

Developing a Flipbook by Utilizing Project-Based Learning (PjBL) to facilitate Independent Curriculum in Primary Schools

Sisca Wulandari

Universitas Muhammadiyah A.R Fachruddin, Indonesia

Ilfi Intansari

Universitas Muhammadiyah A.R Fachruddin, Indonesia

Lulu Fatihatul Uyun

Universitas Muhammadiyah A.R Fachruddin, Indonesia

Nurul Setiani

Universitas Muhammadiyah A.R Fachruddin, Indonesia

Elinda Safitri

Universitas Muhammadiyah A.R Fachruddin, Indonesia

Taofeek Akolade Gbadeyanka

Federal College of Education (Special) Oyo, Nigeria

siscawulandari@unimar.ac.id

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Abstract

Project-based learning (PjBL) is a recommended learning model for the Independent Curriculum. PjBL prioritizes student activities aimed at generating products through the use of skills such as investigation, analysis, creation, and presentation. These products are based on real-life experiences. In order to enhance kids' excitement for literacy, it is imperative to make PjBL books captivating and groundbreaking. Developing digital-based learning tools, such as flipbooks, is of utmost importance. The research employs the ADDIE methodology, which encompasses analysis, design, development, implementation, and evaluation. The analyzed data include both quantitative and qualitative data. The flipbook based on PjBL to support Independent Curriculum in primary schools was deemed very valid, with a validity value of 93% as assessed by material experts, 95% by media experts, and 93% by teachers, all falling inside the extremely valid category. The individual test, small group test, and field test results demonstrate a high level of validity for the flipbook, with respective percentages of 87%, 95%, and 90%. According on the findings of this assessment, it may be inferred that the product possesses high validity, practicality, and effectiveness. It is appropriate for facilitating Project-based learning (PjBL) and Independent Curriculum in primary school.

Keywords: Flipbook, Project-based Learning, Independent Curriculum, Elementary School

Introduction

The implementation of the Independent Curriculum will commence in 2022. It involves educational units participating in the Driving School programme, as well as independent schools implementing it autonomously. The objective of the Merdeka Curriculum is to enhance the quality of education by introducing updates and improvements to the existing curriculum. The anticipated outcome of this curriculum modification is to effectively address the learning deficit resulting from the Covid-19 epidemic. This autonomous curriculum was developed with the objective of addressing the educational setback or recuperating from the decline in learning caused by the Covid-19 epidemic (Arofah & Wulandari, 2023). The education unit determines the curriculum structure to provide supplementary programme and activities in accordance with the vision, mission, and available resources (Fajrin & Wulandari, 2021). This curriculum provides schools with the autonomy to create meaningful and situational learning procedures and resources.

Based on a preliminary study conducted by distributing questionnaires to several elementary school teachers in Tangerang Regency, the majority of teachers said that they had not fully implemented project-based learning. This is due to the lack of guidebooks, examples of projects that are appropriate for the level and material for each phase in elementary schools, and the lack of training for teachers regarding this learning model. Therefore, there is a need for examples of project-based learning guidebooks that are easy for students to use, attract students' attention, and increase students' experience in creating products.

Supriyanto et al stated that one of the features of the independent curriculum (prototype curriculum) is the incorporation of Project-based learning (PjBL) to foster character development in alignment with the Pancasila student profile and literacy skill (2018). The autonomous curriculum, also known as the prototype curriculum, grants schools the autonomy and freedom to design learning projects that are closely aligned with the school environment and are of relevance (Rahmawati, 2018). Teachers must possess the ability to effectively implement project-based learning in order to successfully accomplish the goals of implementing this curriculum.

Based on constructivist learning theory stated that learning would be more meaningful when students are engaged in build their own knowledge. This theory emphasizes provision opportunities for students to create assessment and interpretation of a situation they experienced it themselves (Wulandari, 2018). One of the innovative learning models that involves students in problem solving activities and provide opportunities for students to work autonomously to construct their own way of learning, and the peak that will produce a valuable and realistic product is a model Project-based learning (PjBL) (Hardiansyah & Mulyadi, 2022)

Project-based learning (PjBL) is an educational approach where students engage in a learning activity centred around a project aimed at addressing environmental issues. The advantages include: (1) Enhanced acquisition of skills that boost students' motivation to learn; (2) Improved ability to effectively manage learning resources; (3) Promotion of active engagement in the learning process among students/participants; (4) Development of effective communication skills in students; (5) Cultivation of a sense of responsibility and collaboration among students; and (6) Training in project organisation for students' proficiency (Anggrasari et al., 2021).

The initiative might be seen as an erroneous approach to environmental education, as it promotes student engagement in constructing knowledge and developing personal abilities. When this project strategy is implemented through collaborative efforts in small student groups, facilitate chances for students to articulate their views, actively engage with others' ideas, and critically evaluate and communicate their own ideas in response to others' perspectives (Angin, 2023). From a theoretical standpoint, the project-based learning approach offers an alternative and genuine learning environment where learners can enhance their workplace skills and problem-solving abilities through successful collaboration. Consequently, the Merdeka Curriculum advises primary school teachers to utilise project-based learning.

According to a preliminary investigation carried out by distributing surveys at multiple elementary schools in Tangerang Regency, the majority of primary school children experience daily monotony while grappling with books. This is due to the fact that a significant portion of the books being read are lacking in appeal and consistently maintain a monotonous tone. Additionally, the educational material provided by teachers often fails to incorporate engaging media. This also significantly impairs the literary proficiency of elementary school kids. Hence, it is crucial to optimize alternative media channels that might captivate students' interest, thereby directing their concentration into studying material.

Elementary schools encounter several challenges in promoting literacy. These challenges include the struggle to instill literacy habits among kids while they study at home, pupils' lack of enthusiasm for reading, insufficient resources available to instructors, and teachers' limited proficiency in using technology, lack of reading resources, less engaging reading content, and limited access to reading materials (Anggrasari et al., 2021). There is a requirement for further imaginative and pioneering digital literacy resources that can inspire pupils to engage in reading (Wulandari & Fajrin, 2022).

Smeets and Buses (2014), revealed that electronic books which can be inserted with multimedia features enrich the experience of reading books when used correctly. Book interactive electronics seems to be the best alternative that can contribute to improve reading comprehension and interest in reading. Moving pictures (animation) is thought to facilitate learn when the animation is successful focuses children's attention visual and relevant to the content of the book. So, flipbook is relevant to be a media for solve the problem.

Flipbook learning media is effectively used in the learning process. This is because the Flipbook learning media is simple, easy to access anywhere, presents images, animations, audio, and video, and is practical (Anggrasari et al., 2021). So that by using the Flipbook learning media in this study, can attract students' interest in learning. Learning media is everything used to convey and distribute messages from sources in a planned manner to create effective and efficient learning conditions. By using learning, media students are expected to be motivated in learning and can be more active in the learning process (Hardiansyah & Mulyadi, 2022).

Given the aforementioned problem, it is imperative to expedite the development of flipbooks in order to enhance the literacy and foster the enthusiasm for reading among elementary school students. Additionally, there is a necessity to develop specialized Project-based learning books to supplement the Independent Curriculum at the elementary school level. The work conducted is titled "Development of Flipbook Based on Project-based Learning (PjBL) to Support Independent Curriculum in Elementary Schools."

Method

The ADDIE approach was utilized in the development of this Project-based learning (PjBL)-based flipbook. This model of election is founded upon various factors and considerations. The ADDIE paradigm is given in a straightforward and logical manner. The stages in this approach are significantly simpler compared to previous design methods. The ADDIE paradigm is characterized by its simplicity and systematic structure, making it highly accessible for developers to understand. Furthermore, the ADDIE model offers the chance to visually represent ideas and demonstrate the outcomes of implementing visual design principles for ongoing evaluation and revision at each stage. Thus, the end output attains validity and reliability. Furthermore, study findings indicate that employing the ADDIE paradigm for development yields both high-quality learning outcomes and successful product creation.

As Martins (2013) points out that digital media products are developed using the ADDIE model the results have proven to be useful and feasible improve student learning outcomes. The same thing was also found by (Widyastuti & Susiana, 2019), Research findings show that students who are trained by following a model ADDIE obtained good performance scores high compared to the method traditional. This means development products that follow the steps systematic ADDIE model, guiding developers to create quality and useful products.

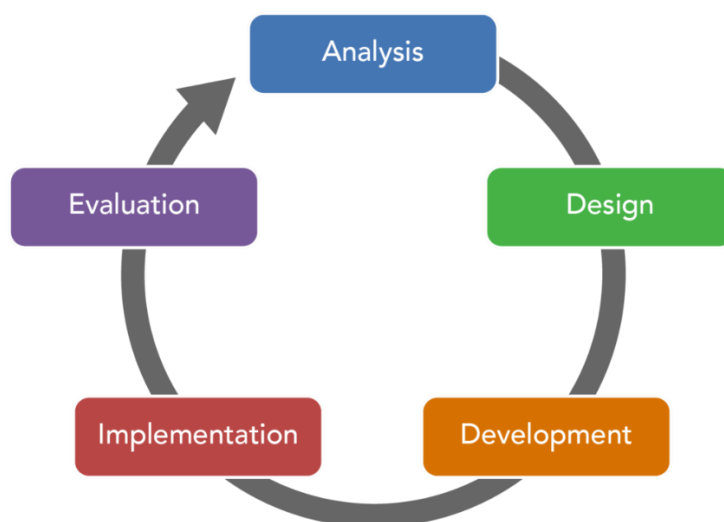


Figure 1. ADDIE Step

Stage of development flipbook based on Project-based learning (PjBL) using the ADDIE model which consists of several stages, namely: (1) Analysis which includes the process: a) analysis of subjects and themes, b) analysis of learning outcomes, c) analysis of needs students, d) analysis of the learning environment and e) constraint analysis; (2) Design which includes the process: (a) mapping the elements/contents of the flipbook, (b) designing a storyboard; (3) Development which includes the process of: (a) collecting materials, (b) making flipbooks, and (c) expert testing (material experts, media experts, and teachers); (4) Implementation includes the process of: (a) organizing learning environment, and (b) field testing with a sample of 25 grade 4 elementary school students; and (5) Evaluation is carried out in the four previous stages consists of two types of evaluation, namely: (a) formative evaluation, which is given to material experts, media experts, and teachers in the form of questionnaire, and (b) summative evaluation, which carried out during field trials using pretest questions and posttest.

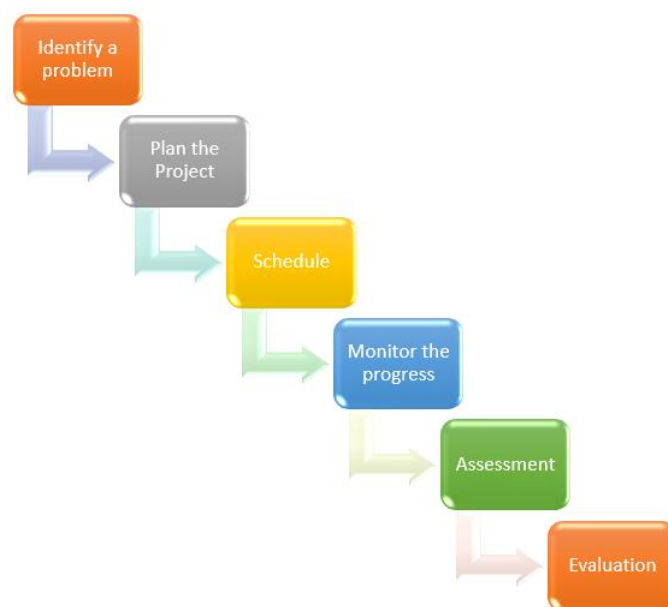


Figure 2. Project-Based Learning (PjBL) Step

Results and Discussion

The development research highlights several issues, including the low literacy levels among elementary school students, the challenges in implementing Project-based Learning (PjBL) as a teaching method, the limited time allocated for learning in elementary schools, and the insufficient utilization of innovative teaching models.

Technology can be used as one alternative to overcome this problem. One of them is with developing flipbooks. The use of flipbook technology can be used as an innovative medium to increase elementary school students' willingness to read (Hardiansyah & Mulyadi, 2022). Apart from that, the ease of accessing flipbooks in today's digital era makes it the right choice for limited class time (Anggrasari et al., 2021).

The innovative element in the flipbook being developed is the existence of projects. Tasks and activities challenging is used to increase elementary school students' motivation in completing material that they find difficult or boring (Lakapu et al., 2023). It can even make students more independent and creative (Jafnihirda et al., 2023).

Stage of development flipbook based on Project-based learning (PjBL) using the ADDIE model which consists of several stages (Widyastuti & Susiana, 2019), namely: (1) Analysis which includes the process: a) analysis of subjects and themes, b) analysis of learning outcomes, c) analysis of needs students, d) analysis of the learning environment and e) constraint analysis; (2) Design which includes the process: (a) mapping the elements/contents of the flipbook, (b) designing a storyboard; (3) Development which includes the process of: (a) collecting materials, (b) making flipbooks, and (c) expert testing (material experts, media experts, and teachers); (4) Implementation includes the process of: (a) organizing learning environment, and (b) field testing with a sample of 25 grade 4 elementary school students; and (5) Evaluation is carried out in the four previous stages consists of two types of evaluation, namely: (a) formative evaluation, which is given to material experts, media experts, and teachers in the form of questionnaire, and (b) summative evaluation, which carried out during field trials using pretest questions and posttest.

Product Specifications

The current study coins several points. The flipbook product consists of five projects for 4th grade elementary school learning material containing several elements of color, images, fonts, so as to attract students' attention. It consists of 60 slides with a cover page, foreword, introduction, instructions for using the flipbook, table of contents, learning outcomes, projects, bibliography, evaluation questions, and author biography. The 2.4 MB flipbooks are published using links or barcodes under the Canva and Heyzine applications so that for accessing the books, the internet connection is required. Here is the example of a flipbook that has been developed.

Learning Achievement and Apperception Page



Figure 3. Content in Flipbook Based on PjBL

Step 1 and 2 of Project Based Learning (PjBL) Page

(1) Identify a problem; (2) Plan the project

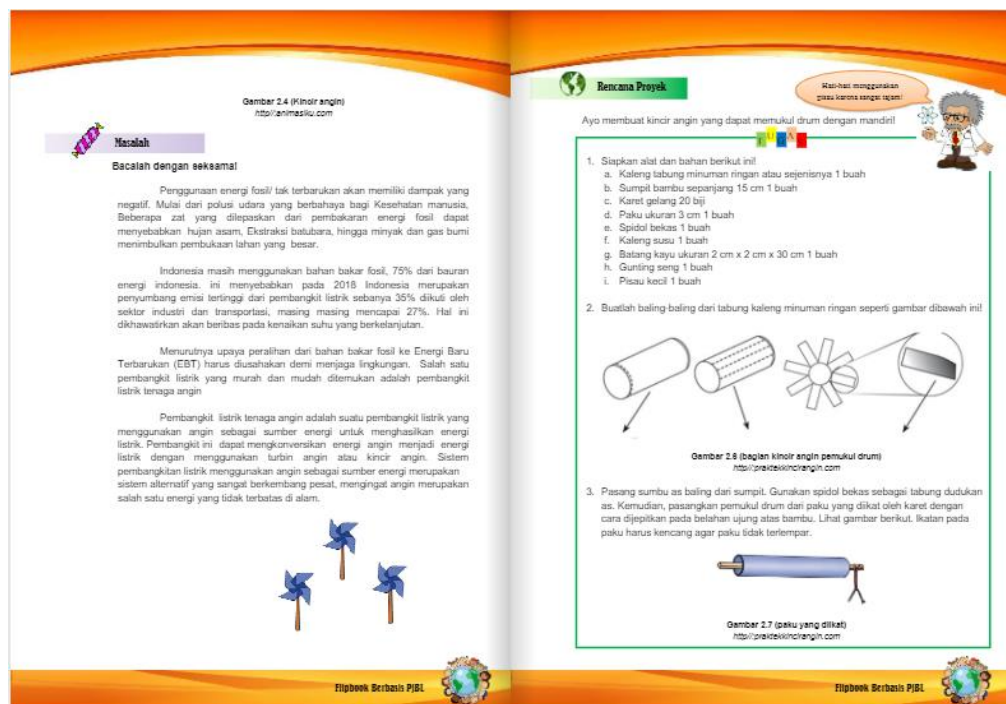


Figure 4. Content in Flipbook Based on PjBL

Step 3 of Project Based Learning (PjBL) Page

(3) Schedule

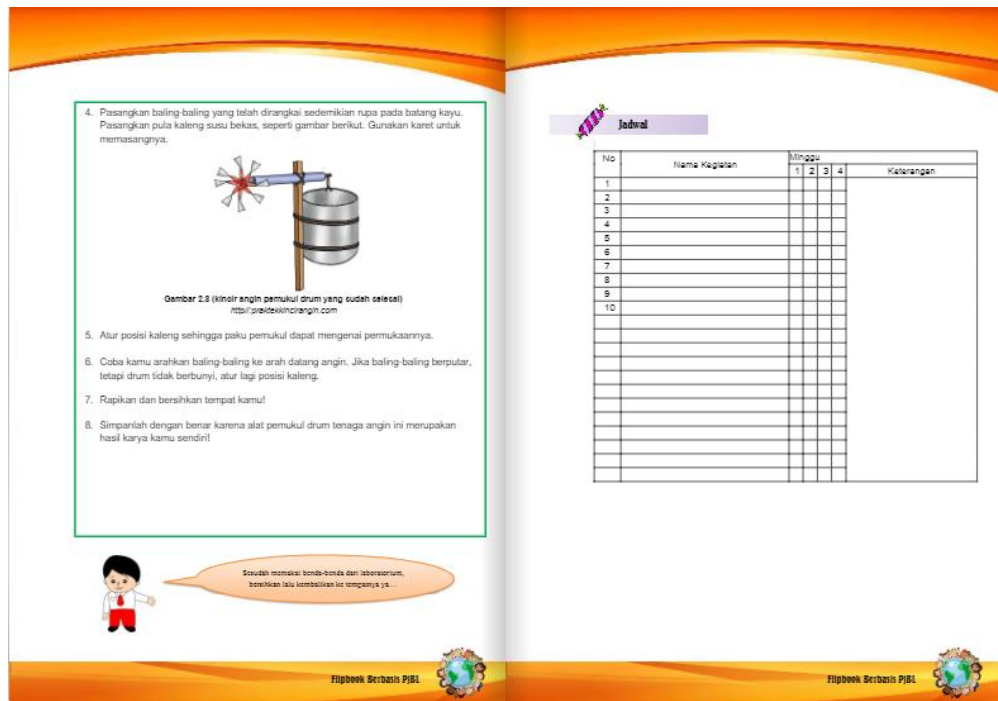


Figure 5. Content in Flipbook Based on PjBL

Step 4 of Project Based Learning (PjBL) Page

(4) Monitor the progress

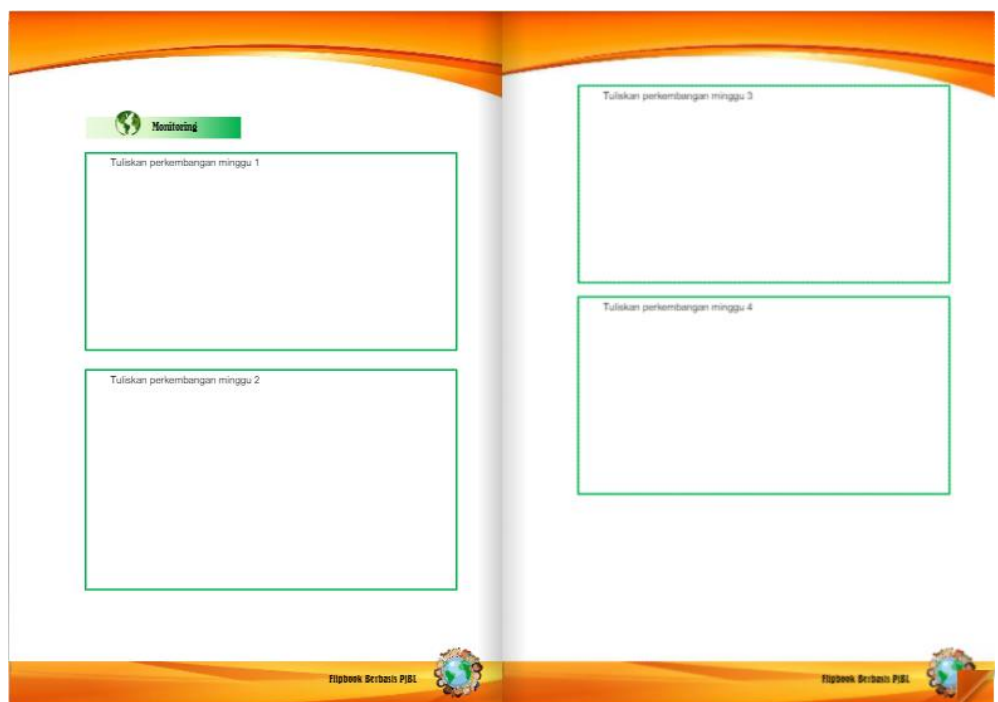


Figure 6. Content in Flipbook Based on PjBL

Step 5 and 6 of Project Based Learning (PjBL)

(5) Assessment and (6) Evaluation

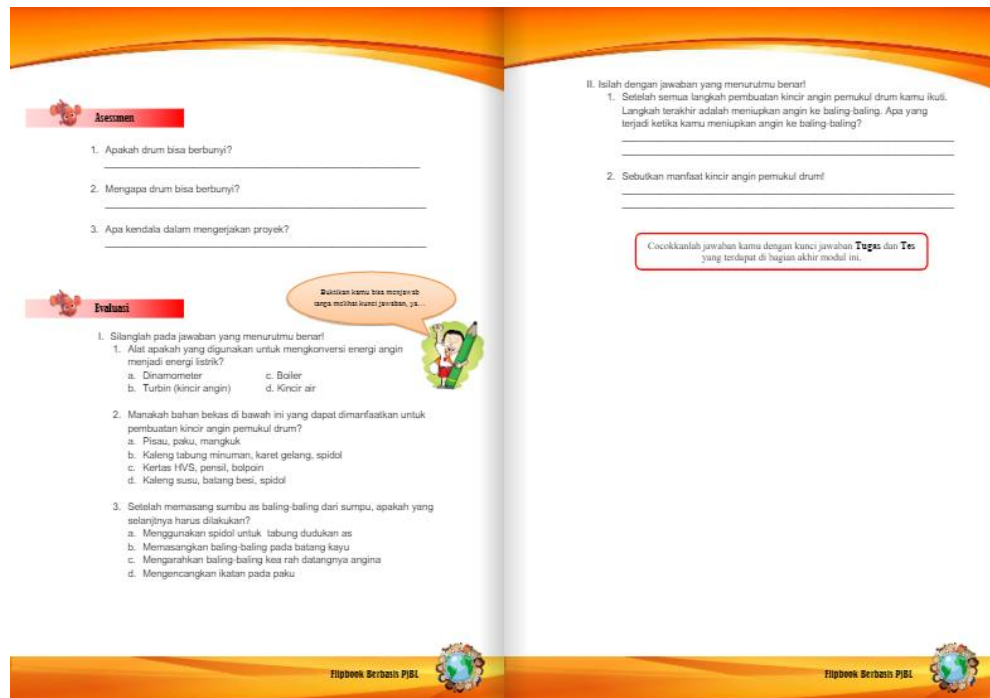


Figure 7. Content in Flipbook Based on PjBL

Additional page

part in flipbook: (a) Calculate my score, (2) Mini dictionary, (3) Summary

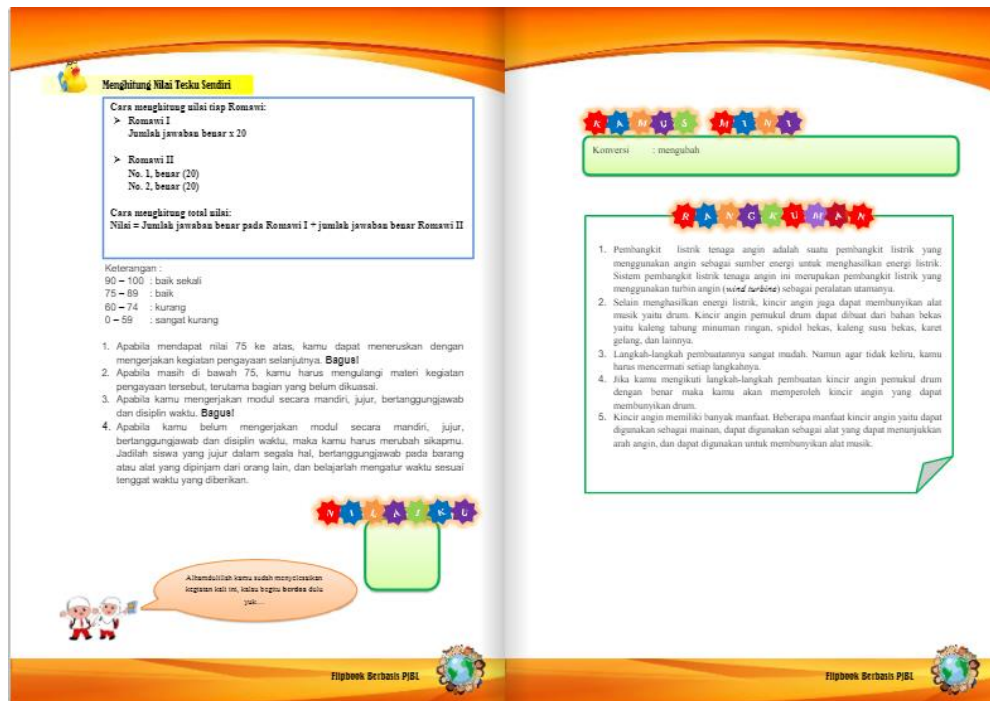


Figure 8. Content in Flipbook Based on PjBL

Before being launched, the books were reviewed by the experts who analyzed based on the book materials and learning media. The results of the material expert review show the validity of the flipbook from the content aspect is very good with percentage gains by 93%. These results indicate that the contents of the flipbook contain facts, appropriate PjBL concepts, principles and procedures and worthy of being taught to students. Book teacher's guide to obtaining percentages of 100% with great qualifications Good. Revisions are made at this stage is to complement the source on images, tables, and video links.

The results of the learning media expert review show the validity of the flipbook the design and media aspects are very good with percentage gain of 95%. Results This means that the flipbook has met the feasibility aspects learning design, strategy message delivery, interface design, text type, use of image features, animation and video links, packaging that meets standards, and authenticity of project tasks presented in teaching materials. Guidebook teachers who have been reviewed by design experts learning obtains a percentage of 100% with great qualifications Good. Revisions are made at this stage including: (1) cutting material on certain parts, (2) add information to guarantee information density when used, (3) adding sources to images, tables and video links, and (4) providing identity on the cover of the guidebook.

Besides, the teachers as the practitioner was also doing the reviews on the product. The results of review by subject teachers shows the validity of the flipbook greatly well with a percentage gain of 93 %. Teacher's manual obtain the level of validity is very good with percentage gain of 98%. Here are some reviews from the teachers.

“Overall, a flipbook very good and attractively packaged. The variety and number of pictures, tables, charts make it easier for students to digest project directions and more enthusiasm to do the project”

“The text written in the flipbook is also easy to understand, concise with letters appropriate to the student's level of development, and

made colorful. This helps increase students' enthusiasm for reading or literacy.”

The teachers admitted that the design of the flipbook is successful in attracting the students' attention. It is the first step of making the students are being engaged to the lesson using the flipbook.

Related to the book flow, the flipbook designed is easy to follow.

“The project in the flipbook has been presented according to the steps. Learning with a project concept will make it easier for students and enjoy learning material that they consider difficult or boring.”

The step-by-step working under the PjBL that the students should follow was understandable. However; revisions are made at this stage including: (1) improving writing learning objectives; (2) add level/class identity to guidebook; and (3) time allocation needs to be considered, it needs to be adjusted to the level of project difficulty.

After passing the expert and practitioners judgements, the designed flipbooks were tested to the individual and small group of the targeted students. The individual test results, small groups, and the field indicates the level the validity of flipbook is very good with the respective percentages being 87%, 95%, and 90%.



Figure 9. Field Group Test

Here are some comments given by the students.

“Overall almost everything the display is very interactive and good.” (in an individual testing)

“The shape is very interesting, the appearance of the image very interesting, easy to learn, the material is easy to understand, the information presented is complete.” (in a small group testing)

“The material can be studied well and easily enter the brain. Because it's very relaxing by means of learning contemporary. I like learning online” (in a limited field testing)

These results show, clarity of material, attractiveness and convenience use is considered appropriate if used by students. At this stage no revisions were made, because there were no suggestions expressed by students.

The hypothesis was tested using the t-test to find out the difference in the average score between the pretest and posttest scores. The hypotheses tested are: 1) H₀: no there are significant differences between average value of student learning outcomes before and after using Flipbook based on Project-based Learning (PjBL), and 2) H₁: there is a significant difference between average value of student learning outcomes before and after using Flipbook based on Project-based Learning (PjBL).

Based on results of the two paired samples t-test (paired sample t-test) shows that, The significance obtained is 0.000 less than the specified significance value is set at 0.05 so H₀ is rejected. This means, there are differences significant between the average value of learning outcomes students before and after using Flipbook based on Project-based Learning (PjBL). The level of effectiveness of Flipbook based on Project-based Learning (PjBL) in learning is calculated by using the gain score normalized. Final result is gain score is 0.70, then this value converted into gain score criteria normalized and in categories high. So it can be concluded, effectiveness Flipbook based on Project-based Learning (PjBL) in improving learning outcomes students are high.

Conclusion

The development of a Flipbook based on Project-based Learning (PjBL) to help implement the Independent Curriculum was developed using the ADDIE model which consists of several stages, namely: (1) Analysis (analysis), (2) Design (design), (3) Development (development), (4) Implementation, and (5) Evaluation. Based on the assessments given by experts, teachers, and students' opinions, the media developed is suitable for use in the learning process.

The validity value of flipbook based on Project-based Learning (PjBL) to support Independent Curriculum in elementary schools was obtained at 93% by material experts, 95% by media experts, and 93% by teachers with all in the very valid category. Individual test, small groups, and the field test results indicate the level of validity of flipbook is very good with the respective percentages being 87%, 95%, and 90%. Based on the results of this assessment, it can be concluded that the product is very valid, practical, and effective. So it is suitable for use to support Project-based learning (PjBL) and Independent Curriculum in elementary school.

Recommendations

Based on the results of research and discussion of the media developed in the form of a Flipbook based on Project-based Learning (PjBL), several suggestions can be made as follows:

1. PjBL-based flipbook was developed based on study results introduction to students in schools in Tangerang Regency, so that if it is used in other schools with different student characteristics, it is recommended to make necessary changes according to needs.
2. Products produced in this development is a flipbook based on Project-based Learning (PjBL) via Canva and Heyzine. It is recommended that in further product development, we develop other, more innovative types of media such as e-learning, learning videos, learning games or other forms of media. So that later schools will have learning resources in more diverse forms.
3. This development research was carried out only limited to the effectiveness test (t-test). Therefore, it is necessary to carry out further research regarding the appropriateness of the media and the learning outcomes achieved by students through quasi-experimental research using comparison classes.

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Authors Information

Sisca Wulandari

Universitas Muhammadiyah A.R
Fachruddin
Jl. KH Syekh Nawawi Jl. Pemda
Tigaraksa No.13, Mata Gara, Kec.
Tigaraksa, Kabupaten Tangerang, Banten
15720, Indonesia

Contact :

E-mail Address:

siscawulandari@unimar.ac.id

Short Biography

Sisca Wulandari is a Head of Elementary School Teacher Education Department at Universitas Muhammadiyah A.R. Fachruddin. Her research interest are in education technology in elementary school, digital literacy, online learning, lesson study, anti corruption, and halal for elementary school student. Has experience presenting research in Japan and Thailand.

Lulu Fatihatul Uyun

Universitas Muhammadiyah A.R
Fachruddin
Jl. KH Syekh Nawawi Jl. Pemda
Tigaraksa No.13, Mata Gara, Kec.
Tigaraksa, Kabupaten Tangerang, Banten
15720, Indonesia

Short Biography

Lulu Fatihatul Uyun, a lecturer in Elementary School Teacher Education Department, researcher in the scientific fields of educational psychology and educational management. Experience in obtaining research grants. School Teacher. Experience designing learning, managing class activities, and conducting learning assessments at the elementary school level. Counseling practitioner for

Ilfi Intansari

Universitas Muhammadiyah A.R
Fachruddin
Jl. KH Syekh Nawawi Jl. Pemda Tigaraksa
No.13, Mata Gara, Kec. Tigaraksa,
Kabupaten Tangerang, Banten 15720,
Indonesia

Short Biography

Ilfi Intansari, lecturer in Elementary School Teacher Education Department, researcher in the field of teacher training and education. Experience in obtaining research grants. School Teacher. Experience designing learning, managing classroom activities, and conducting learning assessments at the elementary school level. The focus of my research is Social Studies Education is human life with a number of social activities. Currently works as a lecturer at the Universitas Muhammadiyah A.R. Fachruddin.

Nurul Setiani

Universitas Muhammadiyah A.R
Fachruddin
Jl. KH Syekh Nawawi Jl. Pemda Tigaraksa
No.13, Mata Gara, Kec. Tigaraksa,
Kabupaten Tangerang, Banten 15720,
Indonesia

Short Biography

Nurul Setiani, lecturer in Elementary School Teacher Education Department, researcher in the field of basic education science. Experience in obtaining research grants. School Teacher. Experience designing learning, managing classroom activities, and conducting learning assessments at the elementary school level and junior high school. My research focuses on science and mathematics.

diagnosing learning difficulties and behavior modification, experienced in mapping, analyzing, recommending assistance for handling learning difficulties, and planning behavior modification. currently working as a lecturer at Universitas Muhammadiyah A.R Fachruddin.

Elinda Safitri

Universitas Muhammadiyah A.R Fachruddin

Jl. KH Syekh Nawawi Jl. Pemda Tigaraksa No.13, Mata Gara, Kec. Tigaraksa, Kabupaten Tangerang, Banten 15720, Indonesia

Short Biography

Elinda Safitri is a student of Elementary School Teacher Education Department at Universitas Muhammadiyah A.R. Fachruddin. She is in third semester. She often helps the lecturers research.

currently works as a lecturer at the Universitas Muhammadiyah A. R. Fachruddin, Elementary School Teacher Education Department.

Taofeek Akolade Gbadeyanka

Federal College of Education (Special) Oyo P.M.B 1089, Oyo, Oyo State, Nigeria.

Short Biography

Taofeek Akolade Gbadeyanka serves as a lecturer at Federal College of Education (Special) in Oyo, Nigeria. With a fervent dedication to nurturing students and sharing knowledge, he leverages his diverse academic background and immense passion for education to craft impactful learning experiences. His educational odyssey commenced at St. Patrick Grammar School in Ibadan, culminating in the acquisition of his O' Level Certificate in 2003. Continuing his academic pursuits at Federal College of Education (Special) in Oyo, he specialized in Education for the Visually Impaired and Mathematics, obtaining a Nigeria Certificate in Education (NCE) in 2007. Graduating with a Second Class Upper Division in B.Ed. Primary Education Studies from the University of Ilorin in 2013, Taofeek's thirst for knowledge led him to pursue a Masters in Childhood Education at the same institution, completing his studies in 2023. Additionally, he has authored several journals, contributing significantly to both local and international academic spheres.
