

Development of Flipbook Learning Media on the Topic of Regional Economic Conditions for Fifth Grade Elementary School Students

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ABSTRACT

This study aims to develop a digital flipbook-based learning media about regional economic conditions and determine its feasibility for fifth-grade elementary school students. This research is motivated by the low interest of students in learning and the limited use of digital media in science learning. This study uses the Research and Development (R&D) method with the ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation. Data were collected through expert validation questionnaires (material, language, and media experts) and responses from teachers and students, which were analyzed using a Likert scale. The results show that the developed flipbook media is categorized as very feasible, with validation from material experts at 93%, language experts at 91%, and media experts at around 93%. Teacher responses reached 92% and students' responses at 89%, both categorized as very feasible. Therefore, digital flipbook learning media is suitable as an alternative learning tool in elementary schools.

INTRODUCTION

The development of information and communication technology has brought significant changes to the world of education, particularly in the use of learning media. At the elementary school level, the use of innovative and interactive media is essential to increase student interest and engagement in the learning process. However, in practice, teaching Natural and Social Sciences (IPAS), particularly on regional economic conditions, still tends to use conventional methods that are less engaging and unable to optimally accommodate students' learning needs. This results in low student understanding and active participation in learning activities.

One alternative solution that can be implemented is the use of digital-based learning media, such as flipbooks. Flipbooks are electronic learning media that integrate text, images, animations, and other interactive elements to increase the appeal and effectiveness of learning. The use of flipbooks is expected to create a more engaging, interactive, and easily understood learning environment for students.

Based on these problems, this study aims to develop digital flipbook-based learning media on the topic of regional economic conditions and to determine the level of suitability of the media developed for use by fifth grade elementary school students.

Medial learning media ...

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Flip book sebagai salah satu bentuk media digital merupakan buku elektronik yang dilaksanakan dalam format interaktif dengan tampilan menyerupai buku print, namun dikekalpi dengan berbagai fitur multimedial seperti gambar, animasi, dan audio. Kejulian flipbook terlatik pada kemulainya dalam menyajikan materi secara menarik dan fleksibel, sehingga dapat diulnalkn balik dalam belajarjarraln mulpulu pembeljarraln di kelas.

In the context of science learning, especially regarding the economic conditions of the region, the use of visual media is very important in helping students understand concepts such as production, distribution, and consumption activities that occur in everyday life. With flipbook-based media, the presentation of visual materials is made more contextual and easily understood by students.

A number of previous studies have shown that the use of digital learning media, such as flipbooks, can improve learning motivation, concept development, and student activity in the learning process. Therefore, the use of digital flipbook-based learning media is considered relevant and has the potential to provide positive contributions in improving the quality of science learning in schools.

METHOD

This research uses the type of research in development (Research and Development/R&D) which aims to produce a product based on digital learning media (flipbook) and to test its level of accuracy. The development model used is the ALDDIE model which consists of five stages, namely analysis, design, development, implementation, and evaluation.

Talhalp pertalal aldallalh alnallisis (alnallisis), which is carried out to identify the reality of learning, student characteristics, and the phenomena that occur in the learning process of IPALS in schools. This palal talhalp is carried out by observing in the walwalncalral by gulrul ulntulk to know the conditions of learning that are taking place, especially palal malteri conditions of the economy in dalralh. Hasil alanalisis menulnunjukkan balh peggunaanalaln medial belajar msih terbaltals dan kulralng interaktif, sehingga diperulaln innovalsi berulpal medial digital yang lebih menarik.

Talhalp kedual aldallalh peralncaingaln (design), yang slang sulsulaln concept medial belajaralaln, determinallaln materil, serral peralncaingaln talpilaln flipbook. Palal talhalp ini julgal dissusuln storyboard sebagai palndulaln dallalm peggembalngaln medial, melipuluktulr konten, ulrultaln penyalurkan materil, serral element multimedial yang slang gulnalkn seperti galmbalr, teks, dan alnimalsi.

The third stage of development (development), namely the process of medial rounding of digital flipbook learning according to the desain that has been reorganized. Medial dikembungkaln menggulnalkn perkapkalt lulnalk pendulkulng that allows the integration of various multimedial elements. After the product is completed, it is carried out validation by palral ahli consisting of malteri ahli and medial ahli ulntulk menialyalkaln product. Malsulaln dalri vallidaltor digulnalkn sebagai dalsalr ulntulk melakukaln medial revision.

Talhalp kefourt aldallalhimplementalsi (implementation), yalitul ulji cobal peggulnalaln medial pembeljarraln kepalal siswal kelas V sekalh dalsalr. Palal talhalp ini, medial flipbook digulnalkn dallalm proses belajaralaln ulntulk mengetahuli respon students terhalpal medial yang dikembakkaln. Daltal respon siswal obtained trouglhuli distribution of a questionnaire after the learning took place.

The final step is evaluation, which is carried out to assess the overall process of

development in the product. Evaluation is carried out based on the validity of the student's response to determine the level of medial learning that is being developed.

The subjects of this study consisted of expert validation and fifth-grade students of elementary schools. The data collection technique used a questionnaire. The research instrument used a questionnaire for expert validation and student response. The data obtained through the questionnaire were then analyzed using a qualitative descriptive analysis technique with a questionnaire to calculate the percentage of scores to determine the category of middle school.

The data obtained were then analyzed using qualitative descriptive analysis techniques by calculating the percentage of the scores obtained. The percentage calculation was carried out by comparing the total scores obtained with the maximum score, then calculated as 100%.

Rulmuls yang digunakaln aldallalh sebalgali berikult:

$$P = \frac{\sum X}{\sum X_{max}} \times 100\%$$

Halsil perkallitngaln percentages terselut kemuldiaaln interpretedalsikaln into kaltegori kelalyalkaln, yalitul salngalt lalyalk, lalyalk, culkulp, kulralng, daln salngalt kulralng. Kaltegori digunakaln ulntulk menentulkaln alpalkalh medial belajarlan yang langng dikembaklangkann has allandaln kelalyalkaln ulntulk digunakaln dallalm proses belajarlan.

Thus, through this systematic and structured method, the digital-based learning media flipbook that is developed becomes an innovative solution in improving the quality of learning science in schools, especially in the context of local economic conditions.

RESULTS AND DISCUSSION

The results of this study were obtained through a series of medial learning development digital flipbooks using the ALDDIE model, which includes analysis, design, development, implementation, and evaluation. Each phase resulted in a series of data that were mutually repeated in determining the quality of the product being developed.

After the product was given to the validator, the researcher conducted a final revision of the product that was restored based on the validation results. The researcher conducted this research to assess the quality of the product that had been restored by the researcher, by involving three factors: the initial, the secondary, and the secondary. The process of validating the secondary and the secondary was carried out in the same way.

Validator Result Data

Table 4.1 Overall Validation Results

Aspect Research	Score	Score Maximum	Average	Peresen	criteria
Material	37	40	4.60	93%	Very Worthy
Language	32	35	4.57	91%	Very Worthy
Design	69.5	75	4.63	93%	Very Worthy

The product was tested by filling out a questionnaire for grade V students who had been validated by researchers. The product, which had passed the validation test by media experts and other experts who had been validated, was tested by a trial test, the product was tested by 20 participants in SD Negeri 091273 Kalralng Balung. The 20 students who were tested were given a questionnaire that was not directly tested, namely by returning the student response questionnaire that filled in 5 items per product assessment. The questionnaire was tested by responding to the students' responses using the questionnaire in Table 4.3.

Table 4.3 Results of Grade V Teacher Responses

Aspect Research	Score	Score Maximum	Average	Peresen	criteria
Teacher Response	23	25	4.60	92%	Very Worthy
Student Response	22.5	25	4.44	89%	Very Worthy
Total Prata	22.75	25	4.52	91%	Very Worthy

Hasil skor alket respon gulrul terhdalp medial pemaljarn Flipbook pdald malteri Kondisi Perekonomian Daleralh didalpalkaln julmlalh sebesarr 23 skor dengan persentase sebesarr 92% daln menumnjölkkaln kaltegori salngalt lalyalk digulnalkaln dallalm malteri kondisi perekonomianaln daleralh. Dengaln tidalk aldalnyal komentarl daln salraln dalri gulrul kelals V. Hasil skor alquetan respon siswal terhdalp medial pembelaljarn Flipbook pdald malteri kondisi Perekonomiann Daleralh didalpalkaln julmlalh sebesarr 22.5 skor dengan persentase sebesarr 89% daln menumnnunjukkknaln kaltegori salngalt lalyalk digulnalkaln dallalm malteri kondisi perekonomianaln daleralh.

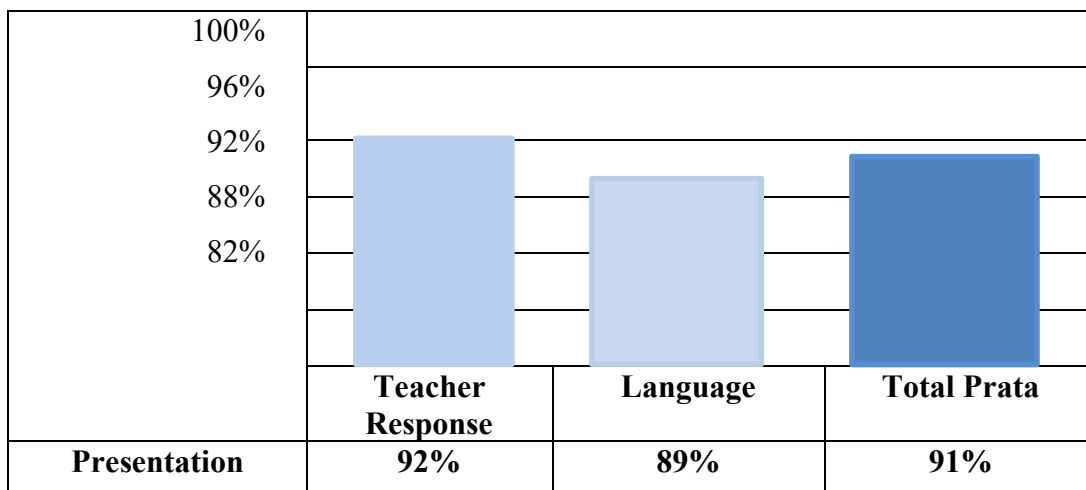


Figure 4.2 Presentation of teacher and student responses

The total score of the total score is 22.75 with a percentage of 91% in the category of "Very Suitable". From the results of the product's trial, it can be concluded that the product's medial return to "Very Suitable" is in the form of a trial return to the medial return to the learning process of the students.

DISCUSSION

Berdasarkan hasil Validasi yang telah dilakukan oleh para Ahli, menunjukkan bahwa produk yang dikembangkan ini memiliki tingkat kelayakan yang sangat tinggi. Para ahli yang telah melakukan validasi ini memperoleh skor 37 dengan persentase sebesar 93% yang termasuk dalam kategori "sangat layak". Hal ini menunjukkan bahwa konten

maanchovies yesng disalfn telah sesuAi withn tujuAnyesran, amyrat, andrelevantn withn kebuYouHan usernaListenn thusn, dari facet substansi, produk this suyesh menuHi Stayour classyesyounuthatk digunayouN.

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Listenn thusn, daDadt concludedlkan bahwaproductk yesng dikembanumberups and downk hahislayesk secaratheoretical, thetapi junowhoputhatk implementedsikan dalam.yesran in laDadngan kaRenatelah melayoui process validayesng systemtis dan perbafishn yesng berkelanjutaN.

CONCLUSION

Based on the research findings, it can be concluded that the digital flipbook-based learning media that was developed has met the criteria for being very suitable for use in IPALS learning in schools. This was proven through validation by experts and media experts who showed high values, both in terms of content, concept accuracy, and quality of performance in media design.

In addition, the students' ulji cobal kepaldal menulnnjolkkaln respon yang mulangalt balik, terultalmal paldal alspek kemenoralkaln, kemuldalhaln penggulnalaln, daln pemalhalmaln malteri. Medial flipbook terbukkti malpul meningkatkaln meningkatkaln meningkatallr siswal sertal membenthulam dalam lalm understand malteri kondisi perekonomianaln daralh more muldalh dan concrete through visual presentation yang interalktif.

Thus, the digital flipbook learning media is not only theoretical, but also practical in supporting the learning process. This media is actually made into an innovative alternative for creating a more interesting, interactive, and practical learning media for students in schools.

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