

## Flipbook Maker Based E-Module Development Design in Thematic Learning in Elementary School

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### Abstract

*This research is oriented towards making flipbook maker-based e-module development designs for thematic subjects at SDN 21 Riam Berasap Sukadana District, North Kayong Regency, West Borneo Province, based on the need assessment output identified by researchers empirically, namely that thematic learning has not been implemented integrated with technology products, so that in quantity there are still many students who did not meet the KKM. The research method used in this study is R&D (research and development) research, which refers to the Dick and Carey model of development design, which starts from carrying out the process of general instructional objectives to the creation of the design itself, with teachers and students being research subjects as well as recipients. benefits from the designs produced by researchers to developers who can be given special authority to carry out developments on the designs produced in this research. The design of the flipbook maker-based e-module development for thematic subjects at SDN 21 Riam Berasap was produced by taking into account the elements of an attractive appearance, language that is easy for students to understand, and the use of features in the flipbook maker application that include audiovisual elements (sounds, images, animations, and videos), which are also what students need for effective technology-based learning in the context of thematic learning in research locations.*

**Keywords:** e-module development design; flipbook maker-based e-module; elementary school thematic learning

### Article History:

Received 2023-01-23

Revised 2023-04-16

Accepted 2023-04-27

### DOI:

10.31949/educatio.v9i2.4456

## INTRODUCTION

The existence of education as a learning medium for humans (Divayana, 2016), its orientation to achieve the goals of education itself—which, in the context of homeland education, is contained in Law Number 20 of 2003 concerning the National Education System (Rusman, 2015: 85)—along with technical matters of implementation The technical effectiveness of its implementation is increasing with the presence of technology integration in it.

Technology integration in the world of education is interpreted as a learning system that is a demand that should be mastered and implemented in educational activities (Lestari, 2018). In addition to presenting quality learning through the implementation of technology products (Cahyadi, 2019), it can also improve and improve the quality of the learning process (Hilir, 2021: 45) so that it can create learning that is easier, faster, more accurate (Hasibuan, 2016: 190).

The demand for technology integration in learning does not only specifically lead to certain subjects, but demands for its empowerment appear in various subjects and at various levels, including thematic learning in elementary schools (SD). Thematic learning is a learning approach that combines competencies from several subjects into themes (Perdana & Suswandari, 2021: 10). The research concentration was directed at SDN 21 Riam Berasap with the reason that there were identified gaps so that elements of technology application in learning were needed so that learning effectiveness could be optimized in that location.

The researcher made empirical observations whose output was used as pre-research data, while the output obtained is that so far thematic teachers at SDN 21 Riam Berasap, Sukadana District, North Kayong Regency, West Kalimantan Province use learning media in the form of LKS or print media in the teaching

and learning process. Other relevant information that is also explored by researchers to obtain sufficient data needed in the pre-research process is to obtain learning outcomes. The percentage of completeness of thematic learning outcomes, particularly in theme 6, remains below the 70 learning completeness standard (KKM used). Based on the thematic learning outcomes in theme 6, it can be seen that out of 30 participants, 11 students fulfilled the KKM, namely 36.67%, while students who did not meet the KKM were 19 students, namely 63.33%.

Based on these relevant data, it shows that the effectiveness of learning is not optimal, and with the application of technological elements not yet being implemented, it becomes the output of the needs analysis obtained by researchers for special efforts to transform existing learning strategies and media.

To improve the quality of learning, learning media are needed (Yanto, 2019), with one of the primary learning media being teaching materials. One of the teaching materials that can make it easier for students to understand learning is the E-module. E-modules are digital learning media whose application is not only aimed at realizing targeted learning competencies but also at creating more interactive learning (Rahmi, 2018). The use of the e-module is very easy, it can be operated anytime and anywhere via a computer/laptop so that students have no difficulty obtaining learning material (Widyaningrum, 2021).

Researchers in the context of this study will design flipbook-maker-based e-modules for thematic learning in elementary schools. Flipbook maker is software that has flip pages, functions to modify PDF files into pages in the form of electronic books (Suryani et al, 2018). In this application also has the function of inserting images, videos, and multimedia objects (Putri et al, 2020).

Similar research was conducted by Maharjika et al., (2021) in his research entitled development of an electronic module (e-module) based on flipbook maker for the work around me sub-theme of class IV SD/MI which can produce valid and practical products based on fulfillment at each stage development carried out. Besides that, according to the statement made by Laili et al. (2019: 308), the use of e-modules is also not limited by time or place because it depends on students' use of them. Regarding the flipbook maker application, it was conveyed by Wibowo and Pratiwi (2018) that the flipbook maker application is one of the supporting media that can facilitate learning because this media is not fixated on writing but can include an image, video, and motion animation so that it can make learning more interactive and interesting. These things became supporting statements that motivated the researcher to design a flipbook maker-based e-module development design for thematic subjects at SDN 21 Riam Berasap.

## METHODS

The research method used in this study is R&D (Research & Development) research which refers to the Dick & Carey model of design development. Meanwhile, according to Muga et al. (2017: 261), the Dick & Carey model consists of 10 steps, namely: (1) identifying general instructional goals; (2) conducting learning analysis; (3) identifying behavior and early characteristics of learners; (4) formulating specific learning objectives; (5) developing benchmark reference test items; (6) developing learning strategies; (7) developing and writing learning materials; (8) designing and carrying out formative evaluations; and (9) revising learning activities. (10) designing. These steps become a special reference for researchers to produce research products in the form of e-module designs based on flipbook makers in thematic learning in elementary schools (SD), especially at SDN 21 Riam Berasap, Sukadana District, Kayong Utara Regency, where human resources are included, in this case teachers and students. who are the subject of research as well as beneficiaries of the designs produced by researchers, to developers who can be given special authority to carry out developments on designs produced in this research.

## RESULTS AND DISCUSSION

The research results in this study contain concrete things done by researchers at each stage or step in the Dick & Carey model development design model to then load products in the form of flipbook maker-

based e-module development designs in thematic learning at SD 21 Riam Berasap, Sukadana District, and Kayong Regency North. As for the construction procedures for the design of the Dick & Carey model development, along with the concrete steps taken by the researcher at each stage.

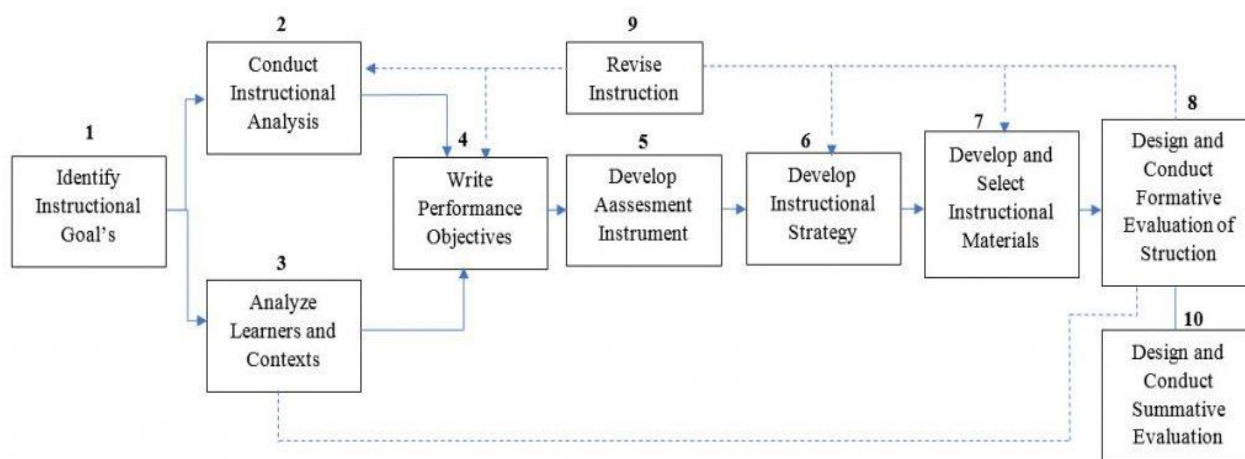


Figure 1. Dick & Carey Development Design Procedure

### Stages of Identifying Needs and Determining General Goals

In the early stages, it was found that students had difficulty learning thematically because of a lack of audio, images, and video. So that this problem encourages the development of teaching materials in the form of E-modules because E-modules include audiovisuals, which can make it easier for students to imagine Learning Analysis (Instructional) Learning or instructional analysis aims to formulate general competencies that have been determined in stage 1 and then detail them again into more specialized competencies. These competencies are often referred to as special instructional objectives (TIU). The following is the result of instructional analysis for one general competency:

#### 1. Conducting Learning Analysis

The action taken in formulating the general learning objectives is to first identify the 2006 content standard SKKD (Basic Competency Standards) to determine the subject matter and material presented. After setting the subject matter according to the SKKD, then providing limitations in preparing the learning objectives that will be elaborated, This elaboration is done by considering what students should and will do and what skills should be mastered. The preparation of a general purpose statement must use operational verbs by measuring only one behavior.

#### 2. Identify the characteristics and behavior of each learner with the observation method

The next step is to identify the characteristics of students through observation and interviews conducted by the developer as a consideration in designing learning packages. In relation to the use of textbooks, the characteristics of students with an average age of 9 to 10 years can be seen: they are able to think concretely, are able to read fluently, are happy with the use of pictures in textbooks, and have the learning styles of independent students and groups.

#### 3. Tool that will be the assessment of learning outcomes.

Based on learning analysis and input on student characteristics. Next, the teacher compiles specific statements about what can be done to complete the lesson. A statement that describes the skills identified by conducting a learning analysis by mentioning the skills learned Assessment of learning outcomes used in the E-module uses two methods, namely the test method (Description test) and the non-test method (Project).

#### 4. Develop Assessment Instruments

The assessment instrument is a component that is used as a tool to measure the level of success of students in achieving specific learning objectives. The results of this student achievement are an indication of the level of success of the learning system used.

#### 5. Develop learning strategies by designing teaching materials in the form of E-modules

At this stage, the selection of learning strategies is carried out according to the learning objectives. The chosen learning strategy must be in the form of a demonstration involving the active participation of students (Ministry of National Education, 2007). So the teaching materials developed using the Dick, Carey, and Carey model use a contextual learning approach, where the active participation of students is highly prioritized.

#### 6. Develop and select learning materials

The material presented also uses words that are easy for students to understand. To make it easier for students to understand the material, the e-module is equipped with an interesting cover and content. The development of learning materials is carried out based on general objectives and specific learning objectives that are developed and are adapted to the current curriculum.

#### 7. Design and carry out formative evaluations

At this stage, the e-module has been prepared based on the material and results of the analysis. In the process of preparing the e-module based on the results of the needs analysis, the scope of thematic theory, and the results obtained from research and research experience, The results obtained will be used as a consideration in revising the learning package. Dick, Carey, and Carey (2001) divided the evaluation stage into three phases, namely: 1) individual evaluation (one-to-one), 2) small group evaluation, and 3) field trials (field evaluation).

#### 8. Revise learning products

Data from formative evaluations are summarized and interpreted to identify difficulties experienced by students in achieving goals and to relate these difficulties to specific deficiencies in learning.



Figure 2. E-Module Cover Design

The product specifications produced are learning media products that will be made in the form of e-

module flipbooks Using the Maker application, the cover is designed as attractively as possible in accordance with the theme to be developed. In the e-module section, there are instructions that will make it easier to use learning media. The developed e-module includes audiovisual elements (sound, images, animation, and video). Learning media products in the form of software. Learning media using language that is easily understood by students. The results of the flipbook maker-based e-module design for thematic learning in Elementary Schools (SD), especially at SDN 21 Riam Berasap can be seen in Figure 3 and Figure 3.



Figure 3. E-Module Content Design

## CONCLUSION

This research is oriented towards making flipbook maker-based e-module development designs for thematic subjects at SDN 21 Riam Berasap, which is based on the need assessment output identified by researchers empirically, namely that thematic learning has not been implemented integrated with technology products so that in quantity there are still many students who did not meet the KKM. The design is designed by taking into account the elements of an attractive appearance, language that is easy for students to understand, and the use of features in the flipbook maker application that contain audiovisual elements (sound, images, animation, and video), which are also what students need for effective technology-based learning in the context of thematic learning in research locations.

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