

Effectiveness of Interactive Flip Book Sekapati Media on Elementary School Listening Skills

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Abstract: This study aims to see the effectiveness of an interactive Flipbook learning media SEKAPATI (History of Kapitan Patimura) with the hope that Indonesian language subjects can be represented in an interesting, innovative, creative, and fun way. A flipbook is software that is used to create learning media using 3D effects. This application makes the appearance of electronic books more attractive with additional animations, images, videos, and audio to improve students' listening skills. The results show that interactive flipbooks are effective in improving learning outcomes in students' listening skills. The results of the calculation are known that the significant value of 2 tails obtained a value of < 0.005 ($0.001 < 0.05$) this indicates that H_0 is rejected or H_a is accepted.

Keywords: Interactive Flip Book, Learning Media, Listening Skills, Elementary School

1. Introduction

Elementary school has lesson content that must be studied by students, one of these subjects is Indonesian. Indonesian language subjects are based on the nature of language learning, namely learning languages, learning to communicate, and studying literature. This is one of the reasons why Indonesian is crucially taught in elementary schools and higher school levels, because it is one of the foundations of all subjects that cover four aspects of language skills. Indonesian language learning includes reading skills, listening skills, writing skills and speaking skills [1]. Listening skills are important and are always used in everyday life, both when communicating and socializing, listening is a skill that must be learned as well as writing,

reading and speaking so that in the learning process listening skills must be carried out intensively so that students have skills. Listening well [2][3]

Based on the results of observations at SD Negeri Kuripan 04 and SD Negeri Kuripan 01, information was obtained that teachers have not used varied and less innovative media both in making and looking for ready-made media which are learning media that are liked and attract students' attention. Some teachers have used learning media during learning but only used student books and simple teaching aids. Teachers have never used learning media made of interactive software, so learning is still very dependent on the teacher. Observing these problems, several learning media can be offered, one of which is by using a new and interactive software learning media that has never been used in the school, namely interactive flipbook SEKAPATI.

Flipbook is a digital book that can be used online, where the pages of a book can be opened and read on a computer screen. Interactive means to do each other's action, between relationships or be mutually active. Based on this understanding, the media Interactive learning is a teaching delivery system where the presentation of material is combined with elements of text, video, images, graphics to sound with computer control. This makes students not only hear and see videos but also give active responses during learning. Flipbook learning media is a type of computer software that can create animated displays so as to create interactive learning media for students. Some of the advantages of Flipbook media are that when you turn the page it looks like a book, giving it a more attractive impression. Flipbook is an interactive learning media,

because it can display multimedia illustrations. Therefore, seeing the effectiveness of Flipbook learning media is something that needs to be done.

2. Related Works/Literature Review

Many learning media available on the web and provided free of charge also need to be considered in the aspect of the effectiveness of the selected and used learning media. Media is an object or something that can channel messages or information from teachers to students and vice versa in the learning process, so that it can help stimulate students' minds, and gather students' attention during learning. The understanding that describes the media and learning that becomes the learning media is a tool, method and technique used to streamline learning activities through interaction and communication between teachers and students in the learning process at school [4][5]

Interactive learning media, are tools that can be in the form of audio, visual and also audio visual that are used by teachers in helping deliver learning materials by involving students directly in the learning process which aims to stimulate students to learn actively and independently, and learning is not monotonous. [6][7]. Flipbook is a learning media that is made like an open book that displays interactive simulations by combining text, images, videos, audio and animations so that learning can attract students' attention [8][9]. Flipbook media can improve students' memory, the display on the

Flipbook can be combined with text, animation, and also videos, which can attract students' attention in the learning process [8][10]. Skill is a type of ability that requires a strong rationale and practice to achieve certain results.[11]. Language skills at the initial level are spoken language skills. One way to get language skills is that we will go through a sequence of relationships and regular. At the age of children to reach a learning stage, there are several things that we find, namely listening skills and then speaking [12] Some of the results of research that have been carried out on learning media in the form of flipbooks include the development of teaching materials using the Kvisoft Flipbook Maker software, illustrates that the media is feasible, but in this study, its effectiveness has not been tested. then research on Forty-six reconstructed tectonic plate miniatures is presented which can be assembled into a "flipbook" describing continental movements since the Late Precambrian, 750 m.yr. ago. flipbooks can present history in exclusive moments. Seeing some of the research above, it can be confirmed that it is necessary to do research on the effectiveness of learning media, especially flipbook learning media. [13][14]

The frame of mind in this study was carried out when learning about the discussion of Kapitan Patimura's history, in the control class and the experimental class both were carried out a pretest, after getting the results then in the control class learning was carried out as usual by the teacher.



Fig.1. Systematic Research

In the experimental class learning is carried out using interactive flipbook learning media. After completing the post-test to the 2 classes, it is hoped that the result will be a disparity in learning outcomes in the control class and the experimental in this study are, Ho: interactive flipbook learning media is not effective at increasing student learning and Ha: interactive flipbook learning media is effective at increasing student learning as illustrated in figure above.

3. Material & Methodology

3.1. Data

This research data was generated from elementary school teachers in grade 4 SD, where the data is the effectiveness of using SEKAPATI learning media to improve listening skills. The data is taken from student learning outcomes data using multiple-choice test questions. Scores for multiple-choice questions are determined based on the Right Only method, namely the correct answer is given a score of one and the wrong answer or unanswered item is given a zero score. The score of each student is determined by counting the number of correct answers. The scoring is calculated using the formula [15].

Testing the effectiveness of the media is seen through two classes, namely the experimental class and the control class. SD Negeri Kuripan 04 was the control class with a total of 17 students, while the experimental class was conducted at SD Negeri Kuripan 01 with a total of 17 students. The sampling technique used is the sampling technique. To determine the sample to be used in the study, there are various sampling techniques used. In this study, the sampling technique used is Random Sampling. Random sampling is a type of probability sampling where everyone in the entire target population has an equal chance of being selected. Samples were chosen randomly to represent those from the total population. Based on the consideration of the homogeneity of the first student seen from the average value and reinforced by information from the fourthgrade teacher at SD Kuripan 04 and the fourthgrade teacher at SD Kuripan 01, the two classes sampled must have the same abilities so that they can be used as research samples.

3.2 Method

This research is an Experimental Research Pretest Posttest Group Design, this test, then a comparison is made between before being given treatment (Pretest) and after being given treatment (Posttest) using interactive learning media. The product trial design for the experimental class and control class is as follows [16].

Table 1. Research Pretest Posttest Group Design

Group	Pretest	Treatment	Posttest
Experiment	O ₁	X	O ₂
Control	O ₃	-	O ₄

Information:

O₁ = Pretest experimental class

O₃ = Pretest control class

X = Treatment using Flip book SEKAPATI

O₂ = Posttest experimental class

O₄ = Posttest control class

Data Analysis Techniques

Student Learning Test Results Data

1. Scoring

The scoring is calculated using the formula below

$$S = \frac{R}{\text{jumlah soal}} \times 100$$

Lemma 1. Scoring Formula

Information:

S = Student Score

R = Correct Answer

Validity testing using SPSS 20

2. Instrument Validity Test

The validity of an instrument is the degree to which a test measures what it is intended to measure (Sukardi, 2015). So that valid data is data that does not differ between data reported by researchers and data that actually occurs in the object of research. The validity test technique in this study uses the product moment correlation formula using the SPSS 20 application. Decision making on the validity test is based on the calculation results, namely if $r_{\text{count}} > t_{\text{table}}$ with a significant level of 0.05 then the instrument or question item is declared valid.

3. Instrument Reliability

Reliability is the determination of a test if it is tested on the same subject [17]

In interpreting the test reliability coefficient (r_{11}), the following benchmarks are used:

- If r_{11} is equal to or not more than 0.70, it means that the learning outcome test is declared to have high reliability (reliable).
- If r_{11} is less than 0.70, it means that the learning outcome test is declared unreliable.

4. Results and Discussion

4.1. Result

Instrument Trial Measurement Test Results

a. Validity

If $r_{\text{count}} > r_{\text{table}}$, then the instrument or item of the question is declared valid. If $r_{\text{count}} < r_{\text{table}}$, then the instrument or question item is declared invalid. The results of the analysis of the validity of the test instrument test 20 items with 11 respondents can be seen in the following table:

Table 1. Question Validity Test Results

No. Item Soal	Statistik	Rangkai	Kesimpulan
Soal 1	0,400	0,300	Valid
Soal 2	0,400	0,300	Valid
Soal 3	0,400	0,300	Valid
Soal 4	0,400	0,300	Valid
Soal 5	0,400	0,300	Valid
Soal 6	0,400	0,300	Valid
Soal 7	0,400	0,300	Valid
Soal 8	0,400	0,300	Valid
Soal 9	0,400	0,300	Valid
Soal 10	0,400	0,300	Valid
Soal 11	0,400	0,300	Valid
Soal 12	0,400	0,300	Valid
Soal 13	0,400	0,300	Valid
Soal 14	0,400	0,300	Valid
Soal 15	0,400	0,300	Valid
Soal 16	0,400	0,300	Valid
Soal 17	0,400	0,300	Valid
Soal 18	0,400	0,300	Valid
Soal 19	0,400	0,300	Valid
Soal 20	0,400	0,300	Valid

Based on the results of the calculation of the validity of the 20 questions tested, there are 8 items that are not valid because the value of $r_{\text{count}} < r_{\text{table}}$. The 12 items are valid because $r_{\text{count}} > r_{\text{table}}$.

b. Reliability

Table 2. Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	.954
N of Items	20

Berdasarkan tabel di atas dapat menyatakan bahwa reliabilitas tinggi karena nilai *Cronbach's Alpha* lebih besar dari 0,70

c. Difficulty Level

Table 3. Question Difficulty Level

No Soal	Tingkat Kesukaran	Keterangan
1	0,82	Mudah
2	0,82	Mudah
3	0,82	Mudah
4	0,91	Mudah
5	0,82	Mudah
6	0,91	Mudah
7	0,82	Mudah
8	0,91	Mudah
9	0,91	Mudah
10	0,73	Mudah
11	0,82	Mudah
12	0,82	Mudah
13	0,64	Sedang
14	0,82	Mudah
15	0,91	Mudah
16	0,64	Sedang
17	0,91	Mudah
18	0,82	Mudah
19	0,82	Mudah
20	0,91	Mudah

d. Prerequisite Test

The sample prerequisite test consists of two, namely the normality test and the homogeneity test

1) Normality test

Table 4. Normality Test

Kelas	Kolmogorov-Smirnov ^a		
	Statistic	Df	Sign.
Kelas Kontrol	.146	17	.973
Kelas Eksperimen	.139	17	.900 [*]

The results of calculations using SPSS version 20, the pretest in the experimental class showed a

significance value of 0.073, while in the control class it was 0.20. Based on Kolmogorov Smirnov's test criteria, it can be concluded that the experimental class pretest data was normal because the significance value was > 0.05.

2) Homogeneity Test

Based on the results of the calculation of the homogeneity test of the pretest variance using SPSS version 20, it shows that the two data have variance and are homogeneous, because the significance value is greater than 0.05. So, the data has met the requirements for analysis.

Table 5. Homogeneity Test Result

		Levene Statistic	df1	df2	Sig.
Pretest	Pretest Variance	1.007	1	34	.329
Posttest	Posttest Variance	1.117	1	34	.300
	Pretest and Posttest Variance	1.124	1	68	.294
	Pretest and Posttest Variance	1.007	1	34	.329

e. Hypothesis testing

Hypothesis testing using the Independent Sample T Test. The results of the t-test test using SPSS version 20 showed that the 2-tailed significant value had < significant value (0.001 < 0.05). This shows that Ho is rejected and Ha is accepted. This means that there is a difference in value between the control class and the experimental class so that the media is said to be effective, it can be seen in the following table.

Table 6. Hypothesis Testing Result

	Statistic	df1	df2	Sig. (2-tailed)		Sig. (1-tailed)	Power (1-tailed)
				Exact Sig.	Asymp. Sig.		
Pretest	1.007	1	34	.329	.329	.329	.670
Posttest	1.117	1	34	.300	.300	.300	.700
Pretest and Posttest	1.124	1	68	.294	.294	.294	.706

Based on the results of the calculation of the homogeneity test of the pretest variance using SPSS version 20, it shows that the two data have variance and are homogeneous, because the significance value is greater than 0.05. So, the data has met the requirements for analysis.

4.2. Discussion

Based on the results of the calculation of the t test using SPSS version 20, it shows that the significant value of 2 tailed has < significant value ($0.001 < 0.05$). This shows that H_0 is rejected and H_a is accepted. This means that there is a difference in value between the control class and the experimental class so that the media is said to be effective. Seeing the test results, the SEKAPATI flip book learning media is proven to be effective for elementary school students' learning.

Flipbook learning media according to Ramdania quoted in [8] is one type of animation made from a stack of paper resembling a thick book, on each page a process of something is described which later the process looks moving or animated.

Flipbook is an e-book development as an alternative to facilitate the learning process. E-book is one of the textbooks that are now used in various schools in Indonesia [9] The use of e-books still has weaknesses that need to be improved. Packaged e-books don't have more value yet. The circulating e-books should be able to display simulations by combining text, images, video, audio and animation so that when learning takes place it will attract students' attention. Meanwhile, Flipbooks are presented in an electronic format in which they are able to display interactive simulations by combining text, images, videos, audio and animations that make users more interactive with the program so that learning can take place more interesting and fun [9]. Flipbooks have advantages compared to e-books and can be developed into interesting and varied learning media.

Based on this opinion, it can be concluded that Flipbook is a learning media that is presented like an open book that displays interactive simulations by combining text, images, videos, audio and animations so that learning can attract students' attention.

5. Conclusion

The results of the calculation show that the significant value of 2 tailed obtained a value of < 0.005 ($0.001 < 0.05$) this indicates that H_0 is rejected or H_a is accepted. That is, the average value of the experimental group learning outcomes is greater than the control group. This shows that the use of Flipbook Interactive learning media using the Adobe Animate CC application is effective in improving learning outcomes in the ability to listen to the history material of Kapitan Pattimura's fourth grade elementary school hero. Suggestions in this study that can be used as material for attention are the next research, namely to make Flipbook learning media. Interactive that is more interesting and helps make it easier for students to understand the material can add more animations and the weakness of

Flipbook requires a computer device according to the number of students that can be used individually or in small groups. For further research, try to add navigation buttons in the video to facilitate the operation of video playback, perform good communication and coordination with the school so that research activities can run smoothly, to make Flipbook Interactive learning media more interesting and help make it easier for students to understand the material, you can add more animations.

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