultural and visual depth. Furthermore, media experts recommend enlarging text size for accessibility and utilizing a desert-themed background with cartoon characters to captivate attention. Interactive elements like links to answer quizzes add an engaging dimension to learning. Lastly, multimedia experts suggest providing completion of quizzes with links to answer them, with options like crossword puzzles offering an interactive and stimulating way to reinforce learning. By amalgamating these suggestions, the educational material can be transformed into a dynamic and immersive learning environment.

Furthermore, based on suggestions from experts, several revisions have been made and can be seen at the link: <https://online.flipbuilder.com/yitcs/hqas/>. The revised version also can be seen in the following table:

Table 2. Revised Version

No	Experts	Revised Version
1	From Users (Teachers)	
2	Experts Material	

3 Media Experts



4 Multimedia Experts



Stage 4: Implementation and Evaluation

The purpose of this phase is to implement a revised e-module based on the pilot test results. Then after the product has been implemented. The next stage was evaluation stage. Furthermore, the evaluation were conducted after implementing the product. The evaluation was conducted by distributing the questionnaires. The results of the questionnaires can be seen in the following table:

Table 3. Results of Questionnaires

No	Expert	Criteria	Mean Scores	Category
1.	User	a. The ease of use b. The students interest and motivation c. The effecriveness in individual and Classroom Learning	4.6	Very Good
2.	Material expert	a. Self-Instruction, b. Self-Contained, c. Stand-Alone, d. Adaptive, and e. User Friendly	3.28	Good
3.	Media Expert	a. The size of Flipbook b. The Design of Fllipbook's covers c. The Design of Flipbook's content	4.21	Very Good

4.	Multimedia Expert	a. Truthfulness of Content	5	Very Good
		b. Conceptual accuracy		
		c. Contemporary and up to date material		
		d. Coverage and depth		
		e. Adequacy of References		

From users or teachers, the average score of 4.6 suggests that the application excels in providing an excellent teaching-learning experience. It is notably easy to use, seamlessly integrating into the instructional process. Moreover, it effectively stimulates students' interest and motivation, fostering high levels of engagement and active participation in the learning activities. The application demonstrates adaptability to varying learning paces and promotes collaborative learning experiences both in individual and classroom settings. Conversely, the experts' assessment of the material yields an average score of 3.28, indicating a good but slightly less robust performance. The evaluation focuses on the application's capacity for self-instruction, self-containment, standalone functionality, adaptiveness, and user-friendliness. Media experts, awarding an average score of 4.21, find the application highly satisfactory. They particularly commend the size and design of the flipbook's covers and content, recognizing its appeal and effectiveness in capturing learners' attention. Finally, multimedia experts give a perfect score of 5, signifying exceptional quality. Their assessment highlights the application's truthfulness of content, conceptual accuracy, contemporary relevance, comprehensive coverage, and the adequacy of references, all crucial factors for ensuring an enriching and impactful learning experience.

From the data described above, it can be concluded that after being tested and revised, the English-language Islamic Story Flipbook for Strengthening the Pancasila Learner Profile is effective to be used at SD Muhammadiyah Ambarawa grade 4. The final product of the flipbook can be seen at <https://online.flipbuilder.com/yitcs/hqas/>.

D. CONCLUSION

The Pancasila Learner Profile is pivotal in Indonesian education, aiming to cultivate students' character based on the nation's foundational philosophy, Pancasila. By emphasizing values like faith, diversity, cooperation, independence, critical thinking, and creativity, this profile aims to shape a generation prepared for the challenges of the 21st century while upholding moral integrity. Strengthening this profile is a key policy focus, aligning with the broader goals of national education. Utilizing educational technology, such as Flipbook, emerges as a promising approach to embedding Pancasila values in English language learning. This development process, following the ADDIE model, involves meticulous analysis, design, development, implementation, and evaluation stages. Through expert input and iterative refinement, the English-language Islamic Story Flipbook emerges as an effective tool for reinforcing the Pancasila Student Profile. Its implementation at SD Muhammadiyah Ambarawa demonstrates significant improvements in student engagement, understanding, and activity levels. Ultimately, this Flipbook represents a tangible step towards realizing the vision of an advanced, sovereign Indonesia, fostering a generation with both competence and moral fortitude.

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