Flipbook Maker Is An Electronic Learning Media For Social Studies Subjects

Bambang Subiyakto
bambangsb@ulm.ac.id
Social Studies Education Department, FKIP Lambung Mangkurat University
Jumriani
jumriani@ulm.ac.id
Social Studies Education Department, FKIP Lambung Mangkurat University
Syaharuddin
syahar@ulm.ac.id
Social Studies Education Department, FKIP Lambung Mangkurat University
Rusmaniah
rusmaniah@ulm.ac.id
Social Studies Education Department, FKIP Lambung Mangkurat University
Sigit Triyono
sigit.triyono@ulm.ac.id
Social Studies Education Department, FKIP Lambung Mangkurat University
Fathul Jannah
fathul.jannah@ulm.ac.id
Primary School Teacher Education Department, FKIP Lambung Mangkurat University

Abstract
Technology integration in learning is essential in this digital era to improve student interaction and understanding. This community service aims to develop and implement Flipbook Maker as an electronic learning media for Social Sciences (IPS) subjects. The methods used in this community service activity include the planning, training, implementation, and evaluation stages. First, a needs analysis was conducted to determine the material to be presented as a flipbook. Second, IPS teachers were given intensive training on integrating Flipbook Maker into the curriculum. Furthermore, the flipbooks that had been created were tested in several classes to see their effectiveness and student responses. The activity results showed that using Flipbook Maker as an electronic learning medium can increase student interest, facilitate material delivery, and enrich learning resources. The evaluation showed that most students felt more motivated and helped understand IPS material. Thus, Flipbook Maker can be an alternative and innovative learning media for IPS subjects.
Keywords*: Flipbook maker, Learning Media, Social Sciences*

Abstrak
Dalam era digital ini, integrasi teknologi dalam pembelajaran menjadi sangat penting untuk meningkatkan interaksi dan pemahaman siswa. Pengabdian kepada masyarakat ini bertujuan untuk mengembangkan dan mengimplementasikan Flipbook Maker sebagai media pembelajaran elektronik untuk mata pelajaran Ilmu Pengetahuan Sosial (IPS). Metode yang digunakan dalam kegiatan pengabdian ini meliputi tahap perencanaan, pelatihan, implementasi, dan evaluasi. Pertama, dilakukan analisis kebutuhan untuk menentukan materi yang akan disajikan dalam bentuk flipbook. Kedua, guru-guru IPS diberi pelatihan intensif tentang penggunaan Flipbook Maker dan bagaimana mengintegrasikannya ke dalam kurikulum. Selanjutnya, flipbook yang telah dibuat diujicobakan di beberapa kelas untuk melihat efektivitas dan respon siswa. Hasil dari kegiatan ini menunjukkan bahwa penggunaan

Bambang Subiyakto, Jumriani, Syaharuddin, Rusmaniah, Sigit Triyono, Fathul Jannah

Flipbook Maker sebagai media pembelajaran elektronik dapat meningkatkan minat belajar siswa, mempermudah penyampaian materi, dan memperkaya sumber belajar. Evaluasi menunjukkan bahwa sebagian besar siswa merasa lebih termotivasi dan terbantu dalam memahami materi IPS. Dengan demikian, Flipbook Maker dapat menjadi alternatif media pembelajaran yang inovatif dan efektif untuk mata pelajaran IPS.
Kata Kunci: *Flipbook maker*, Media Pembelajaran, Ilmu Pengetahuan Sosial

PRELIMINARY

The development and progress of information and communication technology that has penetrated various areas of human life has enormous potential to be utilized (Berutu et al., 2023). Therefore, it is essential to integrate technology into the learning process fully. The development and progress of industry and technology also play a role in creating a learning environment. Every aspect of human life has been integrated with technological systems and algorithms, such as computers, smartphones, the internet, and cloud-based technology (Abbas et al., 2023). The educational aspect is one aspect that is affected by technology; this is indicated by the digitalization and modernization of learning facilities that are starting to be available in various educational institutions in Indonesia (Primamukti & Farozin, 2018). The presence of various digital-based platforms in the educational aspect will open up opportunities for the use of technology, create a more dynamic learning atmosphere, and have a high level of accessibility (Rastati, 2018).

Thus, the use of integrated technology between learning materials, learning support devices, and learning aids can be one factor determining the success of students in mastering various competencies (Puspitorini et al., 2014). The success and achievement of students in achieving a learning goal cannot be separated from the contribution of various supporting factors such as learning media, materials, learning environment, teacher competence, and learning facilities (Ristanto et al., 2020). As previously mentioned, learning media is one factor that contributes to achieving learning goals (Puspitorini et al., 2014; Sunismi, 2015). Along with the development and advancement of learning media technology, learning has increased from various sides, balanced by its usefulness in education (Riyanto et al., 2020). However, the facts on the ground still show that some educational institutions are still quite resistant to conventional learning methods and have not been able to accept the presence of technology in the learning space (Sayıner & Ergönül, 2021). The tendency of educational institutions to reject the presence of technology in the learning process can be seen in teachers who still deliver learning through lecture methods that tend to be one-way, namely using printed modules as learning aids (Sayıner & Ergönül, 2021). In addition, one of the views of educators who tend to reject the use of technology can also be seen in the results of the search for teacher

competencies in the field of information and communication technology, which are still below average (Rivalina, 2014). Therefore, the facts in the field show that the world of education can still not accept and follow the developments and advances in technology in several aspects that support the learning system (Jumriani et al., 2024). As an intermediary tool used by educators in delivering lesson materials, learning media has various benefits, including media as a learning resource, has a manipulative function where learning media can reload an event in various ways that are adjusted to the situation, goals, and also in any condition according to the characteristics of the audience (Setiawan et al., 2020; Shetu et al., 2021).

In addition, the existence of learning media can be an innovative solution to overcome the limitations of teachers' space and time and make teachers not have to spend much time explaining lesson materials to students (Setiawan et al., 2020). Responding to problems in the field with the hope of improving the quality of learning in junior high schools, especially in social studies subjects, innovation is needed, one of which can be developing flipbook-based digital learning media. Flipbook-based interactive digital books are innovative learning media in the digital era (Puspitarini & Hanif, 2019; Rusli & Antonius, 2019) Arifin & Lestari, 2020). As digital learning media, Flipbooks will later contain materials presented in various types of media, such as text support, images, and videos regarding learning materials. In addition, several studies on the benefits of flipbooks in the learning process have been empirically proven to contribute to achieving learning objectives and improving students' academic achievement (Satriani, 2018). Previous research results stated that the flipbook-based electronic module has successfully passed the validation test stage with excellent results, so it is suitable for use as a learning medium in the classroom and increases students' enthusiasm for learning (Riyanto et al., 2020; Sert & Boynuegri, 2017); Susanti et al., 2020). Other research results also state that flipbook-based electronic modules can improve student learning outcomes. Therefore, this community service aims to develop and implement Flipbook Maker as an electronic learning medium for Social Sciences (IPS) subjects (Shahroom & Hussin, 2018).

METHOD

Specifically, the following is a description of the implementation flow of the proposed community service. This activity will be held on 3 September 2024, 10 September 2024 and 17 September 2024. First, initial observation or field orientation is a stage to identify the problems teachers face. This observation activity is carried out to obtain a factual picture of what happens in the field related to the problems teachers or partners face in social studies learning activities. This activity is very relevant to the theme because it explores the problems

teachers face in social studies learning. Second, guide to analyze and prepare materials used in the training. In this activity, the tutor gives an example of a lesson plan and focuses on learning objectives. The tutor discusses it with the participants. This is done so that participants understand more deeply how student activities follow the learning objectives determined based on the essential competencies in the syllabus. Third, provide guidance and practice in compiling flipbook makers. This third activity stage is the core of the entire series of implementation activities. In this activity, several activities are carried out, such as giving lectures or materials related to learning media, group work, discussions, assignments, and Q&A. Fourth, conduct training on compiling flipbook makers independently. In the implementation of this activity, participants are divided into four groups. The activities that will be carried out in the group are as follows: Each participant will compile a flipbook maker based on the worksheets distributed and guided directly by the service team. The purpose of this activity is for participants to compile a flipbook maker independently based on the results of their group work (Sugiyono, 2019).

RESULTS AND DISCUSSION

The training and mentoring activities for making e-modules were conducted using discussion and sharing methods regarding the flipbook maker application. Training and mentoring for making e-modules. This training activity consists of four stages: discussion, delivery of materials, training, and making e-modules and evaluation. The description of each stage is:

1. Preparation Stage

At this stage, the community service team conducted observations and surveys at target schools to obtain data on teacher competency development needs in designing learning. From the results of the observation, one of the main problems for carrying out this community service activity was that in daily learning, it was seen that the teaching materials used were conventional teaching materials and seemed monotonous because they only came from books (Nurul Hasanah et al., 2024). Lesson conventionalonly. Based on the survey results, the lack of development of innovative teaching materials requires teacher competence in digital literacy, such as utilizing technology in learning. Because of the importance of developing digital literacy competencies for these teachers, the community service team and partner schools agreed to do training and mentoring activities to develop innovative teaching materials that utilize technological developments. The theme of the training given to social studies teachers in Banjarbaru City is training them to make e-modules with applications Maker.

2. Training Stage

At this stage, based on discussions and mutual agreements with partner schools, observation, discussion, and coordination of community service activities have been done. Discussion Activity Stage: At this stage, material about the flipbook maker application is delivered in designing teaching materials, and joint discussions regarding teacher obstacles in understanding the training materials provided take place.

Figure 1. Training Activities

Source: Service team data, 2024

The resource person for this material delivery activity is a team of lecturers from Social Studies Education, Lambung Mangkurat University, assisted by five students. This module-making training included 20 Social Studies subject teachers in Banjarbaru City. Before the e-module-making training, teachers were guided and introduced to the features that can be used in designing e-books using the Flipbook maker application.

3. Mentoring Stages

At this stage, students assist teachers in designing e-modules according to the subjects they teach. Students also assist teachers in using the features of the flipbook maker application in the activities.

4. Activity Evaluation Stage

It is carried out at this stage after the training activity is completed and the teachers produce an e-module for learning. The community service team, consisting of 20 teachers, evaluates the participants of the activity. From the evaluation results, data was obtained that 85% of the training participants had understood the steps for making e-modules for learning,

and a small number of training participants still needed further assistance. At this stage, data was also collected regarding teachers' opinions regarding the use of technology in learning.

Figure 2. Evaluation activities

Source: Service team data, 2024

School partners in this activity have played an active role by allowing social studies teachers to participate in the training. They have also facilitated logistical needs such as training rooms and other supporting equipment. In addition, school partners provide input on the specific needs of teachers related to digital teaching materials so that training materials can be adjusted to real needs in the field. Social studies teachers are training participants who have an active role in making this activity successful. They participate in the training and provide constructive feedback on the training materials and methods. Their active participation is an essential indicator of the success of this program.

Infrastructure and facility limitations Some partner schools face infrastructure limitations, such as a lack of computers or adequate devices for training. Some schools also have limited internet access, which hinders the training process, which requires a stable internet connection to download and use the Flipbook Maker application. As a result, the implementation of training in some locations must be adjusted, such as using personal devices or rescheduling training schedules. Diverse Levels of Digital Literacy The level of digital literacy among participating teachers varies, from those already familiar with technology to those still unfamiliar. This causes differences in the speed of understanding training materials. Some teachers need more time and guidance to understand how to use the Flipbook Maker application, which results in the training having to be extended.

The limited time of the training schedule that must be adjusted to the routine activities of teachers at school is a challenge in itself. Some teachers have difficulty following the training because it clashes with their teaching schedules or other school activities. This affects teacher participation and involvement in the training, potentially affecting the achievement of outputs.

Based on the evaluation results and output achievements of the PkM program "Mentoring the Use of Digital Teaching Materials with the Flipbook Maker Application for Social Studies Subject Teachers in Banjarbaru City", the PkM plan in the following year will focus on increasing teacher capacity and strengthening the implementation of digital teaching materials. This plan includes realizing the promised mandatory outputs and additional developments to expand the program's impact.

CONCLUSION

Nowadays, the use of technology in learning is very much needed. Using technology for engaging and easy-to-understand teaching materials for students can be designed efficiently. With ICT, the media and teaching materials can consist of various visual, audio, and audiovisual learning media combinations. In preparing media and teaching materials, teachers must design media and teaching materials as enjoyable as possible so that students are interested in participating in learning. This training aims to provide assistance in making modules assisted by the flipbook maker application to social studies teachers in Banjarbaru City in designing and preparing innovative teaching materials. This e-module-making training was conducted using the discussion and sharing method with social studies subject teachers in Banjarbaru City regarding the steps for making e-modules and using the flipbook maker application. From the evaluation of the activities that have been carried out, it was found that 85% of social studies subject teachers in Banjarbaru City were able to design teaching materials using the flipbook maker application, and there were still some teachers who needed further assistance in designing teaching materials.

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