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Development of Flip Book-Based Cooperative Training Module to Enhance The Creative Character Of Cooperative Administrators

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Abstract. Cooperatives play a key role in supporting the growth and progress of micro, small, and medium enterprises (MSMEs) in various economic sectors. Training can be done to develop the quality of human resources, including training and developing the creative way of thinking of cooperative administrators. This research aims to produce a flip book-based cooperative training module to improve the creative character of cooperative administrators. The research method used is research and development. The modified model used is the ADDIE design. Evaluation by experts and individual trials of the training module resulted in recommendations for revision, receiving a rating of "very good." Research data came from 23 representatives of cooperative administrators who participated in the training, with small group test results also reaching the "very good" category. Data collection was carried out through interviews, group discussions (FGD), consultation with experts, and the distribution of questionnaires. The results of the field trial showed that the flip book-based training module significantly improved the creative thinking abilities of the training participants. Thus, the research results conclude that the flip book-based cooperative training module has been tested for its feasibility and can be effectively used in basic training for cooperative administrators to improve creative character. The increase in creative character can be seen from comparing the pre-test and post-test scores of the training participants. The average pre-test score for training participants before using the flip book-based training module media was 7.36, while the average post-test score for training participants after using the flip book-based training module was 8.23. The students' pre-test and post-test gain test results obtained a score of 69.35% in the "quite effective" category. The increase in creative character can also be seen from the results of the creative character questionnaire for cooperative administrators, which had a percentage value of 81.25% or was categorized as very strong. This means there is a very strong increase in the creative character of cooperative management after attending the training.

Keywords: cooperative; creative character; training module

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INTRODUCTION

Cooperatives are financial institutions significantly contributing to the country's economy (Khuswati & Relita, 2019). As one of the main players in the Indonesian economy, cooperatives play a very important role in supporting the increase of national income, especially amid the current technological advancements (Amri, 2020). Cooperatives, generally defined by Bretos (Raharja et al., 2022), aim to improve the welfare of their members through economic activities that generate profits based on mutual assistance.

Cooperatives in Banjarmasin currently face challenges in maintaining their existence caused by the lack of public understanding of the cooperative concept. Generally, cooperatives are defined as member groups formed by individuals or groups, granting freedom to each member (Aslamiyah & Nasrudin, 2019). Enhancing the role of cooperatives is a step toward promoting economic growth in Indonesia (Susmonowati, 2023). One of the efforts is to provide training programs for cooperative administrators.

Cooperative training is a series of programs or activities designed to enhance the knowledge, skills, and capacities of cooperative members, administrators, and related staff. Cooperative training aims to provide a deeper understanding of cooperative concepts, cooperative management, legal aspects, and the skills needed to operate and manage cooperatives effectively. The International Cooperative Alliance (ICA) Congress in 1966 reaffirmed the need for education and training, stating that all cooperative organizations must conduct cooperative education and training to disseminate cooperative concepts and practices, including corporate aspects and democracy (Heryati & Afriyani, 2017). Cooperative education and training play a crucial role in advancing the cooperative movement. Hence, every cooperative law emphasizes allocating the surplus of cooperative business results as educational funds for implementing cooperative education and training programs. Even in Law Number 17 of 2012 concerning Cooperatives, article 6 paragraph (e) mentions one of the cooperative principles, which is: "cooperatives conduct education and training for members, supervisors, administrators, and employees, and provide information to the public about the identity, activities, and benefits of cooperatives." According to Law No. 17 of 2012 concerning the economy, this training is expected to benefit cooperative administrators.

Training is something that can be done to develop human resource quality, including developing creative thinking. Human resource development (HRD) aims to increase employees' professionalism and skills so that they can perform their duties and responsibilities optimally (Ristiani, 2020). Creative character training refers to a series of activities designed to strengthen creative character aspects through a series of processes consisting of several activity parts (Shalihat et al., 2022).

Character can be defined as personality, behavior, nature, habit, and disposition. Lickona (Primayana, 2020) explains that good character, or "good character," can be defined as a way of life based on principles of truth, including positive attitudes towards oneself and others. The character also has a relationship with creativity. According to Taylor & Getzels (Shalihat et al., 2022), creativity refers to an individual's ability to produce original ideas, products, and actions that can be generalized. According to Razik (Widia et al., 2020), thinking creatively and innovatively is one element of thinking skills. According to Treffinger, Isaksen, & Stead-Dorval (Wahab & Saud, 2021),

creativity is translated as an ability to create, produce, and develop new and original ideas; creative thinking involves the capacity to generate original ideas, discover new, unexpected relationships, or build a unique and effective sequence between elements that may initially seem unrelated. Meanwhile, according to Selwanus (Wulandari et al., 2019), creative thinking is a level where one can formulate good and correct answers, help students hone the ability to view a problem from various perspectives and generate diverse ideas.

Based on these issues, recognizing the importance of the cooperative's role in supporting the growth and improvement of micro, small, and medium enterprises (MSMEs) in various economic sectors. Basic training activities for cooperative administrators expect to provide a foundation for improving the creative character of administrators so that they can bring creativity and innovation that supports the progress of cooperatives in various aspects.

One effort to enhance the creative character of cooperative administrators is through a flip book-based cooperative training module. Maf'ula et al. (2017) state that a flip book is a form of electronic media comparable to e-books, e-modules, e-papers, and e-magazines. The advantage of this media lies in its ability to embed various types of files, such as PDFs, images, videos, and animations, and have template designs with attractive features such as backgrounds, control buttons, navigation bars, hyperlinks, and background sounds. These features make flip books a media capable of creating a more engaging learning experience.

Flipbooks with customized designs can be read using modern equipment such as PCs and phones. Developing books in flip book form adopts the principle of effective, efficient, beneficial, engaging, and practical learning design. These flipbooks are files that can be accessed and viewed anytime needed, as long as one has a laptop or phone (Asih & Astuty, 2022).

The selection of digital flipbooks as a learning medium is done because they suit the needs of the training process. Based on previous studies, the use of digital flipbooks as a learning tool has been proven to increase motivation (Anandari et al., 2019), learning interest (Juliansyah, 2016), and concept comprehension (Mulyaningsih & Saraswati, 2017). Flip books can also enhance understanding and improve achievement of learning outcomes (Nazeri, 2013).

The presence of a flip book-based cooperative training module is a concrete effort to support digital learning. Technology-based learning innovations are necessary to continually develop learning methods to improve the quality of education and enhance the creative character of cooperative administrators. This research aims to create a flip book-based cooperative training module to enhance the creative character of cooperative administrators.

METHOD

This research applies the research and development (R&D) method. The research focuses on the steps taken to produce a product through a flip book-based cooperative training module. The research approach applied included qualitative and quantitative aspects. A qualitative approach was used to detail and describe the data collected during the preliminary research stage. In contrast, the quantitative approach was applied to design the model and test the effectiveness of the developed module.

The design of this research and development followed the steps of research and development referring to the ADDIE model by Molenda (2015). Each stage of the ADDIE model is outlined as follows:

1. Analysis: The first stage involved analyzing needs and contexts to determine training participants' objectives, targets, and characteristics. In this context, in-depth research is conducted to understand the need for cooperative training.
2. Design: The approach used in this research adopted the Nedler training model developed by researchers and tailored to the potential and conditions of the research.
3. Development: This process included validation or testing activities to determine the feasibility of a flipbook-based module by experts or expert validators. The experts included media experts such as Dr. Zaudah Cyly Arrum Dalu, M.Pd. from the Education Technology study program FKIP ULM, material experts from Dr. Baseran Nor, M.Pd. from the Economics Education study program FKIP ULM, and language experts from Lita Luthfiyanti, M.Pd. from the Indonesian Language and Literature Education study program FKIP ULM.
4. Implementation: This activity aims to evaluate the developed training module. Implementation was carried out during the training process.
5. Evaluation: This is the process of assessing the success of the training module being developed and to what extent the module meets the initial expectations. The evaluation process can occur at each stage mentioned earlier and is known as formative evaluation. Formative evaluation aims to detect any foreseeable needs that may be required at each stage of the development process.

The procedure for developing the training model in this research follows the modified ADDIE approach, as shown in Figure 1.

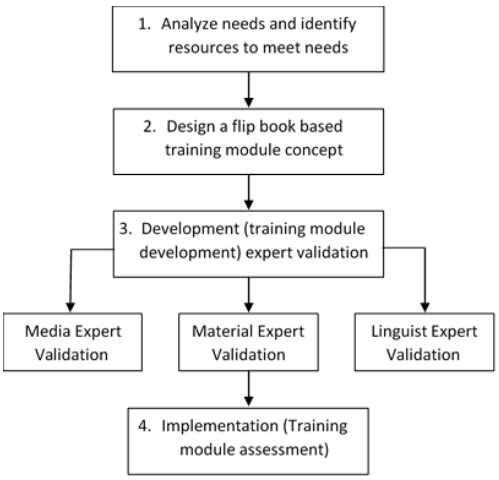

Figure 1 ADDIE model

In the Development stage, the researcher conducts a series of research activities as follows:

1. Expert Review: After compiling the training materials, the researcher reviewed or validated the training model involving expert validators. The validators, including material, language, and media validators, were asked to review the flip book-based cooperative training module that had been developed. Based on the input from the validators, the training module underwent revisions before proceeding to the next stage, which is small-group testing.
2. Small Group Testing involved four respondents who were considered representative of characteristics similar to the training participants, who are the program's target audience. These four respondents are Drs. Hj Rahmwati. M.Pd. from the KPN Swadaya DISDIK cooperative in Banjarmasin, Hj. Sofa from the SAMAWA cooperative in Banjarmasin, Sugiono H.W M from the Wijaya cooperative, and Roni Hidayat from

the Primkoppolresta cooperative in Banjarmasin. After participating in the training, the small group participants were asked to provide feedback, comments, or input regarding their experience using the flip book-based training module during the training program. Based on the input from the small group, the training material was further revised.

3. Field Tryout: After revisions based on the input from the small group, a field tryout was conducted involving 23 basic training participants from cooperative administrators in Banjarmasin. Feedback from the field tryout became the final basis for improving and refining the product. The product was then revised according to the feedback from the field, making it considered final and ready for use.

Data collection techniques to gather research data included interviews, questionnaires, and focus group discussions (FGDs). The interview method was applied in two stages in this research. The first stage was conducted during the preliminary research, where cooperative administrators in Banjarmasin were interviewed to gain an in-depth understanding of the cooperative conditions in the area. The second stage was conducted during formative evaluation by interviewing expert validators. The purpose of this interview is to validate the product that has been created, as well as to obtain input and suggestions for improvement to be used to revise the training materials.

The use of questionnaires was also done in two stages. First, in the preliminary research, questionnaires were given to cooperative administrators to obtain an overview of the training implementation. Second, in the formative evaluation stage, questionnaires were given to experts or validators to obtain assessments, feedback, and suggestions for improvement on the developed training product. Data from these questionnaires were used to revise the training materials. With a combination of interview and questionnaire methods in these two stages, the research can explore comprehensive and in-depth information to improve and refine the training product.

The training was conducted with 23 representative cooperative administrators from Banjarmasin participating as respondents. Data collection during the training was done through questionnaires and focus group discussions (FGDs). The creative character indicators used in this research refer to the concept explained by Samani and Haryanto (2012). Some of these indicators include the ability to present something uniquely and propose new ideas, courage in making quick and accurate decisions, motivation to continuously change and explore new opportunities, ability to solve problems innovatively, and being flexible and critical in thinking. Assessment of each creative character indicator uses a Likert scale of 1-5. Actual scores were obtained from the responses of all respondents to the presented questionnaire, while ideal scores represent the highest value or weight assumed by all respondents. This approach allows for a holistic evaluation of participants' creative character by considering various measured dimensions.

The training model analysis was conducted using a qualitative descriptive approach by applying data reduction analysis. The analysis stage involved grouping, filtering, eliminating irrelevant information, presenting data, and organizing structured information for subsequent conclusion or verification. The validation data analysis process

involved product validation results, which included descriptive data according to the product development procedure. This product was evaluated by material, language, and media experts, who provided criticism and suggestions. The validation data results were then observed and used as guidelines to improve the product. The product's practicality or ease of use was measured through instruments that can be used repeatedly, focusing on factors such as ease, practicality, and affordability. The practicality data analysis in the small group evaluation was conducted using a Likert scale. This approach provided a comprehensive understanding of the developed training module's effectiveness, validity, and practicality. (Aldoobie, 2015). Below is an explanation of the criteria for the Likert scale indicators used in this study.

Table 1 Criteria of likert scale indicators

No	Percentage (%)	Criteria
1	0 - 20	Very Weak
2	21 - 40	Weak
3	41 - 60	Fair
4	61 - 80	Strong
5	81 - 100	Very Strong

The analysis of effectiveness test data in the field test used the "One-Group Pretest-Posttest Design" research design or the before and after approach. The evaluation was done by calculating the N-Gain and using the effectiveness interpretation standards based on percentage categories (Hake in Widiawati et al., 2022).

At the end of the training program, participants were again given questionnaires to test the increase in creative character after participating in the basic training program using a Likert scale in the questionnaire calculation at the end of the training.

RESULT AND DISCUSSION

The results of a preliminary study on four cooperative administrators in Banjarmasin indicate that cooperatives in the area experience growth limitations, where one of the influencing factors is the lack of courage to take risks to develop their cooperatives, such as focusing only on savings and loan business, besides cooperative administrators also rarely attend training to develop their business aspects.

In order to achieve positive changes, resources are needed to seek the right and unique strategies to achieve competitive advantages (Resa Adhika et al., 2022). Employees must have high levels of creativity, innovation, and productivity. Creative employees can generate brilliant ideas related to products and services. They also take great initiative to improve company conditions and profits, and the same applies to cooperative administrators.

The research and development results include a basic training model for cooperative administrators using digital modules to improve the creative character of cooperative administrators. This product is tailored to the needs of cooperative administrators in Banjarmasin, and the result of research development is tested and analyzed through formative evaluation.

Expert Validation Test

Several expert validators were involved in reviewing this training material, namely experts in material, language, and media validation. The assessment results from them provide useful suggestions and feedback for product improvement.

The validation data obtained from the expert media, material, and language validation sheets are used to assess the feasibility of the flip book-based

cooperative training module. The expert validators for material, media, and language in this research are lecturers who are experts in their respective fields.

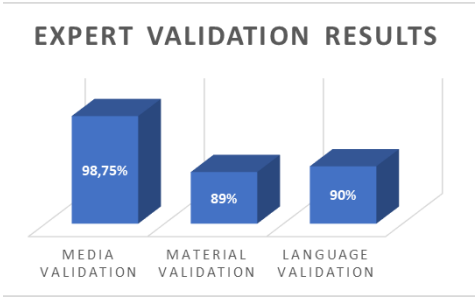

Figure 2 Expert validation results

Referring to the data seen in Figure 2, the percentage assessment by media experts can be calculated using a maximum score of 75. If the media validity percentage is between 70% and 89%, it is considered "Valid" with minor revisions needed. Media experts' suggestions include adding concept maps as visual tools to understand the structure and relationships between concepts or topics in the learning material and adding a help feature as additional information on how to get technical assistance in case of learning difficulties. Below is the display of the flip book-based training module, as seen in Figure 3.

Figure 3 Digital module

The material validation test takes three aspects to be tested: the learning design aspect, the material content aspect, and the material presentation aspect. Based on the data in the table below, the percentage assessment by material experts has a validity level of 98.75%. Material data validity interpretation table: 90% - 100% Very Valid (usable with minor revisions). Improvement suggestions include mentioning the image and video sources used and avoiding table cuts.

In the language validation test of the developed module, the aspect evaluated is readability. Based on the data in the following table, the percentage assessment by language experts with a maximum score is 50, with the validity interpretation data table: 90% - 100% Very Valid (usable with minor revisions). Revisions include improving the table of contents, punctuation usage, and title writing.

After conducting the Expert Review (media, material, and language validation), individual testing was carried out.

Small Group Testing

The revised development product from the validator test results is continued with small-group testing. Small group testing was conducted with four cooperative administrators in Banjarmasin. The assessment results from participants on the basic training model using digital modules are very strong. The results of the small group evaluation are as follows:

Table 2 Small group evaluation assessment

Aspect	Question	Respondent				Max Score N	% Average
		1	2	3	4		
Fluent thinking skills	1	5	4	5	4	20	81,25
	2	5	3	4	4	20	
Flexible thinking skills	3	4	4	5	4	20	
	4	5	4	5	4	20	
	5	4	4	4	4	20	

Aspect	Question	Respondent				Max Score N	% Average
		1	2	3	4		
Elaboration skills	6	4	4	4	5	20	
	7	5	5	4	4	20	
Curiosity	8	5	4	4	4	20	
	9	5	4	4	3	20	
	10	5	4	4	4	20	
Imaginative	11	4	4	4	4	20	
	12	4	3	3	4	20	
Challenged by diversity	13	4	4	3	5	20	
	14	4	4	4	4	20	
	15	4	4	3	4	20	
Risk-taking nature	16	5	4	4	4	20	
	17	4	3	4	4	20	
	18	4	4	2	4	20	
Appreciation	19	5	4	3	5	20	
	20	4	4	3	4	20	

Based on the average results of small group evaluation in small group testing involving four cooperative administrators, a percentage score of 81.25% or, categorized as very strong, was obtained. This means that the media used for basic training is very suitable to be tested during the training.

Field Testing

The development product was field-tested after revision based on small group testing. Data collected during field testing involved three evaluation aspects: (1) Pre-test and post-test results; (2) Assessment of trainees' skills; and (3) Assessment of the use of training materials during training by participants.

In field trials, training participants undergo a pre-test before the training begins and a post-test after the training concludes to evaluate the effectiveness of using flip book-based training modules during the training. The pre-test is conducted before the training starts, while the post-test is administered after the training ends. The results of data analysis indicate that the flip book-based training modules have a positive impact on enhancing the creative thinking abilities of the trainees.

Based on the participant's assessment of the training materials during the sessions, it can be concluded that the developed training materials are highly rated. This suggests that the revisions made after validation testing and small group trials have positively impacted the participants' experience using the training modules, confirming the quality and effectiveness of the developed product.

The next step is the analysis of effectiveness test data in the field trial, employing a data analytic approach using the "One-Group Pretest-Posttest Design" research design, or a before-and-after approach, regarding the effectiveness interpretation standards of N-Gain, which has specific categories (%). From the N-Gain scores, 69.35% is obtained, meaning that the interpretation category of N-GAIN effectiveness is categorized as moderately effective. This implies an increase in knowledge among cooperative administrators who participated in the training, as seen from the results of the effectiveness test in the field trial conducted using an analytic data approach and applying the "One-Group Pretest-Posttest Design" research design or before-after design.

Research Planning Stage

Research planning involves identifying potential problem analysis, formulating objectives, and designing training plans using flip book-based modules. Steps in evaluating potential issues, assessing development needs, formulating

development objectives, and designing training module development are included in the planning phase.

Development Stage

The development stage is divided into two parts: validation by experts and practical testing. Product validation, also known as expert assessment, is the process of logically evaluating the initial design or prototype to determine whether it is suitable (Febriyanti, 2019). Validation in this research involves expert media lecturers, material experts, and language experts, who provide input on the strengths and weaknesses of the product model design through a validation appendix sheet prepared by the researcher. The validation process results are used as a basis for improving the initial product design (prototype I). Inputs provided by experts and practitioners during the product design validation are considered the main considerations for revising the product design that has been made.

The expert validation aims to assess the feasibility of developing a training model for cooperative administrators aimed at enhancing creative character through training using digital modules. Media expert validation was conducted by Zaudah Cyly Arrum Dalu, M.Pd, from Educational Technology on September 1, 2023. The validity level reached 89%; thus, according to the interpretation table, it falls within the 70% - 89% category, meaning "Valid" and can be used with revisions. Meanwhile, material validation was done by Dr. Baseran Nor, M.Pd, as a material expert lecturer from Economics Education on September 6, 2023. The validity level reached 98.75%; according to the material validity data interpretation table, it falls within the category of 90% - 100%, meaning "Highly Valid," and can be used with minor revisions. Language expert validation was conducted by language expert lecturers from Indonesian Language and Literature Education, Mrs. Lita Luthfiyanti, M.Pd, on September 6, 2023, with a validity level of 90%, meaning language validity: 90% - 100% Highly Valid and can be used with minor revisions. In the practical testing phase, the small group evaluation showed a result of 81.25% based on calculation analysis, categorized as very strong. This means that the media used for basic training is already highly suitable for testing during the training.

Trial Stage (Model Effectiveness)

The N-Gain score results obtained a percentage of 69.35%, meaning that the interpretation category of N-GAIN effectiveness is categorized as fairly effective, indicating an increase in knowledge among cooperative administrators who participated in the training, as seen from the results of the effectiveness test in the field trial conducted using the "One-Group Pretest-Posttest Design" research design or before-and-after design. With significant differences between conditions before and after training, it can be concluded that developing basic cooperative training modules based on flip books using digital modules has proven effective in enhancing the creativity of cooperative administrators in Banjarmasin. The training model's effectiveness was evaluated through field trials involving three stages: training opening, training content, and training closure.

a. Training Opening Activities

The basic training activities for cooperative administrators in Banjarmasin were held at the Nasa Hotel Banjarmasin. The implementation of these activities consisted of one lecturer and ten students from the Faculty of Education at Lambung Mangkurat University. The training began with an opening ceremony and a Focus Group Discussion (FGD). The theme of this

FGD was "Strengthening Creative Character for Cooperative Administrators to Enhance Cooperative Product and Service Innovation in Banjarmasin." Training participants were invited to discuss and review the findings of issues occurring in cooperatives based on literature review studies and other issues handled by each participant's cooperative administrators. The findings of the literature review study point to the capital/finances of cooperatives, cooperative governance/management systems, membership/cooperative administrators, and cooperative collaboration. The findings of the literature review study were then discussed again with training participants to determine if the issues identified in the literature review study also occurred in their respective cooperatives and whether other issues were found within their cooperatives. The FGD results found various problems from each cooperative of the training participants. New issues were also discovered besides those found in the literature review study. In the FGD, training participants also received various solutions to the issues in their cooperatives through suggestions and inputs from other training participants, which had already been resolved in their cooperatives. The documentation of the FGD implementation can be seen in Figure 3.

Figure 3 FGD activity

After participating in the FGD activity, participants were provided with training media as a digital module specifically developed for basic training activities for cooperative administrators. This digital module serves as independent learning media for training participants, containing discussions related to cooperatives consisting of three chapters, including:

1. Cooperatives and the history of cooperatives
2. Health and assessment aspects of cooperative health
3. The backbone of cooperative life is service

Training participants are asked to access and study the module's contents as initial reading material in the developed digital module to follow the subsequent training sessions.

b. Core Activities (Material Delivery)

Before participating in advanced training sessions, participants were given a pre-test to measure the initial knowledge of training participants about cooperatives and creative character. In this training session, the resource person was directly sourced from the Head of the Cooperative Division of Banjarmasin, Mr. Drs. Sojuangon Hutauruk, M.Si. The documentation of the training implementation can be seen in Figure 4.

Figure 4 Training activity

Next is the final activity, where at the end of the activity, participants were given a questionnaire to determine whether there was an improvement in the creative character of cooperative administrators after participating in the training program. The responses of the training participants were collected

using a Likert scale questionnaire, and the results are as follows.

Table 3 Results of Creative Character Questionnaire After Training

Indicator	Question	N Total	Skor Maks N	%	% Average
Fluent thinking skills	1	89	100	89	81.85
	2	78	100	78	
Flexible thinking skills	3	76	100	76	
	4	82	100	82	
	5	89	100	89	
Elaboration skills	6	78	100	78	
	7	76	100	76	
Curiosity	8	82	100	82	
	9	89	100	89	
	10	78	100	78	
Imaginative	11	76	100	76	
	12	82	100	82	
Feeling challenged by diversity	13	74	100	74	
	14	80	100	80	
	15	87	100	87	
Courage to take risks	16	84	100	84	
	17	78	100	78	
	18	82	100	82	
Appreciation	19	88	100	88	
	20	89	100	89	

Based on the average scores of cooperative administrators who participated in the training, they obtained a percentage score of 81.25%, categorized as very strong. This means there is a significant improvement in cooperative administrators' creative character after the training.

From the various stages above, it can be said that cooperative administrators' creative character has increased through the flip book-based cooperative training module. This finding is also consistent with several research results, such as from Maf'ula, Hastuti, and Rohman (2017), stating that flip books are a form of electronic media comparable to e-books, e-modules, e-papers, and e-magazines. The advantage of this media lies in its ability to embed various types of files, such as PDFs, images, videos, and animations, and template designs with attractive features such as backgrounds, control buttons, navigation bars, hyperlinks, and soundtracks. These features make flip books a media capable of creating a more engaging learning experience.

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The selection of digital flipbooks as a learning medium is done because they meet the training process's needs. Based on previous studies, the use of digital flipbooks as a learning tool has been proven to increase motivation (Anandari et al., 2019), learning interest (Juliansyah, 2016), and concept understanding (Mulyaningsih & Saraswati, 2017). Flipbooks can also enhance understanding and improve learning outcomes (Nazeri, 2013).

The presence of flip book-based cooperative training modules is a concrete effort to support digital

learning. Technologically based learning innovations are necessary to continuously develop learning methods to improve the quality of education and enhance cooperative administrators' creative character.

c. Closing Activities

Closing activities are the final step of the training, where human resource professionals reflect on the training, draw conclusions, deliver messages, motivate participants, and discuss follow-up plans.

CONCLUSION

A significant difference was found between the conditions before and after cooperative administrators participated in cooperative training using flip book-based modules, with an N-Gain score result of 69.35%, meaning the effectiveness interpretation category of N-GAIN is fairly effective. This indicates an increase in knowledge among cooperative administrators who participated in the training, as seen from the results of the effectiveness test in the field trial conducted using the "One-Group Pretest-Posttest Design" research design or before-and-after design. The results show a significant difference in improving creative character before and after training. Therefore, it can be concluded that basic training using digital modules effectively enhances the creativity of cooperative administrators in Banjarmasin. The average scores of cooperative administrators who participated in the training obtained a percentage score of 81.25%, categorized as very strong. It can be concluded that flip book-based cooperative training modules effectively enhance the creative character of cooperative administrators in Banjarmasin.

The development of flip book-based training modules is based on the lack of media usage as continuous reading materials in the training process. Due to the lack of training media, participants find it difficult to access and review training materials they have previously studied. With the existence of flip book-based training modules, it is expected to serve as one of the reading and learning sources during and even after training. These comprehensive training modules contain images, videos, comprehension test questions, module usage instructions, templates, and attractive colors. Evaluation by experts and individual testing of the training modules obtained a rating of "excellent," indicating that the flip book-based cooperative training modules effectively enhance the creative character of cooperative administrators.

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