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Conference Paper

The Development of a Flip Book as an Online Learning Media

Denik Ristya Rini, Ike Ratnawati, and Retno Tri Wulandari

Universitas Negeri Malang, Malang, Indonesia

ORCID:
Denik Ristya Rini: http://orcid.org/0000-0002-6264-8633

Abstract

This study aimed to design a flip book as a learning media using the flipbook builder application. The purpose of designing this learning media was to support the online learning process. This study used the ADDIE development model which consists of five stages, namely analysis, design, development, implementation, and evaluation. The products were validated by media experts and material experts. The learning media was tested on small groups and large groups. Qualitative data were converted into quantitative data which were then tabulated and analyzed in a quantitative and qualitative descriptive manner to determine the quality of the product being developed. The results showed that the learning media that was developed is good quality.

Keywords: Learning media, flip books, online learning

Corresponding Author:
Denik Ristya Rini
denik.ristya.fs@um.ac.id

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1. Introduction

We have entered into a new era, namely the era of the Industrial Revolution 4.0. The Industrial Revolution 4.0 is marked by the presence of very rapid technological advances. Almost all fields in life take advantage of these technological advances, including the world of education [1]. With the development of technology, education fields has also followed these developments. The learning process that used to only take place face-to-face now also takes place online. Students can access learning from anywhere and anytime.

The successfull of the online learning process cannot be separated from the role of the teacher in preparing learning material. If in the direct learning process in the classroom the teacher simply provides material with the presentation method, gives handouts or photocopies of the material. Whereas in the online learning process, the teacher must develop technology-based learning media that can be used to deliver learning material. In addition, the demands of the 2013 Curriculum which state that

students must improve their literacy skills. Literacy ability is the ability of students to be able to identify facts, use appropriate investigation methods to obtain the scientific evidence needed and the ability to analyze and interpret this evidence so that meaningful conclusions are obtained [2]. Latip and Permanasari [3], in the results His research states that Indonesian students' literacy skills are still very low, that is, in general, how much is the lowest level 2 or 4 when compared to other countries. The independent variable that affects literacy skills is reading ability. Of the various factors that influence literacy skills, the use of technology-based learning media is an important part that must be developed in the learning process to familiarize students with literacy skills.

Based on the explanation above, it is very necessary to develop learning media that can be used in the online learning process and can support the habituation of students' literacy skills. In this study, the researcher initiated the development of learning media in the form of a flip book. Based on the research results of Sugiyanto et al. [4] the creation of a virtual module in the form of a flip book has a positive effect because the media can be operated easily.

2. Method

The type of research that used in this research is development research. Researchers will develop based digital flipbook learning media for junior high school level students. The research approach chosen is a development research approach with the ADDIE model. ADDIE model is a systematic learning design model. At the level of learning and development material design, systematics as a procedural aspect of the systems approach has been embodied in the practice of methodologies for the design and development of text, audiovisual materials and computer-based learning materials.

The choice of this model is based on the consideration that this model is developed systematically and is based on the theoretical foundation of learning design. This model is structured systematically with a sequence of activities that run in an effort to solve learning problems related to learning resources that suit the needs and characteristics of students [5] This model consists of five steps, namely (1) analysis, (2) design, (3) development, (4) implementation and (5) evaluation. Visually, the ADDIE model stages can be seen in the following chart:
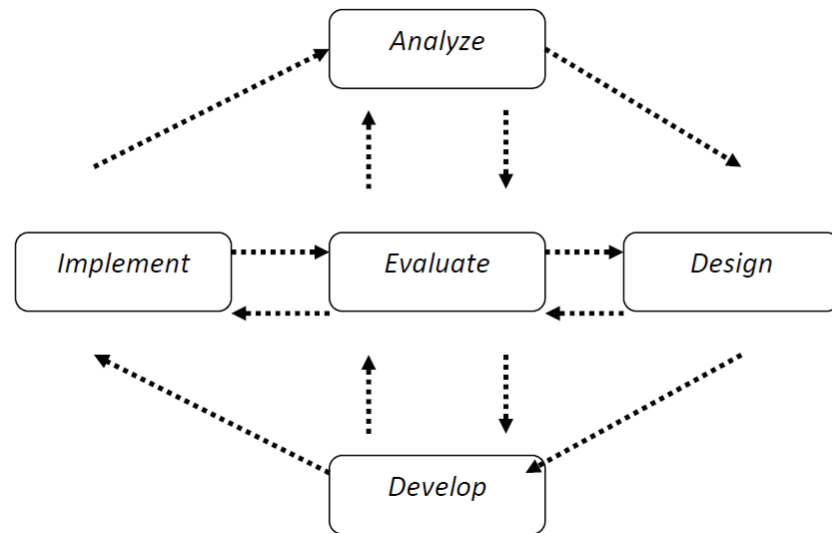
3. Finding and Discussion

Figure 1: ADDIE Model Process

3.1. Field Assesment

Before doing development, the researcher conducted a needs analysis in the field. Researchers made observations at school and conducted interviews with teachers of Cultural Arts subjects. The results of the observations show that currently art and culture teachers really need learning resources that are used to convey material in the online learning process. Along with the Covid-19 pandemic, almost all schools are learning online. Based on these conditions, teachers in the field really need technology-based learning media to support the learning process. Based on findings in the field, the learning media currently used are in the form of temporary modules made by the teacher to deliver material. The module is in the form of worksheets which are photographed and then distributed to students to be studied in each basic competency. In addition, teachers also use video tutorials from YouTube or Google to deliver material. Based on these observations in the field, to meet the needs of online learning there is still very little learning media used by teachers, so the development of this flip book learning media will be very useful if implemented in the field

3.2. Development

The product being developed is a digital flip book. The development of flip book material based on the distribution of KD for class VII SMP who take KD Understand the procedure for applying decorative styles to textile materials. The description of the indicators used in the development of learning media are as follows:

TABLE 1: Basic Competencies and Indicators

Basic competencies	Indicators
3.3 Understand the procedure for applying decorative styles to textile materials	3.3.1. Describe the procedure for applying decorative styles to textile materials
	3.3.2. Classify the procedures for applying decorative styles to textile materials
	3.3.3. Analyze the procedure for applying decorative styles to textile materials
	3.3.4. Identify the application of decorative styles to textile materials
4.3 Making works with various decorative motifs on textiles	4.3.1. Designing procedures for applying decorative motifs to textiles
	4.3.2. Presenting the results of the design procedure for applying decorative motifs on textiles.

From the elaboration of the basic competencies and indicators, the research team mapped them into presentations per sub-material that we presented in the flip book learning media. The research team outlined the material map before developing the content of the flip book on the Application of Decorative Varieties to Textile Materials. The material translation is used in the following table:

TABLE 2: Material Translation

Subject Matter	Sub Material
Ornament Concept	Flora ornaments
	Fauna ornaments
	Geometric ornamen
	Decoratif ornamen
Ornamental Composition Techniques	Stylization of Flora ornaments
	Stylization of Fauna ornaments
	Stylization of Geometric ornaments
	Stylization of Figuratif ornaments
Application of ornaments in textile materials	Application of ornaments in textile materials with batik techniques
	Application of ornaments to textile materials with fabric painting techniques

3.3. Product Description

The Flip Book product was developed using the flip book maker application. Product specifications are a reference book on the application of decorative styles to textiles in a flip book. Users can read this book easily on their cellphone or laptop. It looks the

same as we read a book physically, if you want to change the page, just swipe to the next page. The manufacturing process is carried out in the following stages:

1. Material for the flip book is arranged in Microsoft Word application

2. The material for the flip book is saved as a PDF file

3. The PDF file is imported into the Flip Book Maker application.

4. The flip book file is stored and ready to use

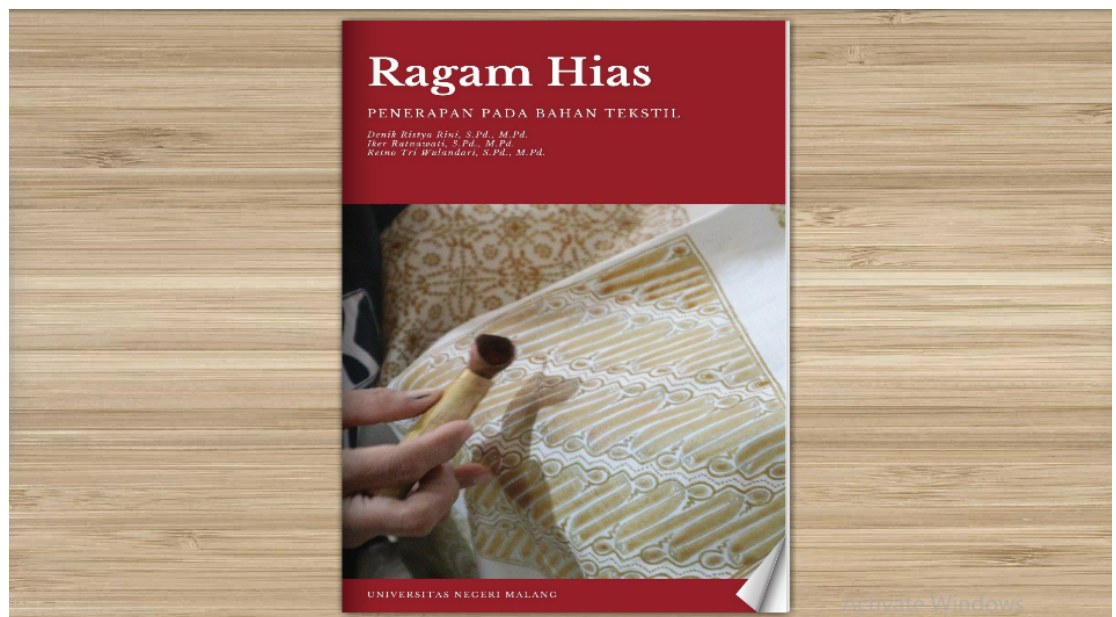In brief, the final appearance of the flip book product can be seen in the following picture:

Figure 2: Cover

3.4. Validation Product

In developing this product, validation is carried out on material experts and media experts. The percentage of assessment by material experts shows a figure of 82.33%, so it can be concluded that the material developed in the flip book is appropriate. Media experts gave a score of 78.33 percent, this shows that the media being developed is still quite good. Media experts have provided input for revisions so that the media developed has good quality.

Figure 3: Table Of Content

Figure 4: Foreword

3.5. Trial The Product

The trial was carried out in two stages, namely small group trials and large group trials. Small group trials were carried out by giving a flip book to 5 grade 7 junior high school students to study the material in the flip book, then giving their opinion through a questionnaire. The results of the questionnaire from the small group trial showed that the value of the phase process was 86.04%, this indicated that the flip book media developed had good quality. Furthermore, trials were carried out in large groups. The
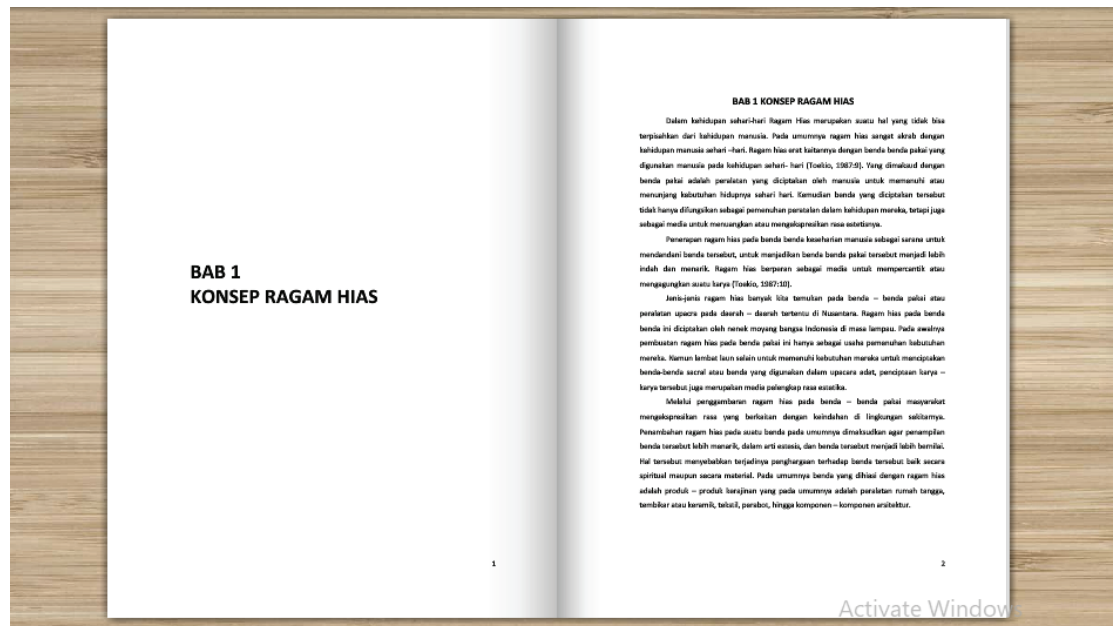
Figure 5: Material

large group trial was carried out in two 7th grade junior high school classes, each of which consisted of 35 students. Based on the results of data processing obtained from large group trial activities, it can be seen that the results are 84.4%, including the very valid category, so the percentage results of large group trials are included in the very valid category and can be used. This result can be the final result so that the media can be implemented and then distributed to users

4. Conclusion and Sugestion

Based on the results of research on the development of learning media products in the form of a flip book, if seen from the results of expert validation and trials, it is stated that the flip book developed has good quality. With a good response to this product, it can be concluded that the flip book learning media is a form of digital-based learning media that is feasible to be developed. With a learning resource in the form of a flip book, it is easier for students to learn a material. This is because storing flip books is relatively easy and can be stored on various electronic devices for students to enable students to carry out the learning process anywhere and anytime.

Furthermore, based on the results of this study, it can be used as a reference for developing a flip book with other materials. It is intended that there will be more learning resources in the form of flip books, so that students can carry out the learning process easily. This is in line with the results of research by Andri, Syamwisna, and Yeni [6] which

prove that the use of learning media in the form of a flip book can improve students' understanding of the subject matter.

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