ONLINE DIGITAL FLIPBOOK MODULE: AN ALTERNATIVE TEACHING MATERIAL IN THE 21st CENTURY

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Abstract

Online module can be one of the solutions as teaching material in this modern era. This study is descriptive qualitative study. It aims to explain the implementation of online module and students' responses toward it. The module was developed using online application heyzine.com and the material was about sentence structure. The students were asked to read it and give responses about it. Digital Flipbook module can be implemented successfully in learning process and the students in conclusion can give positive responses toward the implementation of it in the classroom.

Keywords: Digital Flipbook; Module; Teaching Material

INTRODUCTION

In the 21st century, technology has become a part of human life. The use of technology has changed and gives big impact to almost all aspects of life including education (Putrawangsa& Hasanah, 2018). Education and technology become inseparable in this era. it improve the quality of education since students can learn new things and get more knowledge from the exits of technology such as internet. (Suryani, 2020). On that account, the internet can be used as one of learning material for teaching students in the industrial revolution 4.0 eras. Teaching material is one main element in teaching and learning process. it consist of sources that can be used to improve and develop students knowledge, ability, and skills (Department for International Development, 2007). There are some types of teaching materials that can be used, one example is module. According to Depdiknas (2008) module is a learning tool which contains materials, methods, limitations, and evaluations. Module is one of teaching material that is usually made by the teacher for the students to help them learn about the materials by themselves. Therefore, it is usually designed systematically and attractively to make it understood easily. The materials will be taken from many different sources which can help the students to study individually (Pratowo, 2011). Module can be one of alternative teaching material in teaching grammar since there are so many kinds of grammar books. By having module, the materials can be selected based on the objective of learning that want to be achieved. Beside, by having module, the students can learn the materials on focus. Dealing with the technology era, printed module now has been replaced by digital module. Teacher can use some applications or software provided in the internet (Hartanto, et.al, 2020). Nowadays, there are various kinds of digital book that can be applied for the module, and one of the popular is flipbook. Flipbook was originally created to display animation stories. It contained of animation combined pictures drawing in different paper. When the papers were open slowly, the image looked alive and moving without machine or computer. Lately, in the development of technology, this concept was adopted by vendors to produce various types of digital application for books, comics, magazines, and others

to make more interesting (Hardiansyah, 2016; Nafi et al., 2018). Comparing to printed module, digital module has some advantages. First, it can be accessed easily. By making module digitally, the students do not have to bring some heavy modules to be read. They just need to open it in their smart phone. Then it becomes more effective and efficient since the students can read it anywhere and anytime (Rahmawati, et al, 2022). Second, digital module application provides some features that make it possible to include other sources of materials such as video, audio, animation, or moving graphic (Diani & Hartati, 2018; Safitri, 2017). By putting audio visual materials in module can make it more concrete and easily understood since it is not only consist of words (Suryani and Ardianto, 2019). Third, it eases and improvesstudents' learning interest since it provides various types of information (Rafiq & Ameen, 2012).Beside, by putting module digitally, the teacher help the students in dealing with technology because they must use gadget to access the module (Suryani and Ardianto, 2019; Hartanto, D, et.al, 2020). Recently, researches on digital flipbooks have been carried out widely. Some examples of those previous research showed that digital module gave positive impact on students' learning. For example, a research had doneSriyanti Ida, et. al in 2020 about The effect of Using Flipbook-Based E-modules on Student Learning Outcomes. In this research the application used to make e-module is kvisoft flipbook maker and the result showed that flipbook-based e-modules was effectively used as teaching material on student learning outcomes. It can be seen from the result of the posttest test were higher than the pretest tests with an average of 33.28, while the normality test results obtained pretest data of 0.026 and posttest data of 0.257. Finally, the N-gain test results were obtained at 0.466 in the moderate category. Another research had been done by Suryani and Ardianto (2019) in Digital Flipbook Empowerment as A Development Means for History Learning Media. From this research it can be seen that developed digital flipbook have succeeded in gaining a significant increase in students' grades as well as succeeding as delivering information media to students in the classroom. In this research the module developed was using Kvisoft Flipbook Maker or the latest development results, Flip Pdf Professional. Also, a research taken by Ristanto, R, *et, al* (2020) showed that Digital Flipbook provides a solution to the absence of learning media for the immune system based on digital flipbooks. Biology teachers and students can take advantage of learning media to achieve learning goals of the immune system. The assessment results of Digital Flipbook Imunopedia (DFI) learning media development by the three Biology education experts indicate valid and feasible to be used in immune system learning process. Average of each feasibility test aspect is content aspect (3.05), media aspect (2.95), and language aspect (2.95). The trial test results to small group regarding the DFI content, display, and benefits indicate a very feasible criterion (3.62). in developing this flipbook, the medium used were Microsoft PowerPoint 2010, Movavi Video Editor 14 and Flip PDF Professional. From those previous researches in can be seen that digital module givespositive impact to the students' learning. It can also be seen that in making digital flipbook module is not an arduous task. Today's, there are numerous applications that can be used, online or offline (software). From those studies, they used different application, the first and the second used KvisoftFlipbook Maker, and the second and the third used Flip Pdf Professional. Meanwhile in this research the digital flipbook module was developed by using online application "Heyzine.com". This application was used because it eases to use especially for the amateur. It provides three accesses, basic, standard, and professional. The flipbook made by this application can be downloaded if you choose standard and professional access. Furthermore, this study is trying to find out the implementation of online flipbook in teaching sentences' structure and the students' response toward it. According to Paulina (2002) response is behavioral act. it is a result of stimulus coming into the same mind with the sense of someone. Bennett in Sumilia, *et. al* (2019) states response is something said or done in answer; reply or reaction that . It means that the response given from students to teacher in the classroom, it depends on how the stimulus provided by teacher to motivate students to more

active in the classroom. This study uses three components attitude model proposed by Steven M Chaffe to find out the students' responses toward the implementation of this module. the interview questions are based on the elements consists of cognitive, affective, and conative or behavior. (Rahmawati R, 2014).

METHOD

The research method used in this study is descriptive qualitative. It aims to explain the use of digital flipbook module in teaching grammar and to find out their responses toward it. The subject of this study was second semester of English study program in IKIP PGRI Bojonegoro who got English Grammar course. There were eight students to be interviewed ti find out their responses toward the module. The students were chooses from cluster random sampling. There were three research instruments to collect the data; interview, observation, and documentation (Sugiyono, 2015). After getting the data, the data were analyzed by using data reduction technique, data display (presentation of data), and conclusion drawing or verification. In the reduction, the result from interview and observation were selected, simplified, and transformed into some important information to get clearer picture of the data. Then, those important data are displayed qualitatively in order to give information toward the result of the study. After that the data are concluded to give the result of the study (Matthew Miles and Huberman, 2009).

RESULTS AND DISCUSSION

Results

Before using it in the classroom, the materials were collected and adopted from some various grammar books such as Fundamental of English Grammar Workbook, Second Edition by Betty S. Azzar and Donald A. Azzar, Understanding and Using English Grammar, Third Edition by Betty S. Azar (2002), Peterson's TOEFL SUCCESS by Bruce Roger (2004), and Oxford Guide to English Grammar by John Eastwood (2002). The materials then selected based on analysis of the objective learning that expected to be achieved. After that, the materials were put in power point template taken from https://slidesgo.com/. Then those materials in power point were changed into pdf format to be uploaded in the website. Before uploading the materials, we need to log in or sign up first.

Figure 3.1 Heyzine front page look
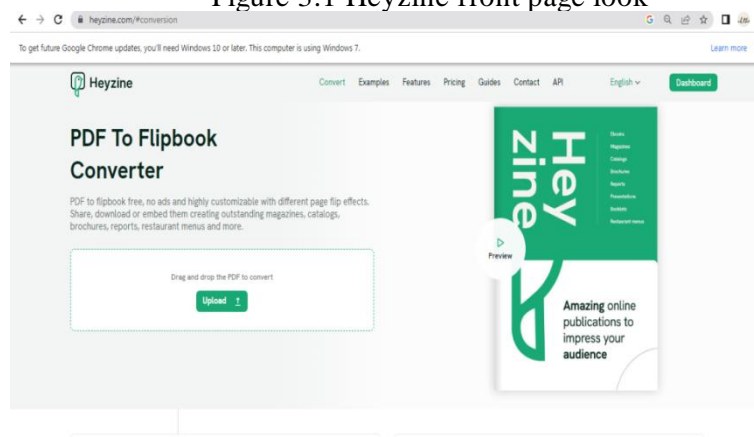
After uploading the material in Heyzine.com, we can edit the pdf files to be added some additional audio visual materials on the file. From figure 3.2, it can be seen that the editing panels are in top and bottom left side of the screen. You may insert link, image, video, audio, or website. Unfortunately, in this module, there are not any audio visual materials added

because it was used basic which has some limitation on the editor. After finishing with all the design in Heyzine, we can click save and the link can be shared to the students.

Figure 3.2 Edit Screen Display on Heyzine.com
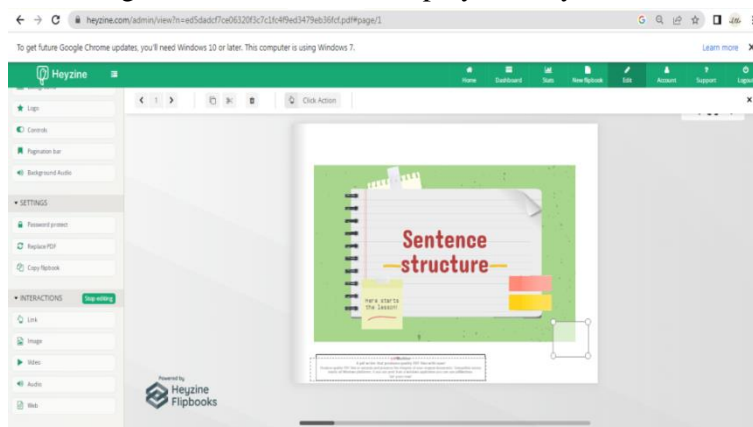
The link was shared two days before the class. The students were tasked to read it and do the exercises on it. To assure that the student read the module, they needed to make summary toward the materials in the module. In the grammar class, the students grouped and discussed some questions given related to the materials they have read. Then, randomly, the students were asked to present their summary in front. After presenting their summary, the exercises were discussed and checked the answers together. Teaching grammar in the flip classroom is quite difficult since some students still got difficulty in understanding the concept of grammar they are going to learn. Therefore, the explanation is still needed during the teaching and learning process.

The students' responses

After the class end, eight students were interviewed to find out their responses toward the use of online flipbook module in sentence structure lesson. There were some questions related to the three elements in students' responses. Diagram 4.1 showed the result of students' response.

Diagram 4.1 the students' responses
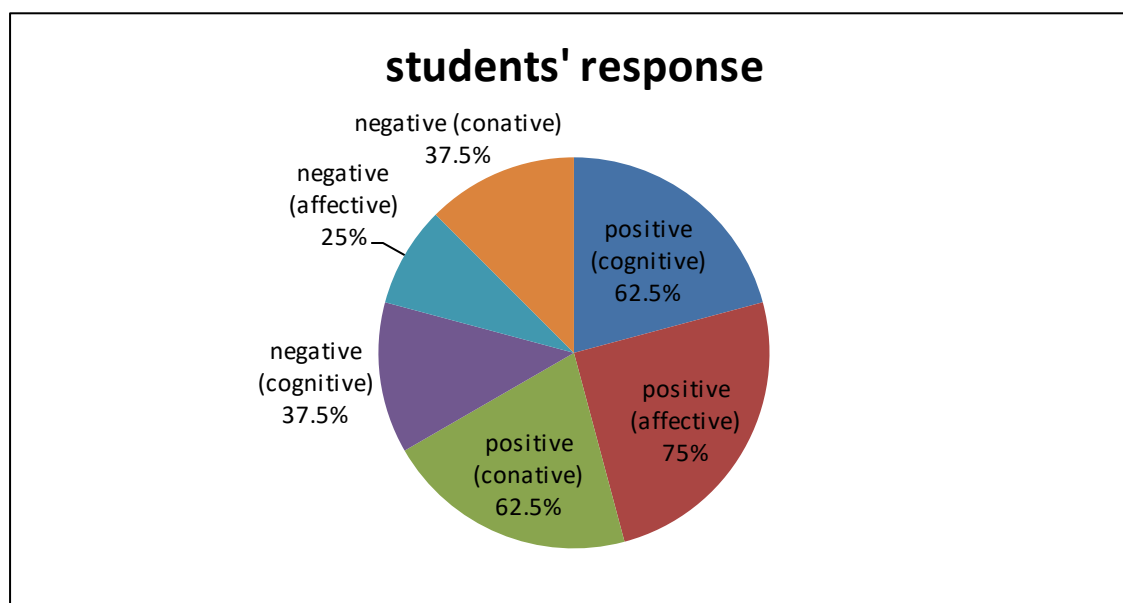
From diagram 4.1, it can be seen that students' who gave positive response toward the implementation of digital flipbook module is greater than negative responses. From eight students interviewed, about three students responded negatively toward it. They said that they still got difficulties in understanding the materials even they were digitalized. A student was asked if he understood about the material or not. He told that he did not understand about the material in module because he did not understand about sentence structures that he said that the module did not help him understand about the materials. He also preferred printed module because he could take some notes on the book. He could not do it in the digital module. Another student who gave positive respond in the first until forth questions and gave his negative response in two last question because he thought that studying grammar is more interesting if using audio visual media meanwhile in this module did not include it. Meanwhile, students who responded positively said that this module helped them in studying the materials because the materials were systematically arranged which let them understand it. Besides, they preferred digital module because they can read anywhere and anytime without bringing their book but to make it differ with printed book. From the result of interview and observation, it can be summing up that the implementation of this module get positive responses from the students.

Discussion

The implementation of digital flipbook module in teaching can be one alternative in the 21st century. It provides not only text but also some audio visuals media on it which can help students to understand the material easier. The learning material developed are divided more evenly in one semester so that it can be able to improve the students' concept mastery significantly. It can also improve the students' critical thinking which empower the students' metacognitive skills (Indiyanti and Susilowati, 2010; Hayati, et. al, 2015; Ristanto,et. al, 2020). Besides, making module digitalized can give some advantages to students. It can increase students' motivation to study because teacher can add some additional medias such as audio, videos, or animation which attract students to study (Hartanto, et. al, 2020). By putting some videos, audio or animations make digital module more real which make learning more enjoyable (Sriyanti, et. al (2020).

Moreover, the use of digital flipbook can be very important in the pandemic era. Teachers can make summary of all the materials which can help them students to study by themselves at home. Digital module should be equipped with et.al,2018).Then, students are responsible for their own learning for their own success. The development of responsibility in handling their own learning is very important in the development of 21st century students' skills. It can make learning more effective and efficient (Hartanto, et. al 2020)

CONCLUSION

The use of digital flipbook module can be very useful and meaningful. It can be implemented in the classroom or flip classroom. It is proved that digital module has some advantages in the 21st century learning activities. By implementing of digital module in the classroom, teacher and students can get some advantages. It can increase self-study skill, motivation, and also students' responsibility. It provides new experiences of learning materials.

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