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Improving Student Reflective Thinking Skills by Using Flipbooks in Australian and Oceanian History Learning

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Abstract

Today's Learning Demands Technological Transformation, However, The Practice Of Reflective Thinking Has Become One Of The Learning Traditions And Hallmarks Of Jesuit Education. Learning History Australia & Oceania Has Learning Outcomes, One Of Which Is Opening Up Insights Into New Cultures And Civilization Patterns Of Australian And Island Communities Around The Pacific. Not Only Exploring The Context But Also Being Able To Explore The Paradigm Of Reflective Thinking Of Students As An Analysis Of Solving The Nation's Problems. Students Need To Train Themselves In Reflective Thinking Because It Is Important To Analyse The Context Of Australia's Developmental Events, And Then How To Solve The Problems Of A Dynamic Societal Structure Fighting For Humanity And Well-Being. With Reflective Thinking Exercises In This Course, Students Will Be Accustomed To Analyzing And Synthesizing The Offers Of Solving The Problems Of Nations To Face The Challenges Of Life In This Century. One Of The Learning Tools Used To Explore Students' Reflective Thinking Skills In Australian And Oceania History Lectures Is The Use Of Flipbooks. This Study Aims To Decipher: 1) The Dynamics Of Flipbook-Based Student Reflective Thinking In Australian And Oceania History Learning; 2) The Limitations And Advantages Of Implementing Flipbook-Based Student Reflective Thinking Dynamics In Australian And Oceania History Learning; 3) Evaluation Of Flipbook-Based Student Reflective Thinking Dynamics In Australian And Oceania History Learning. The Method Used Is Qualitative Research With A Case Study Approach. Data Collection Through Observation, Depth Interviews And Literature Studies. Meanwhile, The Benefit Of This Research Is To Explore The Dynamics Of Reflective Thinking Of Students In The Australian History & Oceania Course Based On Flipbook Facilities.

Key Words: *Reflective Thinking, Flipbook, History Of Australia And Oceania.*

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INTRODUCTION

Education In Indonesia Has Entered The 21st Century Learning. Even Competence 21st Century Learning Has Been Adapted To The Education System In Indonesia Through The Curriculum 2013 (Andrian & Rusman, 2019). The Four Commonly Abbreviated 21st Century Learning Competencies With The 4C, Including Critical Thinking (Critical Thinking), Collaboration (Ability To Work The Same As Well), Communication (Communication) And Creativity (Creativity). One Of Competencies That Need To Be Instilled In Students From An Early Age Are Critical Thinking Or Abilities Critical Thinking. Critical Thinking Ability Is The Ability To Identify And Formulate A Problem, Which Includes Determining The Point, Finding Similarities And Differences, Dig Up Relevant Information And Data (Winkel, 2007). Critical Thinking Skills Includes The Knowledge To Construct A Series Of Interrelated Critical Questions As Well As Ability And Willingness To Ask And Answer These Questions In Real Time The Right One (Brownie & Keeley, 2015). Therefore The Ability To Think Critically Relates Too With The Ability To Think And Ask Someone. This Can Be Done During The Process Science Learning.

The Aftereffects Of Exploration Led By The Program For Global Understudy Evaluation (PISA) In 2018 States That The Degree Of Perusing Capacity Of Understudies In Indonesia Is Positioned Sixth From The Base Which Is Positioned 74 Out Of 80 Nations On The Planet With A Typical Score Of 371 (OECD, 2019). For This Situation Indonesia Still Extremely Low Regarding Perusing. A Few Creations To Expand Understudies' Advantage In Perusing What The Two Guardians And Educators Do Is Acclimate Understudies To Perusing With The Kinds And Different Book Designs (Balitbang, 2019). The Requirement For Development In Learning Is Totally Fundamental To Confront The Period Of Advanced Progress Or What Can Be Known As The Modern Transformation 4.0 (Amanullah, 2020). Computerized Learning Plans To Introduce New Circumstances And Climate In A Decent Educational Experience For Understudies And Educators, On The Grounds That Customary Learning Is As Of Now Not Suitable To The Circumstance Advancing As Of Now.

Students Should Get Picking Up As Per The Requirements And Capabilities They Have By Understudies By Changing Learning

Techniques As Per The Times, The Reasonableness Of Learning Strategies With Mechanical Advancements Will Draw To Understudies' Advantage In Growing Experience (Kemdikbud, 2020a). The Coronavirus Pandemic Hosts For Sure Caused All Gatherings To Feel Troubles In All Fields Including Training. A Few Endeavors Have Been Made By The Public Authority To Conquering Issues In The Field Of Training Because Of The Coronavirus Pandemic, One Of Which Is Distance Schooling Far. Clergyman Of Instruction And Culture No. 24 Of 2012 Article 1 Portrays Distance Instruction Which He Proceeds Is Called PJJ Is Schooling In Which Understudies Are Isolated From Teachers And Learning Utilizes Different Learning Assets Through Data Innovation, Correspondence And Different Media. At The Hour Of Distance Schooling There Is Still A Lot To Be Changed With Regards To Learning Techniques, Media Learning And Showing Materials Utilized. In The Educational Experience, Books Or Modules Become Off-Base A Wellspring Of Data That Understudies Use To Build Their Insight And Inspiration To Learn. Improvement Of Books And Modules In Electronic Arrangement Or Known As Digital Books/E-Modules As Of Now Utilized As A Substitute For Regular Books Without Lessening Its Job As A Source Data (Hartanti, 2013). One Utilization Of The Product To Make Anticipated E-Modules Can Give Its Own Appeal Is A Flipbook. Flipbook Is Programming That Has A Capability Altering Which Is Utilized To Add Hyperlinks, Pictures, Video And Sound As Supporting Material And The Expansion Of Sight And Sound Items On Pages That Can Be Flipped Back Like A Unique Book (Ilham, M., 2014). Flipbook Expects To Assist Understudies With Figuring Out The Material, Further Develop Results Understudy Learning, Further Develop Inventive Reasoning Abilities And Can Increment Mastering Inspiration Understudies (Hayati, 2015). With The Goal That The Utilization Of Computerized Flipbook-Based E-Modules Is A Savvy Arrangement Introducing A Fascinating, Intelligent Learning Air And It Understudies' Comprehension To Help Material. Flipbook-Based Advanced E-Modules Are On A Fundamental Level Like Manual Showing Materials (Yulaika Et Al., 2020). The Computerized Flipbook-Based E-Module Depicts Fundamental Abilities (KD), Markers (KI), Materials, Tasks And Practice Questions That Are Bundled All The More Capably In Electronic Structure In A4 Size Structure

Representation Which Contains Pictures, Hyperlinks And Sound As Supporting Material That Can Be Distributed As SWF HTML, PDF Distributed Through Webside, Email, Whatsapp And So Forth One Material Which Is Reasonable For Use In E-Modules In View Of Computerized Flipbooks, In Particular The Development Of A Market Balance And Market Structure In The Economy That Incorporates Request, Supply, And Market Balance Costs Market.

Today The World Has Entered The Era Of The Industrial Revolution 4.0 Where Developments Technology And Information Happen So Fast. This Development Is Characterized By The Emergence Of Various Electronic-Based Activities Such As E-Commerce, E-Government, Emedicine, And E-Laboratory. The Benefits Obtained For Human Life With There Are Many Advances In This Technology. Originally To Meet The Needs Human Life Relies More On His Strength, But Now Most Of It Everything Is Available Digitally Starting From Buying And Selling Activities, Transportation, Services, To Payment Transactions.

Textbooks Are The Most Important Component In Learning. Availability Of Textbooks That Relevant Will Greatly Help The Learning Process Teaching In Schools. According To Priyanto (2012) Books Teaching Can Support The Realization Of The Student Program Centered Learning (SCL), Where The Learning Paradigm In Schools Directed More At Learners As A Subject Of Learning And Teacher Only Act As A Facilitator. Electronic School Book (BSE) Or E-Book Is One Of The Textbooks That Are Now Many Used In Various Schools In Indonesia. BSE The Copyright Has Been Purchased By The Ministry Of Education And Culture, Which Covering Textbooks Of Various Subjects Ranging From Basic To Advanced Levels In Form Digital And Printable. Some Of The Advantages Making BSE More Attractive To Teachers Than Books Conventional Teaching Methods, Among Others, BSE Is Easy To Obtain By Downloading On The Official Website Of The Ministry Of Education And Culture, Suitability Of The Content With The Curriculum, Do Not Know Expired, The Language Is Easy To Understand, And Has Passed The Test From The Assessment Of The National Standardization Agency Education (BSNP) As A Proper Textbook Used In Learning. However, When Used In Schools, BSE

Still Has Its Weaknesses Should Be Perfected. BSE Packed In E-Book Form Has Yet To Have More Value Still Like Any Other Printed Book In Circulation. Supposedly, BSE Is Able To Display Interactive Simulations By Combining Text, Images, Audio, Video, And Animation, So Learning Can Take Place More Interesting And Pleasant.

Activities To Explore Context, Experience And Even Action Have Become A Habitus In Learning At Sanata Dharma University. More Than Just Cultivating Habits, Reflective Thinking Activities Are Expected To Be A Support For Learning Australian And Oceania History. Some Subjects Can Be Explored More Deeply By Learners Regarding The Contextuality Of Learning, For Example On The Issue Of Exploration Of New Territories By The British, How An Area Unspoiled By Civilization Turns Into A New Colony. Judging From The Dynamics Of The Nation In The Archipelago From A Geopolitical Background, Whether The Same Pattern Can Be Carried Out By The Government And Society With The Exploration Of Local Culture And Wisdom (Clothing, Food, Boards) For Indonesian Society Today Equally As Was Done By The British Colonies In Exploring New Civilizations.

As An Analysis Of The Situation, The Findings Of The Student's Problem In Carrying Out The Australian And Oceania History Course Are Only Based On One Source, Namely Siboro's Essay. There Is Not Much That Can Study, Analyze From One Source To Another. Other Findings Such As Discussions, When There Are Questions About The Fate And Struggles Of Indigenous Peoples In The Development Of Australian History Are Difficult To Answer, As One Source Only Describes A British Centrist Point Of View. Actually, There Are Many Books And Journals That Can Be Studied Related To Each Topic Of Discussion. For Example, Ratih Harjono's Study Of The White Tribe Of Asia, Which Is Actually Quite Neutral In Describing The Australian Background With The Dynamics Of Society In The Colony At The Beginning.

Another Pattern That Needs To Be Trained In The Process Of Exploring Students' Reflective Thinking In Learning Australian And Oceania History Is To Build A Sense Of Nationalism And The Spirit Of The Nation. Australia's "Community Structure" Lecture Sub-Material Illustrates How Early Societies Fought For Colonies To Take Part In

Democratic Parties. Democracy In Practice In Several Countries, One Of Which Is Australia, Is Also An Offer For The Indonesian Nation To Build A Harmonious And Civilized Society. Democratic Processes In Some Parts Of The World Have Shown Resistance To Oppression, Injustice, Autocracy And Dictatorship. Thus, The Structure Of Society In Australia Can Be One Of The Learning Materials To Explore Student Reflective Thinking Activities With Structured Learning Patterns That Include Extracting Contexts, Facts, Procedures And Metacognition.

The Practice Of Reconstructing Experiences As Described Above Can Improve The Ability Of Students To Be Able To Decipher Situations Into The Elements Of Their Constituent Components. Knowledge Of Extrinsic Values Is Concerned With Space And Time, So That In Fact Society Cannot Avoid Experiences. Each Individual Must Be Able To Reconstruct Every Experience Into A Beneficial One (Amemtembun, 1974, P 52). This Process Is Some Of The Stages Offered In Exploring The Ability To Think Reflectively. It Is Hoped That Students In The Australian History And Oceania Course Can Illustrate And Connect Events With Each Other To Offer Alternative Solutions To The Nation's Problems.

Meanwhile, In Studying History, Special Techniques Are Needed Specifically Assist Students In Paying Attention To The Characteristics Of History As A Thing Procedures And Processes, Namely By Imagining Or Creating Images About History In Real Or Imitation. These Images Can Help Students To Remember The Material Discussed In History Lessons. In Reading Activities Generally A Person's Ability To Remember And Understanding A Text Is Only 10%, While If The Text Equipped With A Picture Of The Ability To Remember And Understand A Person Increased To 30%, In Contrast To The Learning Media That Has Been Equipped With Audio, Graphics, Video Animation, And Digital Interactivity It's Possible A Person's Ability To Remember And Understand Learning Material Rises To 80-90%. Departing From These Facts It Is Necessary To Have An Innovation More Effective Learning Modules To Increase Interest And Learning Outcomes Student. In This Literature, The Author Aims To Develop E-Modules Based On Flipbook Maker Which Contains Material On Ancient Indonesian History. Electronic Modules Are Learning Aids

Designed To Achieve Certain Competencies Which Contain Material, Methods, And Limitations Learning And How To Measure The Learning Outcomes That Are Arranged In A Structured Manner And Presented By Utilizing Communication And Technology Information In The Form Of Internet And Electronic Devices. The Advantages Of The Digital Module Among Them Are: 1) The Module Can Be Equipped With Background Music, Video, Animations, And Slide Shows That Enrich The Learning Experience; 2) The Module Can Be Studied Online And Offline Which Allows Easy Operation Done; 3) The Module Is Also Accompanied By A Navigation Link That Can Create Interactivity Between The User And The Program; 4) Besides That The Module Is Also Equipped With Learning Evaluation That Makes Users Know Their Learning Outcomes. The E-Module Developed In This Study Is Based On Flipbook Maker, Namely One Of The Software That Can Change The Appearance Of Books Or Other Teaching Materials Into A Page-Turning Digital Book. This Program Is Zdesigned For Convert Packaging Files From PDF, Powerpoint, Word, And Excel Formats To Like A Book So That It Produces A More Attractive Appearance And Can Be Read Published Digitally. Various Features Such As Zoom To Enlarge The View, Word Search, Bookmarks And Thumbnails Are Available In This Application. The Use Of This Flipbook Maker-Based E-Module Can Make Users Feel Like They Are Physically Open The Book Switching Between Pages Can Be Done With Touch And Open (Drag) The Page As A Finger Turning Over A The Pages Of The Book And The Pages Will Fold Like The Paper Is Being Bent. Besides By Dragging, Moving Pages Can Also Be Done By Using Available Navigation Buttons.

One Of The Very History Big Influence For The Indonesian Nation Is About Indonesian Independence, In Behind Indonesia's Independence, A Lot Once The Matches For The Indonesian People Expel The Invaders, The Resistance Not Only National But Also A Lot Of Local, Wrong One Thing Is The Resistance That Is Done The People Of Banten Against Cruelty Invaders, And The Resistance Was Over Known As The "Rebellion". Banten Farmer 1888 Or Geger Cilegon 1888". Student Knowledge Of History Local Is Still Lacking, Because In Part Most Students Only Know History National, Rarely Know History Locally, Even Though There Are Many Struggles Local No Less

Important Wrong One Of Them Is The 1888 Cilegon Commotion Cilegon 1888 Is One Of Them Local People Struggle For Free From Colonialists. Therefore There Needs To Be More Effort, So That Students Can Know Local History, Can Learn And Understand The Process Cilegon Commotion 1888 And Took Historical Values. In Line With Fauzan's Opinion (2013: 25) Some Of The Problems Are Been Agitated All This Time History Lessons Include: History Lessons Just Touch Or Discussing National History Material In The Other Side Of Local History Is Neglected. Local History Studies Are No Longer Available Seen As Unattractive, Less Broad Impact, Or Other Reasons Traditional Local History Studies Serious Research, Expertise Support Among Others With "Total History" Approach, Structural, Multidisciplinary, Both In Her Vision Itself, As Well As Within A National Framework Rohyati (2007) In Fauzan (2013: 26). Local History And History Education Nationalism Is A Process Of Enculturation In The Context Of Nation And Character Building.

Previous Development Research On Kvisoft Flipbook Based Modules Maker Conducted By (Fahmi Et Al., 2019), The Results Prove That The E-Module Is Feasible Used As A Source Of Independent Learning, Effective, Efficient And Also Can Understand Material Concepts In Linear Programming Courses. In Addition, Research Development By (Febrinawati & Arief, 2021) Proves That E-Modules Are Suitable For Use As Materials Teaching Materials To Improve Student Learning Outcomes In The Governance Automation Subject Staffing. Furthermore, Development Research By (Akhlaqul Karimah & Churiyah, 2021) Proves That E-Modules Are Appropriate For Increasing Independence And Student Learning Outcomes In Public Relations Subjects. In Addition To Development Research By (Oktaviana Et Al., 2019) Proved That The Application Of Kvisoft-Based E-Modules Flipbook Maker Is Effectively Used On Unit Length Material For Math Subjects 3rd Grade.

Developmental Research By (Nurtjahyani & Tutut, 2021) Proved That Kvisoft Flipbook Maker-Based E-Modules Were Effectively Used In Biology Subjects To Discussion Of The Interaction Of Living Things With The Environment At The Junior High School Level. Besides That, Research Development By (Nitami, 2020) Proves That The E-Module Is Based On Kvisoft Flipbook

Maker Is Effectively Used In PPKN Subjects At The VII Grade Junior High School Level. Whereas Development Research By (Oktaviara & Pahlevi, 2019) Shows Evidence That The Kvisoft Flipbook Maker-Assisted E-Module Is Based On A Scientific Approach To Material Applying The Operation Of A Word Processing Application Is Very Well Used As Teaching Material For Class X OTKP 3 SMKN 2 Blitar.

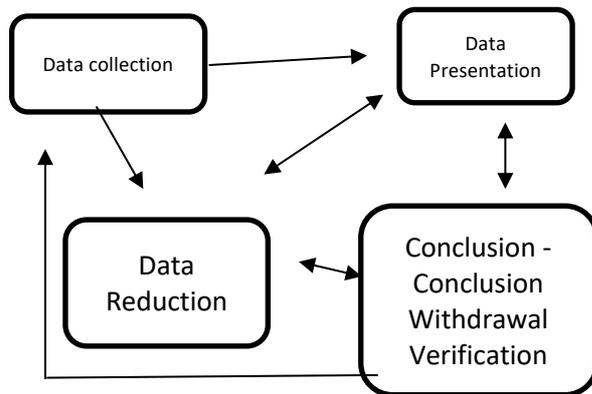
As A Means To Motivate Students In The Process Of Exploring Reflective Thinking Activities, Media Is Offered In The Form Of Flipbooks. These Media Are Available In Various Forms Of Bids Or Applications. Some Are Supported By Visual And Audiovisual Means. Students With Critical, Creative, And Innovative Power Can Elaborate Interestingly And Meaningfully The Results Of Their Analysis Or Reflective Thinking Activities Poured Through Flipbooks. Students Are Also Expected To Be Able To Produce Something New According To Their Perspective So That They Can Modify, Reconstruct, Design And Tell In The Form Of Interactive Narratives. Thus Reflective Thinking Activities Become A Habit And Commitment With Students Not Only In The Australian And Oceania History Courses, But Also In Their Life Experiences. Based On The Analysis Of The Situation Above, This Research Took The Research Topic, Namely Hone Flipbook-Based Students' Reflective Thinking Skills In The Australian History & Oceania Course

METHODOLOGY

The Method Used In This Research Is Qualitative Research With A Case Study Approach. In Its Application, This Research Emphasizes More On The Process Of Searching, Seeing, Photographing, And Analyzing Activities And Information About The Ongoing (Casuistry) State Aimed At Obtaining An Overview Of The Process And Meaning Of An Event Or Event.

The Source Of Research Data Consists Of 1) Cases Of Observation, 2) Information From Student Informants Who Take Part In Australian History & Oceania Lectures, 3) Documents Including Books, Journals, Papers, RPS And Other Materials, 4) Documentation In The Form Of Photos During The Observation Process. The Data Collection Techniques Include; 1) Observations In The Field, Namely Introductory Classes In The Sociology Of Anthropology, 2) Depth Interviews With

Students, And 3) Study Documents That Support The Course Of Research.



Picture 1. Interactive Flow Model Data Analysis Chart

DISCUSSION

The Data That Has Been Obtained Then By The Researcher Triangulated The Data. Triangulation Techniques Are Performed To Check The Validity Of The Data. Validity Needs To Be Done Related To Trust In The Results Of The Study. The Results Of The Study Are Said To Be Valid If A Careful Examination Is Carried Out And Uses Appropriate Techniques. According To Sugiyono (2010) There Are Three Triangulations That Must Be Done, Namely 1) Source Triangulation: Checking Data From Various Sources. In This Study Observational Data Were Matched With Interviews And Documents; 2) Triangulation Technique: Checking Data To The Same Source With Different Techniques. In This Study, Interview Data Were Matched Between One Informant And Another; 3) Time Triangulation: Checking Data Between Vulnerable Different Times. In This Study, We Looked At The Observation Of Online Learning Between One Day And Another, As Well As The Results Of Interviews Between One Day And The Next.

The Chart Explains That Interactive Flow Model Data Analysis Consists Of Three Flows, Namely 1) Data Reduction, Including The Selection Process, Concentrating On Simplifying The Data That Emerges From Records In The Field; 2) The Presentation Of Data, Including A Set Of Composed Information That Provides The Possibility Of Drawing Conclusions And Actions; 3) Drawing Conclusions, Covering Part Of An Activity With An Intact Configuration.

DISCUSSION

REFLECTIVE THINKING SKILLS

The Implementation Of Historical Learning Based On Reflective Pedagogy Combined With Flipbook Learning Media To Produce Learning Activities That Are Situational And Not Monotonous, Certainly Produces Excellent Achievements (Purnama Et Al., 2022). Based On The Data Obtained, Students Are Not Only Able To Master The Learning Context But Can Also Find The Relevance Of The Context To The Meaning Of Life, So That History Learning Is Not Only Impressed By Rote Memorization But Also Able To Live Moral And Cultural Values (Melissa, 2017).

The Capital Available In Indonesian Ports Is Sufficient To Implement Industry 4.0. Preparing Human Resources Through Secondary And Higher Education Is The First Step In Developing National Capability In Maritime Education, Followed By Mastery And Application Of Marine Science And Technology. This Capability Can Be Realized By Increasing Research And Development Capacity And Providing Scholarships For Maritime Technical Schools. The Existence Of Belawan Port Will Have A Significant Impact On Aspects Of The Community's Socioeconomic Life As A Result Of The Increasing Visibility Of Its Activities. The Advancement Of These Local Area Exercises Can't Be Isolated From The Effect Of Port Exercises.

When Asked To Understand And Interpret The Context Of The Material For The First Time, Students Admit Confusion. This Is Evidenced By The Results Of A Questionnaire Conducted By Researchers Who Stated That 53.6% Of Students Expressed Difficulty In Taking Relevance And Interpreting Material With Life Values. Over Time, When This Activity Is Carried Out On An Ongoing Basis, Students Begin To Be Able To Understand And Find The Relevance Of The Material To Life Values Easily.

The Ability Of Students To Understand And Find The Relevance Of The Material To Life Values Is Also Supported By The Use Of Flipbook Learning Media. The Use Of Creative And Innovative Learning Media Provokes Student Enthusiasm In Finding Out The Material More Deeply.

Based On The Results Of Qualitative Research That Has Been Carried Out, It Was Found That 89.3% Of Students Agreed That

The Use Of Flipbook Learning Media Increased Their Learning Motivation For Australian And Oceania History Material.

Thus, Reflective Pedagogy-Based Learning Combined With Flipbook Learning Media, Produces Interactions And Positive Outcomes Between Educators And Learners, What Is Expected To Be Channeled Well.

LIMITATIONS AND ADVANTAGES

Blended Learning Is One Of The Alternative Learning Systems In The New Normal Era Of Covid-19. Blended Learning As The Right Solution To Organize Learning Directly Or Indirectly (Online). This Learning Is Carried Out So That Learning Activities Can Run Optimally. Blended Learning Involves Collaboration Learning With Technology That Is Able To Create Interesting And Interactive Learning. The Implementation Of Learning History Of Australia And Oceania Is Carried Out In A Blended Learning Manner Using A Flipbook-Based Reflective Pedagogy Paradigm.

Learning History Of Australia And Oceania With A Blended Learning System Is Realized By Using Flipbook Media As A Means For Students To Understand The Material. The Use Of Flipbooks In Learning Australian And Oceania History Can Encourage Students To Increase Learning Creativity In Thinking And Imagining The Material Presented By Lecturers. The Increasing Creativity Of Learning In Thinking And Imagining Is Influenced By The Use Of Flipbooks Because The Material Is Presented Concisely And Interactively (Amanulah, 2020). The Features And Elements In The Flipbook Contain Images And Color Combinations That Make The Material In Powerpoint Slides Look More Attractive And Easy To Understand So That Students Don't Feel Bored In The Learning Process.

The Implementation Of Australian And Oceania History Learning Using The Reflective Pedagogy Paradigm Approach Is Seen In The Learning Process In The Classroom And Zoom Meetings. Lecturers Lead Learning By Asking Lighter Questions That Can Open Students' Understanding Of The Material. The Presentation Of The Material Is Carried Out By Viewing Powerpoint Slides In Which The Material Is Summarized Concisely And Interactively. Learning Activities Are Directed At Finding Relevant Values Contained In The Material So That Learning Not Only Measures

The Cognitive Realm, But Also The Affective And Psychomotor Realm.

At Each Meeting, Reflection Activities Are Always Carried Out Before The Learning Is Completed. The Application Of The Reflective Pedagogy Paradigm In The Learning Process Of Australian History And Oceania Not Only Has An Impact On The Knowledge Or Understanding Of Teaching Materials, But In Reflection Activities, Students Are Able To Foster Personal Development And Character Building Efforts. In The Study Of History Of Australia And Oceania, There Are A Number Of Life Values That Give Positive Meaning To The Personal And Character Development Of Students. Value Becomes The Goal To Interpret Something Contained In Learning. Therefore, The Implementation Of The Reflective Pedagogy Approach (PPR) In Its Implementation Is Able To Encourage Mastery Of The Material And The Discovery Of Meanings That Are Useful For The Individual And Others (Suparno, 2015). Personal Development And Character Building Of Students Are Also Seen When Interpreting The Context Of Australian And Oceania History Material In Which There Are A Number Of Problems, Challenges, Responses That Ultimately Trigger A Historical Event. The Meaningfulness Of The History Material Obtained By Students Through The Application Of The Reflective Pedagogy Paradigm (PPR) Can Train Students To Learn To Make Decisions In Determining What Is Good And Bad, As Well As Make Students' Conscience Develop To Dive Into And Live Historical Experiences.

In Learning Australian History And Oceania, The Application Of The Reflective Pedagogy Paradigm Also Has Limitations, Which Are Related To The Lack Of Teaching Resources In Indonesian. The Sources Available On The Internet Are Mostly Foreign Languages So Students Need To First Translate The Material Into Indonesian. The Limited Source Of Books In Indonesian Makes It Difficult For Students To Understand The Teaching Material So That Students Have Difficulty Thinking Reflectively In Diving And Finding The Meaningfulness Or Values Contained In The Material. In Learning History Of Australia And Oceania, The Book Resources Used By Students Only Focus On The Australian History Book By Julius Siboro And The Reading Materials Provided By The Lecturer, So That

Students Are Less Able To Explore Knowledge And Other Historical Facts. Learning With A Blended Learning System Is Also One Of The Factors Limited To The Application Of The Reflective Pedagogy Paradigm Due To Constraints On The Internet Network And Data Quota For Students Who Take Part In Online Learning. Constraints On Signals And Networks Have An Impact On The Effectiveness Of The Application Of Learning With The Reflective Pedagogy Paradigm Approach And The Use Of Flipbooks As Interactive Media In Learning. Internet Network Interference Causes Students To Go In And Out Of Zoom Meetings, So That The Process Of Receiving Material Submitted By Lecturers Is Not Fully Accepted By Students.

EVALUATION OF THE DYNAMICS OF REFLECTIVE THINKING

During The Work Process, Students Can Explore The Results Of Reflective Thinking By Pouring Out What Is Felt Based On Experiences Generated From Both Literature Studies And Online Studies. Students Can Also Work On Assignments By Working In Groups With Their Peers To Exchange Their Thoughts And Arguments.

Both Of These Assignments Were Carried Out Online, Because They Were Still In A Pandemic Condition. Ideally, This Assignment Is Given One Week Of Work Time, This Is Done In The Hope That Students Can Do It Well And Optimally. Assignments Must Be Collected Through The LMS Page Online. The Results Of The Assignments That Have Been Completed By The Students Are Then Presented Concisely And Clearly Through The Zoom Meeting. Regarding The Use Of Online Meetings With Limited Time, Not All Students Can Present Them.

By Conducting Surveys (Making Observations) There Is Learning Feels More Lively And Effective When Done Offline. Where Students Can Share What Is In The Writing They Have Compiled. If Learning Is Online, Not All Students Can Share Their Writings. So The Other Students Are Only Limited To Collecting On The LMS Page With A Predetermined Limit. Judging From The Learning Outcomes That Have Been Achieved By Students, It Can Be Concluded That Offline Learning Is More Effective For Improving Student Learning Outcomes. Students Are Also Considered More Active When Learning Is Taking Place Offline Than Online.

CONCLUSIONS

From The Results Of A Study Entitled "Hone Flipbook Suggestion-Based Student Reflective Thinking Skills In The Australian History & Oceania Course" Succeeded In Producing Students Who Were Creative And Not Only Mastered Cognitive Aspects But Also Able To Interpret And Find The Relevance Of Context To The Meaning Of Life, So That Learning Activities Became More Meaningful. Australian And Oceania History Courses Feel More Active And Inspirational. The Application Of The Flipbook-Based Reflective Pedagogy Paradigm Has Succeeded In Increasing Student Interest In Learning.

Through Proper Planning, Execution And Evaluation In The Implementation Of An Interesting Flipbook Learning Media-Based Reflective Pedagogy Paradigm In The Australian History & Oceania Lecture. Thus, Students Experience An Increase In The Aspect Of Competence, Namely, Mastery Of Science In Accordance With Their Field In This Case History Education. Conscience Means Having A Conscience That Can Distinguish Between Good And Bad. As Well As Compassion, Namely, Sensitivity To Do Good For Others In Need, Have Concern For Others (Printina, 2020, P. 35). For The Academic Community And Observers Of History Education, The Results Of This Research Are Expected To Integrate Learning Activities With Research So That The Benefits Can Be Felt.

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