



Development of Anyflip Book-Based E-Module Teaching Materials to Improve Motivation and Social Studies Learning Outcomes of Students at SMP Negeri 5 Kuta Selatan

I Nengah Suarjana^{1*}, I Gede Astra Wesnawa², I Putu Sriartha³

Universitas Pendidikan Ganesha

Corresponding Author: I Nengah Suarjana inengahsuarjana8@gmail.com

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ABSTRACT

Education is one of the benchmarks of national progress because without education a country will be very far behind other countries. Therefore, researchers designed teaching materials in the form of E-Modules based on Anyflip books to improve student motivation and learning outcomes because previously they were only focused on textbooks so that learning seemed boring. This study aims to: (1) describe the characteristics of the development of electronic teaching materials based on AnyFlip Book, (2) analyze the development process of electronic teaching materials based on AnyFlip Book, and (3) test the effectiveness of the AnyFlip Book-based electronic teaching materials. The research method used is the Borg and Gall development model. The e-module was validated by content and media experts, and tested on students and IPS (Social Studies) teachers at SMP Negeri 5 Kuta Selatan. The results of the study show that: (1) the characteristics of the AnyFlip Book-based electronic teaching materials include an attractive visual design, systematic material structure, multimedia integration, and high accessibility; (2) the development process effectively improves students' motivation and learning outcomes, as indicated by an average score of 91.88, which falls into the "very high" category. Limitations such as internet access do not pose a significant obstacle, as students can still download and use the module offline. Therefore, this e-module can serve as an alternative digital learning material that supports contextual, enjoyable, and independent learning

INTRODUCTION

Education is the main benchmark for determining the progress of a nation. Without a strong and quality education system, a country will lag behind in various aspects of development, including social, economic, and technological areas (Sari, Erianjoni, & Sylvia, 2019). In the 21st century, characterized by rapid technological and informational advancements, the education system is required to be capable of producing human resources who not only master knowledge but also possess life skills relevant to contemporary challenges. Saavedra & Opfer in Amir & Zubaidah (2016) state that education in this century must be able to prepare learners to have critical, creative, and collaborative thinking skills, as well as digital and technological literacy.

Education also has a strategic function in shaping the character and personality of a dignified nation, as stipulated in Law Number 20 of 2003 concerning the National Education System. Education not only develops intellectual abilities but also shapes professional, social, and emotional attitudes, as well as the ability to adapt to global changes and developments. In this context, the learning process becomes a crucial component that must be designed systematically and innovatively to produce graduates who are competent, creative, and responsible.

Social Studies (IPS), as one of the compulsory subjects at the Junior High School (SMP) level, plays an important role in shaping the social character of students. IPS learning aims to develop critical thinking skills towards social phenomena, as well as to foster a sense of responsibility and care for the community, the nation, and the state. However, in practice, IPS learning still faces various problems, including conventional teaching approaches, low active student participation, and the dominance of teachers in the teaching and learning process (Subagyo, 2021; Nugraha, 2022). This impacts students' motivation and learning outcomes, indicated by students' lack of interest in the material, insufficient diligence in completing assignments, and declining academic performance.

Along with the development of educational paradigms that adopt the principles of the Fourth Industrial Revolution and the Society 5.0 era, the integration of technology in learning has become an unavoidable necessity. Schwab in Haqqi & Wijayanti (2019) emphasized that technologies such as artificial intelligence (AI), the internet, and autonomous vehicles have influenced almost every aspect of human life, including education. Aoun (2017) added that in this era, there are three important literacies that learners must possess, namely digital, technological, and human literacies. Therefore, the learning process must be redesigned to facilitate these skills through the use of relevant technologies.

One innovation that can be implemented in social studies learning is the development of digital-based teaching materials, such as e-modules. Teaching materials that are systematically and attractively designed can enhance the effectiveness of learning while also serving as a communication medium between educators and students. E-modules, as a form of electronic teaching materials, are considered more flexible, interactive, and efficient in delivering learning content (Wijayanto, in Damayanti et al., 2020). By utilizing technology, e-

modules can be accessed anytime and anywhere, and can be developed according to the characteristics of students and the complexity of the material.

One of the applications that can be used to design e-modules is Anyflip, a digital platform that allows the creation of interactive modules in the form of a flipbook that can be accessed via computers or mobile devices. Anyflip enables teachers to insert animations, images, and videos, making abstract material more concrete and easier for students to understand. The use of interactive media like this is very important, especially in social studies learning, which contains many abstract concepts, such as material on the environmental economic potential.

The results of interviews with social studies teachers at SMPN 5 Kuta Selatan show that the use of learning media is still limited to printed books and PowerPoint presentations. This has an impact on declining student learning motivation, which is evident from the lack of active participation, low perseverance in completing assignments, and decreased scores on students' daily tests. Based on the evaluation analysis, out of 30 students in class VII.1, only 60% achieved scores above the Minimum Competency Criteria (KKM), while the rest had to attend remedial sessions.

LITERATURE REVIEW

Previous research has shown that flipbook-based e-modules are effective in increasing students' interest and motivation in learning. Edi W. & Dona D. P. (2018), Silvia O. & Sunaryo S. (2020), as well as Riris N., Susilo, & Lisdiana (2014) stated that e-modules developed through innovative approaches are proven to be feasible and effective for use in learning. Therefore, the development of Anyflip-based e-modules becomes one of the strategic solutions to improve the quality of social studies learning, especially for materials considered difficult and less popular among students, such as environmental economic potential.

Based on this background, researchers consider it important to innovate learning by developing Anyflip-based e-module teaching materials. This research is formulated in the form of a development study entitled "Development of Anyflip-Based E-module Teaching Materials to Improve Motivation and Learning Outcomes of Grade VII Students at SMP Negeri 5 Kuta Selatan".

METHODOLOGY

This research is a type of development research (Research and Development / R&D) aimed at producing teaching materials in the form of Anyflip-based e-modules for the Social Studies (IPS) subject in grade VII and testing their feasibility and effectiveness. The development model used refers to the Borg and Gall model, but it is simplified according to the learning context in schools. The stages involved in the development process include eight main steps, namely:

1. Potential and problems,
2. Information collection,
3. Product design,
4. Design validation,
5. Product revision,
6. Product testing,
7. Further revision (if necessary),
8. Effectiveness testing.

In the first stage, the researchers identified learning problems in the seventh grade at SMP Negeri 5 Kuta Selatan through direct observation and interviews with social studies teachers. The results of the identification indicated the need for more engaging and interactive learning media to enhance students' motivation and learning outcomes. The next stage was information gathering, conducted through literature studies related to the development of digital teaching materials, characteristics of interactive media, as well as the advantages of the Anyflip platform as an online flipbook medium that supports the presentation of visual and interactive materials.

After obtaining sufficient information, the researcher proceeded to the product design stage. At this stage, the researcher prepared an initial design of the e-module containing material on environmental economic potential, complemented by interactive elements such as videos, images, external links, and practice questions. The e-module design was then validated by two experts, namely a content expert with competence in social studies and curriculum, and a learning media expert who understands the aspects of digital learning design and technology. The validation was conducted to assess the feasibility of the content, language, presentation, and graphic aspects.

Based on the validation results, the researcher revised the e-module according to the input and suggestions from experts. After the product was revised, a limited trial was conducted on seventh-grade students at SMP Negeri 5 Kuta Selatan. This trial aimed to determine students' responses to the use of the e-module and to directly observe the learning process. If deficiencies were still found during the trial, the researcher conducted further revisions to improve the product.

The final stage of this research is the effectiveness test. The effectiveness test is conducted to determine the extent to which an Anyflip-based e-module can improve students' motivation and learning outcomes. To measure learning outcomes, the researcher administered a pretest before using the e-module and a posttest after the learning took place. Meanwhile, students' learning motivation

is measured using a questionnaire prepared based on the aspects in the ARCS model (Attention, Relevance, Confidence, Satisfaction).

The subjects in this study were seventh-grade students at SMP Negeri 5 Kuta Selatan in the 2025/2026 academic year. Data collection techniques included observation, interviews, expert validation, student learning motivation questionnaires, and learning outcome tests. The instruments used consisted of expert validation sheets, student learning motivation scale questionnaires, as well as pretest and posttest questions. The validation data were analyzed descriptively using quantitative methods by calculating the average score for each assessment aspect. Learning outcome data were analyzed using the gain test to observe the increase in pretest and posttest scores. Meanwhile, learning motivation data were analyzed by categorizing the level of motivation based on the questionnaire scores obtained from the students.

With this approach, it is expected that the e-module developed will not only be feasible to use but also effective in improving the quality of social studies learning in seventh grade.

RESULTS AND DISCUSSION

This research aims to develop instructional materials in the form of an e-module based on Anyflip for the Social Studies (IPS) subject for Grade VII at SMP Negeri 5 Kuta Selatan. The main focus of the development is to enhance motivation and learning outcomes. The development process is carried out through systematic stages based on the Borg and Gall model, starting from needs analysis to field trials.

1. Product Validation Results

- a. The validation process was conducted by three parties, namely content experts, media experts, and IPS subject teachers. The purpose is to assess the feasibility of the content, presentation, language, and graphical aspects of the developed e-module.
- b. Subject Matter Experts gave a validation score of 90.8%, categorized as very valid. This indicates that the material in the e-module is in accordance with the basic competencies, up-to-date, and capable of stimulating critical thinking and encouraging students to explore more deeply.
- c. Media Experts gave a validation score of 91.55%, also categorized as very valid. This validation covers aspects of graphics, design, appearance, and ease of navigation that support students' independent learning process.
- d. Social Studies teachers as practitioners also provided a high validation score of 94.00%, assessing that the e-module is very suitable for use in classroom learning. The teachers judged that this e-module is easy to use, visually appealing, and supports students' understanding of the material.

The results of these three validations show that the Anyflip-based e-module is feasible for use in learning and does not require major revisions.

2. Product Practicality

Assessment of the product's practicality was conducted in two stages, namely a small group trial and a field trial (large scale).

- a. A small group trial involved 17 students selected from grade VII using random sampling and purposive sampling techniques. The assessment results showed that the practicality of the e-module was 87.34, which is categorized as very practical. Students stated that the e-module was easy to understand, engaging, and made them more interested in participating in social studies learning.
- b. The field trial was conducted in class VII.1 with a total of 32 students. The practicality score increased to 95.19, indicating that the product was very well received by the students in a real classroom setting.

The increase in scores from limited trials to field trials indicates the consistency of the quality and appeal of the e-module when used in broader learning situations.

3. Product Effectiveness on Learning Outcomes

To measure the effectiveness of the e-module on achieving learning outcomes, pretests and posttests were conducted on students in class VII.1.

- a. The pretest scores showed an average of 52.19, which is below the Minimum Mastery Criteria (KKM).
- b. After learning using the e-module, the posttest scores increased to 85.63, indicating an improvement in learning outcomes with an average increase of 33.44.

This increase is an indicator that the use of the Anyflip-based e-module can help students better understand the material, enhance information absorption, and strengthen critical thinking skills through interactive multimedia presentation.

4. Effectiveness of the Product on Learning Motivation

Another aspect measured was students' learning motivation after using the e-module. Through the administered questionnaire, the results showed that the average student learning motivation reached 91.88, which falls into the very high category. Students felt that learning was more enjoyable, not boring, and provided a different learning experience compared to conventional learning using printed books. The engaging visual presentation, interactivity, and ease of access through digital devices made students more enthusiastic about participating in lessons and more active in the learning process.

The results of this study align with constructivist learning theories which state that interactive media can enhance student motivation and understanding. Anyflip-based e-modules effectively integrate text, images, and animations, making it easier for students to comprehend the material. The success in improving learning outcomes and motivation also reinforces the importance of technology-based learning innovation within the context of the Merdeka Curriculum, which emphasizes flexible, engaging, and meaningful learning. This study also indicates that the development of digital teaching materials requires a rigorous validation process and field testing to ensure their quality and effectiveness. The involvement of experts, teachers, and students in the development process is key to achieving a learning design that is both appropriate and targeted.

CONCLUSION AND RECOMMENDATION

Based on the research results on the development of an Anyflip Book-based e-module for Social Studies in Grade VII at SMP Negeri 5 Kuta Selatan, it can be concluded that this e-module has characteristics that support the learning process optimally. The attractive visual display, systematic presentation of material, and integration of interactive multimedia are able to create an enjoyable learning experience and increase student engagement. The developed product has been proven effective in enhancing learning motivation, as indicated by an average student motivation score of 91.88 (very high category), as well as improving learning outcomes, with posttest scores higher than pretest scores. Furthermore, the effectiveness of the e-module is also reflected in the main field test assessment, which showed a score of 95.19 in the "very suitable" category. Therefore, this e-module is declared feasible to be used as an innovative and contextual digital learning media alternative for Social Studies lessons.

In relation to the research findings, several recommendations are presented as follows:

- a. For teachers and schools, it is expected that they can integrate Anyflip-based e-modules into the learning process continuously. Technological infrastructure support as well as teacher training are highly needed to maximize the use of digital learning materials.
- b. For students, this e-module can be used as an engaging and easily accessible means for independent learning. It is also hoped that students will improve their digital literacy so that they can utilize technology in learning more optimally.
- c. For instructional material developers, it is recommended to continuously improve the design of e-modules by paying attention to visual appearance, interactive features, and the integration of the latest technology to meet the ever-evolving learning needs of students.
- d. For future researchers, it is recommended to expand the scope of research by involving larger samples, more varied learning materials, and exploring the impact of e-module use on students' affective and psychomotor aspects more in-depth.

FUTHER STUDY

This research still has delays, so it is necessary to conduct further research related to the topic Development of Anyflip Book-Based E-Module Teaching Materials to Improve Motivation and Social Studies Learning Outcomes of Students at SMP Negeri 5 Kuta Selatan in order to improve this research and add insight for readers.

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