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Supporting the Use of Flipbook Learning Source (FLS) in the Merdeka Curriculum to Provide Quality Teaching Materials

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Abstract

The Merdeka Curriculum is a diverse intra-curricular learning framework that maximizes content to allow learners ample time to understand concepts and strengthen competencies. This curriculum demands independence and creativity in teaching and learning, necessitating engaging and effective educational media. The FLS offers innovative solutions for creating interactive and engaging digital teaching materials. This study aims to assist teachers at Ma'arif Perintis 04 Senior High School in Tempurejo Village, Jember, in utilizing and implementing FLS to develop quality teaching materials in the era of the Merdeka Curriculum. The training activity approach is Participatory Rural Appraisal. With FLS, the learning process is expected to become more engaging, interactive, and effective, enhancing student interest and learning outcomes. The research methodology included identifying the needs and challenges faced by teachers in preparing teaching materials, training in flipbook creation using specific software, intensive mentoring in digital teaching material development, and evaluating and providing feedback on the created materials. The results indicated improved teachers' competencies in creating digital teaching materials using FLS. Teachers were able to produce appealing flipbooks that aligned with the Merdeka Curriculum standards. Moreover, using flipbooks in learning has increased student participation and motivation. Evaluations were conducted through observation, interviews, and questionnaires to assess the effectiveness of the training and the implementation of FLS in teaching. The findings show that this mentorship successfully improved the quality of the teaching materials. The hope for the future is that teachers can be more creative and innovative in creating learning in the classroom.

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INTRODUCTION

Tempurejo Village is located in Jember Regency, bordered to the north by Mumbulsari and Silo Districts, to the east directly by Banyuwangi Regency, to the south by the Java Sea, and to the west by Jenggawah and Ambulu Districts. According to the 2020 population census, the village has a population of 15,869, predominantly of productive

age, and covers an area of 16.11 km², making it one of the most densely populated villages compared to others. The high population density in Tempurejo Village significantly affects the quality of life of its residents (Badan Pusat Statistik Kabupaten Jember, 2020).

Welfare and education are influential (Guntari et al., 2023). Tempurejo Village experiences low welfare levels in terms of socio-economic status, health, education, and environmental conditions (Saleh & Somaji, 2017). These circumstances necessitate actions to improve the quality and quantity of education, health, the environment, and income, thereby enhancing the villagers' quality of life (Insari et al., 2022). Previous observations have shown that the level of education positively impacts the quality of life of Tempurejo Village's residents (Safitri et al., 2022).

One school in Tempurejo Village is Ma'arif Perintis 04 Senior High School. Ma'arif Perintis 04 Senior High School is a private school established in 1986. The school is located at Jl. Kh. Abd Rahman 31, Tempurejo District, Jember Regency, East Java. The school is approximately 20.4 km from the Faculty of Teacher Training and Education at Universitas Jember. The teachers at Ma'arif Perintis 04 Senior High School face challenges in creating innovative teaching materials, which include developing content, adapting to student characteristics, and designing evaluations. The curriculum used at Ma'arif Perintis 04 Senior High School has yet to meet the standards of the Merdeka Curriculum.

The curriculum holds a critical and strategic position. It describes the vision, mission, and educational objectives of an institution or educational body. The Merdeka Curriculum is a diverse intra-curricular learning system. The content taught can be optimized so that students have ample time to delve into concepts and strengthen competencies (Riowati & Yoenanto, 2022). Teachers have the flexibility to choose various teaching tools so that learning can be tailored to the students' needs and interests (Fuadi & Irdalisa, 2022).

The Merdeka Belajar policy is implemented to accelerate the achievement of national educational goals, which include improving the quality of Indonesian human resources to be superior and competitive compared to other countries. Superior and competitive human resources are embodied in students with noble character and high-level reasoning. The positive impacts of Merdeka Belajar are directed towards teachers, students, and even parents. The Merdeka Belajar approach prioritizes students' interests and talents, fostering a creative and enjoyable attitude among students (Mardhiyah et al., 2021).

Teaching materials are learning tools that include usage instructions, competencies, content, practice questions, evaluations, and other systematically and coherently arranged information. These materials facilitate students' understanding and access to information, thereby achieving learning objectives (Wulandari & Sulistyowati, 2022). Teaching materials should align with the subject, referencing the curriculum to establish basic competency standards. One method to create interactive learning is using electronic teaching materials (Yulaika et al., 2020).

Teaching materials serve as aids in the teaching and learning process. Their use simplifies teacher and student comprehension of lessons and materials (Failasuf et al., 2022). Teachers must create engaging teaching materials to prevent boredom and monotony in learning. One educational media that can be used is the flipbook, a type of book available in electronic format (Rahmawati et al., 2023).

A flipbook is an e-book with unique features and diverse content and can include moving images, videos, and sounds (Misbah, Sasmita et al., 2021; Taukhid et al., 2022). The advantages of a flipbook include the illusion of turning pages like in conventional textbooks, the ability to present learning materials in the form of words, sentences, and images, and the inclusion of colours that attract students' attention to learning (Andini & Qomariyah, 2022; Misbah, Khairunnisa et al., 2021; Muhammad et al., 2021). Using flipbooks in learning is expected to help students easily understand abstract concepts and

events that cannot be presented in the classroom. Utilizing flipbooks can make learning more varied and interesting, thereby boosting students' motivation, interest, and learning activities.

METHODS

This program targeted 37 teachers at Ma'arif Perintis 04 Senior High School as part of the community service activities in the foster village. The approach used was a Participatory Rural Appraisal (PRA). This approach to the program and the implementation of community service is aimed at developing and enhancing the potential of teachers. During the training, facilitators accompanied teachers to address any challenges in understanding FLS.

The stages of mentoring the utilization of FLS in the Merdeka Curriculum to provide quality teaching materials at Ma'arif Perintis 04 Senior High School and support the SDGs of Tempurejo Village, Jember, were structured and systematic. The first stage involved forming a team. The community service activities at Ma'arif Perintis 04 Senior High School began with an implementation team consisting of lecturers with educational backgrounds, particularly in educational management, to ensure that all priority needs of the school partners were met. The second stage involved formulating objectives. After forming the implementation team, the next step was conducting a Focus Group Discussion to determine and formulate the objectives of the community service activities, which were to mentor the utilization of FLS in the Merdeka Curriculum to provide quality teaching materials at Ma'arif Perintis 04 Senior High School and support the SDGs of Tempurejo Village, Jember. The third stage involved identifying stakeholders. This stage is related to Ma'arif Perintis 04 Senior High School. The collection and analysis of partner needs were conducted next, gathering information from the village head, school principal, and teachers through interviews and needs analysis. The fourth stage involved needs analysis. Based on the information gathered, the challenges faced by Ma'arif Perintis 04 Senior High School were identified, which included the misalignment of student teaching materials with the Merdeka Curriculum, the limited skills of teachers in creating innovative teaching materials, and the suboptimal use of ICT tools to support learning.

The fifth stage involved prioritizing issues. Once the problems were clearly mapped out, the next step was determining the priority needs based on urgency, scope, and impact. The main needs included forming a team, formulating objectives, identifying stakeholders, preparing for community service, prioritizing issues, analyzing needs, implementing activities, training on assessment instrument development, and evaluating the community service regarding the utilization of FLS in the Merdeka Curriculum to provide quality teaching materials at Ma'arif Perintis 04 Senior High School and support the SDGs of Tempurejo Village, Jember. The sixth stage involved preparing for community service. The preparation for implementing activities was done in collaboration and coordination with related parties, particularly Ma'arif Perintis 04 Senior High School, to ensure the technical execution of activities was conducive. The seventh stage involved implementing activities. The implementation of activities included presenting materials that covered steps to analyze teaching materials suitable for the Merdeka Curriculum, develop innovative teaching materials, and optimize the use of ICT tools in teaching at Ma'arif Perintis 04 Senior High School. Practice sessions followed each material presentation to ensure understanding. The eighth stage involved training. After the material presentations were completed, teachers were taught how to understand teaching materials that align with the characteristics of the Merdeka Curriculum, steps to develop innovative teaching materials based on FLS, and providing access to learning

using ICT FLS on laptops and mobile phones. The ninth stage involved evaluation. Monitoring and evaluating the sustainability post-training were conducted through interviews and observations to assess feedback, challenges faced, and future expectations regarding the mentoring activities on the utilization of FLS in the Merdeka Curriculum to provide quality teaching materials at Ma'arif Perintis 04 Senior High School and support the SDGs of Tempurejo Village, Jember.

RESULTS AND DISCUSSION

Understanding Teaching Materials in accordance with the Characteristics of the Merdeka Curriculum

Education is a foundational element that plays a crucial role in nation-building. Enhancing knowledge that shapes behaviour, values, and attitudes is essential. Achieving high-quality educational goals requires innovation and adaptation to contemporary developments. One effective approach is implementing a relevant curriculum. In education, the curriculum focuses on the learning process and student development. In recent years, Indonesia has introduced curriculum innovations to improve education quality.

The Merdeka Curriculum is an innovative policy introduced by Indonesia's Minister of Education, Nadiem Makarim. Its purpose is to return the responsibility of managing education to school principals and local governments. Implementing the Merdeka Curriculum in schools aims to develop students' independent thinking skills (Harwisaputra et al., 2024). The primary focus of independent thinking lies in the role of the teacher. If teachers lack freedom in their teaching methods, students indirectly lose the freedom to think independently. Curriculum development is the key to enhancing education quality and effective educational policies, as reflected in curriculum implementation. Implementing the Merdeka Curriculum in Indonesia requires an effective, comprehensive, and structured strategy. This includes teacher socialization and training, development of materials and learning resources, innovative learning approaches, evaluation and assessment, flexibility in the learning process, and strengthening the roles of schools and supervisors.

In this activity, the resource persons delivered material to the teachers at Ma'arif Perintis 04 Senior High School, focusing on the relationship between the Merdeka Curriculum and teaching materials (Malahayati & Zunaidah, 2021). The resource persons provided valuable information to help teachers acquire knowledge to make classroom learning more engaging. Having teaching materials that are interesting and aligned with the Merdeka Curriculum enables teachers to conduct classroom learning more easily, and students find the learning process simpler. The material presentation by the resource persons is shown in Figure 1.

Figure 1 Resource person presenting material on the merdeka curriculum

Implementing Steps for Developing Innovative Teaching Materials Based on FLS

The primary objective for teachers in developing teaching materials is to make learning more effective, efficient, and aligned with the competencies being taught. Teachers are expected to be capable of designing and developing teaching materials that play a crucial

role in determining the success of the teaching and learning process in the classroom. A teacher's ability to develop and design teaching materials can significantly influence the success of classroom learning. Digital or electronic teaching materials can be a means for teachers to enhance the learning process in schools. Electronic teaching materials are a form of professional development for teachers facing 21st-century learning and the fourth industrial revolution (Sumarta et al., 2021). Creative and innovative teachers can create digital or electronic-based teaching materials. The principles of creating electronic teaching materials are similar to those of manual teaching materials. These digital materials can be FLS (Putra et al., 2023).

In this activity, participants were trained in developing FLS and guided by resource persons. The materials used included the development of teaching materials, strategies for implementing the Merdeka Curriculum, and assessment strategies for the Merdeka Curriculum. Using flipbooks can attract students' attention by providing an interactive experience with digital books. This makes flipbooks a very appropriate and effective medium for engaging teaching materials. The use of flipbooks has both advantages and disadvantages. The advantages include allowing students to control their movement through the material and the ease of use for teachers and students. The disadvantage is that the file size can be quite large. This activity is illustrated in Figure 2.

Figure 2 Participants practicing FLS development

Utilizing ICT Devices to Support FLS

Using mobile phones and laptops to access digital teaching materials, particularly FLS provides flexibility and convenience for teachers and students in the learning process. Examples of utilizing mobile phones and laptops include accessing digital teaching materials in the form of FLS (Kadarisma & Ahmadi F, 2019). Such learning methods offer an interactive and engaging learning experience for students. With technology like mobile phones and laptops, students can easily access FLS anytime and anywhere, providing them with high flexibility in learning (Susiliastini & Sujana, 2022). This activity is illustrated in Figures 3. Therefore, using mobile phones and laptops to access FLS makes the learning process more engaging and interactive and enhances efficiency and effectiveness in understanding and retaining learning materials.

(a) (b)

Figure 3 (a) Participants accessing FLS using mobile phones and (b) Participants accessing FLS using laptops

The benefits of this training were evident and had a positive impact. This was marked by the attendees' active and enthusiastic participation. Both teachers and students frequently posed numerous questions to the resource persons, driven by a high level of curiosity about digital teaching materials such as FLS in the Merdeka Curriculum. The questionnaire used after the community service activity is shown in Table 1.

Table 1 questionnaire components

No	Component Evaluated
1	Participants' understanding of the training material
2	Relevance of the training material to the activity's objectives
3	Opportunities for participants to ask questions and engage in discussions
4	Quality of the theme and representation by the resource persons during the activity
5	Completeness of facilities and infrastructure during the activity

The questionnaire results were then measured using a Likert scale ranging from 1 to 5, with response options categorized into statements of strongly agree (scale 5), agree (scale 4), neutral (scale 3), disagree (scale 2), and strongly disagree (scale 1). This method is based on the literature described by Riyanto and Hatmawan (2020). The criteria for the Likert scale in the context of measuring satisfaction levels are shown in Table 2.

Table 2 score interpretation criteria

Score	Category
0%-20%	Very dissatisfied
21%-40%	Dissatisfied
41%-60%	Moderately satisfied
61%-80%	Satisfied
81%-100%	Very satisfied

The results of the measurements for each questionnaire component are presented in Figure 4.

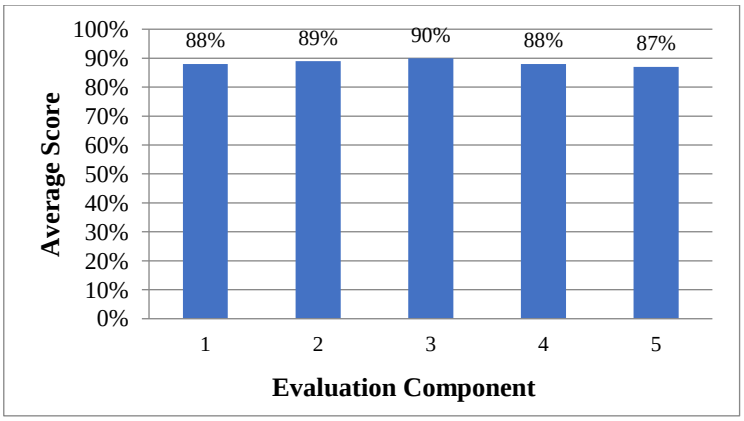

Figure 4 Training evaluation results

Based on the questionnaire results completed by 37 participants in the training on utilizing FLS in the Merdeka Curriculum to provide quality teaching materials, it can be concluded that the training had an overall positive impact on classroom learning.

One of the training activities on utilizing FLS in the Merdeka Curriculum to provide teaching materials was successfully implemented by Ma'arif Perintis 04 Senior High School teachers in their classroom teaching activities. Implementing FLS in the Merdeka Curriculum for teaching materials has contributed significantly to both teachers and students, making learning more meaningful and leaving a positive impression on students.

Overall, this activity also benefitted the participants by enhancing their knowledge of classroom learning innovations.

CONCLUSION

Enhancing teachers' understanding of engaging and curriculum-aligned teaching materials facilitates easier instruction and creates an enjoyable classroom atmosphere. Creative and innovative teachers can develop digital or electronic-based teaching materials, such as FLS. Using FLS is expected to help students easily understand abstract concepts and events that cannot be presented in the classroom. Utilizing electronic devices like mobile phones and laptops in learning can provide students with an interactive and engaging learning experience. In the future, it is hoped that teachers will continue to be more creative and innovative in creating classroom learning experiences. In the current era, learning can be more practical using electronic devices.

CONFLICTS OF INTEREST

The authors declare that there is no conflict of interest.

AUTHOR CONTRIBUTIONS STATEMENT

Forming a team, IW.; formulating objectives, S.; identifying stakeholders, SH.; preparing for community service, I.; prioritizing issues, IW.; analyzing needs, S.; implementing activities, SH.; training on assessment instrument development, I.; and evaluating the community service, IW. All authors have read and agreed to the published version of the manuscript.

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