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Development of Flipbook Maker-Based Learning Media Teaching Materials Basic Movement Patterns Physical Education Sports and Health Upper Classes Elementary School Students

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Abstract

Objective: This research aims to determine the analysis of learning media needs, produce and determine the effectiveness of learning media designs based on flipbook maker material on basic movement patterns for Primary School Students' Physical Education, Sports and Health. Methods: This research design uses the Research and Development method from Borg and Gall. The data source for this research comes from physical education, sports and health teachers, upper elementary school students. The instruments used in developing this product are interviews, documentation and questionnaires. Researchers used descriptive analysis techniques in the form of percentages, while data in the form of suggestions and reasons for choosing answers were analyzed using qualitative analysis techniques. Results and Conclusion: The results of the large class field test questionnaire calculation show a validation level percentage of 87.3% after being converted to a scale 5 conversion table. These results are at an attractive qualification level so that the flipbook maker media is suitable for use in learning Physical Education, Sports and Health. The effectiveness of using flipbook maker learning media seen from the comparison of pre-test and post-test results in the control class and experimental class shows that there is a significant difference in the experimental class after using learning media compared to the control class which did not use learning media, and learning outcomes increased seen from the results of the t-test on manual calculations be results, which means that the learning outcomes of classes that use flipbook maker media are superior to the learning results of classes that do not use flipbook maker media. Recommendation: This flipbook maker learning media needs to be upgraded to e-learning so that it makes it easier for users to access it.

1 Introduction

At the beginning of 2020, the world was shocked by the emergence of a virus that was easily contagious and deadly, the virus was known as Corona. A public health emergency was declared by the World Health Organization (WHO) on 30 January 2020. The government postponed indoor and outdoor activities in all sectors on 18 March 2020 in an effort to reduce the spread of COVID-19, especially in the education sector. Circular Letter Number 4 of 2020 was issued by the Minister of Education and Culture on March 24 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of COVID-19. The circular

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explains that, as part of the government's efforts to resolve the impasse between students and the government, education from home can be focused on life skills education related to the COVID-19 pandemic and provide meaningful learning experiences for students without being burdened by demands to complete all curriculum outcomes for class promotion or graduation (Kemdikbud, 2020).

The results of the Focus Group Discussion carried out by elementary school health and physical education teachers in February 2021, attended by representatives from Siderejo, Sidomukti, Tingkir, Argomulyo subdistricts, stated that several things included learning being carried out online, mostly using the Whatsapp Group platform. The media used for teaching is taking videos on YouTube as student literacy material in the learning process, only a few teachers make learning media independently. The results of data collection via Google form showed that 58.5% of PJOK teachers conducted learning using Whatsapp Group, 17% used Google Classroom, 1.9% used video conferencing, 5.7% used Zoom meetings, 10% used other media.

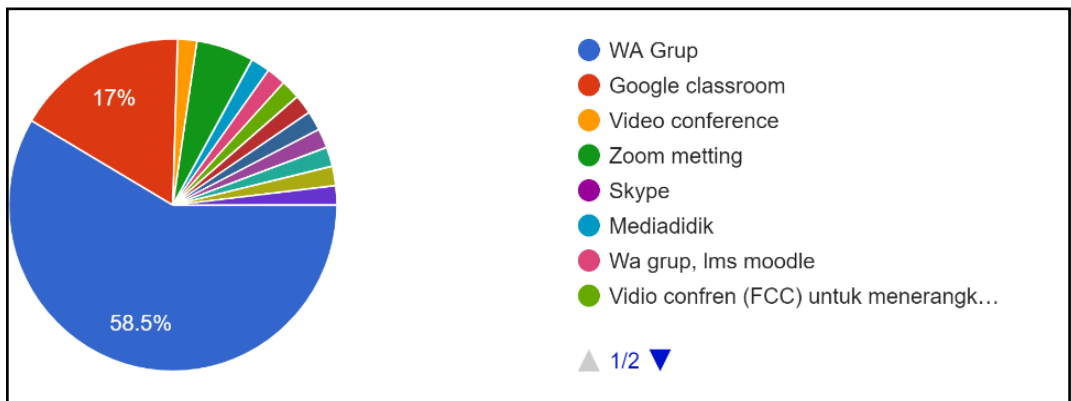


Figure 1: Online Learning Media.
(Source: Preliminary Observation Data 2021).

The learning model used during the pandemic was 50.9% using the Project Base Learning model, 35.8% using Discovery learning, 5.7% using Problem Solving, and 7.6% using other models.

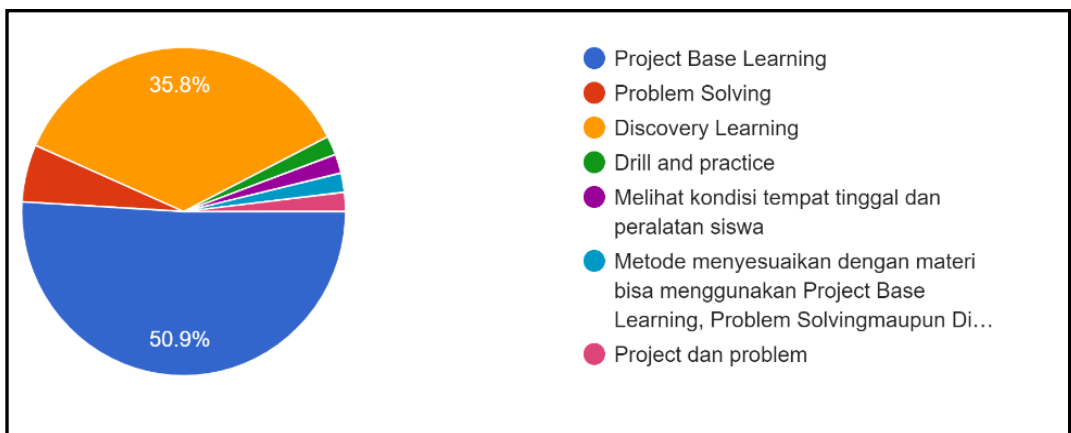


Figure 2: Online Learning Media.
(Source: Preliminary Observation Data 2021).

Physical education is education through physical activity which has the aim of developing a physically active lifestyle. The teaching carried out must be effective if children want to acquire the skills to live a physically active lifestyle (Kohl & Cook, 2013). Effective programs can develop motor skills, provide the knowledge necessary for an active lifestyle, encourage regular participation in physical activity, facilitate the development and maintenance of fitness, foster responsible personal and social behavior, and help students to value participation (Opstoel et al, 2019). For effective learning, appropriate media is also needed in physical education learning in elementary schools (Aryanti et al., 2021; Kioumourtzoglou et al., 2022).

Media as a teaching aid should provide benefits for teachers in the learning process. Teachers who create media are sometimes neglected due to limited time to make teaching preparations. The results of the interview conducted on March 23 2022, the Physical Education, Sports and Health teacher said that in the online learning that has been carried out by teachers using learning media obtained from YouTube, most of them have not made learning media in the form of videos, during this limited learning the teachers only rely on Whatsapp group, even in learning that has entered Hybrid, teachers still rely on learning media taken from YouTube. There are some teachers who make learning media only in the form of videos by taking their own pictures, but they are less attractive to students and lack clear instructions.

The results of the interview also stated that teachers need learning videos in which there is a learning sequence appropriate to the class accompanied by an explanation of the video, and the teacher also explained that the media delivered must be interesting and fun for students. Teachers need media that can be easily accessed so that it can be accepted by their students, so researchers want to develop a learning media to answer questions from Physical Education, Sports and Health teachers in the form of Flipbook Maker-based learning media.

Research cannot be free from problems, so the researcher only limited the scope of the problem to the development of Flipbook Maker-Based Learning Media Material on Basic Movement Patterns for Physical Education, Sports and Health for Elementary School Students. How is the Implementation and effectiveness of Flipbook Maker Based Learning Media Material on Basic Movement Patterns for Physical Education, Sports and Health for Elementary School Students.

2 Theoretical Framework

2.1 Development of Learning Media

The word media comes from Latin and is the plural form of the word medium which literally means intermediary. Media is an intermediary or messenger from the sender to the recipient of the message (Rahmayanti et al., 2020; Siburian et al., 2020; Veni, 2022). Adriani et al. (2022) and Shahbaznezhad et al. (2021) states that media are various types of components in a student's environment that can stimulate them. Meanwhile Julianingsih et al. (2021) and Khaira & Mulia (2023) argue that media is any physical tool that can present messages and stimulate students to learn.

According to Risnaini et al. (2020) explains that media is a very useful tool for students and educators in the learning and teaching process. Based on these opinions, it can be concluded that media is a tool used to convey messages from the sender of the message to the recipient of the message, so that it can explain students' thoughts, feelings, concerns and interests in such a way that the learning process occurs.

Media as a means of learning has been around for a long time, namely since humans carried out learning processes and activities. Learning media, which contain information and knowledge, are generally used to make the learning process more effective and efficient. Apart from that, learning media can also make learning activities more interesting so that it can increase students' learning motivation. In the teaching and learning process, learning media plays a role in bridging the process of conveying and sending messages and information from sources to the audience. The audience in this case is the students who carry out the learning process. By using media and technology in learning, the process of conveying information and knowledge messages between the sender and recipient can take place effectively and efficiently. The role of media in this case is as a tool in the learning process. The development of media used in the learning process basically goes hand in hand with technological developments.

2.2 Flipbook Maker

Kvisoft Flipbook Maker Pro 3.6.10 is reliable software designed to convert PDF files into page-turning digital publications (Djarwo & Handasah, 2022). This software can change the appearance of a PDF file to make it more attractive, like a book. Not only that, Kvisoft Flip Book Maker Pro 3.6.10 can also make PDF files like magazines, digital magazines, company catalogs, digital catalogs and so on, the start page after entering Kvisoft Flipbook.

Kvisoft flipbook maker is a software that is suitable when used as a learning medium because in this application you can add various features such as motion animation, video, images and audio which can become an interactive learning medium so that it can attract students' interest and create teaching and learning activities. not monotonous (Fitri & Pahlevi, 2020).

2.3 Physical Education, Sports and Health

Physical Education, Sports and Health are an integral part of education as a whole, aiming to develop aspects of physical fitness, movement skills, critical thinking skills, social skills, reasoning, emotional stability, moral actions, aspects of a healthy lifestyle and introduction to a clean environment through physical activity. , sports and health that are planned systematically in order to achieve national education goals (Astuti et al., 2024; Herjanata et al., 2022; Rubiyatno et al., 2023).

Physical education, sports and health are a group of subjects taught from primary education to secondary or vocational education through physical activity. Physical education, sports and health are expected to encourage physical growth, psychological development, motor skills, knowledge and reasoning, appreciation of values, and healthy living habits which lead to stimulating the growth and development of balanced physical and psychological qualities (Endriani et al., 2022).

2.4 Development of Mastery of Basic Movements in the Childhood Phase (6-14 years)

In line with increasing body abilities and physical abilities, the movement abilities of older children also increase. Various basic movement skills that have begun can be carried out when young children are increasingly mastered. Increased movement ability can be defined in the following form: (1) Movement can be carried out with increasingly efficient body mechanics; (2) Movements can become smoother and more controlled; (3) Varying movement patterns or forms; (4) Movement becomes more powerful (Sugiyanto, 2001).

Various movements that can begin to be done or movements that can be done if children have the opportunity to do them when they are small are walking, climbing, jumping, galloping,

jumping rope, kicking, throwing, catching, bouncing the ball, hitting and swimming. These movements are increasingly well mastered. The speed of development is greatly influenced by the opportunities obtained to carry out activities repeatedly. Children who lack opportunities for physical activity will experience obstacles to development.

3 Methodology

3.1 Design

This research design uses the Research and Development method. According to Borg & Gall (2003) this research and development method is a process or steps to develop a new product or improve an existing product that can be accounted for.

3.2 Data Sources and Research Subjects

The data source for this research comes from physical education, sports and health teachers, upper elementary school students.

3.3 Data Collection Techniques and Instruments

The instruments used in developing this product are interviews, documentation and questionnaires. Interviews are used to gather information in a systematic and directed manner. Documentation is used to determine educational background and development subject expertise.

The questionnaire used consists of two types, namely: (1) to determine the need for learning resources and assessment techniques in physical education, sports and health subjects, and (2) as an instrument to collect the opinions of experts and teachers of physical education, sports and health regarding product acceptability. What is developed is usability, aiming at the benefits of the product for students in their learning. Accuracy refers to how relevant the product is in meeting teachers' needs in teaching basic movement patterns to elementary school students. Implementability refers to how realistic and how economical it is if this product is implemented in the learning process of physical education, sports and health subjects. This product will be tested on a small scale for students in 3 elementary schools and on a large scale for students in 8 elementary schools in Salatiga.

3.4 Data Analysis

In using data analysis, researchers used descriptive analysis techniques in the form of percentages, while data in the form of suggestions and reasons for choosing answers were analyzed using qualitative analysis techniques.

$$P = \frac{F}{N} \times 100\%$$

Information:

P = percentage

F = Frequency in percentage classification

N = Number of all data values

100 = Constant

The results obtained are then classified to obtain data conclusions as follows:

Table 1: Classification of Product Trial Assessments.

No	Percentage	Classification	meaning
1	0-20%	Not good	Throw away
2	20,1-40%	poor	improved
3	40,1-70%	fairly	Good to used (conditional)
4	70,1-90%	good	To use
5	90,1-100%	excelent	used

4 Results and Discussion

4.1 Development of Flipbook Maker Learning Media in Physical Education, Sports and Health Learning for Upper Class Students

The research and development carried out is to develop learning media from textbooks which contain material and images which are then in PDF format, after which it is developed in the form of a flipbook maker application which is then used as learning media. Learning media in the form of a flipbook maker application contains various media formats. The development of learning media aims to increase the effectiveness of learning in the form of a flipbook maker application. Apart from that, it also improves the learning outcomes of upper class students at SD Negeri Dukuh 2, SD Negeri Mangunsari 07, and SD Negeri Sidorejo Lor 04 Salatiga.

Before developing a product, the first stage carried out by researchers was to conduct research and collect information regarding learning competency analysis. This is done by reviewing the Physical Education, Sports and Health curriculum which refers to Permendiknas No. 22 of 2006 concerning Core Competency Standards and Basic Competencies.

After conducting research and collecting initial information, the researcher created an initial product format related to the flipbook maker media that would be used. When creating the initial product format, there are several components that need to be included in the learning media so that they are neatly arranged, systematic and achieve learning objectives.

The standard format for making a book using a flipbook maker includes a cover, instructions for using the book, KI and KD, learning objectives, concept map, materials, bibliography and author biography.

The next stage is developing a design for the product being developed. Researchers created a flipbook maker media product version 4.2.2.0. The results of the development are used for learning Physical Education, Sports and Health with basic movement themes for class V students at SD Negeri Dukuh 2, SD Negeri Mangunsari 07, and SD Negeri Sidorejo Lor 04 Salatiga.

Trial data was obtained from the validation results of the flipbook maker learning media for fifth grade students at SD Negeri Dukuh 2, SD Negeri Mangunsari 07, and SD Negeri Sidorejo Lor 04 Salatiga which was carried out by validators who were experts in language, design and learning, Physical Education, Sports and Health. held on April 25-May 25 2022.

In this field trial the researcher took a large class consisting of 44 class V students (experimental class). The development product submitted for field trials in Physical Education, Sports and Health learning is in the form of flipbook maker media on the theme of basic movement. The

field test in this research was carried out using an experimental class model (class V students at SD Negeri Dukuh 5) and a control class (class V students at SD Negeri Dukuh 1) as seen from the results of the pre-test and post-test for each class.

The development product was tested on class V students at SD Negeri Dukuh 2, SD Negeri Mangunsari 07, and SD Negeri Sidorejo Lor 04 Salatiga. The experimental class uses flipbook maker media in the teaching and learning process of basic movement themes. Meanwhile, in the control class the teaching and learning process uses student worksheets taught by the subject teacher at the school.

Based on the results of large class field tests, the flipbook maker learning media was revised and refined so that the learning media that had been developed became an effective and good media for use by class V Physical Education, Sports and Health teachers with basic movement themes because later this flipbook maker development product would handed over to the school, especially to class V subject teachers at SD Negeri Dukuh 2, SD Negeri Mangunsari 07, and SD Negeri Sidorejo Lor 04 Salatiga.

What has been revised is that there are pictures for each sub-theme to act as boundaries between sub-themes, and learning objectives and concept maps for each sub-theme have been added, namely for each basic movement sub-theme there are walking, running and throwing movements.

4.2 The level of attractiveness of Flipbook Maker Learning Media in Physical Education, Sports and Health Learning for Upper Class Students at SD Negeri Dukuh 2, SD Negeri Mangunsari 07, and SD Negeri Sidorejo Lor 04 Salatiga

From the results of the calculation of the large class field test questionnaire, it shows that the validation level percentage is 87.3% after being converted using a scale 5 conversion table, the achievement level percentage of 87.3% is at an attractive qualification level so that the flipbook maker media is suitable for use in learning Physical Education, Sports and Health because it can increase students' learning motivation. The questionnaire calculation can be seen on the attachment page. The following are the percentage results for each detail consisting of 10 components:

Table 2: Large Class Field Test.

No	component	Persen tage	interpretation
1.	Makes it easier to learn Physical Education, Sports and Health	92%	Very easy
2.	Provide enthusiasm for learning	86%	enough encouragement
3.	The material in the media is easy to understand	85%	Quite easy to understand
4.	The media design is already attractive	83%	Quite interesting
5.	The appearance and theme are attractive	83%	Quite interesting
6.	Instructions in the media are easy to understand	82%	easy
7.	The language is clear and easy to understand	82%	Quite clear
8.	Didn't find any difficult words	89%	Simply not found
9.	Interested in learning with a flipbook maker	90%	Very interested
10.	After learning feel happy	95%	Very happy

From the table above, it can be concluded that the fifth grade students at SD Negeri Dukuh 2, SD Negeri Mangunsari 07, and SD Negeri Sidorejo Lor 04 are very interested in the flipbook maker media which has been developed by researchers and has been tested. In this way, this flipbook maker media can be said to be suitable as a learning medium for Physical Education, Sports and Health subjects with basic movement themes.

4.3 Effectiveness of Using Flipbook Maker Learning Media in Physical Education, Sports and Health Learning for Upper Class Students at SD Negeri Dukuh 2, SD Negeri Mangunsari 07, and SD Negeri Sidorejo Lor 04 Salatiga

The effectiveness of using flipbook maker media in class V Physical Education, Sports and Health learning on the basic movement theme can be seen from student learning outcomes before and after using the product that has been developed by researchers.

Table 3: Pretest Scores for Control Class and Experimental Class.

Classes	N	minimum student score	maximum student score	average
Control	22	36	76	56.18
Eksperiment	22	32	80	61.90

Results of Data Analysis by author.

Based on the data above, it can be seen that the minimum pre-test score for the control class is 32 and the highest score is 76 with an average of 56.18. Meanwhile, in the experimental class the minimum score is 32 and the highest score is 80 with an average of 61.90. Based on the results of the pre-test, it can be concluded that the two classes are classes that have the same average knowledge, so they meet the criteria to be used as a control class (VII A) and experimental class (VII B).

After the pre-test was carried out, the control class and experimental class were taught the same material, namely the basic movement theme, but here the control class and experimental class were taught using different methods. For control classes, the teaching and learning process still uses worksheets and textbooks, while for experimental classes, flipbook maker media is used which has been tested for validity by material/content experts, media design experts, and Physical Education, Sports and Health learning experts, as well as small class students who consisting of 22 class V students (experimental class).

The next step is that students are given pre-test questions to find out the differences between classes that use flipbook maker media and classes that do not use flipbook maker media.

Table 4: Post-Test Scores for Control Class and Experimental Class.

Classes	N	minimum student score	maximum student score	average
Control	22	52	88	75.81
Eksperiment	22	60	100	85.18

Results of Data Analysis by author.

Based on the table above, it can be seen that the minimum score in the control class is 52 and the maximum score is 88 with an average of 75.81. Meanwhile, the pre-test in the experimental class has a minimum score of 60 and a maximum score of 100 with an average of 85.18. The next step is a gain score trial to determine whether there is a change in the learning outcomes of students who use flipbook maker media (experimental class) and those who do not use flipbook maker media (control class).

Table 5: Gain Score Trial Results.

Classes	N	minimum student score	maximum student score	Gain score
Control	22	52	88	36
Eksperiment	22	60	100	40

Source: Results of Data Analysis by author.

From the calculations above, it can be seen that the control class experienced an increase in learning outcomes by 36 and the experimental class by 40, which means that there was a difference in the experimental class after using the flipbook maker media because the learning outcomes of the experimental class students were superior compared to the control class who did not use learning media. flipbook maker.

Post-test value data for the control class and experimental class were tested using the t test which was carried out by manual calculation with a significance level ($\alpha=0.05$). The results of post-test data analysis calculations show that $t_{count} > t_{table} \mid -4.14 \mid > 2.07$, it can be concluded that H_1 is accepted and H_0 is rejected, so there is a significant difference between the learning outcomes of classes that use the flipbook maker learning media and those that do not use the flipbook maker learning media. Then from the average pre-test score it is known that x_2 is greater than x_1 ($75.81 > 85.18$).

Based on the results of this processing, it can be concluded that the learning outcomes (post-test) were significant in the experimental class using the flipbook maker learning media. In this case, the flipbook maker learning media is more effectively used in the Physical Education, Sports and Health learning process on the theme of Basic Movement, compared to the learning process on the same theme with conventional teaching media (LKS). In this way, the flipbook maker learning media is able to help carry out learning activities in achieving learning goals and plays an important role in encouraging the effectiveness of learning activities.

4.4 Revised Product Review

The results of the development of flipbook maker learning media in Physical Education, Sports and Health subjects for class V at SD Negeri Dukuh 2, SD Negeri Mangunsari 07, and SD Negeri Sidorejo Lor 04 show that the learning media is suitable for use and effective in improving student learning outcomes, seen from the pre-test results. test and post-test in the control class and experimental class which showed a significant difference between the class that used media and the class that did not use learning media.

Walter Mc Kenzie (Salamah et al., 2019) stated that media has an important role in classroom learning, which influences the quality and success of learning. Visual media itself helps understand and remember the content of the material for students who are weak in reading (Naser, 2022).

Physical Education, Sports and Health learning in elementary schools is carried out using an integrated approach. The Ministry of Education and Culture of the Republic of Indonesia states that the integrated learning model is essentially a learning approach that allows students, both individually and in groups, to actively seek, explore and discover concepts and principles holistically and authentically. Through integrated learning, students can gain direct experience, so that they can increase their strength to receive, store and produce messages and impressions about the things they learn.

Messages in the form of knowledge, skills and attitudes can be channeled using learning media, and can stimulate students' attention and willingness to achieve learning goals. A medium used

to convey material will be really needed when students experience difficulties in the learning process. It will also be easier for teachers to deliver material if a teacher delivers it using media that suits their needs. In accordance with the main function of learning media, namely as a carrier of information from sources (students).

Learning media itself has four functions, namely attracting attention and directing students' attention to concentrate on the content of the lesson, increasing students' enthusiasm for learning in the sense of reading text with pictures, pictures and videos can facilitate the goal of understanding and remembering information in the text and remember it again. Therefore, interesting learning media is needed in the teaching and learning process (Daniyati et al., 2023).

The development of flipbook maker learning media for Physical Education, Sports and Health subjects is based on a needs analysis that there is no interesting learning media available to support Physical Education, Sports and Health learning at SD Negeri Dukuh 2, SD Negeri Mangunsari 07, and SD Negeri Sidorejo Lor. 04 Salatiga, especially learning media that contains material, videos and images related to the material so that it can increase students' learning motivation. Apart from that, the results of this development are intended to increase the effectiveness of Physical Education, Sports and Health learning in achieving learning objectives in accordance with those set out in the curriculum. This flipbook maker-based learning media was developed using the Borg and Gall development model which consists of systematic stages including research and initial information gathering stages, planning, initial product format development, initial trials, product revisions, field trials, product revisions, field trials, final product revision (Sugiyono, 2019).

The flipbook maker learning media that has been developed by researchers is an interactive learning media which contains material on theme 4, namely basic movements which are material for the Physical Education, Sports and Health class V even semester subjects and is equipped with videos and pictures related to the material. so that it can attract students' attention to studying Physical Education, Sports and Health and students' learning motivation will increase in following the Physical Education, Sports and Health learning process. This flipbook maker learning media is published with a single executable file (exe) output so that it can be operated on a laptop/computer offline and can be seen by all students in the class with the help of an LCD and laptop/computer.

Learning using flipbook maker media which has been developed by researchers, has a positive influence on the learning motivation and learning outcomes of experimental class students. This result is the same as previous research conducted by Soejana et al. (2020), Irawati Simatupang & Sormin (2020), Fortune & Suranto (2023), Lakapu et al. (2023), Adnyana (2023), and Salim et al. (2020). The effectiveness of using this learning media can be seen from the comparison of student learning outcomes in the control class and experimental class. A comparison of the learning outcomes of control class and experimental class students, looking at the pre-test and post-test results, shows that there is a significant increase in the learning outcomes of experimental class students or classes that use the flipbook maker learning media compared to the learning outcomes of students who do not use the flipbook maker media. or control class.

In the development of this flipbook maker learning media, there are still several shortcomings in this learning media, the weakness is that this flipbook maker based learning media is only limited to developing learning media in Physical Education, Sports and Health subjects on the theme of 4 basic movements. Due to the limitations of researchers, there are not enough

references used in developing the flipbook maker learning media for better development results. This flipbook maker learning media can only be used on computers/laptops so it needs to be developed further so that it can be accessed on smartphones or tablets, then this learning media also does not contain an evaluation in the form of a quiz creator in it so the evaluation is only in the form of text which is done manually in each student's book. If there is a quiz creator, it will make it easier for students to do it and it won't take a long time to write answers. Likewise, for teachers, the quiz creator will make it easier for teachers to assess the evaluation results that have been given.

Thus, there are still many shortcomings in the flipbook maker learning media that researchers have developed, so researchers need further suggestions to develop the media further so that further research is even better. However, on the other hand, this flipbook maker learning media is able to achieve effective learning goals and improve student learning outcomes in Physical Education, Sports and Health lessons.

5 Conclusions

The level of attractiveness of the flipbook maker learning media in Physical Education, Sports and Health subjects at SD Negeri Dukuh 2, SD Negeri Mangunsari 07, and SD Negeri Sidorejo Lor 04 Salatiga was seen from the results of field test validation questionnaires or large classes consisting of 22 students in the class experiment. The validation results obtained a score of 87.3%, which means it is at a valid qualification level and is suitable for use as a learning medium because students feel interested in the flipbook maker learning media.

The effectiveness of using flipbook maker learning media can be seen from the comparison of pre-test and post-test results in the control class and experimental class. The results of the pre-test and post-test in the control and experimental classes are that there is a significant difference in the experimental class after using learning media compared to the control class which did not use learning media, and the increase in learning outcomes can be seen from the results of the t-test in the calculations. manually with the results $t_{count} > t_{table}$, then H_0 is rejected and H_1 is accepted, which means that the learning outcomes of classes that use flipbook maker media are superior to the learning results of classes that do not use flipbook maker media.

The flipbook maker learning media for Physical Education, Sports and Health learning is not the only source of student learning, teachers should guide students to read books or other learning resources that are relevant to the material being explained, so that they can increase their knowledge even more.

This flipbook maker learning media needs to be upgraded to e-learning so that it makes it easier for users to access it. This flipbook maker learning media can only be used on computers, so it needs to be developed further so that it can be accessed on smartphones or tablets.

This flipbook maker learning media development product has been revised several times in accordance with criticism and suggestions from content/material expert validators, media design experts, Physical Education, Sports and Health learning experts and students, then to improve the quality of this flipbook maker learning media it should be further revised. continue to get better and more feasible results.

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