

# The Effect of Using Flipbook Learning Media by Paying Attention to Learning Motivation on Students' Social Studies Learning Outcomes Class VII at SMPN 13 Bandar Lampung

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**Abstract:** The progress of a nation can be judged by the quality of its human resources, in order to create and improve a quality nation, educational progress is needed such as the use of learning media which is expected to be able to improve the education system that has been going on so far. One of the successful learning media has a positive influence on student learning outcomes such as the use of flipbook media. The purpose of this study was to determine the effect of using flipbook learning media by paying attention to learning motivation on student learning outcomes in class VII SMPN 13 Bandar Lampung. The method used in this study is a correlational method with a quantitative approach. This study uses a questionnaire technique and is strengthened by interview data, observation, and documentation. This research was conducted at SMPN 13 Bandar Lampung for the academic year 2021/2022 with a sample of 64 students in class VII. The results showed: (1) there was an effect of using flipbook media on students' learning motivation in class VII SMPN 13 Bandar Lampung with t-count of 91.22 with a significance value of  $0.000 < 0.05$ . (2) there is an effect of using flipbook media on social studies learning outcomes at SMPN 13 Bandar Lampung with a  $t_{count}$  value of 16.31 with a significance value of  $0.000 < 0.5$ . (3) there is an effect of the use of learning motivation on social studies learning outcomes at SMPN 13 Bandar Lampung with a  $t_{count}$  value of 19.368 with a significance value of  $0.000 < 0.05$ . (4) there is an effect of using flipbook media and learning motivation on social studies learning outcomes at SMPN 13 Bandar Lampung with a calculated  $F_{value}$  of 29,967  $> F_{table}$  of 2.77 with a significance level of  $0.000 < 0.05$ .

**Keywords:** Media, Flipbook, Learning Motivation, Learning Outcomes

## I. INTRODUCTION

Education is a conscious effort to regenerate the potential of students' human resources by encouraging and facilitating their learning activities. In detail, in the Law of the Republic of Indonesia No. 2 of 1989 concerning the National Education System in Chapter, I Article (1) reads: "Education is defined as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state" [1]–[4]. Education contains several things, namely education is a conscious effort, meaning that the act of educating is not a spontaneous action but an action that is rational, intentional, prepared, and planned to achieve certain goals, educational practice has emphasized learning rather than the process of the teacher's role only, but rather in a planned manner utilizing various sources and learning media in the environment to achieve children's learning success [5]–[7]. Social studies are applied knowledge that is carried out in instructional activities in schools in order to achieve educational goals to develop students' sensitivity to the social life around them. Social studies learning is directed at producing social actors with personal dimensions (virtuous, disciplined, hard-working, independent), sociocultural dimensions (love for the homeland, respecting and preserving one's own cultural works, developing the spirit of nationality and social solidarity, caring for the environment), the dimensions of spiritual (faith and taqwa, realizing that the universe is the creation of God who is the creator) and intellectual dimensions (skilled scholars, passion for progress) the term Social Studies is the equivalent of Social Studies in the context of the curriculum in the United States [8]. Social studies subjects are actually subjects that are no less important than other subjects because basically the goal is to develop themselves according to their talents, interests, abilities, and environment as well as various provisions for students to continue to a higher level, related to the objectives From social studies education, it seems that a learning pattern is needed that is able to bridge the achievement of this learning. Teachers' abilities and skills in selecting and using various models, methods, and learning strategies must always be improved [9], [10].

In the current era of the Covid-19 pandemic, it has had a major impact on various sectors, one of which is education. This is certainly considered heavy by educators and students, especially for educators, who are required to be creative in delivering material through online learning media, this needs to be adjusted also to the level of education in their needs [11], [12]. The impact will cause physical and psychological (mental) pressure, a positive mindset can help implement online learning media, resulting in quality learning outcomes, studying at home using online media expect parents as role models in assisting children's learning, facing changes in attitudes. This Covid-19 pandemic period can be said to be an opportunity in the world of education, both the use of technology in line with industry 4.0, so educators are required to be creative in developing teaching material media so that they can increase student motivation and learning outcomes.

The learning system is implemented through a personal computer (PC) or laptop connected to an internet network connection. Educators can do joint learning at the same time using groups on social media such as WhatsApp (WA), telegram, Instagram, zoom applications, or other media as learning media, thus educators can ensure students follow learning at the same time, even in different places. different, educators can give measurable tasks according to the objectives of the material presented to students [13]. Cases that often occur when the application of this online learning system include the unequal distribution of students and parents who are good at operating online media, not all parents can afford internet quotas, internet signals at students' homes are not affordable, most of the parents are economically disadvantaged. mediocre, learning media that makes students bored will result in a decrease in children's learning motivation and learning outcomes from these students.

This can happen partly because of the impact of the online learning system and boring learning media which reduces students' motivation and learning outcomes makes them more passive and tends to be silent and their curiosity decreases, as stated by one of the seventh-grade students of SMPN 13 Bandar Lampung "that when learning through online the spirit of learning is reduced because the learning system is mostly focused on giving assignments, and during the explanation process only using ppt in the media. So that often makes him only take online learning as a formality to fill out the student attendance list and not a few students also turn off the camera or use virtual reality to appear online."

The decline in student learning outcomes can also be seen from the value of the Mid-Semester Examination, this can be seen from the data on the value of the Middle Semester Examination (UTS) grade 7 SMPN 13 Bandar Lampung as follows:

TABLE 1. LIST OF MIDDLE SEMESTER EXAM (UTS) SUBJECTS FOR IPS CLASS VII SMPN 13 BANDAR LAMPUNG ACADEMIC YEAR 2020/2021

NO	Score Criteria	Gender				Amount	
		MAN		WOMAN		f	%
		F	%	f	%		
1	≥76	7	70%	17	60%	24	63%
2	<76	3	30%	11	40%	14	37%
Amount		10	100%	28	100%	38	100%

Syaiful and Awan stated, "if the lessons taught are less than 65% mastered by students, the percentage of student success in these subjects is relatively low". SMPN 13 Bandar Lampung for the 2020/2021 academic year, it appears as a whole that the Mid-Semester Examination (UTS) of 38 students still has not reached the Minimum Determination Criteria (KKM) as many as 24 students or 63% of the total.

This can happen, partly because of the impact of the online learning system and boring learning media which reduces students' motivation and learning outcomes make them more passive and tends to be silent, and their curiosity decreases, as stated by one of the seventh-grade students of SMPN 13 Bandar Lampung "that when learning through online the spirit of learning is reduced because the learning system is mostly focused on giving assignments, and during the explanation process only using ppt in the media. So that often makes him only take online learning as a formality to fill out the student attendance list and not a few students also turn off the camera or use virtual machines to look online" (Interview with students Tuesday, August 4, 2020).

The importance of learning that utilizes technology is very important in the current pandemic era, this is also one way that can be done to be able to follow current trends such as online learning done from home so that teachers are not surprised when there is a shift in the learning system that takes place. applicable, from the development of learning media such as flipbook learning media also gives a distinct impression on students because with flipbook media students will understand more about the material presented and can also display learning material with an attractive appearance, so that it will increase students' interest and motivation in learning by displaying An interactive simulation can then be completed by combining video, animation, and audio.

This combination is expected to help students visualize an abstract subject matter so that students can understand the material, from this flipbook media they can also develop skills in making interesting, inexpensive and efficient media, not rejecting the possibility of using modern tools in accordance with the demands of scientific development. knowledge

and technology, one of the learning media that is expected to create an interesting and conducive learning atmosphere is the use of flipbook media.

The use of flipbooks can also increase the achievement of learning outcomes [14]. The choice of flipbook media is considered suitable for the current situation, where this flipbook media is suitable for direct or online learning. This flipbook media complements existing electronic books, so that it is able to accommodate all interactive learning activities such as listening, reading, writing and games, while the weakness is that it requires a computer and cellphone that can access HTML5. Reflecting on the descriptions of the background explanations of the problem above, it will be studied in more depth about research using flipbook media. Based on these considerations, the researchers took the title "The Effect of Using Flipbook Learning Media and Learning Motivation on Social Studies Learning Outcomes for Class VII Students at SMPN 13 Bandar Lampung. This study aims to determine: (1) The effect of using flipbook media on students' learning motivation at SMPN 13 Bandar Lampung, (2) The effect of using flipbook media on social studies learning outcomes at SMPN 13 Bandar Lampung, (3) The effect of learning motivation on social studies learning outcomes. at SMPN 13 Bandar Lampung, (4) The effect of using flipbook media and learning motivation on social studies learning outcomes at SMPN 13 Bandar Lampung.

II. METHODS

The research method used in this study is quantitative [15]. The type of research used by the researcher is the correlational method [16], [17]. The location of this research is SMPN 13 Bandar Lampung. Meanwhile, the basic consideration for choosing the school as the location and subject in the study was because this school had problems such as those in this study. The population in this study of the number of class VII students was 128 students with class VII students divided into 4 classes. From that population, 50% of the population is taken so that the number of samples is 50% x 128 students = 64 students.

The sampling technique used was proportionate stratified random sampling. The reason for using this technique is because the population in this study is only class VII SMPN 13 Bandar Lampung which is divided into 4 classes. In order for all classes to be represented, samples were taken from each class with the same proportions. The sampling procedure is by lottery. The reason for using a lottery for researchers is quite simple and allows injustice to be avoided [18], [19].

TABLE 2. DISTRIBUTION OF RESEARCH SAMPLES

No	Class	Amount Students	Percentage	Sample
1	VII 1	32	50%	16
2	VII 2	32	50%	16
3	VII 3	32	50%	16
4	VII 4	32	50%	16
Amount		128		64

Data collection techniques using questionnaires, tests and are reinforced by interviews and documentation [20][21]. Test the instrument requirements using the validity test using the product-moment correlation formula with the test criteria if  $r_{count} > r_{table}$  with 0.05, then the measuring instrument is declared valid and vice versa if  $r_{count} < r_{table}$ , then the measuring instrument is invalid [22]. From the research data, the results are obtained in the following table:

TABLE 3 VALIDITY TEST

NO	Variable	R <sub>count</sub>	r <sub>table</sub>	Description
1	Flipbook	0,64	0,349	Valid
2	Learning Motivation	0,56	0,349	Valid
3	Learning Outcomes	0,64	0,349	Valid

Reliability test using Cronbach's Alpha. The results of the instrument reliability test are known that a value of  $r_{11} = 0.932$ . From the results obtained from the test, if it is interpreted based on the reliability criteria, it belongs to the High criteria, because from the test results between  $0.80 < r_{11} \leq 1.00$  which are classified as Very High criteria. Calculations in the data analysis in this study using SPSS 2.5 for classical assumption test using (a) Normality Test, (b) Multicolonality, (c) Heteroscedence test, and (d) Autocorrelation. The analysis technique used is simple linear regression analysis and multiple linear regression analysis and hypothesis testing using a t-test [23].

**III. RESULT AND DISCUSSION**

**A. RESULT**

**1. Description of Research Data**

**a) Use of Flipbook Media**

Data on the use of flipbook media were obtained through distributing questionnaires to class VII students at SMPN 13 Bandar Lampung which had taken a sample of 64 respondents consisting of 15 question items. Each question consists of a score of 1 to 4 with the highest score being 60 and the lowest being 15. The calculation of the frequency distribution is as follows.

- Number of Samples (N) = 64
- Max Value = 60
- Min Value = 16
- Range = 44
- Number of Classes (k) = 7
- Class Length (p) = 6

Based on the questionnaire data in the field regarding the effect of using flipbook media and students' learning motivation on social studies learning outcomes, it can be grouped into several categories as follows, the categories in table 2 are as follows:

**TABLE 4. FLIPBOOK MEDIA UTILIZATION DATA**

No	Interval		Frequency	Percentage %	Category
1	48	63	32	50%	High
2	32	47	16	25%	Medium
3	16	31	16	25%	Low
Amount			64	100%	

Based on table 4 above, there are 32 students in the high category ranging from 48-64 with a percentage of 50%, 16 students in the medium category ranging from 32-47 with a percentage of 25% and 16 students in the low category ranging from 16-31 with a percentage of 25 %

**b) Learning Motivation**

Data on learning motivation was obtained by distributing questionnaires to respondents who had taken a sample of 64 respondents consisting of 18 question items. Each question consists of a score of 1 to 4 with the largest scoring 72 and the lowest being 18. The calculation of the frequency distribution is as follows.

- Number of Samples (N) = 64
- Max Value = 72
- Min Value = 18
- Range = 54
- Number of Classes (k) = 7
- Class Length (p) = 8

Based on the questionnaire data in the field related to student learning motivation, it can be grouped into several categories as follows, the categories in table 5 are as follows:

**TABLE 5. LEARNING MOTIVATION DATA**

No	Interval		Frequency	Percentage %	Category
1	56	74	34	53%	High
2	37	55	16	25%	Medium
3	18	36	14	22%	Low
Amount			64	100%	

Based on table 5 above, there are 34 students in the high category ranging from 56-74 with a percentage of 53%, 16 students in the medium category ranging from 37-55 with a percentage of 25%, and 14 students in the low category ranging from 18-36 with a percentage of 25 %.

**c) Student Learning Outcomes**

Data on learning outcomes were obtained through the distribution of multiple-choice questions (pg) to respondents who had taken a sample of 64 respondents consisting of 20 question items. Each question consists of correct getting a score

of 5 and wrong getting a score of 0 with the highest score being 100 and the lowest being 0. The calculation of the frequency distribution is as follows.

- Number of Samples (N) = 64
- Max Value = 100
- Min Value = 25
- Range = 75
- Number of Classes (k) = 7
- Class Length (p) = 11

Based on field data related to social studies learning outcomes can be grouped into several categories as follows, the categories in table 6 are as follows:

**TABLE 6 STUDENT LEARNING OUTCOME DATA**

No	Interval		Frequency	Percentage %	Category
1	77	102	34	53%	High
2	51	76	16	25%	Medium
3	25	50	14	22%	Low
Amount			64	100%	

Based on table 6 above, there are 34 students in the high category ranging in value from 77-102 with a percentage of 53%, 16 students in the medium category ranging in value from 51-76 with a percentage of 25%, and 14 students in the low category ranging in value from 25-50. with a percentage of 25%.

- 2. Testing Analysis Prerequisites
  - a) Normality

**TABLE 7. NORMALITY TEST RESULTS**

No	Variable	Asym. Sig (2-tailed)	Condition	Conclusion
1	Effect of Flipbook Media Utilization (X <sub>1</sub> )	0,117	0,117 > 0,05	Normal
2	Learning Motivation (X <sub>2</sub> )	0,60	0,60 > 0,05	Normal
3	Learning Outcomes (Y)	0,68	0,68 > 0,05	Normal

Based on the calculation results obtained the Asymp number. Sig. (2-tailed) for all variables on Kolmogorov-Smirnov namely, 0.117 for the effect of flipbook media utilization (X<sub>1</sub>); 0.60 for learning motivation (X<sub>2</sub>), and 0.68 for learning outcomes (Y); everything is greater than 0.05 then H<sub>0</sub> is accepted in other words the data distribution of all variables is normal.

- b) Multicollinearity

**TABLE 8 MULTICOLLINEARITY TEST RESULTS**

Description	Tolerance	VIF	Conclusion
The effect of using Flipbook Media (X <sub>1</sub> )	0,385 > 0,1	1,216 < 10	Accept H <sub>0</sub>
Learning Motivation (X <sub>2</sub> )	0,529 > 0,1	1,216 < 10	Accept H <sub>0</sub>

The data above shows that all the tolerance values for the independent variables are above 0.1 and the VIF values for the independent variables are all below 10, which means that there is no multicollinearity.

c) Heteroscedasticity

TABLE 9. HETEROSCEDASTICITY TEST RESULTS

Description	Sig ABRESID	Alpha	Condition	Conclusion
The Effect of Using Flipbook Media (X <sub>1</sub> )	0,217	0,05	Sig > Alpha	Accept H <sub>o</sub>
Learning motivation (X <sub>2</sub> )	0,259	0,05	Sig > Alpha	Accept H <sub>o</sub>

Based the summary of the calculation results in the table above, shows that the probability value (sig.) of the relationship between the independent variable and its absolute residual is much greater than 0.05, therefore H<sub>o</sub> states there is no relationship between the independent variable and its absolute residual (ABRESID) is accepted. The results of this hypothesis are known that the data obtained does not contain heteroscedasticity.

3. Simple Regression Test Results

a) The Effect of Using Flipbook Media (X<sub>1</sub>) on Students' Learning Motivation (X<sub>2</sub>) at SMPN 13 Bandar Lampung

TABLE 10. THE INFLUENCE OF FLIPBOOK MEDIA UTILIZATION (X<sub>1</sub>) ON STUDENTS' LEARNING MOTIVATION (X<sub>2</sub>)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.256 <sup>a</sup>	.193	.192	1.30595
a. Predictors: (Constant), Effect of Flipbook Media Utilization				

The table above shows that the value of R Square is 0.256 or 25.6%. This means that the variable Effect of Flipbook Media Utilization (X<sub>1</sub>) affects the Learning Motivation variable (X<sub>2</sub>) by 25.6% while the remaining 74.4% is influenced by other variables.

b) The Effect of Using Flipbook Media (X<sub>1</sub>) on Student Learning Outcomes (Y) at SMPN 13 Bandar Lampung

TABLE 11. INFLUENCE OF FLIPBOOK MEDIA UTILIZATION (X<sub>1</sub>) ON STUDENT LEARNING OUTCOMES (Y)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.998 <sup>a</sup>	.195	.995	1.43470

a. Predictors: (Constant), Effect of Flipbook Utilization

The table above shows that the value of R Square is 0.195 or 19.5%. This means that the variable Effect of Flipbook Media Utilization (X<sub>1</sub>) affects the Learning Outcome variable (Y) by 19.5% while the remaining 80.5% is influenced by other variables.

c) The Influence of Student Learning Motivation (X<sub>2</sub>) on Student Learning Outcomes (Y) at SMPN 13 Bandar Lampung

TABLE 12. EFFECT OF STUDENT LEARNING MOTIVATION (X<sub>2</sub>) ON STUDENT LEARNING OUTCOMES (Y)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.998 <sup>a</sup>	.996	.296	1.39815
a. Predictors: (Constant), Student Learning Motivation				

Source: Data Processing Results

The table above shows that the value of R Square is 0.296 or 29.6%. This means that the Student Learning Motivation variable (X<sub>2</sub>) affects the Learning Outcome variable (Y) by 29.6% while the remaining 70.4% is influenced by other variables.



4. Multiple Regression Test Results

TABLE 13. F TEST RESULTS

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27902.325	2	13951.163	29.967	.000 <sup>b</sup>
	Residual	72.675	61	1.191		
	Total	27975.000	63			
a. Dependent Variable: Student Learning Outcomes						
b. Predictors: (Constant), Student Learning Motivation, Effect of Flipbook Utilization						

Based on the table above, it can be seen that the calculated F is 29.967 > F table is 2.77 with a significance level of 0.000 < 0.05. Thus, the decision taken is to reject Ho and accept Ha. This means that all independent variables (Effect of Flipbook Media Utilization and Student Learning Motivation) are simultaneously able to influence the dependent variable (Learning Outcomes) in class VII SMPN 13 Bandar Lampung.

B. DISCUSSION

1. The Effect of Flipbook Media Utilization on Students' Learning Motivation at SMPN 13 Bandar Lampung

Based on the results of data analysis, it was found that the use of flipbook media affects student learning motivation at SMPN 13 Bandar Lampung. This interest by Hamalik suggests that the use of instructional media in the teaching and learning process can generate new desires, generate motivation and stimulation of activities, and even influence students[24].

Research related to the use of Flipbook Media has been carried out by Nenden Mulyaningsih & Dandan Luhur Saraswati. 2017 with the title. "The Application of Digital Book Learning Media with Kvisoft Flipbook Maker on Student Learning Outcomes"[25][26], which states that there is a positive and significant effect. The results of data processing with the independent sample test, and post-test data for the experimental, and control classes, showed the value of sig. (2-tailed) of 0.417 < 0.05, then according to the basis of decision making, if the value of sig.(2-tailed) < 0.05, then Ho is accepted and Ha is rejected or in other words states there is a positive and significant effect. Thus, the flip book learning media used by the experimental class was more effective than the control class in improving student learning outcomes in science subjects at SMAN 1 Lumajang. This has similarities with research that has been carried out based on the results of the study, the results of the t-count value of 91.22 with a significance value of 0.000, because the significance value is less than 5%, then H0 is rejected, which means that there is an influence between the variables of the Effect of Flipbook Media Utilization on Motivation Student Learning, from the R Square value of 0.256 or 25.6%. This means that the variable Effect of Flipbook Media Utilization (X1) affects the Learning Motivation variable (X2) by 25.6% while the remaining 74.4% is influenced by other variables.

These findings are positive, this is in line with the opinion of Sudjana & Rivai who stated that one of the benefits of learning media is to increase students' learning motivation so that students do more learning activities [27]. Because he not only listens to the teacher's description, but they do other activities in learning. As it is known that in a learning process, sometimes students experience boredom, which can result in a decrease in their level of focus in learning. However, by utilizing learning media such as Flipbook learning media, it turns out to be able to increase students' learning motivation, teachers can deliver the subject matter in the form of a more attractive visual display. So that he can create a pleasant classroom atmosphere for students, and can reduce or even eliminate the boredom. Thus, it can be indirectly said that the use of flipbook media in the learning process is able to increase students' motivation in learning [28].

2. The Effect of Using Flipbook Media on Student Learning Outcomes at SMPN 13 Bandar Lampung

Based on the results of data analysis, it was found that the use of flipbook media affected student learning outcomes at SMPN 13 Bandar Lampung. From the field data, there is a positive and significant effect between the use of flipbook media on student learning outcomes at SMPN 13 Bandar Lampung indicated by the t-count value of 16.31 with a significance value of 0.000, because the significance value is less than 5%, then H0 is rejected, which means that there is an influence between the variables of the Effect of Flipbook Media Utilization on Student Learning Outcomes.

This research is similar to research with the title Use of Flip Book Learning Media on Improving Student Learning Outcomes in Islamic Education and Character at SMAN 4 Bandung". From the results of data processing with the independent sample test, the post-test data for the experimental and control classes shows the value of sig. (2-tailed) of 0.417 < 0.05, then according to the basis of decision making, if the value of sig. (2-tailed) < 0.05, then Ho is accepted and Ha is rejected in other words there is a significant difference. Thus, the flip book learning media used by the experimental class was more effective than the control class in improving student learning outcomes in PAI and Budi Pekerti subjects at SMAN 4 Bandung.

Learning outcomes have an important role in the learning process. The process of assessing learning outcomes can provide information to educators about the progress of students in an effort to achieve goals and obtain the targets expected by educators. This is reinforced by Nana Sudjana's learning outcomes are a competency or skill that can be achieved by students after going through learning activities designed and implemented by teachers in a particular school and class.

After doing research on the effect of flipbook media on student learning outcomes following learning well. This is proven by statistical results, it is known that student learning outcomes have increased after the implementation of treatment using flipbook media. So that the theory stated by Nana Sudjana above, then compared with the findings of the researchers, it turns out that it is in accordance with the existing theory, there is an influence between the use of flipbook media on student learning outcomes at SMPN 13 Bandar Lampung.

### 3. The Effect of Learning Motivation on Student Learning Outcomes at SMPN 13 Bandar Lampung

Based on field data, there is a positive and significant influence between students' learning motivation on learning outcomes at SMPN 13 Bandar Lampung indicated by the t-count value of 19.368 with a significance value of 0.000, because the significance value is less than 5%, then  $H_0$  is rejected, which means that there is an influence between the variables of Learning Motivation on Student Learning Outcomes. Research conducted by Tri Widodo in 2021 on the effect of student learning motivation on student learning outcomes at SMPN 4 Cigeulis, Pandeglang Regency, Faculty of Teacher Training and Education, Syiah Kuala University. The results of this study indicate that there is an influence of learning motivation on student learning outcomes at SMPN 4 Cigeulis, Pandeglang Regency. So that they have the same results from the influence of motivation on student learning outcomes.

The increase in motivation in this study is influenced by the use of flipbook media in learning in the form of a combination of text, animation, video, sound, and so on so as to provide audio and visual stimuli that will improve students' memory. The use of Flip Book Maker media, apart from being a tool in learning activities, can also make changes to the students themselves.

According to Aman there are several factors that influence the success of students in achieving good learning outcomes such as learning motivation, attitudes towards learning, processing teaching materials and exploring stored learning outcomes, from the theory above the achievement of good learning outcomes is not only from the level of student intelligence, but also supported by family and school environments where teachers and learning tools are used as learning resources for the smooth teaching and learning process, the way teachers prepare learning resources is also important to increase active and fun learning so as to increase students' learning motivation [29]. With increasing student learning motivation, it will indirectly improve learning outcomes. This agrees with Muhibin Shah who said that there are 3 kinds of factors that influence learning outcomes, namely internal factors, external factors and learning approach factors which include high learning motivation that can come from from the students themselves and from outside [30].

The explanation above can be seen that the influence of learning motivation on learning outcomes is influenced by several factors such as a good level of intelligence, lessons that are in accordance with their talents, high interest and attention in learning, good motivation and learning strategies developed by students. teachers such as the use of flipbook media in the learning process.

### 4. The Effect of Flipbook Media Utilization and Learning Motivation on Student Learning Outcomes at SMPN 13 Bandar Lampung

Based on field data, there is a positive and significant influence between the Effect of Flipbook Media Utilization and Student Learning Motivation on Learning Outcomes at SMPN 13 Bandar Lampung indicated by the calculated F value of 29.967 > F table of 2.77 with a significance level of 0.000 < 0.05. Thus, the decision taken is to reject  $H_0$  and accept  $H_a$ . This means that all independent variables (Effect of Flipbook Media Utilization and Student Learning Motivation) are simultaneously able to influence the dependent variable (Learning Outcomes) in class VII SMPN 13 Bandar Lampung.

The use of interesting learning media and involving students in the teaching and learning process allows students to be more enthusiastic, interested, and enthusiastic in participating in learning activities [31]. The use of the right media has to be done in every subject, including social studies subjects. Successful learning is influenced by several components. One of them is the use of flipbook learning media in the learning process. Learning Media is a tool that is able to help to be used in the teaching and learning process which has a function as a carrier of information from the information source itself (teacher) to the recipient of information (students), so as to achieve the planned learning objectives. One of the efforts to create an interesting learning process requires awareness of the importance of learning media in the future. One of the efforts that can be done is to create attractive, cheap, and efficient media. Do not deny the possibility of using modern tools in accordance with the demands of the development of science and technology. As in SMPN 13 Bandar Lampung, which does not utilize learning media in the form of digital books, namely Flipbook. This flipbook is very helpful in the teaching and learning process carried out by educators and students in addition to learning media, this



flipbook also does not hinder the student's learning process because the material can be viewed using a computer, laptop, or mobile phone. The use of Flipbook learning media can increase students' motivation, interest, and learning activities. The advantage of Flipbook learning media is that it is very good for independent learning activities, students are not bored because the media used is more varied. The use of flipbook media used can facilitate the teaching and learning process and increase student motivation and learning outcomes so that the teaching and learning process is more lively and vibrant. Flipbook learning media is not only focused on writing, but can include motion animation, video, and audio which can make it an interesting interactive learning media so that learning is not monotonous. The use of flipbook learning media, apart from being a tool in the teaching and learning process, can also make changes to students in the learning process. This is reinforced by research that has been carried out by Andikaningrum L, et al with the title Effectiveness of multimedia-based E-books using Flipbook Maker as a learning medium in improving the learning outcomes of class XI students of Satya Wacana Christian High School Salatiga [32].

The flipbook learning media in this study uses all the classifications of the learning media above, where the teacher can still provide information directly to students so that the learning process will continue to run smoothly as explained in human-based media, then flipbook media also uses media print-based in the form of textbooks, workbooks/exercises, journals, magazines, and loose sheets that have been made electronically so that they can be accessed anywhere with a full internet network, flipbook media also has visual-based media in which there are animated images that can be slid, so that students can see many pictures in one place, this aims to increase learning motivation so that it affects student learning outcomes from the flipbook media used. Flipbook media also carries audio-visual-based media, where in flipbook media students can see the video display that has been prepared by the teacher, so that it will attract students' attention in the learning process, flipbook media is also based on the development of computer and android technology so that it can be opened anywhere. just by accessing the link address that has been provided.

In the implementation of teaching and learning activities using Flipbook learning media, students are involved in every lesson, starting from planning, and the learning process to the learning evaluation process, so that the learning process is not monotonous. Learning using the Flipbook learning media is not only required for teachers to be active but also involves the activeness of students. The use of Flipbook learning media has an influence on student learning outcomes. The use of media that has never been used by students makes students more interested so that students focus more on the learning process. The number of students who do other work because they feel bored with learning such as sleepy, playing, and chatting with their classmates, and students who make noise can be reduced by using Flipbook learning media so that there is an increase in the student learning activity. This can be seen in students who are more active in reading the material, taking notes, paying attention to the teacher's explanations, and students participating more in solving problems, asking questions, and responding to questions. It was different before being given treatment using flipbook learning media, therefore the use of flipbook learning media can be used as an alternative when teaching students to improve student learning outcomes.

Good learning outcomes are achieved through the interaction of various factors that support each other. Learning is a process of changing activities and reactions to the environment caused by a person's growth or condition. The role of media such as flipbook media in learning is said to be very important because learning media can clarify information that can facilitate the learning process and learning outcomes. The use of media in the teaching and learning process can generate new desires and interests, generate motivation and stimulation of learning activities so that they can achieve the objectives of the learning with satisfactory learning outcomes, and even have an influence on students and the application of learning media will trigger a more pleasant learning atmosphere. . Multimedia such as flipbooks provide opportunities for students to develop learning techniques and change the way students learn, obtain information in the fast-paced world of education.

The choice of Flipbook is considered suitable with the development of current learning tools. This Flipbook media complements existing electronic books, so as to facilitate all interactive learning activities such as listening, reading and writing, and also games. Flipbook media used can be a combination of text, animation, video, sound, and so on so as to provide audio and visual stimuli that will improve students' memory which is expected to improve learning outcomes. the use of flipbook media at SMPN 13 Bandar Lampung other than as a tool in learning activities can also make changes for students themselves. Flipbook is software that is used to make the display of books or other teaching materials into a digital electronic book. The selection of Flipbook media is considered suitable for the current era where everything is digital, from the results of research at SMPN 13 Bandar Lampung see several advantages of flipbook media that have been applied in the classroom including being able to present learning material in the form of words, sentences, pictures, and animations can be equipped with colors so that they are more attractive to students, easy to make and inexpensive, easy to carry everywhere, and can increase student activity, motivation, and learning outcomes.

The use of Flipbook software is that it can change the appearance of PDF files to be more attractive like a book. In appearance of PDF files to be more attractive like a book. In addition, Flipbook can also make PDF files like a magazine, digital magazine, Flipbook, company catalog, digital catalog, and others. The use of this software makes the media display more varied, not only text, images, video, and audio can also be inserted into this media so that the learning process will attract the attention of students to be able to focus their attention on the teacher so that in delivering material

students show activeness, and enthusiastic in learning so that learning in class is more fun and does not cause boredom in learning, students can also understand learning materials easily in order to achieve a good and productive quality of learning services in the course of the educational process.

#### IV. CONCLUSION

Results Based on the research and discussion obtained from data collection which is the focus of this research, several conclusions can be drawn. (1) The use of flipbook media has a high effect on students' learning motivation at SMPN 13 Bandar Lampung with a  $t_{count}$  value of 91.22 with a significance value of 0.000 because the significance value is less than 5%, which means that there is an influence between the variables on Student Learning Motivation at SMPN 13 Bandar Lampung. (2) The use of flipbook media has a high effect on student learning outcomes at SMPN 13 Bandar Lampung with a significance value of 0.000 which means that there is an influence between the variables. The effect of using flipbook media on student learning outcomes at SMPN 13 Bandar Lampung. (3) The use of learning motivation has an effect in the high category on student learning outcomes at SMPN 13 Bandar Lampung with a t-count value of 19.368 with a significance value of 0.000 which means that there is an influence between the variables of learning motivation on student learning outcomes at SMPN 13 Bandar Lampung. (4) The use of flipbook media and learning motivation has a high impact on student learning outcomes at SMPN 13 Bandar Lampung as indicated by the calculated  $F_{value}$  of 29.967  $> F_{table}$  of 2.77 with a significance level of 0.000  $< 0.05$ . This means that all independent variables (The Effect of Flipbook Media Utilization and Student Learning Motivation) are simultaneously able to influence the variable (Learning Outcomes) in class VII SMPN 13 Bandar Lampung.

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