

## Development of digital learning materials utilizing the kvisoft flipbook maker application for indonesian language instruction

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### Abstract

*The advancement of science and technology has exerted a profound influence on education. Concurrently with the evolving times and the era of globalization, marked by the rapid proliferation of products and the utilization of information technology, one such manifestation is the creation of learning media through the utilization of the Kvisoft Flipbook Maker application, which constitutes a digital book—a virtual presentation of educational materials. This application transforms the appearance of PDF files into an engaging format resembling a conventional book. The research's objective is to develop Indonesian language learning media in Primary Schools, with the aim of enhancing the quality of education to captivate student interest in learning. Data collection was carried out through observation. The research methodology employed belongs to the category of research and development (R&D). The research procedure adopts the ADDIE development model, consisting of five stages: analysis, design, development, implementation, and evaluation. The findings of the research affirm that the Development of Digital Books Using the Kvisoft Flipbook Maker Application in Indonesian Language Education can serve as an alternative solution to support students' learning in the era of the fourth industrial revolution. By harnessing this audiovisual medium, learning becomes more captivating, communicative, interactive, and significantly influences students' comprehension and learning outcomes. Moreover, students are motivated to cultivate a passion for learning, making it easier for them to grasp the conveyed material.*

**Keywords:** Learning media; ICT- based; Flipbook; digital book; audio visual media.

### INTRODUCTION

The advancement of science and technology, as well as their applications in human life, profoundly affect the quality of human resources, particularly in the field of education. This assertion is supported by the views of Zetriuslita, Nofriyandi, and Istikomah (2020), who note the rapid technological advancements in the realm of education. Hence, educators and learners alike need to embrace and adeptly utilize technology in the teaching and learning processes (Zetriuslita et al., 2020). The evolution of information technology has enabled the processing, packaging, presentation, and dissemination of learning information, encompassing audio, visual, audiovisual, and multimedia formats, thus realizing virtual learning. Learners can access educational content from anywhere,

enhancing both effectiveness and efficiency (Amanullah, 2020).

Language education, at its core, involves imparting language skills. Indonesian language, taught from the first to the sixth grade in primary schools, is no exception. Indonesian language instruction in the lower grades is characterized by a thematic approach (Khair, 2018). In the second-grade Indonesian language competency, students are expected to comprehend life lessons from animal fables, both in oral and written forms, with the aim of providing enjoyment. However, students may grow weary if they are only exposed to tales delivered by the teacher from traditional textbooks. Consistent with Sofiyah's (2018) research, challenges in Indonesian language instruction include the lack of engaging learning media. Learning materials primarily rely on textbooks,

necessitating the development of instructional media to enhance comprehension of storytelling in Indonesian language learning.

The quality of education necessitates concerted efforts in various components of the learning process. Learning media constitutes an integral part of the instructional components. As pedagogical paradigms shift from behaviorism to constructivism, there is an increased emphasis on constructivist learning, which encourages students to develop their own knowledge, learn independently, and positions the teacher as a facilitator, mediator, and manager of the learning process (Asyhar, 2012). Therefore, instructional materials, including textbooks, play a crucial role in education. The availability of relevant textbooks greatly aids the teaching and learning process in schools. According to Priyanto (2012), textbooks can support the realization of Student-Centered Learning (SCL) programs, wherein learning is directed more toward the learners as the subjects of education, with teachers acting as facilitators. However, textbooks have limitations when used in schools. E-books, for instance, are currently perceived as lacking added value and may appear monotonous. Ideally, e-books should be capable of presenting interactive simulations by integrating text, images, audio, video, and animations, making learning more engaging and enjoyable.

The use of digital flipbook learning media provides an alternative solution to support Indonesian language education. Munsir's (2020) research on flipbooks as alternative learning media reveals that nonfiction text-based learning using flipbooks fosters interactive and innovative interactions between teachers and students, igniting enthusiasm for learning and enhancing students' creativity. The use of flipbook media can increase learners' motivation and influence their academic achievements (Ramdania & Randa, 2013). Consequently, the adoption of digital flipbook learning media offers an intelligent means to create a more engaging, communicative, interactive, and comprehension-supportive learning

environment in the classroom. As Hamalik (2003) pointed out, learning driven by interest encourages students to learn better than learning without interest, and interest arises when learners find value and meaning in what they are studying.

The development of ICT-based learning media is achieved using open-source software. One such software is Kvisoft Flipbook Maker, an application that serves as a versatile learning medium facilitating the teaching and learning process. Kvisoft Flipbook Maker goes beyond mere text, incorporating dynamic animations, videos, and audio, transforming Indonesian language education into an interactive experience, thus eliminating monotony. Moreover, this software can be accessed offline and is cost-effective due to its soft-file format. This aligns with the viewpoint of Wijaya & Jumadi (2021), who assert that Kvisoft Flipbook Maker is a reliable software tool that enhances PDF files, making them more appealing, akin to books. The utilization of digital books with the assistance of Kvisoft Flipbook Maker enables students to better comprehend and delve into the study materials.

Given the aforementioned background and problem statement, the objective of this research is to develop Indonesian language learning media in the form of a digital book using the Kvisoft Flipbook Maker application. Thus, the research is titled "Development of Indonesian Language Learning Media: Digital Books with the Kvisoft Flipbook Maker Application."

## RESEARCH METHODOLOGY

The research method employed in this study is the Research and Development (R&D) approach. According to Sugiyono (2013), the research and development method is utilized to create a specific product and assess the effectiveness of that product. The development model adopts the ADDIE model, which comprises five stages: analysis, design, development, implementation, and evaluation.

However, in the research conducted by the researcher, the investigation was carried out only up to the implementation stage. The research subjects consisted of second-grade elementary school students residing in the vicinity of the researcher's home. The data collection technique employed in this study was unstructured observation. Data analysis in this research followed the model proposed by Miles and Huberman as described in Sugiyono (2017), involving data reduction, data presentation, and drawing conclusions.

## RESULTS AND DISCUSSION

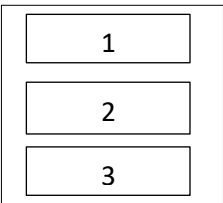
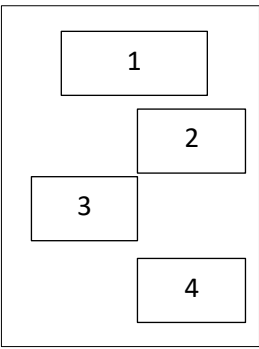
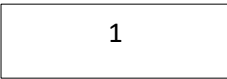

Stages of Developing a Digital Book Using the Kvisoft Flipbook Maker Application for Indonesian Language Instruction. The development process of a digital book using the Kvisoft Flipbook Maker application for Indonesian language instruction encompasses the following stages: analysis, design, development, implementation, and evaluation. However, this model extends only up to the implementation stage of the media.

**Analysis:** In the first stage, analysis involves the observation of the requirements of ICT-based learning media that can assist teachers and students in the execution of instruction, specifically for the subject of Indonesian language in the second-grade classroom. Subsequently, a curriculum analysis is conducted with the aim of determining the basic competencies and learning objectives to be incorporated into the learning media. The basic competency used is 3.5, which involves extracting information from animal fables regarding the virtues of harmonious living from both oral and written texts for the purpose of enjoyment. Next, indicators are formulated, with 3.5.1 being the ability to confidently articulate the content of animal fables. Following the establishment of indicators, learning objectives are determined as follows: by reading fables through the flipbook, students can confidently articulate the content of animal fables.

**Design:** In the second stage, design involves the development of digital book learning media using the Kvisoft Flipbook

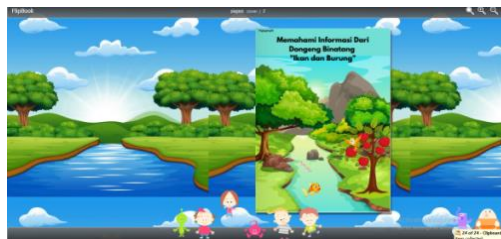
Maker application. According to Faisal (2016), the design stage ensures the quality of the resulting media product. The steps in designing the media are as follows: 1) preparation of supporting materials for designing the learning media, including images, text, and audio. The fable's images and text are designed using Canva, an online digital application used for designing. As noted by Rahmatullah et al. (2020), Canva is employed for visual and audiovisual media; 2) creation of a storyboard, which aids in streamlining the development of the digital flipbook. Below is the storyboard for the Indonesian language learning media, in the form of a digital book using the Kvisoft Flipbook Maker application.

**Table 1:**  
**Storyboard for the Indonesian Language Digital Flipbook Learning Material on Animal (Fables)**

No	Story Board	Information
1.		Front Cover 1. Compiler. 2. Title. 3. Illustration
2.		Page 1 1. Subject. 2. Class 3. Basic competences 4. Learning Objectives.
3.		Page 2 1. Invitation to listen the folktale
4.		Page 4-6 1. Illustration. 2. Story text.

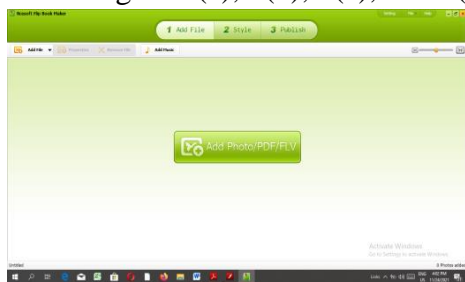
5.	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; text-align: center;">1</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; text-align: center;">2</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">3</div>	Page 7 1. Instruction for answering the evaluation 2. Evaluation. 3. Instruction for Retelling The Folktale
6.	<div style="border: 1px solid black; padding: 5px; text-align: center;">1</div>	Page 8 Backcover

The front cover page of this digital flipbook is created using the Canva application. The cover image is designed in accordance with the content or folktales to be presented in this digital book. This cover page includes the name of the author and the title.



**Figure 1**  
**Front Cover Page**

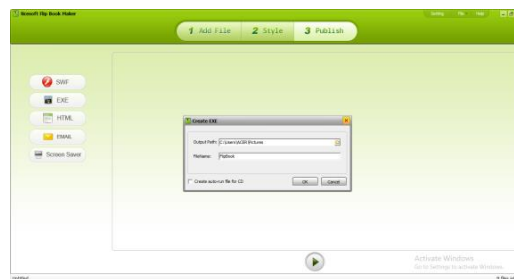
In the process of creating a digital flipbook using Kvisoft Flipbook Maker software, prior to constructing this digital book, the content files designed on Canva are initially converted into PDF format. Subsequently, the PDF file is imported into the Kvisoft Flipbook Maker software. The stages involved in the creation of a digital book with Kvisoft Flipbook Maker can be observed in Figure 2(a), 2(b), 2(c), and 2(d).



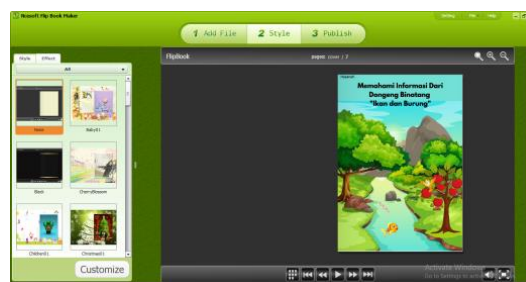
**Figure 2(a)**

#### Main Screen on Kvisoft Flipbook Maker

On the main menu, to input the digital book file to be created in Kvisoft Flipbook, select "add photo/pdf/flv." To design the digital book, refer to Figure 2(b) and 2(c).



**Figure 2(b)**  
**Selection of Digital Book and Audio Files**



**Figure 2 (c)**  
**Adjusting the Display of the Digital Flipbook**

Once the digital book and audio files are imported, the next step involves selecting the style and effects to be applied to this digital book. Upon completion, the work is published by pressing the "publish" button and selecting the output format as an .exe file. The interface is depicted in Figure 2(d).

Thirdly, Development: The development stage, also known as the development phase, combines the previously created elements from the analysis and design stages into a cohesive unit, making it a usable medium (Irwan, 2014, p. 6). In this stage, the researcher actualizes the storyboard design that was previously prepared by implementing it using the Kvisoft Flipbook Maker application. The development of this ICT-based learning media results in a product in the form of a digital flipbook learning medium centered on Indonesian language animal fables for second-grade students. As described by Nurseto (2011), a flipbook consists of sheets of paper resembling an album or calendar, with dimensions of 21 x 28 cm. This digital flipbook learning medium is comprised of several components, including: a) cover, b) Basic Competencies and learning objectives, c) Texts of animal

fables about birds and fish, d) Evaluation questions, and e) back cover.

The Kvisoft Flipbook Maker application is one of the tools that support it as a learning medium, facilitating the learning process. This application is not limited to text alone; it can incorporate animated motion, videos, and audio to create an interactive and engaging learning medium, thereby preventing monotony in the learning process. Therefore, electronic books created using the Kvisoft Flipbook Maker application can be accessed offline and are cost-effective as they are in soft file format (Susanti, 2015). Below is an image depicting the outcome of the development of the digital flipbook learning medium.



**Figure 3**  
**Main Menu Display**



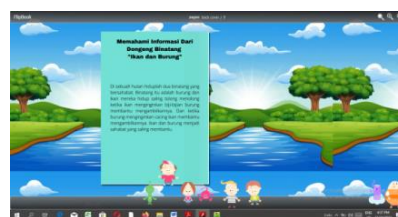
**Figure 4**  
**Display of Pages 2 and 3**



**Figure 5**  
**Display of the fable test**



**Figure 5**  
**Evaluation**



**Figure 6**  
**Backcover**

In this stage, validation is carried out by a team of experts in both media and content to determine whether the developed product can be implemented effectively. Validation is conducted by Dr. Erwin Rahayu Saputra, M.Pd., the lecturer responsible for the ICT Literacy and Learning Media course in elementary schools. The validation phase has confirmed the suitability of the product for implementation.

The fourth stage, Implementation, involves the actual deployment of this digital flipbook learning medium with second-grade students residing in the vicinity. This implementation is conducted remotely due to the COVID-19 pandemic, as students are engaged in online learning.

The steps of the learning process are as follows:

a Opening

Greeting the students, inquiring about their well-being, and preparing the students for learning by collectively praying in accordance with their respective beliefs. Motivating and providing guidance for learning by stating the objectives and plans for the learning activities.

b Core Activities

Asking students if they are familiar with folktales and inquiring which folktales they know. Presenting the fable of the bird and the fish using the digital flipbook medium. Students attentively listening to the story, followed by students retelling the presented fable, and concluding with student responses to an evaluation.



c Closure

Reflecting, summarizing, praying, and concluding the session.

Based on the observation results, when it comes to comprehending the material related to competency 3.5 (extracting information from animal fables about harmonious living from both oral and written texts for the purpose of enjoyment), students displayed a high level of enthusiasm while absorbing the information presented in the digital flipbook learning medium created with the Kvisoft Flipbook Maker application. Students enjoyed listening to the story presented in both audio and visual formats within the digital book. One by one, students eagerly engaged with this digital learning medium, accessing it with ease. This marked their first experience of engaging with a folktale through a digital flipbook, leading to heightened enthusiasm in their learning activities as they encountered something novel.

Regarding the strengths and weaknesses of using the digital flipbook learning medium, according to Susilana and Riyana (2008:88-89), flipbooks have several advantages, including:

- 1) Presenting learning material in the form of words, sentences, and images.
- 2) Being customizable with colors to capture students' attention.
- 3) Ease of creation and affordability.
- 4) Portability, allowing for learning activities to occur anywhere and enhancing student engagement.

Additionally, according to Andarini et al. (2013), the advantages of flipbooks include aiding in the comprehension of abstract concepts or events that cannot be presented in the

classroom. However, flipbooks have limitations, such as being suitable only for individual or small group use, typically accommodating up to 4-5 people (Wahyuliani, 2016).

During the implementation of the development of the digital flipbook learning medium with students, a challenge arose due to the absence of a projector in the implementation location.

Consequently, students could only view the material on a laptop. Furthermore, each student could not have their own laptop due to a limited number of available laptops or computers. To address this issue, students were encouraged to listen together through a single laptop placed in front of the class. Students took turns using the medium individually, ensuring the smooth progress of the learning activities.

The advantage of this approach was that students exhibited high enthusiasm and greater engagement in the learning activities. They did not experience drowsiness, which was common when listening to traditional storytelling. The novelty of the digital medium piqued their curiosity and heightened their enthusiasm. However, a drawback observed during the learning process was that students were less active in responding to questions, often due to shyness. Nevertheless, when questions were posed to students individually, they were able to respond effectively.

## CONCLUSION

The resulting product is a digital book created using the Kvisoft Flipbook Maker application for Indonesian language instruction. This educational product utilizes Indonesian language materials centered around folktales tailored for second-grade elementary school students. The developmental research follows the ADDIE model, which comprises five stages: analysis,

design, development, implementation, and evaluation. However, this research focuses solely on the implementation phase. Utilizing digital flipbook learning media in the teaching and learning process presents an alternative solution to support students in the era of the fourth industrial revolution. By harnessing this audiovisual medium, learning becomes more captivating, communicative, interactive, and significantly impacts students' comprehension and learning outcomes. Moreover, students are more motivated to cultivate a passion for learning, making it easier for them to grasp the conveyed material.

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