# The Multimodal Indonesian Flipbook E-Module for Vocational High School Students: Spotlighting the Usefulness

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## ARTICLE INFO

## ABSTRACT

Since the learning process was carried out for approximately two years due to the COVID-19 pandemic, teachers and students have experienced problems in learning, especially in writing anecdotes, such as lack of student enthusiasm, decreased learning quality, students feeling bored, and so on. This study aims to describe the use of multimodal-based flipbook e-modules in Vocational High Schools. The research instrument was a teacher interview guide, a list of student needs questions, and a list of student response questions. The type of research used is research and development (R&D) using the ADDIE method. Based on the test results, it is known that the average score of students' assessment of all aspects of the assessment is 4.44 which is included in the very good category. The highest assessment aspect is in the presentation of material, with an average of 4.75. The aspect of assessment with the lowest average is the aspect of readability, with an average of 4.39. The final product results are based on needs analysis, the results of the E-Module validation assessment, and the test results, namely the E-Module product with the Flipbook technique as a teaching material that is developed very interesting and learning is not boring.

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## 1.   INTRODUCTION

The Covid-19 pandemic in Indonesia had an impact of 2 years. Many sectors have experienced a negative impact, one of which is the education sector. Students must get used to mastering technology-based learning because learning is done online. Changes in the student learning atmosphere have an impact on the quality of student learning which tends to decrease. Adjustment of student learning styles must also be a concern because learning that is carried out online has drawbacks such as inadequate networks, inappropriate learning media, and an atmosphere that is not conducive. Some time ago, students returned to learning offline or directly at school. Changes in the learning atmosphere from online to offline again become an obstacle for students in carrying out learning. Charlina et al. (2022) state that student learning adjustments have an impact on the learning process because they result in low student learning achievement.

One of the student barriers is that students have difficulty expressing their thoughts in writing activities. Hadyant (2022) found that students had difficulty pouring their thoughts into writing activities becausthey tended to listen during the learning process during online learning. Lack of writing activities causes students to be less proficient in expressing their ideas. In the independent curriculum, students are required to master 4 language skills. Tariga (2013), in his book entitled "Writing as a Language Skill" stated that language skills are divided into 4, namely, listening skills, speaking skills, reading skills, and writing skills. He continued that these 4 skills are very important and interrelated with one another. One of the Indonesian language lessons related to writing is learning to write anecdotal texts.

According to Chae (2011), an anecdote text is a text containing a story that tells the antics of a famous figure who once existed. An anecdote is a true story that has existed in history. Darmansya (2012) states that short stories present humor stories with a level of humour that can be seen from the silliness, oddness, surprise, awkwardness, and so on. Furthermore, Kosasi (2014) states that an anecdote is a story that provides humowith the aim of entertaining the reader and providing a lesson about the text of the anecdote being read. Not only do readers receive humor from anecdotal texts, but they are also presented with lessons that can be drawn from the text. Stories in anecdotal texts provide real and factual characters.

Anecdotal texts are closely related to social phenomena. Social phenomena are symptoms of a social relationship that becomes unrest in the community. In other words, social phenomena are unwanted symptoms in social life Imron & Aka, (2018). Learning anecdotal texts in vocational schools can be used as a means to convey criticism of social phenomena that occur in society. The criticism conveyed is in the form of funny text and gives a separate message to readers Mulyati, (2016). Anecdote text also has a unique character so that readers or listeners are entertained and directly involved in the story. However, since the pandemic took place, learning to write anecdotal texts has not progressed as expected. Because some students do not focus on carrying out learning, learning becomes boring. Magdalena et al. (2020) found in their research that boring learning can cause learning to be disrupted. This condition causes all components of learning to adapt and adapt to new patterns. Everything needs to be prepared in such a way as to keep up with the changes that occur, such as the readiness of teaching materials to carry out learning, teachers as facilitators, students as learners, distribution of teaching materials, to evaluating learning outcomes. For this reason, teaching materials are needed that are by the abilities and conditions of students so that they can learn independently, and actively, and participate in learning as expected from the implementation of an independent curriculum.

Teaching materials using technology are one of the answers to overcoming student learning enthusiasm after the COVID-19 pandemic, especially in learning to write anecdotal texts. This is because students have also been accustomed to carrying out learning using technology for approximately 2 years. Research on Technological Pedagogical Content Knowledge (TPACK) was also conducted by Chai et al., (2013), which stated that the research indirectly, that teachers need Technological Pedagogical Content Knowledge (TPACK) for effective learning in class, although more in-depth research regarding Technological Pedagogical Content Knowledge (TPACK) still needs to be done.

Technology-based teaching materials that are presented attractively are one of the tools for conveying learning material to students. One of the successes of the teacher as a facilitator in learning activities is assisted by the selection of appropriate teaching materials. Flipbook-based electronic modules are innovative teaching materials that are presented in the form of learning in electronic media. Electronic modules or E-Modules with the flipbook technique can be one of the media used in learning to write anecdotal texts. Flipbooks will help teachers present modules more interactively and interestingly than printed books. In line with that, in the Government Regulation of the Republic of Indonesia Number 4 of 2022, it is stated that the implementation of learning is carried out in an interactive, inspiring, fun, challenging learning atmosphere, motivating students to participate actively, and providing sufficient space for the initiative, creativity, independence by talents, interests, and physical and psychological development of students.

Teachers who succeed in becoming facilitators, that is, teachers succeed in choosing the right teaching materials to use in the learning process. The use of e-modules is one of the appropriate teaching

materials. E-Modules are a systematic presentation of teaching materials into certain learning units and then presented in electronic form Kemendikbud, (2017). In contrast to textbooks, E-Modules present material that students can study independently and aim to increase opportunities for students to explore, progress, and develop based on their own abilities. Requires teachers to be facilitators, then the E-Module can be the answer needed by teachers and students. What's more, the material that must be presented in anecdote text material must be interesting and fun.

Most students have difficulty understanding the material of writing anecdotes during the learning process. One of the factors is the lack of students' digital literacy, which makes it difficult for students to understand the material for writing anecdotal texts. Efforts to increase the digital literacy movement have been touted by the government for a long time, and various approaches have been taken. This is relevant to the survey conducted Safitri et al., (2020) there are various factors that cause low student digital literacy, namely internet abuse and the spread of hoax news. In line with that, teaching materials that are too monotonous make the learning atmosphere of students boring and can cause students' literacy activities to decrease. Magdalena et al. (2020) found in their research that boring learning can interfere with the learning process. Multimodal texts have proven effective in overcoming students' lack of digital literacy in carrying out learning Abidin, (2022).

Based on observations made by the author in several vocational high schools in Pelalawan Regency, teachers only use photocopies of textbooks, PPT, and YouTube to present material for writing anecdotes. The lack of information that students have about anecdotal texts results in students having difficulties in developing writing. Especially in Vocational High Schools where learning is already technology-based, teachers prefer using textbooks rather than technology-based media or teaching materials. The difficulties faced by students in developing skills in writing anecdote texts must be overcome immediately.

Multimodal-based Flipbook E-Module can be a teaching material used to learn to write anecdotal texts. Multimodal-based Flipbook E-Modules can help teachers and students to make the teaching materials displayed interesting, interactive, and fun. In accordance with research (Nenden et al. 2017) Flipbook E-Modules can assist teachers in presenting interesting and interactive teaching materials instead of using printed books. In line with that, in Government Regulation of the Republic of Indonesia Number 4 of 2022, it is stated that the learning process must have an active, inspiring, fun, and motivating learning atmosphere, giving students opportunities to express themselves so that they can be creative according to their talents, interests and developments as well.

After conducting a literature review and direct observations, the researchers were interested in giving this study the title "Development of E-Modules with Flipbook Techniques as Teaching Materials for Writing Anecdotes Texts in Vocational High School Students."  This research is anticipated to bring about a groundbreaking advancement in the realm of self-directed Indonesian language acquisition, particularly in the domain of mastering the art of composing anecdotal tales.  The objective of this study is to provide a detailed account of the utilisation of multimodal-based flipbook e-modules in Vocational High Schools.  The purpose of this research is to determine the advantages of using multimodal-based flipbook e-modules in Vocational High Schools.  This research aims to provide a solution for addressing the issue of monotonous instructional materials and enhancing students' learning experience by promoting effectiveness, efficiency, and enjoyment. The subject addressed in this study is the effectiveness of using multimodal-based flipbook E-Modules to teach vocational high school students how to compose anecdotal texts.

## 2.   METHODS

The type of research used is research and development (R&D). Sugiyono (2012) says research and development is a method of research that has the goal of being able to produce a product and test the effectiveness or feasibility of the product. This research is a type of research and development or R&D, where this research will produce an electronic anecdote text writing module using the flipbook technique. The research model used is the ADDIE development model. The ADDIE development

model is an instructional process consisting of five phases, namely analysis, design, development, implementation, and evaluation.
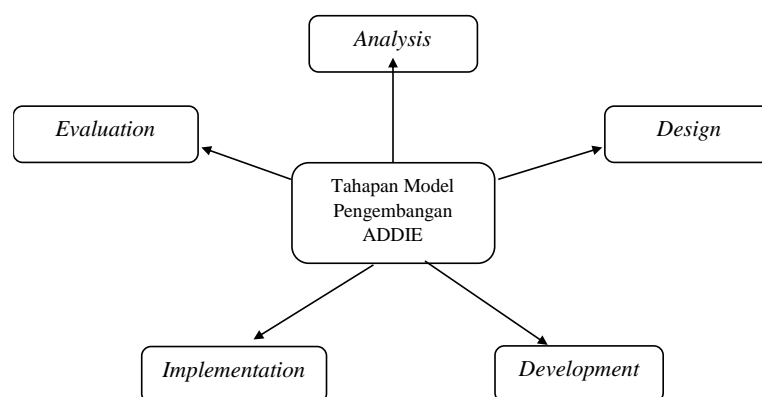


**Figure 1**. ADDIE development model

Analysis (Analysis Stage) is the initial stage in research and development. At this stage, it contains three scopes, namely problem analysis, needs analysis, and analysis of learning objectives. This stage aims to collect information regarding the components needed to present the electronic module product. The electronic design of this module refers to the previous stage. This product design contains an overall description of a teaching material product that will be presented. Next, is the product development stage (development). This stage consists of making electronic anecdotal text-writing modules with the flipbook technique and validation from experts. Implementation (Trying Stage). At this stage, the electronic module writes anecdotal text using the flipbook technique which is valid and declared feasible by experts, then it can be distributed to class X students of TKJ. The distribution of the E-Module was accompanied by the distribution of questionnaires to find out the usefulness of the E-Module for students. Evaluation (Evaluation Stage) This stage is the last stage of the ADDIE development model. At this stage, an analysis of product evaluation and product development feedback is carried out.

## 3. FINDINGS AND DISCUSSION

The results and discussion section contains the entire process of developing the ADDIE model to find out the usefulness of the multimodal-based Flipbook E-Module at SMK N 1 Langgam. The following presents the five stages of the ADDIE development model in this study.

### 3.1  The Needs Analysis

The needs analysis stage involves teachers, students, and learning objectives. Analysis of the needs of teachers and students was carried out using interviews and questionnaires. This interview is based on direct observation using a voice recorder. While the distribution of the questionnaire was carried out directly using the Google Form Platform. Analysis of learning objectives refers to learning outcomes, initial competencies, elements, and student profiles of Pancasila. Then after determining the learning objectives, it can be used as the first step in designing the Flipbook E-Module.

Based on the results of teacher interviews it was found that teachers used monotonous teaching materials such as PPT, textbooks, and text-shaped modules. Then the teacher's opinion, it states that online learning causes a decrease in the quality of student learning when students carry out offline learning because students carry out learning passively or listen to the teacher explain during learning.

After carrying out offline learning, students had difficulty expressing their thoughts in learning to write because students rarely carried out writing learning activities during the pandemic. Learning is not by the conditions of student learning causing the quality of student learning to be disrupted and the category of student learning outcomes in writing anecdotal texts is moderate with a value range of 65-75. To overcome these problems, it is necessary to have teaching materials that can facilitate students in carrying out learning to write anecdotal texts so that learning can be carried out in a fun way. The appropriate teaching materials are multimodal-based Flipbook E-Modules which provide audio, video, and text that can suit student learning styles. Especially for about 2 years, students have been carrying out learning using technology, this will make it easier for students to use the E-Module because students are used to using technology. By research (Rarasati & Yurniawati, 2022) students are already dependent on technology when learning online, so teaching materials using technology will be effective if used in the learning process.

Based on the distribution of questionnaires to students, it was found that 61.92% of students had difficulty understanding the material for writing anecdote texts, 67.31% of students had difficulty developing writing when writing anecdotal texts, 74.62% of students had difficulty finding references when writing texts. Anecdotes, 70.26% of students have difficulty in compiling sentence structures writing anecdotes, 63.08% of students have difficulty finding examples of anecdotes texts used as guidelines in learning to write anecdotes, 77.56% of students use conventional teaching materials such as Textbooks, PPT, YouTube, etc., 84.49% of students want to carry out learning to write anecdotes presented in an interesting, interactive, and innovative way, 85.77% of students want teaching materials to write anecdotes to be used independently, 76.41% and students find it easier to understand the material of writing anecdotal texts by using multimodal teaching materials (graphics, pictures, illustrations, audio, and video). A Study from Abidin, (2022) found that multimodal texts proved effective in overcoming students' lack of digital literacy in carrying out learning. E-Modules with the Flipbook technique can be easily used by teachers and students because teachers and students are used to using technology during online learning and the application of E-Modules is easy to use. The results of distributing the questionnaire can be seen in the following table.

**Table 1**. Table 1 Recapitulation of Student Needs Analysis Results.

| | |
|---|---|
| Difficulty in understanding anecdotal text material | 61,92% |
| Difficulty in developing writing | 67,31% |
| Difficulty in finding references | 74,62% |
| Difficulties in compiling sentence structures writing anecdotal texts | 70,26% |
| Difficulty in finding examples of anecdotal texts | 63,08% |
| Students use conventional teaching materials | 77,56% |
| Students want to carry out learning to write anecdotal texts presented in an interesting, interactive, and innovative way | 84,49% |
| Students want teaching materials to write anecdote texts to be used independently | 85,77% |
| Students find it easier to understand the material of writing anecdotal texts by using multimodal teaching materials | 76,41% |

The learning objectives for writing anecdotal texts are adjusted to the flow of learning objectives shown in Table 2. Based on the flow of learning objectives, the learning objectives for writing anecdotal texts can be determined. The objectives of learning to write anecdotal texts are, (1) Students can critically and enthusiastically analyze the structure of anecdotal texts so that they can produce creative, innovative, and correct anecdotal texts so that you can send these anecdotal texts to print or electronic media. (2) Students can critically and enthusiastically analyze the language of anecdotal texts so that they can create anecdotal texts with good and correct language that are presented creatively and innovatively.

## 3.2. *Design Stage*

This stage is the design stage of the flipbook E-Module teaching material. The design of this product is based on problems in learning to write anecdotal texts obtained from interviews with teachers and distributing questionnaires to students. The design of teaching materials for writing anecdotal texts using the Flipbook technique goes through several stages, namely (1) titles, (2) study instructions, (3) subject matter, (4) supporting information, (5) practice questions, and (6) assessment (Prastowo, 2014) These stages are grouped into 3 parts, namely (1) the initial section, (2) the content section, and (3) the closing section. The media design that will be included in the E-Module can be adapted to the needs and desires of students. There are learning texts, learning audio, and learning videos that allow students to be creative according to their needs. The design that was carried out was designing the front cover to the back cover which consisted of material, practice questions, learning videos, and learning audio.

**Table 2.** Anecdotal Text Material Learning Objective Flow

| | |
|---|---|
| **Learning achievement** | **Learning achievement:** Students have the language skills to communicate and reason according to goals, social context, academics, and the world of work. Students are able to understand, process, interpret, and evaluate information from various types of text about various topics. Students are able to synthesize ideas and opinions from various sources. Students are able to actively participate in discussions and debates. Students are able to write various texts to express opinions and present and respond to non-fictional and fictional information critically and ethically. |
| **Element : Writing** | Students are able to write ideas, thoughts, views, directions or written messages for various purposes logically, critically and creatively in the form of informational texts and/or fiction. Students are able to write anecdotal texts and functional world of work texts. |
| **Initial Competence** | The initial knowledge and skills that students need to have before studying this module are an understanding of the structure and language of anecdotal texts |
| **Pancasila Student Profile** | Profile of Pancasila students developed: Faithful, devoted to God Almighty and noble. Critical reasoning. Independent. Creative. |

### 3.3. *Development*

The selection of media used in this development is the E-Module accompanying instrument, learning audio, learning video, hyperlink, and flipbook. This media can make the E-Module more interesting. All media can make it easier for students to carry out learning independently. The applications used in developing the E-Module are Microsoft Word, Canva, Plotagon, Samsung Recording, Flip PDF Professional, Google Drive, Quiziz, and Google Forms. The following shows the final results of the Multimodal-Based Flipbook E-Module. Teaching materials in the form of Flipbooks can provide convenience for teachers and students because the Flipbook E-Module can contain material that is presented in an interesting way (Nisa et al., 2020).
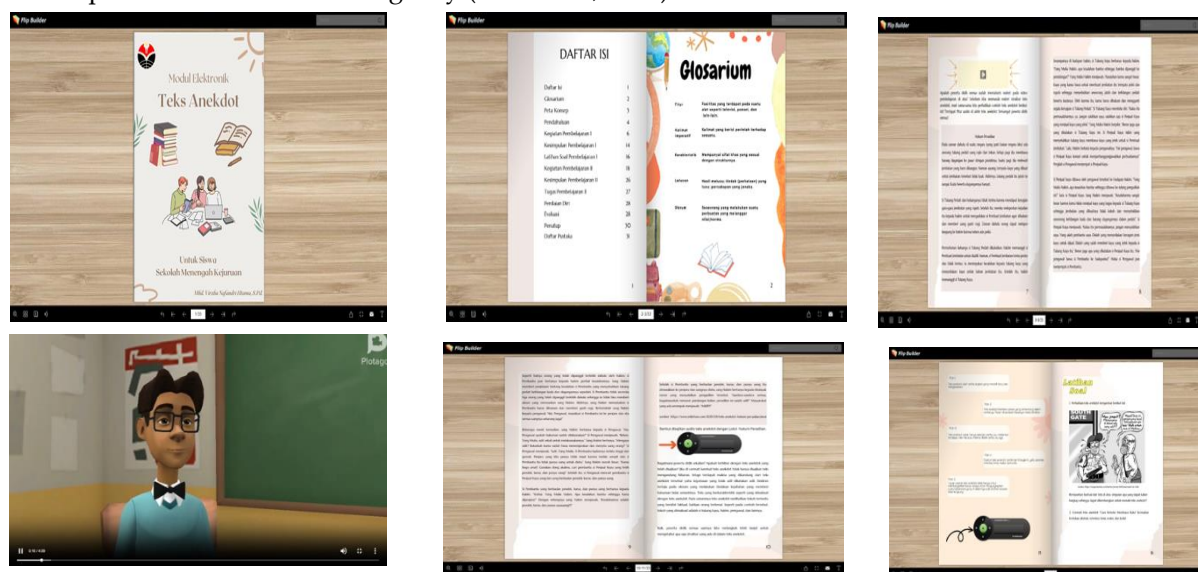


**Figure 2**. Snippet of Multimodal Flipbook E-Module

Before the E-Module can be tested on students, validation by experts is required. Product validation is carried out to determine the feasibility of the Flipbook E-Module in writing anecdotal texts that will be implemented. The researcher gave a questionnaire using a range of values from 1-5. The validation questionnaire contains statements about the E-Module Flipbook that has been developed for expert assessment. The experts who become validators for this product are material experts, language experts, and media experts. Linguist validation aims to assess the feasibility of using the language presented in the E-Module as a whole. Material expert validation aims to assess the feasibility of the material presented in the E-Module. Media expert validation aims to assess the feasibility of the media capacity presented in the E-Module.

The following is a look at the table of the results of the recapitulation of the overall assessment of material experts, linguists, and media experts.

**Table 3** Recapitulation of Expert Assessment Results

| Expert | Rating | | Percentage |
|--------|--------|------|------------|
| Material | 4,87 | 4,87 | 97,39 |
| Linguist | 4,84 | 4,84 | 96,84 |
| Media | 4,52 | 4,52 | 90,34 |

After obtaining an assessment and revising, the E-Module can be published, and a trial can be carried out for class X TKJ students at SMK N 1 Bandar Sei Kijang, SMK N 1 Pangkalan Kerinci, and SMK N 1 Langgam.

### 3.4. *Trial Stage*

Products that have been validated and are suitable for trials by experts based on the results of expert assessments can then be tested on the E-Module for class X students of TKJ SMK 1 Langgam. Product trials have the aim of knowing students' assessment of the teaching materials developed. This e-module is distributed via the Whatsapp Group, assisted by Indonesian language teachers. The assessment of students is only limited to the responses and responses of students as users of the E-Module. The distribution of student assessment questionnaires is carried out online via Google Forms. The total number of students who became respondents amounted to 114 students. The product trial results can be seen in the following table:

**Tabel 4.** Recapitulation of Student Assessment Results

| No | Statement | Score |
|---|---|---|
| 1 | I feel that the material in the E-Module is presented in a structured and coherent manner | 4,54 |
| 2 | I can easily understand the material by using the E-Module | 4,34 |
| 3 | I feel that the E-Module presented is based on Pancasila with life values, social values, and moral values | 4,46 |
| 4 | I feel that the sentences used in the E-Module are clear and do not have double meanings | 4,28 |
| 5 | I feel that the language used in the E-Module is communicative | 4,36 |
| 6 | I feel that the language presented in the E-Module is easy to understand | 4,54 |
| 7 | Presentation in E-Module makes me think critically | 4,34 |
| 8 | Presentation of the E-Module can give me the opportunity to work on assignments independently | 4,43 |
| 9 | Presentation of E-Modules can increase my enthusiasm in carrying out learning so that learning is not boring | 4,46 |
| 10 | E-Module can adapt my learning style | 4,46 |
| 11 | Presentation of the E-Module can help me in adding information | 4,55 |
| 12 | The presentation of audio and video features makes it easier for me to understand the material | 4,50 |
| 13 | Presentation of the E-Module can help me make decisions | 4,45 |
| 14 | The material presented gave me the opportunity to access it independently | 4,40 |
| 15 | Presentation of examples in the E-Module can make it easier for me to understand the material | 4,53 |
| 16 | I can easily do the practice questions in the E-Module | 4,36 |

| 17 | Presentation of material in the E-Module brings a pleasant atmosphere | 4,50 |
|----|------------------------------------------------------------------|------|
| 18 | The color, size, and shape of the image can attract my attention in understanding the material | 4,39 |
| 19 | Easy to read font size and type | 4,44 |
| 20 | The audio and video features in the E-Modul are interesting | 4,54 |
| 21 | The position of the text and images are balanced | 4,51 |
| 22 | Front and back covers can attract students' attention | 4,52 |
|    | Total Rata-rata | 4,45 |

In Table 4.11 the total average score as a whole regarding student assessment of the E-Module is 4.45 in a very good category. Aspects assessed by students include aspects of content feasibility, language legibility, presentation of material, and graphics. This is reinforced by research (Zinnurain, 2021) Flipbook teaching materials can affect student learning outcomes because of their attractive presentation which creates fun learning.

### 3.5. *Evaluation*

The stages of analyzing the needs of students and teachers, product assessment by linguists, material experts, and media experts, then the usefulness of the E-Module which is assessed by students is a form of evaluation of each stage that has been passed. All of these stages use ADDIE steps to obtain the results of this study. The conclusion of this research is based on evaluating the E-Module teaching materials using the Flipbook technique, which is very useful and interesting.

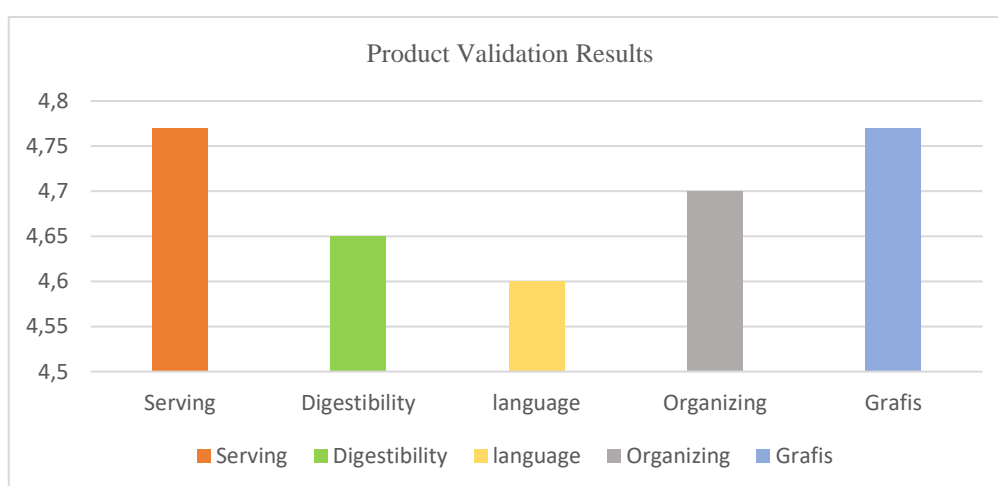### 3.5.1    Product Validation Results



**Figure 3.** Product Validation Results

Based on the validation diagram of linguists, material experts, media experts, and field experts, it is known that the average score given by the validator for all aspects of the assessment is 4.74 which is

included in the very good category. The highest rating aspect is on graphics with an average of 4.48. The aspect with the lowest average is the aspect of language with an average of 4.60.
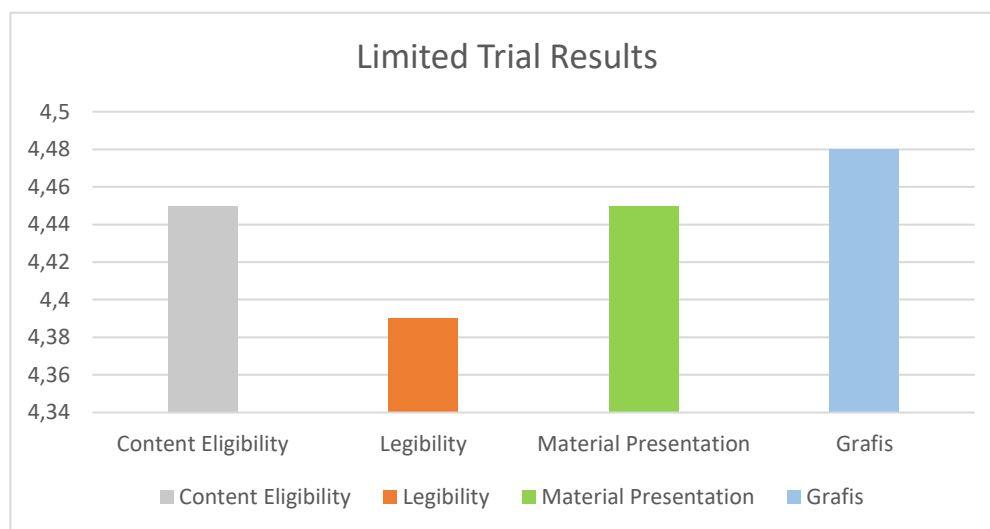
### 3.5.2    Limited Trial Results



**Figure 4.** Limited Trial Result

A limited trial was carried out by distributing the E-Module to students. Then students were asked to rate the product which was only limited to students' responses and responses as users of the E-Module. Based on the diagram of limited trial results for students, it is known that the average score of students' assessment of all aspects of an assessment is 4.44 which is included in the very good category. The highest assessment aspect is in the presentation of material with an average of 4.75. Aspects of assessment The aspect with the lowest average is the readability aspect, which has an average of 4.39. The conclusions that can be drawn from this study are based on needs analysis, the results of the E-Module validation assessment, and the trial results, namely the E-Module product with the Flipbook technique as teaching material which is developed very interesting and learning is not boring.

## 4.    CONCLUSION

Based on the research findings and discussion, it can be inferred that the E-Module utilising the Flipbook technique is highly beneficial as a teaching resource for vocational high school students to enhance their writing skills in anecdotal texts. This approach proves to be effective in addressing student challenges and offering viable solutions. During the restricted trial, it achieved a score of 4.54 with a validity rate of 89%. This was conducted on pupils from class X TKJ. Hence, the use of E-Modules employing the Flipbook technique as an instructional resource for composing anecdotal writings among vocational high school students is very advantageous and offers effective resolutions to student challenges. E-Modules utilising the Flipbook technique have numerous shortcomings in both production and implementation. Hence, it is imperative to enhance its development in order to bolster motivation and excitement in the pursuit of learning. Researchers are optimistic about further advancing E-Modules using the Flipbook technique across several subjects in the future. The objective is to enhance the quality of educational resources by making them more engaging and responsive to students' needs.

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