

Development of Interactive E-Module Using Kvisoft Flipbook Maker on Qurban and Aqiqah Materials Class X at MAN 2 Jombang

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ABSTRACT

This research is based on the teaching materials available only in the form of printed books, student worksheets, and learning modules. However, the available teaching materials have not utilized today's technology. Qurban and Aqiqah materials teachers have never developed an electronic module. For this reason, teaching materials such as e-modules are needed that can be used by all students in accordance with their development so that students can easily understand the learning material. The purpose of this study is to determine the validity of e-modules using kvisoft flipbook maker on Qurban and Aqiqah materials. This type of research is research and development, the development model used is a 4D development model consisting of define, design, develop, and disseminate, but in this research it is only carried out up to the develop stage. To assess the product designed by the researcher, in this study, a validity test was carried out by media experts and material experts on the e-module using kvisoft flipbook maker. Based on the research that has been conducted, it can be known that the results of the validity of the e-module using kvisoft flipbook maker on Qurban and Aqiqah materials from media experts obtained a percentage of 92.5% with the Very Valid category. Meanwhile, the validity results from material experts obtained a percentage of 95.3% with the Very Valid category. This shows that the e-module using kvisoft flipbook maker on Qurban and Aqiqah materials is suitable for use in the learning process.

Keywords: *E-modules; Kvisoft flipbook maker; Teaching materials*

INTRODUCTION

Learning is a form and method carried out by educators in carrying out teaching and learning activities so that the learning goals can be achieved (Hermalina, 2021). According to Chotimah and Fathurrahman (2018), learning is the process of interaction between students and educators and learning resources in a learning environment. Learning is the assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills and habits, and forming attitudes and beliefs in students can occur. Based on the above understanding, learning is a process to help students learn well.

In the learning process, a factor that is directly related to the quality of learning is the availability of teaching materials. Teaching materials are all forms of materials (both information, tools, and texts) that have been arranged systematically and interestingly to achieve learning goals. According to Praspita & Rosy (2020), teaching materials are a means of learning process that is able to encourage or assist educators or students for the implementation of a learning process. This opinion explains that teaching materials are tools used to assist educators in carrying out learning activities. The existence of teaching materials will help students in learning and understanding their lessons. This opinion is supported by Abidin (2021) who explained that teaching materials should be materials that can be learned entirely by students themselves. These teaching materials can provide opportunities for students to learn on their own so that they do not depend only on the teacher's explanation. Teaching materials do not have to be texts from books only, with the development of multimedia technology getting better will increase the convenience of getting the expected information and can help improve students' understanding.

In the current era of technology and information, the use of technological sophistication for the benefit of learning is no longer a new thing (Pinar, 2019). The existence of technology is also able to

make the scope of learning for students and teachers unlimited, because with technology, teaching and learning activities can be done outside the classroom, which of course with the guidance of teachers and aims to make students more independent in solving problems in learning (Muthoharoh & Sakti, 2021). In this case, the researcher wants to develop teaching materials in the form of modules from those that were initially printed to electronic or often called e-modules. The advantages of e-modules according to Gunadharma (in Abdullah, 2020) are that they are more practical to carry everywhere, the durability of these e-modules is also durable and not time-consuming, and the production cost is much cheaper when compared to print-based modules.

E-modules can be created using the kvisoft flipbook maker application. The kvisoft flipbook maker application is an application whose design is in the form of an electronic book that has animation, image, audio, and video features. This app is known as a professional software that converts PDFs into back-and-forth flash books. This software can create HTML5 and flash back-and-forth books from all types of files such as Pdfs, images, Word, Powerpoint, and others (Rusli, 2019). This e-module is a supporting tool for students that can be used to present the content of learning materials.

Based on the results of interviews with teachers of Fiqih Class X subjects at MAN 2 Jombang, the researcher obtained information that the teaching materials available were in the form of printed books, student worksheets, and learning modules. However, the available teaching materials have not utilized today's technology. For example, in Qurban and Aqiqah materials, teachers have never developed electronic modules, such as e-modules using the kvisoft flipbook maker application. Based on the description above, the researcher will develop interesting teaching materials so that students feel happy and understand the subject matter, especially on Qurban and Aqiqah materials during learning. With a research entitled "Development of Interactive E-Module-Based Teaching Materials Using Kvisoft Flipbook Maker on Qurban and Aqiqah Materials Class X at MAN 2 Jombang".

METHOD

- **Type of Research**

The type of research used in this study is development. The research method used is R&D. The R&D method is a research method used to produce a product through the development process. Research and development function to validate and develop products (Sugiyono, 2019). In this study, teaching materials were developed in the form of interactive e-modules using kvisoft flipbook maker for Qurban and Aqiqah Class X material at MAN 2 Jombang.

- **Development Model**

The development model used in this study is a 4D development model. The 4D model is a development model that can be used to develop different types of learning media (Arkadiantika et al. 2020). The 4D development model consists of four stages of development, namely the Define stage, the Design stage, the Develop stage, and the Disseminate stage. However, in this study, the researcher only carried out 3 stages, namely only up to the Develop stage.

- **Development Procedure**

Based on the 4D design, the research procedure is carried out in three stages of implementation, namely:

- **Define Stage**

This stage aims to establish and define the learning conditions. This stage is carried out to find out the situation in the field. The steps taken at this stage are:

1. Carry out observations and interviews with teachers of Fiqh Class X at MAN 2 Jombang to find out what obstacles and phenomena occur in the field.
2. Curriculum analysis, the researcher conducts an analysis of the applicable curriculum. This analysis aims to formulate indicators and learning objectives based on the Basic Competencies that apply in MAN 2 Jombang, namely Basic Competencies 3 and 4. The curriculum used is the 2013 curriculum.

- **Design Stage**

This stage begins with designing e-modules and instruments for validators. This is done to determine the concept of the material to be contained in the e-module and the assessment of the e-module developed.

- The steps that the researcher takes at this stage are:
Designing a Fiqih e-module with the help of kvisoft flipbook maker on Qurban and Aqiqah materials. Designing the e-module is done by arranging the framework of the e-module, the typeface used, the font size, and the colors that will be used in the e-module. The following is a description of the characteristics of the e-module using the kvisoft flipbook maker that the author has designed:
 - The cover of the e-module is designed with patterns, colors and images that make the appearance of the e-module more attractive.
 - Table of contents view
 - Display of KI, KD, Achievement Indicators, and Learning Objectives
 - Concept Map View
 - Display of Learning Materials
 - Competency Test Display and Answer Key
 - Bibliography and Glossary View
 - Design an instrument consisting of a validity sheet.

- Develop Stage
Validation of interactive e-modules using kvisoft flipbook maker
At this stage, media validation and material validation were carried out on the e-module developed by 1 lecturer and 1 teacher. In the assessment, an instrument was given as a grid whether the e-module was feasible or not used. The results of the validation are in the form of suggestions that will be useful in improving the e-module.

- Development Product Trial
 - Test Design
In this study, the researcher conducted a validation test by media experts, material experts. Media experts and material experts conducted product validation to determine the feasibility of interactive e-module products using kvisoft flipbook maker as a learning medium for class X students at MAN 2 Jombang.
 - Test Subject
Media expert: Lecturer at KH University. A. Wahab Hasbullah
Material expert: Mapel Fiqih Class X Teacher at MAN 2 Jombang
 - Data Type
In the implementation of research and development (R&D), researchers use two types of data collected: a. Quantitative data, which is data processed by numerical formula. Quantitative data was obtained from the validation scores of media experts and material experts. b. Qualitative data, which is data in the form of descriptions in the form of sentences. This qualitative data was obtained from interviews with teachers of Fiqh subject class X at MAN 2 Jombang.

- Data Collection Instruments
In addition to compiling e-module teaching materials using the kvisoft flipbook maker application, research instruments are also prepared to assess the e-modules developed. The data collection instruments in this study are as follows:
 - Preliminary Study Instruments
The preliminary study was conducted at the time of pre-research. The instrument provided in the form of a non-test is in the form of an interview with the teacher to find out what kind of teaching materials are used in the learning process and serves to provide input in the development of e-module teaching materials using the kvisoft flipbook maker application.
 - Material Expert Validation Instrument
This instrument is in the form of a validation questionnaire related to the validity of the content of the material, and serves to provide input in the development of e-module media using the kvisoft flipbook maker application.

- Media Expert Validation Instrument

This instrument is in the form of a validation questionnaire related to the validity of e-module media using the kvisoft flipbook maker application.

- Data Analysis Techniques

The data analysis techniques used to develop the research results are:

- Expert Validation Data Analysis

The expert validation questionnaire related to graphics, presentation, suitability of content, language, completeness of material and suitability of e-module teaching materials using kvisoft flipbook maker has 5 answer options according to the question. Each answer choice has a different score which means the level of e-module teaching materials using the kvisoft flipbook maker application. Assessment scores can be seen in Table 3.1

Table 1. Expert Validation Assessment Score

Score	Criterion
5	Excellent
4	Good
3	Pretty Good
2	Bad
1	Very Not Good

(Source: Modification from Riduwan, 2015)

The results of the assessment scores from each of the material expert and media expert validators are then analyzed descriptively-quantitatively as follows:

- Validation Analysis of E-Modules for Material Experts and Media Experts

Formula to calculate the percentage of e-module validation results from material experts and media experts based on (Riduwan, 2015):

$$\text{Percentage (\%)} = \frac{X}{Xi} \times 100$$

Information:

X : score obtained

Xi : highest score

Category of e-module validation percentage results with likert scale assessment criteria in Table 3.2. The results of the e-module are considered valid if the percentage is $\geq 61\%$ with a valid category.

Table 2. Assessment Criteria for E-Module Validation Score

Criterion	Percentage (%)
Highly Invalid	0-20
Invalid	21-40
Quite Valid	41-60
Valid	61-80
Highly Valid	81-100

(Source: Riduwan, 2015)

RESULT AND DISCUSSION

Result

- Validation Results According to Media Experts**

The aspects assessed are the module size aspect, the module cover design aspect and the module content design aspect. The following media assessment instruments are validated by media expert validators

Table 3. Results of Media Validation of E-Module-Based Teaching Materials According to Media Experts

No	Statement	X	Xi	Percentage (%)	Criterion
	Module Size Aspect				
1	Module size conformity to ISO standards: A4 (210 × 297 mm) or B5 (176 × 250 mm)	5	5	100%	Highly Valid
2	Size conformity with module content	3	5	60 %	Quite Valid
	Module Cover Design Aspects				
3	The arrangement of layout elements on the <i>front cover</i> is appropriate/harmonious so that it gives a good sense of rhythm	4	5	80%	Valid
4	The arrangement of layout elements on the <i>back cover</i> is appropriate/harmonious so that it gives a good sense of rhythm	4	5	80%	Valid
5	Displaying <i>the right</i> point center	4	5	80%	Valid
6	The composition of layout elements (title, author's name, illustrations, etc.) is proportional to the layout of the content	4	5	80%	Valid
7	Size and composition layout elements proportional to module size	5	5	100%	Highly Valid
8	The color element has a harmonious layout so that it can clarify the function (material of the module)	5	5	100%	Highly Valid
9	Displays good contrast	5	5	100%	Highly Valid
10	The font size of the module title is more dominant than the author's name and illustration	5	5	100%	Highly Valid
11	The color of the book title contrasts with the background color	5	5	100%	Highly Valid
12	Proportional letter size compared to module size	5	5	100%	Highly Valid
13	Not using too many typeface combinations	5	5	100%	Highly Valid
14	Do not use ornamental/decorative letters	5	5	100%	Highly Valid
15	Fits the typeface/content of the book	5	5	100%	Highly Valid
	Module Content Design Aspects				
16	Consistent placement of chapter titles or equivalents (preface, table of contents, etc.)	5	5	100%	Highly Valid
17	The spacing between text and illustration corresponds	5	5	100%	Highly Valid
18	Doesn't use too many typefaces	5	5	100%	Highly Valid
19	Font according to the content of the material	5	5	100%	Highly Valid
20	Normal text arrangement line spacing	5	5	100%	Highly Valid
21	Normal spacing between letters	4	5	80%	Valid
22	Illustrations are able to reveal the	4	5	80%	Valid

	meaning/meaning of objects				
23	Illustrations are realistic/realistic	5	5	100%	Highly Valid
24	Overall illustration is compatible	4	5	80%	Valid
	Sum	111	120	92,5%	Highly Valid

There are 16 statements that obtained a percentage of 100% with the Very Valid criteria, namely in numbers 1, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 and 23. Furthermore, for number 2, a percentage of 60% was obtained with the criteria of Quite Valid. And for numbers 3, 4, 5, 21 and 22, a percentage of 80% was obtained with the Valid criterion.

1. Validation Results According to Material Experts

The aspects assessed by the material experts are the self-instruction aspect, *the self-contained aspect*, the stand-alone *aspect*, the adaptive *aspect*, and *the friendly aspect*.

Table 4. Results of Validation of E-Module-Based Teaching Materials According to Material Experts

No	Statement	X	Xi	Percentage (%)	Criterion
	Aspek Self Instruction				
1	Learning objectives are in accordance with the competencies that exist in core competencies and basic competencies	5	5	100%	Highly Valid
2	The material in the module is in accordance with the core competencies and basic competencies	5	5	100%	Highly Valid
3	The material is presented in sequence	5	5	100%	Highly Valid
4	The material presented can be easily understood by students	5	5	100%	Highly Valid
5	Illustrations are presented according to the content of the material in the module	5	5	100%	Highly Valid
6	The problems presented can be related to the context of the assignment and the student's environment	4	5	80%	Valid
7	The language used in the module is easy for students to understand	5	5	100%	Highly Valid
	Aspek Self Contained				
8	Compatibility of module material with core competencies and basic competencies	5	5	100%	Highly Valid
9	The competencies of the material presented contain core competency units and basic competencies	5	5	100%	Highly Valid
	Aspek Stand Alone				
10	Module material can be studied without the help of other modules	4	5	80%	Valid
11	Module material can be studied without the help of other media	4	5	80%	Valid
	Aspek Adaptive				
12	The material in the module is in accordance with the development of science and technology	5	5	100%	Highly Valid
	Aspek User Friendly				
13	Module material can be studied anywhere and anytime	5	5	100%	Highly Valid
	Sum	62	65	95,3%	Highly Valid

There are 10 statements that obtained a percentage of 100% with the Very Valid criteria, namely in numbers 1, 2, 3, 4, 5, 7, 8, 9, 12 and 13. And for numbers 6, 10 and 11 obtained a percentage of 80% with the Valid criterion. Material experts give suggestions for changing sheep illustration images to make them more vivid or clear. And also to add material on the difference between qurban and aqiqah.

Discussion

- **Media Expert Validation Data Analysis**

Based on the table of the results of the validation of e-module-based teaching material media according to media experts, there are 16 statements that obtained a percentage of 100%. This means that the e-module media uses kvisoft flipbook maker on Qurban and Aqiqah materials that have been made very valid for use. The suitability of the e-module size, color, typeface, writing layout, and illustration images is good. However, there is 1 statement in number 2 that obtained a percentage of 60% with the criteria of Quite Valid. This is because there is no clear explanation between the suitability of the font size in the discussion material. The font size that is good and appropriate for modules or teaching materials is 12 fonts (Wachidah, 2015)

Based on comments and suggestions from media experts, the cover of the e-module is good, but it is necessary to add a campus logo and add the word E-Module to the title of the book. The final result of the validation of media experts obtained a percentage of 92.5% with the Very Valid criterion. According to Riduwan (2015) stated that a data is said to be valid if it gets a result of $\geq 61\%$. So it can be interpreted that this e-module can be used as a teaching material in the learning process. With this interactive flipbook e-module, the learning process will involve audio visuals, videos, images, animations and others and its use is easy to understand so that it can be used as a good learning medium (Aisyah, 2021).

- **Material Expert Validation Data Analysis**

Based on the table of the results of the validation of e-module-based teaching materials according to material experts, there are 10 statements that obtained a percentage of 100%. This means that the e-module material using the kvisoft flipbook maker on the Qurban and Aqiqah materials that have been made is very valid for use. As for the 3 statements, the percentage was 80% with valid criteria. The statement states that the material contained in the e-module can be studied without the help of other modules and other media. Based on comments and suggestions from material experts, it is said that the material contained in the e-module still needs help from other modules, where the material in the e-module that has been developed using kvisoft flipbook maker does not contain examples of problems that often occur in society and does not provide a variety of practice questions that students can use to practice and also test students' understanding of the materials learned in the e-module. This is strengthened by research (Amanullah, 2020) which states that the existence of a digital flipbook-based electronic module can maximize learning in the classroom and can help students in the learning process through the learning media presented by the teacher.

Based on advice from material experts, the illustration of the story of Prophet Ibrahim A.s and Prophet Ismail A.s for the image of the sheep is not clear and it is necessary to add material on the difference between Qurban and Aqiqah. The final result of the validation of the subject matter expert obtained a percentage of 95.3% with the Very Valid criterion. According to Riduwan (2015) stated that a data is said to be valid if it gets a result of $\geq 61\%$. So it can be interpreted that this e-module can be used as a teaching material in the learning process. This is strengthened by research (Yulaika, et al., 2020) explaining that students easily understand the material presented in the digital flipbook-based electronic module with supporting features in it so that student learning outcomes improve.

- **Product Revision**

Product revision is a stage of improving e-modules based on comments and suggestions given by media experts and material experts at the validation stage. Based on advice from media experts. The criticism and suggestions given by media experts are additional about e-module teaching materials using kvisoft flipbook maker with the following suggestions: The front cover title adds the word E-Module and the Unwaha logo on the top right. The criticism and suggestions given by the material experts are additional about the e-module teaching materials using kvisoft flipbook maker with the following suggestions: a. The illustration of the image of a sheep in the background of the occurrence of qurbani is not clear, b. Given additional material about the difference between qurban and aqiqah.

CONCLUSIONS

E-Module-based teaching materials using kvisoft flipbook maker on Qurban and Aqiqah material class X at MAN 2 Jombang are ready to be used from the aspect of validity. The validity aspect is reviewed from the results of the assessment by the validator. The results of the media assessment have a value of "92.5%" with the criterion of "Very Valid" and the results of the material assessment have a value of "95.3%" with the criterion of "Very Valid", then the learning media and materials are ready to be used.

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