DESIGN AND IMPLEMENTATION OF A DIGITAL FLIPBOOK LEARNING MODULE ON YOUTH PLEDGE TO ENHANCE CLASS XI STUDENTS' LEARNING MOTIVATION AT SMKN 1 KASIHAN

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ABSTRACT

Based on observations during the implementation of School Field Introduction 2 (PLP 2), it was identified that learning was not yet optimal, as teachers relied solely on one textbook and did not use any supporting media or modules. This study aims (1) to design and develop a digital flipbook-based learning module to enhance Grade XI students' learning interest at SMKN 1 Kasihan and (2) to evaluate its quality in terms of feasibility, practicality, and effectiveness. This research employs a Research and Development (R&D) approach using Robert Maribe Branch's ADDIE model, which consists of five phases: Analysis, Design, Development, Implementation, and Evaluation. Data were collected through questionnaires and written tests and analyzed quantitatively. The results demonstrate that the developed module achieved a feasibility score of 4.4 (very good category), a practicality score of 4.71 (very good category), and an effectiveness percentage of 76.66% (effective category). These findings indicate that the digital flipbook module is highly feasible, practical, and effective, making it a valuable tool for improving students' learning interest.

INTRODUCTIONS

Education is a process that aims to build the maturity of individuals and groups through teaching and training activities (Ayuardini, 2023). According to Law Number 20 of 2003 on the National Education System, education is a deliberate and systematic effort to create learning conditions that enable students to develop their spiritual, religious, personal identity, intellectual, moral, and skill potential required for personal, social, and national life. (Desi Pristiawati, 2022) Thus, education plays an essential role in supporting the learning process and the continuous development of individual and group potential (Birsyada, Muhammad Iqbal, Arif Saefudin, Bayu Ananto Wibowo, 2024).

In educational institutions, the learning process is an integral part of achieving instructional goals (Birsyada, 2020). This activity generally takes place through interaction between educators and students in the classroom (Masithoh, 2022). Terminologically, learning can be understood as an activity carried out by individuals to achieve comprehensive behavioural change as a result of experience and interaction with the environment (Oktivianto et al., 2018) & (Dayanti et al., 2021). Chaplin states that learning is a form of relatively permanent behavioural change resulting from practice and experience. (Solichin, 2006). Furthermore, learning is also seen as a process of transformation in the knowledge, skills, attitudes, and values possessed by individuals in response to their experiences and circumstances.(Cahyono, 2023) Based on these various views, it can be concluded that learning is a process that produces internal changes in a person, from a state of not knowing to knowing, and from inability to ability (Birsyada & Siswanta, 2021).

In addition to the learning process, achieving learning objectives also requires a structured learning process (Prawiradilaga et al., 2017) (Pratiwi & Meilani, 2018). Trianto explains that learning is a conscious effort by educators to guide students' interactions with various learning resources in order to achieve specific objectives (Sutiah & Pd, 2020) & (Masithoh, 2022). Learning involves intense and focused two-way communication between teachers and students (Rasam et al., 2018). In addition, learning is also a form of cooperation that utilises the internal potential of students, such as their interests, talents, and basic abilities, as well as external potential, such as the environment and learning resources. (Oktivianto et al., 2018) & (Rusmiati, 2017). Thus, learning can be defined as a planned process carried out by educators to facilitate learning in students in order to achieve educational goals (Birsyada et al., 2023, 2025).

One of the subjects taught at school is History (Annisa & Najicha, 2021). History education at school plays an important role in shaping historical awareness, which is an understanding of the development of human culture and civilisation (Yuver Kusnoto, 2016)& (Muhyi & Dkk, 2018). The main objective is to develop individuals who are wise and have historical awareness. (Sayono, 2013). Therefore, the history learning process must be directed towards fostering this awareness (Restu Gunawan, Amurwani Dwi Lestariningsih, 2017). However, in practice, many students are unable to fully grasp the depth of history education. This requires teachers to be more creative in designing educational materials that are not only meaningful but also capable of fostering a love for one's country, critical thinking, and a constructive attitude.(Birsyada et al., 2022).

Based on the researcher's observations during the implementation of School Field Introduction 2 (PLP 2) at SMKN 1 Kasihan from 29 January to 25 March 2024, history learning in the classroom is still dominated by lectures, followed by oral question and answer sessions and exercises. Learning resources are limited to a single textbook, without additional references, thereby restricting students' access to broader materials.(Fadlilah et al., 2023) Given the importance of history education, teachers are required to create active, creative, and interactive learning processes to make learning more meaningful and effective (Erawati et al., 2024) & (Setiawati dkk, 2016). The use and development of learning media by teachers plays an important role in realising meaningful learning. (Rebon & Birsyada, 2023). One medium that can support this process is teaching materials, namely learning materials that are systematically arranged to help teachers achieve learning objectives (Hayati et al., 2020)&(Neli Laa et al., 2017). Therefore, instructional materials function as auxiliary resources that facilitate and enhance the teaching–learning process. One form of teaching material that teachers can use is learning modules (Birsyada et al., 2025; Iqbal Birsyada et al., 2025).

Learning modules are instructional resources designed to support independent learning, either individually or with teacher guidance(Sirate & Ramadhana, 2017)&(Sumiati, 2024). They enable students to learn flexibly according to their individual abilities and pace(Henry Januar Saputra, 2017) However, observations during PLP 2 (January–March 2024) revealed that the learning process was suboptimal because teachers did not use modules or other supporting media, leading to monotonous learning activities and low student engagement (Arda, 2015) & (Delfero & Handayani, 2020) To address this issue, an interactive digital flipbook module was developed as an innovative learning medium. Its visual and interactive design is expected to provide a more engaging learning experience,

foster student motivation, and create more meaningful learning outcomes (Murdiyastomo & Aman, 2015).

Referring to the background of the problem above, the author considers the following problems to be identified: 1. Learning resources are still lacking, focusing only on textbooks, 2. The utilization of instructional media remains limited in variety, 3. interest in learning and the learning process still seems boring. The author also sets the scope the core issues addressed in this study encompass the development of learning modules, the enhancement of students' learning interest, and the advancement of history education. Accordingly, the research is guided by the following question: (1) What is the level of quality and appropriateness of digital flipbook-based learning modules on the topic of the Youth Pledge for Grade XI students at SMKN 1 Kasihan? 2. How practical is the use of digital flipbook-based learning modules at SMKN 1 Kasihan? 3. How effective are digital flipbook-based learning modules in increasing learning interest in the Youth Pledge material for Grade XI students at SMKN 1 Kasihan?

Drawing upon the research background, problem identification, problem delimitation, Based on the identified problems and research formulation, the objectives of this study are as follows: (1) to assess the quality of digital flipbook–based learning modules on the Youth Pledge topic in fostering the learning interest of Grade XI students at SMKN 1 Kasihan; (2) to determine the practicality of applying digital flipbook–based learning modules for teaching the Youth Pledge material at SMKN 1 Kasihan; and (3) to evaluate the effectiveness of digital flipbook–based learning modules in fostering increased learning interest among Grade XI students regarding the Youth Pledge material at SMKN 1 Kasihan.

Based on the researcher's exploration of several related sources, there are several previous studies relevant to this study. Among them are: Kalimatus Sa'diyah's (2021) study titled 'Development of Digital Flipbook-Based E-Modules to Facilitate Distance Learning in Senior High Schools' aims to examine the theoretical and empirical feasibility as well as the practicality of using digital flipbook-based e-modules. This study employs the 4-D development The model comprises the stages of definition, planning, development, and dissemination. Validation outcomes yielded an average score of 0.91, signifying that the e-module possesses strong theoretical validity. The readability assessment corresponded to level 10, aligning with the reading level of 10th-grade high school students. Furthermore, student feedback indicated 82% positive responses and 39% negative responses, suggesting that the e-module demonstrates a high degree of empirical feasibility.

Then, research conducted by Agnes Herlina Dwi Hadiyati (2021) entitled 'Development of Flipbook-Based Digital Science Modules for Online Learning in Elementary Schools' aims to develop flipbook-based digital science modules This study employed a Research and Development (R&D) methodology utilizing the ADDIE model, which comprises five sequential stages: analysis, design, development, implementation, and evaluation. The validation process, carried out by four expert reviewers, yielded an average score of 3.56, which falls within the "very good" classification. These results indicate that the developed module is suitable for use in science learning for fourth-grade elementary school students.

Lily Putri Humairah's (2024) research titled 'Development of Digital Flipbook-Based Science E-Modules to Improve Students' Science Literacy'. This study examines the validity, practicality, and effectiveness of digital flipbook–based science e-modules designed for junior high school students. Utilizing the ADDIE development framework, the results demonstrate that the produced e-module fulfills the established standards for validity, practicality, and effectiveness, rendering it appropriate for educational use in enhancing science literacy in science education.

Based on a review of the three studies above, the similarity with Kalimatus Sa'diyah (2021) lies in The development of flipbook-based digital learning media at the secondary school level exhibits variations in the type of device produced. The study conducted by Agnes Herlina Dwi Hadiyati (2021) demonstrates similarities in the utilization of flipbook-based modules; however, it differs in terms of the targeted educational level, specifically primary school. Meanwhile, Lily Putri Humairah's (2024) research shares similarities in methodological approach and the development of digital flipbooks, but differs in learning materials and educational level.

Based on the preceding explanation, the researcher selected the title *Development of Digital Flipbook– Based Learning Modules on Youth Pledge Material to Enhance Learning Interest among Grade XI Students at SMKN 1 Kasihan*. The development of these modules is intended to create an active, interactive, and engaging learning environment, while also supporting students' comprehension of the material, particularly on the topic of the Youth Pledge.

RESEARCH METHOD

This study employed a Research and Development (R&D) approach guided by Robert Maribe Branch's ADDIE model, which consists of five sequential stages: Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009). In the analysis stage, problems in history learning for Grade XI at SMKN 1 Kasihan were identified. The design stage involved planning the structure and content of the digital flipbook-based learning module, followed by the development stage, where the module was created. During the implementation stage, the validated flipbook module was applied in the classroom, and in the evaluation stage, its practicality and effectiveness were assessed. Consistent with Sugiyono (2020), the purpose of the R&D method is not only to produce a product but also to test its quality and effectiveness. The participants of this study were 60 Grade XI students from two classes—Dance 4 and Karawitan 1—at SMKN 1 Kasihan. Data collection techniques included questionnaires, observations, and tests (Muhyi & Dkk, 2018) & (Yeni Asmara, 2024) The instruments used comprised assessment grids for subject matter experts and media experts, response questionnaires for teachers and students, and written tests to measure learning outcomes (Khairah, 2020) Data were analyzed quantitatively to obtain feasibility, practicality, and effectiveness scores, and the results were interpreted qualitatively through descriptive narrative analysis (Santoso et al., 2023)

RESULT AND DISCUSSIONS

Based on the racapitulation of the results of the subject matter expert validation, it shows that, in terms of content, the material received an average score of 4.6 with a rating of 'very good'. Overall, the total average also reached a score of 4.6 with the same rating. Based on these evaluation results, the validators It was concluded that the historical content presented in the learning module is deemed suitable for testing, with the note that revisions should be made in accordance with the suggestions provided. The summary of the expert material The validation outcomes are presented in the table below:

Table 1. Summary of Validation Findings from Subject-Matter Experts

No	Assessment Aspect	Mean Score	Category
1.	Content or subject matter	4,6	Excellent
	Overall mean score	**4,6**	**Excellent**

The recapitulation of the media expert validation results shows that the appearance, language, and packaging aspects of the media in each learning module received an average score of 4.2 with a 'Very Good' rating. Overall, the total average score was also 4.2 and fell into the same category. Based on this assessment, the validators stated The digital flipbook–based learning module was deemed appropriate for trial implementation, with revisions made in line with the feedback received. A summary of the validation results from the media experts is presented in the following table below:

Tabel 2. Summary of Expert Evaluation on Learning Media

No	Assessment Aspect	Mean Score	Category
1.	Display Aspect	4,2	Excellent
2.	Language Aspect	4,2	Excellent
3.	Media Packging Aspect	4,2	Excellent
	Overall mean score	**4,2**	**Excellent**

To determine the overall feasibility of the developed product, a consolidated summary of evaluations from both subject-matter experts and media experts was compiled. The aggregated results yielded an average score of 4.4, classified as "very good." Based on this, it can be inferred that the digital flipbook–based learning module demonstrates a high level of feasibility and is considered ready for trial use, contingent upon revisions aligned with the recommendations provided by the validators. The combined summary of these validation results is presented in the table below:

Tabel 3. Integrated Summary of Validation Outcomes from Subject-Matter and Media Experts

No	Product Validation	Mean score
1.	History Content Expert	4,6
2.	Instructional Media Expert	4,2
	Combined Average	**4,4**
	Category	**Excellent**

To evaluate the practicality of the developed learning module, an analysis was carried out based on student response questionnaires. The findings indicate that the visual appearance aspect obtained an average score of 4.6, categorized as "Very Good." Likewise, the aspects of ease of use and usefulness each achieved a score of 4.6, also falling within the "Very Good" category. Overall, the mean total score was 4.6, signifying that the developed flipbook-based learning module demonstrates a practicality level rated as "Very Good." A summary of the student response questionnaire results is presented in the table below:

Tabel 4. Recapitulation of student response questionnaire analysis results

No	Aspects assessed	Mean Score	Category
1.	Display aspect	4,6	Excellent
2.	Ease of use aspect	4,6	Excellent
3.	Usability aspect	4,6	Excellent
	Overall Mean Score	**4,6**	**Excellent**

In addition, the consolidated results from the analysis of the teacher response questionnaire indicate that the developed learning module possesses a very high level of practicality. This is evidenced by the evaluation scores, with both the visual appearance and ease-of-use aspects receiving scores of 4.75, and the usefulness aspect attaining a perfect score of 5.00. The overall mean score of 4.83 places the module within the "Very Good" category. A detailed summary of these results is presented in the table below:

Tabel 5. Recapitulation of teacher response questionnaire

No	Aspects assessed	Mean Score	Category
1.	Display Aspect	4,75	Excellent
2.	Ease of Use	4,75	Excellent
3.	Usability Aspect	5,00	Excellent
	Overall Mean Score	**4,83**	**Excellent**

After obtaining the practicality results from students and teachers, a combined recapitulation was carried out to determine the final practicality results of the product. The results of the combined recapitulation showed that the practicality score was 4.71, and the digital flipbook-based learning module product developed was categorized as 'Very Good.' This finding shows that the module has a very high level of practicality based on the responses from students and history teachers. The results of the combined recapitulation from the analysis of the student and teacher response questionnaires can be seen in the following table:

Tabel 6. Combined recapitulation of student and teacher practicality

No	Product Practicality	Average
1.	Student Practicality	4,6
2.	Teacher Practicality	4,83
	Combined Average	**4,71**
	Criteria	**Very good**

To assess the product's level of practicality, data were obtained not only from the analysis of student and teacher response questionnaires but also from observations of learning implementation. The analysis of the learning implementation observation sheets revealed that the developed flipbook-based learning module achieved a 100% implementation rate, placing it within the "Very Good" category. This outcome demonstrates that the learning process using the module was conducted optimally and effectively, in alignment with the predetermined indicators. A summary of these observation results is provided in the table below:

Tabel 7. Review of Learning Implementation Observation Data

Meeting to	Precentage	Criteria
1	100%	Very good

To evaluate the effectiveness of the developed product, an analysis was carried out using students' written test results. The findings indicated that the product achieved a score percentage of 76.66%, which falls within the "Effective" category. Therefore, it can be concluded that the digital flipbook–based learning module developed in this study is effective in enhancing students' interest in learning History at school. A detailed summary of the product effectiveness analysis is presented in the table below:

Tabel 8. Results of product effectiveness analysis

Tes Results		Percentage of Completion	Criteria
Student completion	46		
Student not completed	14	$\frac{46}{60}$ x 100% = 76,66%	Effective
Number of student	60		

CONCLUSION

Drawing from the analyses of feasibility, practicality, and effectiveness, the developed digital flipbook–based learning module is determined to be highly feasible, practical, and effective. The feasibility evaluation conducted by history content experts and instructional media experts produced an average score of 4.4, reflecting an excellent level of quality. The practicality of the module received a score of 4.71 based on positive responses from students and teachers, which is also in the excellent category. In terms of effectiveness, the module demonstrated excellent ability to enhance students' learning interest, achieving a score of 76.66% from written test results. This finding indicates that the digital flipbook module is a promising educational medium for application in the history learning process.

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