

Development of Thematic Teaching Materials Using the Kvisoft Flipbook Maker Application using 4-D models in Elementary Schools

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ABSTRACT

The rapid development of technology has had a significant impact on various sectors, especially in the field of education. One of the developments in the field of education is electronic teaching materials. The data obtained in this study were obtained from observation and analysis of the needs of teachers and students at three state elementary schools in West Sumatra. The method to be used in this research activity uses Research and Development (R&D) using the 4D model. The 4-D model consists of four stages, namely defining design, development and implementation. Prior to performance, the product first goes through the validity stage by experts in their respective fields, researching using aspects of language, content, presentation and graphics to carry out validity. However, because some of the constraints of this research only extend to development, after expert validation tests and practicality of students and teachers have been carried out, it can be concluded that thematic teaching materials using the inquiry method-based Flipbook application are categorized as very valid and can be implemented.

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1. INTRODUCTION

Many aspects of modern human existence have been altered as a direct result of technological progress, with the education system being particularly affected (Rahmawati & Susanti, 2019). One industry that can be counted on to benefit from technological progress is education. As a result, the government is in a race to the top to give the most effective new tools for raising educational standards (Sari & Ahmad, 2021). The government is actively working to advance educational technology by creating digital versions of traditional textbooks and other educational resources. Nasution et al. (2017) use this as their source. The Ministry of Education and Culture of Indonesia implemented a new curriculum, known as the 2013 curriculum, as part of the 4.0 industrial revolution in the sector of education and learning in Indonesia. Despite the fact that the curriculum is a crucial part of implementing education in schools and

that the 2013 curriculum is a curriculum developed from the Unit Level Curriculum Education (KTSP) (Desyandri et al., 2019), several subjects were merged because the number of teaching hours was affected.

Teachers are to take the lead in implementing the 2013 curriculum, thus they need to have the skills to design lessons that raise students' skill levels and prepare them for the world after high school. As of 2014 (Rumapea). Therefore, both instructors need to be flexible in order to provide their students with an engaging learning environment. Several issues were discovered in the field during implementation (Hidayatullah et al., 2022), such as teachers still giving content textually, using teacher's books or student books logically, and still little innovation. Three schools in the Fifty Cities District of West Sumatra were observed, and the writer came to the same conclusion. Despite having access to tools like chromebooks and computer labour in one of the schools, the author found that not a single educator had mastered the art of creating digital learning media to supplement her students' classroom experiences after interviewing a single educator from each institution. Thus, technological development is needed to both make the most of teachers' and students' current instructional tools and to give them more opportunities to actively participate in their own education.

Books used in the classroom that include information organised in accordance with the requisite skills and knowledge covered by a given curriculum. Therefore, visual and aural representations can serve as a substitute for spoken communication in the classroom (Perwitasari et al., 2018). Training students to think critically is another benefit of using teaching materials, as stated by Agustin (2017) and Octaviani (2017), respectively. Octaviani (2017) defines teaching materials as a type of learning resource, which can be thought of as anything that contains learning messages, either specific or general in nature. It is predicted that high-quality educational resources will enhance several facets of the educational process, most notably the outcomes for students. It follows that instructional resources, especially those that make use of technological advances, can significantly affect student achievement. Kvisoft Flipbook Maker is one tool that will be integrated into educational resources.

The kvisoft flipbook maker application is an application that supports learning as a medium that will help in the learning process because this application is not limited to writing only but can include motion animation, video and audio which can make an interesting interactive learning media. So that learning is not monotonous (Wibowo & Pratiwi, 2018). In addition to teaching materials, Kvisoft Flipbook Maker can make PDF files like magazines, digital magazines, flipbooks, company catalogues, and digital catalogues. More than that, Kvisoft Flipbook Maker is also able to import PDF, Powerpoint, Word and Excel files and has a display design and features such as backgrounds, control buttons, navigation bars, hyperlinks and back sound. (Harjanto et al., 2021) Therefore the development of teaching materials using the Kvisoft Flipbook Maker application is taken into account.

The renewal in this research is a renewal of the previous form of thematic teaching materials such as research conducted by (Meilana & Aslam, 2022), where in this research, the development of thematic teaching materials based on local wisdom is designed to overcome the difficulties faced in schools but have not yet utilized technology considering developments the current technology is very rapid, further research conducted by (Pratiwi & Wahyudi, 2021) with the research title Development of Website-Based Thematic Teaching Materials for Students in Elementary Schools from the results of this research it can be concluded that many benefits are obtained from the learning-based website for both teachers and students. Thus, researchers suggest that teachers need to innovate learning. One learning innovation that can be utilized is in the form of the latest application-based teaching materials, namely the Kvisoft Flipbook Maker application, which can be filled in with the author's voice directly to give instructions to students. The originality of this product is to make thematic materials using the Kvisoft Flipbook Maker application, and voice filling in it is done by the author himself, not taken from the internet. Furthermore, in the developed teaching materials, there are also teaching materials. Given the importance of learning outcomes and the importance of student motivation in the learning process, researchers will develop a product, namely "Development of Thematic Teaching Materials Using the Kvisoft Flipbook Maker Application in Elementary Schools."

2. METHODS

This type of research is research and development (Research and Development). This research and development method is very familiar with the field of learning technology, so that it is related to design and product development, especially teaching materials, learning system design and media (Yolanda & Wahyuni, 2020). Furthermore according to (Yuliandriati et al., 2019) with the aim of developing and producing a product with the intention of being a means of increasing student learning outcomes. This development research uses the 4D model. The development model is the basis used for product development to be produced. An effective development model demands compatibility between the approach used and the product to be produced (Fajri & Taufiqurrahman, 2017). The selection of this learning model has based on the consideration that the 4D model learning design is a simple presentation of the model. The development of learning video media consists of 4 main phases or stages, namely Define, design, development and Disseminate (Rajagukguk et al., 2021).

The validation activities carried out in this study used an instrument validity sheet. Instrument validity sheets are sheets made by researchers and given to validators (lecturers/teachers) to validate learning devices that have been made (Prasetyo & Ginting, 2020). These instrument validity sheets will be given to five validators with expertise in their respective fields -respectively, such as 1 validator for the language section, 1 validator for the content section, 1 validator for educational practitioners, and 2 validators for product design. This validation activity applies the following formula:

$$R = \frac{\sum_{i=1}^n Vij}{nm} \times 100$$

Information:

- R = Average assessment results from practitioners (experts)
 Vij = The value of the result of the assessment of the expert/practitioner j against criterion i
 N = Number of members who evaluate
 m = Number of criteria assessed

The procedures used in determining the level of validity of products made are based on the following criteria:

Table 1. Category determination validity level

| No | Percentage | Category |
|----|------------|-----------------|
| 1 | 25 – 43 | Totally Invalid |
| 2 | 44 – 62 | Invalid |
| 3 | 63 – 81 | Valid |
| 4 | 82 – 100 | Very Valid |

(Budiastuti & Bandur, 2018).

3. FINDINGS AND DISCUSSION

The data from observations and analyses carried out at school were in grade II at SDN 04 Sarilamak, SDN 02 Tanjung Pati and SDN 06 Lubuak Limpato, Lima Puluh Kota district in these three schools. It is known that in these schools, there are no electronic books that educators can use in the learning process, even though in the three schools, there are tools that can be used to carry out technology-based learning, but in reality, teachers do not make the best use of these facilities. This is not in line with the 21st-century national education system, which faces very complex challenges in preparing quality human resources that are able to compete in the global era (Perdana et al., 2022). Based on the above, the researcher conducted research using the 4D model starting from:

3.1 Defining Stage

In short, the define stage comes up with a possible problem and an answer (Handayani, 2016). On the other hand, Nirahua et al. (2010) say that the define stage is done by identifying and describing instructional needs. At this time, analysis is most important so that goals and limits can be set for developing instructional materials. Findings The problem with this school is that the teaching tools that have been used so far haven't helped students learn as much as they could, and students don't use the technology that's already there. In the define stage, the learning growth requirements are set and made clear. When figuring out what needs to be done, the learning needs of the people are taken into account and changed as needed. The main steps of the define stage are analysing the syllabus, analysing the needs of the students, and analysing the characteristics of the students.

3.1.1 Curriculum analysis

Scope, learning objectives, and the choice of learning models that serve as a basis for designing instructional materials are all the products of this analysis (Nur, 2021). Indicators for the quality of a curriculum are analysed by looking at KD. The indicators are used to create goals for student learning. In addition, the content standards for integrated thematic learning at the elementary level in the 2013 curriculum are employed in the construction of indicators for the development of integrated thematic teaching materials on subject 6 in class II semester 2.

3.1.2 Needs Analysis

After examining the course content, we do this needs analysis to better understand the fundamental challenges inherent in creating instructional materials. The researcher conducted a requirements analysis by evaluating existing course materials in light of the 2013 curriculum. Teachers in elementary schools only use materials already included in students' textbooks, and they draw their early conclusions about how learning occurs from an analysis of these data. Teachers sometimes lack the time and resources to create and prepare media for their lessons. In general, educators recognise the value of learning media as a tool to supplement classroom instruction (Mar'atusholihah et al., 2019).

3.1.3 Student analysis stage

The goal of analysing student data is to learn more about the students in question, namely those in the class II SD. Intelligence, proficiency, motivation, language, and linguistic and cognitive styles are all factors considered in the analysis (Pratama, Denno). A 2019 study by Kristian Garry, Nury Yuniasih, and Sulistyowati found. A teacher-response questionnaire was used to collect data on students' cognitive and linguistic growth, while a student-response questionnaire was used to collect data on students' interest, proficiency, and approach to thematic learning.

3.2 Planning Level (Design)

At this stage, the researcher creates teaching materials based on the wants and traits of the students. Among the things that need to be considered when making training materials are: (a) Teaching materials are made based on the needs of KI and KD, the material's suitability, and the curriculum's needs. (b) The suitability of the material with the curriculum (SK and KD). (c) Selection of learning resources (text based on the needs of students in their environment). (Ismail et al., 2021) With the help of Kvisoft Flipbook Maker, researchers will make electronic teaching tools. The different parts of this training material are as follows: 1) Cover page, 2) Introduction, 3) Table of Contents, 4) Content and Basic Competencies, 5) Learning Indicators, 6) How to Use the Module, 7) Maps Concept, 8) Material, 9) Competency Questions, 10) Practise Questions, and 12) Bibliography. (Puspitasari et al., 2020) One of the pages in the e-book is shown in the picture below.

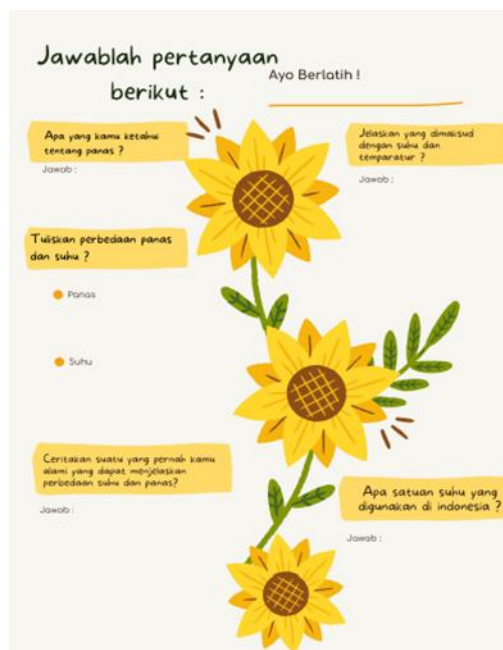


Figure 1. Examples of pages on teaching materials

3.3 Development stage

At this stage, the teaching materials that have been designed are evaluated by experts in several aspects, including the validity of language use, content validity, presentation validity, and finally, the validity of the graphic field (Husada et al., 2020) according to (Rozhana & Anwar, 2022) stage This development is carried out to determine the validity, usefulness, effectiveness, applicability, attractiveness of teaching material products. Teaching material products are validated by material, language, and design experts. The validity test was carried out on e-books assisted by Kvisoft Flipbook Maker in Class II Elementary Schools, which were carried out by experts in their respective fields, namely four lecturers at the Faculty of Education, UNP and one education staff, practitioners who are qualified teachers. The validity assessed in this e-book includes. The results of the validity assessment on the linguistic aspects used can be seen in Table 1, which has 6 assessment indicators.

Table 2. Language Aspect Validation

| No | Assessment Aspects | Validity Value | Category |
|----------------|--|----------------|--------------|
| 1 | Sentences used in accordance with the rules of the Indonesian language | 85,00 | Very valid |
| 2 | Effective and efficient use of language | 82,00 | Valid |
| 3 | Use the correct Indonesian spelling | 84,00 | Valid |
| 4 | The language used is short, concise, and easy for students to understand | 83,00 | Valid |
| 5 | Information clarity | 84,00 | Valid |
| 6 | How to write terms in writing according to PUEBI | 82,00 | Valid |
| Average | | 83,33 | Valid |

Based on Table 2 above regarding the results of the validity of the language aspect, which consists of 6 assessment aspects, the average value of the language aspect validity is 83.33, where this number is included in the valid category. Values in the valid and very valid categories for all indicators are in the range of 78.00-85.00

Table 3. Content Aspect Validation

| No | Assessment Aspects | Validity Value | Category |
|----------------|---|----------------|------------|
| 1 | Core Competencies (KI) and Basic Competencies (KD) can be used to make training materials. | 84,00 | Valid |
| 2 | Content, indications, and goals for learning are all accounted for in the materials designed for instruction. | 85,00 | Very Valid |
| 3 | Include relevant background material for the lessons being taught. | 82,00 | Valid |
| 4 | Students are evaluated via exercise-based assessments. | 85,00 | Very Valid |
| 5 | Instructions for use can be found in textbooks. | 86,00 | Very Valid |
| 6 | According to the needs of students | 83,00 | Valid |
| 7 | Lesson plans are customised to address individual students' needs | 82,00 | Valid |
| 8 | Capable of serving as a reliable channel for student-teacher interaction | 84,00 | Valid |
| 9 | Conformity between social, moral values and teaching materials | 82,00 | Valid |
| 10 | Skip and load the question model steps | 100,00 | Very Valid |
| 11 | Educator resources should be evaluated | 85,00 | Valid |
| Average | | 85,27 | Very Valid |

Content validity is measured by the 11 criteria listed in Table 2. The mean score for content validity evaluation was 85.27, which falls within the range of very valid results. Valid to extremely valid values range from 80 to 100.00.

Table 4. Presentation Aspect Validation

| No | Assessment Aspects | Validity Value | Category |
|----------------|--|----------------|------------|
| 1 | The clarity of the formulation of achievement indicators in teaching materials | 86,00 | Very Valid |
| 2 | Systematics of teaching materials | 86,00 | Valid |
| 3 | Teaching materials able to make students motivated to learn | 87,00 | Very Valid |
| 4 | Teaching materials able to make students interact with learning | 87,00 | Valid |
| 5 | Have complete information | 84,00 | Valid |
| Average | | 86,00 | VeryValid |

Based on table 3 above, it is related to the validity of the presentation, which contains 5 aspects of the assessment. The average value for presenting validity assessment is 86.00, which is included in the very valid category. Values that are in the valid to the very valid category are at 80-100.

Table 5. Graphic Aspect Validation

| No | Assessment Aspects | Validity Value | Category |
|----------------|---|----------------|------------|
| 1 | Writing on display <i>teaching materials</i> Use various forms of writing with proportional font size | 86,00 | Very Valid |
| 2 | The layout of teaching materials is neatly arranged | 87,00 | Very Valid |
| 3 | Using various types of supporting components such as audio, video, images and others | 88,00 | Very Valid |
| 4 | Design <i>teaching materials</i> interesting and not boring | 89,00 | Very Valid |
| Average | | 87,50 | Very Valid |

Based on table 5 above is related to the validity of the graph, which contains 4 aspects of the assessment. Obtained the average value for assessing the validity of the graph is 86.00 which is included in the Very Valid category. Values that are in the valid to the very valid category are at 85.00 – 89.00.

The average value of kvisoft flipbook maker-aided instructional materials' validity was calculated after study of the four factors (language, content, presentation, and graphics) shown in the preceding diagram. The range of scores for each of the four criteria used to determine a resource's validity is between 83.33 and 87.50, with an overall average of 85.52. Class II primary school teaching materials developed using the inquiry paradigm with the help of kvisoft flipbook creator score very highly on all four measures of validity. The research just gained validity due to time and distance constraints, but it could already be disseminated based on the validity of product specialists.

**Figure 2.** Teaching Materials Using The Flipbook Application

In and of itself, Kvisoft Flipbook Maker is a programme for creating electronic books, modules, newspapers, and magazines. Worksheets can be enhanced with text and media such as images, graphics, sounds, links, and even movies (Hidayatulloh, 2017). The software is then used to transform paper-based modules into their digital counterparts, known as e-modules. Equally intuitive and packed with functionality is the Kvisoft Flipbook Maker software. In this programme, the researcher integrated visuals and animations into the e-module to help students make educated guesses and immediately receive feedback on their performance. Kvisoft Flipbook Maker could be seen as an innovation in the

realm of learning materials, and it had a substantial impact on the learning process by encouraging students to think critically and creatively about the material they were studying (Mulyaningsih & Saraswati, 2017).

4. CONCLUSION

The Kvisoft Flipbook Maker programme is one example of a digital tool that might be used to facilitate the creation of such instructional resources. According to studies, the technological media Kvisoft Flipbook Maker satisfies the VISUAL criteria. Kvisoft Flipbook Maker was an alternative method of delivering educational content during the fourth industrial revolution. In terms of audio and video, the educational experience will be rich in variety and fun. Class 5 Theme 6 Subtheme 1 is the topic of thematic instruction found in student learning resources. In the future, this instructional content will convey information in a variety of formats, including the use of eye-catching hues, QR codes, videos, and photos. Language, substance, presentation, and visuals are all evaluated to determine credibility. The average value of kvisoft flipbook maker-aided instructional materials' validity was calculated after the study of the four factors (language, content, presentation, and graphics) shown in the preceding diagram. The range of scores for each factor used to determine a teaching resource's validity is between 83.33 and 87.50, with an overall average of 85.52. Teaching resources developed using the inquiry paradigm with the help of kvisoft flipbook creator and used in Grade 2 of elementary school scored very highly on all four measures of validity.

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