



## Application Of Flip Book Media to Increasing Elementary Children's Learning Interest

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### ABSTRACT

The purpose of the research is to increase the interest of studying the boys in the co-educacy, rt/ rw 003 / 006. The method used is a method of study of class action. The research subject is a school age boy. Using extra flipbooks compared to other media, which is that the presentation of matter is much more interesting because it can combine text, Audio, The video, image, Even the animated flash of the finality of learning children exposed on the i cycle is that children reach complete or get only 70 are just 15 (65 %) children of 20 children. Classically completed children are only 85 %, while to meet effective completion has to reach 85 %, So it can be said that on the i cycle the results of children's learning are said to be classically incomplete. On the ii cycle it was obtained that the results of children's learning were 19 (95 %) children from 20 children. Means children's learning results have reached 95 %. So it can be concluded that in the cycle II, children's regularity to learn using flipbook learning media to improve children's learning outcomes on climate change material in the degradation of kobekamusa, rt / rw 003 / 006, The city of warm, Increased compared to the number of cycles I.

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### INTRODUCTION

Education is a means of academic learning that is very important and needs to be considered, especially for the next generation of the nation in this era. From time to time, education has developed with improvements along with the times (Misla & Mawardi, 2020). The process of forming the character and knowledge of the next generation cannot be separated from the role of the teacher. Therefore, teachers are expected to be able to design learning with learning techniques and methods that are practically interesting and fun (Febrianty et al., 2023; Firdani & Al, 2023; Iskanto et al., 2022; Tubagus et al., 2023). In Law Article 3 number 20 of 2003 concerning the National Education System it is stated that National Education functions to develop capabilities and form dignified national character and civilization in order to educate the nation's life, aiming at developing the potential of students so that they become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible country. Seeing how important the function of national education is as listed above, cooperation between each component of education is needed. One very important component of education is the teacher. Teachers have an important role in developing the potential of students to become human beings who believe. In this case, the role of the teacher as a developer of knowledge is very large in choosing and carrying out appropriate and efficient learning for students not only with conventional-based learning.

However, teachers must create learning with a conducive learning atmosphere, namely creating a comfortable classroom atmosphere for students. In the learning process, the teacher conveys material that requires media so that students can understand the material presented by the teacher. In the world of education Arief S Sadiman, (in Muliati & Mariaty, 2017: 8) states that media is anything that can be used to channel messages from the sender to the recipient so that it can stimulate the thoughts, feelings, interests, and attention of children in such a way that the learning process occurs. Meanwhile, according to Umar Hamalik, (in Muliati & Mariaty, 2017: 8) states that media are tools, methods and techniques used in order to make communication and interests more effective between teachers and students in the process of education and learning at school.

Various kinds of existing multimedia-based media can be applied in the learning process, one of which is the flip book. Flip book is an application that can change the appearance of PDF files, images, into an attractive appearance. In addition, flip books can combine a mix of text, images, video, audio, hyperlinks, flash animations, and hotspots. Based on this, one suitable medium to be applied in learning for elementary school children in order to increase children's interest in learning is flipbook media. By using a flipbook, the presentation of the material will be more interesting because it can combine text, audio, video, images, and even flash animation. In addition, various types of flipbook software can be downloaded for free and used offline, making it easier for anyone who wants to use or apply it, especially in the learning process.

#### **Solutions to overcome these problems can use the media learning.**

Learning media is an educational tool that can be used as an intermediary in the learning process to concretize messages and simplify complex concepts into simpler ones so that the meaning conveyed becomes clear in achieving teaching goals effectively and efficiently (Apriliani et al., 2020; Ulfa & Nasryah, 2020; Zahra et al., 2021). Learning media is said to be one of the factors supporting success in learning. With media, students can be motivated and actively involved physically and psychologically optimizing all their senses so as to make learning more interesting and meaningful. Technological advances that are developing rapidly are capable of giving birth to various sophisticated learning media features with multimedia-based teaching systems, namely technologies that involve text, images, sound and video. Thus, the presentation of learning becomes easier, not monotonous, and more attractive to students.

One of the suitable media to be applied to elementary school students is flipbook media. Media flipbook is a professional software for converting pdf files, images, text and videos into one digital book-like form. The advantages of flipbooks include being able to present learning material in the form of words, sentences and pictures, and are equipped with colors so that they attract more students' attention. It is easy to manufacture and inexpensive, easy to carry anywhere, and can increase student learning activities. Flipbooks are also able to improve students' mastery of abstract matters or events that cannot be presented in class. Learning using flipbook media is an alternative solution to support learning in the technological era. Learning will be varied and interesting in terms of visual and audiovisual appearance (Amanullah, 2020; Hendrianti et al., 2021; Juliasnyah et al., 2016). Therefore, flipbook media is a solution to create a more interesting, communicative, interactive classroom atmosphere and support students' understanding of the material presented by the teacher. One thing that can be done is to invite students to use the community as a medium in presenting real learning materials using a contextual approach. The contextual approach is one approach that is suitable for linking everyday life with learning. The contextual approach is a learning approach that links the material being taught and students' real-world situations and encourages students to make connections between their knowledge and everyday life (Octavyanti & Wulandari, 2021; Putra, 2021; Widiastuti, 2021). The learning is no longer one-way based on the teacher as the center of learning. Now, students play a role in the learning process, while the teacher is only a facilitator in the learning process. Thus, the material being studied becomes interesting and meaningful, students will realize that the material they have learned is useful in their lives later.

Previous research findings state that the use of flipbook media has a high level of feasibility, so it is suitable for use in thematic learning (Maharcika et al., 2021; Nuryani & Surya Abadi, 2021). Flipbook media has a very high level of feasibility (Hidayatulloh, 2019; Musafanah, 2017; Puspita, 2021). The use of flipbook media has a high level of feasibility and is valid for low-grade social studies learning (Tambunan et al., 2021). From the results of observations and interviews at SD Negeri 14 Dauh Puri and seen from the usefulness of flipbook media in several relevant studies that have been described above, efforts can be made to develop instructional media that can be used in the learning process in the form of flipbooks based on a contextual approach to social studies content. This flipbook media uses the ADDIE model (Analyze, Design, Development, Implementation, Evaluation) in its development which is considered appropriate for developing this flipbook learning media. The purpose of this study was to create flipbook learning media based on the social studies content contextual approach. It is hoped that the development of flipbook learning media can help students understand economic activity material and its relationship to various fields of work, so that learning can be presented in a more interesting and meaningful way.

According to Kalalo et al. (2021) a flipbook is a series of images that vary from one page to the next, when the page is quickly opened the images appear to be animated by several other images. The use of this flipbook media is an alternative media that can be used during online learning because children can access reading books easily. Flipbook media is used as a substitute for printed books because flipbooks are digital books. In the era of the industrial revolution 4.0, technology is increasingly sophisticated and developing. In this era, teachers can also provide digital reading books to make it easier for children to access reading books anytime and anywhere to be used in training skills in processing information. Teachers can make digital reading books like flipbooks. Flipbook is an interactive learning medium, because it can present digital books like books that can be flipped through, with flipbooks it is hoped that it can increase children's learning interest and children can be more active in carrying out fun learning activities.

Advances in technology in the field of education, one of which is Flipbook can be used as a medium that is more interesting for children's learning. Flipbook itself is the development of e-books that are used as learning media. The term Flipbook is taken from a children's toy which contains a series of different pictures, which are opened from one page to another to show that the pictures seem to move (Ramdayana, 2014). Interest in learning is a change in overall behavior, not just one aspect of human potential. Dimiyati and Mudjiono (2006) define that interest in learning is the result of an interaction between learning and teaching. From the teacher's point of view, the act of teaching ends with the process of evaluating learning outcomes. From the side of children, interest in learning is the end of the chapter and the peak of the learning process. Interest in learning is influenced by several internal and external factors.

Furthermore, according to Sardiman (2016: 76) says that, "interest is defined as a condition that occurs when a person sees the characteristics or temporary meaning of a situation that relates to one's own desires or needs". The level of interest that a person has will influence his behavior. The indicator of interest in learning is a measurement reference for finding out children's interest in learning (Slameto 2017). There are several elements that indicate the interest in learning that children have in the learning process, both within the scope of the school and within the scope of the family. Indicators of children's interest are as follows: liking and interest in learning money, children's desire to learn, attention to learning, enthusiasm and participation and activeness of children in learning. The next opinion, namely, regarding indicators that can be used to measure children's interest according to Komariyah et al (2018: 3) mentions the fact that children's achievements will be better if they have a great interest in the lessons being taught.

If education faces the problem of low interest in children's learning, then this condition will hinder the achievement of learning goals, namely to achieve cognitive, affective and psychomotor changes in themselves. Because interest is related to learning achievement, teachers should pay more attention to children's learning interests. Someone who has an interest in learning can be seen from the enthusiasm he has in participating in learning. A person's interest in learning is not always stable, but always

changing. Therefore it needs to be directed and developed towards a choice that has been determined through the factors that influence that interest. According to Mashudi & Baskorowati (2015: 85-86), describing a person's interests is influenced by the following: Factors from within, needs related to the body and psychology, factors of social motives.

In the learning process, interest in learning is a crucial aspect that needs to be considered by the teacher as an educator. According to Syardiansah (2016), the achievement of children's learning outcomes is influenced by the learning activities carried out by children because of the encouragement of interest that arises from the needs and desires of children. Meanwhile, Lakapu (2020) added that the high or lack of motivation possessed by each child greatly influences the achievement of learning outcomes. Children who have high motivation will feel compelled to learn, while children who are less motivated in learning will affect the learning process and experience obstacles in improving their learning outcomes. This is why it is important for a teacher to carry out an analysis of children's needs before carrying out learning.

Achru P (2019) states that interest is formed from various elements including feelings, pleasure, heart tendencies, and an involuntary desire that is active in nature to receive something from the outside (environment). Interest gives a stimulus to someone to try to achieve their goals so that they are categorized as one of the human psychological aspects that can encourage them to achieve goals. Thus, interest in learning is formed from pleasant conditions so that children are aware of their needs and desires for the learning process, without coercion or feelings of pressure. By considering the aspects of forming interest in learning, the teacher needs to create a pleasant learning situation and environment so that children's interest can be formed. There are three things according to W. Olson (in Syardiansah 2016) that can foster and increase interest in learning, namely:

1. Changes in environment, contacts, reading, hobbies and sports, going on holiday to different locations. Going to meetings attended by people you have to know, reading unread articles and bringing up a wide variety of hobbies and sports will all make it more interesting
2. Simple exercises and practices by thinking of solutions to specific problems so that you become more interested in solving specific problems.
3. Making other people develop themselves more, which is essentially self-development.

## METHOD

This research was conducted using a type of classroom action research (CAR). The subjects of this study were all elementary school children who live in the Kobekamusa Village, RT/RW 003/006, Kota SoE District, South Central Timor Regency District. The object of this research is the use of flipbooks as learning media. The research procedure was carried out using classroom action research methods, so this study had research stages in the form of cycles. If in the first cycle the children's learning outcomes are not as expected, then the next cycle is carried out. But if in one cycle the learning outcomes have increased then there is no need to do the next cycle. The research procedure has four stages namely; 1) planning, 2) implementation, 3) observation, and 4) reflection. For data collection in this study, the data collection tools used were observation and tests. Data analysis was carried out through three stages, namely: data reduction, data exposure, and data conclusion. To determine the level of ability of children obtained from individual learning outcomes using formulas (Sudijono, 2008:318).

Information:

KB : Learning Completeness (Score)

B : Score obtained (Raw score)  
 Y : Total Score (Ideal maximum score)

$$KB = \frac{B}{Y} \times 100\% \dots$$

## RESULT AND DISCUSSION

### Result

To initiate the implementation of cycle I and cycle II action activities, the researcher made observations of school-age children in Kobekamusa Village, RT/RW 003/006, SoE City District, South Central Timor Regency first in the teaching and learning process from the beginning to the end of the activity. From the results of observations made it is known that in the learning process children like media that contains pictures and tells stories. Not a few are still noisy and do not like to study because they get bored quickly. In this stage, to analyze children's learning outcomes on the use of Flipbooks, the researcher gave an initial test, namely a climate change material test, which consisted of 4 questions written on several sheets of paper.

The results of the pre-action pre-test analysis are displayed in tabular form as shown in Table 1

**Table 1. Observation Results of Children's Activities Cycle I and Cycle II**

No	Cycle	Score	Value	Criteria
1	Cycle I	862	64	Sufficient
2	Cycle II	1100	85	Good

**Table 2. Observation Results of Children's Activities Cycle I and Cycle II**

No	Cycle	Score	Value	Criteria
1	Cycle I	38	68	Sufficient
2	Cycle II	52	85	Good

Based on research conducted by researchers, it can be seen in table 2, namely an increase in learning activities. In cycle I, a score of 862 was obtained with a value of 64, while in cycle II, a score of 1100 was obtained with a value of 85. From this statement it can be concluded that the implementation of learning carried out by the teacher in cycle II increased and the category was very good. Furthermore. Increased children's activity. In cycle I, a score of 38 was obtained with a value of 68, while in cycle II, a score of 52 was obtained with a value of 85. From this statement it can be concluded that the implementation of learning carried out by children in Cycle II increased and was in a good category. The learning completeness of the children after the improvement in learning Cycle I and Cycle II were as follows: As for the learning completeness of the children presented in Cycle I, namely children who reached completion or scored only  $\geq 70$ , only 15 (65%) of the children child of 20 children. This means that classically only 85% of children complete, whereas to fulfill effective

completeness it must reach 85%, so that it can be said that in cycle I the children's learning outcomes are said to be classically incomplete. In cycle II it was found that the learning outcomes of the children who completed were 19 (95%) of the 20 children. This means that the children's learning outcomes have reached 95%, so it can be concluded that in cycle II the children's learning mastery using flipbook learning media to improve children's learning outcomes on climate change material in Kobekamusa Village, RT/RW 003/006, SoE City District, Central Timor District experienced an increase compared to the number of cycles I.

### Discussion

Based on the results of research in the learning process in cycle II, it can be seen that there have been efforts to improve the learning process that took place outside of school hours, so that there was a change in the learning outcomes of 20 children, 19 (95%) children obtained complete learning. With an increase in children's learning outcomes from cycle I to cycle II, there is no need to do learning in the next cycle. With an increase in children's activity from each cycle, it can be stated that children are able to adapt well to the application of flipbook media. As for the stages in this activity, namely the preparation stage begins with direct coordination with school leaders regarding the implementation of the application of flip book media, conditioning the room and checking student attendance. The next agenda is implementation, starting with the opening, installing the application and delivering material for making digital books with the flipbook application. The research team began to apply flipbook media to elementary school children to increase their interest in learning. This is intended so that students can continue to apply flipbook media in the future. Before participating in the application of flipbook media, they first filled out the pre-test given, so that the research team knew the learning conditions carried out by elementary school children in Kobekamusa Village, RT/RW 003/006, SoE City District, South Central Timor Regency.

### CONCLUSION

The conclusion from the activities of implementing learning media using flipbook media is going well, students are enthusiastic about participating in the application of flipbook media to increase interest in learning elementary school children in Kobekamusa Village, RT/RW 003/006, SoE City District, South Central Timor Regency and succeeded in making the media self-learning in the form of digital books with the Flipbook application. Obstacles encountered during research activities were inadequate internet network and there were several elementary school children who did not have their own Android cellphones.

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