DEVELOPMENT OF FLIPBOOK-BASED TEACHING MATERIALS ON BASIC TECHNICAL ELEMENTS OF OFFICE ACTIVITIES

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ABSTRACT

This study aims to assess the feasibility and practicality of developing flipbook-based teaching materials for Basic Technical elements of Office Activities in the Field of Office Management and Business Services. Conducted at Public Vocational High School 31 Jakarta in 2024, the study involved 36 class X Office Management (MP) students. Utilizing the Research and Development (R&D) approach with the ADDIE framework model (Analyze, Design, Development, Implementation, Evaluation), the study included three validators: material, language, and media experts, alongside the students as respondents. Data collection utilized a quantitative approach with a Likert scale questionnaire (1-5). Expert validation and practicality tests were conducted, showing results of 89% (very feasible) by material experts, 91% (very feasible) by language experts, and 88% (very feasible) by media experts. Practicality tests by students indicated 88% (very practical) in one-to-one evaluation, 90% in small group trials, and 92% in large group trials. The study shows that the developed flipbook is highly feasible and practical for learning activities.
Keyword: Teaching materials, Flipbooks, Basic techniques for office activities, Office management, Business service

ABSTRAK

Penelitian ini bertujuan untuk mengkaji kelayakan dan kepraktisan pengembangan bahan ajar berbasis flipbook pada elemen Teknis Dasar Aktivitas Perkantoran di Bidang Manajemen Perkantoran dan Layanan Bisnis. Dilaksanakan di SMKN 31 Jakarta pada tahun 2024, penelitian ini melibatkan 36 siswa kelas X Manajemen Perkantoran (MP). Dengan menggunakan pendekatan Research and Development (R&D) dengan model kerangka ADDIE (Analyze, Design, Development, Implementation, Evaluation), penelitian ini melibatkan tiga validator: ahli materi, bahasa, dan media, serta siswa sebagai responden. Pengumpulan data menggunakan pendekatan kuantitatif dengan kuesioner skala likert (1-5). Uji validasi ahli menunjukkan hasil sebesar 89% (sangat layak) oleh ahli materi, 91% (sangat layak) oleh ahli bahasa, dan 88% (sangat layak) oleh ahli media. Uji kepraktisan yang dilakukan siswa menunjukkan 88% (sangat praktis) pada *one-to-one evaluation*, 90% pada uji coba kelompok kecil, dan 92% pada uji coba kelompok besar. Hasil penelitian menunjukkan bahwa flipbook yang dikembangkan sangat layak dan praktis untuk kegiatan pembelajaran.
Kata kunci: Bahan ajar, *Flipbook*, Teknik dasar aktivitas perkantoran, manajemen perkantoran, Layanan bisnis

INTRODUCTION

Education plays a very important role in shaping the progress of a nation so that every country strives to improve and increase the quality of education (Rahmawati et al., 2023). Education aims to form quality individuals to achieve national goals, and effective learning must be able to teach students how to learn and how to utilize the various learning resources available (Febrianti et al., 2022). Rapid technological advances have been utilized in learning, such as the use of computers which can increase interactivity in the classroom Resta and Laferriere (Sakhowati et al., 2020). Technology has enabled more sophisticated and dynamic learning designs (Asrowi et al., 2019).

Currently, digital learning media is the main choice in the teaching and learning process (Nurwidiyanti & Sari, 2022). The results of research by Mulenga and Marbán (2020) show that digital learning will enable students to make a pedagogical shift to less formal teaching methods that are entertaining and engaging rather than rigid and traditional teaching methods. Therefore, teachers must design teaching materials by paying attention to students' needs basic competencies, and learning objectives (Fahrezi & Susanti, 2021).

One of the innovative learning media is the flipbook, which allows presenting material more interestingly and interactively. Flipbook aims to make it easier for teachers to convey learning material to students in a more interesting way than using printed books and can encourage students to read in various situations and times more easily and more pleasantly (Syah et al., 2020). According to Ramdania (Agustina and Fitrihidajati, 2020), the advantages of flipbooks include their ability to present various types of files such as images, sounds, videos, and animations which can support the learning process and maintain students' interest so that they do not feel bored while studying.

The use of flipbooks in learning the Basic Technical elements of Office Activities in the Field of Office Management and Business Services provides various positive impacts on the learning material. In the sub-element of excellent service techniques, flipbooks allow visualization of concepts through videos and animations, making it easier for students to understand the application of concepts in real situations. Additionally, the interactive case studies and practical tips provided in the flipbook help students analyze customer service problems and better apply service techniques.

However, based on observations made by the author at SMK Negeri 31 Jakarta in class class. Students' interest in reading books is currently relatively low because they tend to be more interested in using gadgets than using printed books in the teaching and learning process. Therefore, innovation is needed from teachers in developing electronic-based interactive learning materials, such as the use of flipbooks.

Research by Pardede et al. (2023) revealed that the use of flipbooks as a learning medium made a significant contribution to student learning outcomes, with an increase in learning outcomes from 30.33% before using flipbook digital learning media to 85% after using flipbooks. Based on these findings, the author plans to design interactive learning materials to arouse students' interest in learning and facilitate understanding of lesson content, as well as help teachers convey the material in a more interesting and varied way. This research aims to determine the development of flipbook-based teaching materials on the Basic Technical elements of Office Activities in the Field of Office Management and Business Services Phase E at SMKN 31 Jakarta.

LITERATURE REVIEW
Teaching Materials

Teaching materials are a structured collection of materials, tools, and guides to support the learning process to achieve student competency. According to Kosasih (2021), teaching

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materials are tools used by educators or students to facilitate the teaching and learning process. Teaching materials include materials, methods, guides, and assessment methods that are designed in a structured and interesting manner to achieve competency mastery (Suprihatin & Manik, 2020). Teaching materials allow students to learn independently and are designed according to the applicable curriculum (Nuryasana & Desiningrum, 2020). Mukhlis et al. (2020) added that teaching materials are compiled from various diverse and structured learning sources. Purina and Puspasari (2022) explain that teaching materials include information, equipment, and texts that reflect the competencies that students will master, and are used in planning and implementing learning.

Rustamana et al. (2023) stated that teaching materials must meet curriculum needs, provide alternative teaching materials other than textbooks, and assist teachers in learning. Prastowo (in Wulandari & Oktaviani, 2021) identifies the function of teaching materials for educators, such as optimizing teaching time and increasing learning effectiveness, as well as for students, such as enabling independent and flexible learning. Ritonga et al. (2022) divide teaching materials into two types: teaching materials that are designed to be complete, covering all learning elements, and teaching materials that are designed to be incomplete, which function as support for learning activities. These teaching materials include modules, audio and video materials, teaching aids, and various other learning media.

Flipbook

Flipbook is a digital device that changes the content of material that was originally in the form of writing into animation, video, and audio which can take the form of animated illusions. According to Yulisetiani et al. (2022), flipbook is an application that supports the learning process by changing written material into motion animation, video, and audio, resulting in a more interesting and less boring learning experience. Flipbooks can convey information through text, images, animation, video, and sound, providing audio-visual stimulation that strengthens students' memory and attracts their interest and attention (Kalalo et al., 2021)

Using flipbooks provides many benefits for teachers and students. For teachers, flipbooks function as tools to present learning material, provide various evaluation methods, facilitate collaboration with students, and create interactive multimedia experiences (Barella et al., 2023; Juliani & Ibrahim, 2023; Rusli & Antonius, 2019; Sriyanti, 2022; Yunus et al., 2021). For students, flipbooks stimulate enthusiasm and interest in learning, make it easier to understand and remember concepts, and reduce fatigue during the learning process (Barella et al., 2023; Juliani & Ibrahim, 2023). Even though it has advantages such as being easy to carry, cost-effective, and supporting going-green, flipbooks also have disadvantages, namely that the modification process is complicated, difficult to implement on a large scale, and depends on stable internet access (Endaryati et al., 2021; Masrifa et al., 2023; Rosalin et al., 2022).

Canva App

Canva is an online platform and online graphic design application that provides templates and design tools for innovative learning and makes it easy to create attractive graphic displays. According to Idawati et al. (2022), Canva is an online platform that offers a variety of templates and features that are useful for educators in developing technology-based learning, skills, creativity, and others, the main benefit of which is being able to attract students' interest and attention by presenting interesting learning material. Pelangi (2020) also states that Canva provides design tools for creating resumes, posters, flyers, brochures, graphics, presentations, infographics, banners, and more. Kharissidqi and Firmansyah (2022) added that Canva makes

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it easy to create attractive graphics or visual displays through various ready-to-use templates that can be edited at any time without the need to design from scratch.

Canva has various advantages, such as facilitating the creation of designs with attractive templates, easy access via Android and iOS devices, a simple but complete interface, the ability to download and share designs in various formats, and an automatic saving feature (Idawati et al., 2022). However, Canva also has disadvantages, such as several paid templates and features, the possibility of similar designs with other users, access that can only be done online, quite a long time for video design creation, and the inability to insert tables in presentation slides (Monoarfa & Haling, 2021).

Website Heyzine Flipbook

Heyzine Flipbook is an application that converts PDF files into digital format which allows users to present learning material more interactively than printed books. According to Khomaria and Puspasari (2022), Heyzine Flipbook is a website-based application that converts PDF files into digital formats such as books, catalogs, magazines, and brochures with high quality. This application is equipped with features for adding links, images, videos, audio, and other web content, making learning materials more interactive and informative compared to printed books (Ashari & Puspasari, 2024). Heyzine Flipbook allows users to convert learning materials from Canva to flipbook format, providing an interactive experience similar to a printed book, and can be published in HTML and SWF formats (Kamza et al., 2023).

Basic Technical Elements of Office Activities in the Field of Office Management and Business Services

The Department of Office Management at SMKN 31 Jakarta studies one element, namely Basic Techniques for Office Activities in the Field of Office Management and Business Services. This element is intended to convey students' understanding of various aspects, including excellent service techniques, customer service, and also important work procedures and instructions. Based on the independent curriculum, this element is intended for class X MP students. Apart from Office Management, SMKN 31 Jakarta also has majors in Online Business and Marketing, Office Automation and Management, Accounting and Institutional Finance, Banking and Microfinance, Visual Communication Design, and Animation.

Basic Techniques of Office Activities in the Field of Office Management and Business Services are a set of basic skills, procedures, and practices required to run office operations efficiently and effectively. This includes various important aspects that are the basis of daily activities in an office environment, including excellent service techniques that exceed company standards (Prasetyo & Yani, 2020), customer service efforts to provide satisfaction (Meldiana & Rahadi, 2020), and procedural procedures, good and precise work (Endayani et al., 2022), as well as detailed work instructions that focus on one function (Pratiwi, 2019).

METHOD

The approach employed in this study involves using the Research and Development (R&D) method to create solutions or products tailored to specific needs, with the goal of fostering innovation through the development or creation of products that meet learning objectives (Muqdamien et al., 2021). The development process followed the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model, which is known for its simplicity, user-friendliness, and systematic approach to designing learning experiences (Koc, 2020). Data for this study was gathered through two primary methods: direct observation and the administration of questionnaires. Various assessment tools used in this study were adapted from multiple experts, including validation sheets for content, language, and media, as well as

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response sheets from students. The data analysis methods employed encompassed qualitative analysis for expert validation tests and practicality tests.

Table 1. Eligibility Criteria

Results	Category
81% - 100%	Very Feasible
61% - 80%	Feasible
41% - 60%	Feasible Enough
21% - 40%	Not feasible
0% - 20%	Very Not Feasible

Table 2. Practicality Criteria

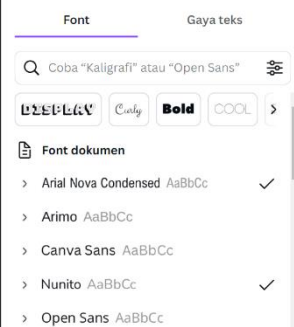| Results	Category
81% - 100%	Very Practical
61% - 80%	Practical
41% - 60%	Quite Practical
21% - 40%	Impractical
0% - 20%	Very Impractical

RESULTS AND DISCUSSION
Analysis
At this stage, the analysis is carried out to identify the needs of X MP students at SMKN 31 Jakarta in learning by examing existing problem. The author directly observed the learning process and discussed with students and teachers regarding the obstacles faced. The analysis results show that the available teaching materials for the Basic Office Activity Techniques element need to be revised to support learning. The school does not provide textbooks, causing students to rely solely on the teacher's PowerPoint presentations and search for additional information online, leading to difficulties obtaining sufficient information related to the learning material. Students tend to prefer gadgets over books, resulting in a decline in their interest in reading. In this element, students need a deeper understanding of implementing excellent service, customer service, and proper work procedures and instructions, such as through instructional videos. Therefore, more varied digital teaching materials, such as flipbooks, are needed.

Design
After the analysis, the researcher proceeded to the flipbook's design phase based on the results of the previous study, including material procurement and final product design. The researcher compiled content on the elements of Basic Office Activity Techniques by considering relevant learning indicators and systematically organized it within the flipbook to ensure a logical and easily understandable sequence for students. The flipbook design also considered the appropriate use of media, such as colour, background, fonts, images, videos, and supporting illustrations, to convey information clearly and engagingly. At this stage, the following steps are carried out (Table 3).
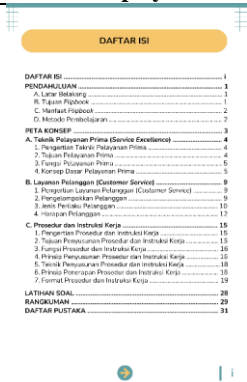
Table 3. Flipbook Design Steps

No.	Description	Display
1.	Determining the size of the flipbook	Kartu Pos Wallpaper Desktop Sampul Buku 1410 × 2250 piks Sampul Majalah Kaus

No.	Description	Display
2.	Selecting the color palette to be used	
3.	Choosing the type of font to be used	
4.	Identifying the elements to be included	

Development

After the flipbook design is completed, the next phase is development. In this stage, the designed flipbook is developed using the Canva application and converted into a flip format using the Heyzine Flipbook website. This development process includes creating all parts of the flipbook, including the cover, content, and back cover. The researcher adds images, videos, and evaluation questions from Google Forms into the flipbook. Below is the display of the flipbook during the development stage.

Table 4. Flipbook View

No.	Description	Display	No.	Description	Display
1.	Cover		2.	Table of Contents	

No.	Description	Display	No.	Description	Display
3.	Concept Map	PETA KONSEP	6.	Summary	RANGKUMAN
4.	Introduction	PENDAHULUAN	7.	Practice Questions	LATIHAN SOAL
5.	Content	B. Layanan Pelanggan (Customer Service)	8.	Bibliography	DAFTAR PUSTAKA

Source: Data processed by Researchers (2024)

After the flipbook is designed and developed, the next step is the validation process to assess its feasibility. This validation test aims to obtain input, criticism, and suggestions for improvement so that the media developed can meet suitability standards (Mansur & Rafiudin, 2020). The results of the validation analysis show that this flipbook meets the specified eligibility standards. Based on assessments from material, media, and language experts, this flipbook received the following average assessment percentages:

Table 5. Validation Test Results

No.	Areas of Expertise	Number of Experts	Category Average Rating Percentage	Category
1.	Material Expert	2	89%	Very Feasible
2.	Media Expert	2	88%	Very Feasible
3.	Language Expert	2	91%	Very Feasible
Total Average			**89%**	**Very Feasible**

Based on the Table 5, the results of the three validator groups obtained an average score of 89% which is in the very feasible category. This category is by the interpretation criteria according to Riduwan (2015), which states that results with a percentage of ≥61% are considered appropriate. This shows that the flipbook is very worthy of further use and testing. Research by Sari and Ahmad (2021) supports this research, with validation research results from media experts showing a percentage of 86.6% which is in the "very feasible" category, and material experts getting a percentage of 90.6% which is also categorized as "very feasible". Based on the findings of this evaluation, it is possible to deduce that the flipbook media developed is very suitable for use.

Implementation

The flipbook developed was declared very practical after passing a practicality test in three stages. Practicality testing is carried out by testing learning media on students to determine the level of practicality (Sari, 2018). The results of the practicality analysis show that this flipbook meets the specified standards. This practicality test involved 36 class X MP students at SMKN 31 Jakarta. After analyzing the results of the one-to-one evaluation test, as well as the small and large group tests, this flipbook attained the following average evaluation score:

Table 6. Practicality Test Results

No.	Test Phase	Category Average Rating Percentage	Category
1.	One-to-One Evaluation	88%	Very Practical
2.	Small Group Test	90%	Very Practical
3.	Large Group Test	92%	Very Practical
Total Average		**90%**	**Very Practical**

Based on the Table 6, the results of the three stages of the practicalization test obtained an average percentage value of 91% which is included in the very practical category. This shows that the flipbook is very practical and suitable for use in learning activities. Research by Nurrahmah Sukarmin (2023) also supports this finding, with practicality data resulting from student response questionnaires obtaining a score of 91.3% in the very practical category. However, several revisions need to be made by researchers.

Evaluation

After completing the validation test to assess feasibility and the practicality test to evaluate the usability of the developed flipbook, the next step is the evaluation phase. This phase aims to determine the final results of the developed educational material. Based on the validation test results by six validators and the experiments conducted with grade X MP students, this flipbook is highly feasible and practical for classroom use. This flipbook is easy for students and teachers to use and can enhance students' learning motivation. This assessment is based on the evaluation results of various aspects and indicators verified and tested by validators and students.

Link Flipbook: https://bit.ly/Flipbook-TeknikDasarAktivitasPerkantoran-MPLB

Discussion

Flipbook Development

The development of flipbook-based teaching materials at SMK Negeri 31 Jakarta aims to provide interactive and practical learning resources for students. This process begins with a needs analysis through direct observation during teaching skills practice, which shows that students are more interested in learning using interactive digital media. The flipbook content is arranged based on the applicable curriculum, emphasizing Basic Office Activity Techniques in Office Management and Business Services. The flipbook design was created using the Canva application, linked to videos and evaluation questions via Google Forms, and then converted to flip format using the Heyzine Flipbook website.

After development, the flipbook was tested by many students and improved based on input from lecturers, teachers, and students to enhance its quality and effectiveness. The results showed that the flipbook was more interactive than conventional teaching materials. This is supported by research by Yıldız et al. (2022), which states that the most effective way to motivate students is to use high-tech teaching methods beyond traditional learning. Overall, the development of flipbook-based teaching materials at SMK Negeri 31 Jakarta has undergone a systematic and structured process, from needs analysis to revisions based on trials, ensuring that the resulting flipbooks are engaging, interactive, relevant, and effective for learning.

Flipbook Feasibility

The developed flipbook was declared feasible after passing the validation test from several experts. The results of the validation analysis show that this flipbook has met the standards set. Two material experts were assessed with a percentage of 89%, included in the very feasible category. Two language experts assessed 91%, including a very feasible category. Two media experts evaluated it with a percentage of 88%, which is possible. This flipbook has various learning support features, such as videos and practice questions. It is designed with grammar according to the KBBI, neat layout, attractive font colors, and harmonious image illustrations, making it easy and comfortable for students to access.

Based on the results of all these validators, an average value of 89% was obtained for a very feasible category by the interpretation criteria, according to Riduwan (2015), which states that results with a percentage of $\geq 61\%$ are considered possible. This shows that the flipbook is very feasible to use and test further. Research by Karjanto and Acelajado (2022)found that the flipped classroom method (FCP), which can utilize flipbooks as digital learning tools, is superior to the conventional teaching method (CTM) in improving first-year students's academic achievement in algebra, with more significant post-test results (p < 0.001). In addition, FCP also enhances students' positive attitude, cooperation, motivation, and responsibility in learning.

The Practicality of Flipbook

The developed flipbook was declared practical after passing a practical test involving students. The researcher conducted a practical test on class X MP SMKN 31 Jakarta students, a total of 36 students. This practical test consisted of three stages: the one-to-one evaluation stage, which was attended by three students and obtained a percentage of 88%; a small group experiment of 10 students with a result of 90%; and a large group experiment of 23 students with a result of 92%. From the three stages of the practical test, an average percentage of 91% was obtained in the very practical category. This means that the flipbook is very practical and suitable for learning. Research by Wulandari et al. (2023) also supports this study. The results of individual trials, small groups, and field trials showed that the flipbook's practicality level

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was excellent, with percentages of 87%, 95%, and 90%, respectively. Based on the results of this assessment, the product developed is very practical, so it can be used to support learning.

CONCLUSION AND RECOMMENDATION

The development of a flipbook for the Basic Technical elements of Office Activities in the Field of Office Management and Business Services has gone through several stages which include needs analysis, design, development, implementation, and evaluation. The results of the analysis show that the available teaching materials are inadequate to support learning. The school does not provide textbooks, so students only rely on PowerPoint presentations from teachers and search for additional information on the internet, which results in difficulties in obtaining sufficient information related to learning material. This flipbook has passed validation tests and practicality tests. Validation tests were carried out by material, media, and language experts, and the results showed that this flipbook was very feasible with an average rating of 89%. A practicality test involving 36 class X MP students at SMKN 31 Jakarta showed that this flipbook was very practical to use in learning, with an average rating of 90%. Therefore, this flipbook is very suitable and practical to use as a learning medium, although several revisions are still needed for further improvement.

This study has several limitations that need to be considered. First, the number of students in the large group trial was limited because class X MP at SMKN 31 Jakarta only had one class with 36 students. This may limit the generalization of the research results to a broader population. Second, the flipbooks developed only focused on Basic Office Activities Techniques in Office Management and Business Services, which may only cover some aspects of the learning required. Third, limited access to the technological devices needed to design and convert the flipbooks hampered the development and testing process. These limitations may affect the quality and effectiveness of the flipbooks in supporting the learning process.

This study has several important recommendations for further research. First, it is recommended that the scope of the survey be expanded and deepened, considering that this study only involved 36 students as subjects of the practicality test. Increasing the number of participants will help obtain more representative and generalist research results. In addition, to improve the effectiveness of learning, it is recommended that flipbooks cover broader topics and materials. This will allow flipbooks to support various aspects of learning more holistically. Finally, it is highly recommended that teachers and students be provided with basic orientation on how to use flipbooks so that their implementation in the teaching and learning process can run optimally and effectively.

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