

A Multicultural Interactive Digital Book: Promoting Tolerance and Multiculturalism to Elementary School Students

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ABSTRACT

This study aimed to develop a multicultural interactive digital book for higher grade students of elementary school to promote tolerance and multiculturalism. The research used Research and Development method with ADDIE design that contained five steps: analyzing, designing, developing, implementing, and evaluating. First, the need analysis was conducted to find out what kind of literature can help students learn tolerance and multiculturalism. Next, the product was designed based on students' needs and characteristics. After that, the product was developed. There were nine experts involved in this process to validate the product based on five indicators (language, characteristics of realistic story, tolerance, multiculturalism, and characteristics of digital book). The product was declared as very feasible with score 0.91, 0.94, 0.89, 0.94, and 0.89 respectively. Then, the implementation was conducted in an Islamic elementary school, Kota Semarang. There were two teachers and 48 students who gave product evaluations. The practicality test result showed that the product is very practical based on the evaluation from teachers and students evaluation, respectively, with 83.3% and 81.3%. All of the data in this study were collected through online questionnaires due to Covid-19 pandemic. For further recommendation, this product needs to be experimented with to determine whether it has a positive and significant effect on students' understanding of tolerance and multiculturalism.

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1. INTRODUCTION

Indonesia is one of the biggest multicultural countries in the world. More than 700 regional languages are still preserved today (Setkab, 2018), and each region can also have more than one culture

that is characteristic of it (Munif, 2018). This is certainly an advantage for Indonesian children accustomed to living amid cultural diversity in society. The Indonesian people must embrace the values of tolerance if they want to live peacefully side by side with each other. However, in reality, certain parties still do not apply inter-religious tolerance in elementary schools. For example, in the case one of elementary schools that had issued a circular in June 2019 regarding the obligation for students to wear Muslim uniforms. In addition, in the same year, another school in eastern Indonesia had implemented the opposite policy that prohibited students from wearing the hijab (Ihsan, 2021). On the one hand, intolerance does not only happen in terms of religious, but also in terms of ethnicity, and it is called ethnocentrism.

Ethnocentrism is also still common in Indonesia, such as bullying perpetrated against friends from outside Java and inter-ethnic conflicts (Putri, 2021). This, of course, becomes a bad example for children, moreover if they witness their parents only interact with those who are from certain ethnicity (Ningsih & Isnarmi, 2019). Because if left unchecked, children will carry these ethnocentric thoughts and feel superior to their ethnic or religious group. Hence, being tolerant in a multicultural community is a must to coexist with each other. Tolerance is a sub value of religious character in Indonesia's Strengthening Character Education Program for primary and secondary education (Kemdikbud, 2016).

Multiculturalism can be defined as an acknowledgement about the diversity of a compound, heterogeneous, and plural society. If it is extended, multiculturalism can be interpreted as cultural, tradition, lifestyle, religion, and other form of diversities. Indonesia that has been blessed by the diverseness should be proud and make it a strength for the whole nation (Shofa, 2016). In multicultural education, there are a few things which should be emphasized that the implementation must be based on sociopolitical aspects, such as ethnic diversity, race, class, economic status, gender, sexual orientation, exceptionality, language, belief or religion, geography, and contemporary culture (Gollnick & Philip, 2013). This concept can only be achieved if the people who live together in a multicultural society set their mindset to be tolerant. In the Declaration on the Principles on Tolerance, it is defined as respect, acceptance, and appreciation of the rich diversity of our world's cultures, our forms of expression and ways of being human; an active attitude prompted by recognition of the universal human rights and fundamental freedoms of others; Tolerance is the responsibility that upholds human rights, pluralism (including cultural pluralism), democracy and the rule of law; and accepting the fact that human beings, naturally diverse in their appearance, situation, speech, behavior, and values, have the right to live in peace and to be as they are (UNESCO, 1995).

Therefore, children need to be equipped to understand that multiculturalism is inevitable while living in Indonesia. An attitude of mutual respect and respect should be implemented in the daily life by understanding that every group has the right to live in peace. The way parents and teachers use this, of course, varies, namely through literature. Literature is believed to be the gateway to teaching moral values for its readers. The introduction of literature from an early age is one of the efforts to form an educated and characterized nation (Swandayani, 2011).

Children's literature, especially, is believed to be able to serve a great contribute for children's personality and it can be a means of implanting, fostering, developing, and preserving values considered good and worthy by the family, society, and nation (Nurgiyantoro, 2004). However, in this 4.0 era, it can be proven that the quality of Indonesian literacy is still ironic, even after digital reading material has been improved by the government (Ibda, 2018). As experienced by teachers and students at one of Islamic elementary school in Semarang City, students' reading interest tended to decrease during the pandemic because students used the library a lot to borrow reading materials in offline learning. Meanwhile, students did not want to read during the pandemic and preferred to watch Youtube or play games. There were also classroom teachers who do not or rarely provide e-books or books in digital form because they can still digitize books so that students can enjoy them at home. Parents also paid less attention to reading facilities for their children at home because they were busy at work, economically disadvantaged, or their children were lazy to read. Reading materials with the theme of tolerance and multiculturalism were also not optimally given to students. These problems are actually

in line with the survey conducted by the Educational and Cultural Policy Research Center, which showed that Indonesian schools and communities lack literature access and children have low reading habits compared to their practice of accessing other media (Kemendikbud, 2019).

For this reason, it is necessary to have literary works that can be an indirect learning tool for students to understand how important tolerance is to be applied in Indonesia (Ummah & Mustadi, 2018). This work can be presented in the form of short stories with a realistic fiction genre that focuses on the daily life of modern society so that it will be the right genre to teach the value of tolerance to children. Specifically, the realistic genre should contain several attributes, such as the world presented in the story is familiar for children; the emphasis of the story is that the events could happen in the real world; it does not contain any magic and supernatural things, so it is focused on things could happen physically and scientifically; the story should be able to satisfy the reader or listener by containing a conflict or problem that affects human life; the characters must be similar with people around that could feel disappointment, hope, rejection, and happiness; and the conflict could lead the reader/listener to the 'tension' that is presented, starting from how the tension is built, how it is handled, and how it is resolved to become a story (Darigan et al., 2002; Hintz & Tribunella, 2019).

Unfortunately, so far, the development of children's stories in Indonesia has mostly been poured into written formats, such as picture books (Kurniati, 2017; Munandar et al., 2018; Suryaningsih & Fatmawati, 2018; Tarigan, 2019). In fact, during the pandemic, children are closer to their gadgets than their books, friends, and teachers due to holding online learning. That is why multicultural interactive digital book (MIDB) can be a way out for those who do not have access to tolerance and multicultural education from printed literature.

Previous studies proved that electronic books seem to have greater flexibility and accessibility than paper-based text, not to mention the multimedia-enricher visual appeal that can integrate various supportive materials for personal learning (Huang et al., 2012). One of the forms is an application that has also become familiar media for kids who have been surrounded by and immersed in the digital environment (Chassiakos et al., 2016). MIDB is one application that allows children to participate actively in the reading process. Although parents do not support digital books, MIDB was developed to be a compliment instead of replacing printed books (Kucirkova & Littleton, 2016).

However, studies were only focused on developing e-books for higher education students (Huang et al., 2012), even though children have started to take advantage of it. In Indonesia, MIDB was created to deliver lesson materials and educational contents (Febrylian & Setyadi, 2017; Marselina & Muhtadi, 2019); or enhance students' character (Sari & Wardani, 2021; Wulandari & Alamin, 2019). Indeed, MIDB was designed to support multicultural education for elementary students (Wardhan & Rizkiantono, 2017). Still, there was not found in previous studies that developed MIDB in the form of short stories collection-themed tolerance and multiculturalism. Hence, this research will provide digital literature packaged as a flipbook to fill the gap in promoting tolerance and multicultural education for elementary students. Flipbook was chosen because it is very practical and effective in helping students learn independently and attracts students' learning interest through technology (Hutagalung & Adisaputera, 2021).

2. METHODS

This research used Research and Development (R&D) with ADDIE design that contains five steps: Analyze, Design, Develop, Implement, and Evaluate (Branch, 2009). This research method was used to develop a product, an interactive digital book called "Kumpulan Cerpen Seri Narendra: Indonesia? Bhinneka Tunggal Ika!". In the analyzing phase, the problems in elementary education related to students' reading habit and sources were identified and analyzed. The headmaster and high grade teachers were asked several question regarding to the comparison of students' interest in reading before and during the pandemic; reading sources given by the teachers and parents; tolerance and multicultural-themed literatures provided by school library; also the way they taught about tolerance and multiculturalism.

Next, the product was designed by deciding that there would be four stories as the main characters are four elementary students called Narendra (Nabhan, Rena, Dennis, and Rashid). The stories were about tolerance and multicultural education. Since the students are from an Islamic school, they mostly spend their time with Muslims. This theme would be a great help for them to understand more about diversity. Meanwhile, the flipbook would be completed with audio for each story and quiz, and there would be some hyperlinks on the pages to help the readers go to the part of the book faster. The questionnaire grids for product validation were also prepared to be used by the experts to determine the product feasibility and for product trials to get responses from teachers and students to find out the product's practicality. The grids for questionnaire validation were designed based on a theory that contained four aspects: statement conformity, language, completeness of the questionnaires, and accessibility, which were developed into 11 statements. Meanwhile, the grids for product validation and trial questionnaires were arranged based on five indicators: tolerance, multicultural education, language, the characteristics of realistic stories, and the features of a digital book, which were elaborated to be 30 statements.

Then, in the developing phase, the stories were written, the audio was recorded, the quizzes were prepared, and all were packaged into flipbook form using the help of the Flip PDF Professional application. The questionnaires were also developed into a ready-to-use online form with 30 statements. After the questionnaires and products were ready, two and nine experts validated both of them, respectively, from 11 different affiliations. The results were calculated to find out whether the questionnaires and product were feasible or not and what revision should be conducted to improve its quality. In the implementing phase, teachers and students were briefed about the product. The link and the guidebook were distributed to them through Whatsapp messages, and they could ask any questions regarding the use of the product. Then, the product was distributed to grade 4, 5, and 6 students by their homeroom teachers. The teachers explained to them about the product use using the guidebook. Both teachers and students could access the product using the links, and they could choose to open it on a smartphone or computer. Finally, after the product was implemented, teachers and students were asked to evaluate the product by filling the product trial questionnaires to find out their responses. The questionnaires were delivered to them using different Google Form links sent through Whatsapp. The results were calculated separately to find out the product's practicality.

Furthermore, the data will be analyzed quantitatively. There were two kinds of data analysis in this study, feasibility and practicality analysis. The feasibility of the product validation and trial questionnaires and the product itself were calculated using Aiken's V formula:

$$V = \frac{\sum s}{[n(c - 1)]}$$

Description:

$s = r - Lo$

r = the score given by the evaluators

Lo = the lowest validity number

n = the number of the evaluators

c = the highest validity number

The result was converted into qualitative form by referring to the following conversion table (Akbar, 2013):

Table 1. Feasibility criteria

| Score | Criteria |
|-------------|-----------------|
| 0,81 – 1,00 | Very feasible |
| 0,61 – 0,80 | Feasible |
| 0,41 – 0,60 | Feasible enough |
| 0,21 – 0,40 | Less feasible |
| 0,00 – 0,20 | Not feasible |

Next, the practicality was calculated based on the scores given by the teachers and students who had filled the trial questionnaires. The score given to those who answered strongly agree = 4, agree = 3, disagree = 2, strongly disagree = 1. The accumulation score would be converted into a percentage using the formula:

$$\text{Percentage (\%)} = \frac{\text{Total score (x)}}{\text{Maximum score (xi)}} \times 100\%$$

Then, the percentage would be converted again into qualitative form by referring to these criteria (Arikunto, 2013a):

Table 2. Practicality criteria

| Percentage (%) | Criteria |
|----------------|------------------|
| < 21 % | Not practical |
| 21 – 40 % | Less practical |
| 41 – 60 % | Practical enough |
| 61 – 80 % | Practical |
| 81 – 100 % | Very practical |

3. FINDINGS AND DISCUSSION

3.1. Analyze

During the pandemic, the teachers from one of Islamic elementary school in Semarang City were interviewed regarding to reading habit, literature, and tolerance as well as multiculturalism. They said that the students rarely read fiction because of the lack of sources. Their parents did not provide them with printed books, and they mostly spent their time playing games or watching Youtube. Besides, the gap between the students' conditions, characteristics, and reading experience were also inspected. Some students were found to have good intention in reading, but they could not get decent access to children's books. This was shown in a research result that elementary students' reading interests decreased during the pandemic because of the limitation in reading sources and motivation (Fahmy et al., 2021). The teachers also rarely shared printed or electronic literature to create a literature-rich environment. This analyzing process was meant to determine how the product should be designed to meet students' needs and the ability of teachers in utilizing digital technology.

3.2. Design

In the second phase, the outline of the stories were developed based on the tolerance and multiculturalism that happens in Indonesia, such as to have multicultural family, friends, and neighbors. Several concepts of the illustrations were also prepared to support the stories because elementary students are still in the stage of operational concrete, so it will be easier for them to understand the concept and the meaning of the stories. The layout, fonts, colors, and interactive features were also determined to create an interesting colorful interactive book that could evoke their interest.

Therefore, the designer should not only consider the features but also the design of the features to support students in reading comprehension process (Lim et al., 2021). After the design was completed, the validation and trial questionnaires were tested before used by the experts, teachers, and students to assess the product. Here is the result of the feasibility of the questionnaire:

Table 3. The recapitulation of questionnaire feasibility test result

| Indicators | The average score from Expert 1 | The average score from Expert 2 | S | V | Criteria |
|-----------------------------------|---------------------------------|---------------------------------|------|------|----------|
| Statement conformity | 3 | 3.67 | 6.67 | 0.83 | VF |
| Language | 3.5 | 4 | 7.5 | 0.94 | VF |
| Completeness of the questionnaire | 3.8 | 3.8 | 7.6 | 0.95 | VF |
| Accessibility | 4 | 4 | 8 | 1 | VF |

Those results showed that the four indicators are “Very Feasible” with the average score is 0.93. This means, in the terms of statement conformity, language, completeness, and accessibility, the questionnaire is ready to use to collect the data research. This validation process was conducted to create a trusted measuring instrument, and a valid instrument will have a high feasibility (Arikunto, 2013b).

In addition to providing quantitative assessments, both experts also advised some changes, such as:

1. The indicators of multiculturalism should be developed to be more specific, and the statements in the questionnaires should be adjusted too.
 - a. Before revision

There was only one indicator: *ethnic diversity, race, class, economic status, gender, sexual orientation, exceptionality, language, belief or religion, geography, and contemporary culture* that was stated in one statement.
 - b. After revision

Using four indicators of multicultural education purpose:

 - 1) *helping students to gain a better self-understanding by seeing from the point of view of other people of different gender/culture/beliefs/ customs;*
 - 2) *introduce alternative cultures, ethnicities, and languages;*
 - 3) *prepare students to have the skills, attitudes, and knowledge needed to play a role in their community, whether in a majority, minority, or cross-cultural environment;*
 - 4) *reduce discrimination against a group because it has a unique culture, race, and physique*

Those indicators then were developed into four statements.
2. The indicators of a digital book should be stated that the product is easy to utilize using any gadget.
 - a. Before revision

The accessibility of the product was only focused on the buttons, such as home, previous, next, etc.
 - b. After revision

The accessibility then was divided into two statements:

 - 1) the easiness to use the buttons; and
 - 2) the product is used through Android smartphones and computers.
3. The range of answers choices should be only four to avoid experts, teachers, and students who choose three as a safe answer.
 - a. Before revision

The range of answer choices were five:

5 = strongly agree

4 = agree

3 = neutral

2 = disagree

1 = strongly disagree

b. After revision

The range of answers choices became only four:

4 = strongly agree

3 = agree

2 = disagree

1 = strongly disagree

The result above showed that the questionnaires were feasible and valid to be used with minor revisions. After the questionnaires were revised, it was ready to be delivered to the experts, teachers, and students.

3.3. Develop

After the design was ready, the product started to be developed. Total of four stories were written based on the outline. Then, the illustrations were drawn to complete the stories and the layout was set to result an interesting book. Furthermore, the book were changed into an interactive one using Flip PDF Professional by appending the interactive features. Last, the product was tested by nine expert in which language and characteristics of realistic story, tolerance, and character education content, and attributes of the digital book were evaluated by three experts each. Meanwhile, here is the result of product feasibility:

Table 4. The recapitulation of product feasibility test result

| Indicators | The average score from Expert 1 | The average score from Expert 2 | The average score from Expert 3 | S | V | Criteria |
|------------------------------------|---------------------------------|---------------------------------|---------------------------------|-----|------|----------|
| Language | 2.6 | 2.6 | 3 | 8.2 | 0.91 | VF |
| Characteristics of realistic story | 2.56 | 2.89 | 3 | 8.4 | 0.94 | VF |
| Tolerance content | 2.75 | 2.75 | 2.5 | 8 | 0.89 | VF |
| Multicultural education content | 2.75 | 2.75 | 3 | 8.5 | 0.94 | VF |
| Characteristics of digital book | 2.88 | 2.25 | 2.88 | 8 | 0.89 | VF |

The result showed that the product was very feasible in all indicators with the average score is 0.91, and it was valid to be used by teachers and students with minor revisions. This is along with the research result of Serevina, et al in developing an e-modul that got 0.80 in product testing and stated as feasible (Vina Serevina, Sunaryo, Raihanati, I Made Astra, 2018).

Here are the details of the modifications from nine experts that have been made to perfect the product:

1. Tolerance and multicultural education content
 - a. Reaffirming equality in democracy and the rule of law
 - 1) Before revision

There was no statement or plot in the initial story that showed democracy and the rule of law.

2) After revision

Some dialogues were added in the second story about the rule of law in Indonesia that everyone is not allowed to accuse carelessly and may not discriminate against others based on ethnicity, race, and religion. On the other hand, the story about democracy has been added in the third story that everyone has the right to convey their opinion as long as it is stated in a good way.

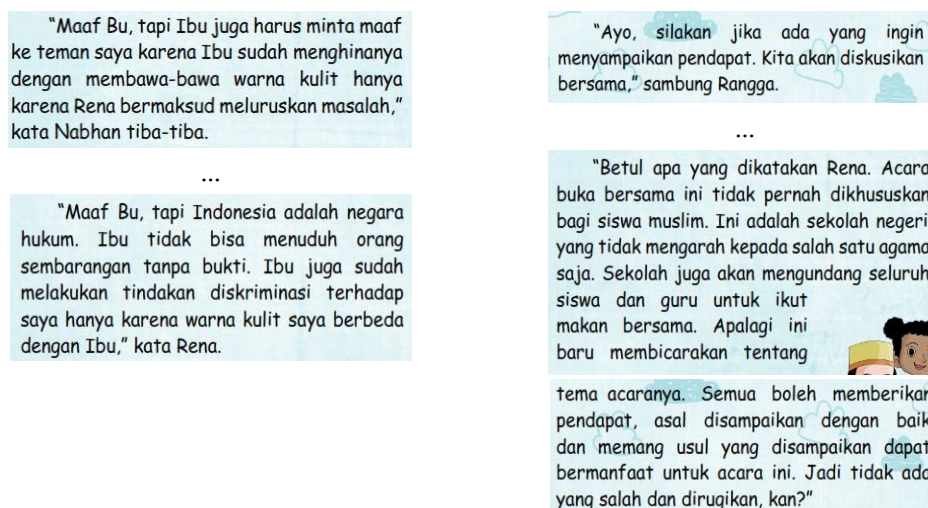


Figure 1. The dialogues about the rule of law and democracy in Indonesia

b. Revising the religious term for "*misa*" that is a term for Catholics because Rena and Dennis are Christians in the story.

1) Before revision

Rena and Dennis said they could not go with them because they had to attend "*misa*".

2) After revision

The term "*misa*" was changed into "*kebaktian*" as the right term for Christians.

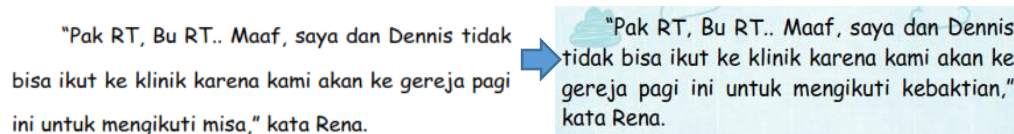


Figure 2. The religious term "*Misa*" was changed into "*Kebaktian*".

2. Language and characteristics of a realistic story

a. The abstract term like "*konsep*" (concept) should not be used or changed into an easier word so it would not confuse the students

1) Before revision

The word "*konsep*" was used in several sentences.

2) After revision

The term was changed so the students would not find any difficulties anymore.

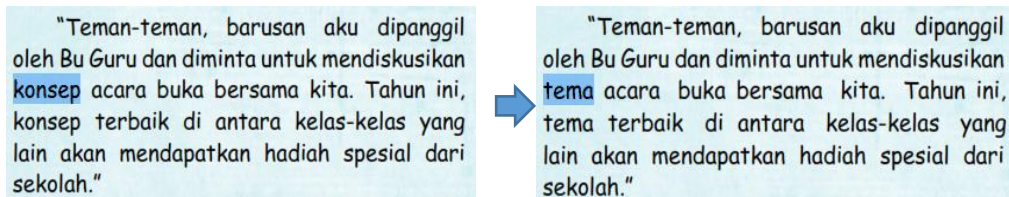


Figure 3. The term "konsep" was changed into a simpler vocabulary.

b. There was a paragraph that was not written in indentation

1) Before revision

The paragraph was written in the justified mode without indentation.

2) After revision

The paragraph was revised to have an indentation.

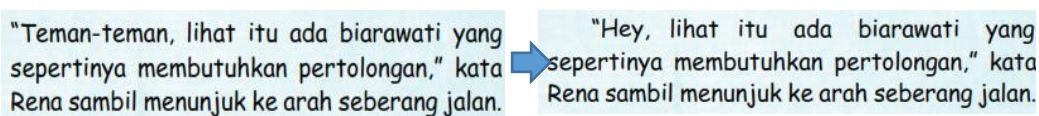


Figure 4. Putting an indentation in the paragraph.

c. Changing the word "Masyaallah" to be "Astaghfirullah" so it would be more suitable with the context

1) Before revision

Nabhan was surprised and empathized with Suster Agnes's condition, but he said, "Masyaallah" which is supposed to be used when a good thing happens.

2) After revision

The word "Masyaallah" was revised to "Astaghfirullah" to be more suitable for the situation.

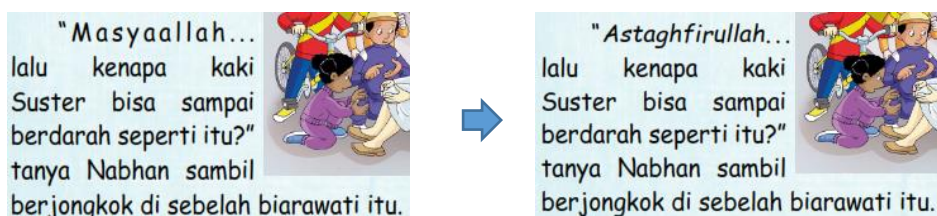


Figure 5. Changing an Islamic term to be more suitable for the situation.

d. The word "Muslim" should be written in lowercase.

1) Before revision

Initially, it was written with a capital letter.

2) After revision

It was revised into lowercase as stated in *Pedoman Umum Ejaan Bahasa Indonesia (PUEBI)* or General Guidelines for Indonesian Spelling.

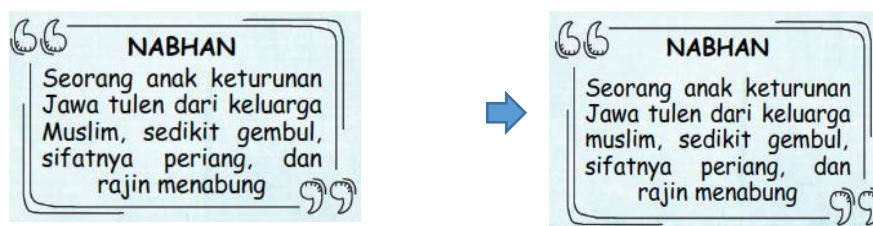


Figure 6. Revision in writing "muslim".

- e. The color of the title of each story should be brightened, so it would make it easier to read.
- 1) Before revision
The color was dark blue, and it was difficult to read.
 - 2) After revision
It was revised to be brighter.

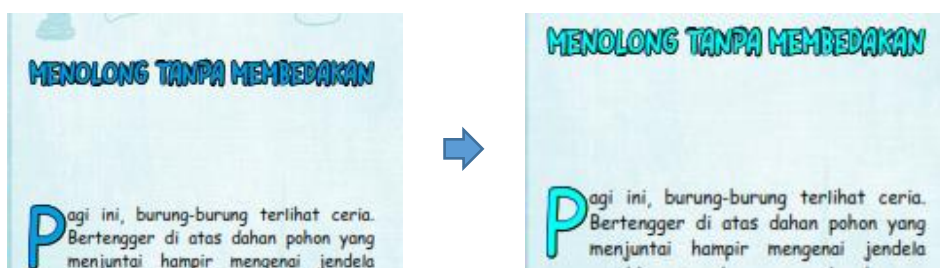


Figure 7. The color of the title was revised into cyan.

- f. The word "Alah" was better to be changed into "Ah" to avoid ambiguity
- 1) Before revision
The writer used "Alah" as an interjection.
 - 2) After revision
The exclamation was changed into "Ah".

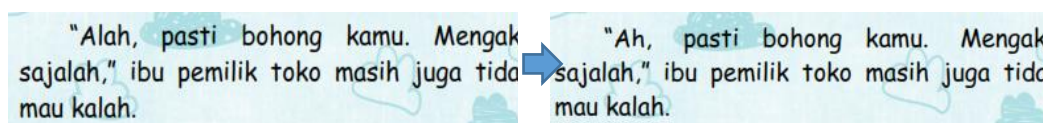


Figure 8. The exclamation was revised into "Ah".

- g. There was a sentence that had grammar mistake, which was started with the word "Yang"
- 1) Before revision
The sentence was started with "Yang".
 - 2) After revision
The grammar of the sentence was revised.



Figure 9. The sentence was revised to be a complex sentence.

- h. The word "Sudah-sudah" was not a repeated word, so the spelling is incorrect
- 1) Before revision
The word "Sudah-sudah" was incorrectly spelled.
 - 2) After revision
The word was revised to be grammatically correct.

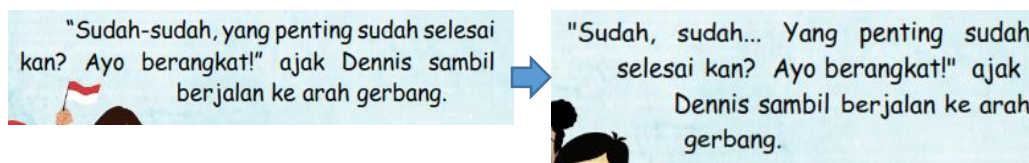


Figure 10. The word was revised into a correct grammatical form

- i. There was a typo in the text
 - 1) Before revision
The spelling "*berbegas*" was wrong.
 - 2) After revision
The spelling was corrected into "*bergegas*".

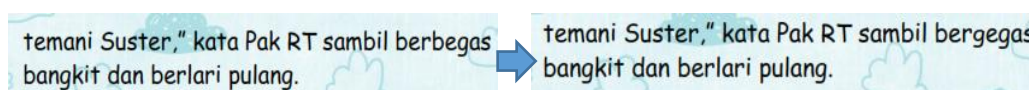


Figure 11. The spelling was corrected.

3. Characteristics of Digital Book

- a. The font should be changed into Baar Metanoia that is the standard font for elementary children
 - 1) Before revision
The font was initially Comic Sans Ms.
 - 2) After revision
The font was changed into Baar Metanoia.

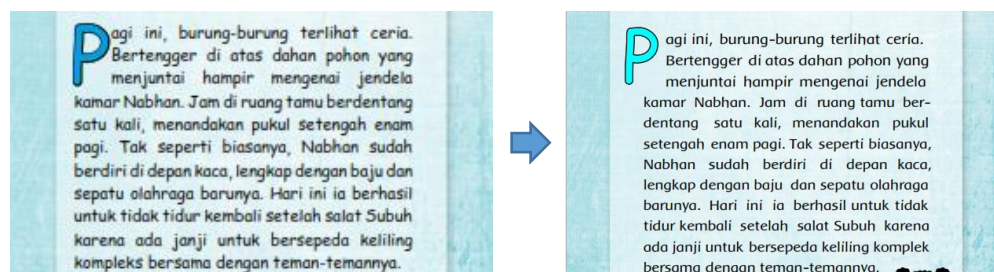


Figure 12. The font was changed into Baar Metanoia.

- b. The illustration on each page should be adjusted with a picture that represents the story
 - 1) Before revision
The picture was of three faceless children in school uniform.
 - 2) After revision
The picture was changed into the faces of Nabhan, Rena, Dennis, and Rashid.

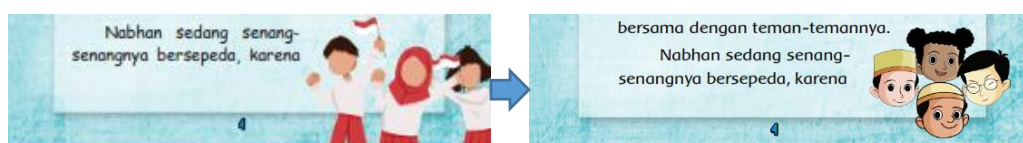


Figure 13. The illustration was changed into the faces of the main characters.

- c. The synopsis on the back cover could be written in a different font with different background-color
 - 1) Before revision
The color was darker, and the font was also Comic Sans Ms.
 - 2) After revision
The background was changed into a brighter color, and the font was modified into Mv Boli.



Figure 14. The revision of the synopsis.

- d. The font color of the dictionary should be revised to be more friendly to the readers' eyes.
 - 1) Before revision
Initially, the color was red.
 - 2) After revision
The color was changed to be darker, and it was made to be different between the English sentence and the meaning.



Figure 15. The font color was changed into Tosca and black.

- e. The title at the back cover was spelled wrongly, and it would be better if it was lowered a little and the color opacity of the hands as the background was reduced so the title would be clearer to see
 - 1) Before revision
The title was spelled incorrectly and too near with the top border. The hands' color were also too bright.
 - 2) After revision
The position of the title was lowered, and the hands were replaced with a similar picture, but the color was softer

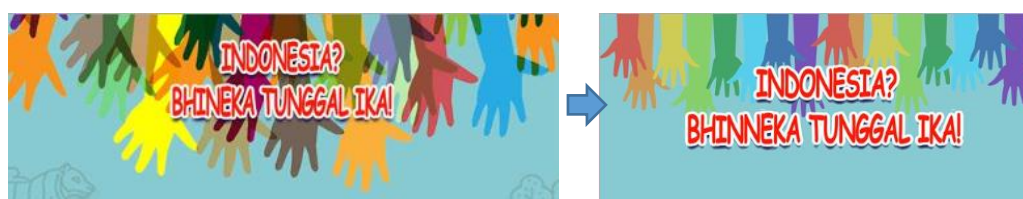


Figure 16. The revision of the title design at the back cover.

After a massive revision, the display of the flipbook has become better and brighter. This makes it more in line with the criteria of a good storybook that the book should be designed in full color because it can give an impression and is easily captured by children’s sense of sight (Effendy et al., 2013). It would make it easier to read and has complete content related to tolerance and multicultural education. Because of the content changes, the audio had to be re-recorded to adjust the new story, and the flipbook was re-packaged. The flipbook was then delivered to the teachers and students through the links sent through Whatsapp. They were also equipped with a guidebook to help them comprehend the buttons, the features, the hyperlinks, and the use of the flipbook overall.

3.4. Implement

In the implementation phase, the product and the guidebook were shared to the headmaster and teachers to able to be tried by the students. Link and QR Code were used to help teachers and students to utilizing the flipbook whenever they wanted to as long as they had internet connection. In this digital era, teachers should comply with technology so they would be able to conduct learning process effectively and efficiently without the limit of space and time (Agustini, 2021). Meanwhile, for those who wanted to access in offline mode, there was an application prepared to be accessed using PC (personal computer). The teachers shared the link and the application through Whatsapp Group so everyone in the class could access it. The, with parents’ help using the guidebook, students try to read the book and utilize the digital features, such as audiobooks and interactive buttons. Teachers gave them a week to finish the book and explore all the features, so they could contribute in giving advices to perfect the book during the evaluation process.

3.5. Evaluate

At the end of the phase, the teachers and students were given a questionnaire to respond to the product's practicality. Two teachers and 48 students filled the form correctly, so the data could be used as the basis for calculating the product practicality. Then, the responses were calculated quantitatively and converted into percentage form, and here is the recapitulation:

Table 5. The recapitulation of product practicality test result

| Evaluator | Total score | Average score | Maximum score | Percentage (%) | Criteria |
|-----------|-------------|---------------|---------------|----------------|----------|
| Teachers | 200 | 100 | 240 | 83.3% | VP |
| Students | 4685 | 97,6 | 5760 | 81.3% | VP |

Based on the result, the interactive digital book of “*Kumpulan Cerpen Seri Narenda: Indonesia? Bhineka Tunggal Ika!*” was declared very practical to be used by the teachers and students in the higher grade of elementary school. Here are the final looks of some parts of the flipbook:

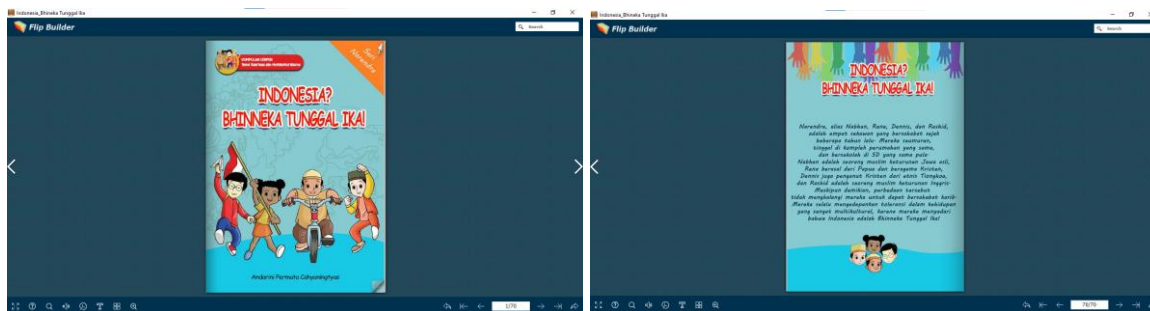


Figure 17. The cover of the flipbook.

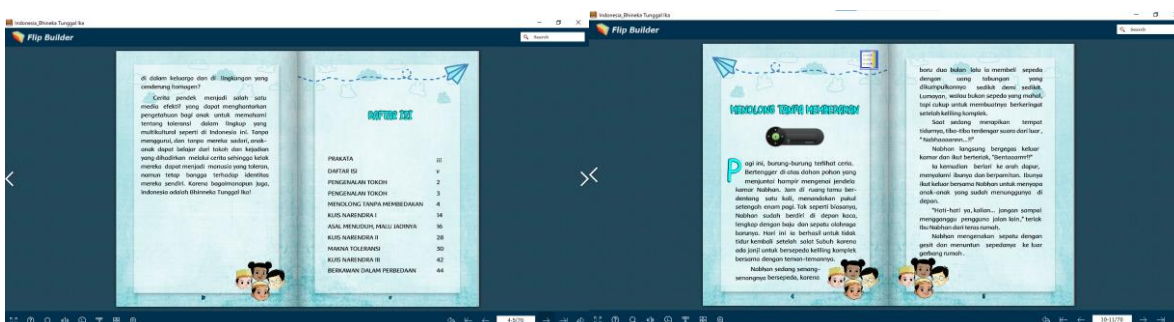


Figure 18. The content.

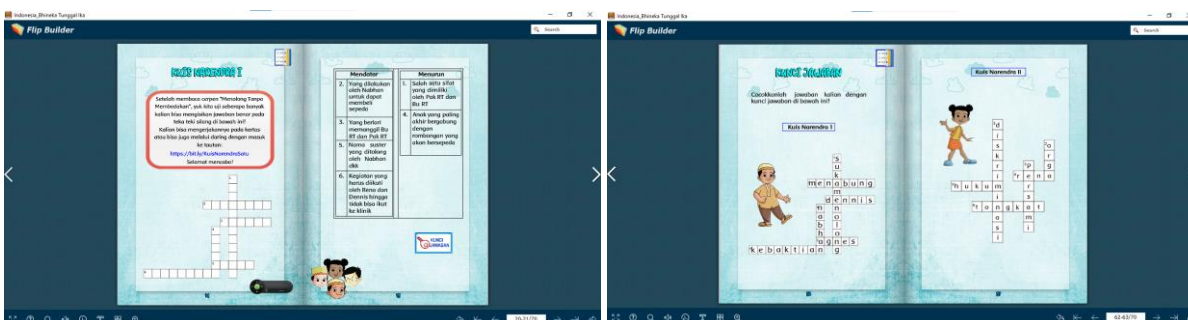


Figure 19. The quiz and the answer key

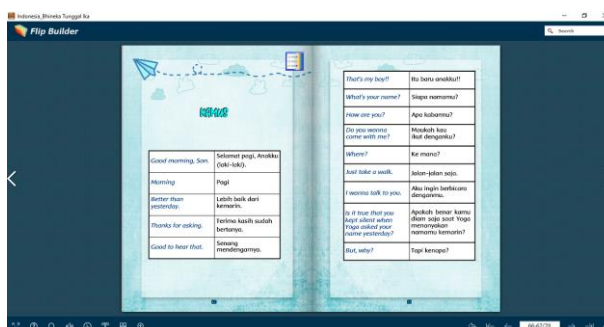


Figure 20. The dictionary

Next, the printed book was registered in the Indonesian National Library to get an ISBN, re-packaged into an interactive flipbook once again, and reported as an intellectual property right at the Ministry of Law and Human Rights. Then, it was disseminated to several schools in Indonesia to

provide benefits for many parties in this digital era. Because interactivity is one of the main features of the digital environment and is used by many young children's books to engage and entertain (Madej, 2003), this interactive flipbook is expected to become a literary work that actively involves students in reading activities. Engaging in children's literature will help students improve their language skills, build up a friendly environment, prevent unhealthy habits, and encourage them to live a better lifestyle, enabling them to live better lifestyles (Elson & Nash, 2020; Pulimeno et al., 2020). In addition, teaching students about multiculturalism through real-life story-based literature has been growing during these years (Gilton, 2020). It can enrich students' knowledge of tolerance and multiculturalism, so they will learn how to behave wisely when they encounter situations involving diverse ethnic groups, cultures, races, and religions.

4. CONCLUSION

This digital book was created in an interactive format to promote tolerance and multiculturalism in elementary school, especially for higher graders. This product is equipped with audiobooks, dictionaries, and quizzes, so by utilizing this product, students are expected to learn about tolerance and multiculturalism in an active and fun way. Nine experts tested the product feasibility: three experts validated the language and the characteristics of a realistic story, three experts checked the content of tolerance and multiculturalism, and the rest verified the features of a digital book. The result showed that the product was very feasible and could be tested on higher grade teachers and students in elementary school. Two teachers and 48 students utilized and evaluated the product's practicality. Therefore, the product was verified to be very practical, so it is ready to be disseminated to the other school to be useful for many people. However, this study has several limitations, such as being conducted during the pandemic, so the teachers and students could not be checked one by one whether they have utilized the product as it should be. So, the recommendation of further studies is that this product needs to be experimented on in the second semester of the 2021/2022 academic year to ascertain its effect on students' comprehension of tolerance and multiculturalism.

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