

Development of Anyflip-Assisted Digital Modules for the Material “My Indonesia is Rich in Culture”

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ABSTRACT

The limited interactivity of conventional printed modules often impedes the development of students' critical and analytical thinking skills. This study aimed to design and validate an interactive digital module using the Anyflip platform for the topic “My Indonesia is Rich in Culture”, targeted at fourth-grade elementary students. Utilizing a Research and Development (R&D) method based on the ADDIE model—comprising Analysis, Design, Development, Implementation, and Evaluation—this study involved 25 students from SDN Pabuaran 02, Bogor Regency. The module underwent expert validation and was tested through a pre-test and post-test design. The expert validation yielded an average score of 96.5%, indicating high feasibility and validity. Student responses demonstrated an 80.6% satisfaction rate, and the N-Gain score was 0.60, reflecting a moderate improvement in learning outcomes. These findings indicate that the Anyflip-assisted digital module is a viable and effective tool for enhancing student engagement, motivation, and cultural understanding in elementary education settings.

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1. INTRODUCTION

Education plays a fundamental role in developing individual potential and requires continuous innovation and pedagogical creativity to ensure that learning materials are delivered effectively and attractively [1], [2]. In today's digital era, the integration of technology into the learning process has become increasingly essential not only as a supplement but also as a transformative force to create flexible, engaging, and interactive instructional materials that can sustain students' attention and motivation [3]. Despite efforts to present a variety of teaching resources, conventional printed modules are often perceived as monotonous, do not promote deep understanding, and hinder the development of students' critical and analytical thinking skills [4], [5]. These limitations can reduce students' focus and ultimately result in a less meaningful learning experience. Therefore, innovations in

educational media are urgently needed to foster a more engaging and cognitively stimulating classroom environment [6], [7].

Based on an observation conducted on October 26, 2024, at SDN Pabuaran 02, Bogor Regency, it was found that teachers had never used digital teaching materials or online-based student books in classroom activities. Therefore, the implementation of digital modules is urgently needed to improve innovation and learning effectiveness in schools and to provide students with more engaging and interactive learning experiences. This gap in technological adoption reflects a broader challenge in integrating 21st-century skills into primary education, particularly in underserved areas. In interviews with fourth-grade teachers, it was also revealed that students' learning interest tended to be passive, especially in the subject "My Indonesia is Rich in Culture". The lack of development of teaching materials, especially those that should support student-centered learning, has made the learning experience less meaningful and less capable of capturing students' attention.

According to teachers, the delivery of cultural material tends to be conventional and unengaging, causing students to be less focused and easily distracted. To overcome this challenge, the development of digital and interactive instructional materials is necessary. Such materials may include videos, animations, audio narrations, and educational quizzes, which can be accessed anytime, anywhere, and through various devices. The integration of digital technology allows teachers to present cultural content in more diverse and appealing formats. With this approach, students are more likely to find the learning process enjoyable and become more focused throughout lessons. Moreover, the topic "My Indonesia is Rich in Culture" is inherently rich with content and cultural diversity, making it ideal for multimedia-based learning that emphasizes flexibility, interactivity, and contextual understanding. Interactive teaching materials can also foster student engagement and accommodate different learning styles, visual, auditory, or kinesthetic, thus allowing more inclusive and meaningful learning experiences [8]. This approach aligns with contemporary theories of differentiated instruction and constructivist learning, which emphasize the importance of active engagement and multimodal content delivery.

One potential solution to this challenge is the use of Anyflip, a digital publishing platform that transforms static files such as PDFs or images into interactive electronic publications like e-books or e-magazines [9], [10]. With Anyflip, teachers can create teaching modules that are both engaging and accessible at any time. In addition, the platform enables easy editing of content and adaptation to curriculum updates without the need for physical reprinting [11], [12]. Previous studies have shown that digital modules developed with Anyflip are effective in increasing student learning motivation and are considered highly feasible for classroom use. For instance, Azzahra (2024) reported that Anyflip-based modules improved learning engagement [13]. In comparison, Mendofa et al. [14] highlighted positive student responses toward their use in religious instruction. These findings underscore the pedagogical potential of Anyflip for supporting diverse content areas and enhancing learner experience in digital environments.

Given this background, the development of an interactive, culture-based digital module using Anyflip is seen as a strategic solution to enhance student motivation and learning outcomes in elementary education. Therefore, this study aims to develop an

interactive digital module using Anyflip and assess its feasibility, effectiveness, and reception by students in learning the topic “My Indonesia is Rich in Culture”. This research contributes to the growing body of knowledge on digital pedagogy in primary education and seeks to provide a practical model for integrating technology into culturally responsive teaching practices.

2. METHOD

This study employed a Research and Development (R&D) approach using the ADDIE model, which consists of five systematic stages: Analysis, Design, Development, Implementation, and Evaluation [15], [16]. This model was chosen due to its structured and iterative nature, making it highly suitable for the development of instructional media that align with student characteristics and learning objectives. The research was conducted at SDN Pabuaran 02, Bogor Regency, involving 25 students from class IV-B during the even semester of the 2024/2025 academic year. This contextual setting was selected based on preliminary findings indicating limited integration of digital learning tools within the classroom.

At the analysis stage, researchers conducted observations and semi-structured interviews with fourth-grade teachers to identify learning issues and explore students’ needs in learning cultural content. The findings informed the design of an interactive digital module assisted by Anyflip, focusing on the material “*My Indonesia is Rich in Culture*”. During the design and development stages, the instructional content was arranged in storyboard form, integrating multimedia elements such as videos, animations, flipbook features, and interactive quizzes. The module was created using the Anyflip platform and designed to be user-friendly and age-appropriate. The storyboard was developed to ensure coherence between visual elements and pedagogical goals. The instruments used in this study included:

- a. Validation sheets were completed by four expert validators (media expert, material expert, language expert, and classroom teacher), assessing aspects such as content accuracy, language clarity, media interactivity, and alignment with curriculum.
- b. Student questionnaires, consisting of 10 items on a Likert scale, to measure student satisfaction, ease of use, engagement, and motivation.
- c. Pre-test and post-test questions were developed to evaluate students’ understanding of the material before and after using the module. The tests consisted of 10 multiple-choice items aligned with learning indicators. Each item was reviewed to ensure construct validity and relevance to the module content.

At the implementation stage, the module was trialed in a limited setting involving 25 students. A pre-test was administered prior to the use of the module, and a post-test was given afterward. The improvement in student learning outcomes was measured using the N-Gain formula:

$$N - Gain = \frac{Post\ test\ score - Pre\ test\ score}{100 - Pre\ test\ score} \quad 1)$$

The N-Gain was interpreted using Hake's classification: *high* ($g > 0.7$), *moderate* ($0.3 < g \leq 0.7$), and *low* ($g \leq 0.3$). This classification was employed to objectively measure the degree of learning improvement attributable to the intervention. In this study, descriptive quantitative analysis was used to calculate percentages of validation results, student responses, and learning gains. Data were tabulated and interpreted to identify trends and outcome patterns. Meanwhile, qualitative data from interviews and observations were analyzed through thematic analysis to interpret feedback and contextual conditions. This dual-method approach ensured a comprehensive understanding of both the effectiveness and usability of the developed digital module.

3. RESULTS AND DISCUSSION

3.1 RESULT

This study resulted in the development of an interactive digital module using Anyflip for the fourth-grade elementary school topic "My Indonesia is Rich in Culture". The development process followed the ADDIE model, consisting of the stages of analysis, design, development, implementation, and evaluation.

At the Analysis stage, initial observations and interviews with fourth-grade teachers revealed that the learning process was monotonous, unengaging, and lacked student participation. The teachers had not utilized digital learning media, which contributed to students being passive and unmotivated. These conditions highlighted the need for more engaging, interactive, and accessible digital teaching materials.

The Design stage involved preparing a storyboard for the digital module containing multimedia components such as videos, animations, interactive quizzes, and audio narration, as well as designing a user-friendly interface. These elements were tailored to suit the characteristics of fourth-grade students.

During the Development stage, the digital module was created using the Anyflip platform and then validated by four experts (media, material, language, and classroom teacher). The validation results are summarized in the following table:

Table 1. Expert Validation Results of the Digital Module

Validator	Aspect Evaluated	Score (%)	Category
Media Expert	Design & Interactivity	95.0%	Very Feasible
Material Expert	Content Quality	97.0%	Very Valid
Language Expert	Readability	96.5%	Very Valid
Classroom Teacher	Relevance & Usability	97.5%	Very Feasible
Average	—	96.5%	Very Valid

The expert suggestions were incorporated into the revision of the module, particularly improving readability and enhancing interactivity of the layout and navigation. At the implementation stage, a limited trial was conducted with 25 students in IV-B class. To assess the effectiveness of the developed digital module, students' understanding was measured through pre-test and post-test scores. The results are presented in the following table:

Table 2. Pre-test and Post-test Results of Student Learning Outcomes

Assessment Type	Average Score	Category
Pre-test	61.2	Fair
Post-test	84.6	Good
N-Gain	0.60	Moderate

Table 2 above shows that the average pre-test score of 61.2 increased to 84.6 in the post-test, indicating a 23.4-point gain in student learning outcomes after using the digital module. The N-Gain score of 0.60 further confirms that the improvement is in the moderate category based on Hake's criteria. These results demonstrate the effectiveness of the Anyflip-assisted digital module in enhancing students' understanding of the "My Indonesia is Rich in Culture" material.

The N-Gain score was calculated at 0.60, placing it in the moderate improvement category. Additionally, results from the student response questionnaire showed that 80.6% of students agreed that the module was engaging, easy to use, and motivating. Students particularly appreciated the interactive features such as flipbook animations, embedded videos, and quizzes.

3.2 DISCUSSION

The results of this study indicate that the development of digital modules assisted by Anyflip can provide a significant contribution to improving the quality of learning, especially in the material " My Indonesia is Rich in Culture " in grade IV of elementary school. The significant increase in post-test scores compared to the pre-test, as well as the N-Gain score, which is in the moderate category, indicates that interactive digital learning media can effectively improve students' conceptual understanding. This improvement supports the notion that the integration of technology in education serves as an effective pedagogical strategy, particularly in subjects that require contextual and cultural engagement.



Figure 1. Digital Modules Assisted by Anyflip

Theoretically, this finding strengthens the perspective of Amin et al. [17] view of multimedia learning theory, which states that the integration of visual, verbal, and audio

elements in learning media can improve the process of encoding information in long-term memory. The digital module developed utilizes Anyflip features such as flip book displays, video integration, animation, and interactive quizzes [17]. This provides a multimodal learning experience and is in accordance with the various learning styles of students, both visual, auditory, and kinesthetic. Such alignment enhances knowledge retention and caters to differentiated instruction strategies in primary classrooms.

The positive response of students to the module shows that the use of digital technology in learning not only increases learning motivation but also fosters active student involvement during the learning process. As many as 80.6% of students stated that this module is fun and easy to use. This outcome confirms the role of digital modules in transforming passive learning environments into dynamic and student-centered experiences, particularly in content areas often perceived as less engaging when delivered conventionally [18].

The module's feasibility is also reinforced by validation from domain experts, who assessed the material, media, and language aspects as highly appropriate. These validations demonstrate that a development process based on the ADDIE model can result in high-quality instructional products that suit the developmental and cognitive characteristics of elementary school learners. Validation by language experts ensures linguistic appropriateness, while validation by media experts ensures navigability, interface accessibility, and user-friendliness—key factors for independent learning success [19], [20].

However, several challenges need to be considered. The implementation of Anyflip-assisted digital modules requires the support of technological infrastructure such as digital devices (computers/tablets/smartphones) and stable internet access. In the context of public elementary schools in suburban or rural areas, limited infrastructure and digital literacy of students and teachers are still obstacles that must be considered in large-scale implementation [21]. Addressing these issues requires proactive measures, such as the provision of ICT facilities, structured digital literacy training for educators, and policy-level support to reduce the digital divide in education [22].

From a pedagogical perspective, this module contributes significantly to strengthening culture-based learning. The material “my indonesia is rich in culture” is highly relevant for shaping students’ national identity from an early age. The module illustrates the uniqueness of Indonesian culture through rich multimedia content that highlights the diversity of traditional houses, clothing, regional dances, languages, and culinary heritage from various provinces. For example, it presents visual comparisons between traditional houses like the Rumah Gadang (West Sumatra) and Tongkonan (South Sulawesi), along with short videos demonstrating regional dances such as Tari Saman and Tari Kecak, which help students appreciate the distinct cultural expressions across Indonesia. These elements allow students to engage more deeply with cultural material not only cognitively but also effectively, fostering a sense of pride, curiosity, and respect for their nation’s rich heritage. By integrating these aspects, the module does not merely deliver knowledge but also serves as a cultural experience that reinforces character values such as tolerance, nationalism, and unity in diversity (*Bhinneka Tunggal Ika*). The presentation of the material, which is equipped with pictures of traditional clothing, traditional houses, regional dances, and

typical foods from various regions of Indonesia in multimedia form, allows students to understand the diversity of the nation's culture more concretely and enjoyably [23], [24]. Thus, in addition to supporting the achievement of cognitive goals, this module also instills character values such as tolerance, nationalism, and diversity [25], [26].

The results of this study are in alignment with several international investigations that have adopted the ADDIE model for the development of digital learning media. For instance, Almusharraf and Khahro [27] implemented e-learning modules structured around the ADDIE framework in Saudi Arabian higher education institutions and found significant improvements in student engagement, instructional clarity, and academic performance. Their findings underscore the value of iterative design processes and structured feedback in enhancing the effectiveness of digital learning tools. Similarly, Staten [28] developed a multimedia-based science module for elementary school students in Taiwan, which demonstrated a notable increase in student motivation and conceptual understanding. Furthermore, Han and Na [29] in South Korea explored the integration of a project-based flipped classroom method in a cooking practice class. The findings indicated that student-centered, technology-supported instructional design enhanced learner autonomy, engagement, and skill acquisition. These international findings resonate with the present study, where the Anyflip-assisted digital module not only improved student learning outcomes but also fostered a deeper appreciation of national cultural diversity. Collectively, this body of research affirms the adaptability and efficacy of the ADDIE instructional design model in diverse educational settings and supports its use as a foundation for learner-centered, digitally enhanced pedagogy.

Based on the findings and synthesis of prior studies, it can be concluded that the Anyflip-assisted digital module is not merely an alternative learning medium but a transformative instructional innovation. It redefines how teachers deliver content and how students interact with subject matter. This study underscores the urgency of integrating digital technologies in education to foster adaptive, contextualized, and meaningful learning experiences in the digital age.

4. CONCLUSION

This study has successfully developed and validated an interactive digital module using the Anyflip platform for the topic "My Indonesia is Rich in Culture" in elementary school learning. The module was evaluated as highly feasible and valid, receiving an average expert validation score of 96.5%, along with positive responses from students, who reported an overall satisfaction rate of 80.6%. The increase in student achievement, as indicated by the N-Gain score of 0.60, demonstrates a moderate but meaningful improvement in learning outcomes and engagement. These empirical results affirm the effectiveness of digital instructional media in enhancing both cognitive and affective aspects of student learning.

The findings suggest that integrating technology with culturally relevant content through a structured instructional design model, such as ADDIE, can significantly enhance students' motivation, conceptual understanding, and appreciation of cultural diversity. The developed module presents an effective alternative to conventional print-based learning resources and supports learner-centered pedagogical approaches that are more aligned with

21st-century education demands. Moreover, it illustrates how digital tools can be utilized to foster inclusive and culturally responsive education at the primary level.

The findings suggest that integrating technology with culturally relevant content through a structured instructional design model, such as ADDIE, can significantly enhance students' motivation, conceptual understanding, and appreciation of cultural diversity. The developed module presents an effective alternative to conventional print-based learning resources and supports learner-centered pedagogical approaches that are more aligned with 21st-century education demands. Moreover, it illustrates how digital tools can be utilized to foster inclusive and culturally responsive education at the primary level.

However, this study was limited by its small sample size and single-institution scope, which may restrict the generalizability of the results. Additionally, persistent challenges such as limited access to digital devices and unstable internet connectivity remain critical barriers in many educational contexts, especially in rural or under-resourced schools. These contextual limitations highlight the need for systemic support in technology integration across diverse school environments.

Future research is encouraged to expand the implementation of the module across multiple schools, regions, and learner demographics to validate its broader applicability and scalability. It is also recommended that professional development programs be designed to equip educators with the necessary digital competencies to integrate platforms like Anyflip effectively into classroom instruction. Furthermore, future iterations of the module could incorporate additional cultural themes and enhanced interactivity features—such as gamification or augmented reality—to deepen student engagement and learning outcomes. These efforts will collectively contribute to the advancement of digital pedagogy and the enrichment of culture-based education in Indonesia and beyond.

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