

Analysis of Student's Interest in Flipbook to Improve Creative Skills of Students in Learning a Craft in Junior High School

Fabian Pasadena
Instructional Technology
Yogyakarta State University
Yogyakarta, Indonesia
fabian0095pasca.2018@student.uny.ac.id

Mochamad Bruri Triyono
Technology and Vocational Education
Yogyakarta State University
Yogyakarta, Indonesia
bruritriyono@uny.ac.id

Abstract-Multimedia Flipbook is a medium that combines text, image, sound, video, and animation. Flipbook Multimedia is suitable for use with 2013 curriculum development, especially in the area of expertise. In the curriculum, learning Craft has a general goal as students can understand processing techniques, design principles, manufacturing procedures, and software presentations. Craft materials for making software products in the surrounding area be adapted to the originality procedure of the idea itself." The purpose of this study was to determine the learning method used in the classroom, the desired media students to help the learning process and the students' interest in multimedia Flipbook if applied in the process of learning a Craft. Junior High School 2 Kuningan is the object of research at the field test stage. In this study, the method used is the descriptive qualitative method by conducting interviews and distributing questionnaires to teachers and grade VII students. Based on observations carried out at Junior High School 2 Kuningan, the results are 1. Students complained that it is difficult to follow the learning a Craft because in learning using only textbooks and referrals from subject teachers Handicraft, 2. The students wanted a multimedia learning in the form of a video tutorial that is displayed in front of the class to understand better how to manufacture a work, and improve creative thinking skill 3. Students are very interested if in learning the Craft of using Media Flipbook.

Keywords: *development, Flipbook Craft, creative thinking*

I. INTRODUCTION

Craft is the combination subject of ICT, PLKJ, and Mulok (Culinary, Fashion and Service Commercial) and is one of the new subjects contained in the 2013 curriculum of Junior High School. The holding subjects these artifacts are the result of the elimination of the four subjects finally combined into one subject, namely Craft. Therefore, in learning a Craft, it has the four aspects of the craft, processing, cultivation, and engineering, these aspects adjustable with the ability and availability of the local area. Following a brief explanation about the subjects of the Craft. In addition to that craft also has a sense of Skill, petting, hand-crafted, or hand skills, the materials used in the process of its implementation is publicly available in the market, so we need to assemble or utilize the waste and scrap materials. Craft has an essential role in developing creativity and

making innovation. Craft is an activity related to the goods produced through the skills of the hand (handcraft), crafts made from a variety of materials which will produce a decoration or art objects and disposable goods. Handicrafts are unique expressions of a particular culture or community through local craftsmanship and materials [1]. We could make a craft from used items such as used bottles, cardboard boxes, and plastic food. In general, the craft consists of 2 types, namely :

1. The craft of natural material is a craft made of natural materials or necessary materials natural materials such as ber, bamboo, rattan.
2. Crafted artificial materials are crafts made from artificial materials such as plastic, plaster, soap, candles.

The craft uses second-hand goods aimed at saving production costs as well as an effort to manage the waste of goods that are difficult to destroy, so by managing these goods into a craft, it will have a good impact on the surrounding community such as the open the fieldwork. Handicraft production is a significant form of employment in many developing countries and often a significant part of the export economy [1].

Handicraft production is a significant form of employment in many developing countries and often a significant part of the export economy [1]. Crafts, by their very nature, are not mass-produced. However, if people are working with their hands, albeit with the assistance of tools and machines, reducing goods required in a broad market space, selling to make profits and thereby contributing to national wealth, crafts can be termed as a decentralized creative industry where the human mind and hand are more important than the small machines and tools they may use. Here the machine is the instrument of the maker, owned by the maker or by the community. To that extent, the craft is free of domination and exploitation. Therefore, there is a world of an industry without industrialization in the traditional sense, and there is both ample scope and need for it to come out of the disorganized, diminishing, and low-end prole that it has been carrying for long [1]. According to the United Nations Educational, Scientific, and Cultural Organization, handicrafts are an artistic expression rooted in community traditions. They pass on knowledge from one

generation to the next, often orally, and thus they are part of intangible heritage. Contemporary handicrafts also exist alongside creative industries. As people are open to acquiring objects of symbolic value, crafts have managed to adapt in new ways, creating innovative products that reflect the creativity and cultural heritage of their creators [2]. Handicrafts may be defined as items or products produced through manual skills, with or without mechanical or electrical or other processes which appeal to the eye, due to characteristics of being artistic or aesthetic or creative or ethnic or being representative of cultural or religious or social symbols or practices, whether traditional or contemporary. These items or products may, may not have a functional utility or can use as a decorative item or gift [3].

Handicrafts are a type of work where a useful and decorative device is entirely made by hand or using only simple tools, with individual crafter's cultural or religion a paramount criterion [4]. Handicrafts are made based on local and traditional techniques and can be produced in both rural and urban environments. It should also be noted that handicrafts are affected by the natural environment [5].

Proper management will help the students understanding the skills of creative thinking, skills of creative thinking are the ability to create or process the onset of a new idea, either in the form of real work and ideas that are all relatively different from the previous[6]. Creative thinking can also be defined as a whole set of cognitive activities that are used by individuals according to particular objects, problems, and conditions or types of efforts towards specific events and problems based on individual capacities[7]. Craft practice develops skills and knowledge and influences the values and attitudes of its makers. The involvement of craft making is considered as an effective learning method for understanding abstract concepts [8].

Based on the results of observations made by researchers by distributing questionnaires at Junior High School 2 Kuningan, 85% of students feel that learning today feels boring. This is because in the learning process the craftsmanship only uses books and direction from the teacher, even though students are required to make a work which is not very clear if the process of making it relies only on books which cause students to feel difficulty in practicing directly, while teachers must go back and forth explaining the process one by one which ultimately makes much time wasted to explain, not to mention if they have to bring materials from their homes often there are differences in bringing the materials needed. This results in students' creativity in the subject of craftsmanship, according to the results of the questionnaire above the researcher also conducted interviews with teachers at Junior High School 2 Kuningan stating that teachers rarely use media in teaching and learning activities in class. Learning is carried out conventionally so that the learning process runs in one direction. This process results in students engrossed themselves like rowdy in class, drawing/doodles, even sleeping in class. It happens because the teacher is still struggling with books and not yet optimizing other media that can attract students' attention, so students focus on learning material. Traditional activities such as memorization of long vocabulary lists, derivations, repetition of words, translation, fill in the blank exercises are boring for students [9]. Efforts to realize an effective, innovative, and enjoyable learning process that can activate

students, educators can utilize all the resources available at school, both human resources, facilities and infrastructure, and other resources to make learning more effective, innovative, and fun [10].

Multimedia learning is a product that is designed and developed with the use of some program-based computer to present learning material; besides, there are also instructions for use, exercise, and others. This product is also supported by other elements that can help in focusing the attention of learners, such as photos, coloring, audio, and animation [11]. Right learning media can increase students' motivation to learn and play an active role in learning [12]. The integration of textbooks with appropriate learning methods get higher quality in the learning process and learning outcomes [13].

A *flipbook* maker is one kind of classic animation made from a stack of papers resembling a thick book, on every page in describing the process of something that will process the visible moving or animated. Software provided by the applicator can create a *flipbook* animation maker with more varied; not only text, images, video, and audio can also be inserted in the *flipbook* maker that made. Flipbook maker is a book-shaped in a digital le, in which readers can unlock the right, sheets of paper on the monitor screen or smartphone. Design the *flipbook* maker can create the impression of exclusivity, elegance, and innovation [14]. Learning techniques with student actions result in up to 90% retention. People get the best learning outcomes as they use sensory-based learning styles. Right sensory channels do through the interaction of students with learning resources, the more opportunities, the more learning from the learning activities. The content of the book should provide students with independent learning opportunities, providing plenty of time for student activities, so that students automatically learn. Flipbook electrical circuits are equipped with virtual labs, video phenomena, as well as concrete explanations, so retention can be maximized because the design of learning activities builds more real-life experiences for students [15].

One of the subjects suitable to be made into the learning media *flipbook* is a Craft in class VII junior high school is considered suitable because in its delivery it takes pictures and video of the stages of making a work that will be made to improve the understanding and creativity of the students about the craft. Media *flipbook* that will be expanded is a media in which there are features in the form of text, image, and video displays of a work that will be made gradually starting from the materials needed as well as how to make it from the beginning to be interesting. Besides, by using multimedia *flipbook* is also expected to help students to be more active in the learning process.

Some relevant research shows that the use of *flipbook* learning media can improve student learning outcomes. It shows an increase in creative thinking skills during teaching and learning activities using *flipbook* learning media [16]. The motivation, interest, and learning activities of students whose learning using *flipbook* learning media has increased [17]. The objectives of this study are 1. Determine the learning method used in the classroom; 2. The desired media students to help the learning process and the students ' interest in multimedia Flipbook if applied in the process of learning a Craft.

II. RESEARCH METHODS

Creating quality interactive media is an elaborate process that requires an appropriate methodology and expert team collaboration on material, design, and instructional

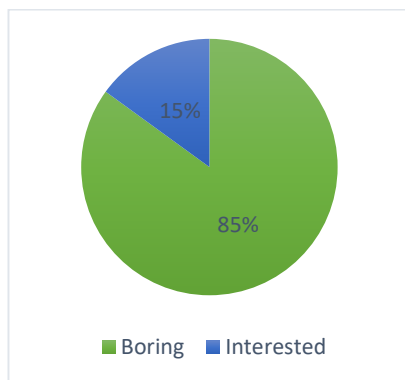
aspects. It starts with the creation of sample chapters that serve as a blueprint for creating ebooks. The sample chapter species the digital design for each element in the book, including the page layout that describes how the ebook will perform. The material expert's validator begins to draft the content, To create a sample chapter. Next, Design experts decide what content of the ebook can improve in appearance, what kind of interactivity to use, and create storyboards for each interactive element [18].

This research uses descriptive qualitative research methods. In practice aims to obtain data in a series of activities that are as they are that produce a condition that emphasizes more meaning. Researchers used a descriptive qualitative research method to describe the results of interviews and questionnaires obtained from research conducted on 26 students of class VII and teachers of the Junior High School 2 Kuningan handicraft subjects.

III. RESEARCH RESULTS AND DISCUSSION

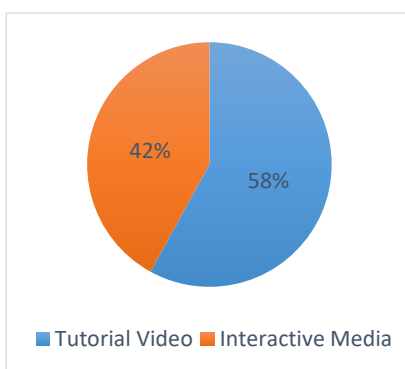
Based on the results obtained from the questionnaire distributed to VII grade students learning that frequently used in learning the craft is the method of discussion, lecture, and practice.

Fig. 1. Student's response to learning a craft



From the results obtained, 85% of students feel bored with the learning method that does because of the difficulty of understanding the practicum if only through lectures and books alone.

Fig. 2. Media the desired learning of students

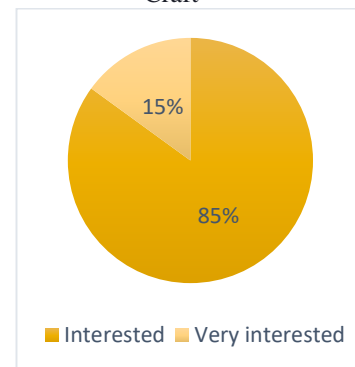


To support the learning process practicum, students want media in learning. Based on the responses asked, the results were 58% of students wanted video tutorial media, and 42% of students wanted Interactive media displayed during the practicum learning process so that students could see the learning process as instructed by the teacher.

After knowing the response from the students, the researcher asks the question of student's knowledge about learning multimedia Flipbook, and the result of all students not knowing the multimedia learning the Flipbook. Whereas multimedia Flipbook in which there is the subject matter that also can display video tutorials and about that can instantly bring up the discussion.

After showing examples of multimedia learning Flipbook in front of the class using the projector, and it turns out the students were very enthusiastic when multimedia learning displayed in the classroom. Besides, to attract the attention of students learning multimedia, Flipbook also makes students more active in the classroom. It fits the criteria of an ebook that is interactive, fun, has favorite and adaptive multimedia content for students [19].

Fig. 3. The application of the Flipbook in learning the Craft



After that, the researcher offers multimedia-based learning Flipbook in learning a Craft, and the result is 85% answered interested, and the other 15% answered very interested if learning multimedia Flipbook is applied in the process of learning a Craft. Because it is interesting, and also students feel happy when in the learning process presented videos about what do in practicum.

IV. CONCLUSIONS

Learning a craft is still using methods of discussion, lectures, and practices. Based on the results of the questionnaire achieved as much as 85% of students feel bored with this method, the media desired by the student as many as 58% of students wanted a video tutorial and 42% of his want of interactive media.

After introducing the learning multimedia Flipbook to the students, the results obtained as much as 85% of students feel interested, and 15% other feel very interested in learning a craft using instructional multimedia Flipbook.

V. ADVICE

Based on the results of questionnaires and observations obtained as well as the enthusiasm of students for learning multimedia Flipbook, need to do trial media Flipbook to determine the effectiveness of media Flipbook as a medium of learning in school.

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