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DEVELOPING FLIPBOOK-BASED DIGITAL MODULE OF AKIDAH AKHLAK SUBJECT TO INCREASE STUDENTS' LEARNING MOTIVATION

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Abstract

Today's education requires teachers to provide learning that can utilize technology appropriately because, in this era of globalization, technology has become very important and cannot be separated from daily human life. So, teachers need to apply appropriate technology to assist the process of learning and improve learning efficacy, including using electronic devices. The Flipbook-based digital learning module is an achievement system that has been selected in light of developing a more efficient and effective education system. On that basis, the central theme of using a teaching system with Flipbook-based modules is to increase student learning motivation so that students become motivated and enthusiastic and can actively participate in learning. This research uses the R&D (Research & Development) research method. Analysis, design, development, implementation, and evaluation are the five phases that make up the ADDIE development model. The research results show that the Flipbook-based digital learning module is very suitable for use, with media expert assessment results of 92.5% and material experts 100%. Additionally, the findings of the student's learning motivation questionnaire indicate a relationship between digital learning modules and students' motivation to study.

Keywords: *Digital Learning module, Flipbook, Learning Motivation*

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INTRODUCTION

Education is essential to improve the performance and confidence of the younger generation. Therefore, the problem of education is never resolved. This depends on several significant factors, such as the teachers' teaching skills, learning media, etc. Education Indonesia's public education is regulated by Culture and the 1945 Constitution (Anwar, 2019, p. 9).

Now, the progress of human civilization in the millennial era is determined by education in the aspect of students' cognitive abilities. However, progress in information technology itself is one

of the factors supporting success in implementing learning because the teaching and learning process in this digital era requires the existence of infrastructure that is able to meet the needs of educators to carry out an active learning process. , innovative, creative and meaningful (Zamili & Munawwaroh, 2024, p. 199)

In education, teachers are the most crucial element. Teachers are appointed according to applicable Indonesian legal regulations and are experts in early education, primary schools, and formal secondary schools. An educator must be able to support their noble responsibility to educate the nation's children (Ifrianti, 2019, p. 1). Teachers must develop their knowledge and then impart it to their students. Classroom learning can improve students' thinking ability and creativity. Since students are the center of successful learning, teachers must be creative in carrying out learning (Kurniawan, 2015, p. 8). Creative teachers could create an enjoyable learning environment that improves learning motivation and achievement.

There are several ways to improve students' motivation and achievement, such as developing learning media and interesting learning materials or modules. Teachers need to develop their teaching material digitally based on the students' learning needs and the learning objectives. Digital modules could help the students to learn independently based on the teacher's instruction. Developing various digital learning modules could facilitate diverse learning and make the learning process more interesting. Therefore, teachers need to develop digital modules since it is more practical and effective to improve the students' learning motivation.

As society's demands on the quality and quantity of education will change, education in Indonesia will face more significant challenges and developments in the future. To meet the needs of an increasingly developing era like today, innovation in learning is essential. For teachers to improve their teaching skills, students must never forget what they learned. Learning is a process of change in activity. Reactions to changes in a person's environment cannot be called learned if the person's conditions do not allow modification of knowledge, skills, and behavior, including practice. Learning is an activity that changes a person's personality, both actual and potential, by giving them new skills that last a long time (Ismawati & Umaya, 2017, p. 1).

Based on the situational and need analysis, learning materials in Akidah Akhlak subject are still in the form of handbooks and printed worksheets. This kind of learning material is one of the reasons why students have low motivation to learn. The teacher of Akidah Akhlak in MTs Miftakhul Ulum Karangan stated that He had never made any kind of digital learning modules. The teacher also used a conventional teaching method in which the students did not actively participate in the learning process. During the observations, the students showed several attitudes that represent low learning motivations, such as playing on mobile phones, chatting with their

friends, and feeling sleepy. Based on the explanation above, the researchers are interested in developing digital learning modules for Akidah akhlak subject.

Teaching and learning are part of the school environment. Qualified human resources are essential in the era of globalization because learning as a human process is essential in traditional and modern societies. Human life in the current era of globalization depends on technology. Therefore, teachers should be able to use technology appropriately to enhance their teaching. Here are some examples of technologies that can be used in electronic devices (Fauziah et al., 2022, p. 333-334). Integrating technology into teaching can make the learning process more enjoyable. Teachers can use digital learning media in various forms such as posters, infographics, games, interactive presentations, flip books, e-module, and many others.

A flipbook-based digital learning system was chosen to create a more effective education system. This system aims to increase students' motivation to learn so that they can actively participate in the learning process. This is because the learning system using flipbook-based digital modules is expected to attract students' interest in learning. Therefore, this study aims to develop a digital model for the Akidah Akhlak subject to increase students' motivation for learning. Several studies on flipbook have been conducted by several researchers. Khoirunisa et.al developed a flipbook of Islamic Education subject for senior high school students, the result showed that the use of flipbook could help the students to improve their learning achievement (Khoirunisa & Sodiq, 2023, p. 261). Munfarida and Zainul developed a flipbook of Islamic cultural history. The study found that the implementation of flipbook was effective to increase the students' learning outcome (Munfarida et al., 2024, p. 364). Aswar et. al also developed Islamic Education learning media using Flip HTML5 application. However, the study only focused on the development of the flipbook and the feasibility of it. It didn't analyze the impact of the flipbook toward the students learning outcome (Aswar et al., 2024, p. 1497). Unlike previous studies, this study focuses on the development of flipbook for Akidah Akhlak subject. Besides, this study also analyzes the effectiveness of the flipbook toward the students' learning motivation.

RESEARCH METHODS

This research aimed to create a specific product for learning. Therefore, the R&D (research and development) is used (Sugiyono, 2015, p. 297). This study was conducted at MTs Miftahul Ulum Karangan, located in Kepohbaru District, Bojonegoro Regency, East Java Province. Where the research subject is the madrasa. Furthermore, the population and sample consisted of Akidah Akhlak teachers and 27 students in class VII of the madrasah. The product trial process consists

of creating a plan idea for a Flipbook-based Akidah Akhlak digital learning module. In addition, to make the learning module interactive and easy to use, including images, text, videos, and test questions, the learning module is then used. To determine whether this learning module product is suitable for use, the next stage requires corrections to improve the product.

The ADDIE model was used for development, which consists of five steps: Analysis, Design, Development, Implementation, and Evaluation. Analysis is the initial step in developing this analysis model is to conduct observations and interviews to discover an obstacle or problem in the madrasah during the learning process. There are two stages of analysis in this study: First, Performance Analysis, in this stage, the researchers found a problem the lack of innovation in learning modules at school, so there needs to be a solution in the form of developing learning modules that can be used for learning. Second, Needs Analysis in which the researcher conducted observations and interviews to learn about student activities during learning. This is done so that researchers' development is in accordance with learning needs. The next step is Design.

Based on the analysis's results, the researchers concluded that a Flipbook-based digital learning module should be developed, and the material and design of the learning module should be prepared. After designing the flipbook, the next step is Development. In this stage, the researchers create a conceptual framework and then realize a Flipbook-based digital learning module product on the material of Faith in Angels and Creatures Other than Angels.This stage requires validation from material and media experts to evaluate the suitability and coverage of the material in the Flipbook-based digital learning module. Media experts will assess aspects of format, language, practicality, and effectiveness, while material experts will assess aspects of content and language feasibility. Expert lecturers carry out this validation. The flipbook is validated by media and material expert by using validation questionnaire. The data from the questionnaire then analyzed by using the following formula:

$$P = \frac{f}{N} X100$$

P: percentage
f: frequency/ total score of the questionnaire
N: maximum score of the questionnaire
The feasibility of the product is determined by the percentage (P) that explained in the following table (Sa'adah, 2020, p. 69):

Table 1 Feasibility of Product

Percentage	Criteria
0% - 25%	Not feasible
25% -50%	Less feasible
50% - 75%	Feasible
75% -100%	Very feasible

After the product stated as feasible, the next step is implementation. The Flipbook-based digital learning module product is projected onto the student's cellphone, and the researcher explains the product to be developed. Then, the researcher sends a link containing the Flipbook-based digital learning module to the class leader, who spreads the link to the WhatsApp group to be operated on each student's cellphone. The last stage is evaluation. This evaluation stage aims to find product weaknesses from interviews with subject teachers and several students about the learning modules developed. Based on the interviews, both Akidah Akhlak teachers and students have positive attitudes toward the implementation of Flipbook. No weaknesses were found in the learning module, because this learning module has been suited to the CP, TP, and applicable curriculum.

FINDINGS AND DISCUSSION

Development of Flipbook-Based Digital Learning Modul

This research and development was conducted using a modified development procedure from the ADDIE example, which consists of five steps (Analysis, Design, Development, Implementation, and Evaluation). The data obtained from each stage of this development research are as follows:

1. Analysis

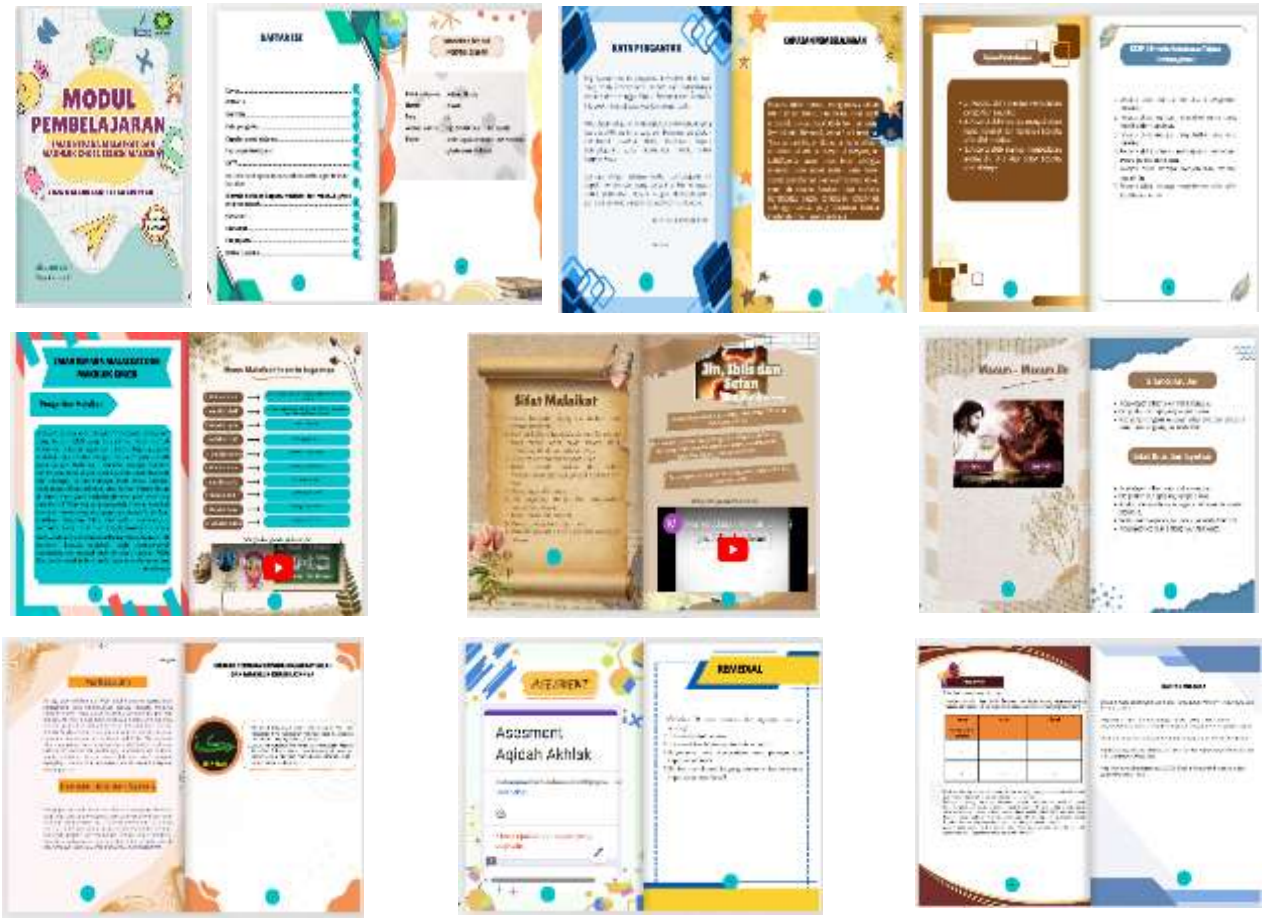
The initial step in developing this analysis model is to carry out observations and interviews to find out the existence of an obstacle or problem that exists in madrasas during the learning process. These observations and interviews showed that the learning resources used were only books, making students bored and ignore learning. From these results, researchers analyze the need to develop new teaching materials that make it easier for students to understand the material and encourage them to participate in classroom learning. Here are two stages of analysis in a study:

Performance Analysis, at this stage, the researcher found a problem, namely, the lack of innovation in learning modules at school, so there needs to be a solution in the form of developing learning modules that can be used for learning. Needs Analysis, in the needs analysis, this researcher conducted observations and interviews to learn what students do during class. This is done to

ensure that researchers' development is in accordance with learning needs. Design, based on the analysis's results, the researchers concluded that a Flipbook-based digital learning module should be developed, and the material and design of the learning module should be prepared.

2. Development

After designing a digital learning module, the next activity is to create a conceptual framework and then realize a Flipbook-based digital learning module product on the material of Faith in Angels and Heavenly Creatures Besides Angels.



Picture 1. The Flipbook of Akidah Akhlak

At this stage, material and media experts are required to validate the suitability and coverage of the material in the Flipbook-based digital learning module. Media experts assess aspects of format, language, practicality, and effectiveness, while material experts assess content and language feasibility. Expert lecturers carry out this validation.

3. Implementation

At this stage, the Flipbook-based digital learning module was tested on students. This test was conducted on a smaller group of 7 students and a large group of 27 students in class VII MT's

Miftahul Ulum Kepohbaru. In the sample trial, as many as 7 students were used, and a large sample of 27 students. Flipbook-based digital learning module products are projected onto student cellphones, and researchers explain the products to be developed. After that, a link containing a Flipbook-based digital learning module is sent to the class leader. The class leader then spreads the link to the WhatsApp group to be operated on each student's cellphone.

In this learning process, students responded well and were enthusiastic about participating in learning. Researchers. Researchers explained about the products developed in the form of Flipbook-based digital learning modules that can facilitate students' learning because in this learning module, there is already material accompanied by learning videos. Students can also do the assessment well in the learning module.

Students also receive a questionnaire to respond to learning motivation after using the Flipbook-based digital learning module. Through the questionnaire, researchers can identify the implications of using Flipbook-based digital learning modules on student learning motivation.

4. Evaluation

This stage aims to find product weaknesses from the findings of interviews with teachers and several students about the learning modules made. From the results of this interview, there are no weaknesses that exist in the learning module, and they are very helpful in the learning process; the material contained in the learning module is by the CP, TP, and the applicable curriculum. This learning module product is also suitable for use because there are activities that make it easy to understand the material, and the use of language in the learning module is also straightforward for students to understand.

Moreover, the results of interviews with several students received good responses because this learning module facilitates the learning process; students participate more actively in the learning process because the teacher's way of delivering material is not monotonous so that the material presented is also easy to understand and there are no weaknesses in this learning module because the material contained in this learning module is equipped with learning videos and the existence of assessment, remedial and enrichment also makes it easier for students.

Feasibility of Digital Learning Module Akidah Akhlak

The feasibility of the learning module can be shown by the results of the validation test conducted by two validators, namely material experts and media experts, finding the following results:

1. Results of validation by media experts

The assessment of Flipbook-based digital learning modules from media expert validation has four main aspects: format, language, practicality, and effectiveness. From the format aspect, it gets a percentage of 93.8% in the language aspect, the percentage reaches 91.7% in the practicality aspect, the percentage is 100% and in the effectiveness aspect, it gets a percentage of 87.5%. These four aspects place it in the "Very feasible" category because it gets a good percentage of value from the four aspects that have been determined. The assessment results, with an average percentage of 92.5%, confirm that the Flipbook-based digital learning module has reached a high standard in providing effective and enjoyable education for users and is also suitable for use during learning.

2. Results of validation by material experts

Assessment of Flipbook-based digital learning modules from validation by material experts has two aspects: content and language feasibility. The assessment results show that the Flipbook-based digital learning module has received an excellent assessment in two main aspects: the feasibility of content and language. In terms of the feasibility of the content of this learning module, it reached a percentage of 100%, while in the linguistic aspect, the percentage reached 100%. Both of these aspects place it in a category that is considered "Very feasible" because the material in the learning module is by the CP, TP and the applicable curriculum, and students can also understand the language used in the digital learning module. The assessment results, with an average percentage of 100%, confirm that the Flipbook-based digital learning module has reached a high standard in providing an effective learning experience and is suitable for use in the learning process.

The effectiveness of Digital Learning Module

The effectiveness of this learning module is seen from the questionnaire of student learning motivation. The questionnaire results are calculated with the regression test as follows:

Table 2. The influence of Flipbook on student learning motivation

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	0.385	1	0.385	4.895	0.036[b]
Residual	1.965	25	0.079		
Total	2.350	26			

The table above shows that the calculated F value is 4.895 with a significant level of 0.036 <0.05. So, there is an influence between variable X (Learning Module) and variable Y (Student Motivation). It is known that the calculated F value is 4.895, and the F table value is 4.210. The calculated F value (4.895) is greater than the F table value (4.210), so it can be concluded that the

results of the research hypothesis are Ho rejected because there is no influence between the learning modules on student learning motivation and Ha accepted because there is an influence between the learning modules on student learning motivation.

Table 3. The effectiveness of Flipbook on students learning motivation

Model	R	R square	Adjusted R Square	Std. error of the Estimate
1	0.405a	0.164	0.130	0.2803
a. Predictor: (constant), X				

From the results of this table, it can be calculated how much influence the overall independent variable has on the dependent variable. This influence is represented by R (Correlation). As seen in the table above, the value in the R column is 0.405, meaning that the effect of variable X on variable Y is 40.5%. The R Square value of 0.164 indicates that 16.4% This value is smaller than the R-value due to adjustment, but for the record, the value is not always smaller than R, but sometimes it is also larger.

Implementation of Flipbook-based digital learning modules to increase student learning motivation

Implementing or using flipbook-based digital learning modules aims to foster student motivation to learn Aqidah Akhlak. The researcher developed a flipbook-based digital learning module to make learning in the classroom interesting and not monotonous.

Implementing flipbook-based digital learning modules is carried out with a questionnaire instrument, a student learning motivation questionnaire, so that it can be seen that student learning motivation increases before and after using a flipbook-based digital learning module. It is possible that there is an influence between variable X (Learning Module) and variable Y (Student Learning Motivation). The questionnaire results calculated by the regression test show the calculated F value of 4.895 with a significant level of 0.036 <0.05. So, it can be said that there is an increase in student motivation to learn about Akidah Akhlak.

Made Wane's theory by Walter Dick and Lou Cary says that a module is a unit of learning. Teaching integrated with integrated themes gives students the information they need to master and assess specified knowledge and skills. It is also included in the curriculum as a whole. Based on the definition, Dick and Carey made the conclusion that the module is considered as printed learning materials in physical form; it can function as a self-learning tool, and its form is as a collection of learning materials consisting of a set of materials. Dick and Cary According to Jerrold E., Kemp defines a module as a self-paced learning package that consists of a single topic or unit of subject

matter and takes more than one week. This definition indicates that modules are evaluated based on their function as a learning medium, the number of topics or units of subject matter that comprise the module, and the amount of time required for learning Jerrold E.., Kemp.

This is in accordance with the study conducted by Rhesta Ayu Oktaviara and Triesninda Pahlevi with the title "Development of E-modules Assisted by Kvisoft Flipbook Maker Based on a Scientific Approach on Material for Improving the Operation of Word Processing Applications for Class X OTKP 3 SMKN 2 Blitar". The validation results showed that material experts obtained an average of 90% with very strong criteria, linguists obtained an average of 90% with very strong criteria, and graphic experts obtained an average of 83% with very strong criteria (Wane, 2016, p. 230). Thus, the Kvisoft flipbook maker-assisted e-module built based on the scientific approach to material and using the operation of word processing applications for class X OTKP 3 has met the requirements and can be used as teaching material. Student evaluation results show that this e-module is very good for teaching material (Oktaviara & Pahlevi, 2019, p. 60-65).

The module contains materials and practice questions that help students learn independently. Modules are also a type of teaching material used to achieve student learning objectives (Wahyuni & Puspari, 2017, p. 54-68). This module has reference materials that students must learn to achieve the predetermined learning objectives. In addition, there are practice questions to measure students' learning abilities.

Modules provide clear information about what students should do, provide opportunities for students to measure their progress in learning, focus students on measurable and specific learning objectives, and have a measurement system that sets standards or criteria for module completeness (Gustinasari et al., 2017, p. 2354). By implementing modules, schools can achieve better learning objectives. It can make learning activities more planned, independent, and thorough and have more explicit outcomes.

The implication of Flipbook-based digital learning modules to increase student learning motivation

Advances in information technology greatly affect the educational process, where information technology is generally used for teaching. One way information technology is used in learning activities is digital learning. Changing lessons from print to digital is similar to that. This is because these modules are built specifically for students who want to learn independently. Ultimately, this learning tool can help teachers become students' sole source of information.

Digital learning modules are a type of presentation of self-directed learning resources that are well organized into smaller learning units to meet specific learning objectives. These digital

modules have animation, video, and navigation so that users can be more engaged with the program. In addition, display, sound, and movies are included in the learning process. The digital version of a digital learning module is a module that has been printed and designed with the necessary software. It is an engaging and well-designed learning tool to achieve the expected capabilities digitally by including objectives, outcomes, materials, and evaluation.

The results of the questionnaire on student learning motivation calculated by the regression test show the calculated F value of 4.895 with a significant level of 0.036 <0.05, so it can be said that there is an influence between variable X (Learning Module) and variable Y (student learning motivation). So, it can be said that there is an increase in student motivation to learn about Akidah Akhlak. It is known that the calculated F value is 4.895, and the F table value is 4.210. The calculated F value (4.895) is greater than the F table value (4.210), so it can be concluded that the hypothesis result of this study is Ho is rejected because there is no influence between the learning module on student learning motivation. Ha is accepted because there is an influence between the learning module on student learning motivation.

Electronic media available to students has many benefits and features, according to Cecep in Prasetya. When looking at the benefits, electronic media can make learning more exciting and interactive and can be done anytime and anywhere. In addition, they can improve the quality of learning. The materials, methods, learning objectives, and evaluation of electronic teaching materials are called e-modules. These modules are systematically and attractively designed to achieve the expected competencies. E-modules have features that include audio and video, so learning becomes more exciting and not monotonous (Prasetya et al., 2017, p. 96).

This is in line with Wibowo's research entitled "Development of E-Module Teaching Materials Using the Kvisoft Flipbook Maker Application". Based on the results and data analysis conducted by researchers, it can be concluded that the teacher's response to the e-module using the Kvisoft Flipbook Maker application obtained an average score of 3.64 with very interesting criteria. In contrast, the student's response to the e-module using the Kvisoft Flipbook Maker application was very interesting (Wibowo, 2018, p. 98).

The use of digital learning modules has many advantages for teachers and students. It can increase learners' motivation to learn, train them to be more independent, and allow learners to customize the way they learn. For educators, the use of digital learning modules is beneficial because it allows them to increase their time for learning, makes it easier for them to organize lessons, and allows them to use the resources available.

CONCLUSION

The results of the research and development entitled "Development of Flipbook-Based Akidah Akhlak Digital Learning Module to Increase Learning Motivation of Class VII Students of MTs Miftahul Ulum Kepohbaru" show that the ADDIE model research and development method was used during the development process of the flipbook-based digital learning module. The stages of this process consist of analysis, design, development, implementation, and evaluation. In the Flipbook-based digital learning module validation process, the media expert's assessment obtained an average percentage of 92.5, and the material expert's assessment obtained an average of 100%. As a result, it can be said that the Flipbook-based digital learning module used by Seventh graders of MTs has been tested, meets the requirements, and is very valid. It is indicated that there is an influence between variable X (Learning Module) and variable Y (Student Learning Motivation). This is indicated by the calculated F value of 4.895 with a significant level of 0.036 <0.05 from the student questionnaire results calculated by the regression test. Future research is recommended to develop more learning activities on the module and analyze more deeply the implication of the module on the learning motivation and learning achievement.

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