



DEVELOPMENT OF FLIP BOOK MEDIA FOR SPORTS AND THE VALUE OF PATRIOTISM

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Abstract

Physical education, sports and health should be implemented creatively and comprehensively. Learning not only emphasizes psychomotor aspects, but understanding the material provided is also important. Sports courses, conventionally considered the domain of physical activity, are now getting a touch of digital technology to make them more relevant and interesting. As technology develops, the entry of dominant foreign cultures causes a decline in love for local culture. In the era of globalization, the spirit of patriotism has decreased in line with the weakening of love for the country. Patriotism can be realized in one way through sport, where sport plays a role in the construction and reproduction of national identity. This research aims to develop flip book-based learning media to help understand sports and the value of patriotism. The research method used is the research and development (R&D) method. The product designed is a sports flipbook learning media that can be used on smartphones or computers. The development model used is the ADDIE development model, namely: 1) analysis, 2) design, 3) development, 4) implementation, and 5) evaluation. Quantitative data analysis techniques use descriptive statistics, and qualitative data uses content analysis techniques. The results of the research show that sports flipbook media has been produced which contains text, images and videos of sports material and patriotism values. As a result of understanding sports material, the average test score increased from 65 to 85, sports practical skills, the average score increased from 70 to 88, and understanding the value of patriotism, the average score increased from 60 to 83.

Keywords: Flip book media, Sports, Patriotism.

INTRODUCTION

Physical education is an educational process that utilizes systematically planned physical activities aimed at developing and improving individuals organically, neuromuscularly, perceptually, cognitively, and emotionally within the framework of the national education system (Rahayu, 2013). Physical education is an integral part of the entire education system with the aim of developing several key aspects (Satriawan et al., 2024). This means that the coverage in physical education of sports and health is not only on the physical aspect, but also on the mental, emotional,



social, and spiritual aspects. The learning environment is carefully arranged to promote the growth and development of all physical, psychomotor, cognitive, and affective domains of each student. Penjas uses physical activity as a vehicle to develop each individual as a whole, developing the mind, body, and soul into one unit, so that it can be connotatively conveyed that the voice of the mind is the voice of the body (Said & Hanafi, 2022).

Learning physical education, sports and health should be carried out creatively and comprehensively. With physical education, students will develop all aspects both cognitively, affectively, and psychomotor (Nast et al., 2024). Learning does not only emphasize the psychomotor aspect, but cognitively students' understanding of the material provided is also important. Teachers are used to providing direct learning and practice in the field without providing theoretical understanding. Teachers have been satisfied with the way of teaching that has been routinely done for many years and is generally lacking in formal training in curriculum development (Alexander & Penney, 2005). Routine and boredom make it difficult for teachers to develop and experience bottlenecks in intellectual growth.

Success in the learning process is greatly influenced by many factors including the ability of lecturers/teachers, students, facilities and infrastructure, as well as the learning methods used and others (Syaiful et al., 2023). Learning will be successful if the material is delivered to students and students are able to achieve goals in accordance with the competencies that have been set. Learning materials occupy a very important position in all teaching and learning activities, so they must be prepared so that the implementation of learning can achieve the target. If the material is not delivered to students, it will have an impact on student learning outcomes, learning goals are not achieved and students cannot meet the competencies that have been determined. This can be seen when students have not mastered the movement skills taught, movement errors still often occur during learning in the field. Likewise, in terms of understanding, students find it difficult when explaining the movement skills they learn and the assessment when doing questions is not as expected.

Physical education, sports, and health teachers are also required to be able to use information technology in order to carry out their duties as teachers. Equipment such as computers, laptops, projectors, and smart phones can certainly help the learning process if used properly. Teachers who are less intelligent or less creative will certainly make the development of existing technology and equipment not function optimally in helping the learning process. In the ever-growing digital era, education has transformed to meet the demands of the times. At the State Islamic University of K.H. Abdurrahman Wahid Pekalongan, especially at the Faculty of Tarbiyah and Teacher Training (FTIK), innovation in learning methods is a top priority. Sports learning is conventionally



considered to be the domain of physical activity (Mustafa & Dwiyoogo, 2020). Athletic learning is now getting a touch of digital technology to make it more relevant and interesting for today's generation.

In line with the development of science and technology, the difficulty of filtering foreign cultures makes the young generation dragged into the current of foreign cultural developments which results in the fading of the spirit of nationalism and patriotism in the nation's young generation (Samidi & Kusuma, 2020). The decline in the sense of patriotism in the young generation of Indonesia is a significant problem in the current context of the nation. This phenomenon is caused by the influx of various elements of foreign culture that dominate, which causes many teenagers to ignore their local culture with the view that foreign culture is considered more modern. In the midst of this era of globalization, the spirit of patriotism and nationalism has decreased in line with the weakening of love for the homeland (Irhasy & Habibah, 2024).

Patriotism is part of the concept of nationality in Indonesian nationalism (Bakry, 2010). Some of the values of patriotism are: loyalty, courage, willingness to sacrifice, and love for the nation and state (Rashid, 2004). Patriotism can be manifested, one of which is through sports, where sports have a role in the construction and reproduction of national identity. Sports nationalism is a complex social phenomenon, created by the bond between the nation-state and its sports (Tosa, 2015).

The media flip book for sports and the value of patriotism is an initiative designed to address this need. Learning media is everything that can convey messages, can stimulate students' thoughts, feelings, and wills so that it can encourage the creation of a learning process in students (Sudjana, 2008). Flipbooks are media in the form of *e-books*, *e-modules*, *e-papers* and *e-magazines* (Mafula et al., 2017). This research aims to integrate national values in sports learning through a medium that is familiar to students in the digital era, namely flip books. This research not only presents information about sports but also invites students to dig deeper about patriotism and love for the homeland.

This research reflects the desire of the State Islamic University of K.H. Abdurrahman Wahid Pekalongan to adopt an innovative and multifaceted learning approach. By combining digital technology, sports education, and national values, the university strives to create an academic environment that is not only informative but also inspiring and motivating for students. This research aims to develop sports flip book media to help students understand lectures.

The use of digital flip books in sports learning marks a strategic step in adapting education to the needs of the digital generation (Nurwanto et al., 2023). Students are expected to gain a deeper understanding of sports, not only in terms of physical and technical aspects, but also in terms of character building and patriotism. This flip book is designed to teach sports as a means of forming



national identity and personal character.

The importance of developing flip book media in sports learning is to help students understand complex movements in sports learning, support effective learning and overcome time constraints. Where in sports learning it is not only the provision of skills in the field, but also the understanding of the material and the cultivation of values.

Furthermore, this initiative shows the commitment of the State Islamic University of K.H. Abdurrahman Wahid Pekalongan in combining education, technology, and patriotism. The use of technology in education is one of the efforts to develop skills and adapt to the times. This is an example of how education can adapt to the changing times while still maintaining the fundamental values of nationality and character formation (Rahmawati et al., 2017). Nationalist or national spirit is a way of thinking, behaving and acting that shows loyalty, care, and high appreciation for the language, physical, social, cultural, economic and political environment of the nation (Mustari, 2011).

METHODOLOGY

The research method used in this study is *the research and development (R&D)* method . Development research is a research method used to produce certain products, and to test the effectiveness of these products (Sugiyono, 2015). The product designed in this study is in the form of sports *flip book* learning media that can be used on *smartphones* and computers. The learning media developed contains learning materials on physical exercise and health. The development model used in this study is the ADDIE development model. There are five stages in the ADDIE development model, namely: 1) *analysis*, 2) *design*, 3) *development*, 4) *implementation*, 5) *evaluation*.

This research was conducted on students of the PGMI, UIN K.H. Abdurrahman Wahid Pekalongan study program in the 4th semester with a total of 80 students. The research instruments used are questionnaires to analyze the needs and characteristics of students, observation sheets to observe students' interaction with digital flip books, tests and assessments to measure students' understanding of sports materials and national values. The data analysis techniques used are: Quantitative data from questionnaires and tests are analyzed using descriptive statistics and Qualitative data from observation and feedback are analyzed by content analysis techniques.

RESULTS

Analysis

In the analysis stage, observations and interviews were carried out with students to identify their needs and characteristics related to sports learning and national values. From the observation



results, it was found that most students showed low interest during conventional sports learning sessions. They tend to be passive and less actively participate in class activities. Some students seem more interested in using their electronic devices than following learning instructions. This shows that the learning methods currently used are less able to attract students' attention and motivate them to be actively involved.

Students also have difficulty in understanding sports theories that are conveyed orally and in writing. They prefer a visual and interactive learning method that can help them understand concepts better. In addition, observations also show that not much effort has been made to integrate national values in sports learning, which is an important aspect in shaping student character.

From the results of the interviews, students expressed their desire to have more interactive and digital learning media. They want content that can be accessed through electronic devices such as smartphones and laptops, which blends text, images, videos, and other interactive elements. Students also stated that interactive learning media will make them more motivated and involved in the learning process. In addition, students want inspiring materials, such as stories of patriotism and national sports figures, that can enhance their national spirit. They feel that the integration of national values in sports learning is very important to build character and love for the homeland.

Design

At this stage of designing, the main focus is to develop an interactive and engaging digital flipbook design for sports courses. Product design is carried out by paying attention to the results of needs analysis that have been obtained from observations and interviews. Digital flip books will be designed to be accessible through various electronic devices such as smartphones, laptops, and tablets, making it easier for students to access learning materials anytime and anywhere.

The digital flip book will include various multimedia elements to create a dynamic and interactive learning experience. The included content includes text, images, videos, and interactive elements such as quizzes and practice questions. Each element will be designed to facilitate a better understanding of the theory and practice of the sport, as well as inculcate the values of nationality and patriotism.

Development

The initial product produced was a digital flip book learning media containing sports materials and national values. Here are some of the key features of the initial product:

Attractive Visuals: (1) The flip book is equipped with high-quality images, diagrams, and videos to support the text and improve comprehension. (2) Intuitive and user-friendly interface design so that it is easy for students to use.



Interactive Content: (1) Interactive quizzes and practice questions to test students' understanding directly. (2) Other interactive elements such as simulations and practical exercises. Accessibility: (1) Flip books can be accessed through a variety of electronic devices so that students can learn anytime and anywhere. Integration of National Values: (1) Inspiring stories about national athletes and important moments in Indonesian sports history that instill the spirit of nationalism and patriotism. Based on feedback from alpha and beta testing, some of the improvements made include (1) Fixing some unclear demonstration videos. (2) Add more quizzes and practice questions to improve interactivity. (3) Improve the interface design to improve the user experience.

Implementation

After the development process is completed and revisions have been made based on feedback, the next stage is the implementation of flip books in the learning process. Implementation is carried out by actively involving lecturers and students. As for the steps in its application, namely Flip books are used as the main material in several sports learning sessions. Lecturers provide guidance to students on how to use flip books during learning sessions, and students are asked to access flip books and participate in learning activities in them. Monitoring and assistance are provided by lecturers when implementing sports flipbook learning media. During the implementation, observations were made to monitor how students use flip books. Lecturers provide assistance if students have difficulty using flip books.

Implementation Evaluation

The implementation evaluation was carried out to assess the effectiveness of digital flipbook media in improving sports learning and instilling national values. The following are the results of the implementation evaluation conducted through satisfaction surveys, learning outcome assessments, and interviews and discussions with students.

The satisfaction survey was filled out by students after several learning sessions using flip books. The survey measures various aspects such as ease of use, content quality, and interactivity. Ease of Use: (1) 85% of college students feel that flipbooks are easy to use and accessible through their electronic devices. (2) 90% of students appreciate the existence of written guides and video tutorials that make it easier for them to use flip books.

Content Quality: (1) 88% of students feel that the content presented in the flip book is very informative and relevant to sports courses. (2) 80% of students stated that inspiring stories about national athletes added to their insight into national values.



Interactivity: (1) 92% of students feel that quizzes and practice questions help them test and understand the material better. (2) 85% of students like interactive elements such as simulations and practical exercises that make learning more engaging.

Learning Outcome Assessment:

The assessment of learning outcomes is carried out through tests given before and after the use of flip books. The test covers the theory and practice of sports as well as an understanding of the values of patriotism, with the following results:

Table 1. Learning Outcomes Using *Flip Book Media*

| No | Aspects | Σ student | \bar{x} beginning | \bar{x} end |
|----|---------------------------|------------------|---------------------|---------------|
| 1 | Theoretical Understanding | 80 | 65 | 85 |
| 2 | Practical Skills | 80 | 70 | 88 |
| 3 | Understanding Patriotism | 80 | 60 | 83 |

DISCUSSION

This research was conducted on students of the PGMI, UIN K.H. Abdurrahman Wahid Pekalongan 4th semester. This research is development research and has produced products in the form of sports flipbook learning media. The resulting product in the form of sports flipbook media is then implemented in learning to attract more students' attention and interest and help them understand the material. The content of the material on this sports flipbook learning media includes games and sports, development activities, namely physical fitness, pencak silat martial arts, gymnastics and rhythmic activities, water activities, and health materials that include cultivating a culture of healthy living. In line with that (Rahayu, 2013) stated that the scope of physical education, sports, and health subjects includes the following aspects: games and sports, development activities, gymnastics activities, rhythmic activities, water activities, out-of-class education, and health.

Analysis

The analysis was carried out through observation and interviews with students to identify needs and characteristics related to sports learning and national values. Based on the results of observations and interviews, it can be concluded that there is an urgent need to develop sports learning media that is interactive, easily accessible, and contains national values. Digital flipbook media can meet this need by combining a variety of multimedia elements and inspiring content. By understanding the needs of students, the next steps in this study will be focused on the design and development of appropriate flip books so that



the research objectives to increase learning effectiveness and instill the spirit of patriotism can be achieved.

Design

The planning focuses on developing an interactive and engaging digital flip book design for sports learning courses. Digital flipbooks include a variety of multimedia elements to create a dynamic and interactive learning experience. The learning strategies used in flip books involve several interactive methods designed to increase student engagement and understanding. Some of these strategies include: Visual and interactive methods by using images, videos, and animations to visually explain sports concepts. Include interactive elements such as quizzes and practice questions to test students' understanding directly. Story-based learning by integrating inspirational stories from national athletes to instill national values and patriotism. Using key moments in Indonesia's sports history as case studies for learning. Collaborative learning by involving students in discussions and group activities to solve problems and discuss national values in the context of sports. Provide opportunities for students to share their views and experiences in reflection sessions. Self-learning by providing content that can be accessed independently by students so that they can learn according to their own schedule and convenience. Provide additional materials and resources to deepen students' understanding of the topics covered.

Development

The development process involves several key steps to ensure that the resulting digital flipbook is in accordance with the needs and expectations of students. Development of content containing sports learning materials by compiling clear and informative texts on basic sports concepts, creating illustration images and diagrams that support the text to help students understand, and developing demonstration videos that show sports techniques clearly and in detail. The integration of national values is carried out by compiling inspirational stories about national athletes that depict the spirit of nationalism and patriotism, including a documentary video highlighting important moments in Indonesian sports history. Interactive elements by developing quizzes and practice questions that can help students test their understanding directly.

The creation of sports flip book media is done using special software to create an interactive and easy-to-use digital flip book, combining all multimedia elements (text, images, videos,



interactive elements) into the flip book, as well as ensuring that the flip book is accessible through various electronic devices such as smartphones, laptops, and tablets.

The trial was conducted with alpha testing and beta testing. Alpha testing is testing flip books with lecturers to get initial input on content and usability. Then identify and fix problems found during testing. Beta testing is conducted by testing the flip book with a representative group of students to get feedback on the user experience, conducting surveys and interviews to collect data on user satisfaction and media effectiveness, and improving the flip book based on feedback from beta testing.

The initial product produced was a digital flipbook learning media that contained sports learning materials and national values. A key feature of the early product is an attractive visual appearance: the flip book is equipped with high-quality images, diagrams, and videos to support the text and improve comprehension. The interface design is intuitive and user-friendly so that it is easy for students to use. Interactive Content: interactive quizzes and practice questions to test students' understanding directly, and other interactive elements such as simulations and practical exercises. Accessibility: flip books can be accessed through a variety of electronic devices so that students can learn anytime and anywhere. Integration of National Values: inspiring stories about national athletes and key moments in Indonesian sports history that instill a spirit of nationalism and patriotism.

Implementation

The application in the classroom flip book is used as the main material in several sports learning sessions, lecturers provide guidance to students on how to use flip books during learning sessions, and students are asked to access flip books and participate in learning activities in them. Monitoring and mentoring during implementation, observations are made to monitor how students use flip books, and lecturers provide assistance and assistance if students have difficulties in using flip books.

Implementation Evaluation

Satisfaction surveys were conducted on students to assess aspects of ease of use, content quality, and interactivity. From the survey, it can be seen that the media produced is easy to use and can help the learning process. As is the case (Suwiwa et al., 2015) which states that learning media can make it easier for students to understand learning so that learning outcomes can also improve.

The results of the study show an increase in understanding of sports materials, sports practicums, and understanding of the value of patriotism. The improvement was seen from the



results before using sports flip book media compared to after using the media. The average understanding of sports material test scores increased from 65 to 85 after the use of flip books. The average sports practicum skill score increased from 70 to 88 after the use of the flip book. The average score of patriotism increased from 60 to 83 after the use of the flip book. In line with that research conducted (Cahyati & Suherman, 2014), showed that students' test results increased from an average *pretest* score of 5.53 and an average *posttest* score of 7.56. Based on the results of the test, it can be concluded that learning media physical education, sports and health are effectively used in learning. Research (Kartika et al., 2022), on the development of Android-based physical education learning media on pencak silat materials showed a number of 29,215 for T calculated greater than T table 1,690 which means that this research is effective in improving students' cognitive abilities.

CONCLUSION

This research has produced products in the form of interactive and interesting sports flip book learning media for sports courses, as well as instilling patriotic values in students. Through the development stages using the ADDIE model, this research has succeeded in producing a sports flip book product that can help students in understanding the material.

From the results of the implementation evaluation, it was found that this digital flipbook media was able to increase students' understanding of sports theory and practice. The average score of the theory and practice test increased significantly after the use of the flip book. In addition, this flip book also succeeded in instilling national values in students, as shown by an increase in the score of understanding of national values. Students' satisfaction with flipbooks is high, with the majority of students stating that flipbooks are easy to use, their content is informative and relevant, and their interactive elements help them understand the material better.

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