



AnyFlip-Based Digital Teaching Materials on the Eating Habits of the People of Palembang to Support Online Learning

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Abstract. Online learning has become an inseparable part of education lately, requiring both students and educators to be able to adapt to it. In its practice, however, problems regarding online learning are still spotted here and there, such as poor delivery or reception of the materials, or that the online learning process itself is less interesting compared to ordinary, face-to-face in class learning model both parties are more used to. The effect of this is more apparent on students' side in that they have a harder time understanding what their teachers teach them or explain to them, and as such makes them have less interest overall towards the learning process, making the condition even worse. This study, therefore, attempts at finding, modifying or creating an effective and efficient digital learning media to mitigate this lack of understanding and motivation problems that students face surrounding their online learning environment. This study uses ADDIE model on the proposed AnyFlip-based digital book or materials given to History Education students of Sriwijaya University acting as the research subject. The acquired data is then analyzed using research and development model, with the result showing that the proposed digital teaching materials on the eating habits of the people of Palembang proven to be valid and effective.

Keywords: development · online learning · digital teaching materials · eating habits of the people of Palembang

1 Introduction

The COVID-19 pandemic outbreak that began in early 2020 has dramatically affected various aspects in life. The spread of the virus has also caused significant changes around the world, ranging from restricted social contact down to individual level around the house and of course the rapid transformation in the world of education [12, 18, 20]. In the world of education, the health crisis brought by the COVID-19 pandemic has forced both educators and students to transform their learning habits by utilizing technology more deeply in the learning process [2, 19]. This sudden, rapid shift in their habits gave both parties new challenges in their learning process, namely to maintain its effectiveness even though learning is carried out differently, such as over the Internet or what we often call online learning [2].

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Online learning utilizes applications, websites, and social media alike in the learning process [14]. Various strategies have been carried out so that the educators can deliver learning materials, while the students can have interesting, effective learning environment. The tools that can make online learning effective include a number of various technologies such as digital-based teaching materials, television or Internet broadcasts (passive images/videos), radio broadcasts (audio), and interactive videos [6]. Online learning increases the use of digital devices, especially mobile ones such as laptops and smartphones. Students and their laptops or smartphones are essentially inseparable during the online learning process, indirectly implying that the use of laptops and smartphones is very influential in accessing all educational material or information [30]. The success of both one-way and two-way online learning process is highly the result of the utilization of various technological devices between educators and students to support online learning interactions with which they use many digital applications with various different features depending on the interaction goals to be achieved [5]. However, this does not rule out the possibility that online learning materials are delivered to and understood by students fully.

In line with the development of digital applications that are used as learning tools, this study aims at doing the same attempt at developing digital learning media using a website called AnyFlip which can help and make it easier for students to do online learning, especially in delivering materials on local wisdom. The materials regarding local wisdom of Palembang was chosen in this context because, according to opinions and responses from students, such materials would be a difficult topic for them if delivered in basic online learning situation, especially through mere dense texts. Learning about the local wisdom of an area, even though it may not come from one's own people or culture, can help shape and develop one's character. It can also support the government's role in preserving the richness contained in local wisdom. Article 1 paragraph 30 of the Nation's Law number 32 of 2009 concerning local wisdom states that local wisdom is noble values that apply in the life of the community to protect and manage the environment in a sustainable manner. Therefore, developmental research is needed for helping or supporting the online learning process on the materials concerning local wisdom.

2 Literature Review

History Education is a learning activity that examines the philosophical values of society in the past with hopes that students can seek to select complex values that develop in the society today and in the future [1]. Meanwhile, local wisdom is interpreted as a form of behavior of an individual in respect to constructed beliefs that have become the life guide of their predecessors [27]. One example of behavioral local wisdom of an area is as simple as the people's eating habit. Eating habits are a system of values and behaviors that are patterned in eating activities by a certain individual or groups of individuals which greatly influences the concept, ethics, and procedures of eating, including the layout of the dining room and eating utensils [13]. For this reason, the importance of learning history, especially in regards to local wisdom, needs to be implemented with the current learning process.

There have been many approaches describing learning, but the main idea of it is the activity that takes place between educators, students, learning resources, and the

learning environment [29]. In the learning process, an educator must have a systematic procedure in encouraging students' learning efforts, as it can help students achieve success in the learning process [26]. Currently, since online learning utilizes information and communication technology (ICT) in the learning process, it can be done regardless of time and place [9]. From this perspective of learning approaches, the use of said local wisdom teaching materials is very suitable to be applied to History Education because, even in general, teaching materials are seen as one component that can heavily influence the learning process; if the teaching materials used are good or suitable then the learning process carried out will also take place well [4]. This relationship only gets stronger in the online learning process today which desperately needs online learning facilities, where digital teaching materials come and help to integrate the local wisdom materials with digital devices or Internet technology [24].

Talking about Internet technology, the development of websites or utilizing one to support a learning facility is also widely used today. Developments of web-based digital teaching materials also happen quite rapidly, one of which is this very study utilizing the AnyFlip website. AnyFlip is an online digital book creation/conversion service on the Internet to make the digital or electronic version of a book as it is viewed in real life, not just like the average PDFs [16]. In this light, this study tries to develop an AnyFlip-based digital teaching material on the eating habits of the people of Palembang to support the online learning process in History Education. A developmental research produces a product, develops and verifies or perfects it, then conducts a research on it or tests its feasibility. In the research, the developmental techniques used include survey, observation, relevant experimental and qualitative approaches [3].

3 Methods

This study utilizes the ADDIE development model in developing AnyFlip-based digital teaching materials. The ADDIE model is derived and developed from the general ID (Instructional Design) model that is used to achieve the development of theoretical foundation of learning design [8]. This developmental research model has five stages, namely analysis, design, development, implementation, and evaluation—hence the name (Forijati et al., 2020). The use of the ADDIE development model in this study acts as a basis and guidelines in developing the intended learning facilities. The ADDIE model is one of the best instructional development models as can be seen from various other researchers often using it to develop learning media using digital games, online learning applications, websites and other ICT-based education strategies [23].

3.1 Participant

The subject of this study was the 2019 History Education students of Faculty of Teacher Training and Education, Universitas Sriwijaya. Before COVID-19, the go-to (or even the only) learning model used was the conventional face-to-face teaching and learning, and it was always done in the classrooms. With that in mind, the seemingly most suitable way of bridging the gap between conventional, in-class learning with online learning is by presenting the materials to the students in a way that is not far different from what

Table 1. Research participants information

Participant	Test
3 Students	Individual trial
6 Students	Small group trial
16 Students	Field trial

Table 2. Research procedure using the ADDIE development model

Stages	Role
Analysis	Analysis of needs and characteristics as well as material analysis
Design	Designing learning materials, lecture plans, and flowcharts
Development	Conducting self-evaluation and expert validation
Implementation	Product trial stage(s)
Evaluation	Conducting product quality assessment

they are used to. In this case this study opted with AnyFlip to make standard, digital books more interesting and engaging, especially with the local wisdom on the people of Palembang’s eating habit which can be quite challenging or boring in itself for students to learn (Table 1).

3.2 Design

In answering the research, the questions, this study uses a quantitative approach in developing the proposed digital teaching materials. In addition, the underlying ADDIE development model implemented in this study can be seen in Table 2 with each stage’s corresponding role throughout the research.

At the analysis stage, two activities will be carried out, namely needs and characteristics analysis and material analysis. Needs and characteristics analysis is used to identify potential problems that can be overcome by implementing the proposed learning materials (Pahlawan et al., 2021). In addition, material analysis was carried out to make the material presented (the local wisdom regarding the eating habits of the people of Palembang) fit in the current learning conditions and support the online learning process, as well as instilling the values of local wisdom in schools and colleges, especially around the History Education classes (Khaeruddin et al., 2020). The activities at this stage begins by designing and compiling the learning materials that will be included in its digital, flip-book version, as well as designing the arrangement or visual representation of the print version of the said materials in digital, flip-book form.

The material design stage consists of making the concept map of the materials of each chapter in the book being developed. Materials presented in all the chapters are supported with their own sub-topics including (but not limited to) the local wisdom of Palembang people in general, varieties of breakfast taken by the people, meals or food



Fig. 1. A figure caption is material design map

for certain time and occasions, the different kinds of drinks that can be found in certain areas, as well as the values and beliefs contained within all these traditions and behaviors of the Palembang people. The materials concept map can be found in the figure below (Fig. 1).

The materials design map above implements standard competence and its accompanying competence achievement indicators to achieve the learning goals set following the lecture plans. The lecture plans used in this research were made within the guidelines provided by the history education study program of Universitas Sriwijaya. The flowchart of these steps mentioned can be seen in the figure below (Fig. 2).

Self evaluation is taken as a means of determining the final stage of the developed learning material, whether it is ready for class implementation or not. Self evaluation acts as a reference to better prepare the AnyFlip learning material and overcome its shortcomings prior to presenting it to several experts in related fields to further perfect it both in terms of contents and design. As the name suggests, self evaluation is taken closely by the researcher as the main developer of the learning material. From this stage, several mistakes were found and corrected, along with some improvements in certain areas. Revisions from the self evaluation stage can be found in the following table (Table 3).

The initial design of the teaching materials was prepared before being converted into a digital version on the AnyFlip website in the form of flowcharts of the digital teaching materials itself, the design of the learning method or approach, and the design of the classroom activities. In the materials development stage, various material concepts regarding the eating habits of the people of Palembang were compiled and unified in

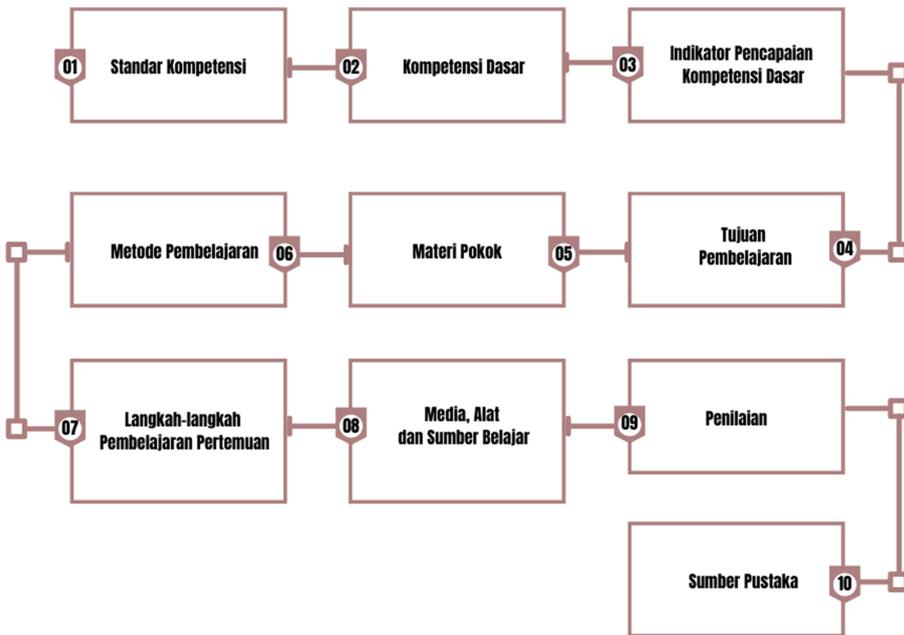


Fig. 2. A figure caption is design of the lecture plans

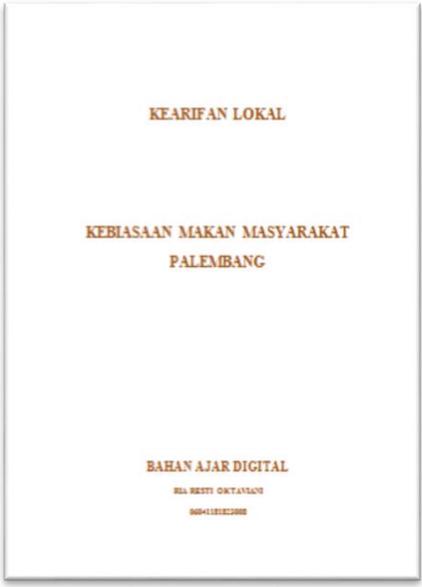
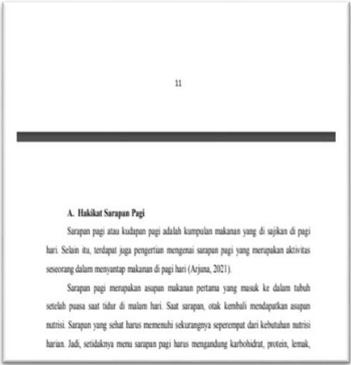
such a way before they were included in the digital form with a layout and look from the AnyFlip website. Furthermore, the developed materials were submitted to experts to validate following certain materials development standards, and to ask for their necessary revisions and suggestions, as well as their comment on the advantages and disadvantages of the developed digital teaching materials (Table 4).

The validation sheet given to the expert was in the form of a rating scale, with a scoring value ranging from 1 to 5 (1 = very invalid, 2 = invalid, 3 = quite valid, 4 = valid, 5 = very valid) (Table 5).

The next activity is implementing the expert-reviewed materials at the trial stage (Dong, 2021) by distributing several questions in the form of a questionnaire, as well as conducting interviews with the research subjects to find out their responses to the developed materials on the eating habit of the people of Palembang. During the field trial, 2 tests were carried out, namely a pretest and a posttest to gather a comparison data before and after the materials' implementation (Sung & Park, 2021).

The pretest consisted of 20 multiple choice questions to see the basic abilities of the subjects. The same 20 questions were used again in the posttest as a direct comparison. Later in the final evaluation stage (Choi et al., 2021), the results obtained from the previously conducted field trial were compared and analyzed. The results obtained can be in the form of student learning outcomes test scores that have been processed based on the results of a four-scale calculation to see the level of students' achievement before and after using the digital teaching materials. This stage also ensured that the digital

Table 3. Results of the Self Evaluation Process

Before Self Evaluation	After Self Evaluation
	
<p>The cover design is still in a very plain stage</p>	<p>The newly designed cover now shows an image of food representing the main topic of the developed learning material</p>
	
<p>The material's presentation is mainly text with plain white background</p>	<p>Colored layouts are added to gather more interests from the reader</p>

teaching materials developed are in accordance with the expectations and needs of the students during the online learning process (Table 6).

Table 4. Expert validators

Name	Institution	Profession	Role
Dr. Muhammad Idris, M.Pd.	PGRI Palembang University	Lecturer	Material Expert
Dwi Suseno Wati, M.Pd.	Founder of CV Edufoundesia	Lecturer	Media Expert
Akhmad Rizqi Turama, M.A.	Universitas Sriwijaya	Lecturer	Linguist

Table 5. Category of validity and its corresponding score

Category	Score
Very Valid	5.00 – 4.21
Valid	4.20 – 3.41
Quite Valid	3.40 – 2.61
Invalid	2.60 – 1.81
Very Invalid	1.80 – 1.00

Table 6. Criteria for learning outcome test score

N-Gain Value Criteria	Category
If N-Gain 0.70	High
If 0.70 N-Gain 0.30	Medium
If N-Gain < 0.30	Low

4 Results and Discussion

Various stages of the materials development approach have been carried out through the materials development itself and data collection in this study concerning the online teaching materials based on AnyFlip on local wisdom around the eating habits of the people of Palembang. The results of these research stages using the ADDIE development model are as follows.

4.1 Online Learning Barriers of History Education with Local Wisdom Materials

From the results of the conducted interviews and questionnaires (through Google Forms), it was discovered that many of the students said that the obstacles in participating in online learning include the learning media that were not effective and the essence of learning materials was not properly conveyed. Learning experience and its effectiveness, especially in history education, is better taught and learnt by having a direct contact with the things in question in the field (Karmela, 2021). However, due to the COVID-19 pandemic, this could not be done because the government implemented a social

Table 7. Needs and characteristics analysis

Percentage	Results
93.8%	Students have already been doing online learning.
87.5%	Students think online learning is boring and difficult to understand.
56.3%	The biggest obstacle in online learning is ineffective learning media.
56.3%	Students are using smartphone and other mobile devices in online learning.
68.8%	Students want the completeness of the material and the use of thorough teaching approach.
93.8%	Technology-assisted teaching materials can help students in online learning.

activity limiting policy in hopes of reducing the number of COVID-19 cases, namely by eliminating the process of field lectures or field studies, even reducing in-class activities (Pereira-Neves, 2022) (Table 7).

The 6 identification points of the needs and characteristics analysis presented above show that 93.8% of students have been doing online learning during the COVID-19 pandemic, and that it has had a significant impact on their learning activities as well as all aspects of the world of education. This is mainly because the learning activities are carried out online over the Internet using digital devices such as smartphones and personal laptops owned by the students (Suyadi, 2022). The online learning platforms used to conduct these online classes include Zoom meetings, Google Classroom, and the schools' own e-learning facilities, as well as doing assignments given by the teachers or lecturers through the likes of WhatsApp groups. Students say such screen-pinning activities caused them boredom, something that can be seen from the second point which proves that 87.5% of students were less enthusiastic in the online learning process. This is because online learning is boring and difficult to understand. The third point shows 56.3% of students having obstacles in online learning, one of which is that the learning media presented is not effective, while the other being that these underlying problems could be amplified by the fact online learning is very much dictated by their locations' carrier signal strength or reception, something that is very far from perfect—especially in rural Indonesia's context.

The use of digital devices is a major factor in online learning, as evidenced by 56.3% of the students access their online classes using smartphones and the other 43.8% through personal laptops. It can be seen that digital devices have often been used and students are used to it, so it is not difficult to operate these devices. This is because students use digital devices such as smartphones and laptops in their daily activities and are also carried away by the process of learning activities during the pandemic which requires students to understand the use of digital devices, in line with the ideal condition that online learning can occur anywhere and anytime (Binali et al., 2022). Based on the needs and characteristics analysis above, it was apparent that students have learning styles that are more inclined towards the use of learning materials that can be packaged in their technological devices so that they can be used easily and not boringly during the online learning process and can be accessed as flexibly as possible.

Table 8. Aspects of material validation

No	Aspect of Validation	Rating Indicator
1	Content Feasibility	The suitability of the material with KD Supporting learning materials Usefulness of the learning material
2	Presentation Feasibility	Learning presentation techniques

4.2 Material, Media, and Language Validation of the Proposed Digital Teaching Materials

This stage of the validation process aims to determine the feasibility of digital teaching materials that have been developed. The material validation was trusted to Dr. Muhamad Idris, a lecturer at the Universitas PGRI Palembang, with the obtained results of 4.28, which means that the materials is considered very valid. Aspects of the material validation are content and presentation feasibility. Table 8 shows the two aspects of the material validation process.

The next validation process, media validation, was done by Dwi Suseno Wati, M.Pd., the Founder of CV Edfoundesia. The results obtained was 4.20, meaning that the media used for this digital learning material was considered valid. The aspects to be validated in this process are the graphics, colors, interactivity, and sound. Table 9 shows the results of the improvements that have been made in accordance with the comments and suggestions from media validator.

The language validation process was done by Akhmad Rizqi Turama, M.A., and the developed material obtained a score of 3.84, which means that it was considered valid by the expert. There are two aspects that are assessed in this validation process, namely language appearance and language feasibility (Table 10).

Based on the results of the three validation processes by the three respective validators, it can be seen that the digital teaching material on the eating habits of the people of Palembang has an average validity score of 4.11 in the valid category and deserves to be tested with several revisions according to each validator’s suggestions.

4.3 Testing of the Proposed Digital Teaching Materials

At the individual trial stage, interviews were conducted by distributing questionnaires to the three students to identify and tell about the errors and shortcomings in the digital teaching materials. Based on the results of the given questionnaires from three students at this stage, their suggestions and comments stated that the digital teaching materials were very helpful and could be a reference for information about new local wisdom, especially in the digital world and their online learning processes (Table 11).

Meanwhile, at the small group trial stage, 6 students were given the questionnaire, and their responses say that the developed digital materials were very helpful and were a very good contribution in supporting the learning of local wisdom and adding teaching materials. According to them, digital teaching materials are suitable for use in an online

Table 9. Post-media validation improvements

Before Validation	Expert Comment
	<p>The content section of the digital teaching material should use colored backgrounds and add frames that are identical to the locale or region that is used as a source of the material.</p>
After Validation	Explanation
	<p>Colored backgrounds have been added behind the contents, and localized frames are used with songket pattern, which is one of the local wisdoms of Palembang.</p>

Table 10. Suggestions and comments regarding the language of the materials

Suggestions and comments on the language of the developed materials
<p>There shouldn't be a space before a colon, so just go "as follows:"</p> <p>Pay attention to these parts that need to be corrected: first, "namun (however)" should not be at the beginning of the sentence; second, "tengah-tengan (middle)" should be separated by a dash (-) to be "tengah-tengah"; third, all the words "local genius" must be italicized since it is not strictly Indonesian; fourth, sentences with "apabila/jika (if)" cannot be written together with "maka (so/then)", so just remove the words "maka" in the sentences I circled.</p> <p>Prepositions "di (at)" and "ke (to)" are followed by a space as they are prepositions indicating a place, location, or position. If the di- and ke- are prefixes, they should be combined with the root word.</p>

learning environment because apart from being practical, they can be read anywhere and anytime, and can support teaching materials for certain subjects (Table 12).

The next and last stage of the materials testing was the field trial where all students taking the local wisdom courses were involved, totaling in 16 participants. To see the effectiveness of the developed materials, two tests were given to the students, namely a

Table 11. Responses of the three students on the individual trial questionnaires

Name (initials)	Comment
ARM	Very helpful and easy with the implementation of digital teaching materials.
NA	It is clear; these teaching materials can help in providing more complete information about the local wisdom of Palembang.
MSS	The teaching materials are interesting because there are some things that I really don't know, and in the teaching materials I get the latest information.

Table 12. Responses of the six students on the small group trial questionnaires

Name (initials)	Comment
AR	In my opinion, this is a very good contribution in supporting the learning of local wisdom and adding teaching materials.
ARD	Overall, the clarity of information presented in the digital teaching materials regarding the eating habits of the people of Palembang is very good and complete.
SRY	I think the benefit is that the material is easy to access whenever and wherever, and is (therefore) different from conventional materials.
MR	For accuracy, the information presented in the digital teaching materials regarding the eating habits of the people of Palembang is also quite good.
AY	Yes, the digital teaching materials on the eating habits of the people of Palembang are suitable for use as online learning information.
LETM	(It is good) because it is easy to access, complete, and fast in finding the material being studied.

pretest to see their initial understanding and a posttest to see how their understanding of the matter would change. In the pretest the students were given 20 test questions through a Google Forms quiz. The average value of the pretest results was 48.12. After conducting the pretest, the developed digital teaching materials on the eating habits of the people of Palembang were presented to the student in their online learning process (Table 13).

The pretest scores above show that of all the participants who took the test, only 2 students got good grades, and the other 14 participants had their scores in the enough category for their learning outcomes. The average score in the initial test or pretest was 48.12. After the students had undergone the pretest stage, they were presented with the developed digital learning materials on the eating habits of the people of Palembang in their online learning process. The online learning process was carried out following the procedures for implementing the developed learning materials in accordance with the lecture plans and the objectives to be achieved. After the learning was carried out, the students were given the posttest questions to see their knowledge and understanding of

Table 13. Pretest results at the field trial stage

No	Value Range	Scale-Four Value		Category	Number of Students
		0-4	DA		
1.	87-100	4	A	Very well	0
2.	75-86	3	B	Well	2
3.	55-74	2	C	Enough	14
4.	10-54	1	D	Not enough	0
Total					16

Table 14. Posttest results at the field trial stage

No	Value Range	Scale-Four Value		Category	Number of Students
		0-4	DA		
1.	87-100	4	A	Very well	5
2.	75-86	3	B	Well	10
3.	55-74	2	C	Enough	1
4.	10-54	1	D	Not enough	0
Total					16

digital teaching materials that have been applied to support their online learning. Table 14 describes the results they obtained in the posttest stage.

The average score of the posttest was 85, showing a clear increase in students' learning outcome by 36.88% with an N-Gain of 0.70 which is considered high. The results of the pretest and posttest were analyzed using the N-gain formula as follows.

$$\begin{aligned}
 N - Gain &= \frac{\text{posttest score} - \text{pretest score}}{\text{maximum score} - \text{pretest score}} = \frac{85 - 48,12}{100 - 48,12} \\
 &= \frac{36,12}{51,88} = 0,70
 \end{aligned}$$

The increase that occurred in the posttest results of students after applying the AnyFlip-based digital teaching materials on the topic of local wisdom proved that students followed the learning process well and in an orderly manner. The results of this study show that the proposed digital teaching materials have a feasibility in an online learning environment and a good impact on effectiveness of students' learning outcomes seen from the increase in their understanding of the materials at the end of their learning process. This is in line with constructivism theory which says that learning is the formation of an individual's initial knowledge continuously so that it becomes a new concept of knowledge seen from the results of learning (Saputro & Pakpahan, 2021).

5 Conclusion

The results of this study conclude that the use of the developed digital teaching materials here can improve students' learning outcomes. Generally, online learning is often categorized as one-way learning. However, the existence of web-based learning facilities for digital teaching materials to support online learning shows great enthusiasm and desire to learn from students in a way that increases their curiosity about the materials presented and their interests to participate in learning activities more directly. The use of digital teaching materials on the topic of local wisdom in an online learning process can also make students experience learning directly so that they are able to improve their understanding of things that were initially only abstract ideas into real learning by accessing digital teaching materials anywhere and anytime.

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