Flipbook-Based Digital Teaching Material for Preparation of Creative Writing Fiction at SMP Negeri 1 Tangen

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Abstract. The purpose of this study is to design and provide preparation of creative writing fiction to students at SMP Negeri 1 Tangen. Flipbook provides an understanding of students who struggle to write fiction works, such as rhymes, poems, and short stories. This study is a qualitative approach using Educational Design Research (EDR). It started with the needs analysis process, then adjusted to the existing problem. Teaching material developed as it is found in learning Indonesian language in class VIII at SMP Negeri 1 Tangen. Followed by designing and reconstructing the teaching materials developed. Finally, evaluation and reflection on the teaching materials made. The results of the development of flipbook-based digital teaching materials for the provision of creative writing fiction obtained various materials that can be taught to students at the junior high school level as equals, including: 1) I Can Write, (2) Likes to Write Poetry, (3) The Beauty of Writing Poetry, (4) The Excitement of Short Stories, and (5) Expressing Ideas in the Form of Literary Works Free which are supported by some multimedia contained in flipbook. The results showed that 87.08% answered "Yes" and 12.92% answered "No" with 62 students. Thus, the development of digital-based teaching materials is designed to be ready and appropriate to use. Digital teaching of flipbook-based fiction creative writing preparation can meet the needs for creative writing learning in class VIII. The role of this flipbook is for additional reference in learning preparation of creative writing at the junior high school level as equals, especially at SMP Negeri 1 Tangen.

Keywords: Teaching Material · Flipbook · Creative Writing

1 Introduction

Due to students' lack of interest in writing, learning needs to be renewed, particularly learning to write. Generally, all circles are less interested in text-writing-based learning [1]. Writing is a creative activity that must be developed early in life. Numerous written works are produced due to the presence of writing abilities. In essence, the writing movement for students is an attempt to inspire pupils to write in any format [2]. The

condition in society is that there is still a cultivation of alliteration so that people can read and write but do not like to read and write. However, students often struggle with writing, particularly first-year students [3]. As an illustration, the author can express his emotions through writing because it can represent his heart, providing the reader with information even though the task is still challenging [4].

There are updates in the delivery of material that can be done in various ways. For example, learning strategies, learning media, and the techniques used. Students who lack writing skills should be solved with innovative learning strategies [5]. The development of students' self-potential will run effectively if a teacher can choose and use the proper learning methods and media [6]. The development of technology in Indonesia is developing quite rapidly. One of them is the development of digital technology. Digital technology has been known in various timelines, one of which is in the field of education which plays an active role as a learning medium. This is due to the effectiveness, attractiveness, and efficiency of digital technology-based learning [7].

Digital technology plays a role in helping the learning process. With digital media, learning can be done interestingly, innovatively, and not boringly. However, the development of digital technology, such as the increase in social media users, can cause interest in reading and writing fiction among teenagers to decrease. The time that should be used for reading and writing is replaced with trending social media [8]. Technology can cause a limited scope of learning because students and teachers can do learning outside the classroom. However, the guidance of the learning teacher will continue, it encourages students to be more independent in dealing with learning problems [9]. When learning takes place, it is inseparable from the use of teaching materials. Teaching material is a set of materials prepared by the teacher for provisions in the learning process. According to Pannel (in Magdalena et al.), teaching material is a material or subject matter used by teachers and students, arranged systematically for the learning process [10].

Teaching material can be innovated in digital form, one of which is flipbook-based. Flipbook is a three-dimensional digital book with features such as text, images, audio, video, and others. Using this digital book is like a printed book, as usual. It is just that what is opened is in the form of a monitor screen, and the display presented is in the form of pages of digital books [11]. Flipbook is a type of digital book or e-book (electronic book). Flipbook plays a role in providing learning media for students to be easy and happy when learning. Choosing teaching materials must be adjusted to increase students' interest in learning [12]. Flipbook can be used as an alternative medium to help students learn. The use of digital media will influence the learning patterns of students. Concerning the provision of creative writing at the junior high school level, the innovation of flipbook-based teaching materials.

Darmuki argues that writing is one part of language skills that can be used to communicate indirectly with others [13]. Writing can be interpreted as the whole set of one's activities to express ideas and convey through written language to the reader to be understood precisely as intended by the author [14]. Writing is describing symbols that mean a language that others can understand when reading it [15]. Creative writing is the process of writing a work differently because creative writing is different from writing news, magazines, journalism, or reports. When a person learns to write, he or she does reading activities because these two develop simultaneously and is integrated,

influencing each other [16]. Creative writing involves many imaginary activities from the author to attract readers. Creative writing is the process of expressing ideas or ideas, which is used writing as a form of controlling creative thoughts so that readers can enjoy the resulting work. Creative writing is an expression of the way of thinking in pouring unusual ideas into different forms of writing. This creative writing is writing for literature [17].

Literature is included in works of fiction, while in the context of creative writing, it has been divided into two works: fiction and nonfiction. Fiction is a form of narrative packaged in a story. Works of fiction include poems, short stories, rhymes, fables, and others. Nonfiction is writing that takes the form of a real story or everyday story presented in exciting writing [18]. Nonfiction works such as description texts, explanations, observations, and others. Related writing activities are inseparable from four language skills: listening, reading, speaking, and writing. The language skills listed were obtained and started from listening to writing.

Language skill is a provision that students must have in writing. Writing as a language activity cannot be separated from other language activities [19]. Writing can be literary or non-literary, tailored to the learners' abilities. In making digital teaching materials, you must know the needs that will be achieved according to the learning outcomes in the driving school curriculum. In the subject of this study, the school studied was included in the driving school, so it used an independent curriculum. In line with the learning outcomes of phase D, the element of writing that learners convey writing based on facts, experiences, and imagination beautifully and interestingly of prose and poetry with creative use of vocabulary.

The benchmark is teaching material suitable for class VIII students. There is a need to analyze the need to develop digital teaching materials for flipbook-based fiction creative writing. These analyses include curriculum analysis, student analysis, and needs analysis. Existing field conditions are expected to be able to develop flipbook-based fiction writing digital teaching materials that follow what is needed in the field.

This study aims to design and provide preparation of creative writing fiction to students at SMP Negeri 1 Tangen. Thus, it can be useful for educators in creating teaching materials and developing quality teaching materials. This digital flipbook is a smart solution that presents a learning atmosphere in the classroom that is more interesting, communicative, and interactive and supports students' understanding of the material that has been presented by the teacher [20].

2 Method

This study focuses on developing flipbook-based digital teaching material for creative writing, especially Indonesian language subjects in junior high school. The purpose of this study is to design and provide preparation of creative writing fiction to students at SMP Negeri 1 Tangen. This study employs a qualitative approach using EDR (Educational Design Research) developed by Mc Kenney & Revees. Therefore, Researchers can design quality teaching materials following learning outcomes in writing elements. Students convey writing based on facts, experiences, and imagination beautifully and interestingly in prose and poetry with creative vocabulary [21] (Fig. 1).
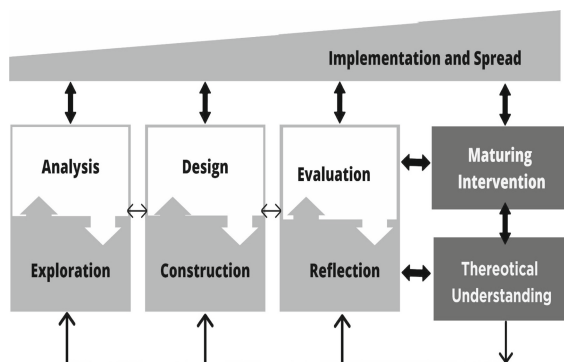
Fig. 1. A plot of research

The EDR was chosen to determine the need to develop flipbook-based digital teaching. Creative fiction writing materials based on field needs and designing digital teaching materials to make it easier for students to learn creative writing in junior high school. In developing teaching material products, researchers identify problems through observations, teachers as the primary source close to learners, and discussion groups with the same focus. Furthermore, researchers analyzed various references that can be used to provide creative writing for students in junior high school level so that they can meet students' understanding of creative fiction writing.

This study involved Indonesian subjects, while the selection of subjects was preceded by a problem analysis conducted by researchers at SMP Negeri 1 Tangen. After going through the analysis and identification process, researchers select the subject of study based on adequacy and suitability. The subject of this study has a close relationship with the research topic. Meanwhile, adequacy is associated with the information obtained from the subject that is clear and complete to the actual situation. Thus, this study's decisive aspect is the data's completeness.

The instrument used to collect data was that researchers act as the main instrument in the data collection process with an approach to the teacher Indonesian language by preparing a list of questions regarding the material being taught. Researchers also used an online questionnaire instrument to find students' reflections about flipbook developed based on a questionnaire intended for students of SMP Negeri 1 Tangen, especially class VIII. For the validity test from class VIII F as many as 32 students, while the second validation result from class VIII E and VIII G was 62 students. Data sources were primary research data obtained from deepening interviews with Indonesian teachers and questionnaires used to determine the results of research trials and research results regarding using digital teaching materials to students.

3   Results and Discussion

Based on the results of an interview with a class VIII Indonesian teacher at SMP Negeri 1 Tangen, it was found that several problems were faced by students at SMP Negeri 1 Tangen, especially class VIII, in terms of reading, which still needed to be improved. It

has been given a schedule that literacy is held every week, on the 1st and 2nd Saturdays. Students sometimes write their literacy results carelessly, so they only have the will to read once one chapter is finished. For example, suppose you are asked to read a chapter that contains five pages. In that case, you will only read it once it is finished, so this problem becomes an obstacle in terms of proficiency, interest in reading, and writing at SMP Negeri 1 Tangen. Student activities in the learning process still need to be more lively and interactive [22].

In some areas, the problem of improving students' critical thinking still needs improvement. One example of a problem in the spotlight is students' lack essential skills of thinking caused by various things, such as the teacher's way of teaching [23]. Related to the problem of existing infrastructure. Classes VII and VIII already use the Independent Curriculum, so they use a different lecture method. They should be able to use powerpoint, A liquid-crystal display (LCD), video, etc. However, the limitation of how not all class projectors exist. Every class projector would be more accessible and ready to start right away. But in field conditions, only two projectors are in the office with a detachable system.

Students prefer to be given project-based teaching methods, like making mind mapping because the response is faster than listening or doing practice questions. Students show more creativity and students who are asked to present more fruitfully. Regarding the teaching materials used, only package modules are used. Student Work Sheets are not used because they are still in the 2013 Curriculum, while class VIII already uses the Independent Curriculum, so it uses package modules. The material in the required class VIII Student Work Sheets is inappropriate and different from the specified material, some are the same, but only 1–2 chapters, so choose a package module.

The design of this flipbook display makes it easy for readers and users to understand any information displayed. The interesting aspects of flipbook-based digital teaching materials include: (1) I Can Write, (2) Likes to Write Poetry, (3) The Beauty of Writing Poetry, (4) The Excitement of Short Stories, and (5) Expressing Ideas in the Form of Literary Works Free. This subchapter is still divided into other subchapters. In presenting digital teaching materials, digital media is inserted in the form of content supporting the contents of teaching materials. The media selected for distributing digital teaching materials is in the form of an access link. Making digital teaching materials involves using Microsoft Word to organize the information to be delivered with examples and style it using the Canva Pro application. Thus, appealing icons may be added to enhance learning and turn it into digital book models (flipbook).

Format results are more up-to-date with the Heyzine application in the Canva Pro feature. This application is straightforward and helpful for novice users. Heyzine is an application that converts document formats into flipbook with audio, link, and video features. Thus, this flipbook can be used and operated on various digital devices, such as Android-based devices or computer or laptop (Fig. 2).

The process of making flipbook teaching material is divided into three stages. These stages are (1) the ready asset file entry stage, (2) additional export and editing if necessary, and (3) finishing and copying the provided access link. All files that will be entered are in the form of pages that will be made into flipbook. Click on the 'Share' menu in the
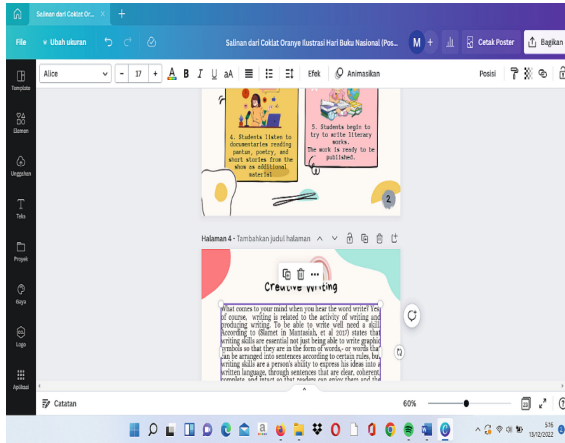
Fig. 2. Content creation was designed through Canva Pro

Canva application, and select Heyzine to change the format to flipbook. When entering Heyzine, you must register first so that the file can be saved.

The aspects contained in the teaching materials are as follows: (1) I can write, (2) I like to write rhymes, (3) the beauty of writing poetry, (4) the excitement of short stories, (5) expressing ideas in the form of free literary works. All sub-themes are described in the form of sub-sub-discussions. Teaching materials are equipped with other supporting videos, such as poetry readings. In addition to getting provisions in creative writing, it also provides an overview of poetry readings. The selected media in distributing this flipbook is with an access link that is distributed via the class group's Whatsapp. Thus students are free to access the material link. Making teaching materials with Canva Pro features can be accessed and applied easily (Fig. 3).

The last stage is checking. Flipbook is checked on every page so that there are no errors in the multimedia used. Checking this flipbook is essential in finalizing a product so that the product can be used without technical obstacles when used in learning [24]. The design has been developed as a digital teaching material product for writing creative fiction with the characteristics of having a general website appearance. Some features
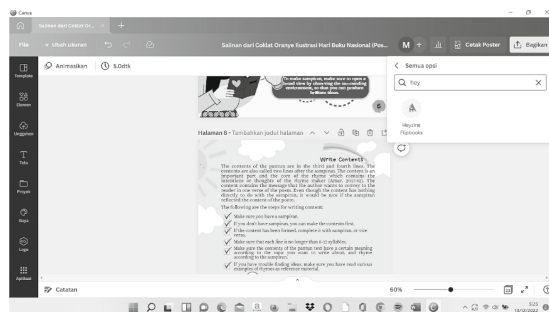

Fig. 3. Import Design to Heyzine to Convert Format to Flipbook

help usersa*flipbook*, which is summarized in menus. The menu contained in the digital learning material includes (1) Zoom *In & Zoom Out*, (2) Audio, (3) *Full Screen*, and (4) Arrows (Fig. 4).

The zoom-in and zoom-out menus serve to zoom in and out of the page so that it can be used according to the user's wishes. Audio helps to provide sound effects when sliding the display or digital book. The full-screen menu changes the screen display to a more comprehensive or full-screen mode. The menu arrows are located below to replace the desired page, either the page after or before. The final product designed, developed, evaluated, and revised from several aspects is suitable for use.

Figure 5 shows flipbook display on the computer. The display is a digital book equipped with features that can be used, namely the presence of sound, search, slide menu, and menu to enlarge the display. Simple features make it easier for users at any level of education, for example, junior high school students.

Figure 6 shows flipbook display on the device which can be operated easily so that it can be used on available devices. Android-based minimal gadgets are already able to access flipbook link. But in the use of this flipbook, it must have enough internet connection to be able to access it. Supporting materials such as videos listed in flipbook make it easier for students to understand concretely the material being taught. In addition, the instruction for students to practice writing makes them interested in trying to make literary works. Students are free to create their ideas that can be expressed in writing.
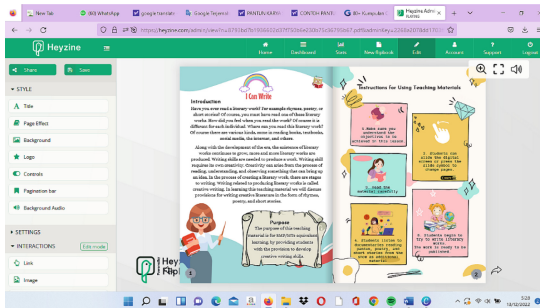

Fig. 4. Flipbook View of Heyzine Application
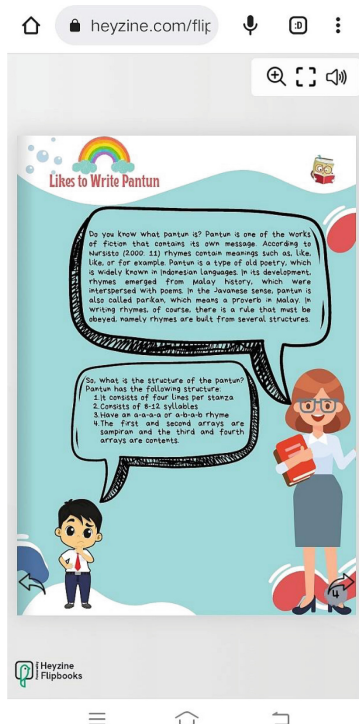

Fig. 5. Flipbook View on the Computer

Fig. 6. Flipbook View on the Device

In making this flipbook, there is product validation, so several things must be improved. The evaluation results are carried out by colleagues and teachers presented in Table 1. In this digital flipbook there are still shortcomings that must be completed including simplicity in the use of words, excessive sentences, ineffective sentences, giving examples of literary works at the beginning before the material, or each work is given an example, some words are mistyped, writing tips that are packaged simply so that junior high school children can do, and additions to flipbook page numbers.

The results of product validation have been revised according to existing deficiencies. From the final results, the product developed also received validation from students in the first trial with study subjects from some students at class VIII F of Tangen 1 Middle School, totaling 32 people. The test results show that 91% answered "Yes" and 9% answered "No". The questions given are the same as the second validation.

The researchers conducted a second validation with different study subject that is from class VII E and VII G, with 62 people. The results showed that 85% answered "Yes" and 15% answered "No. Can be presented in Table 2.

Figure 6 shows flipbook display on the device which can be operated easily to be used on available devices. Android-based minimal gadgets are already able to access flipbook link. But in the use of this flipbook, it must have enough internet connection to be able to access it. Supporting materials such as videos in flipbook make it easier for students to understand the material being taught concretely. In addition, the instruction

Table 1. Product Validation of Teachers and Colleagues

Statement	Reason
Reference	It matches the content, but look for more recent references.
Word selection	Word selection is more simplified, adapted to the level of understanding of junior high school students
Accuracy of theory and facts	The theory and facts presented are pretty good.
Appropriateness of materials and needs	Some are not yet compatible with the material that has been taught, but are already appropriate and needed by the students.
Clarity	It's obvious.
Sentence Writing	Some of the writing and sentences used are rambling.
Presentation	The presentation is interesting.
Writing Practice	Practice about nothing yet, serve it simply
Application Usage	It's fine, you need to add numbers or arrows and page numbers.

for students to practice writing makes them interested in trying to do literary works. Students are free to create ideas that can be expressed in writing.

In making this flipbook, there is product validation, so several things must be improved. The evaluation results are carried out by colleagues and teachers in Table 1. In this digital flipbook, there are still shortcomings that must be completed, including simplicity in the use of words, excessive sentences, ineffective sentences, giving examples of literary works at the beginning before the material, or each work is given an example, some words are mistyped, writing tips that are packaged simply so that junior high school children can do, and additions to flipbook page numbers (Fig. 7).

Students need provisions in creative writing. Concerning creative writing skills, fiction plays an essential role in providing explanations for students, adding motivation and enthusiasm for creativity. In writing poems and short stories, the essence is similar to the provisions of writing rhymes. The three are interrelated in producing creative writing.

Flipbook is a software already known for its interactive features, starting from the design that is made attractive. Some videos can be listened to in the digital book, and many other animations can be listed. The attractiveness of the flipbook depends on how the teacher makes it. In application, the features in the flipbook support interactive activities, so it needs complete mastery and utilization.

The most crucial point in making digital teaching materials is the accuracy and suitability of the material taught. The manufacture of teaching materials is delivered according to teaching needs. Flipbook as a means of conveying material to students. In the development of teaching materials, many things need to be considered as the accuracy of the content, coverage, and digestibility of teaching materials. Getting used

Table 2. Questionnaire Results of Class VIIE and VIIIF SMP Negeri 1 Tangen

Statement	Student Response	
	Yes	No
1. I can understand the writing of poems, poetries, and short stories using this digital material easily.	61	1
2. I can understand how this digital teaching material is used.	53	9
3. Various examples of literary works can be understood step by step easily using digital teaching materials	54	8
4. The teaching material for creative writing is useful for Me.	60	2
5. I got new knowledge from these digital teaching materials in addition to teaching materials at school.	60	2
6. I have no trouble expressing ideas while writing creatively with this digital teaching material.	51	11
7. I had no trouble determining the dictation, typography, rhyme, and language style, when writing creatively with this digital teaching material.	51	11
8. I have no trouble using this digital teaching medium.	55	7
9. I'm very interested in using this digital teaching material so I want to learn it again.	51	11
10. This teaching material is very interesting	60	2
11. I can understand the material in digital teaching materials without explanation from teachers	33	29
12. I find it easier to use the media in learning creative writing materials.	53	9
13. This digital teaching material motivates me to write literary works	55	7
14. I can understand creative writing.	56	6
15. The digital teaching materials I use can be a good choice in learning to write literary works	56	6
Number of responses	809	121
Presentation	**87.08%**	**12.92%**

to learning and practicing will have more potential in successfully improving creative writing skills for students. The effective use of kalimat will influence the delivery of the content of this digital teaching material.

Students' obstacles in applying digital teaching materials are that they need a strong network. Many things could be improved when you want to open a flipbook. However, digital technology can all be attempted and problems can be solved. Teachers can provide teaching materials through flipbook by being shared and taught directly in class, and other materials can be read in their respective homes. Flipbook media can also help students understand learning material, especially abstract material, and students can learn independently, think creatively, and increase student interest in learning [28].
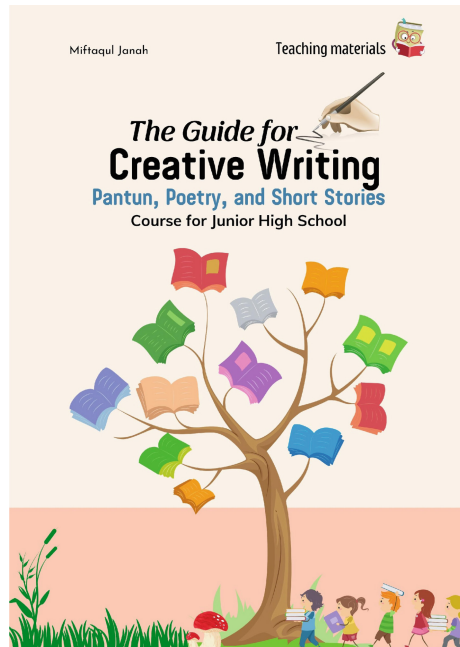
Fig. 7. Cover and Access Link Flipbook https://heyzine.com/flip-book/2eae6b0d3f.html

Teachers can share flipbook through A liquid-crystal display (LCD) projectors, and children listen well in school. From listening to exciting learning media, children will focus more on paying attention. Thus, students can provide themselves with the knowledge that the teacher has explained through flipbook. Media acts as a vehicle for channeling a teacher's message on the subject matter so that students can quickly receive lessons [29].

This digital teaching material has undergone various developments, but students still need help to use this flipbook. For example, some students need the teacher's assistance to fully understand the material's content and the features that can be used. If the obstacle experienced by teachers is the lack of skills in using digital media and technology, it is necessary to practice to get used to it.

Using flipbook as a provision for creative fiction writing is one of the implications of utilizing technology because it can facilitate the process of near and far-distance learning. The technological peculiarities that developed after the pandemic are very diverse. Digital media can be reused during the endemic so that technology continues to develop, not stopped because the pandemic is over. With the end of the pandemic, technological developments must be intensified again because global competition is very tight, especially in education. The advancement of education in Indonesia is no less competitive.

The teaching skills that have been made get a positive assessment from students because the material learned is easy to understand and understand, interesting, increases enthusiasm for learning, and motivates them to continue reading until it is finished. The

operation is easy to use, so flipbook-based [30] digital teaching for writing provisions. This creative fiction is not only seen from the success of utilizing technology for learning but can also increase students' competence in learning, especially in writing skills.

4   Conclusions

This study concludes that there is a need for interesting learning media that can improve the quality and quality of education in Indonesia by utilizing digital technology to support the ongoing learning process. Seeing the condition of students whose interest in reading and writing is very low, the researchers chose to develop flipbook-based digital teaching materials that have adapted the needs of students. The model used is more interesting so students will give more positive responses when using flipbook. Utilization of digital technology designed in the form of a flipbook helps students in providing provisions for creative fiction writing. In relation to this, the function of this teaching material is as an additional reference in teaching writing in junior high schools. With this application, students and teachers can use it to carry out teaching and learning at school and outside of school with quality learning.

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