

# Utilization of *Flipbook Maker* - Based Teaching Materials in Prose, Poetry and Drama Teaching Courses

Trisnawati Hutagalung<sup>1,\*</sup> Abdurahman Adisaputera<sup>1</sup>

<sup>1</sup> *Indonesian Language Education, Universitas Negeri Medan, Medan, Indonesia*

\* *Corresponding author. Email: trisnawati.hutagalung@yahoo.co.id*

## ABSTRACT

Flipbook Maker is an application for creating e-books, e-documents, e-zines, and e-modules. Not only in the form of text, with Flipbook Maker we can insert , graphics, images, sound, videos, and links in worksheets. One of the courses in Indonesian and Literature Department is Teaching Prose, Poetry and Drama. The objective was to describe the effectiveness of flipbook maker -based teaching materials in the Teaching Prose, Poetry and Drama courses in Indonesian and Literature Department. The object in this study were all students of the Indonesian and Literature Department and 30 of them were taken the sample. This study uses a quantitative method to form the experimental and descriptive research with the type of the initial test-posttest single group (the one group pre-test-post-test) Based on the research that has been conducted, indicated that based teaching material flipbook maker is effectively used. Student learning outcomes before using flipbook maker -based teaching materials in prose, poetry and drama teaching courses get an average score of 70.93 with a standard deviation of 12.54 and a standard error of 2.6 . After using flipbook maker -based teaching materials, the average score was 81.86, the standard deviation of 8.22 and the standard error of 1.66. Therefore, using flipbook maker-based teaching materials is effective in teaching prose, poetry and drama courses in Indonesian and Literature Department.

**Keywords:** *Teaching materials, Flipbook Maker, Prose, Poetry, Drama*

## 1. INTRODUCTION

The body Effective learning cannot be separated from interesting teaching. Interesting teaching cannot be separated from the role of lecturers who are creative and innovative. A lecturer will do useful things to foster students' enthusiasm for learning and achieve learning goals. The teaching given by the lecturer will have an impact on students' understanding of the material presented. Interesting teaching is not only seen from the lecturer's teaching strategies, but also the lecturers' complementary tools in teaching are also very concerned, such as teaching materials and teaching media. Both of these things are very influential on the continuity of the learning of lecturers and students.

Prastowo [1] the didactic materials are all the materials (both information, as tools and texts) that are systematically categorized and represent the complete set of competences acquired by the student and used in the learning process in order to plan and carry out the study. Examples of teaching materials are textbooks, modules, brochures, teaching materials, worksheets, audio teaching materials, models (mockups), interactive teaching materials, etc.

The current situation of the covid-19 pandemic has decided all forms of activity. Campus activities are also inseparable. Due to this pandemic, all activities must be carried out from home. Lectures have turned online. Lecturers teaching system was changed drast i s. Indonesian and Literature Department requires innovative online-based teaching materials so that teaching and learning are interesting and not monotonous. One of the online-based teaching materials is Flipbook Maker. Hidayatullah [2], stated that Flipbook Maker is an Flipbook Maker is an application for creating e-books, e-documents, e-zines, and e-modules. Not only in the form of text, with Flipbook Maker we can insert , graphics, images, sound, videos, and links in worksheets.

Some of the reasons behind this research are:

1. Indonesian and Literature Department requires the latest innovations in the teaching of prose, poetry and drama.
2. The teaching materials used have not been adapted to the online learning situation.
3. No teaching materials are used with the Flipbook Maker app

Based on previous research conducted [1] in this study, it was seen that there was an increase in student learning outcomes using e-book- based teaching materials using Kvisoft. Flipbook Maker is more effective than students who do not use e-book based teaching materials with kvisoft Flipbook Maker. Next, several previous studies such as [3], [4], [5], [6], and [7], stated that the use of e-books, E-modules, and E-teaching materials are very practical and effective, the practicality reaches 80% and can help students do it independently because it is assisted by operating instructions, making it easier students in understanding concepts, and attracting students' learning interest through the use of technology such as computers.

For this reason, The objective was to describe the effectiveness of flipbook maker -based teaching materials in the Teaching Prose, Poetry and Drama courses in Indonesian and Literature Department.

**2. RESEARCH METHODS**

This study using a quantitative-descriptive research method with the type of the single group pre-test-post-test. This research is called true experimental [8], [9] because in this design the researcher is able to control all external variables that affect the course of the experiment.

**3. RESEARCH RESULT**

*3.1 Student Learning Outcomes in Prose, Poetry and Drama Teaching Courses Before Using Flipbook Maker-Based Teaching Materials*

The results of the research found before using flipbook maker-based teaching materials in prose, poetry and drama learning that students got value of 45 points by 2 person, 53 points there is one person , 62 points 1 person, 67 points there are 7 people, There are 73 points for 12 people, 78 points for 4 people, 86 points for 1 person, 88 points for 1 person, 92 points for 1 person. Number of students 30 person. The total score of 2128 with an average value of 71.2 is in the poor range. This can be seen from the acquisition of an average score of 70.93 which is still below the competency standard.

*3.2 Student Learning Outcomes in Prose, Poetry and Drama Teaching Courses After Using Flipbook Maker-Based Teaching Materials*

The results of the research found before using flipbook maker-based teaching materials in prose, poetry and drama learning that students got value of 62 as many as 1, 67 points by 2 persons, 73 points by 2 persons, 78 points for 6 people, 83 points for 6 people, 86 points for 8 people, and 92 points for 5 people. The

number of students is 30 people The total score of 2456 with an average value of 81.86 which means it is in the good range. This can be seen from the average score of 81.86 which has reached the competency standard.

*3.3 Student Learning Outcomes in Prose, Poetry and Drama Teaching Courses After Using Flipbook Maker-Based Teaching Materials Are More Effective Than Before Using Flipbook Maker-Based Teaching Materials*

The learning outcomes for teaching prose, poetry and drama teaching poetry after using flipbook maker-based teaching materials are effective compared to not using flipbook maker-based teaching materials. The average value of the student before the use of teaching materials based flipbook maker is 70.93 while the skill is most students after using teaching materials based flipbook maker is 81.86 . This shows that learning after using flipbook maker -based teaching materials is better than before using flipbook maker -based teaching materials .

**4. RESEARCH DISCUSSION**

*4.1 Student Learning Outcomes In Prose, Poetry And Drama Teaching Courses Before Using Flipbook Maker- Based Teaching Materials*

Learning outcomes teaching teaching courses prosa poetry and drama before use you right teaching materials based flipbook maker is divided into five categories of excellent 3.33%, 6.67% better, just 53.33%, about 26.67 % and very less at 10 %. Based on these findings, the results obtained were not as expected. The learning outcomes of prose, poetry and drama teaching courses are still below the competency standard. These are presented in the table below :

**Table 1.** Identification Of Learning Outcomes Tendency For Prose, Poetry And Drama Teaching Before Using *Flipbook Maker- Based Teaching Materials*

Range	Absolute Frequency	Relative Frequency	Category
91-100	1	3.33 %	Very good
81-90	2	6.67 %	Good
71-80	16	53.33 %	Quite
61-70	8	26.67 %	Poor
0-59	3	10 %	Very Poor
	30	100%	

Relative Frequency Formula = Absolute Frequency : Number of Students x 100%

**4.2 Student Learning Outcomes In Prose, Poetry And Drama Teaching Courses After Using Flipbook Maker- Based Teaching Materials**

Learning outcomes of teaching courses Teaching Prose Poetry and Drama se already using teaching materials based *flipbook maker* is divided into five categories , namely excellent 16.67 % , good 46.6 6 % , enough 26,67 % , less than 10 % and very lacking in 0 % . Based on these findings, the results obtained are as expected. The learning outcomes of the Teaching Prose, Poetry and Drama courses have reached the competency standard. This can be seen in the following table:

**Table 2.** Identification of Learning Outcomes Tendency for Prose, Poetry and Drama Teaching After Using *Flipbook Maker*- Based Teaching Materials

Range	Absolute Frequency	Relative Frequency	Category
91-100	5	16.67 %	Very good
81-90	14	46.66 %	Good
71-80	8	26.67 %	Quite
61-70	3	10 %	Poor
0-59	0	0 %	Very Poor
	30	100%	

$$\text{Relative Frequency Formula} = \frac{\text{Absolute Frequency}}{\text{Number of Students}} \times 100\%$$

**4.3 Student Learning Outcomes in Subjects Teaching Prose, Poetry and Drama After Using Based Instructional Materials Flipbook Maker More Effective than Before Use Based Instructional Materials Flipbook Maker**

Based on the two previous results, it can be concluded that the learning outcomes in the teaching of prose, poetry and acting courses are more effective after using flipbook-based didactic materials than before using didactic materials based on brochures. From the above results it was shown that the average acquisition value of Maha's students before using the didactic based flip book maker is 70.93 and after using the didactic based flip book maker is 81, 86. using flipbook-based teaching materials can maximize student learning outcomes in prose, poetry and drama teaching courses.

**5. CONCLUSION**

Based on data analysis after using *flipbook maker*-based teaching materials, the overall results were 81.86 in the good category. Meanwhile, the average score before using *flipbook maker*-based teaching materials was 70.93 in the sufficient category. At the normality test is obtained  $L_{hitung} = 0.1903 > L_{tabel} = 0.161$  and this

proves that the data prior to use of teaching materials based *flipbook maker* normal distribution . Based on the above calculations, the value of  $t_{count} = 6.87$  . After the  $t_{count}$  is known, then the value is consulted at the significance level = 0.05 and  $n = 30$  , it is obtained  $t_{table} = 2.042$  . Thus it can be concluded that  $t_{arithmetic} > t_{table}$  is  $6.87 > 2.042$ . Therefore  $H_0$  is rejected and the  $H_a$  is accepted.

**REFERENCES**

- [1] Prastowo, A, Metode Penelitian Kualitatif dalam Perspektf Rancangan Penelitian, Yogyakarta: Ar-Ruzz Media., 2011:3. 11
- [2] Hidayatullah, F, Pendidikan Karakter: Membangun peradaban Bangsa., Surakarta: Yuma Pustaka, 2010, pp. 24. 7
- [3] Ghofur, et al, Pengembangan E-Book Berbasis Flash Kvisoft Flipbook Pada Materi Kinematika Gerak Lurus Sebagai Sarana Belajar Siswa SMA Kelas X. Vol 4 (2), Jurnal Inovasi Pendidikan Fisika, 2015, Pp. 177.
- [4] Bakria, Fauzi, et al., Rancangan Website Pembelajaran Terintegrasi dengan Modul Digital Fisika Menggunakan 3D PageFlip Professional, Jurnal Jurnal Penelitian & Pengembangan Pendidikan Fisika. Vol 2(2), . 2016, pp. 113.
- [5] Haryanti, et al. Pengembangan Modul Matematika Berbasis Discovery Learning Berbantuan Flipbook Maker untuk Meningkatkan Kemampuan Pemahaman Konsep Pada Materi Segitiga, Jurnal pendidikan matematika. Vol 1 (2), 2016, pp. 160.
- [6] Mulyaningsih, et al, Penerapan Media Pembelajaran Digital Book dengan Kvisoft Flipbook Maker, Jurnal Pendidikan fisika, Vol 5(1), 2017, pp. 26.
- [7] Edi, Wibowo and Dona Dinda Pratiwi, Pengembangan Bahan Ajar Menggunakan Aplikasi Kvisoft Flipbook Maker Materi Himpunan, Vol. 1(2), Jurnal Matematika, 2018, pp. 154.
- [8] Sugiyono, Metode Penelitian dan Pengembangan, Bandung: Alfabeta, 2015: 52.
- [9] Arikunto, Prosedur Penelitian, Jakarta: Rineka Cipta, 2006.
- [10] Chandra, F. L, Pengembangan Lembar Kerja Siswa (LKS) fisika materi tekanan mencakup ranah kognitif, afektif, dan psikomotor sesuai kurikulum 2013 untuk siswa SMP/MTs. 2014, pp. 230.
- [11] E. Kosasih, E. K., 22 Jenis Teks & Strategi Pembelajarannya di SMA-MA/SMK, 2019.
- [12] Kebudayaan, D. P, Kamus Besar Bahasa Indonesia, Jakarta: Balai Pustaka. 2011.

- [13] Kemdikbud, Permendikbud Nomor 65 Tahun 2013, Jakarta: Kemendikbud.
- [14] Situmorang, et al, E-Module Development using Kvisoft Flipbook Maker through the Problem Based Learning Model to Increase Learning Motivation, *Journal of Educational Sciences* Vol. 4 (2), 2020, pp. 834-848. <https://doi.org/10.31258/jes.4.4.p.834-848>
- [15] Wagiran, *Metodologi Penelitian Pendidikan (Teori dan Implementasi)*, Yogyakarta: Deepublish, 2014.