Developing E-Module Based on Heyzine Flipbook in Teaching English For Elementary Students

Astrid Nur Septiani[1], Septy Nurfadhillah[2], Dayu Retno Puspita[3]
[1,2,3]Universitas Muhammadiyah Tangerang, Banten - Indonesia
Email: [3]*dayuretnopuspita@gmail.com*

Abstract

This research is motivated by the phenomenon of low interest in learning English among elementary school students in English subjects, which is largely caused by the use of conventional teaching materials that are less interactive and interesting. The aim of this research is to develop an interactive e-module based on Heyzine flipbook which is specifically designed to increase student involvement in the English learning process. This research uses the ADDIE model. This model consists of five stages: analysis, design, development, implementation, and evaluation. The data collection technique uses a questionnaire and is analyzed descriptively qualitatively and quantitatively. The research used test subjects with validity tests from material experts, media experts, one to one trials and small group trials. Based on the results of assessments from experts, namely media experts and material experts, with validation results, namely from material experts assessing learning media at 5, from media experts assessing learning media at 5, teacher assessments assessing learning media at 4.7, and student responses assessing learning media in one to one trials at 4.2 and small-scale trials at 4.47, thus the learning media based on the Heyzine flipbook developed is very good and worthy of being used as English learning media for elementary schools..

Abstrak
Penelitian ini dilatarbelakangi oleh fenomena rendahnya minat belajar bahasa Inggris siswa di Sekolah Dasar pada mata pelajaran Bahasa Inggris, yang sebagian besar disebabkan oleh penggunaan bahan ajar konvensional yang kurang interaktif dan menarik. Tujuan penelitian ini adalah untuk mengembangkan *e-modul* interaktif berbasis *Heyzine flipbook* yang dirancang khusus untuk meningkatkan keterlibatan siswa dalam proses pembelajaran Bahasa Inggris. Penelitian ini menggunakan model ADDIE Model ini

terdiri dari lima tahap: analisis, perancangan, pengembangan, implementasi, dan evaluasi. Teknik pengumpulan data menggunakan angket dan dianalisis secara deskriptif kualitatif dan kuantitatif. Penelitian menggunakan subjek ujicoba dengan uji validitas dari ahli materi, ahli media, uji coba *one to one* dan uji coba kelompok kecil. Berdasarkan hasil penilaian dari para ahli yaitu ahli media dan ahli materi, dengan hasil validasi yaitu dari ahli materi menilai media pembelajaran 5, dari ahli media menilai media pembelajaaran 5, penilaian guru menilai media pembelajaran 4,7, dan respon siswa menilai media pembelajaran pada uji coba *one to one* 4,2 dan uji coba skala kecil 4,47, dengan demikian media pembelajaran berbasis *Heyzine flipbook* yang dikembangkan dikategorikan Sangat Baik dan layak dijadikan sebagai media pembelajaran bahasa Inggris untuk sekolah dasar.

INTRODUCTION

English is one of the subjects taught in elementary schools. This subject has an important role in preparing students to face future challenges. However, learning English in elementary schools is still often faced with various challenges, one of which is students' lack of interest in learning English. One factor that can influence students' interest in learning English is the use of learning media. Media plays an important role in enhancing learning. In the learning process, the use of media helps students to more easily understand concepts that are difficult to understand verbally or in text alone. The development of learning media must be combined with technological advances (Amanullah, 2020; Nahdi et al, 2020). Technology-based learning tools are becoming increasingly popular in the world of education in the 21st century. Current use of digital technology can improve the quality and effectiveness of learning in the digital era. It has great potential to optimize the efficiency, quality and effectiveness of the learning process. This technology can also support the implementation of student-focused learning approaches (Latifah, 2024). Based on these reasons, this research aims to develop an interactive English language e-module based on Heyzine flipbook for elementary school students.

Flipbook-based interactive e-modules are one of the learning media that can be used for learning English which is expected to attract students' attention and create a comfortable learning atmosphere, namely the use of flipbook media in the learning process (Widyasari, 2021). Flipbook is a medium that is similar to a real book that can be "flipped," providing advantages in increasing student focus and active participation. Interesting visualizations from flipbooks can also enrich understanding of concepts. Flipbook is an application known as professional software that can convert PDF books into flash books (Shanty et al., 2022) and create three-dimensional flip-flop books (Sariyati, 2017). and equipped with HTML5 which complements various existing PowerPoint, Excel and other features (Efriyanti & Annas, 2020). With back-and-forth animation on Flash pages, applications can become models of digital books, brochures, catalogs, magazines, and others (Munthe et al., 2018). Heyzine Flipbook is a platform that allows people to create and share flipbooks online. Flipbooks are interactive digital publications that mimic the appearance of a physical book and allow readers to navigate content naturally by scrolling pages or clicking links. With user-friendly design and editing tools, Heyzine helps people create flipbooks easily without requiring special design skills (Pratiwi, 2023).

Heyzine flipbook media has several advantages, namely: 1) Practical and Cheap: Flipbook is a practical and cheap learning medium. This media can be used indoors or outdoors, is easy to carry anywhere, and is efficient. The flipbook application produces documents that only need to be downloaded, making it easier to access and distribute learning materials; 2) Environmentally Friendly: Flipbook is a digital-based learning medium, so it is more environmentally friendly than print media. Using flipbooks can help reduce the use of paper and other printed materials, making them suitable as alternative learning media in the digital era; 3) The material is easy for students to understand: Flipbooks can present learning material in the form of words, sentences, images, animations, videos and music, making it easier for students to understand the learning material; 4) Increase students' interest in reading: With the variety of content that can be presented, flipbooks can increase students' interest and motivation to learn, including increasing interest in reading;

5) Make students active and interactive: Flipbooks can make students more active and interactive in learning because they can contain features that encourage student involvement, such as animation, images, videos and music; 6) Easy to Operate: Flipbooks are relatively easy to operate, both in terms of making and using as learning media (Aprilia et al, 2017).

The steps for making a Heyzine learning flipbook include: first create the design in Canva. This design must include all elements of the flipbook e-module, for example videos, animations and supporting images. Designs must be created carefully so that they do not need to be re-uploaded to Heyzine due to design errors. Once the design is complete, the Microsoft Word file must be converted to PDF format. PDF format is required when uploading electronic media to Heyzine. Steps to use the Heyzine Application include: 1) Create an account. Go to the Heyzine website at https://heyzine.com/ and create an account; 2) Upload PDF files. After logging in, click the "New Flipbook" button and upload the prepared learning media PDF file; 3) Save the file. After the PDF file is uploaded, click the "Save" button to save the learning media; 4) Share media. Copy the link to the learning media available on Heyzine and share the link with students (Kartikasari et al, 2023).

Research from Isti Qomah, Banun Havifah, and Cahyo Khosiyono in 2022, with the title "Development of Computer-Based Interactive Learning Media Using Flipbooks to Increase Elementary School Students' Motivation and Learning Outcomes in Thematic Learning," shows that the development of computer-based interactive learning media in the form of flipbooks, using the Flip PDF Professional application, has proven to be effective in increasing student motivation and learning outcomes in thematic learning in Elementary Schools.

Referring to relevant research on the development of flipbook-based learning media, researchers are interested in developing flipbook-based interactive e-module media in English lessons for third grade elementary school students.

METHOD

This research was design with a research and development model using ADDIE model, this is a method or approach for developing new products or enhancing current ones (Suherman, 2019). Learning media for English subjects was developed using the Heyzine web. ADDIE model is a learning media development model which consists of five stages, namely 1) analysis: needs analysis through interviews with class teachers; 2) Design: designing the framework of the Heyzine flipbook learning media and compiling assessment instruments; 3) Development; developing a flipbook learning media framework by utilizing the heyzine site, research development and validation; 4) Implementation: product trials with students; and 5) evaluation; Analyze the questionnaire scores and practicality that have been calculated to determine the level of product feasibility.

The research was conducted at SDIT Hidayatul Iman in third grade. This product trial was carried out through a one-to-one trial involving a number of experts, namely material experts, media experts and education experts. Next, a small-scale trial was carried out involving class III students as test subjects. The data obtained from this development research consists of qualitative data and quantitative data. Quantitative data was obtained from the validation results of experts and student response questionnaires to the flipbook learning media developed in the form of scores. Meanwhile, qualitative data was obtained by processing quantitative data in the form of questionnaire results from experts and students regarding the flipbook learning media which the researchers had developed into sentences. The data collection technique in this research is using a questionnaire or questionnaire. The questionnaire in this research is aimed at media experts and material experts. The questionnaire consists of a media validation questionnaire, materials and student worksheets. Qualitative data analysis is used to manage interview results, data from questionnaires as well as criticism and suggestions by media experts and material experts. The following are the instruments for media experts and material experts in tables 1 and 2.

Table 1. Media Expert Instrument Grid

No	Indicator	Item number
1	Accuracy in the use of language and sentences	3 and 5
2	Flipbook learning media design	1 and 2
3	Accuracy of writing, images, illustrations	4, 6 and 8
4	Presentation of flipbook learning media	7
5	Suitability of flipbook learning media with learning objectives	9 and 10

Table 2. Material Expert Instrument Grid

No	Indicator	Item number
1	Accurate use of language and punctuation	1,6,7, and 8
2	Suitability of material with media	2,3,4, and 5
3	Delivery of material	9
4	Accessing learning media	10

The distribution of score values uses a Likert scale. The scoring of answer choices contained in the validation sheet contains 5 answer choices. The highest score is 5 which means Strongly Agree, a score of 4 for Agree, then a score of 3 for Disagree, then a score of 2 for Disagree, and finally a score of 1 for Strongly Disagree.

**FINDINGS AND DISCUSSION**

Findings

In the data presentation stage, the learning media development trial in this research used the ADDIE model. In this model there are steps that must be followed to produce a product. These steps include: (1) Analysis, (2) Design (planning) (3) Development, (4) Implementation, and (5) Evaluation.

The first stage in this research is the analysis stage. At this stage the researcher carried out a problem analysis through a needs analysis which was carried out by interviewing the class teacher. At the planning stage, the material developed by researchers in this media was Weather in English learning for class III elementary school. At the development stage, this flipbook media is carried out by implementing a plan that has been designed with the Canva application, then the

PDF file of learning material will be imported into the Heyzine Flipbook application. The steps are as follows.

a. Open *Heyzine Flipbook Maker* website

Figure 1. Heyzine Flipbook Home Page
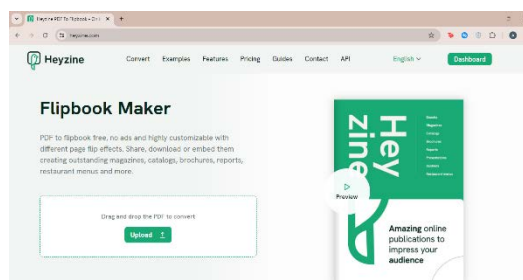
b. Once open, click upload then enter the PDF file that was previously created using the Canva application, then wait for the file to be uploaded.

Figure 2. Import pdf files into the Heyzine flipbook maker website.

c. Next, edit the page according to your wishes, you can add photos, videos, audio that support the flipbook to make it more interesting for students.
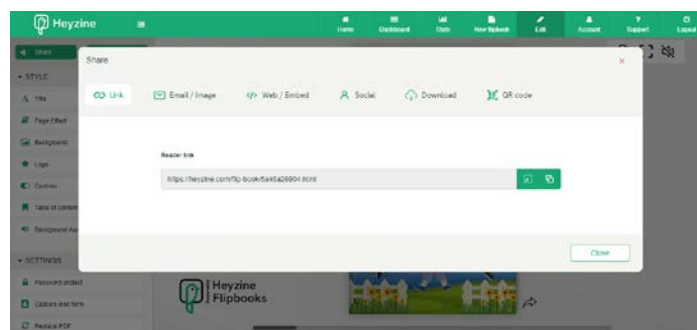
Figure 3. edit page
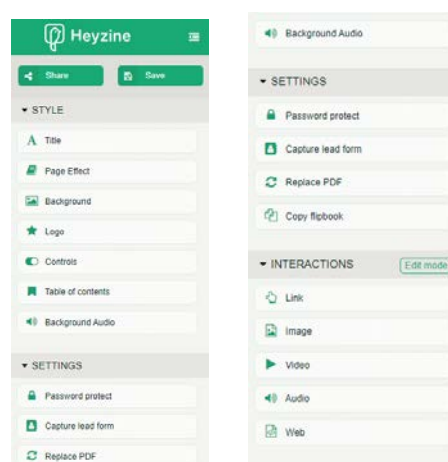
d. klik Click save to save the flipbook that has been created, click share to get the flipbook link in HTML form.

Figure 4. Publish Flipbook view

At this development stage the product is validated by experts. After undergoing improvements according to expert advice, it was declared suitable for testing. The following is a display of the product results after validation testing.

Figure 5. Product display after revision
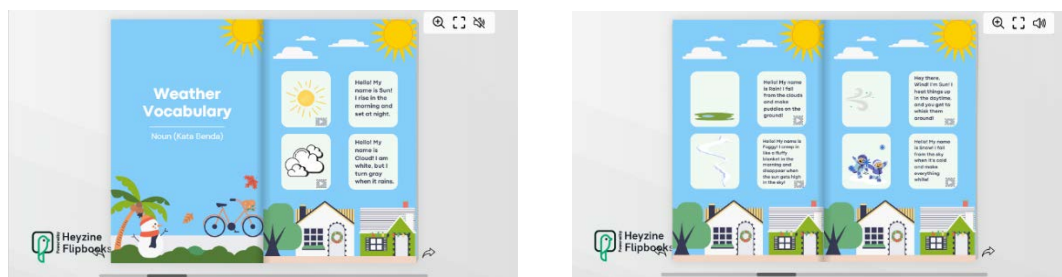
The next stage of implementation is carried out when the learning media that we have created has been declared suitable by material experts and media experts, then the implementation stage is carried out in class III of SDIT Hidayatulah Iman with a total of 6 students and the class teacher as an expert practitioner who assesses the suitability of the flipbook media. The aim is to test the feasibility of the Flipbook learning media currently being developed.

Table 3. Results of One-to-One Student Response Questionnaire Research

Respondents	Question numbers 1 2 3 4 5 6 7 8 9 10	Score obtained	Maximum score	Scoring results	Classification
KKM	5 4 4 4 4 4 5 4 4 4	42	50	0,84	Good
TINR	4 4 4 5 5 5 4 5 4 4	44	50	0,88	Good
AHZ	4 4 4 5 4 3 5 4 5 4	42	50	0,84	Good
Total				**128**	

From classification table, the results of all one-to-one trial responses showed that the product being developed has a good category for use in the learning process. The results of the feasibility test carried out on three students were KKM 0.84, TINR O.88, AHZ 0.84. With an average feasibility value of 0.85 or Good.

Table 4. Results of Small-Scale Student Response Questionnaire Research

Respondents	Question numbers 1	2	3	4	5	6	7	8	9	10	Score obtained	Maximum score	Scoring results	classification
A	4	5	4	4	5	4	5	4	5	4	44	50	0,88	Good
AB	4	4	4	5	4	5	5	5	5	5	46	50	0,92	Very good
I	4	5	4	5	5	4	5	5	5	5	47	50	0,94	Very good
AP	5	5	4	4	4	4	5	5	4	5	45	50	0,9	Very good
MFAG	5	4	4	5	4	4	5	4	4	4	43	50	0,86	Good
YAJ	5	4	4	4	4	4	5	4	4	4	42	50	0,84	Good
Total											**267**	**300**	**0,89**	

From the classification table, the results of all small-scale trial responses showed that the product developed is in the Good category for use in the learning process. The results of the feasibility test carried out on six students were A 0.88, AB 0.92, I 0.94, AP 0.90, MFAG 0.86, YAJ 0.84. With an average feasibility value of 0.89 or Good.

The final stage is an overall evaluation of all the stages that have been carried out. After the analysis results were obtained, the design stage was carried out by adapting the curriculum analysis stage, student analysis and needs analysis which encouraged researchers to develop flipbook learning media in the English subject of SDIT Hidayatul Iman.

Discussion

The development of Flipbook learning media is carried out in accordance with ADDIE procedures, namely: (1) Analysis, (2) Design (planning) (3) Development (Development), (4) Implementation (Implementation), and (5) Evaluation (Evaluation). The first step is to carry out curriculum analysis, analysis of student character, analysis of learning materials and analysis of the media used. The data in this research was obtained from observations and interviews at schools. These observations and interviews were carried out to find out the problems that occurred.

The results of observations and interviews at SDIT Hidayatul Imam showed that English subjects in third grade still have lack of learning media during the teaching and learning process, so that students felt bored when learning took place. Teachers are also unable to keep up with rapid technological developments, so they cannot innovate in varied learning. Based on this analysis, flipbook learning media was developed which aims to make learning more varied by utilizing technology that is currently developing rapidly. The use of flipbook learning media in the learning process can attract more students' attention, this learning media has many advantages, one of which is that it is easy to use on cellphones, laptops, tablets and computers. This flipbook is easy to access offline, this flipbook has a variety of colours and the material is packaged attractively and more concisely.

After the first step is completed, the next step is planning. This planning is carried out by selecting the material that will be used in the flipbook. The author also determines the preparation of the flipbook learning media, namely preparing a framework consisting of a cover and learning materials.

The next stage is development. This development stage is to enter the design that has been created into the Heyzine Flipbook maker website. After the product is finished, it is then tested and validated by media, materials and education experts. The material expert assessed the material and linguistic aspects, the validation results of the material expert received a scoring total of 5. So, if converted into quantitative data, it falls into the "Very Good/Very Eligible" category. Media experts assessed that from the aspect of product presentation and visualization, the

validation results from material experts received a total score of 5, so when converted into quantitative data it fell into the "Very Good/Very Eligible" category. Then, the validation of the suitability of the learning media product continued with the class III teacher at SDIT Hidayatul Iman, Tangerang Regency, with a total score of 4.7. So, it is converted into qualitative data including the "Very Good/Very Eligible" category. Based on these provisions, the Flipbook learning media product for the English subject Weather class III is suitable for use.

The next test is a one-to-one test. One to one trial was carried out on three students in third grade from analysis of questionnaire items during the one-to-one trial with good qualifications (4.2). The next trial is a small group trial. Small group trials were carried out on six students in third grade from the analysis of questionnaire items in the implementation of small group trials with very good qualifications (4.45). This means that the learning media developed is acceptable.

Based on the results of the development of flipbook learning media for the English subject Weather class III using the ADDIE model through the validation stage of material experts, media experts and class teacher assessments, it has reached the appropriateness standards and is suitable for use. Through these steps, a product is produced in the form of Flipbook Learning Media.

Based on the assessment carried out by validators at SDIT Hidayatul Iman, it shows that the Flipbook-based Interactive E-Module developed received good scoring results. The material expert gave a score of 5 with a very good classification. Media experts gave a score of 5 with a very good classification. Education experts give a score of 4.5 with a very good classification. After carrying out two trials on class III students at SDIT Hidayatul Iman, the results were obtained with an average of 4.32 with a Very Good classification, and this Flipbook Based Interactive E-Module is suitable for use in learning.

CONCLUSION

Based on the development and testing of the teaching media that has been developed, it can be concluded that this product is declared suitable for elementary school students, this is proven by the assessment by two experts and the response

of students who obtained very good results with very feasible criteria. This research can also be used as a reference for further research and can be used as input to increase teacher creativity in creating learning media, so that it can improve English language learning.

REFERENCES

Achmad Afandi, Chindy Hanggara Rosa Indah, Ratno Susanto, Budijanto, Rizka Hadiwiyanti, & Yuskhil Mushofi. (2023). Penggunaan Buku Ajar Motorik Berbasis Flipbook Pada Mahasiswa. *SPRINTER: Jurnal Ilmu Olahraga*, *4*(2), 140-145. https://doi.org/10.46838/spr.v4i2.310

Amanullah, Abror. (2020). Pengembangan Media Pembelajaran Flipbook Digital Guna Menunjang Proses Pembelajaran di Era Revolusi Industri 4.0. *Jurnal Dimensi Pendidikan dan Pembelajaran.* Universitas Muhammadiyah Ponorogo, Special Issue, SEMNASDIKJAR.

Astuti, W., Atiqoh, A., & Karyono, H. (2023). Pengembangan UKBM Interaktif Flipbook dengan Canva pada Mapel Bahasa Inggris Materi Discussion Text di SMA Negeri 2 Blitar. *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran*, *4*(2), 1313-1320. https://doi.org/10.62775/edukasia.v4i2.437

Damayanti, Y., Rostikawati, T., & Mulyawati, Y. (2023). Pengembangan Bahan Ajar E-book Berbasis Flipbook Pada Subtema 2 Perubahan Lingkungan . *Jurnal Sains Dan Teknologi*, *5*(2), 626-634. Retrieved from http://ejournal.sisfokomtek.org/index.php/saintek/article/view/1721

Efriyanti, L., & Annas, F. (2020). Aplikasi Mobile Learning Sebagai Sarana Pembelajaran Abad 21 bagi Pendidik dan Peserta Didik di era Revolusi Industri 4.0. *Jurnal Educative: Journal of Educational Studies*, *5*(1), 29–40. https://doi.org/10.30983/educative.v5i1.3132

Azizah Siti Lathifah. (2024). Pemanfaatan Teknologi Digital dalam Pembelajaran Konstruktivisme: Meningkatkan Kualitas Pendidikan di Era Digital. *Jurnal Pendidikan Dan Kebudayaan (JURDIKBUD)*, *4*(1), 69–76. https://doi.org/10.55606/jurdikbud.v4i1.2838

Munthe, R. D., Brata, K. C., & Fanani, L. (2018). Analisis User Experience Aplikasi Mobile Facebook (Studi Kasus pada Mahasiswa Universitas Brawijaya). *Jurnal Pengembangan Teknologi Informasi dan Ilmu Komputer*, *2*(7), 2679–2688.

Nahdi, D. S., Rasyid, A., & Cahyaningsih, U. (2020). Meningkatkan Kompetensi Profesional Guru Melalui Pengembangan Media Pembelajaran Berbasis Teknologi Informasi. *BERNAS: Jurnal Pengabdian Kepada Masyarakat*, *1*(2), 76–81. https://doi.org/10.31949/jb.v1i2.234

Nurul Anifa, & Muryanti, E. (2024). Pengaruh Media E-Flipbook Terhadap Kemampuan Mengenal Kosakata Bahasa Inggris Pada Anak Usia 5-6 Tahun Di Taman Kanak-Kanak Kartika 1-63 Kota Padang. *Jurnal Pendidikan Tambusai*, *8*(1), 8646–8655. https://doi.org/10.31004/jptam.v8i1.13698

Opidianto, M., Reffiane , F., Huda , C., & Ismartiningsih, I. (2023). Pengembangan Media Pembelajaran "Buria" Berbasis Flipbook Untuk Pembelajaran Tematik Siswa Sekolah Dasar : Indonesia. *Cokroaminoto Journal of Primary Education*, *6*(2), 136-145. https://doi.org/10.30605/cjpe.622023.2570

Pratiwi, W., Hidayat, S., & Suherman, S. (2023). Pengembangan E-Modul Berbasis Heyzine di Gugus Menes. *VOX EDUKASI: Jurnal Ilmiah Ilmu Pendidikan, 14*(1), 156–163. https://doi.org/10.31932/ve.v14i1.2173

Saputri, Tyas. (2022). Application of Interactive English E-Modul with Flipbook Aplication for Early Childhood Education Students. *Indonesia Berdaya: Journal of Community Engagement*. 3(4)

Sariyati, I. (2017). Efektivitas Penggunaan Metode Total Physical Response dalam Meningkatkan Penguasaan Vocabulary Bahasa Inggris pada Siswa Sekolah Dasar. *Jurnal Pendidikan UNIGA*, *11*(1), 38–49.

Shanty, A. D., Handayani, A., & Saputro, B. A. (2022). Pengembangan Metode Membatik Ecoprint Untuk Menumbuhkan Motorik Halus Anak TK. *JP3 (Jurnal Pendidikan Dan Profesi Pendidik)*, *8*(1). https://doi.org/10.26877/jp3.v8i1.13035

Suherman, W.S., Dapan, Guntur., & Muktiani, N. (2019). Development of A Traditional Children Game Based Instructional Model to optimize Kindergarteners' Fundamental Motor Skill. *Cakrawala Pendidikan*, 38(2), 356-365.

Sugiyono (2016). *Metode Penelitian Kuantitatif Kualitatif dan R & D*. Bandung: Alfabeta.

Widyasari, I., Zetriuslita, Istikomah, E., & Herlina, S. (2021). Pengembangan Media Pembelajaran Berbasis Flipbook Pada Materi Sistem Persamaan Linear Dua Variable Dikelas VIII SMP. *Jurnal Derivat*, *8*(1).

Yunarzat, E., HR, R., Nurindah, N., Nasir, N., & Kaune, S. (2024). Peningkatan Hasil Belajar BimTIK Dengan Menggunakan Media Pocket book digital Berbasis Flipbook Pada Siswa Kelas XI IIS 1 SMA Negeri 10 Maros. *Innovative: Journal Of Social Science Research*, *4*(1), 6960–6971. https://doi.org/10.31004/innovative.v4i1.8352