



Learning Resource Flip Book Arts and Culture Subject Class XI SMAN 5 Serang, Banten

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ABSTRACT

Technology currently plays an important role in teaching and learning activities, so teachers and students certainly must take advantage of this technology to make it easier to find learning resources. One of the learning resources currently used by teachers and students in arts and culture subjects is the flip book learning resource which can be accessed via their respective cell phones. This study aims to determine the development of students in learning to use flip book learning resources, both in terms of cognitive, affective, and psychomotor students. In this study, the method used is a qualitative descriptive method that can describe what is seen and based on existing phenomena. Based on the results of the research, the process of applying flip book learning resources to the subject of cultural arts aspects of dance has been carried out well. In addition, with the application of this learning resource, the level of student development in terms of cognitive, affective, and psychomotor has started to improve and is increasing. So, it can be concluded that there is an influence of art and culture flip book learning resources on class XI students of SMA Negeri 5 Kota Serang.

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1. INTRODUCTION

Learning is a form of activity that involves someone in gaining knowledge and skills using learning media. Learning is said to be a form of active process in which a person experiences character change. Learning process activities can be said to be successful if changes occur. Dance learning at school has very limited lesson hours.

One form of problem that exists in education is optimizing learning to get the expected results. Ideally, students are required to be directly involved in the teaching and learning process and discover for themselves the purpose of the learning. These students have not been actively involved by the teacher in the teaching and learning process. One of the most important components in the learning process is learning resources. Everything available regarding learning resources makes students able to know their competencies and abilities.

Regarding the learning process carried out at SMA Negeri 5 Serang City before the existence of flip book learning resources, dance learning was still considered less interesting. Because learning resources are a form of teaching material that can facilitate students and help students understand the material provided by the teacher. The learning resources that students currently have can make it easier to explore material by using flipbooks as a learning resource. With flip book learning resources, it will be easier for students to gain broad knowledge and good skills anywhere and anytime. Basically, flip books can increase student motivation in learning. The technology currently used by students and teachers can gain information and learning knowledge easily and quickly through digital media. Based on the results of observations carried out at SMA Negeri 5 Serang City, it was found that students felt bored with the learning resources provided by teachers such as textbooks, worksheets, or other modules. Students sometimes ignore the assignments given by the teacher and choose to play with their friends and their cell phones. This is caused by environmental conditions that are less supportive and today's advanced technology (Badaruddin, 2023). Based on the results of interviews conducted with teachers and students at SMA Negeri 5 Serang City, it was found that this flip book learning resource can make it easier to dig up information. With the existence of flipbooks and current technology, it provides opportunities for teachers and students to gain knowledge, skills and reading very easily and quickly. Everyone is given the freedom to access using this technology. Either via cellphones, laptops, or other devices that can support it (Badaruddin and Masunah, et al, 2023).

Flipbooks are a form of learning resource in schools. Students gain knowledge through learning resources which is a determining factor in learning success. However, as time goes by, flip books are now starting to be used by teachers and students. Flipbooks are sheets that are processed from PDF format into digital media which can make the teaching and learning process easier. When learning dance, flip books are very useful for students. Where in the learning, there are interesting pictures and animations. Apart from that, there is an advantage of flipbooks used in dance lessons, namely that they can play videos directly from the flipbook if we click on them directly. Like dance videos that make it easier for students to fulfill the tasks given by the teacher. The video used in learning dance is a type of creative dance.

Creative dance is basically a dance that has its own dance movements without eliminating the actual movements. Realizing the ability to arrange movements, match the accompaniment, the need for the compositions in the dance to suit the conditions and situation and maintain the value of beauty. One of the goals of creative dance is to improve students' motor skills. Because creative dance can represent students' motor movements such as turning, standing, swinging their arms and so on, so that the aspects needed for students' motor development can develop.

Based on these problems, the use of flip book learning resources can help students learn. Learning resources are currently experiencing very rapid development. It needs to be said that learning resources are one of the learning tools that are closely related to each other. The purpose of this learning resource is to help students gain knowledge and skills in learning. Not only that, learning resources can also help teachers enrich students' insight so that the message conveyed by the teacher is clear.

2. METHODS

In the research "Flip Book learning resources for Arts and Culture Subjects Class XI SMA Negeri 5 Serang City", the method used was descriptive qualitative. This method is a form of approach that prioritizes case observation and looking at existing phenomena in depth. Apart from that, a qualitative approach was also taken to formulate the problems in the research. Regarding this research, the aim that we want to know is to find out the use of flipbook learning resources in arts and culture subjects in class.

Research on Flip Book Learning Resources in Arts and Culture Subjects at SMA Negeri 5 Serang City, carried out in June 2023 in Serang District, Serang City, Banten. In this research, researchers used primary data sources which were conducted directly through interviews with the deputy head of curriculum, subject teachers, and students. Then, secondary data is used to complement existing data in the form of documentation.

This research uses data collection techniques which include observation to obtain detailed data or information, interviews to find out things in depth, documentation to complete interview observation data, and necessary literature studies such as journals, books and supporting articles. this research. This data collection technique was carried out to find the problem being studied and find out more about the respondents.

Data analysis is one of the most important techniques that a researcher must have in conducting research through the results of observations and interviews. The researcher's process is to systematically search for and organize the data obtained from the interview results, then explain it in the research and make conclusions so that it is easy to understand. In this research, the data analysis techniques used include data reduction, data presentation, and verification. Data reduction is a report that has been prepared, then a summary is needed, select the most important things in the report, then link them to other important things. Data presentation is carried out to obtain or obtain answers from research and verification to analyze data so that it is easy to draw conclusions, this includes the continuation of data reduction and data display to properly complete the analysis in this research.

3. RESULTS AND DISCUSSION

3.1. RESULTS

SMA Negeri 5 Serang City has 36 classes. Among them, class X consists of 12 classes, class XI has 12 classes and classes XII has 12 classes. Apart from that, there is a principal's room, administrative room, guidance and counseling room, teacher's room, library, scout extracurricular room, *paskibra*, *PMR*, mosque and canteen. Learning in schools still uses the K13 curriculum and not all classes use it.

Flipbook Teaching Materials

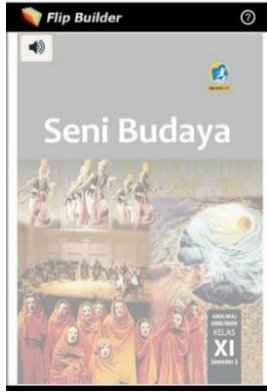


Figure 1. Front view of the Arts and Culture Flip Book



Figure 2. Sub-Chapter Creative Dance Material



Figure 3. Advanced Creative Dance Material

There is a difference between the modules used that are not in the form of a flip book and the modules that are in the form of a flip book as a student learning resource. This audio function is to listen to the sound when we click on the audio. Apart from that, the initial display is equipped with images of dancing, paintings, and several individuals playing musical instruments. The presence of this picture means that the book is an arts and culture book.

Dance material has begun to enter, namely the evaluation of creative dance movements based on staging techniques. Beside the title there is an audio image, a sound will be heard if students can click on the image directly. There are not too many decorations in this picture. Because it prevents students from feeling dizzy when reading. In this material, there are four learning objectives. Then equipped with explanation regarding creative dance staging techniques.

There are several YouTube images in which there is a link to the dance along with blue text. The sentence in blue shows a command sentence to do it. When students try to press the YouTube image, it will switch to the YouTube video according to the dance image next to it. Having videos that can be clicked on directly will make it easier for students to learn, especially when students are curious about the dance images in the material.



Figure 4. Continuing Material (Pohaci Dance)



Figure 5. Fan Dance and Lojor Dogdog Dance

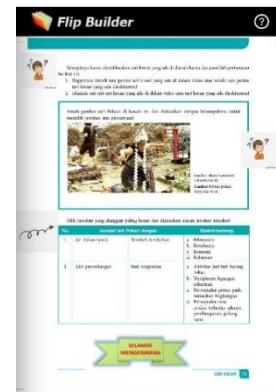
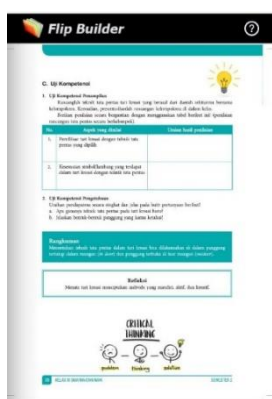


Figure 6. Observe the Pohaci Dance

The image above contains a YouTube image which includes a video link. The presence of flip book learning resources can help students enjoy reading textbooks that contain material appropriate to the class level. In this material, students can learn and understand the form of staging used in the Pohaci dance by Ine Arini.

All dance images in this material are always accompanied by YouTube images and the links provided in them. So, students can easily watch the video by clicking directly on the image without having to look for examples of dances on the YouTube application on each student's cellphone. There are several dances presented in this material so that students are able to describe the forms of staging techniques for the types of fan dance creations from Korea and creative dances from Bali.

The picture shows that the flip book display contains training questions after studying the previous material. At the bottom there is writing good luck with your work, these words are useful for encouraging students to finish their work quickly. That way, students can enjoy a variety of activities during study hours and can improve student learning outcomes.



Figures7. Competency Test on Creative Dance Material



Figures8. New Material on the Concept of Dance Evaluation

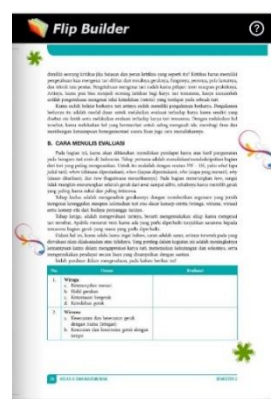


Figure 9. Continuing Material on How to Write an Evaluation

This part of the competency test is also equipped with interesting, animated images such as a picture of a light at the top right. Not only that but there is also a cute animation underneath with the words problem, thinking, and solution. The competency test presented can make students explain the results of their research on the aspects observed. These aspects include the selection of creative dances with the chosen staging technique and the suitability of the symbols or symbols contained in the creative dance with the staging techniques.

This material can be clearly seen, equipped with several animations such as animated images at the top and bottom right. It is also equipped with arrows and audio images which function to listen to sounds if students can click on the image directly. Because the audio is equipped with sounds in it.

In the image above, there is material equipped with various animations. The learning process using flip book learning resources can be carried out during online or offline learning. The elements in this dance include wiraga, wirama, and wirasa. In Wiraga, it includes aspects of dancing skills, memorizing movements, completeness of movements, and beauty of movements. The elements of wirama include suitability and harmony of movement with rhythm, and suitability and harmony of movement with tempo. Meanwhile, the wirasa element contains aspects related to the suitability and harmony of movements with the meaning of the dance, suitability for clothing, and suitability for expression.

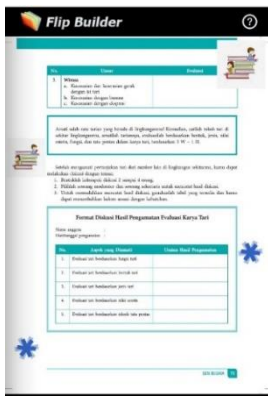


Figure 10. Student worksheet



Figure 11. Continuing the Material (Bedhaya Hagaromo Dance)



Figure 12. Continuing the Evaluation Material for the Topo Ngali Dance Work

The addition of a work of art to this flip book learning resource is to increase the aesthetic value of the flip book. With various displays, features and additional elements contained in it. In the flipbook material display, students can continue the description regarding the evaluation of the entrepreneurial element with the three aspects contained in it.

The image above is one form of display of a flip book with a video that can show students' curiosity about the dance. The application that supports the creation of this flip book is flip PDF professional which is a form of e-book creation software in the form of a flip book display like this and contains various media such as audio and video. The material presented in the flip book learning resource, page 80, contains material related to the Bedhaya Hagaromo dance, where in this material, students can learn knowledge related to this dance. Returning of course to the explanation at the beginning of the sentence that the Bedhaya Hagaromo dance material is equipped with existing videos, so that students really understand what this dance is like and what the dance looks like.

In the display of the material above, by students studying the previous material well, students are required to be able to explain their opinions regarding the Bedhaya Hagaromo dance by explaining the form, type, aesthetic value and staging in evaluating Bedhaya Hagaromo dance works. Not only that, but students can also explain their own opinions regarding the students' impressions of the dance.

Presented with a dance picture, students are instructed to explain the reasons for the dance elements that match the picture. First, students can explain the reasons for non-traditional dance creations using props as in the picture above with several provisions from the elements of dance art. Among them are functional elements which include ceremonial functions, entertainment, and aesthetic presentation. Then the type of element includes folk, classical and new creations. Next are the form elements that can be seen in groups, pairs or singly. Lastly, we look at the source of ideas, which can come from traditional or non-traditional sources of ideas. Second, in the dance creations that match the picture above, the students also provide an explanation regarding the reasons that have been explained as in the first picture.



Figure 13. *Continuing Dance Work Evaluation Material*



Figure 14. *Student worksheet*

In the final display there is a command sentence at the bottom to motivate students to continue learning and be confident in being able to complete all the assignments and to make students understand the material better, be easy to remember, and be able to do questions well.

3.2. Discussion

The learning carried out in class XI of SMA Negeri 5 Serang City is creative dance learning. There are 3 important things in learning arts and culture in the aspect of creative dance, including planning, implementation, and evaluation.

1. Planning Flip Book Learning Resources for Creative Dance Learning

The planning carried out by teachers in the teaching and learning process for class XI students at SMA Negeri 5 Serang City is by preparing a lesson plan (Learning Process Plan) first. Apart from that, teachers also prepare laptops, projectors, and others in preparing for learning.

2. Implementation of Flip Book Learning Resources in Creative Dance Learning

At this stage, it becomes a form of process that prioritizes interaction between teachers and students. Reciprocal communication that takes place in a good situation to achieve learning goals. With the implementation of learning, we can implement a process in guiding and motivating teachers so that they can carry out their duties effectively and efficiently in achieving goals.

a. The first meeting

Before entering class, the teacher prepares learning materials or resources and media that will be used in learning. Such as projectors, infocus, cellphones, laptops that can load learning materials, and speakers to hear the sounds in the flipbook. Then, the teacher asked the class leader to condition the classroom and his friends to prepare for learning.

1) Introduction

At this stage, the teacher provides directions regarding the material that will be delivered via flip book. In this dance movement evaluation material, the teacher conveys the learning objectives to be achieved. The learning objectives are, that students can describe creative dance works based on staging techniques, students are able to identify, make associations and communicate creative dance works based on staging techniques.



Figure 15.*(Study Preparation)*

You can see the atmosphere of the classroom where the teaching and learning process will be carried out. The teacher is directing the class. The link is a flip book learning resource that will be used during the lesson. However, before students open the flip book, the teacher first provides procedures for using flip book learning resources.

2) Submission of Material

At this stage, the teacher delivers material related to the understanding of creative dance staging techniques, then the students are instructed by the teacher to be able to see one of the creative dances by clicking on the link in the flipbook. Then the teacher gives a game, namely singing a song with a pen relay. Those affected by the game are instructed by the teacher to explain again what the students have observed after watching the video. This is done so that students remain concentrated in learning.



Figure 16.*Observing the Dance of the Creation of a Thousand Hands in a Flip Book*

This learning resource is used by teachers in the learning process and is equipped with YouTube images and links in them which make it easier for students to access the video by clicking directly on it. Students can be seen watching a dance video created by a thousand hands. Even though they can be viewed together via infocus, students also must learn using existing learning resources that can be accessed via cellphone.



Figure 17. *Students Explain the Material*

In the picture, one of the students can be seen explaining the material they have studied or the video they have observed. Students explain again in front of their friends regarding students' knowledge and understanding without being given a time limit or material limit by the teacher. Both explanations regarding creative dance staging techniques and identifying a dance work based on the staging techniques that have been studied.

3) Learning Evaluation

Learning evaluation is an important point in the learning process. Every time teachers and students carry out learning activities, of course at the end of the lesson there needs to be an evaluation to find out the extent to which students can understand the content of the material that has been studied.

4) Closing

At this stage, before the lesson is finished the teacher provides information regarding the next lesson, namely that students must study the next material to be discussed at the next meeting. Then the teacher asked the class leader to condition his friends to prepare to go home.

b. Second meeting

1) Introduction

When the teacher has entered the classroom, the teacher prepares learning resources and other learning devices as in the first meeting which includes learning devices such as laptops, projectors and other devices that need to be prepared. seen in the picture above, the students' eyes are looking forward and paying attention to the teacher who is explaining to direct further learning in carrying out teaching and learning activities as usual.



Figure 18. Listen to the Teacher's Explanation

2) Submission of Material

At this meeting, the learning objectives that must be achieved are that students are able to associate creative dance works based on staging techniques and students are able to communicate these creative dance works based on staging techniques.



Figure 19. Video Observation of the Thousand Hands Creation Dance

In the picture above, students are observing a creative dance video together through the focus in front of the blackboard. Previously, students were allowed to watch creative dance videos on their cellphones together directly. This aims to enable students to compare observations made via their respective cellphones with direct observations together.

3) Learning Evaluation

After studying the material for evaluating creative dance movements based on staging techniques, students are instructed by the teacher to be able to make associations according to the learning objectives that have been conveyed.

4) Closing

The teacher conveys some information related to the learning that has taken place. Teachers assign students to continue studying independently or in groups, both at home and anywhere to study the material. Because the meeting is only

once a week, the teacher assigns to the students so that at the next meeting there will be results of understanding obtained for the material that has not been presented by the teacher.

c. Third Meeting

1) Introduction

At this third meeting, we have continued the next sub-chapter related to evaluating the form, type, aesthetic value, function and staging of creative dance works. There are also learning objectives that must be achieved in learning at this meeting, namely that students are able to describe and make associations with creative dance works based on form, type, aesthetic value, function and staging in creative dance works.



Figure 20. *Dance Creation Process After Watching the Video*

Before continuing with the next learning activity, the teacher chooses one of the students to practice one of the dances in the second and third learning meetings last week. This aims to see students' memory in studying material that has been taught by the teacher even though it has been completed.

2) Submission of Material

We have started the stage of continuing the material, namely evaluating the form, type, function and staging of creative dance works. Before the teacher explained, the students were enthusiastic without being ordered by the teacher, books, stationery, and other things were ready on the table.

The picture above begins to continue with material related to evaluating the form, type, aesthetic value, function and staging of creative dance works. Students can view the material on their respective cellphones. In this material, students can learn about the steps that must be taken in writing a dance evaluation.

3) Learning Evaluation

The teacher gives a worksheet that students must fill in. The student worksheet contains a table with pictures of dances along with complete functions, types, and forms of dances. Students are only asked to provide opinions regarding the reasons why the dance is categorized as a solo, group or pair dance.

4) Closing

The teacher conveys information as usual regarding learning preparations at the next meeting. Students are also instructed by the teacher to study at home regarding the learning that has taken place. Then, the final meeting will provide rewards for students who dare to convey the results of creative dance learning through the flip book learning resources used and can demonstrate several movements in creative dance that have been learned.



Figure 21. *Students Continue Material*

d. Fourth Meeting

1) Introduction

The teacher asks students to collect the assignments given last week for assessment. During the assessment, students are required to open a flip book via cellphone, then discuss and observe with their group or classmates regarding the bedhaya hargomono dance video.

2) Submission of Material

Creative dance learning using flip books as a student learning resource. At this stage, the teacher asks one of the students to be able to remember the assignment that the teacher gave previously. After that, the teacher guides the students again so that they can have the courage to come to the front of the class or stand in their own seats to give opinions regarding learning the art of creative dance by applying flip book learning resources.

In the picture, students are instructed to fill in the questions in the flip book related to creative dance, so that the teacher can find out whether class XI students can understand the material or not. There is a format for discussing the results of observations of evaluations of dance works. Students are asked to describe the results of their observations based on the points already in the question.

3) Learning Evaluation

After studying the material, students were asked by the teacher to reflect on their bodies for a moment by playing games together. The game that teachers and students play is singing songs here, happy there, happy. When singing, students can take turns coming forward to take something from the secret box that the teacher has provided.

4) Closing

The teacher provides an evaluation at the end of each lesson. The teacher sees the results of students' competence in learning creative dance using flip book learning resources. Both when doing practice and when working on the questions in it. Students are very enthusiastic about learning creative dance using flip books. Students always learn with joy and calm in carrying out the assignments given by the teacher.



Figure 22.*Students Do Problems*

3. Evaluation of Creative Dance Learning Results Using Flip Book Learning Resources

The results of learning the art of creative dance using flip book learning resources at SMA Negeri 5 Serang City. One of the procedures teachers use in teaching is comprehension and practice tests. This form of test is carried out independently or in groups. The teacher also assesses the students so that they can understand and practice the creative dance movements well. Students can also work on questions given by the teacher at each meeting. However, after several assignments were given independently or in groups, the results seen by the teacher were truly in line with what was expected in the learning objectives. Because basically students study this material very happily and diligently, it is possible that several additional elements contained in the flip book can enable students to increase their enthusiasm and confidence in learning.

Results of Using Flip Books in Creative Dance Learning

In learning creative dance using flip books in class the following are the results of using flip books in learning creative dance. It can be seen in terms of understanding, knowledge, attitudes, and skills that can be carried out during the learning process.

a. Aspects of Students' Cognitive Development in Learning Creative Dance Using Flip Book Learning Resources at SMA Negeri 5 Serang City

The results of the learning carried out by class Students can truly understand what has been conveyed through the teacher's explanation and understand what students have learned independently or together in class during the learning process. Students' memory, which is usually lacking, is now improving. Speaking and expressing opinions in front of many friends is one form of improving students' ability to express opinions well.

b. Aspects of Students' Affective Development in Learning Creative Dance Using Flip Book Learning Resources at SMA Negeri 5 Serang City

At this stage, most students feel more creative dance learning using flip book learning resources with enthusiasm, enthusiasm, and enjoyment. However, there are some students who don't really seem to like learning the art of dance. The enthusiasm that students have can build self-confidence in learning creative dance. As is known, with the presence of flipbooks, students' affective aspects have indeed increased. Feeling confident in conveying an opinion whether it is correct or not, students remain confident in the answer, and the answer is the result of what the student thinks. The sense of enthusiasm that students have can certainly create a comfortable atmosphere, an atmosphere full of joy, and they don't feel bored with learning.

c. Aspects of Students' Psychomotor Development in Learning Creative Dance Using Flip Book Learning Resources at SMA Negeri 5 Serang City

In class XI students, the psychomotor aspect that occurs is seen from the students' skills in using this flip book learning resource well, smoothly and without obstacles. Then, the students' skills in trying to practice one of the existing dance moves can of course be processed slowly and the result is that the students can do it well.

4. Steps for Learning Creative Dance Through Flip Book Learning Resources

Based on research conducted by researchers at SMA Negeri 5 Serang City by applying flip book learning resources. Learning this creative dance uses four stages that must be passed. These include the preparation, delivery, practice, and results stages. Following are the 4 stages.

a. Preparation phase

In connection with this stage, the teacher must prepare everything that is needed in the teaching and learning process, starting from the teacher preparing creative dance material through the flip book that has been implemented. Prepare speakers to play video so that sound can be heard clearly in one room. The purpose of this preparation is to make it easier for students to prepare for learning. Before learning is carried out, students have started to prepare their learning devices such as stationery and determine that they also need a cellphone as a medium to assist in carrying out the flip book learning resource.

b. Delivery Stage

Creative Dance learning at SMA Negeri 5 Serang City has implemented a flip book learning resource that utilizes technology as a medium for learning. In learning, the material is not complete until the end, and there is also no practice until the end, but is interspersed with games. This aims to ensure that students do not get bored and tired of learning. Apart from that, it can also be done so that students concentrate on studying. During the learning process, the delivery of material provided by the teacher to students can be considered easy to understand and learn. This is proven by looking at student development before and after learning is completed.

c. Practice Stage

This stage can be said to be a combination of understanding the material and skills. Learning creative dance in class XI SMA Negeri 5 Serang City, especially at this stage, students learn to combine understanding with skills obtained in various ways. This aims to encourage students to think. Students' skills in practicing a dance have been carried out in a process and adapted to the material.

d. Results Stage

There has been a change in creative dance learning with flip book learning resources. Judging from the beginning of the meeting to the end, students can learn quite well. This is one of the changes that occurred. Previously, the teacher only applied the flip book by implementing learning that first prioritized the material at 1-2 meetings, then continued with practice at the next meeting. This is what makes students sometimes respond less well to learning dance.

4. CONCLUSION

Based on research related to "Flip Book Learning Resources in Arts and Culture Subjects for Class XI Students of SMA Negeri 5 Serang City". It can be concluded that the flip book learning resource is in creative dance learning for class XI students at SMA Negeri 5 Serang City. This learning activity consists of planning, implementation, and evaluation. The planning stage is carried out by the teacher by preparing an RPP (Learning Process Plan). Teachers also prepare learning media such as LCD/projector, MP3, MP4, and laptop for delivering creative dance material. However, the implementation stage consists of 4 meetings, namely: The first meeting in the introduction, the teacher opens the lesson and conveys the learning objectives. Then at the delivery stage, the teacher explains the meaning of creative dance contained in the flip book learning resource. At the second meeting, students continued the material contained in the flip book via their respective cell phones. Learning using flip book learning resources, the teacher conveys and explains the identification of creative dances contained in the material. At the third meeting, students began to show the results of their observations of the video, namely by conveying the results of the understanding that the students had made in front of their friends. Finally, at the fourth meeting, there was an evaluation of student learning outcomes regarding the material they had studied. The form of evaluation of this learning is by the teacher giving questions that students can see in the flip book. This aims to determine students' understanding in learning using flip book learning resources provided by the teacher. Flipbook learning resources for learning creative dance in class XI SMA Negeri 5 Serang City. There are supporting and inhibiting factors in it. One form of supporting factor in the learning process includes: facilities for teaching and learning. Then, students are very enthusiastic about learning well. Students are always confident in working on the questions given by the teacher and are brave in expressing their opinions well. Then, teachers can package and help students convey learning material creatively. Apart from that, there are inhibiting factors, including male students' lack of enthusiasm for dance practice, and teachers giving students the perception that learning is important. Teachers also provide a form of appreciation to students.

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