



## Flipbook-Based E-Module Development on the Theme of Changes in Indonesian Society During the Colonial Period and the Growth of Nationalism for Junior High School

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### Abstract

The purpose of this study was to develop flipbook-based teaching materials for social studies lessons for eighth-grade students at MTs Negeri 2 Malang. This research is important to do because it can answer problems related to the limited number of printed learning resources in schools, UKBM sources and the like that explain more towards theory than practice so that they create a boring classroom climate, and the limitations of creative learning media used by teachers. Research using Research and Development method or development research using ADDIE stages, namely analyze (analysis), design (designing), development (creating), implementation (applying), and evaluation (evaluating). The feasibility validation test was collected using a 1-5 scale questionnaire with details from not feasible, less feasible, quite feasible, feasible, and very feasible. The validation test was conducted by two experts who understand learning materials. The results of the feasibility validation test of teaching materials consist of the feasibility of content, language, and presentation conducted by validator 1 and validator 2 explaining that the interpretation of the feasibility of flipbook teaching materials can be declared very feasible. The results of responses from students which include learning components, quality, function, and appearance are declared very good. So that flipbook-based teaching materials developed to overcome the lack of teaching materials in social studies subjects can make students better at accessing material.

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## 1. Introduction

The growth of current communication technology has seen a quickening pace of evolution over time [1]. From the data provided by the Indonesian Internet Service Management Association (APJII), it shows that individuals are making efforts to explain and develop knowledge, attitudes, and skills in the context of accelerating information technology. These actions are continuous, systematic, and ongoing [2]. The internet is a useful platform for spreading all kinds of information that comes from various networks within it, offering people the opportunity to access, exchange, and communicate with each other. People use the internet these days, starting from children, teenagers, adults, to the elderly. These days, people tend to look for information online, and one area where this is common is in education. It is common for students to look for answers to difficult questions or seek explanations about the lesson material that the teacher provides. A teacher, even when teaching, needs to use technology to explain things to students in the context of the lesson. The learning goal for teachers is to be able to design, organize, and develop meaningful student abilities that improve the quality of understanding indicators, skill abilities, behavior in action, and the ability to adapt in interactions between oneself and others in social life[3]. The goal needs to be supported by a favorable learning environment so that the skills planned by the teacher can be carried out as part of the learning plan. Learning doesn't always go smoothly because there are many things that can act as obstacles, making it hard to achieve the instructional goals during the learning climate cycle between teachers and students. A study by Waryana (2021) explains that an example of a learning obstacle in Social Studies is the difficulty in encouraging student participation when learning theoretical subject material [4]. Other research by Lusmianingtyas (2022) points out that the problem in learning Social Studies lies in the weak teaching methods used [5]. Teachers mostly use the lecture method, supported by a learning approach focused on textbooks. This leads to students getting bored quickly and feeling tired because they are not used to thinking rationally. Instead, they rely on memorization, which makes it hard for them to understand the material properly. Next, the research reviewed by Sihombing et al. (2022) states that the lack of variety in using technology-based media is a significant disadvantage, as the current era makes it easy for everyone to create and come up with ideas through creativity. In the subject of IPS, several disciplines are covered such as economics, sociology, geography, and history [6]. Some of these topics are explained in a theoretical way, which makes it necessary for students to have a more practical and contextual experience. Teachers need teaching media as a digital communication tool to provide a real touch, making the understanding easier for the students [7].

Technology innovations today are becoming more advanced, allowing them to be used to help with activities in every area of human life [8]. In the field of education, in today's 21st century, many teachers often try to create, design, and develop unique and engaging digital learning materials [9]. Moreover, the national curriculum used in Indonesia, known as the 2013 curriculum, encourages teachers to explore their own abilities by using freedom in understanding, logical thinking, reasoning, and creative thinking through the innovation of diverse learning media that are adapted to the different characteristics and conditions of students [10]. Differentiated learning allows teachers to provide students with study materials based on their interests, abilities, and learning styles, tailored to each student's character type. This approach means students don't have to master every subject, but instead can gain meaningful understanding and learning experiences that align with the vision of the Pancasila moral profile of learners [11]. Therefore, technology should be used in varying learning media and arranged in a directed way, adapting to the students' characteristics when they are learning in the classroom.

Using media in teaching and learning IPS can have some difficulties or challenges. One example is at MTs Negeri 2 Kota Malang, according to observations, it was found that the school's facilities and infrastructure are not well maintained. For example, learning sources like maps, globes, and atlases are already outdated and some of them are torn. After interviewing the IPS teacher from MTs Negeri 2 Kota Malang, it was found that the learning material on the topic of environmental diversity is quite complex and requires a lot of memorization rather than using examples that can be found in everyday life. Next, teachers often explain the material using a lecture method, hoping to finish the learning topic more quickly so they can move on to the next one. As a result, classroom learning feels less varied.

A teacher who acts as a facilitator usually has the ability called TPACK, which stands for Technology, Pedagogical, and Content Knowledge. This skill helps teachers become more digitally capable [12]. The TPACK concept offers teachers the chance to use technology in their teaching to create a variety of learning materials [13]. The teacher IPS from MTs Negeri 2 Malang City said that the learning media used does not fully make students the center of the learning process. This is

because teachers feel that the direct explanation method, such as lectures, is effective for students to understand the main subject matter, especially history, and efficient for covering a lot of IPS material. However, class time is often cut short due to holidays, so school activities tend to focus more on religious events. In addition, according to the learning plan he has created, there are some targets that need to be completed more quickly, but the material in the second theme is quite complex, so a proper strategy is needed to explain it to the students. The temporary measures that teachers have been taking so far include making the most of class time by providing enough learning material, and at the end of the class, students are required to directly summarize what they have learned in front of the class. Teachers often use group project-based learning models that encourage students to work together and develop teamwork skills to achieve common goals. The teacher's activities create a learning environment that is generally positive for the students. But it seems less effective because according to the researchers' opinion, when facing complex material, it is necessary to use engaging tools for students, such as information technology, one of which is a website. Students can learn in such a situation, but the learning experience will be more valuable if the teacher actively acts as a facilitator in developing varied teaching materials [14]. This helps encourage students' learning motivation to improve even more.

According to previous research by Saputra et al. 2024, it shows that the advantage of flipbook-based learning is that students can do more learning activities at once, such as observing, reading, listening, and trying things to enrich their understanding [15]. Next, according to Hanifah & Hamid (2021), they mention that using flipbook is flexible in terms of time because students can access it anywhere and anytime as long as they have a stable internet connection [16]. Flipbook is a digital site that includes various types of information such as videos, audio, images, reference links, multimedia files, and more. This allows students to actively engage in their learning by developing skills in accessing digital content in a reflective way [17]. Other studies show that using flipbook learning makes students more interested and eager to learn more about things they haven't experienced or known before. It also helps students avoid feeling bored during lessons [18].

The new development in this educational flipbook media is different from the previous research by Salwa & Firmantika (2024), it has a more interesting design that includes pictures, illustrations, and links to YouTube video pages to help sharpen thinking skills as additional learning references, along with a reflection space [19]. Previous research has covered the topic of flipbook learning media, which is similar in content but has limited features. Its application still doesn't involve students' active participation in the learning process. Then, the overall evaluation done is not enough to measure how well students understand the learning material.

Based on the challenges teachers face in creating digital learning materials and the various advantages of using flipbook-based media. That is why the researcher decided to create a learning medium that covers the changes in Indonesian society during the colonial period and the growing national spirit. This flipbook covers all the material in detail along with additional supporting sources. The material is taken from chapter 4 of class 8 in phase D for the social studies subject under the 2023 curriculum, which is used by the school. The importance of the flipbook learning media comes from its features, such as presenting the main important material so it's easier to remember, along with supporting images, learning videos, learning activities, and quiz questions as a way to evaluate learning. Platform flipbook includes various learning activities in one place, allowing students to freely use and develop their digital skills through real-life experiences, which helps them maximize their understanding from hands-on activities. Researchers hope that with the development of this flipbook, it can be used as a learning material for Social Studies class 8 at MtS Negeri 2 Malang City.

## 2. Method

The development of flipbook-based teaching materials was conducted at MTs Negeri 2 Malang City for eighth-grade social studies. This study employed a research and development (R&D) approach aimed at producing and validating a learning product in the form of flipbook-based teaching materials. In educational research, the development method is used to create innovative learning products and test their feasibility before implementation in the learning process [20].

The development procedure adopted the ADDIE model, which consists of five stages: analyze, design, development, implementation, and evaluation [21]. This model was selected because it provides a systematic framework for developing instructional products from the identification of needs to the evaluation of product effectiveness.

The first stage was analysis, which aimed to identify the learning needs and problems faced in social studies learning. At this stage, the researchers conducted classroom observations and informal interviews with the social studies teacher at MTs Negeri 2 Malang City. The analysis focused

on identifying students' learning difficulties, the availability of existing teaching materials, and the need for more interactive digital learning resources. In addition, the researchers reviewed the curriculum, basic competencies, and learning objectives related to the topic of natural resource potential taught in grade VIII social studies.

The second stage was design, which involved planning the structure and content of the flipbook-based teaching materials. At this stage, the researchers prepared the learning objectives, organized the learning materials according to the curriculum, designed the storyboard and layout of the flipbook, and determined the types of multimedia elements to be included, such as images, illustrations, and interactive navigation. The design also included the preparation of evaluation questions and learning activities to support students' understanding of the material.

The third stage was development, which involved producing the flipbook-based teaching materials according to the design that had been prepared. The researchers compiled the learning content, created visual illustrations, and integrated them into a digital flipbook format using an appropriate application. After the product prototype was completed, the teaching materials were subjected to expert validation. The validation process involved media experts and subject-matter experts who evaluated the product in terms of content accuracy, instructional design, visual appearance, language clarity, and usability. Suggestions and feedback from the validators were used to revise and improve the product.

The fourth stage was implementation, which involved applying the developed flipbook-based teaching materials in the classroom. At this stage, the revised product was introduced to eighth-grade students during social studies learning activities at MTs Negeri 2 Malang City. The implementation aimed to observe how the teaching materials functioned in real learning situations and to identify students' responses to the use of the flipbook as a learning resource.

The fifth stage was evaluation, which aimed to assess the feasibility and quality of the developed teaching materials. Evaluation was conducted through expert validation and analysis of the validation results. The validation process used a questionnaire with a Likert scale ranging from 1 to 5, representing the categories of very inappropriate, inappropriate, fairly appropriate, appropriate, and very appropriate. The collected data were then analyzed using the following formula:

$$P = \frac{f}{N} \times 100$$

P = Percentage to be sought

f = Total score collected

N = Maximum score

The results of the validation were converted into percentage scores and interpreted according to feasibility categories. The flipbook-based teaching material is considered feasible if it achieves a percentage score greater than 61%. The feasibility categories are presented in Table 1.

Table 1. Eligibility Percentage

No	Category	Value
1	Very Eligible	81% - 100%
2	Eligible	61% - 80%
3	Quite Eligible	41% - 60%
4	Less Eligible	21% - 40%
5	Not Eligible	0% - 20%

Source: Ramadhani & Ratnawati (2025)

### 3. Results

The development of flipbook-based teaching materials in this study followed the ADDIE model, which consists of five stages: analyze, design, development, implementation, and evaluation.

#### 3.1. Analysis Stage

The analysis stage was conducted to identify learning needs and problems in the social studies learning process at MTs Negeri 2 Malang City. The results of the needs analysis indicated that the availability of printed teaching materials in the school was still limited, resulting in several students not having permanent textbooks. In addition, the textbooks used in class mainly presented theoretical explanations with limited supporting activities. The available practice questions were also relatively limited and did not sufficiently support students' active participation during learning.

Furthermore, additional teaching materials such as UKBM (Student Activity Units) and LKPD (Student Worksheets) were available in limited quantities and were usually reproduced through photocopying for classroom use. These worksheets mostly contained sets of questions without

accompanying explanatory material, making them less varied and less engaging for students. Therefore, the presentation of teaching materials that are more interactive and aligned with student learning needs is required to support the achievement of learning competencies [22].

The front-end analysis also identified several characteristics of students in Grade VIII at MTs Negeri 2 Malang City. Students tended to show low learning enthusiasm and often experienced difficulties completing assignments during classroom activities. Therefore, more engaging and flexible teaching materials were needed to support student motivation and participation in learning activities.

In addition, the analysis of curriculum requirements indicated that the developed teaching materials should support the Grade VIII Social Studies topic “*Changes in Indonesian Society during the Colonial Period and the Growth of National Spirit,*” which corresponds to Basic Competencies (KD) 3.4 (knowledge) and KD 4.4 (skills).




**3.2. Design Stage**


The design stage involved planning the structure and format of the flipbook-based teaching materials based on the 2014 BSNP standards. The teaching materials were designed with three main sections: the introduction, the main content, and the closing section.

The introductory section consists of the book cover, instructions for use, author profile, foreword, table of contents, and introduction. The content section includes explanations of learning materials, embedded learning videos accessible through QR codes and YouTube links, learning activities, and formative tests. The closing section contains the bibliography and glossary.

The flipbook was designed to combine text explanations, images, learning videos, and practice questions. The teaching materials were initially developed in PDF format and then converted into a digital flipbook format. The flipbook provides several navigation features, including first page, previous page, next page, last page, table of contents, share, download, print, zoom, full screen, text search, and sound control. The structure and visual components of the developed flipbook-based teaching materials are presented in Table 2.

Table 2. Flipbook Product Display

Display Component	Description
 <p data-bbox="448 1346 592 1368">Initial cover</p>	Shows the title and theme of the flipbook
 <p data-bbox="448 1637 592 1659">User manual</p>	Instructions for accessing the flipbook
 <p data-bbox="368 1935 671 1964">QR Code Learning Video</p>	Access to learning videos via YouTube

Display Component	Description
	Exercises provided for students

#### Learning Activities and Formative Tests

Source: Data processed by researchers, (2026)

### 3.3. Development Stage

At the development stage, the designed teaching materials were produced in the form of a flipbook. After the prototype was completed, the product was validated by two experts in the field of social studies education.

The validation process assessed three main components: content suitability, language, and presentation. The assessment was conducted using a validation instrument based on BSNP teaching material evaluation standards. The results of expert validation of the flipbook-based teaching materials are presented in Table 3.

Table 3. Accumulation of Validation Data by Experts

No	Component	Validator I	Validator II	Average Percentage	Category
1	Content Suitability	87%	93%	90%	Very Eligible
2	Language	87%	95%	91%	Very Eligible
3	Presentation	80%	90%	85%	Very Eligible

Average Feasibility Score: **89%**

Interpretation: **Very Eligible**

The flipbook product can be accessed at: <https://heyzine.com/flip-book/42076e7287.html> or <https://drive.google.com/file/d/1rag8caNTdvAuXG78EqfPMXZoBx4MpZ4s/view>

After the validation process, the developed teaching materials were submitted to the social studies teacher for classroom use. The product submission process is shown in Figure 1.



Figure 1. Printed Submission to Social Studies Teachers

### 3.4. Implementation Stage

The implementation stage involved a limited trial conducted in class VIII F at MTs Negeri 2 Malang City. The trial involved 30 female students and was conducted during face-to-face classroom learning. The implementation stage was conducted through a limited classroom trial involving Grade VIII F students. The use of the flipbook teaching materials during the learning process is shown in Figure 2.



Figure 2. Use of Flipbook Teaching Materials in Class VIII F

Students were given access to the flipbook teaching materials through a shared link. They were then asked to study the learning material, complete the learning activities, and answer several multiple-choice questions provided in the flipbook.

During the trial, students actively explored the digital teaching materials using their devices. The use of flipbook teaching materials allowed students to access explanations, videos, and practice questions in one integrated learning resource.

### 3.5. Evaluation Stage

The evaluation stage aimed to assess the feasibility and acceptance of the developed teaching materials. The evaluation stage is the final stage of the ADDIE development model which aims to assess the quality and feasibility of the developed learning product [23]. Evaluation was conducted through expert validation and student response questionnaires. Students were asked to provide responses after using the flipbook-based teaching materials. The percentage of student responses is presented in Figure 3.

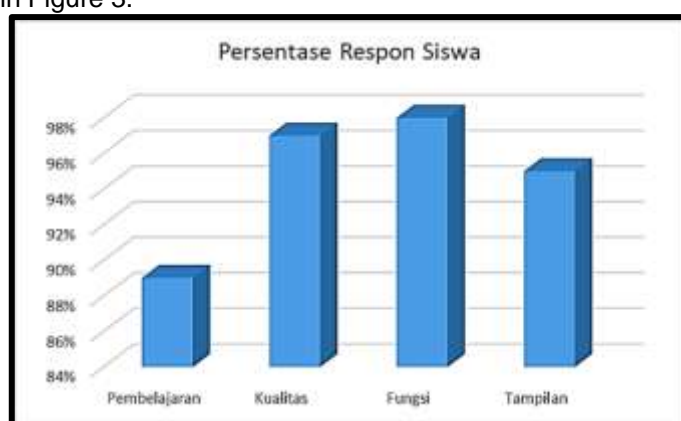


Figure 3. Student Response Percentage

The expert validation results indicated an average feasibility score of 89%, which falls into the very feasible category. Meanwhile, the results of the student response questionnaire showed a 94% satisfaction percentage, indicating that students responded very positively to the use of flipbook-based teaching materials in social studies learning.

## 4. Discussion

The results of the needs analysis indicate that the availability and variety of teaching materials significantly influence students' learning engagement. The limited availability of textbooks and supporting materials previously used in the classroom resulted in less interactive learning experiences for students.

The development of flipbook-based teaching materials therefore serves as an alternative solution to provide more engaging and flexible learning resources. Learning should be creatively designed to stimulate students' interest and motivation in the learning process [24]. The integration of digital teaching materials such as flipbooks can support this goal by presenting learning content in a more interactive and visually engaging format.

Digital flipbooks combine textual explanations with multimedia elements such as images, videos, and interactive navigation. This format allows students to access learning materials more flexibly and encourages independent learning.

The expert validation results show that the developed teaching materials obtained a feasibility score of 89%, categorized as very feasible. These results indicate that the flipbook-based teaching materials meet the criteria of content accuracy, language clarity, and appropriate presentation.

The implementation results demonstrate that students responded positively to the use of flipbook-based teaching materials. The high student response percentage (94%) suggests that the digital format successfully increased student interest in learning. This finding supports previous studies which state that digital teaching materials can increase student engagement and learning motivation [25].

Overall, the findings indicate that flipbook-based teaching materials can function as an effective supplementary learning resource in social studies learning. The integration of digital features allows students to access learning materials more easily and provides a more interactive learning experience compared to conventional printed materials.

## 5. Conclusion

The development of flipbook-based teaching materials implemented at MTs Negeri 2 Malang City in social studies subjects applies the ADDIE model by going through five stages. Namely the analysis stage, design stage, development stage, implementation stage, evaluation stage. Data collection through a questionnaire using a scale of 1-5. For the criteria of flipbooks can be declared feasible if the percentage score is > 61%. The validation test process by two experts with data collected from the components of content, language, and presentation feasibility on validator 1 is 87%, 87%, and 80%. Meanwhile, on validator 2 is 93%, 95%, and 90%. The results of the feasibility of teaching materials by validator 1 and validator 2 produced an average of 89% and that the interpretation of flipbook teaching materials can be stated as very feasible. The results of student responses from the components of learning, quality, function, and appearance obtained an average of 94% and can be stated as very good. Thus, the development of flipbook-based teaching materials to address the lack of teaching materials in social studies subjects can make students better at accessing the material.

## 5. Suggestion

Teaching materials are a crucial component of the learning process, so optimal provision of them for students is essential. Flipbooks can serve as digital learning resources for students. This development research can serve as a reference for those conducting similar research or can be further developed.

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