

The Development of a Compilation of Aceh Folklore Story Containing 4c based on Flipbook Maker Application

Muhammad Yakob¹, Prima Nucifera², Muhammad Taufik Hidayat³

¹ Universitas Samudra, Langsa City, Aceh, Indonesia; myakob_mhum@unsam.ac.id

² Universitas Samudra, Langsa City, Aceh, Indonesia; primanucifera@unsam.ac.id

³ Universitas Samudra, Langsa City, Aceh, Indonesia; muhammadtaufik89@unsam.ac.id

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ABSTRACT

This study aims to: (1) Develop a compilation of Aceh folklore containing 4C based on the Flipbook Maker application (2) Describe the feasibility of developing a compilation of Aceh folk tales containing 4C based on the Flipbook Maker application. The method in this research is research and development. Research location at SMPN Langsa City. The steps in this research are (1) Seeing Potentials and Problems with Needs Analysis (2) Data Collection (3) Product Design (4) Product Validation (5) Product Revision (6) Product Feasibility Test (7) Product Revision II. Data collection techniques in the form of observation, interviews and questionnaires. Data Analysis Techniques by describing a questionnaire containing a Likert scale and the percentage of product feasibility tests. Based on the results of the study, the following research results were obtained: 1. The results of the validation of material experts in the development of a compilation of Aceh folk tales containing 4C based on the Flipbook Maker application for students showed that the feasibility of the content was obtained with an average score of 86% with very good criteria. 2. The validation results from design experts on the feasibility of the design in the development of a compilation of Aceh folklore containing 4C based on the Flipbook Maker application scored 87% with the criteria of "very good". Thus, the feasibility of compiling Aceh folklore containing 4C based on the Flipbook Maker application developed can be used by students.

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Corresponding Author:

Muhammad Yakob

Universitas Samudra, Langsa City, Aceh, Indonesia; myakob_mhum@unsam.ac.id

1. INTRODUCTION

Today, the learning process requires students to not only center on cognitive abilities, but also personal skills and social skills. Teachers are also required to be able to provide innovation in providing the learning process to students. The problem that often occurs is, teachers are not used to the use of technology that serves to facilitate the learning process. This is related to Kusmayadi research, (Kusmayadi; Imam Suyitno; Maryaeni, 2017) which mentions that the accuracy of choosing media is the main factor to optimize results in the learning process. Digital technology is the most appropriate way of utilization for the student learning process. The problem that often occurs today is that students who are skilled, if not supported by digital technology will not be maximal in exploring their ability in the learning process. Moreover, the 2013 curriculum used today requires students to have 4C skills. The digital technology can be virtual learning, mobile learning, games, social media and various other learning applications. Flipbook maker is a form of digital technology. Flipbook maker is a software that serves to make the page look open like a book. The software can also create and convert image and pdf files to be like albums when opened per page. With the utilization of flipbook maker in the learning process is expected to be able to facilitate the student learning process and make student learning more enjoyable.

Skill 4C stands for Communication, Collaboration, Critical Thinking and Creative Thinking. Communication is the ability of students to convey ideas and thoughts directly and effectively, such as the ability to speak on target, the ability to understand context, and the ability to ensure what is conveyed is received by the listener. Collaboration is the activity of working with others or groups to achieve the goal of solving problems to be found together. Critical thinking is a critical mindset that students have that aims to find solutions and also seek justification for every information faced, while Creative Thinking is the ability of students to think out of the box, which means students can see a problem from various points of view then look for the best solution to solve the problem.

In addition to 4C skills, character education is a goal that is being vociferously encouraged for the world of education, especially primary education. It is also influenced by the expectation of a balance between the cognitive and affective abilities of students with the goal of students will become civilized and knowledgeable humans. Character Education is a form of human action to educate the next generation that aims to improve and perfect the character of an individual who is usually instilled early on to give birth to the next generation who are good and have high moral values. Character education, although basically started from education obtained through the family, but can also be tried to give the maximum in school.

This is supported by character education factors that are very easy to give exemplary rather than just a theory. One of the example gifts can be used through folklore. Interestingly packaged folklore will be more easily accepted by students without any coercion and indirectly they will get character education from the folklore read. Aceh has many interesting folklore, charged with 4C skills and has character values as well as culture. Based on the results of initial observations, it is seen that teachers still bring learning using media in the form of printed books and then students are dictated or read a common folklore, printed books that are national in nature, after which students work on the training problems contained in the printed book. Therefore, the author developed a compilation of Acehese folklore charged with 4C using the use of Flipbook Maker software media.

2. METHODS

The method in this research is the research and development method using the theory of Borg and Gall (2003). research and development is a process or method used to validate and develop a product. Developing a product can mean updating an existing product to make it more practical or combining a product with various approaches (making new innovations) from existing products. In education the products developed are usually in the form of modules, teaching materials, learning media, learning methods, learning approaches, or learning strategies. In this study, the author tries to

develop a learning media in the form of a compilation of Acehese folklore containing 4C skills based on the Flipbook Maker application. This research was conducted at SMP Negeri 1 Langsa, SMP Negeri 4 Langsa, and SMP Negeri 6 Langsa in class VIII students. This research was conducted for 3 months, namely in July-September 2021. Before being tested, the learning media first underwent a feasibility test by material experts and media experts. The trials were conducted three times, namely small group trials (3 students), medium group trials (10 students), and large group trials (1 class). Data collection techniques are carried out by initial observations in the field, distributing questionnaires to students. Data in the form of numbers is calculated and then processed in the form of percentages and qualitative data is presented in the form of descriptions. However, the authors limit it to 7 steps only, that the number of 10 steps in R&D research can be limited because steps 8 to 10 cost a lot of money.



Figure 3. Development Research Flowchart

Based on the results of initial observations and needs analysis by interviewing teachers and students at SMP Negeri 4 Langsa, teachers Indonesian not yet maximal in providing reading materials to students because they still use teaching materials in the form of printed books from school. Students also get bored when told to read. After making initial observations and finding research problems, the next stage is the collection of data from various sources that are believed to overcome research problems. The next stage of this research is product design. The author collects material in the form of Acehese folklore from various sources then makes design designs, determines themes, makes illustrations and preparation of learning media containing a collection of Acehese folklore. The next stage is the process of assessing product design in the form of learning media by validators who are material experts and media experts. Validation of materials aims to test the feasibility of learning media in terms of content and language while design validation aims to test the design feasibility of learning media.

The next step is product revision. Once validated by material experts and design experts, the author revises the product according to the advice that has been given by the validator. The next step is the product feasibility test. The completed revised product will then be piloted in the learning process. The product feasibility test was conducted three times, namely small group trials in the form of 3 students, moderate group trials of 10 students, and large group trials in the form of 30 students. This product feasibility test is done three times to find information whether the development of this learning media can be used in the ongoing learning process in the actual classroom. After the product feasibility test, the authors looked at whether there were still shortcomings of the product judging by the student responses trialled in small, moderate groups and large groups. If there are still shortcomings, the author revises the product according to the response and suggestions for the product to be final and worth using.

Data collection techniques in this study use observations, interviews, and questionnaires. Data Analysis techniques in this development research by describing opinions, suggestions, and responses from comment sheets. Data from the questionnaire is tit-for-like on the likert scale. Assessment of product feasibility based on likert scale is then searched on average to determine the quality and usefulness of the product based on the opinion of the product user.

1. Feasibility Scale Table

Nilai	Deskripsi
1. (0 – 20%)	Not worth it
2. (21 – 40%)	Less Worthy
3. 41 – 60%	Decent Enough
4. 61 – 80%	Proper
5. 81 – 100%	Very Worthy

(Arikunto, 2013:35)

Likert Scale Description Table

Skor				
1	2	3	4	5
Very Lacking	Less	Enough	Good	Excellent

3. FINDINGS AND DISCUSSION

Product Development

Based on the results of the feasibility test of the contents of the 4C-based Acehese folklore compilation based on the Flipbook maker application through the language used, validators give an assessment by looking at the variety of formal languages because this compilation of folklore will be addressed to students in junior high school. Then, the use of communicative language so that it is easy to be grateful by students. This is seen in terms of a solid storytelling style, direct, and also communicative such as direct dialogue with students who read it. While in terms of design, validators assess feasibility based on *cover design*, *font type* used, *blend of color composition* used, and also *layout* contents of Aceh folklore compilation charged 4-C. The cover page of aceh folklore compilation charged with 4C based flipbook maker application uses a combination of bright colors namely magenta, orange, turquoise and black. The selection of bright colors is expected to make the spirit of reading and learning students increasing, then brown as a *background* as a neutralizing so that the eyes are not easily tired after seeing bright colors.



Figure 1. Flipbook Maker Learning Media Cover Page

The typeface used on the cover page is Juice. Placement of Juice typeface for the title of the book with a font size of 80. Arial font and Times new Roman for the contents of aceh folklore book with letter size 12. The selection of yellow and orange dominance because the people of Aceh are identical to the yellow color and bright colors are expected to make the spirit of reading and learning students

increasing, then the color of turquoise to make fresh eyes and also the color red aims to generate student energy.

Content Feasibility and Product Design

Table 1. Results of Expert Assessment of Flipbook Maker Learning Media Materials

No.	Assessment Aspects	Maximum Score	Score Gains	Percentage	Ket.
1	Conformity of material with basic competencies	5	5	100%	worthy
2	Conformity of material to indicators	5	5	100%	worthy
3	Conformity of the material with the purpose of learning	5	5	100%	worthy
4	Interactive of students with media	5	5	100%	worthy
5	Growing motivation to learn	5	4	80%	worthy
6	Actuality of the material presented	5	4	80%	worthy
7	Adequacy of vocabulary amount	5	4	80%	worthy
8	Completeness of vocabulary coverage	5	4	80%	worthy
9	Vocabulary difficulty level according to material	5	4	80%	worthy
10	Depth of vocabulary according to material	5	4	80%	worthy
11	Ease of learning to understand	5	4	80%	worthy
12	Vocabulary language that is easy to understand	5	4	80%	worthy
13	Clarity of learning instructions	5	4	80%	worthy
14	Vocabulary truth	5	4	80%	worthy

	according to theory and concept				
15	Accuracy of vocabulary usage	5	5	100%	worthy
16	Providing feedback on evaluation	5	4	80%	worthy

Hasil from the validation of material experts in the development of aceh folklore compilation charged 4C based flipbook maker application for students showed that the eligibility of content obtained with an average score of 86%. Thus, the compilation of Acehese folklore charged with 4C based flipbook maker application developed as an overall learning medium is included in the criteria of "excellent". Based on the advice of validators, developers need to rearrange the arrangement of Acehese folklore based on the most familiar categories among students to those that are not too familiar.

Table 2. Results of Assessment of Flipbook Maker Learning Media Design Experts

No.	Assessment Aspects	Maximum Score	Score Gains	Percentage	Ket.
1	The text can be read well.	5	4	80%	Worthy
2	Background graphic selection	5	4	80%	Worthy
3	Text size and typeface	5	4	80%	Worthy
4	Color and graphics	5	5	100%	Very Worthy
5	Supporting images	5	4	80%	Worthy
6	Animated presents	5	4	80%	Worthy
7	Video presentation	5	4	80%	Worthy
8	The voice is clearly heard.	5	5	100%	Very Worthy
9	Clarity of material description	5	4	80%	Worthy
10	Clarity of clues	5	4	80%	Worthy
11	Placement and use of buttons	5	5	100%	Very Worthy
12	Ease of media use	5	5	100%	Very Worthy

Validation from design experts against the feasibility of design in the development of aceh folklore compilation charged 4C based flipbook maker application scored 87% with excellent criteria. Based on this, the feasibility of compiling Acehese folklore charged with 4C based Flipbook Maker application that has been developed can be used by students. Meanwhile, based on the results of data obtained from the teacher questionnaire, stated that the teaching material in the form of a compilation of Acehese folklore charged with 4C based flipbook maker application developed in accordance

with the assessment of indicators in the overall statement with an average of 93.38% on the criteria "excellent".

Table 3. Small Group Trial Results

Question items	Number of scores earned per item	Maximum number of scores per item	Percentage per item	Criteria per item
1	27	30	90%	Very Worthy
2	28	30	93%	Very Worthy
3	26	30	86%	Very Worthy
4	28	30	93%	Very Worthy
5	27	30	90%	Very Worthy
6	26	30	86%	Very Worthy
7	27	30	90%	Very Worthy
8	25	30	83%	Very Worthy
9	26	30	86%	Very Worthy
10	26	30	86%	Very Worthy
Total number of scores obtained			266	
Overall maximum score			300	
Overall Percentage Eligibility Criteria			88%	Very Worthy

Table 4. Mid-Group Trial Results

Question items	Number of scores earned per item	Maximum number of scores per item	Percentage per item	Criteria per item
1	81	100	81%	Very Worthy
2	90	100	90%	Very Worthy
3	84	100	84%	Very Worthy
4	84	100	84%	Very Worthy
5	83	100	83%	Very Worthy
6	86	100	86%	Very Worthy
7	89	100	89%	Very Worthy
8	87	100	87%	Very Worthy
9	81	100	81%	Very Worthy
10	87	100	87%	Very Worthy
Total number of scores obtained			852	
Overall maximum score			1000	
Overall Percentage			89%	

Eligibility Criteria	Very Worthy
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Table 5. Large Group Trial Results

Question items	Number of scores earned per item	Number of scores earned per item	Percentage per item	Criteria per item
1	127	150	85%	Very Worthy
2	127	150	85%	Very Worthy
3	126	150	84%	Very Worthy
4	117	150	78%	Worthy
5	120	150	80%	Worthy
6	120	150	80%	Worthy
7	115	150	77%	Worthy
8	126	150	84%	Very Worthy
9	118	150	79%	Worthy
10	125	150	83%	Very Worthy
11	119	150	80%	Worthy
12	121	150	81%	Very Worthy
13	121	150	81%	Very Worthy
14	121	150	81%	Worthy
15	128	150	86%	Very Worthy
Total number of scores obtained			1823	
Overall maximum score			2259	
Overall Percentage			90%	
Eligibility Criteria			Very Worthy	

Through data obtained from students that the compilation of Acehese folklore developed in accordance with the assessment of indicators in the overall statement showed that (1) the average percentage of individual trials was 88% with "excellent" criteria, (2) the average percentage of small group trials was 89% with "excellent" criteria, and (3) the average percentage of field group trials was 89% with "excellent" criteria, and (3) the average percentage of field group trials. The limit is 90% with "excellent" criteria. Data on student response results to developed modules increased by 1% from small group trials to middle group trials, and a 2% increase from middle group trials to large group trials.

4. CONCLUSION

Based on the formulation of the problem, research results, and discussions in the development research of Aceh Folklore Compilation Charged 4c Application-Based *Flipbook Maker* Application In SMPN Langsa City previously stated, the following conclusions were obtained: Aceh folklore compilation development product charged with 4C based *flipbook Maker* application is qualified and worth using based on expert validation material including feasibility ma ani and validation of design experts with excellent average scores.. Products from development research in the form of compilation of Acehese folklore charged with 4C based *flipbook maker* application is recommended to

be used in the learning process and recommended to be done specifically. It is recommended that the service produces this learning media en masse and it is expected that the development of other teaching media with similar techniques and other techniques with a more diverse and broader sample.

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