

# Digital Teaching Material Short Story Text for 4C Ability Development in SMA/MA

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**Abstract:** In the current era of globalization, educators and students are required to master and apply technology to teaching and learning activities. Students are expected to not only learn knowledge and skills, but should also be able to identify learning sources as material to be discussed. Quality teaching materials can certainly improve learning outcomes tailored to the learning objectives to be achieved and included in the educational curriculum. Information related to the material to be discussed can be obtained through digital teaching materials and accessed via an Internet network. Students are expected to have critical thinking competence in learning process activities and be able to analyze the topics of the learning material being taught by the teacher. Students can apply the knowledge learned in everyday life. Educators play an important role in creating a high-quality education system based on technological demands. Through 4C skills (Critical Thinking, Collaboration, Communication and Creativity), namely critical thinking, collaboration, communication, and creativity, it is hoped that it can help students improve the quality of science in all fields of formal education in SMA/MA. Flipbook digital teaching materials can be used directly in face-to-face classes or online via devices connected to an Internet network. Educators, should be able to provide creative and innovative teaching materials to students.

**Keywords:** *Teaching Materials, Short Story Text Emodules, 4C Competencies*

## I. INTRODUCTION

In line with 21st century learning, students' ability to think critically, connect theoretical knowledge with real life, master information technology, work, and be creative while communicating with each other through interaction. We value ability. As educators, we must be able to introduce innovation in the use of learning media to help students overcome the diverse challenges of this century and to develop relevant skills. Materials used as learning resources for students must possess four C-competencies: critical thinking, collaboration, good communication, and high creativity. "21st century learning competencies are characterized by critical thinking, collaboration, communication, and creative thinking abilities." Critical thinking, cooperation, communication, and creativity.

Through the 4C competencies of critical thinking, collaboration or cooperation, communication, and creativity, students are expected to understand and practically apply these in their environments. 21st century skills play an important role, especially in the field of education. The skills required are that everyone is expected to master her 4C competencies. Students are required to have not only academic knowledge but also skills.

"To develop the skills and potential that exist within ourselves, we must possess and master four C skills: 1) Critical Thinking, 2) Creativity and Innovation (Creativity and Innovation).3) Communication (Communication).4) Collaboration or Collaboration" (Redhana, 2019).

### *Digital Teaching Materials*

E-modules are educational materials that teachers and students can use in their learning activities. They are, published in digital format, consisting of text, images, or both, and readable via a computer or other electronic device.

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The provided teaching materials can be used not only in class, but also for students to study independently and outside of class. "E-Modules are effective, efficient, and digital learning materials that focus on student independent learning. They contain teaching units that allow students to solve problems in their own way. It allows students to actively learn, and electronic modules are very suitable for use during this time of pandemic" Aisy (2020: 22).

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### *Short Story Text Flipbook Emodule Teaching Material*

The government continues to strive to implement teaching and learning processes to ensure continuity in the world of education. COVID-19 restrictions have not weakened educators’ efforts to improve the quality of learning facilities for the country’s children. Teachers and students can continue conducting online teaching and learning activities. One of his products is a digital product used in short-story-themed Indonesian language learning materials.

This material consists of flipbook electronic modules containing short narrative texts that contain life values to develop 4C skills. “Students must receive learning that meets their needs and abilities by adapting learning methods to current developments. The adaptability of learning methods to technological developments has aroused student interest. Flipbook e-module learning tools are electronic digital products that can improve the learning effectiveness. Students are expected to participate actively and creatively in the learning process.

As educators, you need to be able to provide creative and innovative materials to students. It is expected that the existence of digital short-story text materials based on flipbooks will enable students to learn independently and have fun while learning, making it easier for students to study independently anytime and anywhere. “Flipbooks are designed to help students understand the material, improve student learning outcomes, improve creative thinking skills, and increase student motivation to learn” (Hayati, 2015).

### *Materials According to 4C Competencies In Student Activities*

When teachers use digital materials to provide teaching materials, it becomes easier for students to understand and independently learn the materials anytime and, anywhere.

The use of learning tools through digital media can positively impact teaching and learning activities. Students become more engaged and better able to understand the content presented by their teachers. This requires teachers to develop digital learning materials tailored to their students’ needs. "Digital educational materials are developed according to your needs, and the installation and use of educational materials is easy, Roszak" (2020).

Achieving 4C competencies through this flipbook electronic module can be verified through the following content features: 1) Successful critical thinking. Students can use media text content features, learning videos, exercises, quizzes, and upload student sheet files. Work on the developed E-modulus application. 2) Communication and Collaboration: Students can engage in group discussions with their peers through direct communication or Google Meet. 3) To encourage creativity, students can use the flipbook-based Her Emodul application as a reference learning resource to create works through short story texts.

## II. Methods

### *Research Methods*

Research and development (R&D) the research method used in this study. “Research and development is a method for validating and developing products. “The type of development is his ADDIE approach (Analysis, Design, Development, Implementation, Evaluation)” (“Winarni, 2018). Educational product development was conducted in stages to achieve the best results. The first step is to design a product that meets the needs of students' learning materials. Developments were analyzed, designed, and implemented to evaluate the results of the development, and then evaluated to confirm the effectiveness of the educational product.

“The ADDIE development model consists of an analysis to determine learning needs through an analysis of material needs and constraints, design to prepare the product equipment needed for development, development to manufacture and modify the designed product, and development to test or use the product. Consists of five phases of implementation: “Learning and Evaluation to Measure Product Development Success” Moelanda M (42: 34-36).

### III. RESULTS AND DISCUSSION

**Table 1.** Table of final results of module qualification verification by materials, language and median experts.

Aspect	Interpretation	Category
Material	85,6 %	very valuable
Language	86,7 %	very valuable
Media	86,15 %	very valuable
Average	86,72	very valuable

Based on the summary table description of pre-test and post-test assessment results in three schools, SMA Negeri I Gantar, SMK PUI Haurgeulis, and MA Nurulhikmah Haurgeulis, the learning assessment results increased significantly.

This is evident from the pretest and post test results achieved by the students 18.

76% in SMA Negeri I. The results of the pre-test and post-test at PUI Haurgeulis Vocational School showed an increase of 23.04%. MA Nurulhikmah Haurgeulis improved the rating results. The learning success rate achieved by students in the pre-test and post-test was 21.2%.

The average rate of increase in posttest scores for the three schools increased.

of the three schools, PUI Haul Julis Vocational School received the highest score, indicating that the digital learning materials provided to students have an impact on improving their learning outcomes.

Grafik Rekapitulasi Penilaian Sikap Berpikir Kritis Siswa SMA N 1 Gantar, SMK PUI Dan MA Nurul Hikmah

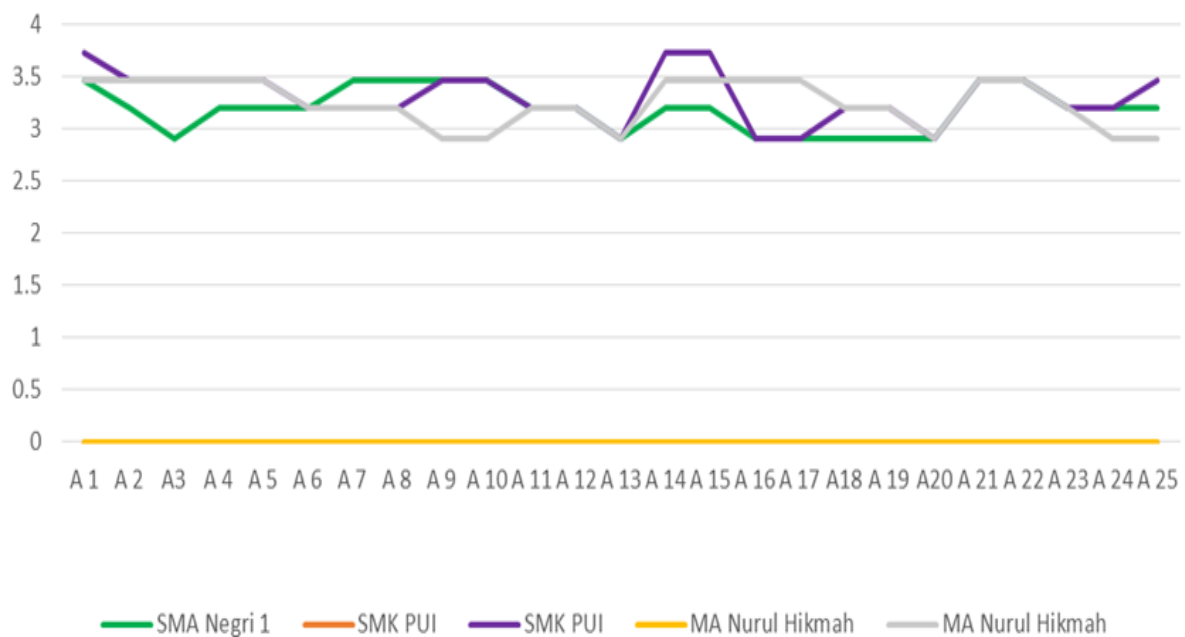


Table 2. Summary Table of Pre-Test and Post-Test Results.

No	NAMA SEKOLAH								
	SMAN 1			SMK PUI			MA NURULHIKMAH		
	student names	Pretest	Posttest	student names	Pretest	Posttest	student names	Pretest	Posttest
1	A 1	65	85	B 1	64	90	C1	62	86
2	A 2	60	88	B2	66	88	C2	62	85
3	A 3	66	80	B3	65	87	C3	64	85
4	A 4	60	80	B4	65	90	C4	63	84
5	A 5	60	86	B5	64	88	C5	63	85
6	A 6	64	85	B6	65	87	C6	65	86
7	A 7	65	85	B7	66	88	C7	64	84
8	A 8	60	87	B8	65	90	C 8	63	85
9	A 9	60	88	B 9	64	87	C9	62	84
10	A 10	65	84	B10	66	87	C10	62	85
11	A 11	63	85	B11	66	88	C11	60	83
12	A 12	65	85	B12	65	88	C12	60	82
13	A 13	60	84	B13	63	88	C13	62	80
14	A 14	64	88	B14	65	87	C14	63	82
15	A 15	65	87	B15	66	87	C15	62	84
16	A 16	65	86	B16	65	86	C16	62	82
17	A 17	62	86	B17	64	87	C17	60	82
18	A 18	62	85	B18	64	88	C18	60	83
19	A 19	60	82	B19	67	87	C19	62	83
20	A 20	63	84	B20	65	88	C20	62	82
21	A 21	64	88	B21	65	90	C21	60	83
22	A 22	63	85	B22	64	87	C22	60	83
23	A 23	62	84	B23	64	90	C23	63	82
24	A 24	60	83	B24	65	88	C24	63	80
25	A 25	65	83	B25	65	88	C25	60	80
Average value		62,72	81,48	64,92		87,96	61,96		83,16
Presentation		62,72%	81,48%	64,92%		87,96%	61,96%		83,16%
Value increase rate		18,76%		23,04%			21,2%		

Collaboration Skills

In this century, the education system has focused on student activity (centered learning); students are required to be able to explore information as widely as possible so that they can understand and master learning materials independently. Students can obtain information through the internet. Students are expected to generate ideas and express the information they obtaining creatively.

Collaboration or working together in discussing a learning topic can be achieved by discussing with each other. They can present and convey ideas to group members by exchanging thoughts from different perspectives, and finding the correct solution to the problem being discussed.

Students participate in managing, organizing, analyzing, and solving problems, and creating learning with a new, deeper, and more up-to-date understanding. Through collaboration skills, it is hoped that students will have the skills to help each other, give advice, be willing to accept other people's opinions or ideas, and negotiate through good social interactions. Through collaboration or working together, it is hoped that they can achieve their goals.

Collaboration aims to develop collective intelligence in terms of helping, suggesting, accepting, and negotiating through interactions with others mediated by technology (Brown, 2015). Collaboration is the ability to work flexibly, effectively, and fairly with others to complete a collective task (National Education Association, 2010; Partnership for 21st Century Learning, 2015). Collaboration skills include the following:

- a) Provide and receive feedback from colleagues or other team members to perform the same task.
- b) sharing roles and good ideas with others
- c) recognizing the skills, experiences, creativity, and contributions of others
- d) Listening to and acknowledging the feelings, concerns, opinions, and ideas of others
- e) developing on the ideas of a colleague or team member
- f) expressing personal opinions and areas of disagreement tactfully,
- g) listening to others patiently in conflict situations
- h) defining problems in a non-threatening way

Based on the Collaboration skills assessment instrument, it can be seen that students' achievements in carrying out learning activities with these competencies are as follows:

Very Good: if they get a score of:  $3.33 < \text{score} \leq 4.00$

Good: if they get a score of:  $2.33 < \text{score} \leq 3.33$

Sufficient: if they get a score of:  $1.33 < \text{score} \leq 2.33$

Poor: if they get a score of:  $\text{score} \leq 1.3$

### *Communication Skills*

Communication is the process of interaction between individuals or communities in matters related to something or efforts to realize a common goal. Good communication is essential for solving personal problems and for community life. Communication is very important in facing and resolving various problems and even social conflicts, such as problems in the family, community, work environment, national life, and between countries. Diplomatic relations among countries require good and smooth communication. Communication is the process of transmitting information, ideas, emotions, and skills using symbols, words, pictures, graphics, and numbers. Communication is defined as a skill that involves listening, observing, speaking, asking, analyzing, and evaluating to convey a message or meaning of information to others through various media. Communication skills include understanding the information provided and the ability to express ideas or concepts effectively (Partnership for 21st Century Learning, 2015).

### *Creative Thinking Skills*

Creativity is the result of the process of thinking, understanding, and mastering, so that a work is produced that can be realized in a product or work. This process is carried out by developing skills that can be applied to actions or real work. Creativity is considered an important skill that must be mastered and is the key to effective learning in the 21st century. Creativity has been noted as a significant skill throughout the life span (Egan, Maguire, Christophers, & Rooney, 2017).

Every student is expected to develop creativity as a result of the learning process. Students are expected to develop knowledge they have mastered in the form of a method or real work in the form of a product. To produce new, diverse, and unique ideas. Creativity is often described as an important skill that can be nurtured. Creativity is the highest level of thinking skills evolved from other skills, such as remembering, understanding, applying, analyzing, and evaluating. Creativity is an important skill for students because it has a direct relationship with the development of knowledge content and skills Livingston (2010) Creativity is the ability to Creativity is the production of critical thinking skills as well as personality traits, and its purpose is to generate and seek new ideas. Communication and collaboration skills inspire creativity through sharing, exchanging, and benefiting from various ideas. Thus, teamwork has become an indispensable element of creative work (Guo, 2016).

### *Discussion of the Results of the Evaluation of Teaching Materials*

#### Paired Sample T-Test Data Analysis Technique for Pre-Test and Post-Test Results

Based on the pretest and post-test data that have been conducted at three schools, namely SMA Negeri 1 Ganter, MA Nurulhikmah Haurgeulis, and SMK PUI Haurgeulis Indramayu, the next stage is that the data is tested using the T-Test formula or Paired Sample T-Test. This was done to measure the extent of the correlation between the values produced by using the digital teaching material product emodule flipbook short story text.

According to the interpretation of the correlation value proposed by Arikunto (2012: 245), is as follows:

Between 0.80 - 1.00 = Very High Correlation

Between 0.60 - 0.80 = High Correlation

Between 0.40 - 0.60 = Medium Correlation

Between 0.20 - 0.40 = Low Correlation

Between 0.00 - 0.20 = Very Low Correlation (Not Correlated)

### **Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Before Using the Product - After Using the Product	-22.200	3.149	.630	-23.500	-20.900	-35.248	24	.000

Based on the paired sample t-test table at SMA Negeri I Gantar above, the difference in the average value of learning outcomes before and after using digital teaching materials of short stories for SMA/MA in developing 4C competencies is 22.200; T-value  $35.248 > 1.708$ ; Sig. value (2-tailed)  $0.000 < 0.05$ . Based on these values, it can be concluded that there is a difference in the learning outcomes before and after using digital teaching materials of emodule flipbook short stories for SMA/MA in developing 4C competencies.

A t-value of 35.248 indicate that the digital teaching material product emodule flipbook has a very high correlation with the values achieved by students. The difference in values produced before being given digital teaching materials emodule flipbooks compared to after using the product increased significantly. This can be seen from the increase in test results for the overall average value compared to before using the product and after using the product.

### Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Before Using the Product - After Using the Product	-21.240	1.763	.353	-21.968	-20.512	-60.253	24	.000

Based on the paired sample t-test table for MA Nurulhikmah above, it is known that the difference in the average value of learning outcomes before and after using digital teaching materials for short stories for SMA/MA in developing 4C competencies is 21.240; T-value  $60.253 > 1.708$ ; Sig. value. (2-tailed)  $0.000 < 0.05$ .

The t-value is 60.253, and it can be said that the digital teaching material product, emodule flipbook, has a very high correlation with the values achieved by students. The difference in the values produced before being given digital teaching materials emodule flipbooks compared to after using the product increased significantly. This can be seen from the increase in test results for the overall average value compared to before using the product and after using the product.

Based on these values, it can be concluded that there is a significant difference in learning outcomes before and after using digital teaching materials for short stories for SMA/MA in developing 4C competencies. This can be seen from the increase in test results on the overall average from before to after using the product.

### Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair Before Using the Product - After Using the Product	-23.040	1.620	.324	-23.709	-22.371	-71.126	24	.000



Based on the paired sample t-test table at SMK PUI above, it is known that the difference in the average value of learning outcomes before and after using digital short-story teaching materials for SMA/MA in developing 4C competencies is 23.040; T-value 71.126 > 1.708; Sig. value. (2-tailed) 0.000 < 0.05.

The t-value is 71.126, and it can be said that the digital teaching material product, emodule flipbook, has a very high correlation with the values achieved by students. The difference in the values produced before being given digital teaching materials emodule flipbooks compared to after using the product increased significantly. This can be seen from the increase in test results for the overall average value compared to before using the product and after using the product.

Based on these values, it can be concluded that there is a difference in learning outcomes before and after using digital teaching materials and short stories for SMA/MA in developing 4C competencies. The difference increased significantly from before to after using the product.

This can be observed from the increase in the test results on the average value of students achieved overall. The digital teaching material product of the short-story text flipbook emodule has a great influence on students' learning evaluation. The product also has useful value for teachers, especially for students.

*Effectiveness of Digital Teaching Materials emodul Short Story Texts That Can Develop 4 C Competencies for High School Students*

Based on the results of the pretest and posttest assessments, it can be concluded that the digital teaching material emodule is very effective. The value obtained by students increased significantly. The results of the recapitulation of the pretest and posttest evaluations, show that the assessment results achieved by students have increased.

No	School Name	Pretest Results	Posttest Results	Percentage of Value Improvement
1.	SMA Negeri 1 Gantar	<b>62,72</b>	<b>81,48</b>	<b>18,76 %</b>
2.	SMK PUI Haurgeulis	<b>64,92</b>	<b>87,96</b>	<b>21,2 %</b>
3.	MA Nurulhikmah	<b>61,96</b>	<b>83,16</b>	<b>23,04 %</b>
	Jumlah Rata-rata	<b>63,2</b>	<b>84,2</b>	<b>21 %</b>

Based on the table of pretest and posttest evaluation recapitulation results in three schools, namely SMA Negeri 1 Gantar, SMK PUI Haurgeulis, and MA Nurulhikmah, it can be said that students go quite satisfactory scores. This can be seen based on the scores produced by the students, which increased by an average of 21%. The results of the pretest and posttest assessments show that the digital teaching materials of the short-story text emodule given to students are quite effective. This digital teaching material has benefits and contributes to students in improving their knowledge, especially in learning Indonesian, namely short-story text material.

*Recapitulation of Spiritual Attitude Assessment Results Based on 4C Competencies*

Overall, the achievement of spiritual attitude assessment results in developing 4C competencies for students can be seen in the following table:

Summary Table of Spiritual Attitude Assessment Results 4C Competency

SMA Negri 1			
Critical Thinking (%)	Colaboration (%)	Communication (%)	Creativity (%)
Very good (64%)	Very good (52%)	Very good (76%)	Very good (54%)
Good (36%)	Good (48%)	Good (24%)	Good (36%)

Summary Table of Spiritual Attitude Assessment Results 4C Competency

SMK PUI			
Critical Thinking (%)	Colaboration (%)	Communication (%)	Creativity (%)
Very good (52%)	Very good (72%)	Very good (60%)	Very good (52%)
Good (48%)	Good (28%)	Good (40%)	Good (48%)

Summary Table of Spiritual Attitude Assessment Results 4C Competency

MA Nurul Hikmah			
Critical Thinking (%)	Colaboration (%)	Communication (%)	Creativity (%)
Very good (68%)	Very good (36%)	Very good (52%)	Very good (68%)
Good (32%)	Good (36%)	Good (52%)	Good (22%)

Based on the results of the spiritual attitude assessment of several aspect indicators related to the 4C competencies, namely, critical thinking, collaboration, communication, and creativity, the spiritual attitude assessment can be said to be good. Students can understand and master the subject matter provided through digital teaching materials and, emodule flipbook short story texts. It is hoped that students will be able to apply them in everyday life.

**Digital Teaching Materials Short Story Texts That Can Develop 4C Competencies Namely Critical Thinking, Collaboration, Communication and Creativity in SMA / MA**

Teaching materials as a learning tool for students greatly influence the quality of student education. 21st century learning requires students to master and utilize technological developments as a means to support knowledge and to be able to apply it in an environment where they are. Students are required to think critically to innovate and have high creativity. Student learning resources should provide critical thinking competencies, collaborate, communicate well, and be creative by producing their own work.

Through 4C skills, namely critical thinking, collaboration, communication, and creativity, it is hoped that it can help students improve the quality of knowledge in all fields of formal education. Students are able to adapt and develop their future lives (Stehle & Peters-burton, 2019; Haviz, 2020).

Teachers act as companions and teachers during learning activities, and can provide learning materials to achieve 4C competencies. Students think critically about finding various information and learning materials related to the teaching material being discussed and studied. Students can work together to find information and references to find solutions to problems that must be solved as a team or group.

Students can communicate with each other by expressing their ideas or opinions about the learning materials according to the competencies and learning objectives they want to achieve. From the results of this understanding, students can developed creativity in the form of their work.

Appropriate teaching materials are needed to support students in finding information and references as learning media. Teaching materials designed as learning media must be adjusted according to the needs of students. The teaching materials must be able to help students improve their understanding of the materials taught and the tasks given by the teacher. A teacher must be able to innovate learning activities so that students can be actively involved in them (Dinatha, et al., 2019).

As educators, teachers must continue to improve the quality of their education through innovation and creativity. Based on the results of research conducted by researchers in three schools, namely SMA Negeri 1 Gantar, MA Nurulhikmah Haurgeulis, and SMK PUI Haurgeulis, there is a significant influence between digital teaching materials for short story texts and students' knowledge results. The digital teaching materials aimed to develop 4C skills for students, namely critical thinking, collaborating, communicating, and being creative. Based on the results of the T Test of the pretest and posttest values, there was a significant increase in the results of the knowledge assessment achieved by the students.



Based on the findings in the field, students think critically, collaborate, communicate, and are creative, as can be seen in the learning process. They discuss the theme, storyline, to conclude the contents of the short story according to Basic Competencies and Competency Achievement Indicators. Students collaborate by working together to express their ideas or concepts to address the problems that must be solved. As a result of student creativity, students can create short stories from their own work.

Based on the results of research related to the formulation of the problem, Digital Teaching Materials for Short Story Texts that can develop 4C competencies can provide facts that these teaching materials can develop student skills according to 4C competencies.

#### Effectiveness of Using Digital Short Story Teaching Materials That Can Develop 4C Competencies for High School/Vocational High School Students

Based on the description of the research results that have been conducted by researchers on digital teaching materials for short-story texts to develop 4C Competencies in High Schools, Vocational High Schools and Islamic High Schools, it can be said that the three schools have used digital teaching materials for short-story texts. Digital teaching material products can provide very useful contributions and increase student motivation in learning, especially short story texts.

The short story text learning material contained in the digital teaching material contains life values that can direct students to 4C competencies, namely being directed to think critically, being able to work together, being able to communicate with each other and being able to create or produce works in the form of short story texts of their own work.

Based on the results of the validation and implementation carried out on students in the three schools, it can be said that the Digital Teaching Material Product is considered very effective as a teaching material by both students and teachers. Students can easily learn the teaching material product because the instructions for use are simple, namely by opening the link, pressing the arrow to the right to continue the page, and pressing the arrow to the left to see the previous page.

Student learning outcomes can be seen based on the results of the posttest assessment, which experienced a significant increase compared to the results of the pretest assessment. Flipbook emodule teaching materials can be studied and used at any time and place other than class, these teaching materials can be studied anytime and anywhere. This teaching material can also be used online or offline. So it can be said that the digital teaching material product flipbook emodule short story text is very effective in improving student achievement both in terms of knowledge and spirituality.

#### IV. CONCLUSION

This article emphasizes the importance of developing digital teaching materials, specifically flipbook-based e-modules, to enhance 4C competencies (Critical Thinking, Collaboration, Communication, and Creativity) among high school students. Through the application of quality teaching materials, students not only gain knowledge but also learn to apply it in their daily lives. The research findings indicate a significant improvement in student learning outcomes after using digital teaching materials. Data from pre-tests and post-tests across three schools show an average score increase of approximately 21%. Additionally, students' spiritual competencies have also developed well, reflecting a better understanding of the material through more active and creative interactions. Overall, the use of digital teaching materials in the form of short story e-modules has proven effective in improving student learning outcomes and facilitating the development of essential skills needed in the 21st century. Educators are encouraged to continue innovating in their teaching approaches to meet the demands of modern education.

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