



Development of Flipbook-Based E-Module Teaching Materials to Enhance Independence and Learning Outcomes of High School Students

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Abstract: This study aims to develop a flipbook-based e-module as an innovative teaching material to enhance students' independence and learning outcomes in economics at SMA Kalam Kudus Medan. This research employs the Research and Development (R&D) method with the ADDIE model (Analysis, Design, Development, Implementation and Evaluation) involving 31 tenth-grade students as research subject this research. Data collection was conducted through interviews, questionnaires, and tests, analysed used descriptive statistics and SPSS statistical tests. The validation results indicate that the developed e-module received scores of 91.67% (high feasible) from subject matter experts, 86.84% (feasible) from media experts, and 79.46% (feasible) from instructional design experts. These findings suggest that the flipbook-based e-module is effective in improving both students' learning independence and academic performance. Therefore, this teaching material is recommended for implementation in learning to support the transformation of digital-based education.

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Introduction

Education plays a crucial role in shaping a generation that is knowledgeable, skilled, and of high moral character. Quality education not only trains students to understand learning materials but also fosters their character and independence in learning (Mawadha et al., 2024). The success of education is influenced by various factors, including the curriculum, educators, learning environment, and the availability of teaching materials that align with technological advancements (Depdiknas, 2003) the current digital era, rapid technological and communication advancements present opportunities for the education sector to enhance learning quality through the integration of technology.

The transformation of education towards the digital era emphasizes the integration of technology into learning to make it more effective and efficient. The use of technology enables students to access learning resources more flexibly, independently, and interactively (Khairinal et al., 2021). However, a key challenge in education today is the low level of student learning independence. Many students remain highly dependent on direct instruction from teachers, exhibit limited initiative in learning, and are not yet accustomed to utilizing technology as a learning tool to support their understanding (Djamarah, 2010).

Low learning independence often results in suboptimal academic achievement. According to constructivist learning theory, students should actively construct their knowledge through meaningful learning experiences (Masgumelar & Mustafa, 2021). However, in practice, many students engage in learning only when assigned tasks by teachers or in preparation for exams, without developing independent and continuous learning habits



(Sümen & Evgin, 2021). Additionally, factors such as the learning environment, instructional methods, and teaching materials used also influence student independence and learning outcomes (Dalyono, 2010).

In economics education, conceptual understanding frequently poses challenges for students. This issue arises due to the lack of engaging and innovative teaching materials that can help students grasp economic concepts in a more contextual and applicable manner. Traditional printed textbooks, which are still widely used in schools, have limitations in presenting material interactively. The reliance on static text and images often fails to engage students, especially in today's digital era, which is dominated by interactive and visually rich content (Mulyaningsih & Saraswati, 2017). Therefore, innovative teaching materials are needed to increase student engagement in the learning process and foster their independence in understanding subject matter.

One potential solution to address this issue is the development of flipbook-based e-modules as interactive digital teaching materials. Flipbooks represent an innovation in education that facilitates the presentation of content in a more engaging format, incorporating multimedia features such as images, videos, animations, and interactive navigation, making it easier for students to access and comprehend the material (Hayati et al., 2015). Previous studies indicate that using flipbooks in learning enhances student motivation, accelerates conceptual understanding, and improves learning independence (Puspitasari et al., 2020).

The utilization of digital-based flipbooks has been shown to enhance students' independent learning activities (Priwanto et al., 2020). According to (Sümen & Evgin, 2021), independent learning refers to an individual's ability to metally align with their learning objectives and has been proven to significantly impact students. One effective approach to fostering independent learning is through the use of diverse learning resources, which also contribute to the development of problem-solving skills in understanding economic concepts and solving economic problem (Amir et al., 2023). Independent learning plays a crucial role in determining the quality of education, mathematical problem-solving abilities, motivation comprehension, and overall student learning outcomes (Adawiyah & Yanti, 2024).

Digital-based learning has increasingly become a necessity in education, particularly in enhancing student independence and learning outcomes. One innovation in this field is the use of flipbook-based teaching materials. Flipbooks provide a more interactive and engaging learning experience by integrating text, images, animations, videos, and navigation into a single medium. As a result, flipbooks can help students grasp learning concepts more effectively compared to conventional teaching materials (Velinda et al., 2024).

The urgency of this research is based on the fact that many students still struggle to understand lesson materials, especially in economics subjects. Additionally, a lack of independent learning remains a major obstacle to improving the quality of education. Observations conducted at SMA Kalam Kudus Medan revealed that student performance in economics has not yet reached optimal levels, with a significant percentage of students failing to meet the Criteria for Achievement of Learning Objectives (KKTP). Therefore, this research aims to develop flipbook-based teaching materials that can enhance students' learning independence and academic performance.

Several key issues hinder students' learning processes, including a lack of independence in studying, low academic performance, and limited access to engaging and interactive teaching materials. Many students still exhibit ineffective study habits, such as only studying before exams, lacking motivation for self-directed learning, and being highly



dependent on teacher explanations. Furthermore, teachers' limited proficiency in utilizing digital learning technologies poses another challenge in implementing technology-based teaching methods (Putra et al., 2023).

The integration of flipbook-based teaching materials is expected to address these issues by providing a more engaging and interactive learning medium. The digital features of flipbooks enable students to grasp lesson materials independently without relying solely on teachers. This aligns with previous research findings indicating that flipbooks enhance independent learning activities and help students achieve their learning objectives (Fajrin & Rafsanjani, 2020).

Based on these considerations, this study aims to develop a flipbook-based e-module as a teaching resource for economics education. This development is expected to serve as an alternative solution to enhance students' learning independence and academic performance. By incorporating innovative teaching materials, students are anticipated to become more engaged in the learning process, develop a better understanding of economic concepts, and strengthen critical thinking skills essential for navigating challenges in the globalized era.

Research Method

This study employs a developmental research method in the field of education, commonly referred to as Research and Development (R&D). The research utilizes the ADDIE instructional design model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation (Sugiyono, 2019). The study was conducted at SMA Kalam Kudus Medan during the even semester of the 2024/2025 academic year, located at JL. Mayang No. 10 Sekip. The research subjects include validators and students, with validators consisting of media experts, instructional design experts, and educators. The target users of the developed product were 31 tenth-grade students (Class X-1) at SMA Kalam Kudus Medan.

The data collection instruments used in this study included interviews, questionnaires (surveys), and tests. The test instrument comprised 40 multiple-choice questions, each with five answer options. For data analysis, the researcher employed descriptive statistics, while the instrument trials were analyzed using point-biserial correlation, the Kolmogorov-Smirnov test, and SPSS software.

Results and Discussion

This study aims to develop a digital teaching material in the form of a flipbook-based e-module as an alternative learning resource for the topic of demand and supply at SMA Kalam Kudus Medan. The research adopts the Research and Development (R&D) method using the ADDIE approach, which consists of the following phases (Reeness, 2019):

1) Analysis

The needs analysis revealed that the teaching of economics at SMA Kalam Kudus Medan still relies primarily on printed textbooks, leading to several learning challenges. The key issues identified include students' lack of learning independence, limited use of digital technology in the learning process, and difficulties in understanding economic concepts, particularly in interpreting graphs and economic data. Additionally, interviews with economics teachers indicated that 31.5% of students did not achieve the Minimum Competency Criteria (KKM) in the previous semester's exams. This finding suggests that the current teaching approach has not yet optimally enhanced students' understanding and academic performance. Therefore,

developing a flipbook-based digital teaching material is expected to serve as a solution to improve the effectiveness of economics learning.

2) Design

During the design phase, the teaching material was developed as a digital flipbook, designed to present content in a more visual, systematic, and interactive format (Sidabutar & Sidabutar, 2024). The development process began with storyboard creation, which included page layout planning, interactive navigation between pages, and the integration of multimedia elements such as images, videos, and animations. The material was structured into two learning sessions, covering demand and supply. The presentation was arranged systematically, including definitions, influencing factors, economic laws, tables and graphs, and practice questions. The e-module was created using Canva, which allows for the integration of interactive visual elements and QR codes to provide access to additional learning materials (Juita, 2023).

Pertemuan 1 (Permintaan)

1. Kegiatan Pendahuluan (10 Menit)

- ❖ Orientasi
 - ✓ Guru memberikan salam pembuka dan melakukan doa bersama yang dipimpin oleh ketua kelas.
 - ✓ Guru mengecek kehadiran peserta didik.
 - ✓ Guru menanyakan kesiapan belajar siswa.
- ❖ Pertanyaan Pemantik
 - ✓ Pernahkah kamu mengamati perubahan harga suatu barang di pasar? Apa yang terjadi pada jumlah barang yang ingin dibeli konsumen ketika harga barang tersebut naik? Bagaimana jika harganya turun?
 - ✓ Mengapa kita membutuhkan barang dan jasa? Apakah semua orang memiliki kebutuhan yang sama? Faktor-faktor apa saja yang memengaruhi kebutuhan seseorang?
- ❖ Motivasi
 - ✓ Guru memberikan gambaran tentang manfaat mempelajari permintaan dalam

Figure 1. Lesson Plan for The First Meeting

LKPD Materi Permintaan

NAMA KELOMPOK :
NAMA SISWA :
KELAS :

Petunjuk Kerja

1. Baca secara cermat sebelum anda mengerjakan tugas.
2. Baca literatur lain untuk memperkuat pemahaman.
3. Kerjakan sesuai dengan langkah-langkah petunjuk guru.
4. Diskusikan dalam kelompok dan konsultasikan dengan guru jika mengalami kesulitan dalam mengerjakan tugas.
5. Kumpulkan laporan hasil kerja sesuai jadwal yang telah disepakati antara guru dengan siswa.

Studi Kasus: Harga Cabai di Pasar Tradisional

Di Pasar Tradisional "Sukamaju", harga cabai merah kriting mengalami fluktuasi yang signifikan dalam beberapa bulan terakhir. Pada bulan Januari, harga cabai merah kriting relatif stabil, kisaran Rp. 40.000 per kilogram. Namun, memasuki bulan Februari, harga cabai melonjak drastis hingga mencapai Rp. 80.000 per kilogram. Kenaikan harga ini disebabkan oleh beberapa faktor, antara lain:

- Cuaca Ekstrem: Curah hujan yang tinggi di bulan Februari menyebabkan gagal panen di beberapa daerah sentra produksi cabai.
- Kenaikan Harga Pupuk: Harga pupuk yang terus meningkat membuat biaya produksi cabai menjadi lebih mahal.
- Menipisnya Permintaan: Menjelang bulan Ramadhan, permintaan cabai

Figure 3. Students Worksheet for the First Meeting

Pertemuan 2 (Penawaran)

1. Kegiatan Pendahuluan (10 Menit)

- ❖ Orientasi
 - ✓ Guru memberikan salam pembuka dan melakukan doa bersama yang dipimpin oleh ketua kelas.
 - ✓ Guru mengecek kehadiran peserta didik.
 - ✓ Guru menanyakan kesiapan belajar siswa.
- ❖ Pertanyaan Pemantik
 - ✓ Jika kamu seorang pedagang, apa yang akan kamu lakukan jika harga barang yang kamu jual naik? Apakah kamu akan menambah atau mengurangi jumlah barang yang kamu tawarkan? Mengapa?
 - ✓ Selain harga barang, faktor apa saja yang dapat memengaruhi jumlah barang yang ditawarkan oleh produsen?
- ❖ Motivasi
 - ✓ Guru memberikan motivasi supaya peserta didik semangat dalam belajar dan memberi gambaran tentang manfaat mempelajari penawaran dalam kehidupan nyata.
- ❖ Pemberian Acuan
 - ✓ Menyampaikan kompetensi yang akan dicapai. Model pembelajaran yang digunakan adalah PBL (Problem Based Learning)
 - ✓ Menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan.

Figure 2. Lesson Plan for the Second Meeting

LKPD Materi Penawaran

NAMA KELOMPOK :
NAMA SISWA :
KELAS :

Petunjuk Kerja

1. Baca secara cermat sebelum anda mengerjakan tugas.
2. Baca literatur lain untuk memperkuat pemahaman.
3. Kerjakan sesuai dengan langkah-langkah petunjuk guru.
4. Diskusikan dalam kelompok dan konsultasikan dengan guru jika mengalami kesulitan dalam mengerjakan tugas.
5. Kumpulkan laporan hasil kerja sesuai jadwal yang telah disepakati antara guru dengan siswa.

Soal

1. Tuliskan empat (4) ciri-ciri dari kurva penawaran!
2. Perhatikan wacana berikut ini!

Pupuk Langka karena Permintaan Meningkat

Kelangkaan pupuk di Jawa Timur (Jatim) diakibatkan meningkatnya permintaan petani yang melebihi kapasitas produksi PT Petrokimia. Ada banyak faktor yang menyebabkan kelangkaan pupuk. Di antaranya, cuaca, program pemerintah, intensifikasi pertanian, dan Juli lalu presiden telah mencanangkan revitalisasi pertanian.

Hal itu dikemukakan Direktur Pemasaran PT Petrokimia Gresik, Ir. Bambang Cahyono, di Surabaya, Sabtu (17/12). Ia mengatakan, dari sisi cuaca yang saat ini musim penghujan petani berbondong-bondong melakukan tanam secara

Figure 4. Students Worksheet for the Second Meeting



Figure 5. Cover & The instructional material design appearance

3) Development

Following the development phase, expert validation was conducted to assess the feasibility of the teaching material before implementation. Content validation by Dr. Fitrawaty, S.P., M.Si, evaluated its alignment with the curriculum and clarity of economic concepts. The validation results indicated a score of 4.58 (91.67%), categorized as highly feasible, with a recommendation to add Higher Order Thinking Skills (HOTS) questions to enhance students' cognitive challenges (Rohmah, 2024). Media validation by Dr. Khairuddin Ependi Tambunan, S.Sos., M.Si, assessed the visual design and interactivity of the e-module. The validation score was 4.37 (86.84%), categorized as highly feasible, with a suggestion to incorporate interactive quizzes to increase student engagement. Instructional design validation by Dr. Sri Mutmainnah, M.Si, resulted in a score of 3.97 (79.46%), categorized as feasible, with a recommendation to simplify the language for better student comprehension.

4) Implementation

The next stage involved testing the teaching material through three levels of trial,. Individual trials conducted with 3 students, small group trials involving 9 students, and field trials involving 32 students. Below are the test results obtained by researcher:

Table 1. Trial response to flipbook-based e-module teaching materials

Trial Stage	Average Score	Category
Individual Trial	81,43%	Very Good
Small Group	89,51%	Very Good
Field Trial	79,25%	Very Good

Based on the average scores obtained during the teaching material testing phase, the flipbook-base teaching material has met the feasibility standards for implementation in economics learning (Sugiyono, 2017).

5) Evaluation

The final phase of the ADDIE model is evaluation, conducted at each stage of e-module development. Evaluation was performed to collect feedback and suggestions, leading to revisions for further improvement. During the implementation phase, evaluations were conducted to measure students' responses and learning outcomes after using the developed e-module. The evaluation aimed to determine the practicality and effectiveness of the economics e-module.



Table 2. Students Pre Test and Post Test Score Data

Class	Pretest (Average Score)	Post Test (Average Score)
Experimental Group (using flipbook)	69,47	86,09
Control Group (tanpa flipbook)	46,50	68,72

Statistical analysis using the t-test showed that $p < 0.05$, indicating a significant difference in the improvement of learning outcomes between the two groups (Azizah & Sukardi, 2024). Additionally, an analysis of students' learning independence demonstrated significant improvement in the experimental group, with an N-Gain score of 0.544, classified as moderate.

The findings of this study align with previous research, confirming that the implementation of flipbook-based digital teaching materials enhances learning effectiveness, particularly in improving students' understanding of economics (Prihatini et al., 2024). The primary advantage of digital flipbooks lies in their interactive visual features, which not only increase student engagement but also facilitate deeper conceptual understanding. Furthermore, this study suggests that multimedia-based learning significantly contributes to the improvement of students' learning independence, as they can access the material flexibly without relying solely on conventional learning methods (Ayu et al., 2021).

Conceptually, the integration of technology in learning, such as the use of flipbook-based e-modules, reinforces the theory that digital learning can enhance students' understanding and academic performance. This is supported by the study conducted by (Umami & Sakti, 2024), which developed a flipbook-based e-module on Financial Services Authority (OJK) materials and found that its use significantly improved students' learning outcomes.

Practically, the use of flipbook-based e-modules provides tangible benefits for various stakeholders in the educational process. For students, these e-modules offer a more interactive and engaging learning experience, thereby increasing reading interest and material comprehension. (Putri et al., 2024) developed a flipbook-based e-module for fourth-grade elementary school students and found that it was effective in enhancing students' reading interest. For educators, flipbook-based e-modules serve as a practical and effective alternative teaching resource. (Dhia & Friyatmi, 2024) developed an economics e-module using the Flip-PDF application and found that it was both valid and highly practical for use in high school economics instruction.

Additionally, research by (Mulwanti et al., 2022) demonstrated that an e-module developed using Flipbook Maker for high school matrix materials was deemed valid, practical, and had a potential positive effect on students' learning outcomes. Thus, these studies reinforce the understanding that the implementation of flipbook-based e-modules in learning not only supports digital learning theories but also provides practical solutions for improving the quality of education.

Conclusion

Based on the findings of this study, it can be concluded that the flipbook-based e-module is highly feasible for use as a learning medium in economics education, as it has been proven effective in improving students' learning outcomes compared to conventional methods. Additionally, the implementation of this teaching material contributes to the enhancement of learning independence, which is a crucial aspect in supporting students' academic success. The expert validation results indicate a high level of feasibility, with material experts rating at



91,67% (highly feasible), teaching material experts at 86,84% (highly feasible), and design experts at 79,45% (feasible). Therefore, it is recommended that flipbook-based teaching materials be adapted and applied to other subjects to enhance learning effectiveness across various disciplines.

Recommendation

For future researchers, it is recommended to expand the scope of testing for this teaching material and combine it with other learning methods to make it more engaging and effective in supporting the learning process in schools. For educators and prospective educators, the result of this research can enhance knowledge and contribute ideas how to improve student learning outcomes, particularly through flipbook-based teaching materials.

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