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Development of Flipbook-Based Learning Media on Entrepreneurial Materials for Class XI SMK Tunas Pembangunan

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ABSTRACT

The purpose of this research is to develop interactive learning media based on flipbooks in office facilities and infrastructure subjects and to determine the feasibility of flipbook-based learning media in the subject of creative products and entrepreneurship class XI at SMK Tunas Pempembangunan. The type of research used is research and development (RnD) using the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development method. Data collection was conducted using interviews with teachers of SMK Tunas Pempembangunan. The feasibility of learning media is assessed by media experts and material experts. Data analysis was carried out by qualitative and quantitative analysis. Based on research that has been carried out on flipbook-based interactive learning media that has been developed as a result of expert validation, it is known that interactive learning media using heyzine flipbook in the subject of creative products and entrepreneurship class XI is very feasible to use. The average result of media experts is 85.36%. And material experts 92.19%, so it is categorized as "very feasible" as an interactive learning medium.

Introduction

The development of information and communication technology has had a significant impact on several areas of life, including education. These advances drive innovation in educational materials, resulting in a continuous transformation of teaching strategies and resources. (Andani & Yulian, 2018). In the era of globalization, the education sector must be able to keep pace with rapid advances in technology, information, and communication to create curricula for different levels of education. In the modern world, technology and education are inseparable. Article 40 (1) (g) of Government Regulation No. 57 of 2021 concerning National Education Standards, which mandates that advances in science, technology, and the arts be considered in developing curricula at all levels of education, confirms this. (Irwandani & Juariyah, 2016).

According to (Susilawati, 2022), technological developments have resulted in a paradigm shift in the world of education, where technology produces global developments that ultimately affect the learning process. An educator must develop and make adjustments in learning activities to be in line with technological developments. The development of technology today is one of the options for creating diverse educational materials. (Kinasih & Sulistyowati, 2022).

According to (Manzil et al., 2022), Heyzine flipbook is a free online tool that converts PDF files into flipbooks by offering an e-book effect that opens on each page like a real book. The e-module flipbook has some unique aspects such as animation, moving visuals, music, movies, and audio. The researcher will create the material in Word and then save the material in PDF form. Later the PDF file will be converted into a flipbook using heyzine flipbook. Researchers will add learning videos to improve students' understanding in improving learning outcomes.

The research was conducted by (Manzil et al., 2022), with the title "Development of a Scientific-Based Heyzine Flipbook Interactive E-Module of Water Cycle Materials for Grade V Elementary School Students"

In this study, the model used is the ADDIE model, namely (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. This study uses observations, interviews, and questionnaires as data collection instruments. The material validity test score was obtained by 93 percent, the media validity test score was 75 percent, the teacher feasibility test score was 98 percent, and the student trial score was 96.5 percent and received a positive response from students. From the results of the score, the electronic module for class V water cycle material in elementary schools is classified as very valid and suitable for use. (Nugraha et al., 2023).

The research was conducted by (Ashari & Puspasari, 2024), with the title Development of Teaching Materials Through Heyzine Flipbook Software for Grade 1 Elementary School Students.

In this study, the method used in this study is development through the ADDIE model. The results of product validation were obtained by a percentage of 95% by material experts and 93.4% by media experts. The student response to the developed teaching materials was 99.46%. The conclusion is that the teaching materials using Heyzine HTML flip software are worth using. (Moto, 2019).

The purpose of this study is to develop flipbook-based learning media on Entrepreneurial Attitudes and Behaviors in the subject of Creative Products and Entrepreneurship in grade XI of SMK Tunas Pempembangunan and to obtain information about the feasibility of the learning media (Muhaimin et al., 2024). Theoretically, this research is expected to provide an understanding of the benefits of flipbook-based learning media and become a reference and source of information for future research (Azizah et al., 2022). From a practical point of view, this research is useful for schools as a reference for building flipbook-based learning facilities and infrastructure as well as developing flipbooks for other subjects. For teachers, this learning media can be an alternative source to explain the concepts of entrepreneurial attitudes and behaviors,

which is expected to increase student involvement in the learning process. Meanwhile, for students, this flipbook can increase the spirit of learning by providing easy access to learning materials, so that students can learn anytime and anywhere.

Method

This research will be carried out at SMK Tunas Pempembangunan which is located at Jl. KH. Moh. Naim I No.68 5, RT.5/RW.11, North Cipete, Kec. Baru, South Jakarta City, Special Capital Region of Jakarta 12150. The selection of the research site aims to improve interactive learning and motivate students to learn

Research Time

This research was conducted in May 2024 and ended in July 2024 to observe and analyze the results of the response.

Type of Research

This research uses a research and development (R&D) approach. This type of research will assess the quality of the products made and the process will help in the creation of flipbook-based learning materials. According to (Sugiyono, 2010), the Research and Development (R&D) method is a research method used to produce certain products and test the effectiveness of debut products.

Development Model

In the product development process, the researcher will use the ADDIE development module, which is a development model consisting of five stages, namely Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model was chosen because it corresponds to the stages related to each other and this model is aligned with the product that needs to be developed to produce standards at a level that is appropriate for product development.

Research Subject

In this study, there are only two research subjects consisting of media experts who are lecturers in Office Administration Education and media experts who are the heads of the Automation and Office Governance (OTKP) program at SMK Tunas Pembangunan Jakarta.

Data Type

In this study, two categories are used for data collection that will be used in product development and product feasibility testing.

1. Qualitative data, researchers obtain data based on the results of suggestions or comments that are only given to media experts and materials for the feasibility of the product.
2. Quantitative data, the researcher obtained data based on questionnaires given to media experts and material experts regarding the assessment or feasibility of products from the media developed by the researcher.

Data Collection Techniques

The data collection technique used by the researcher in this study uses a questionnaire. According to Prof. Dr. Sugiyono (2014), a Questionnaire is a data

collection technique that is carried out by providing a set of questions or written statements to respondents to be answered. In this case, the questionnaire in this study was conducted on expert reviews, namely media experts and material experts.

Research Instruments

The data collection instrument is compiled by questionnaire as follows:

1. Interactive Learning Media Eligibility Questionnaire for Media Members

The questionnaire distributed to media experts consisted of several aspects that were adjusted to the development of learning media, namely usability, functionality, and visual communication. In this study, there is a grid to make it easier to know the indicators in the questionnaire.

2. Feasibility Questionnaire for Interactive Learning Media for Material Experts

The feasibility questionnaire distributed to material experts using the feasibility instrument contains the suitability of the learning media in which there are three aspects, namely learning design, material content, language, and communication. These three aspects are adapted from (Sutjipto & Kustandi, 2011) In the example of an online teaching material evaluation instrument.

Data Analysis Techniques

In this study, the researcher uses qualitative and quantitative data analysis techniques to process data. The technique was chosen to facilitate the analysis of research data. The following is an explanation of the two techniques:

1. Qualitative Analysis

This analysis is carried out by including comments and suggestions from both experts regarding the products that have been tested. After that, the data will be checked to ensure whether the product is feasible and whether the product can be repaired after being tested by experts.

2. Quantitative Analysis

In quantitative analysis, the analysis is carried out using scores derived from the results of expert and student assessments obtained from questionnaires. According to Priadana & Sunarsi (2023), quantitative analysis is data that is available or expressed in numbers obtained from the field. After the data is collected, it is then processed and analyzed according to the established method (Siyoto & Sodik, 2015). Quantitative analysis determines the feasibility of the flipbook product on the Product subject. Questionnaire scoring uses a Likert scale guide.

After successful data collection, this study conducted a descriptive analysis. This analysis uses the following percentage of eligibility calculations:

$$\text{Eligibility Percentage (\%)} = \frac{Skor\ yang\ diobservasi}{Skor\ yang\ diharapkan}\ x\ 100\%$$

Finally, after the data is successfully calculated using the percentage formula above, an assessment will be obtained that will determine the feasibility level of the learning media that has been developed. In this study, the categories are divided into five categories, namely:

Table 1
Eligibility Categories

Category	Presented
Highly Worthy	81% - 100%
Proper	61% - 80%
Quite Decent	41% - 60%
Not Eligible	21% - 40%
Very Unworthy	0% - 20%

Based on the eligibility criteria above, it is known that the product developed is considered feasible or very feasible to use if it gets expert validation results and questionnaires of more than 61%. However, if the results of the media feasibility test are less than 61%, then the product developed needs to be improved and revised until it is declared suitable for use.

Results and Discussion

Analysis Stage

a. Needs Analysis

The needs analysis was taken by conducting an online interview with the head of the Automation and Office Governance (OTKP) program at SMK Tunas Pembangunan Jakarta. The data from the interview results is used as a basis for analyzing problems in the implementation of learning activities. The results of the interviews obtained at this stage are the use of printed books provided by the school or books obtained by individual teachers that can be used as learning resources to carry out the learning process.

Teachers can carry out the learning process by using the available learning resources. However, the demands of students have not been sufficiently overcome by the learning media used. It is common knowledge that every child in the classroom has unique learning characteristics and traits. Sometimes during the learning process, students need to review material that they have not fully understood during the meeting. For this reason, teachers believe that using media resources that support students' self-paced learning is essential, as it allows them to review concepts that they may not fully understand yet.

Technology must be incorporated into the learning materials so that students can learn on their own. Teachers at SMA Tunas Pembangunan have not made good use of the available facilities to support the use of technology in the learning process. While the use of integrated learning materials through the use of technology is not yet available, educators are only limited to showing movies on YouTube and using power points during the learning process.

Based on the needs analysis, educators urgently need electronic modules that combine visual, audio, and video to support students in meeting learning objectives. They also require non-print instructional resources.

b. Media Analytics

In this study, media analysis is used to select the right media for learning activities related to product subjects. The data collected by researchers shows that teachers continue to use the whiteboard as a tool to explain information in the classroom. In addition, teachers also use visual aids such as power points and physical books to help students understand the topic. However, there are situations where using such media will cause certain students to become bored or become passive learners, which will lower their drive to learn.

The use of learning media is still less varied after the researcher successfully conducted interviews. In addition, even though schools allow students to use their phones to search for information, the effectiveness of learning media is still not maximum.

Based on this analysis, the researcher will use flipbooks in developing learning media to create interactive learning books. Students will find it easier to access these flipbook texts, videos, and learning materials.

c. Material Analysis

Finding the learning objectives for the product subject is the goal of material analysis. This identification will result in a product that will eventually be assembled into a flipbook.

Design Stage

The product design stage is the stage of designing and developing learning media using Heyzine Flipbook software. The design process carried out is:

a. First stage

In collecting material content to make flipbooks, researchers use books and the internet as reference sources. Furthermore, the reference source is processed using Microsoft Word.

b. Second stage

At this stage, the researcher made a flipbook design which began by designing a cover in the Canva software application for the front and back pages.

c. Third stage

At this stage, the researcher unites the materials that have been designed using the application, namely Heyzine, to make it look like an E-book in the form of HTML.

Development Stage

The purpose of this development is to create a Heyzine-based flipbook that functions as a learning medium for creative and entrepreneurial products with material covering the right entrepreneurial attitudes and behaviors for entrepreneurs. To improve students' understanding, motivation, interest, and learning activities, the Heyzine flipbook is a computer program that can be used to create engaging learning materials, including being able to add photos, videos, and other types of media.

The first stage in the development of heyzine flipbook learning media is to use the help of the Canva application to create front and back covers. Next, to write flipbook material, the researcher uses the help of Microsoft Word. If the flipbook design is complete, then save it in PDF format and then combine the cover and material content. Then, continue with the help of the Heyzine flipbook application to convert PDF files into flipbooks and add additional features such as image, video, audio, and website features. If it is finished, the flipbook is saved and shared via the link provided.

After carrying out the development process, the researcher processes the data that has been obtained in research and development which will be taken from the assessment data by media and material experts. The data was finally analyzed so that the results of the assessment data were obtained. The data is presented as follows:

a. Media Qualification Data Analysis

Media experts analyzed the results of the feasibility test from three perspectives: usability, functionality, and visual communication. Testing is carried out by giving a questionnaire to one examiner, namely the teacher. The score is calculated using a Likert scale with a range of 1 to 5. The following table shows how the subject matter experts calculated the assessment results:

Table 2
Perhitungan Hasil Penilaian oleh Ahli Media

No	Assessment Aspects	Item No.	Mediaster Score	Number of Scores for Each Aspect	Number of Expected Scores
1	*Usability*	1	5	34	40
		2	4		
		3	4		
		4	5		
		5	4		
		6	4		
		7	4		
		8	4		
2	*Functionality*	1	4	31	35
		2	5		
		3	4		
		4	4		
		5	4		
		6	5		
		7	5		
3	Visual Communication	1	4	33	40
		2	4		
		3	4		
		4	4		
		5	4		
		6	4		
		7	4		
		8	5		

The following is an assessment analysis produced by the researcher after calculating the results of the evaluation of learning media by material experts:

Table 3
Analysis of Research Results by Media Experts

No	Assessment Aspects	Number of Grains	Number of Scores for Each Aspect	Number of Expected Scores	Eligibility Percentage
	Usability	8	34	40	85,00%
	Functionality	7	31	35	88,57%
	Visual Communication	8	33	40	82,5%
	Sum	21	101	105	
	Average Score				85.36%

In the table above, it can be seen that the results of the assessment by material experts obtained a percentage score of feasibility from the Usability aspect of 85%, the Functionality aspect of 98%, and the Visual Communication aspect of 82.5% so that the average percentage of feasibility was obtained which was 85.36%. Based on the feasibility category in the table, the learning media based on Heyzine Flipbook Software in this study is in the eligibility criteria of "Very Feasible".

Data Analysis of Material Expert Feasibility Test

The material experts analyzed the results of the feasibility test from three perspectives: learning design, material content, and language and communication. Testing is carried out by giving a questionnaire to one examiner, namely the teacher. The score is calculated using a Likert scale with a range of 1 to 5. The following table shows how the subject matter experts calculated the assessment results:

Table 4
Calculation of Assessment Results by Material Experts

No	**Assessment Aspects**	**Item No.**	**Mediac aster Score**	**Number of Scores for Each Aspect**	**Number of Expected Scores**
1	Learning Design	1	5	30	30
		2	5		
		3	5		
		4	5		
		5	5		
		6	5		

No	Assessment Aspects	Item No.	Mediac aster Score	Number of Scores for Each Aspect	Number of Expected Scores
2	Isi Materi (*Content*)	1	5	39	40
		2	5		
		3	5		
		4	5		
		5	4		
		6	5		
		7	5		
		8	5		
3	Language and Communicatio n	1	5	32	35
		2	4		
		3	4		
		4	4		
		5	5		
		6	5		
		7	5		

The following is an assessment analysis produced by the researcher after calculating the results of the evaluation of learning media by material experts:

Table 5
Analysis of Research Results by Material Experts

No	Assessment Aspects	Number of Grains	Number of Scores for Each Aspect	Number of Expected Scores	Eligibility Percentage
	Usability	8	34	40	85,00%
	Functionality	7	31	35	88,57%
	Visual Communication	8	33	40	82,5%
	Sum	21	101	105	
	Average Score				85.36%

In the table above, it can be seen that the results of the assessment by material experts obtained a percentage score of feasibility from the Usability aspect of 85%, the Functionality aspect of 98%, and the Visual Communication aspect of 82.5% so that the average percentage of feasibility was obtained which was 85.36%. Based on the feasibility category in the table, the Heyzine Flipbook-based learning media in this study is in the feasibility criteria of "Very Feasible".

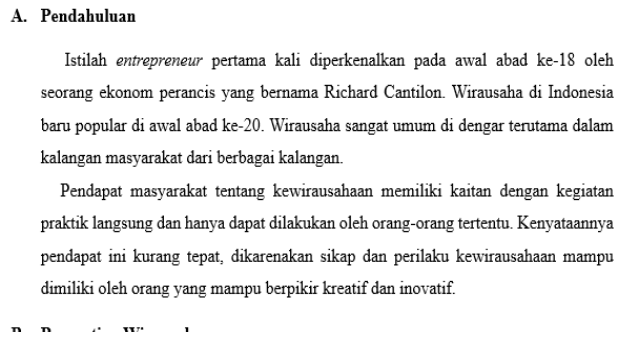
Product Revision from the Aspect of Media and Material Experts

The revision of this product is carried out based on comments or suggestions for improvement from media experts and material experts. The suggestion then researcher understood to make several changes to the learning media based on Heyzine Flipbook

Software that had been made by the suggestion. The following researchers present comments and suggestions from experts.

Media Aspects

The part of the learning media that is revised and improved based on the results of comments and suggestions from media experts only adds illustrations of images according to the material presented.



A. **Pendahuluan**

Istilah *entrepreneur* pertama kali diperkenalkan pada awal abad ke-18 oleh seorang ekonom perancis yang bernama Richard Cantilon. Wirausaha di Indonesia baru popular di awal abad ke-20. Wirausaha sangat umum di dengar terutama dalam kalangan masyarakat dari berbagai kalangan.

Pendapat masyarakat tentang kewirausahaan memiliki kaitan dengan kegiatan praktik langsung dan hanya dapat dilakukan oleh orang-orang tertentu. Kenyataannya pendapat ini kurang tepat, dikarenakan sikap dan perilaku kewirausahaan mampu dimiliki oleh orang yang mampu berpikir kreatif dan inovatif.

Figure 1 Before the revision

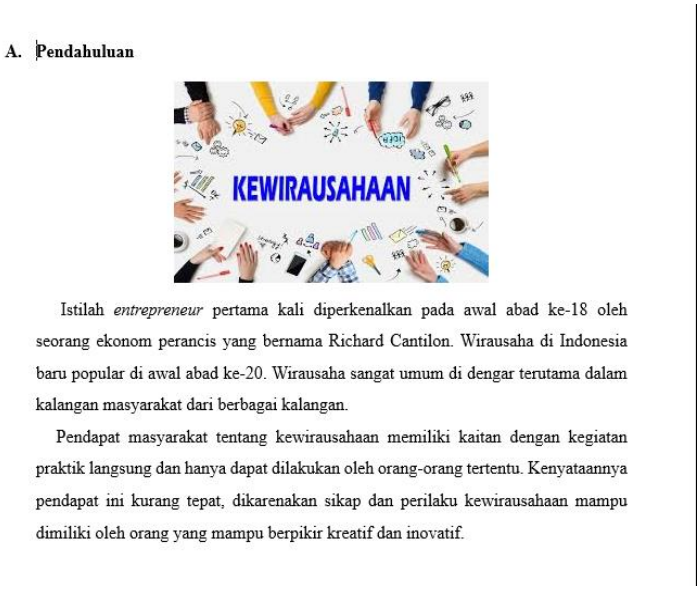


Figure 2 After the Revision

Material Aspects

Based on comments and suggestions from material experts, there are no comments and suggestions that are revisions that result in changes to the material in Heyzine Flipbook.

Final Products

The development of flipbook-based learning media for creative product and entrepreneurship subjects in class XI resulted in a final product that passed a feasibility test. In the subject of creative products and entrepreneurship in class Xi Office

Management at SMK Tunas Pembangunan Jakarta, teachers and students can use the final results of the learning media as a means of learning.

Researchers make adjustments or updates to the product in response to feedback and recommendations from validators, which include material experts and the media. The purpose of this update is to create a web-based learning medium that is suitable for educational use. There was input from media experts to add illustration images according to the content of the material that previously the researcher did not add images to each content of the material. While the input from material experts does not show revised comments, there is no need for improvement in the content of the material.

In this flipbook product, users when opening the main page will be displayed menu navigation in the form of share, download, print, zoom in/out, full screen, search text, and sound that can be turned off or turned on. This flipbook learning media can be used in learning activities by sharing, namely https://heyzine.com/flip-book/c549c19c29.html. The link can be shared in the class WhatsApp group or Google Classroom.

In this study, the points described in the problem formulation are used to inform the discussion of the research findings. In addition, this problem is examined based on the findings of testing for flipbooks of learning media. The following researcher explains how the results of the study are discussed:

Development of Learning Media

In developing learning media, the researcher uses a five-stage development model of analysis, design, development, implementation, and evaluation (ADDIE) in creating flipbook learning materials for creative product and entrepreneurship subjects. However, due to time constraints, the researcher only reached the development stage. In addition, the learning media developed is a flipbook-based learning media using the heyzine flipbook platform. In the development of flipbook-based learning media, it begins with an analysis of needs analysis, media analysis, and material analysis.

The next stage is design, planning to design the product to be made. Planning in designing products is adjusted to the analysis that has been obtained. At this planning stage, the researcher made a flowchart to make it easier to develop the flipbook product.

After the design is carried out on the product to be made, it is continued at the development stage. This stage of development is based on a flowchart that has been created and then developed into a flipbook form using the help of a zine flipbook. After that, the researcher uploads the learning media into the zine flipbook application and then becomes a product with a URL address, namely https://heyzine.com/flip-book/c549c19c29.html. Then it will be continued with validation by media experts and matri experts who will later provide assessments and comments on the product.

Eligibility of Learning Media

a. Results of Media Qualification

In the feasibility test, there are three assessment components, namely the aspects of usability, functionality, and visual communication adapted from Wahono (2006) used by media experts to determine the feasibility of flipbooks. One media expert is a lecturer who is the source of data, while Microsoft Excel is used to process data. Based on the

results of feasibility tests by media experts, the average result on the Usability aspect of 85% is included in the "very feasible" category, the Functionality aspect of 98% is included in the "very feasible" category, and the Visual Communication aspect of 82.5% is included in the "very feasible" category so that the average feasibility percentage is 85.36%.

Based on the feasibility category in the table, the Heyzine Flipbook-based learning media in this study is in the feasibility criteria of "Very Feasible". This research is supported by the results of Suhati & Astuti (2022), media expert validators obtained an average score of 4.79 out of 5 which is interpreted into the very feasible category.

b. Material Expert Qualification Results

In the feasibility test, there are three components of learning design assessment, content, language, and communication adapted from (Sutjipto & Kustandi, 2011) To be used by material experts in determining the feasibility of flipbooks. One subject matter expert is a teacher who is the source of data, while Microsoft Excel is used to process data.

Based on the results of the feasibility test by material experts, a feasibility percentage score of 100% from the Learning Design aspect, 98% from the Content aspect, and 91.4% from the Language and Communication aspect, so the average feasibility percentage was 96.19%. Based on the feasibility category in the table, the Heyzine Flipbook-based learning media in this study is in the feasibility criteria of "Very Feasible". This research is supported by the results of research by (Auwaliyah et al., 2023), material expert validators obtained an average of 92.19% which was interpreted into the very feasible category.

Conclusion

Based on the results of research conducted on the development of flipbook-based learning media on Entrepreneurial Attitudes and Behaviors for Creative Products and Entrepreneurship class XI subjects at SMK Tunas Pempembangunan it can be concluded that flipbook-based interactive learning media is very feasible to be used as a learning medium. This is evidenced by the results of validation by media experts and material experts which show a very high average feasibility result, with a percentage of 85.36% for media experts and 96.19% for material experts, which is included in the category of "very feasible."

The use of Heyzine-based flipbooks has proven to be effective in increasing student engagement and motivation in the learning process, as well as providing easy access to interactive learning materials. In addition, this media also helps students to learn independently anytime and anywhere, which is to the needs of learning in the digital era.

Overall, the development of this learning media not only supports a more interactive and effective teaching and learning process but can also be a reference for the future development of learning media for other subjects at the secondary education level.

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