Development of Flipbook-based Local History Teaching Modules for High Schools Students

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Abstract: This study aims to analyze the feasibility of a flipbook-based local history teaching module. This research used the research and development (R&D) method with the ADDIE model. This research was conducted at SMA Negeri 7 Banjarmasin and SMA Negeri 10 Banjarmasin. Field trials were carried out in class XI, totaling 30 students each. Data were obtained through observation, interviews, and questionnaires. Meanwhile, data analysis used descriptive quantitative and qualitative. The local history teaching module developed was declared very feasible to use. This assessment is based on the average score of the material and media experts. Material experts 1 and 2 gave scores of 4.69 and 4.76, while media experts 1 and 2 gave scores of 4.74 and 4.66. The overall score is in the very feasible category, indicating the good quality of the module to be used in learning. This local history teaching module is expected to help teachers in delivering local history material more interestingly and effectively, and can increase students' interest and understanding of local history.

Introduction

Education has an important role in human development. This is because education encourages personal development for the creation of superior human resources (HR) (Habidah & Sudarwanto, 2020). In education, the learning process is an inseparable part. Learning is a process of interaction that occurs between the teacher as a messenger to students as message recipients through certain media. Learning should be centered on students to explore their potential. The teacher's role is only as a facilitator in providing interesting media so that during learning students do not feel bored in class.

Modules are part of teaching materials. Teaching materials are part of learning facilities to be used as a tool to facilitate teachers in delivering material in class. The existence of digital modules can increase students' enthusiasm for learning (Vanderslice, 2021). Thus, their interest in learning is getting higher in teaching and learning activities. Various subjects can be created through digital modules, including history. History is a subject that can instill character values in students. The Ministry of Education and Culture

(2016) in Febbrizal & Aman (2019) said that the content of history subjects is to foster students who have intellectual and academic talents, become inheritors of national values, and care about the problems of community life, the nation today and in the future. The importance of the content of history subjects in schools certainly needs to be instilled in students properly. So that the values in the historical material contained can be used as provisions for the future.

From the observation of two public high schools in Banjarmasin City, namely SMA Negeri 7 Banjarmasin and SMA Negeri 10 Banjarmasin. It was found that in history subjects, teachers have not developed local history material to be included in various subjects (themes). This is due to the limited resources that teachers have related to local history. This causes students to not know the history of their region. In addition, teachers still use printed modules due to limitations to create digital versions. The material contained in the module used by the teacher is national history material that has not integrated local history. Based on this, researchers are interested in developing a flipbook-based local history teaching module to make it easier for teachers and students to learn about local history.

Mastrianto et al. (2020) said that the e-Module (electronic module) with local history material on the struggle of the Lampung people's army in the 19th century was effective to use according to the necessary needs. The e-Module he made used the Flip PDF Professional software application. Afwan et al. (2020) said that e-Modules made using flipbooks with local history material about the 5-hour battle of Kalinda were also feasible and effective. In addition, learning using e-Modules can make students' learning outcomes improve. Febriani et al. (2022) added that local history e-Modules were proven to have a positive impact on increasing students' willingness to learn. Furthermore, Sofansyah (2022) said that e-Modules are also able to increase historical awareness for users.

The flipbook application is an application used by researchers in making teaching modules. This application makes it easier for teachers and students to access teaching modules without the need to install additional applications, so that they can be used via smartphones, laptops, or computers. Research conducted by Rezeki (2019) states that flipbook-based e-Modules in class XI history subjects have an effect on student learning outcomes. Putri et al. (2020) added that flipbook-based e-Modules are feasible to use in schools as learning resources. Furthermore, Wibowo et al. (2022) revealed that flipbook-based e-Modules of Japanese occupation material in Indonesia are feasible to use and can attract students to interest in learning independently. Furthermore, Kamza et al. (2023) said that the heyzine flipbook-based module on history learning with classic Acehnese history material can increase creativity for users.

The material discussed in the teaching module, especially history in schools, mostly discusses with a national scope. There is no section that discusses the Japanese occupation in the regions, especially South Kalimantan. Due to the importance of introducing and also providing new insights for students about local history, the teaching module made by researchers will present material and information on the history of the Japanese occupation in South Kalimantan. It is hoped that the existence of this flipbook-based local history teaching module can increase the local history awareness of students in SMA Negeri 7 Banjarmasin and SMA Negeri 10 Banjarmasin. This is in line with one of the efforts to build a spirit of learning history that begins with the closest environment of students.

There are several novelties in this study that the researcher made. First, in terms of material. The material created is local history material about the Japanese occupation in South Kalimantan which has relevance to material at school regarding the Japanese

occupation in Indonesia. Second, there are hyperlinks in the teaching module made using flipbook to make it easier for users to operate. Third, besides being able to be visited using the available links, researchers also create quick response (QR) codes to speed up the use of teaching modules for users.

Research Method

This research used a Research and Development (R&D) method with a ADDIE model. According to Anafi et al. (2021), the ADDIE model developed by Reiser and Mollenda in 1990 consists of five systematic stages, namely analysis, design, development, implementation, and evaluation. For data collection techniques in module development consist of observation, interviews, and instrument assessment. Observation was done by making direct observations at the research site. Interviews are conducted to obtain more information that researchers need. While the instrument assessment to measure whether or not the local history teaching module produced is feasible.

The subjects of this study involved 60 grade XI students consisting of 30 students each from SMA Negeri 7 Banjarmasin and SMA Negeri 10 Banjarmasin as field trial participants. The selection of grade XI was in accordance with the independent curriculum which places the material on the Japanese occupation of Indonesia in phase F of chapter three "Under Japanese Tyranny". This research also involved four validators. Two material experts assessed seven aspects of the material which included material suitability, material accuracy, material recency, material delivery, usefulness, presentation techniques, and communicativeness. Two media experts assessed five aspects of the media consisting of self instruction, stand contained, stand alone, adaptive, and user friendly. The involvement of these validators is important to ensure the quality and feasibility of the flipbook-based local history teaching module before it is implemented in learning.

The media expert assessment in the study contained an assessment of the assessment aspects of the flipbook-based local history teaching module. The researcher instrument grids used in assessing the media from media experts refer to the opinion of Salbella (2019) consisting of Self Instruction, self contained, stand alone, adaptive, and user firiendly. Meanwhile, the material assessment in this study contains aspects of the assessment of the material contained in the flipbook-based local history teaching module. The instrument used refers to Qoriah et al. (2017) consists of material suitability, material accuracy, material recency, material delivery, usefulness, presentation techniques, and communicative. The data analysis technique used was descriptive quantitative and qualitative. Quantitative descriptive is used to analyze data obtained from expert tests and field trials through questionnaires given. Meanwhile, qualitative descriptive data was obtained through observations and interviews. In addition, through suggestions and comments by each expert.

Results and Discussion

This product development aims to produce a flipbook local history teaching module for high school class XI in Banjarmasin City. In addition, it is hoped that the existence of the module can foster students' local history awareness. The material contained in the teaching module is the material of the Japanese occupation in South Kalimantan. This material is related to the entry of Japan in Indonesia in the teaching module of history subjects officially circulated by the Ministry of Education and Culture (Kemendikbud).

The teaching module that discusses the Japanese occupation of Indonesia in the independent curriculum for high school level history subjects is in class XI phase F. The

historical material in the class XI teaching module is divided into four chapters. The chapter that discusses the Japanese occupation is in chapter three (Under Japanese Tyranny). Thus, the development of teaching modules developed by researchers on the local history of the Japanese occupation in flipbook-based South Kalimantan is related to the material on the Japanese occupation in Indonesia.

Development Product Trial Results for Media Feasibility Validation
Content Validation
Validation is carried out to determine the feasibility of the product developed. At this stage, validation was carried out by material and media experts. The results of the validation are as follows.

Table 1. Material Expert Validation Results 1

No	Aspect	Value	Average	Description
1	Appropriateness of Material	15	5	Very Feasible
2	The accuracy of the material	13	4,3	Very Feasible
3	Up-to-date material	10	5	Very Feasible
4	Delivery of Material	9	4,5	Very Feasible
5	Usability	9	4,5	Very Feasible
6	Presentation Technique	15	5	Very Feasible
7	Communicative	9	4,5	Very Feasible
	Average Score	80	4,69	Very Feasible

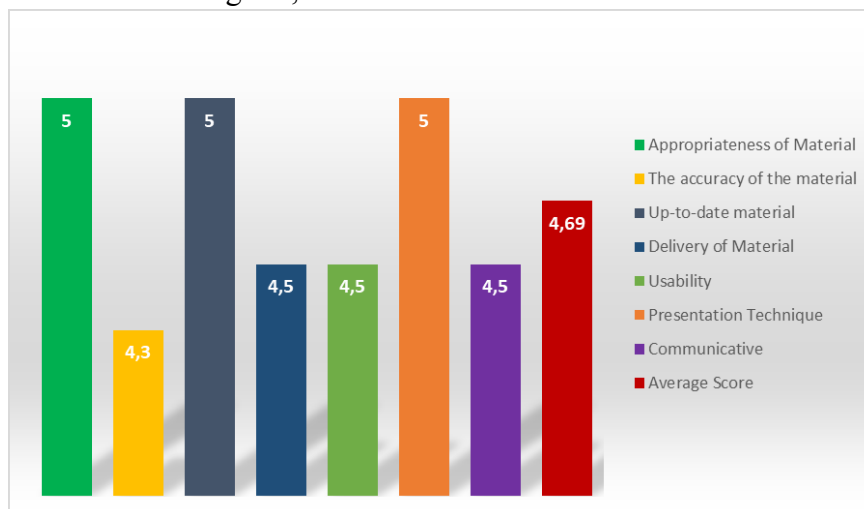If depicted in the form of a diagram, it will look like this

Figure 1. Diagram of Material Expert Feasibility Results 1

Based on table 1 and figure 1, it shows that the assessment of the results of the aspects of material suitability received a score of 15 with an average of 5, the accuracy of the material obtained a score of 13 with an average of 4.3, the recency of the material obtained a score of 10 with an average of 5, the delivery of the material obtained a score of 9 with an average value of 4.5, the usefulness obtained a score of 9 with an average of 4.5, the presentation technique obtained a score of 15 with an average of 5, and communicative obtained a score of 9 with an average of 4.5. The total average of the seven aspects is 4.69. When associated with the assessment conversion, the material on this product is in the "very feasible" qualification.

Table 2. Material Expert Validation Results 2

No	Aspect	Value	Average	Description
1	Appropriateness of Material	14	4,67	Very Feasible
2	The accuracy of the material	14	4,67	Very Feasible

3	Up-to-date material	10	5	Very Feasible
4	Delivery of Material	9	4,5	Very Feasible
5	Usability	10	5	Very Feasible
6	Presentation Technique	15	5	Very Feasible
7	Communicative	9	4,5	Very Feasible
	Average Score	80	4,76	Very Feasible

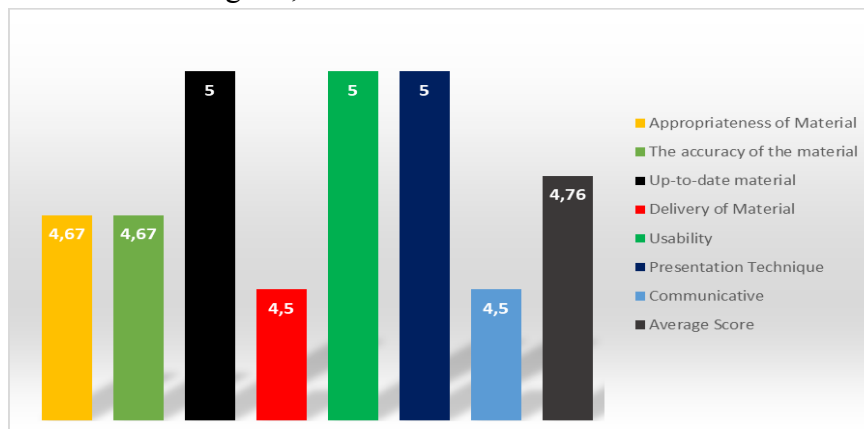If depicted in the form of a diagram, it will look like this

Figure 2. Diagram of Material Expert Feasibility Results 2

Based on table 2 and figure 2, it shows that the assessment of the aspects of material suitability received a score of 14 with an average of 4.67, the accuracy of the material received a score of 14 with an average of 4.6, the currency of the material obtained a score of 10 with an average of 5, the delivery of the material obtained a score of 9 with an average value of 4.5, the usefulness obtained a score of 10 with an average of 5, the presentation technique obtained a score of 15 with an average of 5, and communicative obtained a score of 9 with an average of 4.5. The total average of the seven aspects is 4.76. If connected to the assessment conversion, the material in this product is in the "very feasible" qualification.

Through qualitative data, various comments and suggestions given by each expert have been collected. Each expert gave several comments and suggestions on the product described in the product revision section. Comments and suggestions are taken into consideration to improve the product. The conclusion given by material experts 1 and 2 said that the material in the flipbook-based local history teaching module was worth testing with revisions. Material experts 1 and 2 said that the validation of this material is sufficient to be done once on condition that revisions have been made on the basis of the suggestions given previously.

Media Expert

Media validation assessors are experts who are competent in the field of learning technology. The following is the assessment of the developed media experts.

Table 3. Media Expert Validation Results 1

No	Aspect	Value	Average	Description
1	Self Instruction	79	4,39	Very Feasible
2	Stand Contained	10	5	Very Feasible
3	Stand Alone	15	5	Very Feasible
4	Adaptive	13	4,33	Very Feasible
5	User Friendly	10	5	Very Feasible
	Average Score	127	4,74	Very Feasible

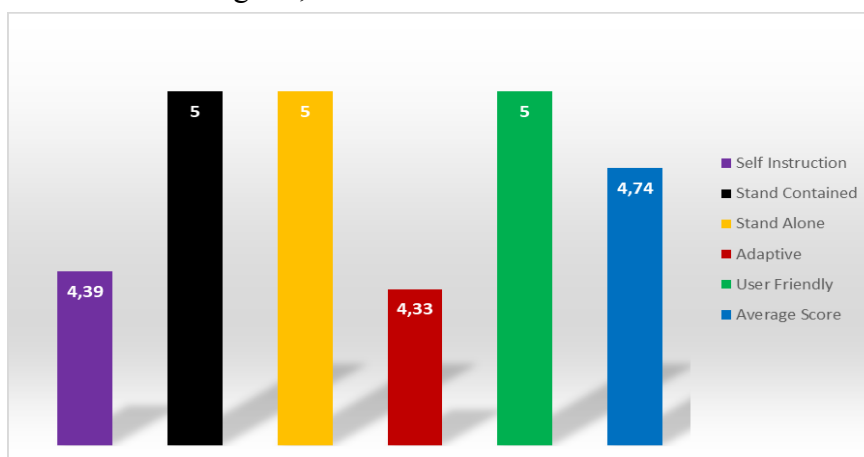If depicted in the form of a diagram, it will look like this

Figure 3. Diagram of Media Expert 1 Feasibility Results

Based on table 3 and figure 3, shows the assessment of media expert validation 1 in the aspect of self instruction obtained a value of 79 with an average of 4.39, stand contained obtained a value of 10 with an average of 5, stand alone obtained a value of 15 with an average of 5, adaptive obtained a value of 13 with an average value of 4.33, and user friendly obtained a value of 10 with an average of 5. If connected to the assessment conversion, the media in the development product is included in the qualification "very feasible" with an average of 4.74.

Table 4. Media Expert Validation Results 2

No	Aspect	Value	Average	Description
1	Self Instruction	83	4,61	Very Feasible
2	Stand Contained	10	5	Very Feasible
3	Stand Alone	12	4	Very Feasible
4	Adaptive	14	4,67	Very Feasible
5	User Friendly	10	5	Very Feasible
	Average Score	129	4,66	Very Feasible

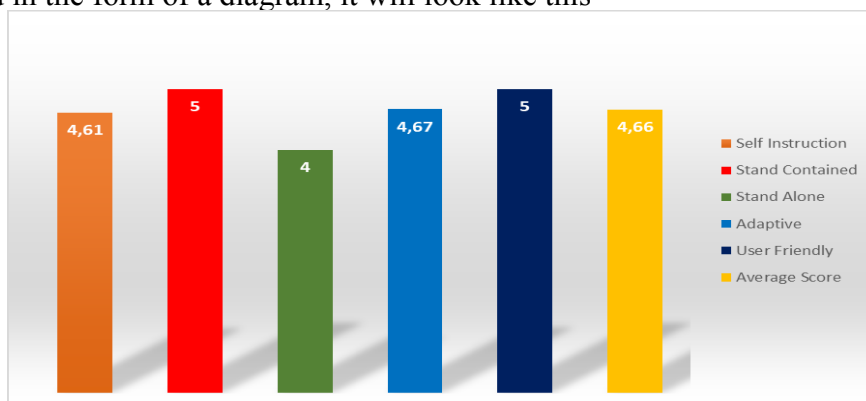If depicted in the form of a diagram, it will look like this

Figure 4. Diagram of Media Expert 2 Feasibility Results

Based on table 4 and figure 4, it shows that the assessment of media expert 2 validation in the aspect of self instruction obtained a value of 83 with an average of 4.61, stand contained obtained a value of 10 with an average of 5, stand alone obtained a value of 12 with an average of 4, adaptive obtained a value of 14 with an average value of 4.67, and user friendly

obtained a value of 10 with an average of 5. If connected to the assessment conversion, the media in product development is included in the "very feasible" qualification with an average of 4.66. There are several comments and suggestions obtained through qualitative data from media experts 1 and 2. The comments and suggestions are described in the product revision section. These comments and suggestions are taken into consideration in order to improve the developed product. The conclusions of media experts 1 and 2 on the flipbook-based local history teaching module are feasible to be tested by fixing the revisions. This validation is only done once with the condition that the revisions that have been given are made improvements. The improvement aims to make the teaching module better when used.

Media Development Product Revision After Validation Stage

The revised product was only done once. Revisions were obtained through suggestions and comments by material and media experts. The following are the results of revisions by each expert.

Material Revision

Material expert revisions are based on suggestions and comments from both experts. The parts of the material that need to be revised based on the experts are as follows.

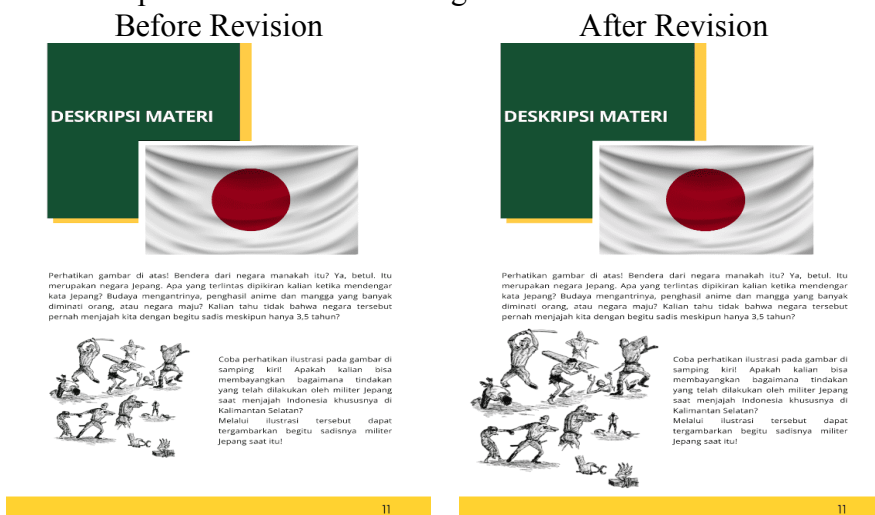a.   The size of the picture needs to be enlarged to make it clearer when viewed

Figure 5. Image Revision

Media Revision

Media expert revisions are described based on the suggestions and comments of the two media experts. The parts that need to be revised in the teaching module are as follows.

a)   Each video in the module includes its source. So that the video is not plagiarized.

Figure 6. Video Source Revision

b)   It is necessary to include a discussion on each question in the module. So that each answer becomes accurate.
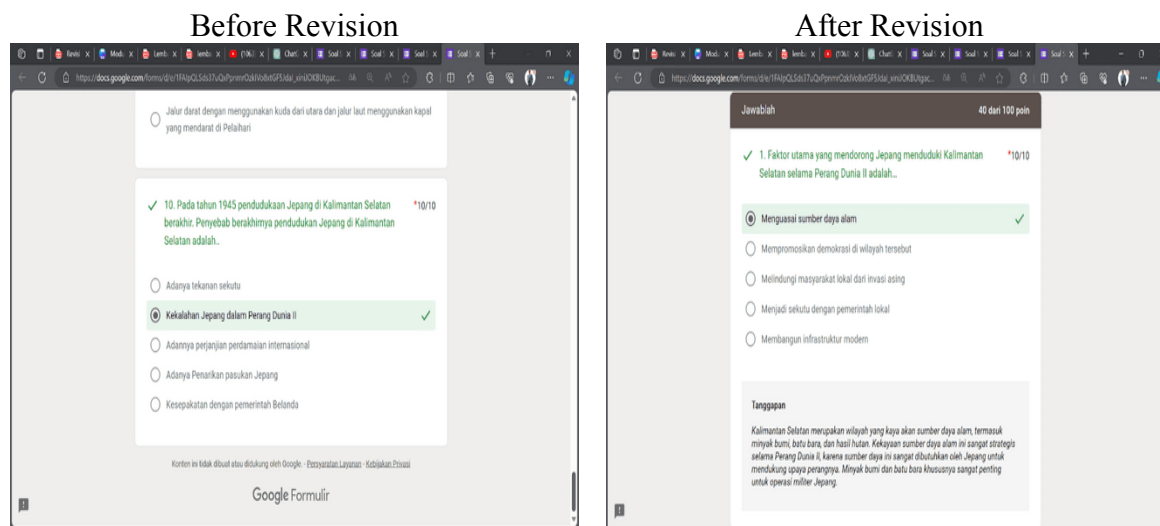
Before Revision	After Revision

Figure 7. Revision of Problem Discussion

Discussion

The results of product validation of the development of flipbook-based local history teaching modules show the level of feasibility based on the assessment of material and media experts. This is in line with the research of Susanti et al. (2021) and Ranuharja (2022) who stated that validation of learning media development products needs to go through expert assessment to ensure feasibility before implementation. According to Sánchez-Peralta et al. (2023), the validation process by experts also plays an important role in ensuring the quality of the learning content developed. In the material validation process, two experts gave an assessment with a very feasible category. This supports the findings of Sugiharti et al. (2024) on the importance of achieving minimum feasibility standards in learning media development.

In the media aspect, the validation results also showed a very good level of feasibility. As stated by Safitri et al. (2022) and reinforced by the research of Limbong et al. (2022), learning media validation needs to pay attention to aspects of self instruction, stand alone, adaptive, and user friendly. Djono (2023) also emphasized that these aspects are important indicators in determining the quality of digital learning media. Media Expert 1 gave an assessment with an average of 4.74 in the very feasible category, in line with Angelina et al. (2024) and Asmi et al. (2024) in their research which resulted in the feasibility of developing digital learning media.

Based on the input and suggestions from the experts, several revisions were made to improve the product. According to Suharsono et al. (2023), product development revision is an important stage to improve the quality of learning media. In the material aspect, improvements were made by increasing the size of the images to improve visual clarity and adding the total number in the school, teacher and student data tables. This is in accordance with the principles of visual design in learning proposed by Bader & Lowenthal (2021) on the importance of clarity and readability of visual elements. Meanwhile, in the media aspect, the revision includes the inclusion of sources in each video to avoid plagiarism, increasing the

size of the video display to improve visual quality, and adding discussions to each question to ensure the accuracy of the answers.

Overall, the validation results show that this flipbook-based local history teaching module development product has met the eligibility criteria with the "very feasible" category, both in terms of material and media. This finding strengthens the results of research by Priyatna et al. (2020) who found that flipbook-based learning media can be an effective solution in learning local history. All improvements suggested by the experts have been implemented to ensure that the final product has optimal quality and is ready to be used in the learning process. As emphasized by Agustina & Sutikno (2024), a systematic validation and revision process is an important step in developing quality learning media. This thorough validation and revision process provides assurance that the teaching module developed has met the eligibility standards required for implementation in the actual learning context.

This research on the development of flipbook-based local history teaching modules has significant conceptual implications. It shows that the integration of local history content with the national curriculum can create more meaningful learning for students. The developed module successfully bridges the gap between the national history of the Japanese occupation and the local context of South Kalimantan, so that learners can understand historical events from a perspective closer to their environment. The research findings strengthen the argument that history learning becomes more meaningful when presented in a local context that is close to learners' experiences.

Practically, this research offers a real solution to overcome the limitations of local history learning resources in schools. The flipbook-based teaching module that has been validated with the category "very feasible" can be directly implemented by history teachers as supplementary teaching materials in the classroom. The use of QR codes and hyperlinks in the module facilitates access for students, so that learning can take place more flexibly. For teachers, this research provides a learning media development model that can be adapted for other local history topics, while for students, this module offers a more interactive and interesting learning experience that has the potential to increase learning motivation and awareness of local history. The success of this module development also opens up opportunities for further research that focuses on the effectiveness of module implementation in improving learning outcomes. Thus, this research not only contributes to the development of teaching materials, but also to efforts to preserve and transmit local historical knowledge to the younger generation.

Conclusion

The development of flipbook-based local history teaching modules successfully met the eligibility criteria with the category "very feasible" based on the assessment of the experts. This is evidenced by the validation results from material experts who gave an average score of 4.69 (material expert 1) and 4.76 (material expert 2), as well as media experts who gave an average score of 4.74 (media expert 1) and 4.66 (media expert 2). The developed module has met the feasibility aspects both in terms of local history material content and in terms of digital learning media. The integration of local history material about the Japanese occupation in South Kalimantan into flipbook-based teaching modules succeeded in creating innovative learning media and in accordance with the needs of history learning at the high school level.

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Recommendation

The development of this flipbook-based local history teaching module provides some specific recommendations for teachers in its implementation. Teachers are advised to integrate this module with the national history material of the Japanese occupation in Indonesia so that students understand the connection between the two. In classroom use, teachers need to ensure that images and videos are displayed in a clear size and are easily seen by all students. Teachers can utilise interactive features such as quizzes to evaluate students' understanding directly. The discussion questions provided in the module can be used as class discussion materials to deepen students' understanding. To optimise learning, teachers should provide a brief guide to using the flipbook at the beginning of the lesson. Teachers are also encouraged to make assignments that encourage students to explore the module independently outside of class hours. In fostering local history awareness, teachers can relate the module content to the students' surrounding environment through additional activities such as visits to historical sites or interviews with local community leaders.

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