

Investigating the Impacts of Flipbook Media on Middle School Students' Learning Interests in History

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ABSTRACT

Students' learning interests are crucial to learning because they influence successful learning outcomes. To achieve this purpose, teachers have to use innovations, such as the use of interactive learning media, to enhance students' enthusiasm for learning. Therefore, this study aims to investigate how employing flipbook learning media impacts students' interest in learning. In this study, 34 students from class VIII of junior high school were chosen randomly as participants, and the data were analyzed using descriptive statistics. The research found that: (1) students who did not use FlipBook media had an average interest of 32.6, falling into the low-interest category; (2) students who did so had an average interest of 46.7, falling into the very high-interest category; and (3) Grade VIII students in junior high school showed a tendency to be more interested in learning about history when using FlipBook media. Based on the test findings, the significance level for the t-test, t-count, and t-table, which are -10.441 1.699, is 0.000 0.05. It was determined that the FlipBook medium positively impacted the Grade VIII students' enthusiasm for learning history. This study has implications for stakeholders, including teachers, students, and others. The findings of this study give teachers different ways of teaching history that will pique their students' attention. Flipbooks may make history lessons more appealing to students, encouraging them to keep learning. The findings of this study are considered by stakeholders as they make policy decisions, particularly in the area of education.

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1. INTRODUCTION

A teacher is an essential component of formal institutions' learning process, whether online or offline (Beijaard, 2019; Jurczak & Jurczak, 2015; Rasheed et al., 2020). This is because the teacher actively works to develop a concept and implement it throughout the teaching process (Carless, 2022; Sailin & Mahmor, 2018). One aspect that affects students' motivation to study is the teacher's creative management of the learning process in the classroom. Students' interest in learning is crucial to the learning process because learning demands students' attention in order for them to effectively receive and comprehend the lesson (Anwar, 2019; Meşe et al., 2021). While arousing the mind's attention, interest may also make learning enjoyable, which improves learning capacity and makes it harder to forget what was taught in school (Cicekci & Sadik, 2019). Learning while feeling unhappy will make the lesson more difficult (Fernandez-Rio et al., 2020). The teacher must consider the students' desire to study since this will help them meet their learning objectives.

Teachers may make an effort to improve student excitement by implementing innovative teaching techniques. Teachers can use these advancements and technology to address various problems that arise during the learning process to improve teaching quality (Cahyati et al., 2022). In the current era of globalization, several technological advancements might be used to enhance students' learning (Mandasari & Wahyudin, 2019; Qureshi et al., 2021; Rawashdeh et al., 2021). At the elementary, junior high, and high school levels, teachers should work always to be able to benefit from learning technology that is always improving (Crompton et al., 2021; Hardhienata et al., 2021; Scarpellini et al., 2021). Technology may be used to address several problems that arise throughout the learning process. Based on theory, it can be concluded that teachers may try to pique students' interest by implementing technology-based learning.

Junior high schools provide social studies, which includes history as one of its disciplines. A systematic examination of a historical shift or dynamic in people's lives is done in the scientific discipline of history. In general, history learning helps students develop their viewpoints and build their sense of national identity (Barton & McCully, 2005; Bickmore et al., 2017; Lopez et al., 2015). However, given their thick content and tendency to seem abstract to pupils, history classes are frequently considered dull and uninteresting. The abundance of historical information necessitates appropriate media to depict it for students to gain significant value from it. In order for students to learn history in school, teachers will need to provide more engaging learning materials (Neumann, 2021; Ofianto et al., 2022). Teaching materials classified as electronic are those whose information is stored electronically and can take the form of audio, video, or interactive multimedia (Aladsani et al., 2022). Electronic teaching materials serve a number of purposes, such as (a) serving as an alternative learning medium; (b) being able to present teaching materials that are more interesting and fun to learn; (c) serving as a medium for information sharing; and (d) being able to be distributed more easily than printed teaching materials, both online and through printed teaching materials (Rasmitadila et al., 2020). Among the media that can be utilized to teach history, flipbooks are a type of electronic teaching resource that may be used (Saraswati et al., 2019). Flipbook has a variety of benefits, including the capability to present learning material in the form of words, sentences, and pictures; the skill to be coloured to draw in more students' attention; the tendency to be developed cheaply and easily; the potential to be transported anywhere; and the ability to increase student learning activities (Roemintoyo & Budiarto, 2021). Flipbooks also enhance students' understanding of abstract concepts or events that cannot be discussed in class (Gusman et al., 2021).

The use of flipbooks can help students become more interested in studying history. When researchers observed students in class VIII of junior high school, they discovered that they showed less interest in historical studies than they had in junior high school. These students' lack of enthusiasm for studying is evident in their lack of focus while the instructor explained historical concepts in class, their tendency to nod off during history courses, and the number of students who were engaged in peer conversation. Based on this, researchers will investigate how employing flipbook learning media impacts students' interest in learning.

2. METHODS

This study implemented experimental research with a one-group pretest-posttest pre-experimental design. According to this design, one group receives a pre-test (O), a treatment (X), and a post-test. The success of the treatment is determined by comparing the *pre-test* values and *post-test* values; thus, the treatment results can be known more measurably because they can be compared with the conditions before being given treatment (Sugiyono, 2017). This design is used in accordance with the objectives to be achieved, namely to determine the effect of the application of flipbooks on the interest in learning the history of Class VIII students at junior high school. The following table shows the design of this research.

Table 1. One group pre-test-post-test design

O ₁	X	O ₂
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Description:

O₁ : *Pre- test*

O₂ : *Post- test*

X : *treatment*

The research population was 105 students in class VIII at Junior high school, of whom 34 were selected at random from the overall population. A questionnaire was used as the research instrument to assess students' interest for learning history. The questionnaire selection was based on its suitability for tracking changes in student attitudes. The questionnaire was created using learning interest indicators taken from Safari (2013). Students' responses to studying history via Flipbook learning media are recorded on the student learning interest questionnaire form, ranging from 1 (strongly disagree) to 5 (strongly agree). The treatment and control classes will get this questionnaire before and after the learning process. Filling out the student learning interest questionnaire involves making a checklist (√) of the components that are thought to be pertinent to the individual circumstances of the learner. Table 2 below will describe the grid that was used to gauge how interested students were in their studies.

Table 2. Student Interest Questionnaire Grids

Indicators of Interest in Learning	Description
Happy Feelings	<ol style="list-style-type: none"> Enjoy studying history Enjoy working on questions/assignments in history subjects Happy with the atmosphere of learning history in class
Student Interests	<ol style="list-style-type: none"> Enthusiastic in learning history Studying history on their own accord Criticizing various historical information Repeating history lessons Curiosity about historical material Looking for historical reading books

Attention students	<ul style="list-style-type: none"> a. Provide free time to study history b. Be actively involved in history lessons c. Helping friends who do not understand historical material d. Using free time to study history e. Summarize historical material f. Trying to master historical material well g. Catching up on history subject matter that is left behind
Student involvement	<ul style="list-style-type: none"> a. Actively asking questions in class b. Asking questions during discussions c. Actively express opinions

Adapted from Safari (2003)

3. RESULT

3.1. Description of the Pre-Test Results

The pre-test was carried out to find out the interest of class VIII students at Junior high school in learning history through the use of flipbook learning media. The results of the pre-test are presented in table 3.

Table 3. The results of the pre-test on interest in studying history

No	Category	Student interest before using FlipBook Media		
		Interval	Frequency	Percentage
1	Low	14-33	3	8.8%
2	Moderate	24.5-34	16	47.1%
3	High	35-44.5	12	35.3%
4	Very high	45.5-56	3	8.8%
Total			34	100%
Average			32.6	
Highest score			44	
Lowest score			23	

According to table 3, the class average (mean) for the descriptive statistical analysis of data on students' interest in studying history is 32.6; the highest score (max) is 44, and the lowest score (min) is 23. The medium category's average value is 32.6. 8.8% of students fell into the low-interest group, 47.1% did so in the moderate-interest category, and 35.3% did so in the high-interest category. 8.8% of students fell into the category of extremely high interest. According to the pre-test findings, there were 3 students with little interest, 16 with medium interest, 12 with strong interest, and 3 with very high interest.

3.2. Description Post-Test Results

Class VIII students from Junior high school performed a post-test to assess their interest in learning history after getting treatment utilizing flipbook learning media. The Post-test results are shown in Table 4.

Table 4. The results of the post-test on interest in studying history.

No	Category	Student learning interest after using FlipBook Media		
		Interval	Frequency	Percentage
1	Low	14-33	0	0.0%
2	Moderate	24.5-34	0	0.0%
3	High	35-44.5	14	41.2%
4	Very high	45.5-56	20	58.8%
Total			34	100%
Average			46.7	
Highest score			55	
Lowest score			40	

The class average (mean) was 46.7, with the highest score (max) being 55 and the lowest score (min) being 40, according to the findings of a descriptive statistical analysis of the students' interest in learning about history. In the extremely high group, the average score is 46.7. There are zero per cent of students with low interest, zero per cent of students with medium interest, and forty-two per cent of students with strong interest. While 58.8% of students fall into the category of extremely high interest, The post-test findings revealed that there were 14 students in the high-interest group and 20 persons in the very high-interest category, whereas there were no students in the low and medium-interest categories.

3.3. Comparison of class VIII students' pre-and post-test scores

It is clear from the examination of the data from the pre-test and post-test that there were changes in pre-test and post-test interest, which are shown in Table 5.

Table 5. Comparison of pre-and post-test scores

Data	Mean	Max	Min
Pre-test	32,6	44	23
Post-test	46,7	55	40

Table 5 shows that the pre-test means value was 32.6, whereas the post-test mean value was 46.7. In both the pre- and post-tests, the top score was 44. The lowest pre-test score was 23, while the lowest post-test score was 40. The average score increased by 14.1 points or 25%. The pre-test average for student interest in learning about history falls into the low-interest group, but the post-test average for student interest in learning falls into the extremely high-interest category.

A difference in the average results of the pre-test and post-test examinations using the flipbook learning medium in history learning class VIII at Junior high school was identified using the aforementioned statistical test. To determine if employing flipbook media has a significant effect on students' passion for studying history, a t-test using an independent sample t-test was carried out. However, before the t-test is run, the normality and homogeneity tests are carried out to see if the data is normally distributed and homogeneous. The results of the normality and homogeneity tests as well as the t-test, are shown below:

3.4. Normality Test

The normality test is the first prerequisite test before doing the t-test. The normality test was carried out to ascertain whether the data utilized were normally distributed. For this study's normality test, Kolmogorov-Smirnov was used. Table 6 displays the results of the normality test.

Table 6. Normality test results

Normality test results	Total Students	Mean	Significant
Pre-test	34	32,6	0,216
Post-test	34	46,7	0,198

Based on the above-mentioned table, it is known that the normality test for the pre-test and post-test data shows that they are normally distributed, with a significance value for each test greater than 0.05, namely 0.216 for the pre-test data and 0.198 for the post-test data. So, the first required test has been passed. Next, do the homogeneity test.

3.5. Homogeneity Test

Before doing the t-test to determine whether there is a significant impact of utilizing the flipbook learning medium on interest in studying history for class VIII junior high school students, the homogeneity test is the second necessary test that must be completed. The Levene test was used in this study's homogeneity test. Table 7 displays the results of the homogeneity test.

Table 7. Homogeneity test results

Test type	Significant
Homogeneity	0,716

Based on the results of the above homogeneity test analysis, it is known that the significant value is 0.716, which suggests that the data may be considered homogenous if the sig value is greater than 0.05. Based on the above findings, it was determined that the data were homogenous and normally distributed, and the t-test was then conducted to determine the impact of administering treatment.

3.6. t -Test (Independent sample t-test)

The use of flipbook learning media in teaching history to Grade VIII students at Junior high school was tested using the t-test to see whether there was a significant impact on the students' interest in learning. An independent sample t-test was used to conduct the study's t-test. Table 8 displays the findings of the t-test.

Table 8. Result of t-test

Type Test	Significant
Independent Sample Test	0,000

The t-test significance value in Table 8 is 0.000, or less than 0.05. Thus, it was determined that applying flipbook learning media substantially impacted eighth-grade students at Junior high school's enthusiasm for learning history.

4. DISCUSSION

The results of the study demonstrate a positive effect of using flipbook media on class VIII students at Junior high school in their study of history. This is supported by the t-test significance value of 0.000 or less than 0.05 and the post-test average score being greater than the average pre-test score. The use of flipbook media increases students' motivation to learn. It is evident that once the teacher uses FlipBook media, the frequency and proportion of students interested in learning increase. The results of this study confirm previous research showing that the flipbook learning medium enhances students' engagement and learning outcomes (Evenddy et al., 2021; Gusman et al., 2021; Maynastiti et al., 2020; Ristanto et al., 2020; Roemintoyo & Budiarto, 2021). Flipbooks are multimedia in type and include images, audio, and video to stimulate students' desire to take part in the learning process. Flipbook learning media, which may be used to boost critical thinking skills and student learning outcomes, has a favourable effect on students' potential development, according to various studies (Maynastiti et al., 2020; Ristanto et al., 2020). The flipbook's features stimulate students' enthusiasm for taking part in the learning process (Susanto et al., 2022). The presentation seems more engaging and interactive for students because it differs from a traditional printed book.

Flipbook-based learning materials, according to Wibowo and Pratiwi (2018), are instructional tools that may support the learning process because they extend beyond only writing to add motion animation, video, and music that can make learning interesting. The advantage of this medium is that it may be presented in the form of a flipbook, a pdf, image clips, videos, animations, and design templates such as backdrops, control buttons, navigation bars, hyperlinks, and background sounds (Ma'ula et al., 2017). The flipbook gives students the experience of physically opening a book because of the animation effect that makes switching pages appear to be doing so.

Flipbooks can also help students learn more effectively and with greater passion. The development of student learning motivation is crucial since it will influence students' ability to study with their own awareness. This interest in and awareness of learning eventually contributes to improving student performance (Munthe et al., 2020)). According to this study, the presentation of text, photos, animations, and videos along with tools and linkages that enable students to explore and engage with the educational materials through the features offered, are the benefits of flipbooks. According to a different viewpoint, flipbook media can boost students' enthusiasm, interest, and participation in learning activities as well as their reading speed when utilizing digital books. It can also make learning materials simple for students to grasp.

When compared to traditional learning material, engaging displays such as vibrant animation, sound, text, graphics, photos, and videos make learning more engaging. As opposed to traditional learning material, which simply consists of words, the use of music, text, graphics, pictures, and videos makes learning more engaging. Studies have demonstrated that students prefer classes that employ interactive learning tools like flipbooks to those that use traditional media and lecture approaches for the teaching and learning process (Korber & Shepherd, 2019; Mun et al., 2019). Kids will learn more effectively if learning materials are more concrete. According to Edgar Dale's Cone of Experience (Dale, 1946), learning success is accounted for by direct experience with an event in 90% of cases, whereas learning media that merely call for reading activities only contribute 10% of the time. The use of interactive multimedia in learning can encourage students to be actively involved in the learning process and increase student motivation (Kao & Luo, 2020; Nurtanto et al., 2020; Sung et al., 2022). The use of a flipbook learning medium in history teaching at Junior high school, according to the discussion above, can increase student interest in learning.

5. CONCLUSIONS

Based on the results of the study and discussion, it can be said that class VIII students at Junior high school would be more inclined to be interested in studying if flipbook learning media were used. Before the teacher used flipbook material, students' enthusiasm for learning history was rated with a

score of 32.6 on average (mean). When compared to the ideal average (mean), which is 35, this score falls into the low-interest group. The average (mean) score for students' interest in learning while using FlipBook is 46.7. When compared to the ideal average, this score falls into the extremely high group. A significance value of the t-test of 0.000 or less than 0.05, which indicates a significant impact of using flipbook learning media on students' interest in learning history, demonstrates the impact of using FlipBook media on learning interest in class VIII students at Junior high school. Thus, in order to motivate students and raise academic standards, the authors advise history teachers to integrate interactive learning tools like flipbooks into the curriculum. However, the modest number of research samples still places constraints on this study, necessitating more research that can investigate larger classes.

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