

The Effectiveness Of Using Flipbook Media in Improving Students Economics Learning Outcomes in Grade X at MAN 2 Palembang

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Keywords

Learning Media, Flipbook, Learning Outcomes, Economics Learning

Abstract

Learning media is one of the components of the learning process that can create engaging learning activities. Flipbook is one of the innovative learning media that can be applied to provide a more interactive and enjoyable learning experience for students. This study aims to determine the effect of using flipbook learning media on the economics learning outcomes of Grade X students at MAN 2 Palembang. This study used a Quasi-Experimental Design with the one-group pretest-posttest Design type, involving a population of 298 students. The research sample was class X.10, consisting of 17 students selected using a purposive sampling technique. Data were collected through learning outcome tests and analyzed using a paired t-test. Based on the research conducted, the test results showed a t-count value of 11.152 > t-table value of 1.746, indicating that H_a is accepted and H_o is rejected. This indicates that there is a significant effect of using flipbook media on students' learning outcomes. Thus, flipbook can serve as an alternative that teachers can apply to help students better understand the material and improve their learning outcomes, as it is capable of presenting diverse content, offers a more visually appealing learning book, is inexpensive to produce, and is more flexible.

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INTRODUCTION

The 21st-century learning era has supported innovation and has significantly affected changes in the implementation of learning. In this era of digitalization, it has become much easier to open new windows for acquiring knowledge anywhere without boundaries. Students can access various news and information from multiple fields of knowledge through the internet platforms that are now widely available (Yusuf, 2023: 167). Digital learning media has become one of the components that help facilitate the learning process, such as the presentation of books, which has now evolved into digital form and can be easily accessed and opened at any time. The development of the times has also contributed to the transformation of conventional learning media into ICT-based or digital learning media, many of which have been created by humans to assist the learning process and to simplify access to vast amounts of information.

One form of innovation in digital book-based learning media is the use of flipbooks, which are digital books that present material in three-dimensional form and may contain text, images, videos, music or songs, and moving animations. In addition, the use of flipbooks can support students in learning independently, as flipbooks can be accessed through their mobile phones. This allows students to avoid boredom from studying solely through conventional textbooks (Ayardin, 2023; Khavisa, 2020; Silvia, 2023).

Based on the results of interviews conducted with the economics subject teacher at MAN 2 Palembang, it was found that the most frequently used teaching material is printed textbooks, since the school provides textbook loans to each student. The development of interactive teaching materials has also not been carried out to support economics learning activities, even though the use of interactive teaching materials can provide meaningful learning experiences for students and create engaging learning activities that can enhance participation in each stage of the learning process. In addition, based on the results of quizzes or daily exercises, it was found that several students scored below the Minimum Mastery Criteria (KKM), indicating the presence of learning problems that impact student learning outcomes. Teachers typically assign additional tasks to help these students meet the required scores. Furthermore, the researcher also conducted interviews with students, which revealed that most of them rarely review the material at home or open their printed textbooks. Students tend to prefer using the internet due to its easier accessibility, allowing them to search for information at any time without the need to carry printed books. Some students also stated that there needs to be an effort to improve the development of teaching materials that are flexible for use at any time. Therefore, this became a consideration for the researcher to attempt the implementation of flipbook media to support student learning activities more engagingly and to facilitate learning access anytime and anywhere.

Student learning outcomes are the main indicator of the success of the learning process. Learning outcomes encompass three main domains, namely cognitive (knowledge), affective (attitude), and psychomotor (skills). In achieving optimal learning outcomes, a learning approach is required that can actively involve students, provide meaningful learning experiences, and support various student learning styles (FH, 2015; Koryati et al., 2020; Mardetini et al., 2019; Koryati, 2008). Several previous studies have shown the potential and positive benefits of using flipbook media on learning success. Among these, the use of flipbooks can increase students' motivation to participate in the learning process, and this also has a positive impact on their learning outcomes (Fh et al., 2024; Dimas, 2022; Sri Mujiatun et al., 2023; Azzahra et al., 2023). Furthermore, Zeni et al. (2021) revealed that there is a relationship between the use of flash flipbook media and improved learning outcomes. In addition, (Didin, 2015; Leo, 2022; Amanullah, 2020) emphasized the importance of flipbooks as a medium to enhance student learning and accelerate the learning process. Based on the potential of flipbook usage and the learning problems identified at MAN 2 Palembang, the researcher seeks to address the issue of low student learning outcomes through the use of flipbook media. Therefore, this study aims to prove the effect of using flipbook learning media on students' learning outcomes in the economics subject at MAN 2 Palembang.

METHODS

This research used a quantitative method using a Quasi-Experimental Design with the One Group Pretest-Posttest Design type. The population in this study consisted of Grade X students at MAN 2 Palembang, totaling 298 students. The sample was determined using purposive sampling, and class X.10 was selected as the research sample because the learning problem related to low learning outcomes was identified in that class. The data collection techniques used in this study were tests and observations. The test was used to measure the improvement in students' learning outcomes after the implementation of the treatment in the form of using flipbook learning media in economics learning. In addition, observation was conducted to monitor the implementation of learning activities in the experimental class by applying flipbook learning media. The research flowchart consisted of the preparation stage, the implementation stage, and the final stage of the research, as shown below:

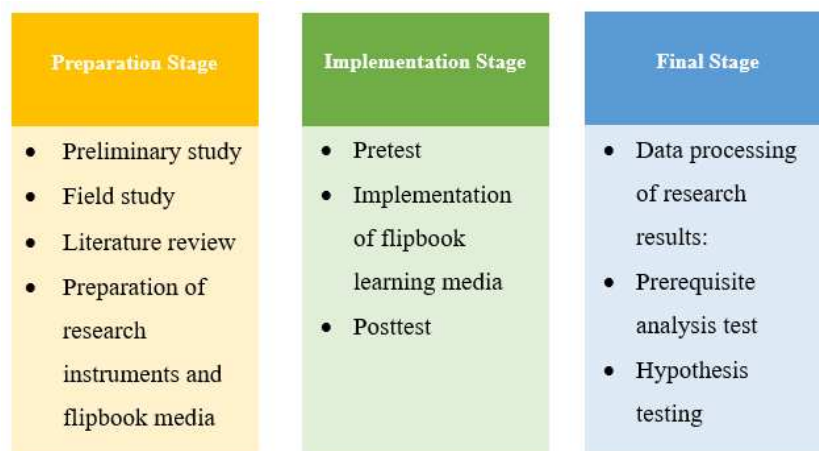


Figure 1. Flowchart of the Research Process

RESULTS AND DISCUSSION

This study aimed to determine the effect of flipbook media on the economics learning outcomes of Grade X students at MAN 2 Palembang. The learning process was conducted in class X.10 through three sessions, with a learning duration of 2 x 45 minutes for each session. Furthermore, to assess the improvement in students' knowledge regarding the topic of the payment system and payment instruments, students were given a test instrument in the form of multiple-choice questions consisting of 30 items that had been validated and found to be reliable. Figure 1 presents student mastery during the Pretest and Posttest sessions, and the results analyzed using SPSS Version 26 are shown in Table 1:

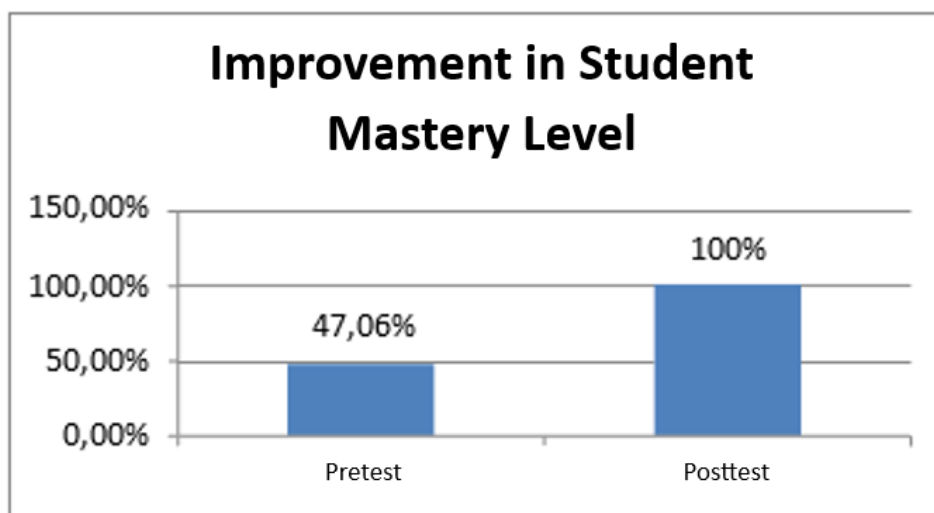


Figure 1. Diagram of Student Skills Assessment

Based on Figure 1, the Student Skills Assessment Diagram, it is known that in the pretest results, 47.06% or a total of 8 students had met the Minimum Mastery Criteria (KKM). Meanwhile, in the posttest results, all students, or 100% (17 individuals), successfully achieved mastery. This finding indicates that students' understanding of the learning material improved. According to the report card score categorization at MAN 2 Palembang, the pretest results showed that 52.49% of students still obtained scores within the "sufficient" and "poor" categories. Meanwhile, only 47.06% of students received scores within the "good" category.

This indicates that students' understanding of the material given during the pretest session was still limited and had not yet reached the expected level of comprehension. In contrast, the posttest results showed that 94.15% of students achieved scores in the "very good" category, while 5.88% achieved scores in the "good" category. This indicates that students' understanding of the material significantly improved. The posttest results reflect a highly positive change in students' learning outcomes following the implementation of a new learning method, namely the use of flipbook media. This drastic improvement proves that flipbook media has made a substantial contribution to enhancing students' understanding and learning outcomes.

Table 1. Results of Normality Test for Pretest and Posttest

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Nilai_Pretest	17	57	84	73.47	9.214
Nilai_Posttest	17	91	100	96.53	2.601
Valid N (listwise)	17				

Based on Table 1, the pretest results showed that the lowest score obtained by students was 57, while the highest score was 84. The average score in the pretest session was 73.47, which falls under the grade criterion of C (70–77). In the posttest session, the highest student score reached 100, while the lowest was 91. The average score in the posttest was 96.53, which falls under the grade criterion of A (90–100). These results indicate that the use of flipbook media had a positive impact on the learning process.

Table 2. Hypothesis Test Results

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Nilai_Pretest - Nilai_Posttest	-23.059	8.525	2.068	-27.442	-18.675	-11.152	16	<.001

As shown in Table 2, the result obtained is t-statistic = 11.152 with degrees of freedom $df = N - 1 = 17 - 1 = 16$. At a significance level of 0.05, the corresponding critical t-value is exceeded, meaning t-count value \geq t-table value, where $11.152 < 0.01$. This indicates that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. Therefore, it can be concluded that there is a significant effect of flipbook learning media on the learning outcomes of Grade X students at MAN 2 Palembang.

Aligned with the opinion of Lailatul (2023), flipbook has a major advantage in its ability to present learning material in a more varied and engaging format. With these features, flipbook is capable of making the learning process more interactive and dynamic, allowing students to better understand the material being delivered and become more interested in participating in the learning process. This view is consistent with Yuliyanto (2022) and Sugiyono (n.d.), who state that teacher competence, learning media, and learning facilities are external factors that influence student learning outcomes. In this context, flipbook media is highly interactive in enhancing students' understanding during the learning process due to its visually appealing presentation.

In addition, this study is in line with the findings of research conducted by Septiana et al. (2022) in a study titled *"The Effect of Using Flipbook Media on the Topic of Pressure in Matter on Students' Independence and Learning Outcomes at the Junior High School Level."* The study showed that the use of flipbook media had a positive and significant effect on students' independence and learning outcomes. This effect is attributed to the diverse and engaging content presented interactively through flipbook media, which encourages students to learn independently. As a result, their understanding of the material improves, leading to an overall increase in learning outcomes.

CONCLUSION

Based on the results of the study conducted, it can be concluded that the use of flipbook learning media has a significant effect on improving the economics learning outcomes of Grade X students at MAN 2 Palembang. This is evidenced by the increase in students' average scores, from 73.47 in the pretest (categorized as sufficient) to 96.53 in the posttest (categorized as very good), with a difference of 23.06 points. The statistical test using the paired sample t-test showed that revealed that the t-count value exceeded the t-table value (t-statistic = 11.152; $p < 0.01$), indicating that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. Thus, flipbook media has been proven effective in enhancing students' understanding and learning achievement.

The recommendation that can be provided is that the use of flipbook media is highly recommended to improve students' learning outcomes. Before the learning process, educators should ensure that all students are able to access the flipbook link properly. In addition, schools can utilize flipbooks to create more engaging and interactive learning materials. This study may also serve as a reference for further research on the development of flipbook-based learning media, which can be applied to other subjects.

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