



The Use of Flip Books as Learning Resources in Arts and Culture Subjects in Class XI of SMAN 5 Kota Serang

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ABSTRACT

TechTechnology currently plays an important role in teaching and learning activities, so teachers and students certainly have to 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, it can be seen that 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

Government Learning is a form of activity that involves someone in gaining knowledge and skills with learning media. Learning is said to be one form of active process of someone experiencing character change. Learning process activities can be said to be successful if there is a change that occurs. Dance learning in schools has very limited lesson hours. Ideally, students are required to be directly involved in the teaching and learning process and find the purpose of the learning themselves. In reality, 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 related to learning resources makes students able to know their competencies and abilities. Currently, learning resources in schools will provide opportunities for students to learn better if used creatively. This is because learning resources are one form of teaching material that can facilitate students and help students understand the material given by the teacher. The learning resources that students currently have can make it easier to explore material by utilizing flip books as learning resources. With the existence of flip book learning resources, students will find it easier 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 is able to dig up information and learning knowledge easily and quickly through digital media. Based on the results of observations that have been conducted at SMA Negeri 5 Kota Serang, it was found that students feel bored with the learning resources provided by teachers such as textbooks, LKS or other modules. Students sometimes ignore the assignments given by the teacher and choose to play with friends and the cell phones they have. This is due to the less supportive environmental conditions and today's sophisticated technology. Based on the results of interviews that have been conducted with teachers and students at SMA Negeri 5 Kota Serang, it was found that this flip book learning resource can make it easier to dig up information. With the existence of flip books 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 through cell phones, laptops, and other devices that can support.

Flip book become one form of learning resources in schools. Students gain knowledge through learning resources that are a determining factor in the success of learning. However, as time goes by, flip books have now begun to be used by teachers and students. Flip books are sheets that are processed from PDF format into digital media that can facilitate the teaching and learning process. In dance learning, flip books are very useful for students. Where in learning, there are interesting pictures and animations. In addition, there are advantages of flip books used in dance lessons, namely being able to play videos directly from the flip book if we click on it directly. Like dance videos that make it easier for students to fulfill the tasks given by the teacher. The video used in this dance learning is a type of creative dance.

Creative dance is basically one of the dances that has its own dance movements without eliminating the actual movements. Realizing the ability to compose movements, matching accompaniment, the need for compositions in the dance according to conditions and situations and also maintaining the value of beauty. Creative dance one of which has the aim of improving students' motor skills. Because, in creative dance it is able to represent students' motor movements such as spinning, standing, swinging hands and so on so that, the aspects needed in the development of students' motor skills can develop.

Based on these problems, the use of flip book learning resources can help students in learning. Learning resources are currently experiencing very rapid development. It should 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 in gaining knowledge and skills in learning. Not only that, learning resources can also help teachers in enriching students' insights so that the message conveyed by the teacher is clear.

2. METHODS

In the research "Learning Sources for Flip Books for Arts and Culture Subjects for Class XI of SMA Negeri 5 Kota Serang", the method used is descriptive qualitative. This method is one form of approach that prioritizes case observation and sees existing phenomena in depth (Rully Indrawan and Poppy Yaniawati, 2014). In addition, a qualitative approach is also used to formulate problems in research. In this study, researchers used primary data sources and secondary data. Data collection techniques used include observation to obtain detailed data or information, interviews to find out in-depth things, documentation to complete interview observation data, and necessary literature studies such as journals, books or articles that support this research. Then, the data analysis techniques used in this study include data reduction, data presentation, and verification. Data reduction is a report that has been prepared, then a summary is needed, choose the most important things in the report, then relate it to other important things. Data presentation.

It is done to obtain or obtain answers from research and verification to analyze data to make it easier to draw conclusions, this includes the continuation of data reduction and data display to properly complete the analysis in this study.

3. RESULTS AND DISCUSSION

Based on research conducted by researchers at SMA Negeri 5 Kota Serang using flip book learning resources. There are stages in learning including planning, implementation and evaluation in learning. However, in the stage

In this planning, teachers must prepare all learning devices that can support the learning process, starting from teachers preparing lesson plans that are in accordance with the existing syllabus, then teachers prepare materials or teaching materials with learning media that have been prepared, especially materials in creative dance arts. Where in this creative dance art, teachers must prepare dance videos that are in accordance with learning in class XI of SMA Negeri 5 Kota Serang. This creative dance learning uses four stages that must be passed. Among them are the preparation stage, delivery, practice and results stage. Here are the 4 stages.

1. Preparation Stage

In relation to this stage, teachers must prepare everything that is needed in the teaching and learning process, starting from teachers preparing creative dance materials through flip books that have been implemented. In addition to materials, teachers also prepare speakers

to play videos 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 also started preparing their learning devices such as stationery and of course a cellphone is also needed as a medium to help run the flip book learning resource.

2. Delivery Stage

Creative Dance Learning in class XI of SMA Negeri 5 Kota Serang, has used flip book learning resources that utilize technology as a medium in learning. In its learning, it is not entirely material until the end, and also not practice until the end, but interspersed with games. This aims to prevent students from getting bored and tired of learning. In addition, it can also be done so that students concentrate on learning. During the learning process, the delivery of material given by the teacher to students can be considered easy to understand and learn. This is proven by looking at the development of students from before and after learning is completed.

3. Practice Stage

The stage that can be said as a combination of understanding the material with skills. Creative dance learning in class XI of SMA Negeri 5 Kota Serang, especially at this stage, students learn to unite 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 adjusted to the material. If the dance studied in the material is a fan dance, then students must be able to practice the fan dance even though it is not perfect, but knowing the fan dance movements have the identity of what kind of dance.

4. Results Stage

There was a change in creative dance learning with flip book learning resources. Seen from the first meeting to the end, students were able to learn quite well. This was one of the changes that occurred. Previously, teachers only applied the flip book with the implementation of learning that first prioritized the material in meetings 1-2 only, then continued with practice in the next meeting.

This is what sometimes causes students to respond less well to dance learning.

Based on the results of the study of creative dance learning using flip book learning resources in class XI of SMA Negeri 5 Kota Serang, that this creative dance learning can be said to be quite successful in being implemented and can build student learning motivation in dance. With the existence of flip book learning resources, it is required to encourage students to think more in terms of knowledge of the material, to be able to memorize the movements in the material, and to do practical tests assigned by the teacher to students. This proves that flip book learning resources have an effect on student learning outcomes.

4. CONCLUSION

Based on research related to "Flip Book Learning Resources in the Arts and Culture Subject for Grade XI Students of SMA Negeri 5 Kota Serang". It can be concluded that flip book learning resources in learning creative dance for class XI students of SMA Negeri 5 Kota Serang. This learning activity consists of planning, implementation and evaluation. At the planning stage,

it is carried out by the teacher by compiling a RPP (Learning Process Design). The teacher also prepares learning media such as: LCD/Projector, MP3, MP4 and laptop for delivering creative dance material. However, at the implementation stage, it consists of 4 meetings, namely: The first meeting in the introduction, the teacher opens the learning and at the same time conveys the learning objectives. Then at the delivery stage, the teacher explains the definition of creative dance contained in the flip book learning resource. At the second meeting, students continue the material contained in the flip book via their respective cellphones. Learning by using flip book learning resources, the teacher conveys and explains about identifying creative dance contained in the material. At the third meeting, students begin to show the results of their observations of the video, namely by conveying the results of the understanding that students have done in front of their friends. Finally, at the fourth meeting, there is an evaluation of student learning outcomes on the material that has been 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. Flip book learning resources in creative dance learning in class XI of SMA Negeri 5 Kota Serang. There are supporting and inhibiting factors in it. One form of supporting factors for the learning process includes: facilities in teaching and learning have been met. Then, students who are very enthusiastic in following the learning well. Students always have confidence in working on the questions given by the teacher, and dare to express their opinions well. Then, teachers can package and help students in delivering learning materials creatively. In addition, there are inhibiting factors including: lack of enthusiasm for male students towards dance practice, teachers give students the perception that learning is important. Teachers also provide a form of appreciation for students.

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