

Flipbook Media Based on STAD Model to Improve Social Studies Learning Outcomes of Grade IV Elementary School

Lola Amalia^{1*}, Akhmad Junaedi² 

^{1,2}Elementary School Teacher Education, Semarang State University, Semarang, Indonesia

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ABSTRAK

Penelitian ini dilakukan berdasarkan permasalahan di lapangan yaitu kurangnya media pembelajaran yang relevan dan masih rendahnya hasil belajar IPS dibandingkan pembelajaran lainnya. Tujuan penelitian ini untuk menganalisis hasil pengembangan media, kelayakan, dan efektivitas media pembelajaran Flipbook sebagai media pembelajaran IPS kelas IV materi norma & adat istiadat di Sekolah Dasar. Penelitian ini menggunakan jenis penelitian R&D (Research & Development) dengan metode pengembangan ADDIE. Teknik pengumpulan data berupa tes & non-tes meliputi observasi, wawancara, angket, dokumentasi, dan tes. Subjek penelitian ini yaitu 1 ahli media, 1 ahli materi, 1 guru, dan 28 orang siswa kelas IV. Instrumen pengumpulan data menggunakan angket kuesioner & soal tes. Teknik analisis data menggunakan uji normalitas, uji-t, dan uji N-Gain. Hasil penilaian ahli media memperoleh persentase 92%, dan ahli materi memperoleh persentase 91,66%, termasuk sangat layak. Hasil uji-t menunjukkan Flipbook efektif meningkatkan hasil belajar IPS. Hasil N-Gain menunjukkan adanya peningkatan hasil belajar IPS. Disimpulkan bahwa penggunaan media Flipbook pada pembelajaran IPS yang dikembangkan peneliti valid & layak digunakan pada pembelajaran, serta efektif membantu siswa belajar sehingga dapat meningkatkan hasil belajar siswa kelas IV Sekolah Dasar.

ABSTRACT

This research was conducted based on problems in the field, namely the lack of relevant learning media and still low social studies learning outcomes compared to other learning. The purpose of this study was to analyze the results of media development, feasibility, and effectiveness of Flipbook learning media as a social studies learning media for grade IV material norms & customs in elementary schools. This research uses the type of R&D (Research & Development) research with the ADDIE development method. Data collection techniques in the form of tests & non-tests include observation, interviews, questionnaires, documentation, and tests. The subjects of this study were 1 media expert, 1 material expert, 1 teacher, and 28 fourth grade students. Data collection instruments used questionnaires & test questions. Data analysis techniques used normality test, t-test, and N-Gain test. The results of the media expert assessment obtained a percentage of 92%, and the material expert obtained a percentage of 91.66%, including very feasible. The t-test results show Flipbook effectively improves social studies learning outcomes. N-Gain results showed an increase in social studies learning outcomes. It is concluded that the use of Flipbook media in social studies learning developed by researchers is valid & feasible to use in learning, and effectively helps students learn so that it can improve the learning outcomes of grade IV elementary school students.

1. INTRODUCTION

Education is an understanding effort that forms learning and teaching conditions for students to be active and increase their abilities so that they are able to control themselves, personality, intelligence, morals, and skills needed by themselves and society. Education is obtained by humans from an early age in an effort to realize the development of human resources from one generation to the next in Indonesia (Hanifah & Setyasto, 2024; Nurfatimah et al., 2022). Education is one of the means to advance all aspects of human life in Indonesia, both in the economic, social, technological, security, skills, moral character, welfare, culture and national glory. In this case, the challenge of education is to develop all the potential

possessed by children without forcing them to get out of their potential, because every child has different potential (Ilham, 2019; Nirmala & Istianah, 2020).

Education is an eternity that will continue to develop every day and bring up new things that can be learned again by anyone. Therefore, previous experts also said that education is the most important factor for every human being (Hakim & Wahyudi, 2021; Soraya, 2021). In addition, the purpose of national education is to provide life lessons, inspire confidence, and equip people with knowledge, skills, and responsibilities. This clearly shows that humanizing people is the goal of education, indicating the need to pay attention to education. During this period, many policy changes have occurred in Indonesia (Astuti & Darsinah, 2019; Tiara & Sari, 2019) Education is very important in human life because education can make humans know about science and the responsibilities that must be carried out in survival.

The utilization of facilities and infrastructure to support teaching in schools is greatly influenced by this rapid technological advancement. This significant technological advancement has an impact on the learning process in schools which is transformed and brings various changes to the world of education (Li et al., 2022; Maksum, A., & Fitria, 2021). As for the positive impact, it can access information faster and increase productivity in the workplace, while negative impacts such as people misusing these benefits for other bad purposes that have an impact on character decline (Sofiasyari et al., 2023; Zahra et al., 2024). Information and communication technology-based learning is closely related to the demands of 21st century learning. 21st century learning is learning that combines cognitive, affective, psychomotor abilities, and the use of technological media tools that can assist learning (Meilani & Aiman, 2020; Nurwidiyanti & Sari, 2022). Social Studies learning is one of the learning materials included in 21st century learning. Social Studies is one of the subjects taught in elementary schools which aims to familiarize students with ideas about the environment and life in society (Prehanto et al., 2021; Rosyada et al., 2024).

In order to advance education in Indonesia, the Merdeka Curriculum has now begun to be implemented. Social studies learning is learning that students learn to foster sensitivity to social problems and interact socially at home, family environment, school, and community (Kusuma & Ahmadi, 2024; Wahidin et al., 2021). Social studies is one of the compulsory subjects for elementary school students. Social science refers to a field of study that focuses on humans and how they interact with their physical and social environment or humans as members of society (Abidin et al., 2021; Siregar et al., 2022). Therefore, Social Science education is very important to be taught at school. Learning is abstract because it occurs in the mind and cannot be observed. Therefore, learning can only be known when someone shows a change in behavior from the previous pattern. This behavior change is related to the knowledge, affective, or psychomotor domains. Learning requires the right learning strategy, namely the ability to use various media and the right learning model. There are ways to help teachers improve the quality of learning, namely by using varied learning media and learning models.

Media now with self-directed learning involves the use of communication and information technology both in the classroom and in everyday life (Hidayati et al., 2021; Sobri et al., 2020). The role of learning media is very important in this age of technological development, so that it can help students to understand the explanations conveyed by educators easily to achieve learning goals (Maronta et al., 2023; Utomo et al., 2023; Wulandari et al., 2023). The use of media in the classroom can inspire and stimulate student learning so as to produce more effective and efficient learning and positive interactions between teachers and students. Learning media is a tool or instrument that supports the teaching and learning process by arousing students' thoughts, feelings, attention and abilities so that it can support the learning process (Fitri & Ardipal, 2021; Gemilang & Listiana, 2020). One type of media that researchers will develop and can be used is Flipbook-based interactive media.

Teachers as educators can also choose and design the right learning strategy by using the right learning model to conduct learning. However, to achieve the educational process that has been set, educators often face problems. In fact, uninteresting material tends to make students bored, who then lose interest in what they are learning. Students have a great curiosity, so it is necessary to encourage students to be more enthusiastic in learning (Lutfiwati, 2020; Nuryani & Abadi, 2021). Teachers as educators can also choose and design the right learning strategy by using the right learning model to conduct learning. However, to achieve the educational process that has been set, educators often face problems. In fact, uninteresting material tends to make students bored, who then lose interest in what they are learning. Students have a great curiosity, so it is necessary to encourage students to be more enthusiastic in learning.

Therefore, interesting media and varied learning models are needed. Learning media is a tool in the teaching and learning process. Everything that can be utilized to arouse student interest and support the learning process by stimulating their ideas, feelings, and skills. Variations of learning media that attract students' attention, which is fun and of course can be used repeatedly. Therefore, researchers will develop Flipbook learning media in this researcher and apply the STAD model. The STAD learning model

is a very appropriate learning model used by teachers with the help of Flipbook media (Ariani et al., 2022; Ulfiya, 2021). The existence of this media is expected to be able to solve the problems that arise. Where this Flipbook media is interesting to read with varied animated images with the help of an LCD projector.

Flipbook media is a virtual book in the form of an inner album in which there is learning material using sentences containing colorful columns, so that students are more interested, active, and enthusiastic in participating in learning activities. Creating technologically advanced media development such as Flipbook, can increase students' basic knowledge. This is because printed books cannot be matched by Flipbook's ability to integrate sound, graphics, images, animation, and presentation movies. Flipbook combines technology with a tactile sensation when opening the book has animation, music, and video effects that provide a unique look than printed books. As a result, students will find Flipbook more interesting and interactive and can effectively help increase students' interest in learning (Hamid & Alberida, 2021; Khairinal et al., 2021; Rahayu et al., 2021).

Through learning activities supported by the STAD (Student Teams Achievement Division) type cooperative learning model where students together will learn in groups of 4-5 academically heterogeneous children mixing high and low. Students take a quiz on the subject matter they have learned at the end of the lesson (Apriliana, 2021; Vera & Satriani, 2019). The score of each group member determines the category of each group, whether it is a super team, great team, or good team. In line with previous research which shows that learning by using the STAD type cooperative model is beneficial with the help of flipbooks motivating and helping each other between students in mastering the skills or knowledge presented by the teacher, as well as providing a big influence and is very effective to be used in learning (Lehan et al., 2023; Wulandari, 2022). Thus, learners can help each other master material that has not been understood together and determine a problem in the media. Learners can interact with each other so that they can help each other master the material and actively participate in learning.

This research have novelty to improve and enhance the quality of social studies learning, as well as finding the right learning strategy by using learning media with Flipbook-based learning models that are varied using STAD in social studies learning in class IV at SDN Patemon 01 Semarang City. This is expected to produce more active students, increase learning motivation, and better student learning outcomes, as well as better teacher performance in developing good learning media through Flipbook media. The purpose of this study was to analyze the results of media development, feasibility, and effectiveness of Flipbook learning media as a social studies learning media for grade IV material norms & customs in elementary schools.

2. METHOD

This research is a type of development research or R&D (Research and Development) with research products, namely Flipbook media. According to Sugiyono, the Research and Development (R&D) method is a research method used to produce certain products, and test the effectiveness of these products (Kamal, 2021; Okpatrioka, 2023). The development method is a research technique used to create certain products and test the effectiveness of the product. This research uses the ADDIE development research model which includes analysis, design, development, implementation, and evaluation (Anafi et al, 2021; Puspasari & Suryaningsih, 2019). This research was conducted in class IV of SDN Patemon 01 Semarang City, first conducting a test of questions in class V of SDN Patemon 01 which totaled 26 students. Then in class IV SDN Patemon 01 there were 28 students in total, there were 6 students who participated in the small group test, while 22 students participated in the large group test. The following research steps with the ADDIE development model can be seen in Figure 1.

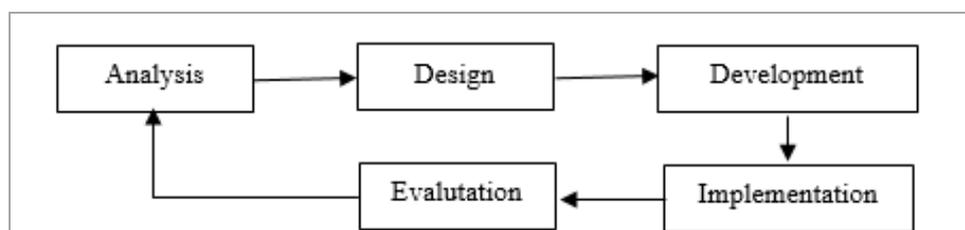


Figure 1. Steps of The ADDIE Model

First, the analysis stage collects data on problems that arise by collecting data using a questionnaire questionnaire. The product design process begins at the design stage. The development stage is the stage of developing products that have been designed. The implementation stage is to apply or implement directly the Flipbook media products that have been developed. The evaluation stage is carried

out to evaluate each stage that has been carried out by researchers. The research location is SDN Patemon 01. Flipbook-based social studies learning media on the material of norms and customs for grade IV is a research subject in the development of this learning media. Furthermore, Flipbook learning media will be tested after experts provide expert assessment or validation in their fields both material and media. In addition, there are also teachers and students as respondents regarding the use of the developed Flipbook learning media.

This study uses test and non-test data collection methods. Tests were obtained using question instruments (pretest and posttest), needs questionnaires and teacher and student responses used in data collection techniques. Meanwhile, non-test data collection techniques were obtained from observations and unstructured interviews with teachers and students. The questionnaire sheet was used as a data collection instrument, the following is presented in Table 1, Table 2, and Table 3.

Table 1. Table Media Expert Assessment Instrument Grid

No	Aspect	Indicator
1	Media Suitability	The media displays material according to the learning objectives achieved, the suitability of the instructions for using the media
2	Appearance Quality	The image/illustration design has good quality, the use of text variations is good, the selection of font type and size is clear, the font color is harmonious
3	Suitability of Media with Material	The media is in accordance with the teaching material, the suitability of the image with the material
4	Media Excellence	Media can be understood and stimulate student activeness
5	Convenience & Use	The media used is interesting and easy to use and can be accessed online

Table 2. Materi Expert Assessment Instrument Grid

No	Aspect	Indicator
1	Suitability of Material	Material presented according to Learning Outcomes and Learning Objectives social studies material content
2	Completeness of Material	The suitability of the material with the content of social studies lessons in everyday life and the material is adjusted to the level of difficulty.
3	Media Suitability with Material	Appropriate media development in accordance with the material
4	Feasibility of Material	Feasibility of language and material presented can be understood
5	Competence	The suitability of social studies material with the competencies achieved, material according to facts, and develop student competencies

Table 3. Questionnaire Instrument Grid for Teacher and Student Responses to Media

No	Aspek	Indikator
1	Media Suitability	Media is in accordance with the phase, Learning Outcomes, Learning Objectives, ATP, the material presented is clear
2	Use of Media	Media is easily reaccessible and able to improve student understanding with the use of good language
3	Media Content	Social studies media material in accordance with the level of understanding of students
4	Media Excellence	Media that is interesting and can improve learning outcomes

3. RESULT AND DISCUSSION

Result

Development research is a research method used to produce products and test how effective these products are. This research produces interactive media in the form of Flipbook on social studies content of norms and customs in my area using the ADDIE model consisting of 5 stages, namely analysis, design, development, implementation, and evaluation. The results of this study discuss several topics, such

as: (1) the results of Flipbook media product design; (2) the results of the feasibility of Flipbook media products; (3) the results of product effectiveness trials conducted on grade IV students of SDN Patemon 01. First at this stage the researcher analyzes why a product needs to be developed in developed at SDN Patemon 01 based on several problems that occur in the field. Based on the results of observations from interviews and data on the implementation of research conducted at SDN Patemon 01 Semarang City, there are problems found in the teaching and learning process, especially in social studies learning, among others, there are still many students who have difficulty in understanding learning materials and low learning motivation in students. So that several problems were found, namely learning media that did not support the learning process, so that students paid less attention and were not focused. Of course, this makes it difficult for students to understand the subject matter and makes them less active in learning, thus reducing student scores below the KKM.

Second, design design. At this stage the researcher begins to design and design interactive media products in the form of Flipbooks that will be made by paying attention to the problems and needs found in the field at the analysis stage. At this design stage, researchers choose software or applications that will be used to create Flipbook learning media, namely the Canva application that can connect to Heyzine which can convert files into interactive and accessible Flipbook media products. The results of the product design analysis are in the form of a teacher needs questionnaire, student needs questionnaire, and media design design. Furthermore, experts assess the feasibility of media products and the updated Flipbook-based learning materials are tested on a small and large scale.

This Flipbook media is interesting to read with varied animated images with the help of an LCD projector. Flipbook media is an album-like book in a virtual form in which there is learning material using sentences containing colorful columns, so that students are more interested, active, and enthusiastic in participating in learning activities. The results of the development of the Flipbook framework on the material of norms and customs in my area class IV SDN Patemon 01 are presented in [Table 4](#).

Table 4. Table Flipbook Learning Media Framework

No	Introduction	Core	Closing
1	Flipbook media initial display	8	Providing material on
2	Main Menu		norms and customs
3	Intructions for using Flipbook	9	Playback of animated
4	Intructions for icons on the Flipbook		learning video
5	Phases, Elements, Learning Outcomes	10	Giving related Quiz
6	Learning Objectives		
7	Social studies material		11 Conclusion
			12 Glossary
			13 Development profile
			14 Supervisor's biodata profile

Third, development, at this stage, researchers are able to create Flipbook media which is interactive media based on a previously developed framework that will be tested for feasibility by media and subject matter experts and obtain responses from teachers and students. Creating a cover with a visually appealing media title that contains the logo, title, class, author's name is the initial task. Next, create a material menu display, because this serves as the foundation for media development. The material displayed includes information that students need to master about the norms and customs in my area. The results of the Flipbook media development are presented in [Figure 2](#) and [Figure 3](#).



Figure 2. Results of Development of Flipbook Media for Social Sciences Material



Figure 3. Results of Development of Flipbook Media Coontains Animation Video

After the product is successfully developed, then the Flipbook media product is tested for feasibility or validity by means of product validation by experts in their fields. The purpose of validation is to ensure the feasibility of whether the teaching media needed by elementary school teachers and students is appropriate. Based on the media feasibility test, it was assessed by media experts (lecturers of PGSD UNNES learning media courses) to validate the design, and material experts (lecturers of PGSD UNNES social studies courses) to validate the material, which is responsible for assessing the media developed by researchers. The two experts filled out the expert validation questionnaire given by the researcher before giving an assessment of the Flipbook learning media along with teacher and student responses, the following is a recapitulation of the results of the product feasibility assessment in [Table 5](#).

Table 5. Table Flipbook Media Feasibility Test Assessment Results

Respondent	Percentage	Criteria
Media Expert	92%	Very Worth It
Materi Expert	91.66%	Very Worth It
Small Group Test Student Responses	97%	Very Worth It
Large Group Test Student Responses	99%	Very Worth It
Small Group Test Teacher Responses	94%	Very Worth It
Large Group Test Teacher Responses	100%	Very Worth It

Base on [Table 5](#), the results of the assessment, it is concluded that it is proven to be valid social studies learning media development Flipbook and obtain criteria very feasible to use in learning to improve the learning outcomes of fourth grade students SDN Patemon 01 Semarang City. Furthermore, it was tested on a small and large scale, the following can be seen in the [Table 6](#).

Table 6. Table The Assessment Results Before and After Product Use

No	Test Subject	Pre-Test	Post-Test
1	Small Group Trial	57.17	93.17
2	Large Group Trial	71.23	81.27

Fourth, the implementation stage. At this stage the researchers conducted small group and large group trials. Based on [Table 6](#) there is an increase in the average posttest of student learning outcomes. This shows a change in learning outcomes before and after students use Flipbook interactive learning media in grade IV social studies lessons. This shows that how good and effective the use of Flipbook media is to help students understand what they are learning. The last stage is the evaluation stage. Media that has been developed and tested for feasibility by material expert lecturers and media experts. If the product is considered feasible to be tested in the field, the product can be used by students in learning activities.

The data obtained by researchers in the form of pretest and posttest results. Furthermore, the two results were analyzed and tested first with the normality test, t-test, and N-Gain test. The first stage, conducting a normality test, the purpose of the normality test on the pretest and posttest of the learning

outcomes of fourth grade students of SDN Patemon 01 is to determine whether the data is normally distributed or not normally distributed. To measure normality test data, researchers are assisted by SPSS 22 software with the results in [Table 7](#).

Table 7. Table Pretest and Posttest Data Normality Test Results

Data	Number of Students	Kolmogorov-Smirnov ^a		Shapiro-Wilk	
		Statistic	Sig.	Statistic	Sig.
Pretest	22	0.119	0.200	0.939	0.193
Posttest	22	0.118	0.200	0.957	0.426

The results in [Table 7](#) based on the data owned show that the data from the pretest and posttest results include normal distribution data criteria by obtaining a significant value > 0.05 . Furthermore, by conducting the Paired Sample t-test pretest and posttest to test the hypothesis before and after the use of Flipbook learning media to improve the learning outcomes of fourth grade students of SDN Patemon 01. The results of the Paired Sample T-Test calculation in the study can be seen in [Table 8](#).

Table 8. Table Paired Sample T-Test Results on Small & Large Group Tests

Test Subject	Number Students	Average Difference	Standard Deviation	Sig. (2-tailed)	Information t-Table
Small Group Trial	6	36.000	11.296	0.001	H _a is accepted & H ₀ is rejected
Large Group Trial	22	10.045	8.704	0.000	H _a is accepted & H ₀ is rejected

Based on [Table 8](#), it shows that there is a significant difference in student activeness before (pretest) and after (posttest) given treatment in the small group test, with a sig. value of 0.001 and in the large group test obtained a sig. value of 0.000. From the calculation of the two tables it is clear that H_a is approved and H₀ is rejected. It can be concluded that Flipbook-based learning media in social studies learning in class IV SDN Patemon 01 get enormous benefits and are effective for improving learning outcomes. Furthermore, researchers used the N-Gain test to test pretest and posttest learning outcomes using student learning outcomes data. The N-Gain test was calculated using the SPSS application. The results of the N-Gain test can be seen in [Table 9](#).

Table 9. Table N-Gain Test Results on Small & Large Group Tests

Test Subject	Number students	Maximum	N-Gain	Standard Deviation	Criteria
Small Group Trial	6	1.00	0.8335	0.19503	High
Large Group Trial	22	1.00	0.3402	0.25844	Medium

Based on the results of the N-Gain test in [Table 9](#) shows that the use of Flipbook media can effectively improve social studies learning outcomes in grade IV students of SDN Patemon 01. Evidently in the small group obtained high criteria and in the large group obtained moderate criteria.

Discussion

This development research produces products in the form of Flipbook-based social studies learning media with the STAD (Students Team Achievement Division) model on the material of norms and customs in my area in class IV SDN Patemon 01. The results of data analysis show that the media is feasible to use to help improve the social studies learning outcomes of grade IV students. Learning media is a tool used to assist teachers and students in making learning interesting and fun, teachers are the ones who lead in terms of the quality of education because they are very important in the success of the education process ([Afriliziana et al., 2021](#); [Nafisah & Ghofur, 2020](#)). The application of contextually oriented digital Flipbook media in social studies learning in schools is not only possible but also successful; it can also support students in strengthening critical thinking skills ([Arnidah et al., 2020](#); [Prasasti & Anas, 2023](#)).

The media created and developed are expected to help educators and students in making learning fun and more interesting. This is in line with the opinion of Gagne' and Briggs, who argue that learning media consists of objects such as books, cassettes, video cameras, tape recorders, films, video recorders, slides (photo frames), charts, pictures, photographs, televisions, and computers that are physically used to convey the content of teaching materials. The application of Flipbook media in learning will be more effective by using the STAD learning model. The most basic type of cooperative learning is STAD. Students in the STAD model are divided into groups of four to five people, and each group should be diverse.

Previous research also states that the use of Flipbook media with the STAD model is effective and has a big influence on improving learning outcomes (Ariani et al., 2022; Lehan et al., 2023).

Second, Flipbook-based learning on social studies subject content is suitable and feasible to be applied in learning according to the expert assessment of media experts and material experts. Learning media is one of the means to improve student learning conditions and foster student interest in learning activities. In fact, incorporating educational media into learning activities not only facilitates the learning process for students but also facilitates the process of delivering information for teachers (Küsel et al., 2020; Rahmatsyah & Dwiningsih, 2021). This interactive Flipbook media can be easily accessed by students, so that it can facilitate student learning. Also, the combination of text, animation, video, sound, and other elements can stimulate students' memory minds well, and effective and interesting can help students convey information better and student learning becomes more varied in terms of visual and audiovisual displays (Andriyani & Suniasih, 2021; Putriningsih & Putra, 2021; Taukhid et al., 2022).

Third, the effectiveness test of Flipbook-based learning media aims to determine the effectiveness of the media on improving student learning outcomes seen from the results of pretest and posttest scores. Based on the average value of the pretest and posttest is different, and the available data is normally distributed. From these data, it shows that the research development of Flipbook media with the STAD model in grade IV social studies lessons has proven effective in improving learning outcomes and success markers have been met, as well as feasible and practical for use in learning. Therefore, a teacher needs to be able to select teaching media that are relevant to the subject matter and evaluation criteria (Kisma et al., 2020; Kustadiyono, 2020; Sapitri et al., 2021; Wardoyo et al., 2022).

Previous research stated that from the results of the experts' review and the results of subject trials at the individual trial stage and small group trials obtained very good qualifications. Thus, learning media flipbook based on contextual approach is feasible to use in learning social studies content of grade IV SD (Asmah et al., 2022; Dewi & Sujana, 2022). There are also previous research findings stating that students become enthusiastic in learning activities with interactive media Flipbook so that learning activities are more enjoyable and can stimulate students' curiosity about the material being studied, so as to increase interest in learning and curiosity about the material being studied (Arisandhi et al., 2023; Nuryani & Abadi, 2021). This reinforces the idea that the use of media in learning is beneficial and makes it easier to learn each competency that must be mastered and makes learning more interesting.

The implications of the research results show that the use of Flipbook learning media in social studies lessons with the STAD model in class IV can attract student interest in learning, arouse curiosity, help understand the material better, and provide new learning experiences that have never been taught before through Flipbook learning media. In contrast to previous studies that conducted research on the use of Problem Solving-based Flipbook media, oriented to a contextual approach; and there is research focused on cognitive learning of elementary school science (Arisandhi et al., 2023; Dewi & Sujana, 2022; Raditya & Sujana, 2021). Therefore, this research has novelty value and is different from previous research. Based on the explanation above, it can be concluded that the development of Flipbook learning media in social studies lessons on the material of norms and customs in my area with the STAD model is effective in improving student learning outcomes and achieving learning objectives.

4. CONCLUSION

Based on the development results, there is a level of feasibility of Flipbook learning media based on the assessment of media experts, material experts, teachers, and students. Increased student learning outcomes in social studies lessons are achieved through the use of effective media that has been made by researchers and evaluated by expert panels. The difference in learning outcomes before and after using Flipbook media has increased, according to the results of the t-test. The results of the N-Gain analysis also show the use of Flipbook media is also effective with a moderate level of criteria. The conclusion shows that Flipbook-based social studies learning media with the STAD model can improve student learning outcomes and have a positive effect on the social studies learning process on the material of norms and customs in class IV SDN Patemon 01. This learning media is very relevant and effective in supporting learning objectives.

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