A Learning Model for Explanation Text Literacy Using Flipbook Applications in SMP/MTS

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Abstract. This research aims to develop an explanatory text literacy learning model using the flipbook application as media in SMP/MTS. The background to this problem 1) How is the planning for an explanatory text literacy learning model using the flipbook application as a medium in class VIII SMP/MTS? 2) How to implement an explanatory text literacy learning model using the flipbook application as a medium in class VIII SMP/MTS? 3) What is the effectiveness of the explanatory text literacy learning model using the flipbook application as a medium in class VIII SMP/MTS? This research uses the Research and Development (R&D) research and development method with the ADDIE (Analyze, Design, Development, Implementation, and Evaluation) model. The steps of this research consist of, needs analysis, learning model design, learning model development, implementation of learning model products, evaluation of learning model products. Data collection in this research was by collecting data from the results of expert validation questionnaires and questionnaires from student assessments. The data obtained was analyzed descriptively using a Likert scale. The results of the validation test by media experts obtained a score of 77.94%, the validation test by language experts obtained a score of 81.25%, the Indonesian language teacher's response score obtained a score of 97.33%, and the average student response obtained a score of 82.13%. The conclusion of this research is that the explanatory text literacy learning model using the flipbook application media in SMP/MTS meets the appropriate criteria to be used as a learning model by students or teachers in Indonesian language subjects with explanatory text material in class VIII SMP/ MTS students.

Keywords : Learning Model, Literacy, Explanatory Text, Flipbook Application Media

I. INTRODUCTION

Language, literature and thinking skills are the foundation of literacy skills. All fields of study, areas of life, and social goals use literacy skills. Literacy is a very important skill that is used to work and learn throughout life. Thus, learning Indonesian is literacy learning for various communication purposes in the Indonesian socio-cultural context. Literacy skills are developed into learning to listen, read and view, write, speak, and present for various genre-based purposes related to the use of language in life. Each genre has a type of text that is based on the typical structure of a particular text.

The concept of a learning model, according to Trianto (2010: 51), states that a learning model is a plan or pattern that is used as a guide in planning classroom learning or tutorial learning. The learning model refers to the learning approach that will be used, including teaching objectives, stages in learning activities, learning environment, and classroom management.

At the end of phase D, students have the language skills to communicate and reason according to objectives, social and academic contexts. Students are able to understand, process and interpret exposure information about various topics and literary works. Students are able to actively participate in discussions, present, and respond to non-fiction and fiction information presented; Students write various texts to convey their observations and experiences in a more structured manner, and write their responses to exposure and reading using their experiences and knowledge. Students develop self-competence through exposure to various character strengthening texts. Phase D Based on Elements.

Elements of Listening Learning Outcomes Students are able to analyze and evaluate information in the form of ideas, thoughts, feelings, views, directions or accurate messages from various types of text (nonfiction and fiction), audiovisual and aural in the form of monologues, dialogues and speeches. Students are able to explore and evaluate various information from the actual topics they hear. Reading and Viewing Students understand information in the form of ideas, thoughts, views, directions or messages from descriptive

texts, narratives, poetry, explanations and expositions from visual and audiovisual texts to find explicit and implied meanings.

The literacy ability of the Indonesian people on a global scale can be seen from PISA data. PISA data shows that the reading ability of Indonesian children is still lower than that determined by the Organization for Economic Cooperation and Development (OECD). According to the Ministry of Education and Culture (2016), reading competency has not shown a significant increase, from 396 in 2012 to 397 points in 2015. For this reason, the government, in this case the Ministry of Education and Culture (Kemendikbud), through various programs continues to strive to improve the nation's literacy skills. This includes the School Literacy Movement (GLS). GLS is a comprehensive effort that involves all school members (teachers, students, parents/guardians) and the community, as part of the educational ecosystem. One of the activities in this movement is "15 minutes of reading non-learning books before study time begins" (Dirjen Dikdasmen, 2016). Another thing the government is doing to improve literacy is through the curriculum. The current Indonesian language learning curriculum is a curriculum that is oriented towards Indonesian as a source of knowledge and text-based learning.

Media comes from Latin and is the plural form of medium, which literally means intermediary or introduction. There are many limitations given to the definition of media. The Association of Education and Communication Technology *(AECT)* as quoted by Arief S. Sadiman (2006: 6) limits media as all forms and channels used to channel messages or information. Ahmad Rohani (1997: 3) defines media as anything that can be sensed which functions as an intermediary/means/tool for the communication process (teaching-learning process). A similar understanding was expressed by Arief S. Sadiman (2006: 7) who stated that media is anything that can be used to channel messages from the sender to the recipient so that it can stimulate students' thoughts, feelings, attention and interests in such a way that the learning process occurs. Meanwhile, Smaldino, et.al (2005:5) states that media is a means of communication and a source of information.

THEORETICAL

Discovery Learning Method is an active and direct learning style developed by Jerome Bruner in the 1960s. Bruner emphasized that learning must be done or learning by doing. With this method, students actively participate, not just passively receive knowledge. Discovery Learning represents a general instructional approach that represents the development of constructivist learning for school-based learning environments. Bruner (1961) developed discovery learning from contemporary studies in cognitive psychology, and stimulated the development of more specific instructional methods. Although Bruner is often referred to as the developer of Discovery Learning in the 1960s, ideas related to this learning method were obtained from several thoughts and theories that had previously been developed by several other experts such as John Dewey, Jean Piaget, and Seymour Papert. Bruner (1961) argued that the practice of self-discovery teaches a person to obtain information in a way that makes that information more readily used in problem solving.

Hanafiah and Sudjana: The inquiry learning model is a learning method that requires students to be able to discover their own knowledge, attitudes and skills as a form of behavior change (Hanafiah and Sudjana, 2010 in Wardoyo 2015, p. 66). Abidin: According to Abidin (2018, p. 149): The inquiry learning model is a learning model developed so that students find and use various sources of information and ideas to increase their understanding of certain problems, topics and issues.

The Problem Based Learning (PBL) learning model has been known since the time of John Dewey. According to Arends (2008), Problem Based Learning (PBL) is a learning model that presents various authentic and meaningful problematic situations to students, which can function as a springboard for investigation and inquiry. PBL helps students to develop critical thinking skills and problem solving skills. According to Trianto (2010), the Problem Based Learning (PBL) learning model is a learning model that is based on many problems that require authentic investigation, namely investigations that require real solutions to real problems. Likewise, according to Riyanto (2009), the Problem Based Learning (PBL) learning model is a learning model that can help students to be active and independent in developing problem-solving thinking skills through searching for data so that rational and authentic solutions are obtained.

Learning using the PjBL method is a technique that provides innovation in the art of teaching. The role of the teacher in this method is as a facilitator who provides facilities for students when asking questions about theory and provides motivation for students to be active in teaching (Trianto, 2014: 42). According to Yahya Muhammad Mukhlis, the learning model used gives educators the opportunity to take full control of the

ongoing teaching process. The teaching system provided includes project work in the process (in Trianto, 2014: 42).

The Production Based Education and Training model of learning offers students a learning process. Kusnandi (2018 : 9) states, the production based education and training model is designing products, making product plans which can be in the form of production objects/services/performance planning which can be done from drawing details and working on them in a workflow, carrying out the production process. In this model, students are invited to carry out production stages based on production/ work flow demonstration, evaluate the product (carry out quality control), students are invited to check the product by comparing it with the demands of the student's involvement technician planning.

The term Teaching Factory is taken from English which literally means "Teaching Factory". The teaching factory was initially initiated to change the paradigm of vocational education which only focuses on the curriculum so that it becomes more industry-oriented so that graduates will have an understanding as a workforce and be more integrated with industry needs. This is in accordance with the opinion expressed by Rentzos et al., (2014: 193), namely that: The Teaching Factory is a concept for changing the educational paradigm in manufacturing into a novel scheme that supports the needs of "knowledge workers" in the factories of the future. The current work presents a novel approach for integrating industry with 14 academia under the Teaching Factory concept, tested on real pilot applications.

Blended learning is a combination of traditional and electronic learning. Blended learning combines aspects of web/internet-based learning, streaming video, synchronous and asynchronous audio communication with traditional "face-to-face" learning. By implementing blended learning, it is hoped that students can understand the material better and be more active in participating in learning, so that it can improve student learning outcomes.

Currently, the education system in Indonesia uses an independent learning curriculum. One of the main objectives of implementing this curriculum is to ensure that all schools have a literacy program. One of the government's efforts is to improve the quality of education in Indonesia and create a young generation that is ready to face this century, which requires us to think critically, collaborate, communicate and be creative, including literacy activities. The current independent curriculum combines Indonesian language learning with literacy skills. However, currently students do not have a culture of reading and writing that depends on academic activities; instead, they only read what is on social media. As a result, the reading and writing skills that depend on the independent curriculum are more important than other skills. In general, reading and writing activities have a close relationship. Reading is an effort to create ideas, expand vocabulary, increase knowledge, enrich oneself, increase intelligence, and understand problems. Research on the relationship between reading, analysis and writing abilities has been carried out by a number of researchers (Amalia & Doyin, 2015; Effendy & Nadeak, 2014; Sunarmi et al., 2023; Yanuar, 2019). Therefore, it can be concluded that reading activities are very helpful in increasing one's insight. Literacy ability is one of the abilities that must be instilled in students. Literacy is broadly defined as language skills which include the ability to listen, speak, read and write as well as the ability to think which is an element therein (Padmadewi & Artini, 2018:1). In the Merdeka curriculum, Indonesian language literacy is prioritized for critical thinking skills, in-depth reading comprehension, and text analysis.

At the end of phase D, students have the language skills to communicate and reason according to objectives, social and academic contexts. Students are able to understand, process and interpret exposure information about various topics and literary works. Students are able to actively participate in discussions, present, and respond to non-fiction and fiction information presented; Students write various texts to convey their observations and experiences in a more structured manner, and write their responses to exposure and reading using their experiences and knowledge. Students develop self-competence through exposure to various character strengthening texts.

Darmawati (2018: 64) stated, "Explanatory text is a type of text that explains the relationship between logic and events and can be used to explain simple events that occur around humans." In line with Setiyaningsih (2019) explained that explanatory texts are included in the type of non-fiction text and are written based on facts, not fiction or imagination. Explanatory text aims to explain the process of formation or activities related to natural, social, scientific and cultural phenomena (Priyatni, 2014: 82). *Explanations generally require connectives-words that join the verbs together so that they logically indicate sequences that are temporal – when, then, first, after this, causal, for example, because, so; "* Explanation generally requires a conjunction

that joins the verb so that it logically shows a temporary sequence when, then, first, after this, cause and effect, for example, because, so" Knapp & Watkins (2005: 126).

Flipbook is reliable software designed to convert PDF (*Portable Document Format*) files into flip-flop pages of digital publications. This application can change the appearance of a PDF file to make it more attractive, like a real book, making electronic books with this application is very easy. Not only that, flipbooks can also create PDF files like digital magazines, company catalog flipbooks, digital catalogs and so on. By using this application, the media display will be more varied, not only text, images, sound and video can also be inserted in this media so that the learning process will be more interesting (Ramdania, 2013).

Framework

In the independent curriculum for Indonesian Language subjects phase D (SMP), learning outcomes include: literacy learning, text genres, and flipbook learning media. The explanatory text completes the three parts. Based on the description above used in this research, the researcher will choose the title for the research, namely: EXPLANATION TEXT LITERACY LEARNING MODEL WITH FLIPBOOK which will be implemented in junior high school/MTS schools.
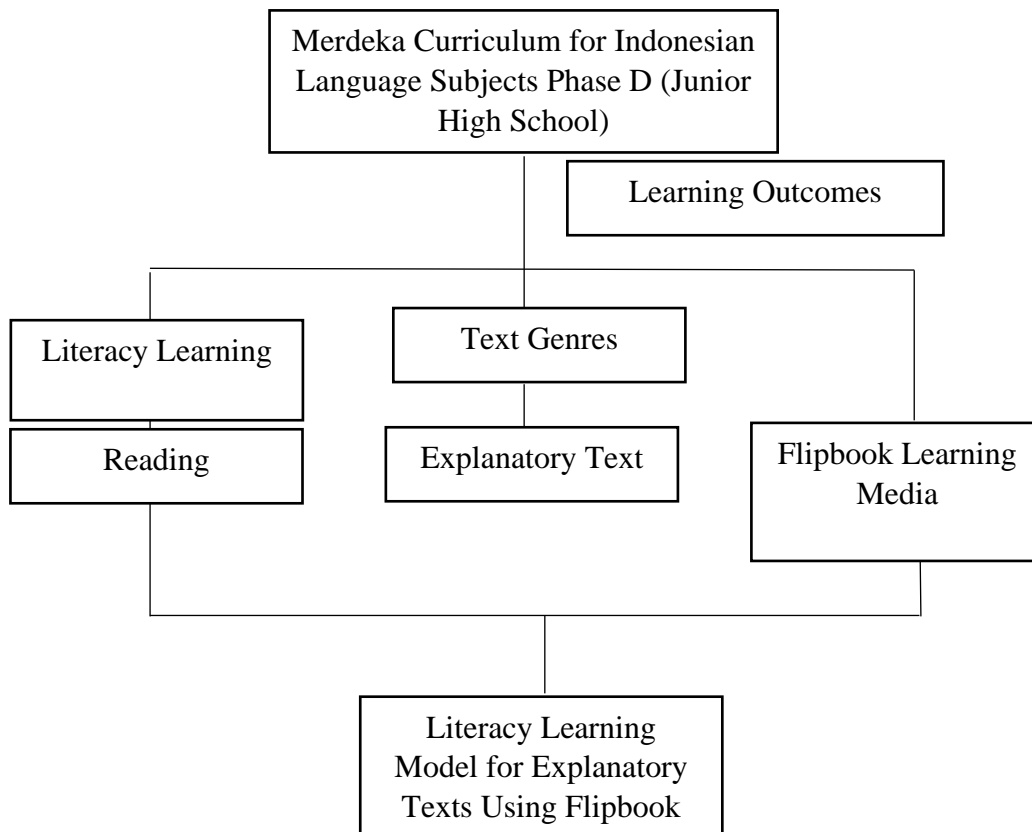
Figure 1. Research Thinking Framework

II. RESEARCH METHOD

Research methods

This research is *Research and Development (R&D) research* . *Research and Development (R&D)* is a research method used to produce certain products (samiha, 2017:58). Using the ADDIE development model, to develop learning tools for writing explanatory texts based on the Problem Based Learning model using the flipbook application for class VIII MTS Ma'had Al-zaytun Indramayu students. According to Tegeh and Kirna 2010:80), the ADDIE model consists of five steps, namely: (1) analysis , (2) design , (3) development , (4) *implementation* , and (5) *evaluation* .

Research and development (R&D) is a research method used to produce new products or discover something new and develop products that have been discovered (Saputro, 2021: 7) . Research and development *(* R&D) is longitudinal or gradual. According to Zakariah et al, (2020: 78) *Research and Development* is the initial and exploratory stage by carrying out research and development as well as testing on a product and service to find out how effective it is for the company. Research and development is defined as scientific methods used to research, design, produce and test the validity of products that have been produced (Sugiyono, 2019:30).

The steps in research and development according to Sugiyono (2011:298) can be described as follows:
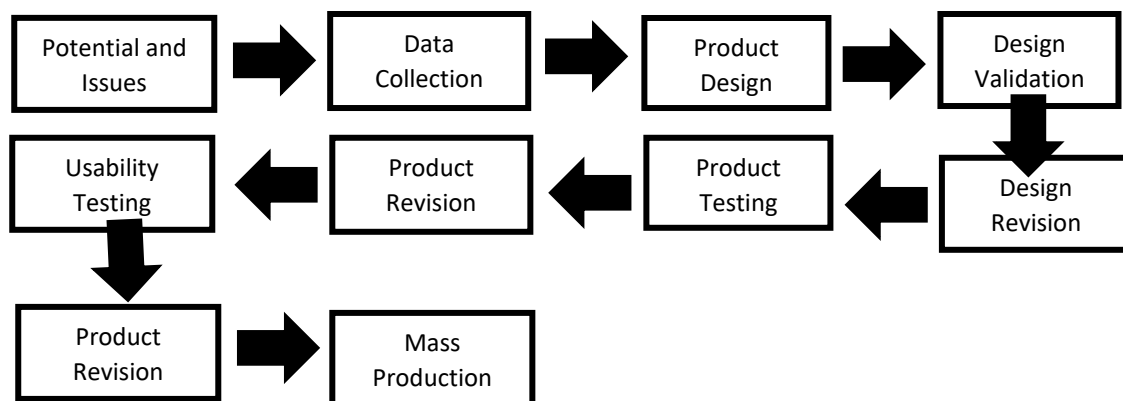
Figure 2. R&D Research Procedure Diagram

Procedure Study

This research uses research and development *methods* with *the Analysis Design Development Implementation Evaluate* (ADDIE) model. ADDIE is a procedural model, this model is descriptive, going through the stages that must be carried out to produce a product. The end of this research and development will produce a product in the form of an explanatory text learning model using the flipbook application as media .

The explanation of the steps in the ADDIE development model will be explained as follows.

1. Analysis

   At this stage, the main activity is to analyze the need to develop a new learning model and analyze the feasibility and conditions for developing a new learning model (Sugiyono. 2015: 200). Based on the analysis stage carried out by researchers by distributing questionnaires, interviews and documentation to predetermined respondents. The learning media used is not varied, namely only printed materials in the form of textbooks and worksheets, which makes students less enthusiastic when learning takes place. Based on these problems, it is necessary to develop a learning model. The data obtained will then be designed by researchers to design effective treatment by developing an explanatory text learning model in SMP/MTS.

2. Planning

This stage is also known as making a plan (*blue print*). Based on the results of the analysis carried out, the researcher then carried out the design process. Several steps taken at this stage start from collecting references, compiling a learning model design, and compiling learning model instruments.

3. Development

   Development is a process used to develop and validate educational products. This research follows cyclical steps. This research step or development process consists of studying the research findings of the product to be developed, developing the product based on these findings, conducting field trials according to the setting in which the product will be used, and revising the field test results (Punaji Setyosari, 2013: 222-223). The digital book display design that is widely enjoyed is a digital book with e-book technology known as Flipbook, which means a book that flips. Flipbook is an interactive media that can change the appearance of a PDF to make it more attractive like a book and can include motion animation, photos, video and audio so that when students use it it is as if the students are reading the complete version of the book. One of the software that supports the development of this flipbook is Flip PDF Professional.

4. Implementation

   The implementation stage in this research was carried out by testing the explanatory text learning model using the flipbook application media directly. The trial of this learning model was carried out in two stages. The first stage is validity testing by subject content experts and flipbook application media design experts. The second stage was a practical test by individual groups, small groups, large groups of class VIII SMP/MTS students, and Indonesian language subject teachers. The results of this trial are used as a basis for carrying out the evaluation stage. While the learning activities were taking place, two other observers observed the implementation of the learning activities. After the learning activities using the developed learning model are completed, learning outcomes tests are carried out and questionnaires are distributed to assess Indonesian language teachers and students.

5. Evaluation

   Evaluation is a process for analyzing media at the implementation stage whether there are deficiencies and weaknesses or not. If there are no further revisions, then the media is suitable for use. At this stage the researcher analyzes and describes the validity, practicality and effectiveness of the explanatory text learning model based on the flipbook application media . In the evaluation stage of this research, an evaluation was carried out with the aim of revision. Based on the results of expert reviews and field trials that were carried out in the implementation stage, two stages of data analysis were then carried out, namely qualitative and quantitative data analysis. Qualitative data analysis is used to process data in the form of input, criticism and suggestions from experts and field tests for further revision. Meanwhile, quantitative data analysis was obtained from respondents' assessments in the form of numbers on the questionnaire given. All stages of this evaluation aim at the suitability of the final product both in terms of content and design.
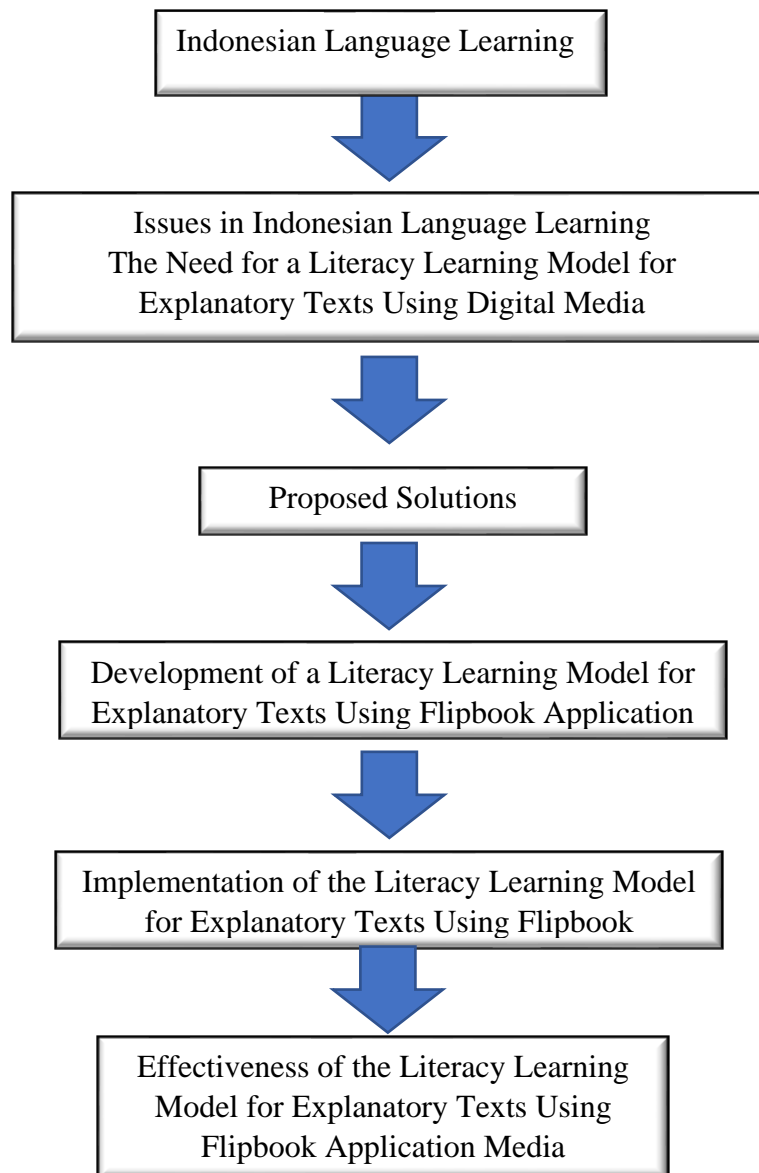
Research design

Figure 3. Research Design

Data Acquisition Techniques

The data collection techniques used by researchers in this research were interviews , questionnaires and documentation. The data collection steps that will be carried out are as follows:

a) interviews, b) questionnaires, and c) documentation.

Data analysis technique

Research data analysis was carried out after data collection was completed. As for research and development, the number of data analysis activities depends on the level of research, the type and number of problem formulations, and the number of hypothesis formulations (Sugiyono, 2019: 245). The data analysis techniques used in research and development of explanatory text learning models using the flipbook application model to improve student learning outcomes are as follows: qualitative and quantitative.

Instrument

A research instrument is a tool used to collect data or information that is useful for answering research problems. Instruments as tools during research that use a method. Sukmadinata (2010, p. 230) states that: Research instruments are tests that are measuring in nature, because they contain questions and statements whose alternative answers have certain standard answers, right and wrong or an answer scale. An instrument containing scale answers, in the form of questions or statements whose answers are in the form of a descriptive scale or line scale.

Population and Sample

Population

Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn (Sugiyono, 2015: 117). The population that will be used as a source in this research includes three junior high schools/MTS located in Gantar District, Indramayu Regency, West Java.

Table 1. Data on the overall population of SMP/MTS students

NO	SCHOOL NAME	ROMBELL	THE NUMBER OF STUDENTS
1	MTSS. Ma'had Al-Zaytun	60	1977
2	Gantar 3 Public Middle School	9	263
3	Gantar 4 Public Middle School	9	268

Sample

According to Sugiyono (2015: 118), the sample is part of the number and characteristics of the population. If the population is large, and it is impossible for researchers to study everything in the population, for example due to limited funds, energy and time, then researchers can use samples taken from that population. For this reason, samples taken from the population must be truly representative. According to Arifin (2012: 215) "The sample is part of the population that will be investigated or it can also be said that the sample is a population in mini form (miniature population)". The sample taken in this research was one class, namely all students in class VIII SMP/MTS, Gantar District, Indramayu Regency who were registered in the even semester of the 2022/2023 academic year.

Table 2. Sample data on the number of grade 8 students in SMP/MTS

NO	SCHOOL NAME	NUMBER OF CLASS 8 STUDENTS	ROMBELL
1	MTSS. Ma'had Al-Zaytun	680	20
2	Gantar 3 Public Middle School	74	3
3	Gantar 4 Public Middle School	85	3

Time and place

The research was conducted at SMP/MTS, Gantar District, Indramayu Regency, West Java Province, namely at MTS Ma'had Al-Zaytun, SMP 3 Gantar, and SMP 4 Gantar

Indramayu. The subject of this research is an explanatory text learning model using the flipbook application media involving parties referred to as test subjects, namely class VIII SMP/MTS.

III.   RESEARCH RESULTS AND DISCUSSION

Needs Analysis Data for Explanation Text Literacy Learning Model Using Flipbook Application Media
1. Results of Observation and Needs Analysis
At the analysis stage, one Indonesian language teacher who taught at each of the three schools (SMP 3 GANTAR, SMP 4 GANTAR, and MTs MA'HAD AL-ZAYTUN) was carried out through interviews. The results of the analysis are seen to determine the needs of teachers and students in learning. It is hoped that the results of the interviews will provide data regarding the needs of teachers and students regarding learning needs related to learning devices. Initial research included observation of activities during learning, interviews with Indonesian language study teachers regarding the use of learning media, and the application of explanatory text literacy in SMP/MTs.

Learning is still oriented towards learning outcomes in literacy skills, apart from that learning Indonesian, which is the right content for developing literacy, has not been utilized by teachers to internalize students' literacy competencies, explanatory text literacy learning with the *flipbook application* has not been implemented optimally. Based on the results of this identification, student literacy has not been developed by teachers in the classroom and in the school there are no learning tools such as *e-modules,* namely *flipbooks* . Therefore, the researcher aims to develop learning media, namely developing explanatory text literacy using the *flipbook application media* for Class VIII SMP/MTs students.

Design Results
Based on the results of observations, interviews and questionnaire analysis that were carried out by researchers before the research, the product specifications that will be developed are an explanatory text literacy learning model with a *flipbook application* in SMP/MTs which is expected to be able to help teachers and students in the learning process and provide efficiency to students because this *flipbook* can be used anytime and anywhere independently via *the html link* or *barcode* provided.

The Explanatory Text Literacy Learning Model product using the Flipbook Application Media in SMP/MTs was developed and processed through several stages, namely:

a. *Analyze*
The Ministry of Education and Culture recently issued new regulations based on Ministerial Regulation No. 3 of 2020 concerning Independent Learning on Independent Campuses. These regulations give teachers the opportunity to "choose" what they will learn (Kodrat, 2021). This regulation is a good opportunity for the curriculum development process for teachers. Through this regulation, a contextual curriculum can be realized with campus synergy with other relevant institutions.

Starting the preparation of the curriculum, a needs analysis is carried out. This needs analysis focuses on collecting data that is useful as a basis for preparing the curriculum. Therefore, the need for information as a description of the basic context of learning is gathered.

This research is a qualitative descriptive research. Qualitative descriptive research aims to describe a situation, in this case the complexity of education. Data collection activities were carried out in 2 ways, namely surveys of teachers and students at SMP/MTs schools. The first activity starts from creating a survey instrument (questionnaire), identifying

respondents, distributing questionnaires, and processing data. The instrument generally contains questions about the abilities of SMP/MTs students. The survey was also strengthened by interviews with several teachers at the school. Then the data analysis process will carry out descriptive statistics to discuss the demographics of the data. Apart from that, it is also carried out qualitatively descriptively which is done by comparing and contrasting with various theories.

b. *Design* (Design)

The design process is carried out through several stages, namely:

1) The first stage

Students understand information in the form of ideas, thoughts, views, directions or messages from descriptive texts, narratives, poetry, explanations and expositions from visual and audiovisual texts to find explicit and implied meanings. Students interpret information to express sympathy, concern, empathy or opinions for and against visual and audiovisual texts. Students use other sources of information to assess the accuracy and quality of data and compare information in the text. Students are able to explore and evaluate various actual topics they read and watch.

2) Second stage

Learning objectives are in accordance with the elements of learning outcomes, namely:

a) Understand information in the form of ideas, thoughts, views, directions or messages from various types of text (descriptive text, narrative, poetry, explanation and exposition) both visual and audiovisual.

b) Understand the implied and explicit meaning of various types of text (descriptive text, narrative, poetry, explanation and exposition) both visual and audiovisual.

c) Analyze information to express sympathy, concern, empathy or opinions for and against visual and audiovisual texts.

d) Understand various topics from texts read or watched

e) Evaluate various topics from texts read or viewed

f) Assess the accuracy and quality of data in the text by using other sources and comparing their contents

3) Third phase

Collect literacy materials, explanatory texts and suitable images to be included in the flipbook. The reference sources used are books and the internet.

4) Fourth stage

The media used is the flipbook application media. By combining materials that have been designed using the Canva application, namely Heyzine Canva, making it look like an e-book in HTML or barcode form. The concepts that have been prepared are entered into the Heyzine Canva application to produce complete flipbook media.

5) Fifth stage

The final stage is, trying out the flipbook application which has been created to be practiced in class using internet tools in the form of cellphones, laptops, etc. which support the internet network.

c. *Development* (Development)

1) Developing products

The initial development of an explanatory text literacy learning model using *flipbook media* was prepared by creating an initial format which is presented in the following table.

Table 3. *Flipbook Component Format*

No	*Flipbook components*	Information
1	Front cover	The front cover contains a picture and the words "Text Explanation of Natural and Social Phenomena" as the identity or title name.
2	Home page	Foreword and table of contents
3	Contents	Contains learning material that tells about natural and social phenomena
4	Back cover	The back cover contains a bibliography and biodata

The initial format that has been prepared is then transformed into an initial *flipbook design* which is presented briefly in the following table.

Table 4. *Flipbook Design Format*

No	Component	Information	Results
1	Front cover	The front cover contains a picture and the words "Text Explanation of Natural and Social Phenomena" as the identity or title name.	
2.	Home page	Foreword and Table of Contents	

3	Contents	Contains learning material that tells about natural and social phenomena	
		Landslide	
		Earthquake	
		Erupting volcano	

		Rainbow	
		Lunar eclipse	
		Social phenomenon	
		Cyberbullying	

		Traffic congestion	
		The culture of saving in Indonesian society	
		Street performer	
4	Back cover	The back cover contains a bibliography and biodata	

d. *Implementation*

Teacher Response Questionnaire

Subject   : Indonesian
Learning Material   : Explanatory Text
Educator Name   : Sri Lestari
School   : MTs Ma'had Al-Zaytun

No	Statement	Mark					Information
		1	2	3	4	5	
1	The attractiveness of the explanatory text literacy learning model using the flipbook application media can create a pleasant atmosphere in the learning process					√	
2	The benefits gained from the explanatory text literacy learning model using the flipbook application media for students in the learning process					√	
3	The effectiveness of the explanatory text literacy learning model using flipbook application media for students in the learning process					√	

Educator,

…………

e. *Evaluation* (Evaluation)

Evaluation Sheet for Explanatory Text Literacy Learning Model Using Flipbook Application Media in Middle School/MTS
For Material Experts

Program Title	:	Explanatory Text Literacy Learning Model Using Flipbook Application Media in Middle School/MTS
Subjects	:	Indonesian
Subject matter	:	Explanatory Text
Educational level	:	SMP/MTS

Dear Mother,
I ask for your help in filling out this questionnaire. This questionnaire is intended to find out mothers' opinions regarding the "Explanatory Text Literacy Learning Model Using Flipbook Application Media in Middle School/MTS". Aspects of assessing this learning model in terms of communicativeness, readability, suitability to student characteristics, use of terms and symbols, language assessment, suggestions and corrections from mothers will be very useful for improving and enhancing the quality of this learning model. Thank you for your attention and willingness to fill out this questionnaire.

Charging instructions
- Put a check mark ☑ on the options provided according to your answer.
- Assessment criteria:

     4   : Very Good

     3   : OK

     2   : Less

1   : Very Less

Analysis of Linguist Validation Sheets

No	Assessment Items	Evaluation			
		1	2	3	4
A	Communicative 1. Use Indonesian language rules properly and correctly			√	
	2. Use of language that is interesting and easy to understand				√
	3. The attractiveness of the language used by *the flipbook*			√	
	4. Determination of selecting diction that is appropriate to the characteristics of students			√	
B	Legibility 1. Accuracy of spelling in *flipbooks*			√	
	2. Accuracy of language selection as outlined in *the flipbook*			√	
	3. The effectiveness of the sentence structure used in *the flipbook*			√	
C	Suitability to student characteristics 1. Suitability of the use of language as outlined in *the flipbook* with the intellectual condition of students			√	
	2. Alignment of the language used with students' emotions			√	
D	Use of terms and symbols 1. Accurate use of capital letters and punctuation in *flipbooks*			√	
	2. Consistent use of terms in *the flipbook*				√
	3. Consistency in the use of symbols in *flipbooks*				√
	Number of Values	39			
	Total Percent	81.25 %			

Feedback and Suggestions

In books there are still errors in language rules, such as punctuation, word writing, use of letters, sentence structures that are not yet effective. It is good to be given instructions/instructions for each text.

Conclusion

Explanatory Text Literacy Learning Model Using Flipbook Application Media in Middle School/MTS

1. Suitable for use in the field without any revisions.
2. Suitable for use in the field with revisions.
3. Not suitable for use in the field.

*Circle one

Cirebon, January 4 2024
Linguist,

Dr. Riskha Arfiyanti, M.Pd.

Evaluation Sheet for Explanatory Text Literacy Learning Model Using Flipbook Application Media in Middle School/MTS
For Media Experts

Program Title	:	Explanatory Text Literacy Learning Model Using Flipbook Application Media in Middle School/MTS
Subjects	:	Indonesian
Subject matter	:	Explanatory Text
Educational level	:	SMP/MTS

Dear Mother,

I ask for your help in filling out this questionnaire. This questionnaire is intended to find out your opinion regarding the "Explanatory Text Literacy Learning Model Using the Flipbook Application Media in Middle School/MTS". The assessment aspects of this learning model from communicativeness, readability, suitability to student characteristics, use of terms and symbols, language assessment, suggestions and corrections from you will be very useful for improving and increasing the quality of this learning model. Thank you for your attention and willingness to fill out this questionnaire.

Charging instructions

-   Please tick ☑the options provided according to your answer.
-   Assessment criteria:

    4   : Very Good

    3   : OK

    2   : Less

    1   : Very Less

Material Expert Validation Sheet Analysis

No	Assessment Items	Evaluation			
		1	2	3	4
A	**Interesting and easy to understand learning media.**				
	5. The attractiveness of the learning media displayed			√	
	6. Ease of understanding the learning media presented			√	
	7. Suitability of the learning media presented				√
	8. The images presented can help make it easier for students to understand the material				√
B	**Feasibility of presenting learning**				
	4. The material presented is in accordance with the explanatory text learning topic			√	
	5. The learning media presented is appropriate to the material			√	
	6. The learning components presented are interesting for students.			√	
	7. Completeness of learning media components			√	
C	**The physical quality of the media**				
	3. Clarity of the writing or font used			√	
	4. Clarity of the images presented			√	
	5. Accuracy of theme selection			√	
	6. Attractive book cover			√	
	7. The media presented is interesting			√	
	8. The content presented is interesting			√	
D	**Use of learning media**				
	4. Ease of understanding the media presented			√	

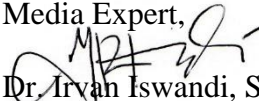|			√	
5. Ease of operating *the flipbook* and the media presented			√	
6. Ease of understanding the meaning of the contents of *the flipbook*			√	
Number of Values	53			
Total Percent	77.94 %			

Feedback and Suggestions

It is recommended that the table of contents be displayed using page numbers. For the images presented, it is best to use clear image numbers and image *captions* .

Conclusion

Explanatory Text Literacy Learning Model Using Flipbook Application Media in Middle School/MTS

1. Suitable for use in the field without any revisions.
2. Suitable for use in the field with revisions.
3. Not suitable for use in the field.

*Circle one

Indramayu, January 3 2024
Media Expert,

Dr. Irvan Iswandi, SE, MT

Discussion of the Final Results of the Product Validation Stage

The explanatory text literacy learning model using the *flipbook application media* is an online learning model that contains aspects of context, competence, knowledge and attitudes. According to Padmadewi & Artini (2018:1), literacy is broadly defined as language skills which include the ability to listen, speak, read and write as well as the ability to think which is an element therein. Literacy can be defined as literacy, the ability to read and write, literacy or skills in reading and writing.

The product validation stage is a process that must not be missed before the product is tested on research subjects because this product validation determines the validity of the content contained in the Flipbook based on explanatory text literacy in SMP/MTs schools. The media and language components are the main structure in preparing a Flipbook so that after it has been designed, the researcher will first carry out a product validation test with experts in this field, namely validators, media experts and language experts.

The purpose of this test, apart from finding out deficiencies in learning explanatory text literacy through the flipbook application, is to maximize the final form of this Flipbook which can be relevant and more realistic in accordance with explanatory text learning in SMP/MTs schools. Based on validation tests by media experts, the explanatory text literacy learning model using the flipbook application media is categorized as very worthy of assessment.

The first stage of the media expert validation test, the validator provides criticism and suggestions for the product. Criticism from validators is "It would be better if the table of contents were displayed using page numbers. "For the images presented, it is best to use clear image numbers and image captions." The media expert validator does not recommend validating the product again after repairs, so the validator immediately assesses the product of the explanatory text literacy learning model with the flipbook application in SMP/MTs on the

media expert validation sheet provided by the researcher. The validator also reminds us to improve the Flipbook product as optimally as possible according to the suggestions and additions that have been submitted. Based on the results of the assessment by media expert validators, the Flipbook product based on explanatory text literacy for SMP/MTs schools received a score of 77.94% with the "decent" criteria. The results of improvements in the form of deficiencies and suggestions provided by language expert validators can be seen in the table below.

Table 5. Comparison of Digital Flipbook Learning Media Products Before and After Improvement by Media Expert Validator.

Then for the final validation, this validation process was also carried out by linguists who corrected the language content for learning explanatory text on Flipbook, especially for its literacy content. Based on validation tests by language experts, explanatory text literacy learning in Flipbooks in SMP/MTs schools. Validation tests by language experts in the first stage, the validator found several deficiencies in the literacy of the explanatory text in Flipbook, including the use of punctuation marks such as periods, commas, and the use of capital letters.

Table 6. Comparison of Digital Flipbook Products Before and After Improvement by Language Expert Validators

After making improvements related to the language content of the Flipbook in explanatory text literacy in SMP/MTs schools, this can be assessed and validated by linguists

using a linguist validation sheet that has been prepared by researchers. The results of processing the data sheet obtained a percentage value of 81.25% with the criteria " **Very feasible** ".

Discussion of the results of product trials

The product trial was carried out on a limited basis with 30 class VIII students and Indonesian language subject teachers at SMP 3 GANTAR, SMP 4 GANTAR, and MTs MA'HAD AL-ZAYTUN. Product trials were carried out to determine the feasibility of Flipbook in explanatory text literacy. The responses given by students through the response questionnaire showed average scores of 83.73%, 82.13%, and 84.53%, which indicated that it was "very suitable" to be used in learning explanatory texts at school.

As stated by the Indonesian language subject teacher in the interview activity, he explained that there was no use of learning media such as literacy-based *flipbooks* that helped and made it easier for students during Indonesian language learning in SMP/MTs schools. The teacher commented that the product developed, namely a literacy-based *flipbook* , was considered very good for use in learning. This is known through the results of the teacher response questionnaire scores which show a percentage score of 97.33% with the criteria "very appropriate".

Discussion of the final product results

Research using this development method produces the final product in the form of a Flipbook with explanatory text literacy learning entitled natural and social phenomena. The product development process includes several stages starting with analysis (observations and interviews with teachers), design (gathering materials in the form of materials, practice questions, and experimental practice designed using the Canva editing application), development (preparing validation test strategies and product tests) , and implementation (validation test and product test). After completing all stages of this method, it was declared very suitable for use as a learning medium in the Indonesian language learning process in SMP/MTs.

Research Limitations

During the research which was carried out for approximately 1 month, there were several limitations in Flipbook with literacy learning in explanatory texts entitled natural and social phenomena, including:

a. Explanatory text on the theme of natural and social phenomena as one of the literacy content developed into the flipbook application.

b. The research time was limited to approximately 1 month so this research only reached the feasibility assessment stage.

c. The research subjects were only 30 students per school.

IV.   CONCLUSIONS

Conclusion

Based on this problem formulation, 1) What is the design of the explanatory text literacy learning model using the flipbook application as media in class VIII SMP/MTS? 2) How to implement an explanatory text literacy learning model using the flipbook application as a medium in class VIII SMP/MTS? 3) What is the effectiveness of the explanatory text literacy learning model using the flipbook application as a medium in class VIII SMP/MTS? This research uses the *Research and Development* (R&D) research and development method with the ADDIE (*Analize, Design, Development, Implementation, and Evaluation*) model. The steps of this research consist of, needs analysis, designing learning models, developing

learning models, implementing learning model products, explanatory text literacy learning models using flipbook application media in class VIII SMP/MTS.

Based on the description of the research results and the explanatory text literacy learning model using the flipbook application in SMP/MTS, the author can conclude as follows:

1. The process of designing an explanatory text literacy learning model using the flipbook application as media. There are many literacy concepts, so the design of a literacy learning model can be designed through 5 (five) processes, namely as follows: a) Developing students' interest in reading, b) Arousing students' interest and getting used to writing, c) Training and developing students' listening skills, d) Train and familiarize students' speaking skills, and e) Develop abilities and skills to master information and technology.

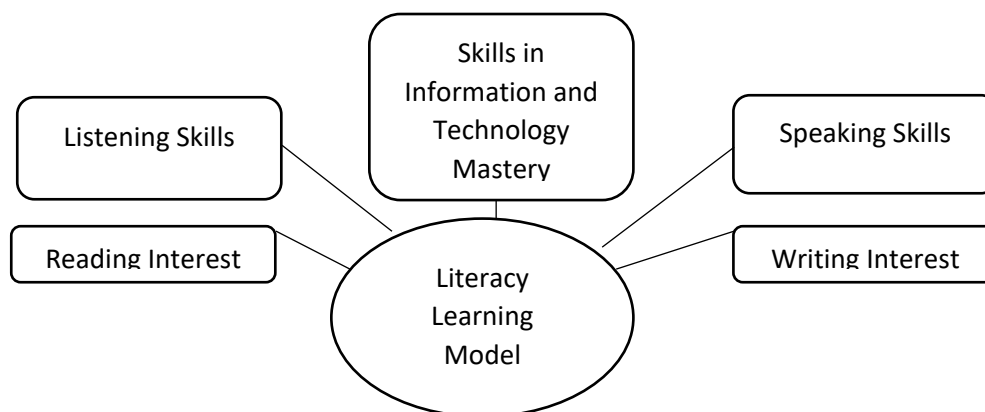The design scheme for the literacy learning model is as follows:

Figure 4. Design of a literacy learning model

2. The results of implementing the explanatory text literacy learning model using the flipbook application media in SMP/MTS can be seen from the average response in field trials. From the field trials, SMP 3 Gantar got a score of 83.73%, SMP 4 Gantar with a score of 82.13%, and MTsS Ma'had Al-Zaytun with a score of 84.52%, so it is included in the "eligible:" category. Based on the results of the discussion on the implementation of the trial, the explanatory text literacy learning model using the flipbook application in SMP/MTS is suitable for use as an explanatory text literacy learning model in Indonesian language subjects.

3. Based on the implementation results, the effectiveness of the explanatory text literacy learning model using the flipbook application media in SMP/MTS. It can be concluded that the literacy learning model is effectively applied in learning Indonesian for writing skills.

Suggestion

During the research and process of preparing this thesis, there were several suggestions that could be used as references for researchers, teachers and students, including:

1. Researchers can develop other learning models using *flipbook application media* according to students' needs, especially in schools where there is no use of learning media such as *flipbooks* .

3. This research can be developed using other learning that can develop student literacy.

4. For teachers, this research can be used as a reference for developing learning models using various flipbook applications so that it is hoped that it can facilitate the process of increasing students' knowledge when studying.

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