DEVELOPMENT OF A FLIPBOOK E-MODULE ON PROJECT-BASED PANCASILA INCORPORATING LOCAL WISDOM TO STRENGTHEN THE VALUES OF MUTUAL COOPERATION AND CREATIVITY IN KINDERGARTEN

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Abstract. This study aims to develop and evaluate the effectiveness of a local wisdom-based e-Module to enhance the dimensions of mutual cooperation (gotong royong) and creativity in early childhood education. The research uses a Research and Development (R&D) method with the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation). Conducted at Taman Kanak-Kanak Pembina Pancung Soal, the study involves children aged 4-6 years and teachers who will implement the e-Module. The analysis phase revealed that existing Pancasila-based modules were insufficient in fostering cooperative behavior among children. Consequently, a local wisdom-based e-Module, focusing on the use of Lokan shells as a creative learning material, was developed to support project-based learning that integrates the values of cooperation and creativity. The design phase involved planning the content, language, and visual design of the e-Module, which was then validated by experts, achieving an average validity score of 94%, indicating the module's high validity. The practicality test by teachers resulted in a 97% feasibility rating, while the effectiveness test with 15 participants showed a 94% effectiveness rate. Final evaluations indicated that the e-Module successfully enhanced cooperation and creativity in children while offering culturally relevant learning. This research provides important implications for the development of interactive learning media in early childhood education, utilizing digital technology and local wisdom to support character development and social skills in young learners.

INTRODUCTION

Early childhood, which spans from birth to six years old, is often regarded as the "golden age" of development (Mayar et al., 2023; Yulianti et al., 2023). This period is characterized by rapid growth and learning in various areas of a child's life, including physical, cognitive, emotional, and social development (Clemente-Suárez et al., 2024; Mastorci et al., 2024). Early childhood is a time of gradual and continuous development throughout a person's life. This stage as the "absorbent mind" where children can effortlessly absorb information and experiences (Sukarno & Jinabe, 2024). During this phase, children have an extraordinary capacity to take in information, making it crucial to provide appropriate stimulation for optimal development (Jolles & Jolles, 2021). Early childhood education plays a vital role in laying the foundation for physical, intellectual, emotional, spiritual, linguistic, social, and creative growth. The goal of education during this phase extends from conception, through birth, and into adulthood, in alignment with the individual's developmental stage. To achieve these objectives, several competencies must be fostered, including moral and religious values, physical-motor skills, cognitive abilities, language, social-emotional development, and artistic expression (Rifgiyansah et al., 2023).

Among these competencies, the development of moral and religious values is particularly significant. Cultivating moral values and religious principles in young children is closely related to their character development, including manners, social behavior, and the willingness to integrate religious teachings into daily life (Birhan et al., 2021). Philosophical

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discussions on moral education emphasize the importance of shaping a child's character, fostering values such as respect, responsibility, empathy, discipline, loyalty, courage, tolerance, work ethic, and love for God (Fatimah & Siswanto, 2024). Children who develop these qualities will grow into morally sound, civilized, and dignified individuals, embodying what is often referred to as spiritual intelligence. Therefore, promoting spiritual intelligence is seen as a key objective in the development of moral and religious values. Character development is not only vital for ethical growth but also essential for preparing children to become responsible citizens (Mulang & Putra, 2023). Character refers to a set of traits that indicate kindness, wisdom, and moral maturity. Building character involves instilling values that are universally accepted as the foundation for good behavior and responsible actions. These values include respect, responsibility, empathy, discipline, loyalty, and a love for God (Ilmi et al., 2023).

Early Childhood Education is seen as the foundation for both character development and overall potential. In the current Merdeka Curriculum, one of Indonesia's educational goals is to develop the Profile of Pancasila Students (P5) (Umar et al., 2023). This profile includes six key dimensions: faithfulness and virtue, cooperation, independence, embracing global diversity, critical thinking, and creativity (Yumaroh & Suranto, 2024). The curriculum emphasizes not only intellectual development but also the character dimensions necessary for facing global challenges. P5 seeks to support these dimensions through various activities that promote collaboration, creativity, and critical thinking (Yunus et al., 2024). These projects are intended to help children internalize Pancasila values and apply them in real-world contexts. An innovative approach to implementing the P5 project is through the development of teaching modules that integrate local wisdom into the learning process (Holilah et al., 2024). Local wisdom refers to the rich cultural traditions and practices passed down through generations, offering valuable insights into sustainable living and environmental stewardship. Local wisdom plays a crucial role in managing natural resources and preserving the environment. By incorporating local wisdom into early childhood education, children can learn about the importance of their cultural heritage while developing a strong sense of identity and an appreciation for global values (Arif et al., 2023).

One example of local wisdom in Indonesia is the use of "Lokan" a small shellfish found in the rivers and estuaries of the Inderapura region in West Sumatra. Lokan is not only a food source but also deeply embedded in local traditions. However, the shells of Lokan are often discarded, despite their potential for creative use in arts and crafts. At Taman Kanak-Kanak Pembina Pancung Soal, located near the Muara Sakai estuary, children often observe the local fishermen collecting Lokan. The potential to integrate the Lokan shell into the curriculum as a tool for creativity and environmental awareness presents an opportunity to blend cultural values with educational objectives. Despite the potential benefits of integrating local wisdom into early childhood education, teachers in the region face challenges in implementing the P5. Discussions with local teachers and observations at Taman Kanak-Kanak Pembina 01 Pancung Soal reveal that children often struggle with collaboration and teamwork during group activities. Many children prefer to work alone, and there is a lack of effective communication and shared responsibility among them. This indicates that the current P5 projects do not fully foster the character trait of cooperation, a critical dimension of the Profile of Pancasila Students.

To address these challenges, there is a need to develop teaching modules that focus on enhancing children's ability to collaborate and think creatively. These modules should be tailored to the local context and incorporate elements of local wisdom, such as the use of Lokan shells in arts and crafts. By focusing on collaboration, creativity, and environmental awareness, these modules can help children better understand and practice the values of cooperation and creativity, essential for developing a well-rounded character. In line with the new Merdeka Curriculum, which promotes the use of digital tools in education, an effective way to implement this is through the development of an e-module in a flipbook format. E-modules can be easily adapted to include interactive activities, multimedia content, and practical guidance for both teachers and students. These digital resources are not only accessible but also cater to the needs of modern learners, engaging them in dynamic and enjoyable ways. Flipbook-based e-modules

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can provide comprehensive learning experiences tailored to the needs of young learners. Integrating local wisdom into the development of teaching modules for the P5 offers an innovative solution to enhance character education in early childhood. By utilizing materials such as Lokan shells, children can explore creative expression while learning about environmental stewardship and their cultural heritage. Developing an e-module focused on collaboration, creativity, and environmental awareness will address existing challenges and contribute to the overall goal of shaping children who embody the values of Pancasila in their daily lives.

This research focuses on the development of flipbook-based e-modules that integrate the Project-Based Learning (PBL) model for early childhood education, with the main objective of strengthening the values of mutual cooperation and creativity through the incorporation of local wisdom. Some of the previous relevant research includes, first, research that developed a flipbook-based e-module on understanding the meaning of the Republic of Indonesia for grade IV students, which emphasizes the use of technology to introduce the concept of nationality (Puspitaningrum & Witanto, 2024). Second, the development of PJBL-based IPAS e-modules at SDN 06 Sitiung, which focuses on the implementation of projects to deepen IPAS materials (Anggrayni., 2024). Third, research on the development of Android-based physics e-modules with a project approach to improve students' Pancasila profile (Rooseno & Adhi, 2024). Fourth, the development of PJBL e-modules with local wisdom content for class IV science lessons, which utilizes local wisdom to enrich learning materials (Delimanugari, 2024). Fifth, research on project-based e-modules to strengthen students' character profiles, which aims to shape students' character through a project-based approach (Hikmah et al., 2023).

The main difference between this study and the previous one is that it focuses on strengthening the values of mutual cooperation and creativity through methods that are suitable for early childhood, by integrating local wisdom as one of the main components in learning. The purpose of this research is to develop a flipbook-based e-module that supports the learning process through the project, focusing on the social values contained in local wisdom. The expected benefit is to increase children's creativity and introduce them to the values of mutual cooperation which are very important in community life.

RESEARCH METHODS

This study employs a Research and Development (R&D) method aimed at creating and validating the effectiveness of a product. The purpose of this study is to develop a local wisdom-based e-Module to enhance the dimensions of gotong royong (mutual cooperation) and creativity in students. The development model used is ADDIE, which consists of five stages: analysis, design, development, implementation, and evaluation. In the first stage, analysis, the study identifies existing problems related to the use of e-Modules in schools and the needs of students for learning materials. In the design stage, the e-Module is planned, covering the material, language, and visual design. The development stage involves testing and revising the e-Module based on feedback from expert reviewers. In the implementation stage, the e-Module is trialed in the classroom through small and large group trials. Evaluation takes place after implementation to improve the e-Module based on feedback from students. The subjects of this research are kindergarten children aged 4-6 years and the kindergarten teachers who will use the e-Module in their teaching. The instruments used in this study include interviews, questionnaires, and tests to measure students' gotong royong and creativity. The data collected will be analyzed descriptively and quantitatively by calculating the validity and effectiveness percentages of the developed e-Module. The research is conducted at the Pembina Pancung Soal Kindergarten from October to December 2024.

RESULT AND DISCUSSION

This research was conducted at Taman Kanak-kanak Pembina Pancung Soal with the goal of developing an interactive learning media in the form of a flipbook-based e-module. The

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development process followed the ADDIE model, consisting of five stages: (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation.

1. Analysis Stage

The analysis phase began with curriculum analysis, early childhood learner analysis, and educator analysis. This stage was based on observations conducted at Taman Kanak-kanak Pembina Pancung Soal from July 17 to July 31, 2024. Researchers identified learning needs by interviewing educators and analyzing student behavior and engagement in classroom activities. This step aimed to understand the students' characteristics and determine appropriate learning resources. The analysis targeted children aged 5–6 years. Based on teacher interviews and discussions in a local IGTK forum, it was found that teachers faced challenges in implementing the Pancasila Student Profile Project (P5) and designing context-based modules aligned with local wisdom. Observations in Class B1 (17 students) revealed that most children were not yet interactive during group learning and preferred working individually. Ten students consistently showed reluctance to collaborate. Through teacher interviews, it became clear that while teachers had designed project-based modules, the execution failed to fully instill collaborative behavior in children. Many preferred working alone or were hesitant to share ideas. Thus, the existing P5 modules were deemed insufficient in strengthening the character dimension of cooperation. Therefore, the researcher concluded that there was a need for a flipbook-based e-module grounded in local wisdom to enhance the dimensions of cooperation (gotong royong) and creativity in early childhood learners. The module was aligned with the Merdeka Curriculum implemented at the school. Curriculum analysis focused on identifying project goals and aligning them with learning outcomes and developmental achievements. The analysis also reviewed project-based teaching modules used by the school and emphasized core dimensions from the Pancasila Student Profile (P5): collaboration and creativity.

2. Design Stage

Following the analysis, the researchers entered the design phase. This included: (1) Formulating learning outcomes and indicators based on the curriculum., (2) Selecting media suitable for children aged 5–6, with a focus on collaborative and creative tasks., (3) Designing the content structure and layout of the flipbook module., (4) Preparing validation instruments to ensure the quality of the learning media. The theme selected was "I Love Indonesia," with a focus on "I'm Proud to Be a Child of Inderapura," and a sub-theme about lokan and its cultural significance. The e-module aimed to integrate local traditions, materials, and collaborative crafts based on lokan shells. The flipbook's structure included the following components: (1) Cover page with local design elements., (2) Preface highlighting the module's objectives., (3) Project relevance explaining the importance of local materials., (4) Project goals focused on instilling cooperation and creativity., (5) Project flow from story introduction, exploration, to hands-on activity and family involvement., dan (6) Learning content with lesson plans, assessments, and illustrations.

Following the analysis phase, the researchers proceeded to the design phase of the project, which involved several key steps. First, they formulated learning outcomes and indicators based on the curriculum to ensure the content aligned with educational goals. Next, the team selected media suitable for children aged 5–6, emphasizing collaborative and creative tasks to engage young learners. The content structure and layout of the flipbook module were then designed, ensuring they would be both visually appealing and educational. To ensure the quality of the learning media, the researchers also prepared validation instruments. The theme of the flipbook, "I Love Indonesia," focused on the sub-theme "I'm Proud to Be a Child of Inderapura," with an emphasis on lokan shells and their cultural significance. The e-module aimed to integrate local traditions and materials, encouraging students to engage in collaborative crafts based on lokan shells. The flipbook's structure consisted of several components to support an engaging and educational experience. It featured a cover page adorned with local design elements, followed by a preface that highlighted the module's objectives. A section on project relevance explained the importance of using local materials, while the project goals focused on fostering cooperation and creativity among the children. The flow of the project included an

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introduction to the story, followed by an exploration phase, hands-on activities, and family involvement. Additionally, the learning content provided lesson plans, assessments, and illustrations to guide both students and educators throughout the modul. The flipbook was designed using Canva and converted into a digital flipbook format with interactive elements such as videos and animations.

3. Development Stage

In this stage, the initial product of the local wisdom-based flipbook e-module, aimed at strengthening the values of cooperation and creativity, was consulted with the supervising lecturer for feedback and suggestions. After making the necessary revisions and receiving approval from the lecturer, the product underwent evaluation by validation experts. The validated product then served as a reference for further improvements. The e-module titled "Development of the Local Wisdom-Based Flipbook E-Module for Strengthening Cooperation and Creativity in Pancasila Projects for Kindergarten" features a cover that incorporates local wisdom elements from Pancung Soal, highlighting values related to cooperation and creativity. The preface page provides an overview of the content, while the table of contents allows readers to easily navigate through the digital flipbook. The project relevance page explains the benefits of using local shells as an innovative medium to promote cooperation and creativity. The project goals page outlines the e-module's aim to instill the spirit of cooperation and creativity in early childhood education through the use of lokan shells for learning and crafts. The project flow page describes the four stages: introduction (storytelling and discussion), exploration (learning about lokan shells and their significance in Inderapura), development (creating artwork with teacher guidance), and family involvement (parents assisting in collecting and cleaning shells at home).

Lastly, the content page includes general information, learning objectives, and exercises that integrate local wisdom values with cooperation and creativity, presenting materials, examples, and practice activities aligned with these values. For more clarity regarding the product design, see Figure 1.

Figure 1. Products developed

In this phase, the first draft of the e-module was reviewed by academic advisors and revised based on their feedback. Subsequently, it underwent validation by a team of five experts. The following for the results of validation by experts can be seen in the Table 1.

Table 1. Validation Results by Experts

Aspect	Score	Validity Category
Media	96%	Very Valid
Content	84%	Quite Valid
Language	98%	Very Valid
Gotong Royong	95%	Very Valid
Creativity	97%	Very Valid
Average	**94%**	**Very Valid**

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The average score was 94%, indicating that the e-module was considered highly valid for use in early childhood education. Then there are some inputs from experts, it can be seen in Table 2.

Table 2. Expert Suggestions

No	Expert Suggestions included:
1	Improving clarity in instructions and sample questions
2	Using culturally accurate illustrations and names for local foods and animals
3	Ensuring the religious texts used were correctly cited

4. Implementation Stage

The implementation process is carried out by preparing a product in the form of a learning e-module that has been revised according to the guidance of experts and has been declared valid by the specialists. It is then tested by educators in learning activities. Educators provide instruction to students and collect feedback from them after conducting the science literacy activity based on project-based learning, with the topic "Making Eco Enzyme," which is packaged in a module.

a) E-Module Practicality Test

This practicality test was carried out by presenting a questionnaire on the practicality of the e-module greeting learning at Kindergarten Dharma Wanita. The practicality questionnaire is given to educators after the educator sees the science literacy e-module of the base learning project model. The teacher who assessed the e-module by filling out a questionnaire related to practicality by the educator of class B1. Scoring was given for each indicator using a likert scale. The scoring criteria with a percentage of 0-20 is a very impractical category with a score of 1, a percentage of 21-40 is an impractical category with a score of 2, a percentage of 41-60 is a fairly practical category with a score of 3, a percentage of 61-80 is a practical category with a score of 4, a percentage of 81-100 is a very practical category with a score 5. The results of the practicality test can be seen Table 3.

Table 3. Practical Tests by Educators

No	Aspects Assessed	G	Percentage
1	E-module *flipbook* of the Pancasila project is easy to use	4	80%
2	The e-module used is easy for teachers to understand	5	100%
3	The material contained in the e-module is easy to understand well	5	100%
4	The material in the e-module is presented systematically	5	100%
5	Pancasila project flipbook e-module facilitates teachers in the implementation of the learning process	4	80%
6	The language used in the e-module is easy to understand	5	100%
7	The time spent in the use of e-modules can be efficient as learning takes place	5	100%
8	Teachers can take advantage of the time used when using the e-module during learning	4	100%
	Sum		37
	Average Score		0,97

The data from the practicality test assessed by the educator by the B1 class educator Herlina Riswandi, S. Pd obtained that 7 items with 5 categorized as very practical, if 1 item was categorized as practical, then the total score was 39, an average of 0.97, with a practicality percentage of 97% with the category of very practical. So that the results of the practicality test stated that the science literacy e-module of the based learning project model developed was declared very practical.

b) Effectiveness Test

The effectiveness test is carried out in accordance with the validation results of the instrument. 13 research items on children's literacy, namely: 1) Children are able to use the appropriate senses (seeing and hearing), 2) Children can group by type, 3) Children can group by size, 4) Children are able to group by size, 5) Children are able to see differences, 6)

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Children are able to see similarities, 7) Children are able to measure according to type, 8) Children are able to re-interpret what is conveyed, 9) Children are able to recognize by name, 10) Children are able to recognize objects around them, 11) Children are able to recognize objects around them based on size, 12) Children are able to recognize the surrounding environment by type, 13) Children are able to recognize the surrounding environment. The effectiveness assessment was obtained by calculating the score based on the assessment indicators developed and the child's response to the e-module, where score 1 is a BB criterion with an effectiveness level that is ineffective with a percentage of 1-25, score 2 is an MB criterion with an effectiveness level that is less effective with a percentage of 26-50, score 3 is a BSH criterion with an effectiveness level that is effective with a percentage of 51-75, score 4 is the BSB criterion with a level of effectiveness, which is very effective with a percentage of 76-100. The effectiveness test was obtained 122 by calculating the results of the assessment through e-module observation instruments and children's worksheets in class B1 which amounted to 12 students. The results of the effectiveness test can be seen Table 4.

Table 4. Results of the Percentage of Child Effectiveness Reduction

Number of Participants	Percentage Range (%)	Effectiveness Category	Total Score	Percentage (%)
15	77-100	Highly Effective	596	94%

The results of the effectiveness assessment in the table above, it was found that 15 participants with a percentage range of 77-100% were categorized as very effective, with a total score of 596, with a percentage of 94% which was stated to be very effective in the development of 123 science literacy e-modules based learning project models in processing organic waste into eco enzymes in early childhood.

5. Evaluation Stage

The final stage of the ADDIE model was evaluation. Based on the feedback from experts, the FGD, and the small-group trial, the e-module was refined and finalized. (1) The module met all validation standards in media, content, language, and relevance to the dimensions of collaboration and creativity. (2) Teachers confirmed that it facilitated effective, engaging, and culturally relevant learning. (3) Children responded positively, demonstrated increased cooperation and creativity, and were excited about the lokan-based project.

This research is important as it addresses the need for innovative learning media in early childhood education, specifically focusing on enhancing cooperation and creativity through a flipbook-based e-module aligned with local wisdom. The study is timely, given the increasing emphasis on project-based learning and the Pancasila Student Profile (P5) in Indonesian education. By incorporating local culture, such as the lokan shell, the research fosters a more engaging and contextually relevant learning experience. This is particularly crucial for young learners, as it allows them to connect learning with their cultural identity, which is often underrepresented in traditional educational tools. Comparing this research with previous studies, several have explored the use of digital media in early childhood education, with varying results. Penelitian ini mengembangkan e-modul berbasis flipbook yang mengintegrasikan model Project-Based Learning (PBL) untuk pendidikan anak usia dini, dengan fokus pada penguatan nilai kerjasama dan kreativitas melalui pemanfaatan kearifan lokal. Compared to previous studies, such as those conducted by Puspitaningrum & Witanto (2024), which used flipbook-based e-modules at a higher level, this study targeted early childhood with an approach that was more in line with their characteristics. For instance, studies by Ockta et al (2024) have highlighted the potential of digital learning tools to engage young learners, though they often emphasize technology's role in enhancing basic skills rather than fostering collaboration or creativity. In contrast, this research specifically targets these two dimensions, filling a gap in the existing literature by integrating both educational goals into a culturally enriched learning resource.

This project aims to instill the values of mutual cooperation (gotong royong) and creativity in young children through the use of lokan shells (freshwater clam shells) as an educational and artistic medium. By engaging in hands-on activities, children are encouraged to

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work together in collecting, cleaning, and transforming these shells into a variety of creative artworks. Through this project, students not only enhance their fine motor skills and stimulate their imagination, but also begin to understand the importance of recycling and caring for the environment. Activities such as making butterfly crafts, flower vases, and decorative wall hangings using lokan shells provide fun, meaningful learning experiences that are rooted in local culture. With guidance from teachers and active participation from parents, this initiative also strengthens social bonds within the school community. The spirit of gotong royong comes alive as children share responsibilities, help one another, and learn the value of working together to achieve a common goal, for more details see Figure 2.

| (a) Unprocessed clam shells | (b) The process of making a butterfly from clam shells | (c) The process of making a flower vase from clam shells |

| (d) The process of making a flower-shaped wall decoration | (e) The finished flower vase product made from clam shells | (f) The finished wall decoration product made from clam shells |

Figure 2. The output of activities from the implementation of the module

The implications of this research are significant for early childhood educators, as it demonstrates that interactive digital tools, like the e-module developed, can effectively promote important values such as collaboration and creativity. Moreover, the integration of local wisdom into learning materials encourages cultural pride among students. However, limitations include the relatively small sample size and the focus on a specific geographical region, which may limit generalizability. Future research should explore the scalability of this approach across diverse settings and its long-term impact on early childhood development. Additionally, further studies could investigate how different forms of digital media can contribute to other aspects of early learning, such as problem-solving and critical thinking.

CONCLUSIONS AND SUGGESTIONS

The flipbook-based e-module titled "Developing a Pancasila Project Flipbook Module Based on Local Wisdom to Strengthen the Dimensions of Collaboration and Creativity in Early Childhood Education" was successfully developed using the ADDIE model. With a validation score of 94%, a practicality score of 97%, and an effectiveness score of 94%, the module is considered highly valid, practical, and effective for use in early childhood classrooms. This project demonstrates the potential of integrating local culture into digital learning media to foster character education from an early age.

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