

THE EFFECTIVENESS OF FLIPBOOK INTEGRATING *TRI KAYA PARISUDHA* TO ENHANCE STUDENTS' GLOBAL DIVERSITY CHARACTER

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ABSTRACT

This study aims to examine the effectiveness of the “Jati Diri dan Lingkungan Kuku” *flipbook*, infused with *Tri Kaya Parisudha* values, in enhancing students’ global diversity character. The research employed a quasi-experimental design with a post-test control group model. The subjects were fifth-grade elementary school students in Buleleng Regency, with the experimental group using a digital flipbook and the control group following conventional learning methods. Data were collected using a global diversity character questionnaire, which covers cognitive, affective, and behavioural aspects. Results of the independent samples t-test indicated a significant difference between the groups ($t = 15.181, p < 0.05$), and the calculated effect size (ES 4.86) demonstrated a high level of effectiveness. These findings confirm that the *Tri Kaya Parisudha*-based flipbook is not only effective in enhancing global diversity character but also promotes meaningful learning, active engagement, and greater motivation among elementary school students. Beyond its practical implications, this study contributes to the development of educational science by demonstrating the relevance of integrating local wisdom into digital learning media as an innovative approach to strengthening character education in the era of globalisation.

Keywords: Flipbook, Global Diversity Character, *Tri Kaya Parisudha*

INTRODUCTION

Character education is a core pillar of the National Education System, aiming to develop students who are morally upright, intelligent, and nationally aware. At the elementary school level, strengthening character education is particularly critical, as this period forms the foundation for children’s personality development from an early age. One dimension that has garnered attention is global diversity character, defined as students’ ability to respect differences, maintain harmony, and engage positively across cultures (Shofia Rohmah et al., 2023; Darmawan & Mbura, 2024). This competence is increasingly important in the era of globalisation, where students are expected not only to acquire knowledge but also to exhibit tolerance, openness, and adaptability toward diversity.

Despite the recognised urgency of character education, its implementation in elementary schools still faces numerous challenges. Previous studies indicate that Pancasila and character education are often knowledge-oriented, while attitude internalisation remains suboptimal (Lestari & Kurnia, 2022; Budiharso et al., 2024). Field data from Buleleng Regency reveal that

teachers still rely heavily on lectures and conventional media, leading to some students displaying impolite behaviour, low tolerance, and limited curiosity toward other cultures. This situation creates a significant gap between the ideal objectives of character education and daily classroom practices.

Various instructional innovations have been introduced to address these issues, notably through interactive digital media. Flipbooks offer advantages by integrating text, images, audio, and animation, which can enhance students' interest, comprehension, and engagement (Amalia, 2023; Putra et al., 2023). However, most previous studies have focused on technical aspects or cognitive learning outcomes and have not explicitly incorporated character values grounded in local wisdom. This research gap highlights the need for digital media that are not only visually engaging but also capable of contextualising and instilling character values.

In the Balinese context, the local wisdom of *Tri Kaya Parisudha*, comprising thinking well (*manacika*), speaking well (*wacika*), and acting well (*kayika*), has long been recognised as a foundation for moral and character education, aligning with national education goals and universal human values (Suparsa et al., 2020; Widiastini, 2021). Previous studies have mainly examined its role in conventional settings, such as classroom-based moral instruction (Sudiatmaka, 2019), integration into Hindu religious education (Yasa, 2020), and community-based character development (Ardana, 2021). However, the existing literature shows no systematic attempt to embed *Tri Kaya Parisudha* into interactive digital learning media. At the same time, most digital learning innovations in Indonesia have tended to emphasise generic 21st-century skills and global values (Wijaya et al., 2022; Sari & Sutopo, 2021), without explicitly incorporating indigenous wisdom frameworks. This disconnect indicates that digital platforms are advancing rapidly but remain underutilised as vehicles for transmitting cultural and ethical values rooted in local traditions.

Therefore, this study introduces an apparent novelty by developing a digital flipbook infused with *Tri Kaya Parisudha* values, designed not only to foster reflective and interactive learning experiences but also to strengthen cultural identity. This approach contributes to bridging global digital competencies with local wisdom, ensuring that students are equipped to navigate the demands of globalisation while remaining grounded in their cultural heritage. Such integration is consistent with UNESCO's (2022) emphasis on contextualised character education that reflects cultural diversity and Lickona's (1991) view that sustainable character formation requires the cultivation of moral knowing, moral feeling, and moral action within authentic cultural contexts. By embedding *Tri Kaya Parisudha* into digital learning design, this

research expands the scope of both character education and digital pedagogy, filling a critical gap in the literature and offering a model for culturally responsive innovation in education.

Based on these considerations, this study focuses on the effectiveness of the “Jati Diri dan Lingkungan Kuku” flipbook, embedded with *Tri Kaya Parisudha* values, in enhancing elementary students’ global diversity character. The research introduces novelty by combining interactive digital media with local wisdom values, enabling the flipbook to serve not only as a content delivery tool but also as a medium for internalising the principles of thinking, speaking, and acting well. Consequently, this study addresses previous research gaps and offers an alternative, contextually relevant instructional model capable of meaningfully improving students’ character in the global era.

LITERATURE REVIEW

Character education constitutes a fundamental foundation for shaping students’ personality, encompassing moral, social, and intellectual dimensions. Lickona (2012) emphasises that character education not only teaches norms but also fosters the development of habits in ethical thinking, attitudes, and actions. At the elementary school level, character strengthening is particularly critical, as this period represents the phase of self-identity formation and social awareness in children (Rasyid et al., 2024; Sulastri et al., 2022). This concept aligns with the Pancasila Student Profile, particularly the global diversity character dimension, which emphasises students’ ability to respect differences, maintain social harmony, and interact wisely across cultures (Shofia Rohmah et al., 2023; Darmawan & Mbura, 2024).

The “Jati Diri dan Lingkungan Kuku” curriculum serves as a strategic medium for character education in elementary schools, facilitating students’ understanding of self-identity, family, the surrounding environment, and harmonious social relationships. Balinese local wisdom, *Tri Kaya Parisudha*, can be integrated as guidance for thinking well (*manacika*), speaking well (*wacika*), and acting well (*kayika*) within this curriculum (Adnyana et al., 2024; Pratiwi et al., 2024). Astawan & Tirtayani (2021) highlight that embedding local values into instructional materials helps students practically internalise moral values. Vygotsky’s social constructivist theory (1978) further supports this approach, asserting that social interaction and cultural context are essential in character formation.

The use of digital media, particularly flipbooks, represents a strategic innovation for delivering the “Jati Diri dan Lingkungan Kuku” material interactively. Digital flipbooks integrate text, images, audio, and animation, enabling students not only to receive information but also to engage in reflective learning that strengthens character value internalisation (Amalia, 2023; Putra et al., 2023; Purnomo et al., 2024). By incorporating *Tri Kaya Parisudha*, flipbooks enable

students to understand and apply the principles of thinking, speaking, and acting effectively in daily life, including interactions with peers, family, and the environment.

Previous studies indicate that the use of digital media in character education has often been limited to cognitive aspects, while affective attitude internalisation, such as empathy, tolerance, and appreciation for diversity, remains suboptimal (Sukriasih, 2024; Mustaghfiroh & Listyaningsih, 2023). This underscores the necessity of examining the effectiveness of *Tri Kaya Parisudha-infused flipbooks in enhancing global diversity character, making learning contextual, engaging, and having a tangible impact on students' behaviour*.

Therefore, this study presents novelty by focusing on the effectiveness of the “Jati Diri dan Lingkungan Kuku” flipbook, embedded with *Tri Kaya Parisudha*, in fostering students' global diversity character. This approach combines character education theory, local wisdom, and interactive digital media, contributing new insights to character education practice in the context of globalisation (Mahardika & Pratiwi, 2023; Yuliani, 2022; Azima et al., 2021).

METODOLOGY

This study employed a quasi-experimental design with a post-test control group model to examine the effectiveness of the “Jati Diri dan Lingkungan Kuku” flipbook, which integrates *Tri Kaya Parisudha* values, in enhancing students' global diversity character. The research subjects consisted of 31 fifth-grade students, with 15 students assigned to the experimental group and 16 students to the control group. The experimental group received instruction using the *Tri Kaya Parisudha-based* flipbook, whereas the control group followed conventional teaching methods. The research instrument was a questionnaire consisting of 12 items, which was first tested for validity and reliability. The validity test results showed that all items had item-total correlation coefficients (r -calculated) ranging from 0.412, which exceeded the r -table value of 0.361 ($N=31$; $\alpha=0.05$), indicating that all items were valid. The reliability test produced a Cronbach's Alpha value of 0.87, which demonstrated a high level of reliability. Prior to hypothesis testing, assumption tests were carried out to ensure the data met the requirements of parametric statistical analysis. The normality test results showed that the Shapiro-Wilk significance values for the global diversity character variable were 0.064 in the experimental group and 0.673 in the control group. Both values exceed 0.05, indicating that the data were normally distributed. Furthermore, the homogeneity of variance test using Levene's Test showed a significance value of 0.359 (> 0.05), indicating that the variances between groups were homogeneous. Since the data met the requirements of validity, reliability, normality, and homogeneity, an independent sample t -test was conducted at the 5% significance level ($\alpha = 0.05$) to examine the differences in post-test scores between the experimental and control groups. All statistical analyses were

performed using the latest version of SPSS software. The hypothesis testing employed the following t-test formula:

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{S_1^2}{n_1}\right) + \left(\frac{S_2^2}{n_2}\right)}}$$

Subsequently, the magnitude of the product's effect on students' global diversity character was measured using Effect Size (ES). The Effect Size was calculated using the following formula:

$$ES = t \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}$$

The decision criteria for interpreting Effect Size (ES) were based on Dantes (2017), where $ES \leq 0.2$ indicates a small effect, $0.2 < ES \leq 0.8$ indicates a medium effect, and $ES > 0.8$ indicates a significant effect. This approach enables the study to systematically assess the effectiveness of the flipbook in enhancing students' global diversity character quantitatively and objectively.

RESULT AND DISCUSSION

Result

The "Jati Diri dan Lingkungan Kuku" flipbook, incorporating *Tri Kaya Parisudha* values, has been proven effective in strengthening students' global diversity character. The findings indicate that this learning media not only facilitates students' understanding of complex concepts but also enhances active engagement, providing a more meaningful and enjoyable learning experience. By integrating visual and audio elements, the flipbook demonstrated greater effectiveness in capturing students' attention compared to conventional teaching methods, thereby fostering higher motivation to participate actively in class while deepening their comprehension of the material. A summary of the research findings is presented as follows:

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Kelas Eksperimen	15	45	48	46.47	1.060
Kelas Kontrol	16	36	42	39.25	1.528
Valid N (listwise)	15				

Table 1 presents the mean scores of the global diversity character for students who received instruction using the "Jati Diri dan Lingkungan Kuku" flipbook, embedded with *Tri Kaya Parisudha* values. The experimental group achieved a mean score of 46.47 with a standard

deviation of 1.060, while the control group had a mean score of 39.25 with a standard deviation of 1.528.

The data presented here represent a summary of measurement results and cannot yet serve as a basis for concluding the effectiveness of the intervention. Therefore, to obtain valid research findings, hypothesis testing was conducted using a t-test at a 5% significance level (95% confidence level). Prior to the t-test, assumption tests including normality and homogeneity tests were performed to ensure that the underlying assumptions for using parametric statistical techniques were satisfied. The results of the normality and homogeneity tests are presented in Tables 2 and 3, respectively.

Table 2. Tests of Normality

	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Karakter Berkebhinekaan Global	Kelas Eksperimen	.203	15	.095	.889	15	.064
	Kelas Kontrol	.185	16	.146	.961	16	.673

a. Lilliefors Significance Correction

Based on the normality test results presented in Table 2, using the *Shapiro-Wilk test*, the significance value for the Global Diversity Character variable was found to be greater than 0.05 ($p > 0.05$). Therefore, the null hypothesis (H_0) is accepted, indicating that the data for Global Diversity Character are normally distributed.

Table 3. Test of Homogeneity of Variance

		Levene	df1	df2	Sig.
		Statistic			
Karakter Berkebhinekaan Global	Based on Mean	.869	1	29	.359
	Based on Median	.638	1	29	.431
	Based on Median and with adjusted df	.638	1	26.501	.432
	Based on the trimmed mean	.900	1	29	.351

Based on Table 3, the results indicate that the significance value for the Global Diversity Character variable was greater than 0.05 ($p > 0.05$). Therefore, the null hypothesis (H_0), which states that the variances between the flipbook groups do not differ, is accepted. This result demonstrates that the variances between the groups for the Global Diversity Character variable are homogeneous.

Table 4. Independent Samples Test

		t-test for Equality of Means					Mean Difference	Std. Error Difference
		F	Sig.	t	df	Sig. (2-tailed)		
Karakter Berkebhinekaan Global	Equal variances assumed	.869	.359	15.181	29	.000	7.217	.475
	Equal variances not assumed.			15.360	26.794	.000	7.217	.470

Based on Table 4, the Independent Samples Test results indicate that the t-value was calculated under the assumption of equal variances, as the variance was homogeneous. The t-test comparing the control and experimental groups yielded a t-value of 15.181 with a significance level of $p = 0.000$. Since the calculated t-value (15.181) is greater than the critical t-value (2.045) and the significance level (0.000) is less than 0.05 ($\alpha = 5\%$), the null hypothesis (H_0) is rejected. Thus, it can be concluded that there is a significant difference between the control and experimental groups in enhancing students' global diversity character through the use of the "Jati Diri dan Lingkunganku" flipbook, embedded with *Tri Kaya Parisudha* values.

Subsequently, the magnitude of the effect (Effect Size) of the product on improving students' global diversity character was calculated as follows:

$$ES = 15,181 \sqrt{\frac{1}{15} + \frac{1}{16}}$$

$$ES = 4,86$$

Based on the t-value of 15.181 with a significance level of $p = 0.000$, the calculated Effect Size (ES) was 4.86, which falls within the high-effectiveness category. This indicates that the "Jati Diri dan Lingkungan Kuku" flipbook, embedded with *Tri Kaya Parisudha* values, is highly effective in enhancing students' global diversity character.

DISCUSSION

The results of this study demonstrate the effectiveness of the interactive digital flipbook, embedded with *Tri Kaya Parisudha* values, in enhancing students' global diversity character. The flipbook not only facilitates significant improvements in the learning process but also exerts a substantial practical impact on students' character development. The interactive features, including text, images, audio, and animation, contribute significantly to the internalisation of *Tri Kaya Parisudha* values, encompassing *manacika* (thinking well), *wacika* (speaking well), and *kayika* (acting well). These values are reflected in observable changes in students' behaviour, demonstrating greater politeness, harmony, and the ability to appreciate diversity in daily interactions (Adnyana et al., 2024; Pratiwi et al., 2024).

These findings are consistent with Vygotsky's social constructivist theory (1978), which emphasises the crucial role of social interaction and cultural context in the development of knowledge and character. Moreover, they align with previous studies indicating that interactive digital media can enhance student engagement, motivation, and the effectiveness of character-based learning (Amalia, 2023; Putra et al., 2023; Purnomo et al., 2024). Recent international research further confirms that integrating digital literacy with character education can strengthen students' social-emotional competencies and foster a more inclusive learning culture (Manganello & Baldacci, 2024; Utaminingsih et al., 2023).

Furthermore, this study highlights the novelty of using the flipbook as a learning medium that combines digital interactivity with Balinese local wisdom, an approach rarely explored in previous research. This integration offers a reflective learning experience that is challenging to achieve through conventional methods, while also addressing the research gap concerning the effectiveness of digital media in local-wisdom-based character education (Mahardika & Pratiwi, 2023; Azima et al., 2021). The combination of digital technology with local cultural values proves capable of creating a contextual, adaptive, and 21st-century-relevant learning model (OECD, 2019; UNESCO, 2021).

However, this study has limitations, including a relatively short intervention duration and the use of a questionnaire as the primary measurement instrument. Future research is recommended to employ more comprehensive evaluation methods, such as classroom observations, teacher interviews, and mixed-method approaches, to strengthen the validity of the findings. Additionally, the scope of research could be expanded to different educational levels to examine the consistency of the flipbook's effectiveness in enhancing global diversity character.

Overall, this study confirms that the "Jati Diri dan Lingkungan Kuku" flipbook, embedded with *Tri Kaya Parisudha*, is an innovative learning medium capable of enhancing students' cognitive understanding, affective attitudes, and behavioural engagement in relation to global diversity character. These findings significantly contribute to local-wisdom-based education practices, the use of interactive digital technology, and the literature on innovative learning media for strengthening character education in elementary schools in the digital era.

CONCLUSION

Based on the research findings, it can be concluded that the use of the "Jati Diri dan Lingkungan Kuku" flipbook, embedded with *Tri Kaya Parisudha* values, is effective in enhancing students' global diversity character. This effectiveness is evidenced by a significant increase in post-test scores in the experimental group compared to the control group, further supported by an Effect Size in the high-effectiveness category. The findings suggest that flipbooks, which combine digital interactivity with local

wisdom values, can positively contribute to strengthening students' cognitive, affective, and behavioural aspects within the context of character education. Practically, teachers are encouraged to integrate the flipbook as an innovative and meaningful instructional tool for character development. At the same time, schools can incorporate it into character education programs that emphasise tolerance, harmony, and appreciation for diversity. For future research, it is recommended to conduct interventions over a longer duration and to employ more varied data collection instruments to obtain more comprehensive and in-depth results.

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