

Digital Book Hindu-Buddhist Kingdom in Palembang Based on Flipbook Maker for High School Students

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ABSTRACT

Teaching materials are learning tools that are used with the help of tools that facilitate the delivery of material during the learning process at school. A platform called Flipbook Maker provides open-access e-learning in the form of digital books. The purpose of this research is to evaluate the feasibility and effectiveness of Flipbook Maker-based learning media for e-learning. For class X SMA students, teaching materials were made in the form of digital books about the Kingdom of Sriwijaya with case studies at a junior high school in Sorong Regency. Development research with the ADDIE model, which consists of the stages of analysis, design, development, implementation, and evaluation, is the research method used. Material experts, media experts, and linguists assigned "fit" scores to the research team's product during development. During the implementation phase, the researcher conducted tests with class X students of the school. Students in the Try Out One-to-One and Small Group Try Out groups evaluated the results of this implementation phase using the "very suitable" criteria. Finally, the evaluation results show the effectiveness of the product by showing an increase in student learning outcomes of 34.41%. This shows how effective digital books on the history of the Srivijaya Kingdom based on flipbook maker are for learning. The limitations of this research are the schools studied were only one school, and have different geography and demographics. Furthermore, the Flipbook Maker learning media is only used on certain topics in history subjects whose results are not necessarily the same if used in the same or other subjects.

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1. INTRODUCTION

Teaching materials refer to educational resources that are utilised with effective instruments to enhance the dissemination of information during the educational process within a school setting. This approach can facilitate the implementation of instructional activities in schools, so offering a potential solution to enhance student engagement and enthusiasm in the learning process. Empirical evidence indicates that, presently, the predominant format for educational modules is in the form of printed

materials. The print module is frequently met with limited enthusiasm, particularly among contemporary youths, due to its perceived monotony (Sidiq, 2020).

Students' understanding of historical material and their exploration of its moral implications are influenced by the teacher's role. This is so because teachers are in charge of implementing the teaching and learning process in classrooms (Zydziumaite et al., 2021). It may be stated that the teacher plays a significant role in the educational process and that he or she must possess the character and skills necessary to best educate his or her students (Kwangmuang et al., 2021; Leasa et al., 2021). Teachers in today's education are expected to use a variety of methods to draw students' attention (Schildkamp, 2019).

In this situation, there must be other forms of collaboration with the lecture approach, which is the same as the teacher in history classes. Students may become overly dependent on their teachers as a result of the teacher's dominance in the lecture style (Puspitarini & Hanif, 2019). Students tend to become obedient and are often made to sit through lessons by teachers (Wehmeyer & Zhao, 2020). Students also lose the habit of seeking out information outside of what is given by teachers or textbooks at school. The one-way lecture style in history lessons might also prevent students from fully engaging their historical imagination (visual loss) because they hear more information auditive (Glogger-Frey et al., 2018).

The prevalent lecturing method in the classroom might have an effect on student achievement by affecting motivation. According to research by Schipper et al. (2020), students' test scores fell into the low category because they found the teacher's lecture manner boring. As a result, teachers at this time should consider how to provide simple learning facilities, foster a conducive learning environment, and supply learning resources (Ikegbusi et al., 2021). The problem of learning resources on student learning outcomes at school refers to the influence that the availability, quality, and utilization of educational materials and tools have on students' academic performance and educational development (Unnever et al., 2000; Puspitarini & Hanif, 2019; Halim et al., 2020). It encompasses several interrelated challenges that impact students' ability to learn effectively. This problem has some critical aspects: inadequate resources, limited access, outdated content, inadequate diversity, misalignment with pedagogy, and lack of teacher training and support.

Many schools, especially those in underprivileged areas or with limited funding, face a lack of essential learning resources. This can include outdated or insufficient textbooks (Hasudungan, 2021), limited access to technology and internet connectivity, scarcity of laboratory equipment, and inadequate library resources. The absence of these resources hampers students' ability to engage in a comprehensive and well-rounded education. Access to learning resources is not universal and can vary among students. Some may have limited access to textbooks, digital tools, or educational materials due to financial constraints, geographical location, or other barriers (Sinaga, 2021). This disparity in access creates an uneven playing field, contributing to educational inequity and achievement gaps. Then, Learning resources, such as textbooks and curricula, may contain outdated or inaccurate information. This problem is particularly significant in subjects that experience rapid advancements, such as science and technology. Outdated content can hinder students' understanding of current concepts and developments, limiting their ability to apply knowledge in real-world contexts (Annan-Diab & Molinari, 2017).

The lack of different people of different backgrounds and experiences in learning materials is a common problem. As a result, prejudice and stereotyping may persist because of a misunderstanding of other people's backgrounds and experiences. Content in educational materials should be accessible to all students and should encourage cultural awareness, understanding, and appreciation (Hutchins & Goldstein Hode, 2021). Alignment with successful pedagogical approaches is necessary for making the most of available learning resources. Teachers may be hampered in their efforts to design interactive lessons when materials aren't suited to student-centered or inquiry-based instruction (Zhao & Watterston, 2021). When teachers' pedagogical goals and tactics aren't supported by available resources, it can have a negative effect on students' achievement. Williams (2017) concludes that in order for teachers to successfully incorporate learning materials into their instructional practises, they must get training and continual professional development. Teachers may have difficulty navigating and making the most of

accessible resources if they are not given the proper support and training. As a result, there is a risk of inefficient use of resources and lost opportunities to improve students' educational performance.

Addressing the problem of learning resources on student learning outcomes requires concerted efforts at various levels. It involves allocating adequate funding for educational resources, ensuring equitable access for all students, updating and diversifying content, aligning resources with pedagogical approaches, and providing comprehensive teacher training and support. By addressing these challenges, schools can enhance students' learning experiences, improve academic outcomes, and promote educational equity.

Researchers learned that a state senior high school in Sorong Regency still had restrictions regarding the amount and calibre of instructional resources based on observations and interviews conducted with a number of students and history instructors (IPS), as mentioned above in number one. The teaching materials employed, in the opinion of the students, were less diversified as mentioned above in number four. Only textbooks and a limited amount of PowerPoint are given to students as teaching materials. Learning resources greatly affect student learning outcomes in Indonesia (Sfenrianto et al., 2018). Due to the repetitive nature of the media used to deliver instructional materials, this gets students bored. Therefore, teachers' use of learning material needs to be innovative.

When learning and media are combined, learning may be creative and exciting (Puspitarini & Hanif, 2019). According to Saripudin et al. (2021), learning media are tools that support the teaching and learning process so that learning objectives can be more effectively and perfectly attained. In the meantime, learning media, according to Nabilah & Lutfi (2022), is something that disseminates subject knowledge and piques students' interests. Learning media, as defined by Herawati et al. (2021), is all software and hardware that may be utilized to communicate the contents of instructional materials from learning resources to students in a way that will pique their interests and cause the learning process to be more effective.

Technology advancements can be used to select and create learning media in the current era of globalization (Kant et al., 2021; Suroso et al., 2021). Teachers can greatly benefit from technological advancements that are as advanced as they are today by maximizing their skills with instructional media (Oke & Fernandes, 2020). Teachers can use technology to tackle a variety of issues that arise during the learning process in order to raise the standard of instruction (Karsenti et al., 2020; Onyema et al., 2019; Simamora, 2020). Teachers must adapt because kids today often have familiarity with technological advancements. When learning is conducted through traditional means, students who, on average, have strong technical literacy tend to get bored more quickly (Bergdahl et al., 2020). Teachers are expected in this situation to accept the usage of current technology that is appropriate for the times (Ansari & Khan, 2020).

Consequently, researchers developed digital books. According to Furenes et al. (2021), digital books can serve as a viable substitute to foster a culture of reading among students. Digital books, as defined by Oxford Dictionaries, refer to electronic replicas of printed books that can be accessed and read on computers or mobile devices through the utilisation of specialised software (Al-Qatawneh et al., 2019). According to Yorganci (2022), interactive digital books integrate several components, including voice, animation, graphics, photographs, and videos, with the aim of facilitating students' completion of learning activities both in the classroom and independently.

Supporting software is required to create interactive digital books. The flipbook creator software is one of the tools that can be used to create interactive digital books. An application known as "flip book maker" is used to produce electronic books that may incorporate and integrate visuals, links, sound, and movies on worksheets (Roemintoyo & Budiarto, 2021; Saraswati et al., 2019). The flip book maker program has the benefits of making studying more engaging and motivating for students, as well as being simpler to use because it doesn't require specialized knowledge (Sulistianingsih & Carina, 2019).

It has been done before to do research that results in digital books. In order to teach geometry, Marselina and Muhtadi (2019) created an interactive digital math book. The findings of his study

demonstrate the outstanding academic performance attained by pupils when using digital books during the learning process. A digital social studies textbook for middle school history was generated as a result of the study done by Fuada et al. (2018). This book includes information about prehistoric times, Hinduism and Buddhism, Islam, and general colonialism. The findings of the product validation demonstrate how highly valid the developed textbook is.

The products produced in this study are distinct from those that are currently available. Highlights on the history of the Sriwijaya Kingdom and its legacy are included in this offering, which broadens the scope of the curriculum's material. The Sriwijaya Kingdom's values are also discussed in this digital book. In order for the packaging of this material to be more effective when using interactive digital books, it needs images in addition to its intriguing content. Based on the description above, the researcher conducted research with the aim of developing a digital book on the history of the Srivijaya kingdom based on Flipbook Maker for high school students.

2. METHODS

This kind of study is called development research, and it aims to produce digital books using flip book makers in order to see their validity and effectiveness. The study's participants were A state of senior high school in Sorong Regency Grade X pupils. The ADDIE model development research method was employed in this study. The ADDIE development model is a model used in the field of instructional design (Budoya et al., 2019). The ADDIE model helps designers create effective and efficient learning designs (Almelhi, 2021). This development procedure has five stages, namely analysis, design, development, implementation, and evaluation (Ghani & Daud, 2018). The following is an overview of the structure of research and development with the ADDIE model:

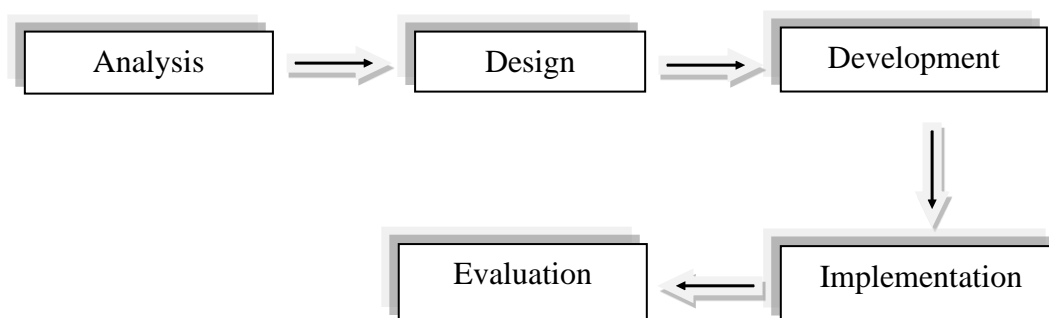


Figure 1. ADDIE Development Steps

Data analysis techniques in order to measure the feasibility of the product follow the value and data conversion table references as quoted from (Solikhatun and Widihastrini (2018). As for the reference table for the conversion of this value, it can be seen in Table 1 below:

Table 1. Conversion of Five Scale Values Based on Benchmark Reference Assessment (PAP)

Interval	Score	Category
$x > Xi + 1,80 Sbi$	$x > 4,21$	Very Eligible
$Xi + 0,60 Sbi < x \leq Xi + 1,80 Sbi$	$3,40 < x \leq 4,21$	Eligible
$Xi - 0,60 Sbi < x \leq Xi + 0,60 Sbi$	$2,60 < x \leq 3,40$	Fairly Eligible
$Xi - 1,80 Sbi < x \leq Xi - 0,60 Sbi$	$1,79 < x \leq 2,60$	Less Eligible
$x \leq Xi - 1,80 Sbi$	$x \leq 1,79$	Very Inadequate

3. FINDINGS AND DISCUSSION

3.1 Analysis Stage

The analysis phase was carried out in stages, including an analysis of the infrastructure and facilities at the school as well as an analysis of the needs and traits of the pupils. A computer lab and an auxiliary tool other than a computer, a projector, were discovered at A state of senior high school in Sorong Regency during the analysis of the school's infrastructure and equipment. This demonstrates that the institution is knowledgeable about using computers to promote computer-based learning. In the meantime, the researchers conducted preliminary observations of history teachers and students at a state of senior high school in Sorong Regency to gather preliminary data as a reference. According to the findings of the interviews, students do not fully comprehend the Srivijaya Kingdom and its heritage due to a lack of information. In addition, students are generally enthusiastic when the teacher explains the material using computer-based teaching materials, even though they tend to be less varied. Students are also used to using electronic media such as laptops and projectors. This shows that students already have sufficient knowledge about computers and their support systems.

3.2 Design Stage

Planning Stage After conducting the analysis, the researcher went on to the design phase, where it produced a digital book using a flip book maker. The first design draft is created during this stage. The illustration below shows the evolution of the digital flipbook flowchart over time.

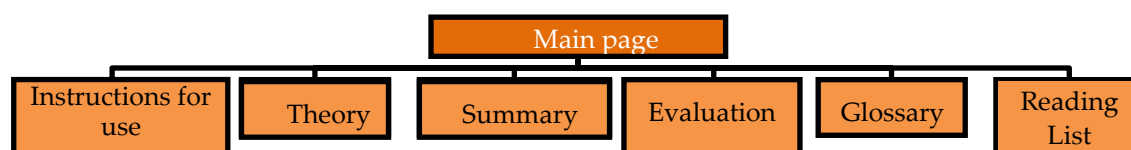


Figure 2. Teaching Materials Flowchart



Figure 3. Display of Teaching Materials

3.3 Development Stage

During the development stage, the researcher used the flip book maker application to create a digital book for the Sriwijaya Kingdom. Then an expert review is carried out. At the expert review stage, the flip-book maker-based digital book of the Kingdom of Sriwijaya that has been developed will be assessed by an expert who has expertise in a particular field. This stage intends to assess the validity and feasibility of the digital book created about the Kingdom of Sriwijaya using a flip-book maker to be used in the classroom. The evaluation is currently being done by specialists in materials, media, and languages. The evaluation was conducted by submitting a validation sheet that had been created by the researcher based on the specialist knowledge of each expert.

Table 2. Group of Expert Validation

Name	Areas of expertise	Validation	Origin Institution
Drs. AKW W, M.M	History Lecturer	Education Material Expert	Universitas Sanata Dharma
Prof. Dr. Am, M.Pd	History Lecturer	Education Media Expert	Universitas Negeri Yogyakarta
Dr. Mf, M.Hum	History Lecturer	Education Linguist	Universitas Negeri Yogyakarta

3.4 Material Expert Validation

One material expert, a lecturer majoring in history education at Sanata Dharma University, validated the materials used in the creation of digital book products for high school students about the history of the Sriwijaya kingdom using Flip Book Maker. Because of his knowledge of the material notions of Indonesian kingdoms, the validator was selected as a material expert. Result of validate of the material is shown in table 3.

Table 3. Result of Material Expert Validation

No.	Assessment Aspects	Average Score
1	Material conformity with SK and KD	3,5
2	Material accuracy	4,0
3	Serving technique	4,5
4	Dialogic	3,5
5	Appropriateness with the level of development of students	4,0
Average		3,9
Description of Product Validity		Suitable

According to the validation results shown in table 3, the teaching materials score an average of 3.9. The validator proposed that the content be further developed, for instance, by incorporating marine potential controlled by the Sriwijaya Kingdom.

3.5 Media Expert Validation

At this stage, media experts are validated in addition to the material. This validation also hopes for suggestions and feedback to ensure that the researcher's creation is actually feasible. Results of validation of media are shown on table 4.

Table 4. Result of Media Expert Validation

No.	Rating Indicators	Average	Score
1	Image quality		4.5
2	Text accuracy		4.0
3	Color compatibility		4.0
4	Effectiveness of commands or navigation		3.5
5	Sound suitability		4.0
Average			4.0
Description of Validity Product			Suitable

Table 4's findings reveal that the average score obtained after validating instructional materials with media experts is 4. Media experts give advice by using bookmarks. The rest of the time, it is suitable and enjoyable to use as a learning tool.

3.6 Language Expert Validation

The result of the validation of language is shown in Table 5.

Table 5. Result of Language Expert Validation

No.	Assessment Indicators	Average Score
1	Clarity of information	4.0
2	Conformity with Indonesian language conventions	4.5
3	Effective and efficient use of language	4.0
4	Readability	4.5
5	Conformity of paragraphs	4.0
Average		4.2
Description of Validity Product		Very Suitable

The researcher made changes to digital books by taking into consideration a few of the recommendations made by material, media, and language experts. Researchers use the bookmark feature to make it simpler for students and add a variety of extra sources to deepen the subject. The researcher also changed the placement of foreign terms that weren't italicized. The flipbook maker-based digital book of the history of the Srivijaya Kingdom is viable and will be tested at a later time; it is concluded based on the outcomes of the expert assessment and the modifications that have been made in accordance with the expert suggestions.

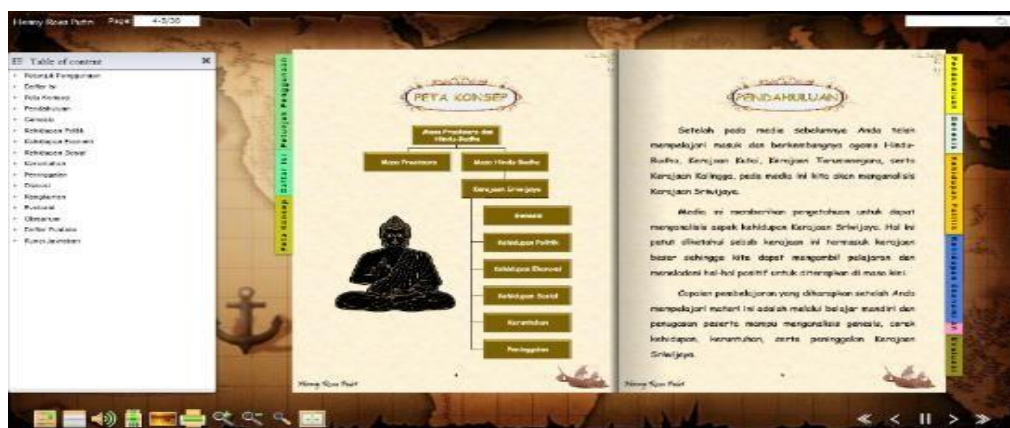


Figure 4. Display of Revision Results

3.7 Implementation Stage

The one-to-one trying-out stage marks the start of the implementation phase in this study. The researcher then conducted the small group experimentation step (small group trial). With the help of questionnaires and interviews, these two steps seek to identify the drawbacks of flip book-based digital books on the history of the Srivijaya Kingdom. The researchers then conducted a field experiment to evaluate the use of flipbook maker-based digital books.

3.7.1 One to One Trying Out

Three students with high, medium, and low skill levels tried it out one-on-one. One-to-one testing is intended to detect product flaws. The results of the questionnaire are used to draw the conclusion that flip-book-based digital books are both good and feasible. Digital books created with a flip book

maker are attractively displayed and can attract students' curiosity in the contents. However, digital audiobooks created with a flip book maker have flaws that make them less than ideal.

Table 6: Results of One to One Trying Out Assessment

No.	Statement	Average Score
1	Ease of use	4,5
2	Media display quality	4,3
3	Audio quality on media	3,8
4	The depth of the material	4,4
5	Language Standards	4,1
Average		4,22
Description of Validity Product		Very Suitable

The average score from the evaluation of the Sriwijaya Kingdom's digital history book using a flip book creator is 4.22, which falls into the "very decent" category, according to the questionnaire sheet.

3.7.2 Small Group Trying Out

Following the one-to-one trial stage, the researcher conducted a second experiment using the flip book maker-based digital book history of the Kingdom of Sriwijaya, which had been amended based on feedback from students to eight students during the small group trial stage. The researcher then distributed a questionnaire to students with the intent of gauging their interest in flip-book-based digital books and identifying any drawbacks. For more comprehensive data, researchers also spoke with a number of students in interviews. According to the findings of questionnaires and interviews with students, flip-book-based teaching resources on the history of the Srivijaya Kingdom are practical and beneficial to use in the classroom.

Table 7. Small Group Trying Out Assessment Results

No.	Statement	Average Score
1	Ease of use	4,4
2	Media display quality	4,4
3	Audio quality on media	4,0
4	Material depth	4,1
5	Language Standards	4,5
Average		4,28
Description of Validity Product		Very Suitable

The average score from the questionnaire assessment of the flip book maker-based digital history book of the Srivijaya Kingdom appears on the questionnaire sheet as 4.28, which falls under the "very good" category.

3.8 Evaluation

A summative evaluation is the last step in this research. The goal of the summative assessment is to determine the effectiveness of using a flipbook maker to create digital books on the history of the Srivijaya Kingdom. In the early stages, a preliminary test (pretest) was administered by giving 10

multiple-choice questions to 31 students from class X IPS who were chosen at random. The purpose of this exercise is to ascertain pupils' basic understanding of the Srivijaya Kingdom. The results from the initial tests that were run are shown in the following table.

Table 8. Pretest Results

No.	Value	Category	Total Student
1	0 – 68	Not Reaching KKM	27
2	68 – 100	Reach KKM	4
Total			31

Many students did not achieve KKM (Minimum Competency Achievement) scores, according to the pretest data. Only four of the total pupils achieved the KKM score with a 12.9% percentage. Following the pretest, the researcher began learning by using the digital book about the Kingdom of Sriwijaya that was created using a flip book maker. The researcher then carried out a final experiment after putting the digital book learning procedure into practice (posttest). Using a flip-book maker-based digital book on the history of the Sriwijaya Kingdom, the posttest seeks to gauge students' comprehension following the learning process. The results of the final test are displayed in the following table.

Table 9. Posttest Results

No.	Value	Category	Total Student
1	0 – 68	Not Reaching KKM	3
2	68 – 100	Reach KKM	28
Total			31

According to the table above, a lot of students achieve posttest KKM scores with a percentage of 90.32 %. Following the completion of all learning processes, including the initial test (pretest), the provision of material using digital books on the history of the Sriwijaya Kingdom created using flip book maker, and the final test (posttest), the researcher's next move is to compare the results of the pretest and posttest. Here is a comparison of the outcomes from the preliminary test (pretest) and the final test (posttest).

Table 10. Pretest and Posttest Results

The highest score	80	100
Lowest value	20	40
Average	45,81	80

The table above demonstrates a 34.41% increase in student learning outcomes. According to the results of the completed pretest and posttest, students' scores significantly improved. The scores of 20, 30, and 50 students increased the most increase. Some people even experienced increases of up to 60 or 70. Additionally, some children did not have an improvement in their posttest scores. This significant increase in value resulted from the fact that students were very concerned about delivering the material during the learning process.

Flipbook Maker is a digital tool that allows users to create interactive flipbooks, which simulate the flipping of pages in a physical book. These flipbooks can be used as a learning media in e-learning environments for students in schools. Here's an assessment of the feasibility and effectiveness of using Flipbook Maker for e-learning:

The feasibility of Flipbook Maker as a learning medium for e-learning for students in schools is as follows:

1. **User-Friendly Interface**
Flipbook Maker typically offers a user-friendly interface with drag-and-drop functionality, making it relatively easy for teachers or students to create flipbooks without extensive technical knowledge or programming skills.
2. **Customization Options**
Flipbook Maker often provides various customization options, allowing users to personalize the appearance of their flipbooks by adding images, multimedia elements (such as videos or audio), interactive features, and annotations. This flexibility enables educators to adapt the flipbooks to suit specific learning objectives and engage students effectively.
3. **Cross-Platform Compatibility**
Flipbook Maker tools often generate flipbooks in HTML5 or other widely supported formats, ensuring compatibility across different devices and operating systems. This enables students to access the flipbooks on various platforms, including desktop computers, laptops, tablets, and smartphones.

The Effectiveness of Flipbook Maker as a learning medium for e-learning for students in schools is as follows:

1. **Visual Appeal and Engagement**
Flipbooks created with Flipbook Maker can be visually appealing, resembling physical books with flipping pages. This visual representation can enhance students' engagement and motivation to interact with the content, as it provides a familiar and interactive reading experience.
2. **Multimedia Integration**
Flipbook Maker usually allows the integration of multimedia elements, such as videos, audio clips, and images, within the flipbooks. This multimedia integration can enhance the learning experience by offering diverse content formats, catering to different learning styles, and providing interactive and dynamic elements that facilitate understanding and retention of information.
3. **Interactive Features**
Flipbook Maker often provides interactive features like clickable links, quizzes, annotations, and embedded content. These features can promote active learning, self-assessment, and exploration of additional resources. Interactive elements within flipbooks can encourage students' participation and interactivity, leading to deeper comprehension and knowledge application.
4. **Accessible Anytime, Anywhere**
As flipbooks created with Flipbook Maker can be accessed online, they offer the advantage of anytime, anywhere access to learning materials. Students can conveniently review the content outside the classroom, at their own pace, and as per their individual learning needs, fostering self-directed learning and flexibility.
5. **Trackable Analytics**
Some Flipbook Maker tools provide analytics and tracking features that enable educators to monitor students' engagement and progress within the flipbooks. This information can help identify areas of improvement, assess student comprehension, and inform instructional decisions.

While Flipbook Maker tools offer several benefits for e-learning, it's important to consider the following:

1. **Technical Requirements**

Students must have access to compatible devices and a reliable internet connection to access flipbooks created with Flipbook Maker. In environments with limited technology resources, this may pose challenges for some students.

2. Content Design

The effectiveness of flipbooks relies on the thoughtful design and organization of content. Educators need to ensure that the information is presented in a clear, structured manner and aligned with the learning objectives. Overloading flipbooks with excessive multimedia or interactive elements can distract learners and undermine the educational value.

3. Pedagogical Integration

The use of Flipbook Maker should be integrated into a pedagogical framework that aligns with instructional strategies and objectives. Educators must consider how flipbooks can be used to facilitate active learning, promote critical thinking, and foster collaboration among students.

Overall, the feasibility and effectiveness of learning media based on Flipbook Maker for e-learning depend on the appropriate use of the tool, alignment with pedagogical goals, and the availability of necessary technical resources. When used thoughtfully, flipbooks can be engaging and effective resources to support student learning outcomes in schools.

Discussion

Improvements in results for posttest students after applying the book's digital Srivijaya Kingdom-based flip Book Maker show that students Follow the learning process well. This is in accordance with the description by (Mayer & Moreno, 2002) that learning-based products equipped with various Images and animations have interactivity and a fairly high effectiveness in increasing students' understanding of material delivered in the process of learning. The results of the study test show that the product is Developed researchers have The impact of good effectiveness is seen from Increased ability of students at the end learning process. This is in line with cognitive learning theory that explain that the success of a The learning process is accompanied by the acquisition of knowledge, which where it can be seen in the improvement of student learning outcomes after conducting learning activities (Pribadi, 2009).

Successful learning through Srivijaya Kingdom-based digital book Flip Book Maker is powered by Its fully packaged characteristics and systematic. A digital book should have characteristics Among them are self-instructional, which means can be used individually, stand-alone means being able to stand alone, adaptive means it can be used in various places and up to a period of time particular as well as user friendly which means any instructions and exposure to information can help users when they want to wearing it (Dzulhijah, 2012). With Thus, researchers argue that the Srivijaya Kingdom-based digital book Flip Book Maker is declared valid and effective.

4. CONCLUSION

Based on the results from the development stage to the product evaluation stage that the researchers conducted with class X students of A state of senior high school in Sorong Regency, it is evident that the Flip Book Maker-based digital book history of the kingdom of Sriwijaya for Grade X SMA students is feasible to use. This is evident from the validation results of the material experts, who offer an average rating of 3.9 or are in the appropriate category; the media experts, who give an assessment with an average of 4 or are in the appropriate category; and the linguists, who give an assessment of up to 4.2 and are in the feasible category. Additionally, the researcher made adjustments in response to comments and advice from linguists, media specialists, and material experts. The media developed by the researcher was put to the test during the implementation stage in the context of "one person trying it out" and "a small group trying it out," and it earned a very deserving category. Finally, the evaluation's results demonstrated the product's effectiveness by showing a 34.41% increase in student learning outcomes. This demonstrates how effective the digital books on the history of the

Srivijaya Kingdom based on the flip book maker are for learning. The limitations of this research are that the school studied was only one school, and it has geography and demographics which are certainly different from other schools in Indonesia. Furthermore, the Flipp Book Maker learning media is only used on certain topics in history subjects whose results are not necessarily the same if used in the same subject or different subjects.

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