

Development of Digital Teaching Materials Utilizing Flipbook Maker for Painting Art Materials in Grade IX at SMP Negeri 2 Pariaman

Eliya Pebriyeni^{1)*}, Maltha Kharisma²⁾, Siti Aisyah³⁾, Ary Ramadhan⁴⁾, Nina Jermaina⁵⁾

^{1,2,3,4)} Fine Arts Education Department, Language and Arts Faculty, Universitas Negeri Padang, Indonesia

⁵⁾ Sports Education Departments, Sports Science Faculty, Universitas Negeri Padang, Indonesia

*Corresponding Author

Email : elyafebriyeni@fbs.unp.ac.id

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ABSTRACT

The emerging problem is the low learning outcomes of the students, and the teaching media used by the teacher, such as PowerPoint and videos on painting practices, are still not perceived to enhance the students' understanding. The students' lack of interest in reading printed books. This research was conducted at SMP Negeri 2 Pariaman. The goal of this study is to create digital teaching materials based on a flipbook maker for painting subjects at SMP Negeri 2 Pariaman and to determine the validity and practicality levels of the digital teaching materials based on a flipbook maker for painting subjects at SMP Negeri 2 Pariaman. The research methodology uses a research and development (R&D) design, which is a study that systematically designs and develops it. The ADDIE model, which stands for assess, design, develop, implement, and evaluate, is used in the instructional design methodology. The data collection technique in this study involved interviews, documentation, and questionnaires. The results of the material validation obtained scores of 83.7%, design expert 85.4%, and language expert 85.3%, all categorized as very valid. The results conclude that the digital teaching materials are suitable for being tested on students of painting material at SMPN 2 Pariaman. The results of the student questionnaire on a small scale were 85.7% and on a large scale 98.09% regarding the use of digital teaching materials in painting, which the researcher developed. It can be concluded that these digital teaching materials received good results, making them practical and appropriate for use in the visual arts education process, specifically in painting.

KEYWORDS

Digital, Teaching, Materials, Flipbook Maker, Painting

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INTRODUCTION

Learning is an effort to intentionally manage the learning environment to create enjoyable conditions that develop students' creativity through mutually influencing procedures to achieve learning objectives (Darmawan, 2023). According to the National Education System Law No. 20 of 2003, learning is the process by which students interact with teachers and educational materials in a classroom setting. Thus, learning is a process that occurs in a learning environment due to the interaction between students and educators as well as learning resources, resulting in effective learning. Efforts to create high-quality human resources require a way to enhance learning. Learning media becomes an important part of education for the learning process and can create an engaging learning environment. The entire learning process depends on media and supplementary materials. Learning media use can reduce the amount of time spent preparing lessons, increase student learning

motivation, and reduce student misunderstandings of the explanations given by the teacher (Ali, 2016).

Based on the interview conducted at SMP Negeri 2 Pariaman with the IX grade cultural arts teacher, it was found that the learning process is still not optimal, especially in the cultural arts subject on painting. This is evident from the students' learning outcomes, which are still classified as low, specifically below the average of 72.5 for the Minimum Completeness Criteria (KKM). Meanwhile, the Minimum Completeness Criteria (KKM) at SMP Negeri 2 Pariaman is set at 75. It can be concluded that the learning of painting art material needs to be improved by implementing learning media. Based on the observations conducted at SMP Negeri 2 Pariaman, which is a school with fairly adequate facilities and infrastructure, the school has computers and projectors in every classroom that can support the learning process. However, currently, teachers still use conventional media such as textbooks, making pupils less engaged in their studies and to get bored more quickly, making the learning process less effective and efficient. It is evident from the students' exam scores, which are still relatively low. To make the learning activities more interesting and enjoyable, and to make the students more active, this can be achieved by using technology-based learning media. The use of technology will be an innovation for teachers in the learning process, increasing the effectiveness for students in the learning process by presenting information in the form of text, audio, graphics, animations, and videos. The flipbook maker is one of the educational tools that is supposed to produce an interesting and supportive learning environment. One tool for making e-modules, e-books, e-magazines, and e-papers is called Flipbook Maker. The flipbook maker allows you to create photos, graphics, sound, links, and movies on the workspace in addition to text (Hidayatullah, 2016).

According to (Susilawati, 2021), The Flipbook Maker software is a learning aid that incorporates motion animations, including audio and video. With the above issues, it is necessary to develop learning media using the flipbook maker application. This learning media is focused on painting material for grade IX. Digital learning media based on flipbook maker with painting material for 9th grade at SMP Negeri 2 Pariaman can be used as a learning medium to improve the quality of learning in the cultural arts subject, specifically in painting.

The viability of using video tutorials as a teaching tool for batik materials in the Fine Arts Education study program," by (Aisyah, 2023). In this study, it is stated that effective learning media can assist and facilitate educators in delivering material, and students can also learn independently anywhere and anytime. Next, the literature on "Development of Electronic Flipbook Teaching Materials in Regional Fine Arts Learning for Fifth Grade Elementary School Students," by (Dayanti, 2021). The results of this research indicate that this flipbook model is ideal for fulfilling regional fine arts education because it includes multimedia such as animations, images, videos, and audio to support and make learning more engaging by utilizing existing technological advancements. Therefore, the teaching materials were created in the form of a flipbook, which undoubtedly becomes a modern learning resource that can be used by teachers and students.

Next, the literature on "Development of interactive multimedia based on Adobe Flash Professional CS6 animation to increase the interest of students at SMP Negeri 1 Kalibaru in learning fine arts," by (Pratiwi, 2022). This research discusses the development of Interactive Multimedia Based on Adobe Flash Professional CS6 Animation Videos, which are produced and developed based on the school's objectives along with the art and culture subject teachers in the visual arts material at SMP Negeri 1 Kalibaru. The aim is to enhance students' interest in art, especially so that teachers can have media that aligns better with the technology-based 2013 curriculum implementation. And the literature on "Development of Character Education-Based Teaching Materials in Supporting the Implementation of the 2013 Curriculum," by (Mauli da, 2013). This study comes to the conclusion that creating instructional resources focused on character education helps to implement the 2013 curriculum.

Based on the research results above, it has significant benefits and plays a major role in the writing of this article. Viewed from the urgency of this research, it is based on the results of tasks completed by students in the painting art material. The problem that arises is the low learning outcomes of the students, and the teaching media used by the teacher, such as PowerPoint and videos on painting practices, are still not perceived to improve the students' understanding. And the students'

lack of interest in reading printed books. For that reason, there is a need for effective learning media to support the learning process. Various types of learning media that can be used in the process of delivering material, both digitally and as teaching aids (Pranoto, 2021). This research was conducted at SMP Negeri 2 Pariaman. The advantage of this research over previous studies is the design of digital instructional resources created with the Flipbook Maker software, in addition to the presence of tutorial videos on painting art materials.

METHOD

A research and development (R&D) design is used in the research approach, which is a study that systematically designs and develops it (Khairani, 2024), such as learning strategies, teaching materials and programs, systems, and products Sugiyono in (Gulo, 2022). The instructional design model uses the ADDIE model because this model is commonly used to design teaching guidelines to produce and create an effective design. According to Dick & Carry in (Aisyah, 2023), there are 5 steps in ADDIE, namely Analyze, Design, Development, Implementation, and Evaluation. The trial design uses validation tests by validators and practicality tests by lecturers and students. Sampling technique using random sampling (conducted randomly). Consisting of 10 people on a small scale and 20 people on a large scale. Data analysis technique using the Likert scale reference (criteria 1-5) M (Muslim, 2024).

Table 1. Criteria Scale Likert Validation Questionnaire

Alternative Answers	Value
Strongly Agree (SS)	5
Agreed (S)	4
Disagree (KS)	3
Disagree (TS)	2
Strongly Disagree (STS)	1

Modified by Riduwan in (Hariyati, 2022)

Calculating the percentage of all items provided by the expert using the following formula:

$$P = \frac{f}{N} \times 100\% \text{ atau } p = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100\%$$

Explanation:

P = Percentage figures of the questionnaire

f = The total score obtained

N = Maximum score

Based on the results obtained, then establish the criteria for the level of validity of the media.

Table 2. Criteria for Validity Level

presented itself (%)	Category
81-100	Very Valid
61-80	Valid
41-60	Quite Valid
21-40	Less Valid
0-20	Not Valid

According to Riduwan in (Aulia, 2024)

$$\text{Level of Practicaly} = \frac{\text{average score}}{\text{Maximum Score}} \times 100\%.$$

The research being tested is to see the level of validity by several validators, namely language validators, media validators, and material validators. after being declared valid, it is continued to the practicality stage, which involves distributing questionnaires to students in the form of a small-scale distribution to about 10 students and a large-scale distribution to 20 students.

RESULT AND DISCUSSION

The research was conducted at SMP Negeri 2 Pariaman, located on Dr. M. Djamil Kp. Baru Street, Pariaman Tengah District, Pariaman City. This development research produced a product in the form of digital teaching materials based on the flipbook maker program for the teacher education profession, Universitas Negeri Padang, Year 2024. The flipbook media becomes a solution to create a more interesting and communicative classroom atmosphere and can support students' understanding of the material presented by the teacher (Widyasari, 2021). Another opinion reveals that through the development of digital media and the utilization of FlipbookHTML Maker software, it is used in learning to facilitate students and teachers in the teaching and learning activities (Prasasti, 2023). To select the development research model, the researcher used the ADDIE model, which stands for analysis, design, development, implementation, and evaluation. One of the models that provides guidelines for creating dynamic, supportive, and successful learning is the ADDIE model (Kurnia, 2019).

1. Analysis

The analysis stage is the initial step for researchers in developing teaching materials based on a flipbook maker, and the results obtained by the author at the analysis stage are as follows.

1) Problem Analysis

Based on the researcher's analysis obtained through interviews with cultural arts teachers before conducting the research. Some of the issues that arise during the painting art material learning process are that teachers still use printed teaching materials and there is a lack of motivation among students to read books. Thus, it affects the students' artwork because some of the material that has been taught has not been absorbed well.

2) Needs Analysis

The results of the researchers' analysis obtained through interviews with teachers of the cultural arts subject on painting material indicate the need for digital teaching materials to motivate students in the learning process. Many materials need to be conveyed to students regarding the painting process. The components found in the digital teaching materials are reading materials for students and tutorial videos on painting.

3) Material Analysis

The material used in this research is painting art material for ninth-grade junior high school, including material on definitions, history, painting processes, and tutorial videos embedded at the end of the digital teaching materials for students to observe during the painting process.

2. Design

The design phase aims to create digital teaching materials based on a flipbook maker for painting art in the Cultural Arts subject. Before designing digital teaching materials, the main thing to do is create a moodboard before designing in the flipbook maker application. Below is the design of digital teaching materials based on the flipbook maker:

The front cover is designed with a dominant light brown color mixed with light blue. And images that add aesthetic value, the cover features a title about painting material for 9th-grade junior high school. To view the next page, click the arrow in the bottom right corner. On the preface page, there is an expression of gratitude, in the preparation of teaching materials based on the flipbook maker, which can be completed well, then there is also a table of contents to see the pages you want to study. In line with the cover color, the preface and table of contents pages are white to ensure they are clearly readable.

To view the menu options, you can click the arrow in the bottom right corner. This section contains the content of the flipbook maker-based teaching materials, designed to look like a book. There are several materials that can be studied by the students. In the content, there is also a tutorial video about the painting process. The last page of the material includes a tutorial video on the painting process, allowing students to observe painting techniques in the video. The last page of the material includes a tutorial video on the painting process, allowing students to observe the painting techniques in the video.

3. Development

The validation stage is carried out by two experts, each from the fields of linguistics, design, and content.

Tabel 3. Results of Language, Design, and Material Validation

No	Validation	Total Score	Average score	Interprtation Index Value	Category
1	Language Validation	64	75	85,3%	very Valid
2	Validasi Design	123	144	85,4%	very Valid
3	Validasi Material	67	80	83,7%	very Valid

Evaluation information from the validation procedure conducted by language, design, and subject matter experts. Overall, the flipbook maker-based evaluation of the creation of digital instructional resources scored really well on the interpretation index. It appears that the results of the language validation received a score of 85.3%, design expert 85.4%, and subject matter expert 83.7%, all categorized as very valid. The results conclude that the digital teaching materials based on flipbook maker are to be tested on students at SMPN 2 Pariaman for painting art material.

4. Implementation

The data from student responses were calculated based on the answers from each student, with a total of 20 statements in the questionnaire and 10 students. The maximum score from the response results is 88, with an overall average percentage of 85.7%. This result indicates that the digital teaching materials based on the flipbook maker are very practical according to the small-scale trial. The large-scale trial involved 22 students, with an average percentage score of 98.09%, indicating it is very practical.

5. Evaluation

After the product is declared valid and feasible and the revision process is carried out according to the suggestions and input from the validator, it is then implemented to students in the IX grade junior high school painting art material, which consists of two stages: a small-scale trial involving 10 people and a large-scale trial involving 22 people. In conducting tests with students in the classroom, the digital teaching materials based on flipbook maker were displayed using a projector and distributed through a WhatsApp group.

CONCLUSION

Evaluation information from the validation procedure conducted by language, design, and subject matter experts. Overall, the interpretation index score for the evaluation of the creation of

digital instructional materials was really high. It is evident that the results from the material validation received scores of 83.7% for the content, 85.4% for the design expert, and 85.3% for the language expert, all categorized as very valid. The results conclude that the digital teaching materials are suitable for being tested on painting students at SMPN 2 Pariaman. The results of the student questionnaire on a small scale were 85.7% and on a large scale 98.09% regarding the use of digital teaching materials in painting, which the researcher developed. It can be concluded that these digital teaching materials received good results, making them practical and appropriate for use in the teaching of the visual arts, particularly painting.

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