



DEVELOPMENT OF AN ETHNOPEDAGOGY-BASED FLIPBOOK LEARNING MEDIA INCORPORATING MINANGKABAU CULTURE FOR INSTILLING MORAL AND RELIGIOUS VALUES IN EARLY CHILDHOOD

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Abstract

This study addresses the limited use of innovative learning media for fostering moral and religious values in early childhood education and the insufficient integration of Minangkabau cultural values into classroom learning. These challenges often result in less engaging learning experiences, reducing children's interest and limiting the internalization of positive moral and religious behaviours. The study aimed to develop an ethnopedagogy-based flipbook learning media incorporating Minangkabau culture that is valid, practical, and effective for strengthening moral and religious values among young children. This research employed a Research and Development (R&D) approach using the ADDIE model, consisting of Analysis, Design, Development, Implementation, and Evaluation stages. The study was conducted at RA Adz Dzika Isyhaarul Jannah and involved expert validators, teachers, and 13 early childhood learners. Research instruments included material, media, and language validation sheets, teacher response questionnaires, and children's learning outcome assessment sheets. Quantitative descriptive analysis was used to determine the levels of validity, practicality, and effectiveness. The findings revealed that the developed flipbook achieved an overall validity score of 89.33% (very valid), comprising language validity of 92%, media validity of 84%, and material validity of 92%. The practicality test based on teacher responses reached 86%, indicating that the media was very practical for classroom implementation. Furthermore, the effectiveness test showed a success rate of 92.30%, classified as Very Well Developed, demonstrating that the flipbook effectively enhanced children's moral and religious values through culturally meaningful learning experiences. These findings suggest that integrating ethnopedagogical principles and local cultural wisdom into digital learning media can enrich early childhood education by promoting meaningful character development. It is recommended that early childhood educators adopt culturally responsive digital learning resources and further explore similar media based on other local cultural traditions to support holistic child development.

Keywords: Flipbook learning media; ethnopedagogy; Minangkabau culture; moral and religious values; early childhood education.

INTRODUCTION

Early childhood education (ECE) plays a fundamental role in fostering children's holistic development, including cognitive, social-emotional, moral, and religious aspects. Among these domains, the development of moral and religious values is considered an essential foundation for shaping children's character, attitudes, and behaviour from an early age. At this developmental stage, children learn values primarily through meaningful experiences, modelling, habituation, and interactive learning activities. Therefore, educators are expected to create learning environments that are engaging, contextual, and appropriate to children's developmental characteristics.

The rapid advancement of educational technology has encouraged teachers to integrate digital learning media into classroom practices. Interactive learning media not only attract children's attention but also enhance learning motivation and facilitate understanding through visual and audio representations. One digital medium that has gained increasing attention is the flipbook, which presents learning materials in an interactive electronic book format. Compared with conventional printed books, flipbook media provide attractive visual displays, animations, images, and multimedia elements that can improve children's learning experiences. Previous studies have reported that digital learning media contribute positively to children's engagement, learning motivation, and conceptual understanding in early childhood education.

Despite these advantages, the implementation of digital learning media in many early childhood education institutions remains limited. Learning activities related to moral and religious values are still predominantly delivered through verbal explanations, storytelling, and teacher-centred approaches with limited use of interactive instructional media. Consequently, children may experience reduced interest during classroom activities, resulting in less effective internalisation of moral and religious values. This condition indicates the need for innovative learning media that are developmentally appropriate, enjoyable, and capable of supporting meaningful learning experiences.

Another important issue concerns the integration of local cultural values into early childhood education. Indonesia possesses rich cultural diversity that provides valuable educational resources for children's character development. Ethnopedagogy, which emphasises the utilisation of local wisdom as a learning resource, has become an increasingly important educational approach for preserving cultural heritage while strengthening students' character formation. Through ethnopedagogical learning, children are introduced to local traditions, customs, language, folklore, and cultural values that remain relevant to their daily lives. Such culturally responsive learning experiences help children develop cultural identity, respect for diversity, and positive moral behaviour.

Minangkabau culture represents one of Indonesia's richest cultural heritages, characterised by strong moral, social, and religious values embedded in everyday life. The philosophy *Adat Basandi Syarak, Syarak Basandi Kitabullah* reflects the harmonious integration between cultural traditions and Islamic teachings, making Minangkabau culture highly relevant for moral and religious education in early childhood. Traditional stories, customary values, local symbols, and daily practices provide authentic learning contexts through which children can understand concepts such as honesty, responsibility, cooperation, respect, discipline, and religious devotion. However, these cultural values have not been optimally incorporated into digital learning media used in early childhood classrooms.

Several previous studies have demonstrated the effectiveness of flipbook media in improving children's learning outcomes and learning motivation, while other studies have highlighted the contribution of ethnopedagogical approaches in strengthening character education and preserving local wisdom. Nevertheless, limited studies have combined both approaches into a single learning medium specifically designed to cultivate moral and religious values among early childhood learners. Furthermore, research focusing on the integration of Minangkabau cultural values into digital flipbook media for early childhood education remains scarce. This gap indicates the necessity of developing innovative learning media that combine technological advancement with local cultural wisdom to support meaningful and contextual learning experiences.

Based on preliminary observations conducted at RA Adz Dzikra Isyhaarul Jannah, teachers experienced difficulties in providing attractive learning media that integrated Minangkabau cultural values into moral and religious learning activities. Existing instructional materials were generally conventional and lacked interactive features that could actively engage children in the learning process. As a result, children tended to lose concentration easily, and opportunities to internalise moral and religious values through culturally meaningful learning experiences were limited.

To address these issues, this study developed an ethnopedagogy-based flipbook learning media incorporating Minangkabau cultural values for early childhood education. The development process employed the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model to ensure systematic instructional design and product quality. The resulting learning media integrates digital interactive features with culturally relevant learning content, enabling children to learn moral and religious values through attractive visual presentations and familiar cultural contexts.

This study aimed to develop and evaluate the validity, practicality, and effectiveness of the ethnopedagogy-based flipbook learning media in fostering moral and religious values among early childhood learners. The findings are expected to contribute to the development of innovative digital learning media, enrich ethnopedagogical practices in early childhood education, and provide practical guidance for teachers in integrating local cultural wisdom into classroom learning. Furthermore, this study supports ongoing efforts to preserve Minangkabau cultural heritage while promoting meaningful character education through technology-enhanced learning.

RESEARCH METHODS

This study employed a Research and Development (R&D) approach to develop an ethnopedagogy-based flipbook learning media incorporating Minangkabau cultural values for fostering

moral and religious values in early childhood education. The research adopted the ADDIE instructional design model, which consists of five systematic phases: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model was selected because it provides a structured framework for developing, validating, and evaluating educational products to ensure their quality and effectiveness.

The research was conducted at RA Adz Dzikra Isyhaarul Jannah. The participants consisted of three expert validators, including a material expert, a media expert, and a language expert, one classroom teacher, and 13 early childhood children who participated in the implementation stage. The expert validators were responsible for assessing the appropriateness of the product in terms of content, instructional design, language, and media quality, while the classroom teacher evaluated the practicality of the developed learning media. The children participated in the field implementation to examine the effectiveness of the flipbook in promoting moral and religious values.

The research procedures followed the five stages of the ADDIE model. During the Analysis phase, a needs assessment was conducted through classroom observations and interviews with teachers to identify existing problems in learning activities related to moral and religious values and the need for culturally relevant digital learning media. The Design phase involved preparing learning objectives, organizing instructional content based on Minangkabau cultural values, designing the storyboard, selecting illustrations and multimedia components, and developing evaluation instruments. In the Development phase, the flipbook learning media was produced and subsequently validated by experts in material, media, and language. Suggestions and recommendations from the validators were used to revise and improve the product before implementation. During the Implementation phase, the revised flipbook was used in classroom learning activities involving children and teachers. Finally, the Evaluation phase assessed the quality of the product based on the results of the validity, practicality, and effectiveness tests to determine whether the developed media met the expected learning objectives.

Data were collected using several research instruments, including material validation sheets, media validation sheets, language validation sheets, teacher response questionnaires, and children's learning outcome assessment sheets. The validation instruments measured the appropriateness of the instructional content, media design, and language used in the flipbook. The teacher questionnaire was administered to evaluate the practicality and usability of the media during classroom implementation, while the children's assessment sheets were used to determine the effectiveness of the media in improving moral and religious values.

The collected data were analyzed using descriptive quantitative analysis. The validity, practicality, and effectiveness of the developed media were calculated using percentage scores and interpreted according to predetermined assessment criteria. The validity analysis was based on expert judgments regarding the quality of the learning media. Practicality was determined from the teacher's responses concerning ease of use, attractiveness, and suitability for classroom learning. Effectiveness was measured by analyzing children's learning outcomes after using the flipbook learning media. The product was considered feasible for implementation if it met the criteria of very valid, very practical, and very effective based on the established percentage categories.

RESULTS AND FINDINGS

The development of the ethnopedagogy-based flipbook learning media incorporating Minangkabau cultural values was conducted through the five stages of the ADDIE model, namely Analysis, Design, Development, Implementation, and Evaluation. The developed product was subsequently evaluated to determine its validity, practicality, and effectiveness before being implemented in early childhood learning activities.

Product Validity

The validity of the developed flipbook was evaluated by three experts consisting of a material expert, a media expert, and a language expert. The validation process aimed to determine the appropriateness of the learning content, media design, and language used in the flipbook. The results of the expert validation are presented in Table 1.

Table 1. Results of Expert Validation

Validator	Percentage (%)	Category
Material Expert	92.00	Very Valid
Media Expert	84.00	Very Valid
Language Expert	92.00	Very Valid

Average	89.33	Very Valid
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The results indicate that the ethnopedagogy-based flipbook achieved an overall validity score of 89.33%, which falls within the Very Valid category. The material and language aspects obtained the highest validation score (92%), indicating that the learning content was appropriate for early childhood learners and the language was clear, simple, and developmentally appropriate. Although the media aspect obtained a slightly lower score (84%), it still met the criteria of a very valid learning medium. Suggestions provided by the validators were incorporated into the revised version before classroom implementation.

Product Practicality

The practicality of the developed learning media was evaluated through the teacher response questionnaire after the classroom implementation. The assessment focused on the ease of use, attractiveness, clarity of presentation, and suitability of the media for early childhood learning activities.

Table 2. Practicality Test Results

Assessment Aspect	Percentage (%)	Category
Teacher Response	86.00	Very Practical

The teacher response questionnaire produced a practicality score of 86%, indicating that the flipbook was very practical for classroom implementation. The teacher reported that the flipbook was easy to operate, visually attractive, and capable of increasing children's attention and participation during learning activities. Furthermore, the integration of Minangkabau cultural values enabled teachers to introduce moral and religious concepts through contextual and meaningful learning experiences.

Product Effectiveness

The effectiveness of the developed flipbook was measured based on children's learning outcomes after participating in the learning activities using the media. The results are presented in Table 3.

Table 3. Effectiveness Test Results

Indicator	Percentage (%)	Category
Children's Learning Outcomes	92.30	Very Well Developed

The effectiveness test showed a percentage score of 92.30%, which was classified as Very Well Developed (VWD). The findings indicate that the flipbook successfully supported children's understanding and practice of moral and religious values through learning activities that integrated Minangkabau cultural elements. Children demonstrated increased participation, enthusiasm, and engagement throughout the learning process.

Discussion of Findings

The findings demonstrate that the ethnopedagogy-based flipbook learning media fulfilled the three essential quality criteria of educational product development, namely validity, practicality, and effectiveness. The high validity scores indicate that the learning media is appropriate in terms of instructional content, language, and media design. Likewise, the teacher responses confirm that the flipbook is practical and easy to integrate into classroom learning.

The high effectiveness score further suggests that combining digital learning media with ethnopedagogical principles provides meaningful learning experiences for young children. The incorporation of Minangkabau cultural values, including local traditions, moral messages, and religious practices, enabled children to relate learning materials to their everyday experiences, thereby facilitating better understanding and internalisation of moral and religious values.

Overall, the results indicate that the developed flipbook serves as an innovative and culturally responsive learning medium for early childhood education. By integrating educational technology with local cultural wisdom, the media not only enhances children's learning motivation but also contributes to character development and the preservation of Minangkabau cultural heritage.

RESULTS AND DISCUSSION

The findings of this study demonstrate that the ethnopedagogy-based flipbook learning media integrating Minangkabau cultural values successfully fulfilled the three major quality criteria of educational product development, namely validity, practicality, and effectiveness. The overall validity score of 89.33% indicates that the developed media is highly appropriate for use in early childhood education. The high scores obtained from the material, language, and media experts confirm that the instructional content, visual design, and language employed in the flipbook are suitable for children's developmental characteristics and support meaningful learning experiences.

The practicality evaluation yielded a score of 86%, indicating that the flipbook is very practical for classroom implementation. The teacher reported that the media was easy to use, visually attractive, and capable of maintaining children's attention throughout the learning process. Interactive illustrations, colourful layouts, and culturally familiar learning materials enabled teachers to explain moral and religious concepts more effectively than conventional instructional methods. These findings suggest that integrating digital media into early childhood education can facilitate more engaging and child-centred learning experiences.

The effectiveness test resulted in a score of 92.30%, which falls within the Very Well Developed (VWD) category. This result indicates that the developed flipbook effectively enhanced children's understanding and application of moral and religious values during classroom learning activities. Children demonstrated greater enthusiasm, active participation, and improved comprehension when learning through culturally contextualised stories, illustrations, and activities derived from Minangkabau traditions. The findings confirm that meaningful learning occurs when educational content is closely connected to children's cultural background and daily experiences.

These findings are consistent with previous studies reporting that flipbook learning media improve learning motivation, engagement, and learning outcomes through interactive digital presentations. Likewise, previous ethnopedagogical research has demonstrated that integrating local cultural wisdom into educational practices contributes to character formation, cultural identity, and contextual learning. However, this study extends previous research by integrating digital flipbook technology, ethnopedagogical principles, and Minangkabau cultural values into a single instructional medium specifically designed to foster moral and religious values in early childhood education. This integration represents the primary contribution of the present study.

From a theoretical perspective, the study supports the constructivist view that children develop knowledge more effectively through meaningful experiences connected to their social and cultural environments. The integration of ethnopedagogical principles with digital learning media demonstrates that technology and local wisdom are not contradictory but complementary in supporting holistic child development. Rather than replacing cultural traditions, digital technology can become an effective medium for preserving and transmitting local cultural values to younger generations.

Practically, the developed flipbook provides an innovative learning resource for early childhood educators seeking to integrate technology with character education. The product offers an alternative instructional medium that is interactive, culturally responsive, and developmentally appropriate. Furthermore, this study contributes to the preservation of Minangkabau cultural heritage by transforming local wisdom into digital educational content that is relevant to contemporary learning environments.

Overall, the findings indicate that ethnopedagogy-based digital learning media can strengthen moral and religious education while simultaneously promoting children's appreciation of local culture. Therefore, integrating local wisdom into technology-based learning media represents a promising strategy for improving the quality of early childhood education in Indonesia.

CONCLUSION AND SUGGESTIONS

Conclusions

This study successfully developed an ethnopedagogy-based flipbook learning media incorporating Minangkabau cultural values to foster moral and religious values among early childhood learners. The product demonstrated a high level of quality, achieving an overall validity score of 89.33%, a practicality score of 86%, and an effectiveness score of 92.30%, indicating that the media is very valid, very practical, and very effective for classroom implementation. The findings reveal that integrating local cultural wisdom with interactive digital learning media creates meaningful learning experiences that enhance children's participation, motivation, and understanding of moral and religious values. Consequently, the developed flipbook represents an innovative and culturally responsive instructional medium that supports both character education and the preservation of Minangkabau cultural heritage in early childhood education.

Suggestions

Based on the findings of this study, early childhood educators are encouraged to integrate ethnopedagogy-based digital learning media into classroom instruction to create more engaging and meaningful learning experiences. Schools and educational institutions should support the development

and utilisation of culturally responsive instructional media that reflect local wisdom while meeting children's developmental needs. Future researchers are recommended to conduct broader implementation studies involving larger samples and different cultural settings to examine the generalisability of the findings. In addition, further research may develop similar digital learning media integrating other aspects of early childhood development, such as language, literacy, social-emotional skills, or environmental awareness through diverse local cultural contexts.

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