



Kvisoft Flip Book Maker Application on Cleavage Learning Material in the D3 Study Program of Fashion Design

Esin Sintawati^{1,*}, Nur Endah Purwaningsih¹, Nurul Aini¹, Hariani Aprilia²

¹ Fashion Education Department, Universitas Negeri Malang, Malang, Indonesia

² Arva School of Fashion, Surabaya, Indonesia

*Corresponding author. Email: esin.sintawati.ft@um.ac.id

ABSTRACT

Learning is a concept of two dimensions (teaching and learning) activity that must be planned and actualized, and directed to the goal achievement or comprehension of its competencies and indicators as an illustration of the learning outcomes. To have teaching and learning activities run well, the media is needed to help materials be delivered easily and the students can understand easily. Kvisoft FlipBook maker is one of the classical animations made of piles of papers like a thick book, each of its pages is drawn process of something that at the end it looks like moving or animated. The aims of this study are to know the effectiveness of Kvisoft Flip Book maker media in cleavage material in the D3 Program Study of Fashion Design. The results showed that 72% of respondents stated that this media was very effective in helping convey the material of the hemispheres, while 26% of respondents said it was effective and only 2% said it was less effective. The less effective position of this media lies in dubbing, clarity of tempo, and intonation of voice. From the small amount of opinion, it is possible that this happened because when the laptop volume was used, it was not big enough. However, this can be a note for researchers to double-check the sound in the video before this media is used for actual learning.

Keywords: *Kvisoft, Flipbook maker, Cleavage.*

1. INTRODUCTION

Education plays an important role in creating qualified individuals [1]. This causes the world of education to require innovations in accordance with the advances of science and technology without ignoring human values [2]. Law on the National Education System No.20/2003 states that learning is a process of interaction between students and educators and learning resources in a learning environment. Learning is a process carried out by individuals to obtain a new overall behavior change, as a result of the individual's own experience in interacting with their environment [3]

The process of learning activities requires strategies that can support the achievement of goals maximally. Learning strategies include the use of approaches, methods and techniques, media, learning resources, and grouping students to make educational interactions

happen as well as measuring efforts to the processes, results, and impacts of learning activities [3]

Learning is a concept of two-dimensional activities (learning and teaching) that must be planned and actualized, and directed at achieving goals or mastery of a number of competencies and indicators as a description of learning outcomes [3] and is a planned activity that conditions / stimulates a person to be able to study well according to the learning objectives [4]. Learning activities are divided into two main activities, namely how people take action to change behavior through learning activities, and how people take action to convey knowledge through teaching activities.

In order for learning activities to run well, a learning media is needed to help facilitate the delivery of material and students' understanding. According to Kurniasari [1], media is a message carrier technology that can be

used for learning purposes. The choice of learning media must also pay attention to several characteristics, namely whether the media chosen by the teacher can meet students' learning styles regarding that media [5] [6]

The Basic Sewing Technique is a basic course in the D3 Fashion Design Study Program that teaches material on basic sewing techniques as preliminary knowledge for further learning material. The media used by the lecturers so far is the media of fragments about the steps to sew a clothing object. This media can only be used in the classroom because it belongs to the laboratory, so students who have difficulty in the sewing process have to ask friends or wait for the next meeting. For that, we need media that can be seen anytime and anywhere. One of the media that can meet these demands is the Kvisoft Flipbook Maker application. This is in accordance with what is disclosed by Caspi & Gorsky [7] that the instructional media should be used based on the learning objectives and needs of the students so that it needs careful planning and may not use the same media but must be multi-media. This media will be made on one of the materials taught in the Basic Sewing Technique course, namely material about cleavage. There are 4 types of cleavage that are taught, namely a) cuff cleavage, b) equal cleavage, c) one-lane cleavage, and d) veterband cleavage.

Kvisoft Flipbook Maker is one type of classic animation that is made from a pile of paper resembling a thick book; on each page, the process of something is described which later appears to be moving or animated. It can only use a monotonous way to go from one page to the next. One of the uses of the Flipbook Maker software is to convert PDF files, photos, and videos into a professional digital book that can be flipped like an original book [8] [9] [10]

2. METHOD

Research and Development methods are not much different from other research approaches. However, this research focuses on 2 stages, namely the preliminary stage and the formative evaluation stage [11] which includes self-evaluation, prototyping (expert reviews and one-to-one, and small groups), and field tests. The flow of the formative evaluation design is described in Figure 1.

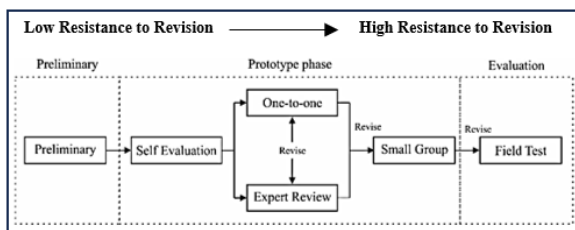


Figure 1 Flow of The Design Formative Evaluation
Source: Tessmer [11]

Below is an example of a Flipbook Maker that was made, which was then tested in a small group of 27 respondents. Due to unfavorable conditions (the Covid pandemic), the trial was conducted on students who had received cleavage material incidentally for 1 week. The trial was carried out on 7 to 15 September 2020.

3. RESULTS AND DISCUSSION

From the results of small group trials conducted on 27 respondents, the following results were obtained:

3.1. The image

The image displayed by the Kvisoft Flip Book Maker application is in accordance with the material presented. From the results of the research, it was found that the value of 67% of respondents answered very suitable with the material presented, while 33% of respondents answered suitable. This is in accordance with the opinion of Daryanto [12] that the requirements for choosing image media are 1) good composition, which means that the image has a clear center of attention so that it provides balance to the image as a whole, the position and direction of the lines, use of light, shadow as well as coloring. The effectiveness of an image is determined by the extent to which ideas are communicated through the image, 2) effective coloring and color images must be chosen according to reality, and 3) technique is the third requirement of a good image in accordance with the learning objectives.

3.2. The content and messages delivered using.

Kvisoft Flipbook Maker application is clear and easy to understand by the students. It is delivered in cleavage material that it can be understood easily. It is shown by the result where 78% of respondents answered very easy to understand (very feasible), and 22% of respondents answered easy to understand (feasible). One of the purposes of media is to convey information in order to ease the students in comprehending the materials given. It is in accordance with Rusli [13] that said media has a function to deliver language to the students to be comprehended easily.

3.3. The Kvisoft Flipbook Maker application in cleavage material is easy to use.

The ease of Kvisoft Flipbook Maker application usage in cleavage materials learning is shown by 78% of respondents answered very feasible and 22% answered feasible. This means that Kvisoft Flipbook Maker teaching materials can be used to teach cleavage materials. One of the requirements for good teaching materials is easy to use. When it happens, it means that the material is easy for students to understand. This will certainly make it easier for them to learn. This is in

accordance with the opinion of Suartama [14] that teachers must prepare teaching and learning activities by filling in new materials, presenting in new ways, and implementing new learning strategies. The Kvisoft Flipbook Maker application in teaching materials for making cleavage has never been made before, so the results of this study can add insight for lecturers to improve student learning outcomes.

3.4. Kvisoft Flipbook Maker application on cleavage material can be used individually or classically.

From the research results, 81.5% of respondents answered that the Kvisoft Flipbook Maker application on the cleavage material is very easy to use individually and classically and 15.5% of respondents answered that it was easy to use. Media can be used for learning purposes both classically and individually. In classical learning, media becomes an integral part of the learning process itself. Through the use of media, students can be directly involved with the material being studied. Information and Communication Technologies (ICTs) exemplified by the interactive multimedia are obviously an important focus for future education and need to be effectively integrated into formal teaching and learning – especially in a teacher education institution [2]. that the use of instructional media in the teaching and learning process can generate new desires and interests, generate motivation and stimulation of learning activities, and even have a psychological effect on students [15]. In general, the benefits of media in the learning process are to facilitate interaction between teachers and students so that learning will be more effective and efficient. Tanggoro [16] identified several benefits of media in learning, such as that the delivery of subject can be uniformed. Each teacher may have different interpretations of a particular subject matter concept [17]. With the help of the media, these various interpretations can be avoided so that they can be conveyed to students uniformly. Every student who sees or hears a description of a subject through the same media, will receive exactly the same information as other students. Thus, the media can also reduce information gaps between students wherever they are.

3.5. Teaching materials using the Kvisoft Flipbook Maker application on the cleavage material display the material sequentially.

This can be seen from the answers of respondents who stated that 70% of respondents answered that this teaching material was presented very sequentially and 30% of respondents stated that it was presented sequentially. Good learning must start from the easy to the difficult. Pannen [18] states that teaching materials are materials or subject that are systematically arranged, which are used by teachers and students in the learning process. Sa'diyah [19] states that the understanding of

teaching materials as all materials (both information, tools, and text) is arranged systematically, which displays a complete figure of the competencies controlled by students and used in the learning process with the aim of planning and studying the implementation of learning. Teaching materials must be arranged in a systematic and logical scope and sequence. Each learning material is arranged comprehensively, is limited in a scope and is focused on one particular problem topic. Learning materials are arranged sequentially by considering the psychological development factors of students. In this way it is expected that the contents of the learning material will be more easily comprehended by students and learning objectives can be achieved.

3.6. Teaching materials using the Kvisoft Flipbook Maker application on cleavage material can attract students' attention.

From the results of the research, 70% of respondents answered that this application on the cleavage material really attracted the attention of the students, and 30% of respondents answered that this was interesting in accordance with Ladamay [20] opinion that one of the requirements for good media must be interesting. It means that media must have attractiveness value. So that those who see it will be moved and compelled to pay attention to the message conveyed through the media.

3.7. Teaching materials using the Kvisoft Flipbook Maker application can help students understand the material.

From the results of the study 74% of respondents answered that the Kvisoft Flipbook Maker application really helps students in understanding the material and 26% of respondents answered that it can help understand the material. Media is deliberately created to help simplify the learning process, especially to help facilitate understanding of the material for the students. This is in accordance with the opinion of Arsyad [21] which states that the use of teaching media in the teaching and learning process can generate new desires and interests, generate motivation and stimulation of learning activities, and even have a psychological influence on students. The use of learning media at the learning orientation stage will greatly help the effectiveness of the learning process and the delivery of messages and lesson content at that time. Besides generating students' motivation and interest, learning media can also help students to improve their understanding, present data in an interesting and reliable manner, facilitate data interpretation and get the information briefly. The explanation on the function of teaching media of Hamalik above emphasizes that the use of learning media in teaching and learning activities can increase students' motivation and desire to learn, and the students can be interested and more easily understand about the material presented.

3.8. Students can follow the learning stages using the Kvisoft Flipbook Maker application easily.

From the results of the study 70% of respondents stated that the students could very easily follow the learning stages using the Kvisoft Flipbook Maker application and 30% of respondents answered easily. In a learning process, it must be carried out through stages that have been designed by the previous teacher. Using the Kvisoft Flipbook Maker application, the material for making parts is also designed according to the stages that should be given by the teacher. So that students will easily understand the material using this teaching material.

3.9. The use of the Kvisoft Flipbook Maker application can help students to remember and repeat the material being studied.

Teaching materials using the Kvisoft Flipbook Maker application on the cleavage material can be used to repeat the material according to the user orders. 70% of respondents answered that this application is very usable to repeat the material, while 30% answered that it was usable. This means that the media or teaching materials can be used to repeat the material independently. The practice of making cleavage is difficult if there are no examples or media to help studying this material. With the Kvisoft Flipbook Maker application, students can open this program over and over again as needed. This is in accordance with the criteria for media assessment according to Daryanto [12] that the media has the characteristics of being independent, can provide convenience and has complete content so that it can be used without guidance from others.

3.10. The language or sentences used are appropriate to facilitate understanding of the material

74% of respondents answered very easily and 26% answered easily. The terms used in the Kvisoft Flipbook Maker application are easy to understand. From the research results, 78% of respondents answered very easily and 22% of respondents answered easily. Cleavage material can be conveyed well. 67% of respondents answered very good and 33% answered good. The Kvisoft Flipbook maker application presents color sharpness and resolution, 70% of respondents answered very sharp and 30% answered sharp enough.

The design of the Kvisoft Flipbook Maker application teaching materials is interesting. From the research results, 74% of respondents answered very interesting and 26% answered interesting. The appearance of images in the Kvisoft Flipbook Maker application is able to facilitate understanding of the material, from the results

of the research 78% of respondents answered that it was very easy to understand the material and 22% answered it was easy.

The supporting text or narration on the Kvisoft Flipbook Maker application is clear and easy to read, from the results of the study 74% of respondents answered the text was very clear and easy to read, while 26% of respondents answered clear. The background used in the Kvisoft Flipbook Maker application is in accordance with the material presented, from the results of the research 81.5% respondents answered very suitable with the material presented, while 18.5% answered suitable. Voice explanation or dubbing can be heard clearly, from the results of the study 63% of respondents answered very clear, 22% answered clear and

15% answered less clear. The tempo of the voice sounded clear, from the research results 59% of respondents answered that the tempo of the voice sounded very clear, 22% answered clear, and 19% answered less clear. The intonation of the voice was clear. From the results of the study 59% of respondents answered that the voice intonation on the Kvisoft Book Maker application was very clear, 26% answered clear and 15% answered less clear.

The Kvisoft Flipbook Maker application is a multimedia that has not been widely used in learning the practice of making cleavage. According to Arsyad [21] multimedia is a variety of combinations of graphics, text, sound, video, animation. This combination is an entity that displays the content of information, messages or lesson content together. Meanwhile according to Suyasa [22] [23] multimedia is a combination of various media, where the combination can be used for learning purposes. Each media in a multimedia is designed to complement the others, so that the entire multimedia system becomes more efficient, where a unit becomes greater / better than the number of its parts. Multimedia aims to present information in a fun, attractive, easy to understand, and clear forms [10] [24] [25]. Information that will be easy to understand. because it involves all senses, especially ears and eyes to absorb information.

Overall, the teaching materials made using the Kvisoft Flipbook Maker application 72% of respondents stated that this media is very feasible to be used to help convey cleavage material, while 26% of respondents said it was feasible to use and only 2% stated it was not feasible. This lies in the dubbing, clarity of tempo and intonation of voice. From the small amount of opinion, it is possible that this happened because when the laptop was used, its volume was not big enough. However, this can be a note for researchers to double-check the sound in the video before this media is used for actual learning [26] [27].

4. CONCLUSION

Overall, the teaching materials made using the Kvisoft Flipbook Maker application are very feasible to use to help conveying cleavage material. However, there are still a few shortcomings of this application that lies in the dubbing, clarity of tempo and intonation of voice. Viewed from a small of opinion, it is possible that this happened because when the laptop was used, its volume was not big enough. However, this can be a note for researchers to double-check the sound on the video before this application is used for actual learning.

REFERENCES

- [1] Y. Kurniasari, M. Subandowo, and H. Karyono, Pengembangan media interaktif Kvisoft Flipbook Maker pada pembelajaran Bahasa Indonesia, in: *Jurnal Teknologi Pendidikan*, 8(2), 2023, pp. 403-413. DOI: <https://doi.org/10.33394/jtp.v8i2.6627>
- [2] K. Ratheeswari, Information Communication Technology in Education, in: *Journal of Applied and Advanced research*, 3(1), 2018, pp.45-47. DOI: <https://dx.doi.org/10.21839/jaar.2018.v3S1.169>
- [3] A. Majid, F. R. Strategi Pembelajaran Matematika SD/ MI. Bandung: Penerbit Tahta Media, 2017.
- [4] S. Malik and A. Agarwal, Use of multimedia as a new educational technology tool—a study, in: *International Journal of Information and Education Technology*, 2(5), 2012, pp. 468–471. DOI: 10.7763/IJiet.2012.V2.181.
- [5] A. M. Istigfar, M. Wijaya, N. Nurmila, Pengaruh multimedia ncesoft flipbook maker pada materi pembelajaran pengendalian gulma terhadap motivasi dan hasil belajar siswa kelas XI ATPH SMK negeri 1 Bone-Bone, in: *Jurnal Pendidikan Teknologi Pertanian*, 4, 2018, pp.66-78.
- [6] T. Yuniyanto, H. S. Negara, S. Suherman, Flip builder: Pengembangannya pada media pembelajaran matematika, in: *TERAMPIL: Jurnal Pendidikan Dan Pembelajaran Dasar*, 6(2), 2019, pp.115-127. DOI: 10.24042/terampil.v6i2.5056.
- [7] A. Caspi, P. Gorsky, Instructional media choice: Factors affecting the preferences of distance education coordinators, in: *Journal of Educational Multimedia and Hypermedia*, 14(2), 2005, pp.169-198.
- [8] P. Fitriasari, N. F. Fuadiah, D. Destiniar, M. Misdalina, R. Rohana, T. D. Nopriyanti, Pelatihan pembuatan buku elektronik (e-book) dengan aplikasi flipbook bagi guru sekolah menengah, in: *Community Education Engagement Journal*, 2(2), 2021, pp.11-20. DOI: <https://doi.org/10.25299/ceej.v2i2.6697>.
- [9] E. Wibowo, D. D. Pratiwi, Pengembangan bahan ajar menggunakan aplikasi kvisoft flipbook maker materi himpunan, in: *Desimal: Jurnal Matematika*, 1(2), 2018, pp.147-156. DOI: <http://dx.doi.org/10.24042/djm.v1i2.2279>.
- [10] R. Riyanto, M. Amin, H. Suwono, U. Lestari, The new face of digital books in genetic learning: A preliminary development study for students' critical thinking, in: *International Journal of Emerging Technologies in Learning (Online)*, 15(10), 2020, p.175. DOI:10.3991/ijet.v15i10.14321.
- [11] M. Tessmer, *Planning and Conducting Formatif Evaluations*, London: Kogan Page, 1999.
- [12] Daryanto, *Media Pembelajaran : Peranannya Sangat Penting dalam Mencapai Tujuan Pembelajaran*, Yogyakarta: Gava Media, 2016.
- [13] M. Rusli and L. Antonius, Meningkatkan Kognitif Siswa SMAN I Jambi Melalui Modul Berbasis E-Book Kvisoft Flipbook Maker, in: *Jurnal Sistem Komputer Dan Informatika (JSON)*, 1(1), 2019, pp.59-68. DOI: 10.30865/json.v1i1.1397.
- [14] I. K. Suartama, P. Setyosari, S. Sulthoni, and S. Ulfa, Development of an instructional design model for mobile blended learning in higher education, in: *International Journal of Emerging Technologies in Learning*, 14(16), 2019, p. 4. DOI: 10.3991/ijet.v14i16.10633.
- [15] G. Basilaia, M. Dgebuadze, M. Kantaria, G. Chokhonelidze, Replacing the classic learning form at universities as an immediate response to the COVID-19 virus infection in Georgia, in: *International Journal for Research in Applied Science and Engineering Technology*, 8(3), 2020, pp.101-108.
- [16] U. Tanggoro, The use of instructional media to improve students' motivation in learning english: array, in: *Jurnal Dialektika Program Studi Pendidikan Bahasa Inggris*, 3(1), 2015, pp.100-107.
- [17] V. Nithyanantham, R. Paulmony, S. R. Hasan, Self-perspective of 21st century educators: a challenge in the globalised educational world, in: *International Journal of Educational Research Review*, 4(3), 2019, pp.325-333. DOI: <https://doi.org/10.24331/ijere.573869>.
- [18] Pannen and Purwanto, *Penulisan Bahan Ajar*, 1st ed., vol. 102, Jakarta: PAU-PPAI Universitas Terbuka, 2001.

- [19] M. S. Sa'diyah, Arabic Teaching Materials with Cooperative Approach, in: Proceeding AEC (Arabic Education Conference), 1(1), 2021, pp. 64-80. 2021.
- [20] I. Ladamay, F. N. Kumala, R. H. Susanti, N. Ulfatin, B. B. Wiyono, and S. Rahayu, Designing and analysing electronic student worksheet based on Kvisoft Flip Book Maker for elementary school student, in: IOP Conf. Ser.: Mater. Sci. Eng., vol. 1098, no. 3, 2021, p. 032028. DOI: 10.1088/1757-899X/1098/3/032028.
- [21] A. Arsyad, Media pembelajaran, 20th ed, Jakarta: Rajawali Pers, 2017.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

