

The Use of Flipbook Media in Indonesian Language Learning at SMKN 4 Palangkaraya in 2024

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Article Information	ABSTRACT
Received: October 2024	This study is a development-oriented research focusing on product development. The product in question is a flipchart-based learning media for Indonesian language subjects in vocational high schools (SMK). The development model used is the 4-D instructional design model (define, design, develop, and disseminate). In this study, the types of validity used are content validity and construct validity. Content validity was assessed by Indonesian language teachers at SMKN 4 Palangkaraya, while construct validity was evaluated by expert lecturers/supervisors. The research results concluded that the use of flipbook learning media for Indonesian language learning has a significant relationship, as indicated by a Sig. (2-tailed) value of .000. Additionally, the use of flipbook learning media improved students' learning outcomes, as shown by the increase in the average score from 55.47 to 87.59 in class X DKV I and from 90.29 to 96.29 in class X DKV II.
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INTRODUCTION

An independent learning curriculum is one with diverse intracurricular learning where content is optimized to give learners enough time to explore concepts and strengthen competencies. Teachers have the flexibility to choose a variety of teaching tools so that learning can be tailored to learners' learning needs and interests.

The current learning culture in schools is adapting digital-based learning that emphasizes the flexibility of learning time and accessibility of teaching materials. This combination provides a new academic atmosphere for students, especially when learning is carried out in several learning environments such as virtual class meetings using e-learning or face-to-face meetings. This form of learning, of course, requires a variety of learning media that are also based on information and digital technology.

One of the favorite schools in Palangka Raya city is SMKN 4 Palangka Raya. However, for Indonesian language subjects, students are not enthusiastic in the learning process. Learners are sometimes bored and sleepy in class. Because the solution to the problem of conditions in the classroom that are not conducive requires adequate learning media, namely flipbook media. Flipbook media are sheets of paper resembling an album or calendar measuring 11 x 13 cm. This media can be used per individual or group but only up to 4-5 people (Anwar, 2014). Flipbooks also have several advantages including: easy to carry everywhere because it can be in the form of softcopy and can

be accessed through student devices, easy to reproduce for free, more environmentally friendly because it does not use paper, and is designed to make lessons more interesting for students (Sari et. al, 2024). Another advantage of flipbooks is that they help improve student mastery of abstract things or events that cannot be presented in the classroom (Andarini et. al, 2013). However, the disadvantage of flipbook media is that it can only be used per individual or small group, which is only 4-5 people (Wahyuliyani et.al, 2016)

Some relevant research shows that the use of flipbook learning media applied to Indonesian language learning outcomes (Juliani & Ibrahim, 2023). Meanwhile, Ratno Susanto et al (2023) suggested that using flipbook media is useful for scout coaches and useful for student learning. Research by Wahyuliani et al (2016) concluded that the flipbook learning media used by the experimental class was not more effective than the control class in improving student learning outcomes. The results of research by Hayati et al (2015) say that the use of flipbook media can improve student learning outcomes. Research by Mulyadi et al (2016) showed an increase in creative thinking skills during teaching and learning activities using flipbook media. In addition, Sugianto et al (2013) motivation, interest, and learning activities of students whose learning uses flip book learning media has increased.

METHOD

This type of research is development research. Development research is oriented towards product development. The product in question is in the form of flipchart learning media in Indonesian language subjects at SMK. While the development model used is the 4-D learning device development model (define, design, develop, and disseminate).

In the defining stage, an analysis of the problems studied, analysis of students who are the subject of research, and specification of learning objectives of the material to be taught are carried out. At the design stage, the design of the developed learning media is carried out, which consists of test preparation, media selection, format selection, and initial design. At the development stage, validation by experts and users of the learning media developed, and development tests are carried out. In this study, the types used are content validity and construct validity. According to Sugiyono (2016) content validity is the validity of the test by comparing the content of the instrument with the subject matter that has been taught. Content validity in this test is the Indonesian

language subject teacher at SMKN 4 Palangka Raya. Questions that have gone through content validity then go through construct validity. According to Sugiyono (2016) construct validity is the validity of the test using the opinion of experts (judgment experts). After the instrument is constructed regarding the aspects to be measured based on certain theories, it is then consulted with experts for opinions in the form of can be used without improvement, can be used with improvement, or totally changed. The experts in this study were expert lecturers/supervisors as construct validity. Data analysis techniques in quantitative research use statistics. In this study, the technique used was descriptive statistical analysis technique. Descriptive statistics are statistics used to analyze data by describing or describing the data that has been collected as it is. In addition to the descriptive statistical analysis, the data in this study were also subjected to t-test analysis using the IBM SPSS Statistics 25 application. According to Arikunto (2019), before data analysis is carried out, a normality test must first be carried out. The normality test is a prerequisite test before the data analysis test is carried out.

RESULTS AND DISCUSSION

To determine the significance of the use of flipbook media in Indonesian language lessons on anecdotal text material, pre-

Results

tests and post-tests have been carried out. Based on the tests that have been carried out, the following data is obtained.

Table 1. Test results of class X DKV I

No.	Name	Pretest	Posttest	Average Score
1	Ahmadi Adi Burahman	73	86	79.5
2	Ahmad Fadilah	66	93	79.5
3	Ahmad Jainuri	86	93	89.5
4	Ahmad Shofwan	53	86	69.5
5	Annisa Agustin	46	86	66
6	Apresia Denita Harmony	93	80	86.5
7	Aribah Basyiroh Madana	46	100	73
8	Assifa Zahra	73	80	76.5
9	Aulia Nazzila Rahma	26	93	59.5
10	Briana Parudianto	80	80	80
11	Christian Refan Farel	60	100	80
12	Daffa Satya Wibowo	53	86	69.5
13	Dendi Apriansyah Permana	53	80	66.5
14	Gabriel Juli Erwinda	40	93	66.5
15	Imel	40	93	66.5
16	Jesica Adelia Putri	33	80	56.5
17	Juan David	66	86	76
18	Kristian Nataleo	60	100	80
19	Muhammad Aditya Saputra	66	93	79.5
20	Muhammad Agustin Saputra	60	80	70
21	Muhammad Alif Nur	40	80	60
22	Muhammad Arsyad	53	73	63
23	Muhammad Fahri Akbar	53	86	69.5
24	Nabila	53	86	69.5
25	Norhalisa	66	86	76
26	Rajua Azkia	40	93	66.5

27	Restia Ayustina	46	86	66
28	Rido Rulianto	66	93	79.5
29	Sabrina Ramadhani	40	86	63
30	Selfiyani	46	93	69.5
31	Tria Wulandari	66	100	83
32	Vina Aprilani	33	73	53
	Amount	1775	2803	2370

A validity test in the form of a paired T test was conducted to validate the data. After using the SPSS application to conduct a paired T test, the following data results were obtained.

Table II. Comparison of Average Grades of Class X DKV I

		Paired Sample Statistics			
		N	Mean	Std. Deviation	S.E. Mean
Pair 1	Pre-test	32	55.47	15.82	2.80
	Post-test	32	87.59	7.48	1.32

Table III. Result of Significant Value of Class X DKV I

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	S.E. Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-test - Post-test	-32.13	17.42	3.08	-38.41	-25.84	-10.43	31	.000

Based on this data, it can be seen that the result of Sig. (2- tailed) is .000. These results indicate that there is a significant relationship from the provision of flipbook teaching media in DKV X-I class. After using flipbook teaching media there is an increase in value seen from the

increase in the average value (mean) from 55.47 to 87.59. The same treatment was also carried out in class X DKV-2 with Hikayat text material. From the test results, the following data were obtained.

Table IV. X DKV 2 class test results

No.	Name	Pretest	Posttest	Average Score
1	Nabil Abdullah	92	96	94
2	Della Muslimah	84	96	90
3	Azwa Safrina	88	92	90
4	Dean Lutfi Aldona	92	92	92
5	Mira Sulistiawati	76	96	86
6	Nur Sa'adah	96	96	96
7	Nur Anita	100	100	100
8	Rahmadani	96	100	98
9	M.Aqif Bagas N	88	96	92
10	Khairil Muzaki	88	96	92
11	Tiara	88	90	89
12	Feby Rina Melaty	84	100	92
13	Muhamad Pratama Andika	88	100	94
14	Mellysa Putri	96	100	98
15	Apri	80	96	88
16	M. Reisa Bimantara M. R	96	100	98
17	M. Rizal Ilham	96	96	96
18	M.Aqif Bagas N	96	96	96
19	Fepbri Riawan	96	96	96
20	Akhmad Aqso Sya'bani	76	88	82
21	Amelia	100	100	100

The results of the paired T test are as follows

Table V. Comparison of Average Value of Class X DKV 2

		Paired Sample Statistics			
		N	Mean	Std. Deviation	S.E. Mean
Pair 1	Pre-test	21	90.29	7.22	1.58
	Post-test	21	96.29	3.48	.76

Table VI. Significant results of X DKV 2 class scores

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	S.E. Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-test - Post-test	-6.00	6.32	1.38	-8.88	-3.12	-4.35	20	.000

Based on this data, it can be seen that the result of Sig. (2-tailed) in class X DKV-2 is .000. These results indicate that there is a significant relationship from the provision of flipbook teaching media in DKV X-2 class. After using flipbook teaching media there is an increase in grades as seen from the increase in the average value (mean), although it is not as significant as class X DKV-1, from 90.29 to 96.29. From the two data samples, it can be concluded that the utilization of flipbook learning media for Indonesian language learning has significance

CONCLUSION

From the results of the research that has been conducted, it can be concluded that The utilization of flipbook learning media for Indonesian language learning has significance in improving student learning outcomes. This is shown by The increase in the number of pretests and posttests on Anecdotal Text material for class X DKV 1 students, the average number of pretests is 53.78, while the pretest has increased the average number of posttests is 84.93. The increase that occurred after learning activities through flipbook media was 31.23. The paired T test results also show that there is a significant relationship. Similar results are also shown by the increase in the number of pretests and post-tests on Hikayat Text material for class X DKV 2 students, the average number of pretests is 90.26, while the pretest has increased the average number of post-tests is 96.26. The increase that occurred after learning activities through flipbook media was 6.00. The paired T test results also show that there is a significant relationship.

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in improving student learning outcomes. The increase can be seen from the results of the tests conducted. After getting learning with flipbook media there is an increase between pre-test and post-test results. The significance is also validated through the results of the paired T test which shows the results of Sig. (2-tailed) of .000 which indicates that there is a significant relationship between improving test results and providing teaching materials in the form of flipbooks.

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