




Analysis and exploration of digital teaching material development needs flipbook in poetry appreciation learning

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ARTICLE INFORMATION		ABSTRACT
History:		In line with the urgency of using digital-based teaching materials in the 21st century to facilitate the teaching and learning process, one of them is learning poetry appreciation in elementary school. This research analyzes and explores the need to develop flipbook teaching materials for learning poetry appreciation. This research uses a qualitative approach through semi-structured interviews and observations as data collection techniques and literature studies to reinforce the findings in the field. The data obtained is then analyzed based on the stages of the interactive analysis model, presented using thematic techniques. The sampling technique used as a data source was purposive sampling. The participants involved in the study were 6 fourth-grade educators from 6 elementary schools located in several districts in Tasikmalaya City. The results of this study, namely: 1) the learning of poetry appreciation is not optimal, educators do not fully understand the learning of appreciation for the content of poetry, the appreciation taught by educators is only an appreciation for the way the poetry is read; 2) students' interest in learning poetry appreciation is still lacking; 3) still using conventional teaching materials in learning; 4) students are more enthusiastic about using digital teaching materials containing audio, video, engaging and interactive animations; and 5) available teaching materials do not contain learning appreciation for the content of poetry. Based on the analysis and results of the literature study, it is necessary to develop flipbook teaching materials containing poetry appreciation material that students need.
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INTRODUCTION

The development of digital technology must be treated as a "breath of fresh air" that has the potential to support successful learning at all levels of education (Nurika Irma, Waluyo, & Suwandi, 2022; Hills & Thomas, 2019; Suryadi, 2019). Technological developments must also be seen as a reality of changing times and a strategic opportunity to make learning more creative and interesting (Afifulloh & Cahyanto, 2021). Using technology in the learning process can create a colorful and dynamic learning atmosphere and improve the quality of education (Baloran, 2020; Fitria, 2021; Karademir et al., 2019; Shatri, 2020). In teaching and learning activities, all elements of education are required to adapt to technological advances in today's modern era (Pahlevi, 2021). Especially educators, educators as facilitators are expected to be able to create a good and effective learning process to achieve learning goals (Karisma et al., 2023). Educators also play an essential role in developing learning tools (Hilir, 2021). One of them is in the utilization and use of teaching materials. The selection of learning tools, especially the choice of teaching materials according to students' wishes, is a benchmark for whether learning is effective (Nurrita, 2018; Tunjung & Purnomo, 2020). Thus, it is necessary to develop digital teaching materials considering the characteristics and needs of fourth-grade elementary school students.

As we already know, the distribution of printed teaching materials from the government in Indonesia is disproportionate to the number of existing schools. This impacts the imbalance of facilities that support the teaching and learning process (Utami & Atmojo, 2021). Apart from that, if you only use conventional teaching materials, the quality of learning will be low, so significant changes are needed to foster creativity in developing innovative teaching materials assisted by technology (Prastowo dalam Irwanti, 201). One of the strategic innovations in developing digital technology is using digital technology-based teaching materials. There are various digital teaching materials, including a digital-based teaching materials flipbook. Flipbook is believed to be one of the many effective digital teaching materials for use in learning (Agustina et al., 2022).

Research regarding needs analysis for the development of digital-based teaching materials flipbook has been, is being done, and continues to be done. The following is some relevant research by Gusman, Apriliya, and Mulyadiprana (2021) showing that developing a digital teaching materials flipbook and learning to write poetry in elementary school is necessary to improve students' writing ability. Sari Dan Atmojo (2021) conducted a needs analysis for developing teaching materials, such as flipbooks, in natural science learning for elementary school students. Research shows that most elementary school educators only use printed book teaching materials already available at school. Furthermore, research by Arifin and Lestari (2020) shows that developing flipbook-maker teaching materials effectively supports microbiology learning. Based on the following research findings, a digital-based teaching materials flipbook needs to be designed to improve the learning process (Arisandhi et al., 2023).

A teaching materials flipbook is a flip book that is created and presented digitally which contains video, audio, text, images, and animations that are packaged attractively (Hutagalung & Adisaputera, 2021; Prasetya, 2017; Ristanto et al., 2020). Draft Flipbook is a digital innovation e-book with three dimensions designed like a printed book on a monitor screen. Therefore, flipbooks substitute printed books (Ladamay et al., 2021; Mirnawati & Fabriya, 2022). Teaching materials like flipbooks are flexible and easy to use, so students can study anywhere (Arifin & Lestari, 2020; Setiawan et al., 2020). Teaching materials flipbooks are different from conventional teaching materials;

conventional teaching materials only support reading and writing activities, whereas flipbooks can support various interactive activities such as writing, reading, listening, and playing with more attractive displays and features (Mulyadi et al., 2016). A flipbook resembles an album in virtual form in which several materials are presented, and readers can open the pages on the Flipbook, like reading books or magazines in general (Andani & Yulian, 2018; Humairah, 2022; Nordin, 2015). Thus, a flipbook is a digital book containing audio, video, and engaging and interactive animations that facilitate learning anywhere and anytime. One of them is in learning literary appreciation.

Literary appreciation learning is a person's ability to appreciate and assess a literary work. This aligns with the aim of literary appreciation learning, namely, to enable students to understand, enjoy, and utilize literary works to increase knowledge and language skills, broaden their perspective on life, and improve their personality (Aprilia, 2022). Learning about literary appreciation has been legally confirmed in Minister of Education and Culture Regulation Number 42 of 2018 concerning National Language and Literature Policy Article 17 paragraph (6) that increasing appreciation skills can be achieved through appreciation for written, oral, and digital literary works. Poetry is one of the many literary works studied in elementary school and is widely known by the public (Wicaksono in Zain et al., 2023). Learning poetry appreciation is vital for students to improve their ability to reason, think, and broaden their horizons (Hernawati & Maulana, 2020).). However, poetry appreciation learning in elementary schools has not shown satisfactory results (Aswar, 2021).). Therefore, it is necessary to develop teaching materials that are good, appropriate, and can be used to facilitate learning about poetry appreciation based on their characteristics and needs and by the demands of the 21st century in the use of technology. Based on the problems and urgency of using technology in the learning process, this research aims to analyze and explore the need to develop a flipbook of digital-based teaching materials to facilitate poetry appreciation learning that is in line with the characteristics of students.

METHOD

This research uses a descriptive qualitative approach, which aims to identify, analyze, and explore the need to develop digital teaching materials by paying attention to the characteristics and needs of students to facilitate poetry appreciation learning in elementary school. The sampling technique used as a data source is purposive sampling. Data was collected from passive participant observation activities, semi-structured interviews, and literature studies. Participants involved in the research were 6 grade IV educators from 6 elementary schools in several sub-districts in Tasikmalaya City. Observations and interviews were carried out for 2 weeks, from the last week of February to the first week of March 2024, by adjusting the Indonesian language subject schedule to the poetry appreciation material in each elementary school used as a data source. Observations were carried out during class hours, while interviews were conducted outside class hours on the same day, with the focus of observation on the use of teaching materials in facilitating poetry appreciation learning.

In observation and interview activities, researchers use the technique of observing, taking notes, and recording the interviewees' answers during interviews on cell phones. The data obtained has received permission and approval from educators to be used and published for research. Apart from observations and interviews, data or information is obtained through literature study activities in several relevant books, journals, and previous research as reinforcement for data sources in research.

Below are presented observation and interview instruments for implementing poetry appreciation learning and the availability of teaching materials to facilitate poetry appreciation learning in fourth-grade elementary school.

Table 1. Observation Grid

Aspect	Indicator	Item No
Learning to appreciate poetry	Implementation of poetry appreciation learning	1
Condition of students	Student interests	6
	Student participation	7
Teaching materials to support poetry appreciation	Availability of teaching materials	2
	Types of teaching materials	3
	Principles of developing teaching materials	4
	Pay attention to the level of development and daily life of students	5
School conditions	Facilities and infrastructure	8

(Source: Afifah, 2023, with modifications)

Table 2. Interview Question Grid

Aspect	Indicator	Item No
Learning to appreciate poetry	Implementation of poetry appreciation learning	1
Condition of students	Student interests	2
	Student participation	3
Teaching materials for learning poetry appreciation	Availability of poetry teaching materials	4
	Types of teaching materials	5
	The urgency of using teaching materials in learning	6
	Teaching materials	7
Facilities and infrastructure	Taking into account student development	8
	Availability of projectors, WiFi, and learning support screens	9

(Source: Sulastris, 2023, with modifications)

The steps for data analysis according to the model interactive analysis are mapped as follows.

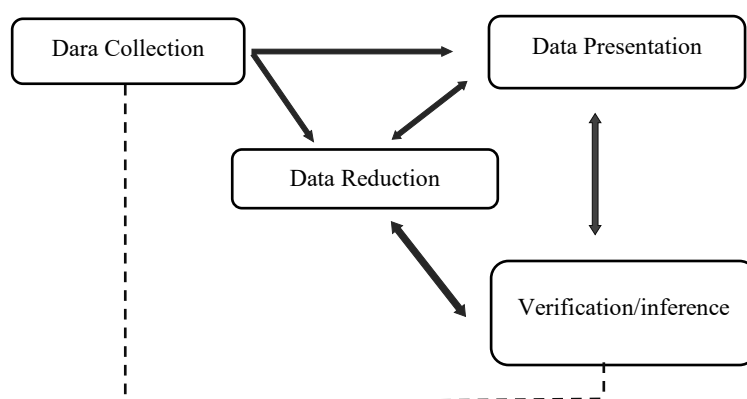


Figure 1. Steps in Model Data Analysis Interactive analysis

The data obtained is then analyzed based on the model interactive analysis Miles and Huberman (2013), with stages: (1) data reduction, namely by summarizing and grouping data according to the research focus; (2) presenting data, namely the activity of presenting the data obtained; and (3) drawing conclusions from the data obtained to be

able to describe the needs for developing digital teaching materials Flipbook in poetry appreciation learning in elementary school which is then presented thematically.

RESULT AND DISCUSSION

Implementation of Poetry Appreciation Learning

This is in line with the aim of this research, namely to analyze and explore the need for developing teaching materials for poetry appreciation learning in grade IV elementary schools that align with the demands of the 21st century and the characteristics and needs of students. Research data was obtained through direct observation activities during learning, semi-structured interviews with three grade IV educators in Tasikmalaya City, and the results of literature studies. The results of observations and interviews are presented in detail, and the findings with discussion are presented directly and then linked to theory, which is explained as follows.

Table 3. Results of Observations and Interviews of Poetry Appreciation Learning

No.	Data Collection Techniques	Results
1.	Observation	Poetry learning has not yet reached the stage of appreciating the content of poetry; most only convey the basic material of poetry, writing, reading, and appreciation of how to read it. Apart from that, students' interest in poetry is still lacking; only around 40% of students are interested in poetry. However, this does not have an impact on participation in learning.
2.	Interview with fourth-grade elementary school educators	Poetry learning focuses on writing and reading activities only, not yet reaching the stage of appreciating the content of poetry. Students' interest in poetry is still lacking before it is given <i>treatment</i> . Application <i>treatment</i> or learning strategies significantly impact student participation in the learning process.

Based on the results of the field study above, it can be seen that the implementation of poetry appreciation learning is not optimal; the teaching carried out only focuses on basic poetry material and appreciation of the way students read poetry in front of the class and general appreciation of the content of the poetry, such as the poetry is good. Or not, sad or happy. This learning does not yet reach the essence of poetry appreciation learning because appreciating poetry must include observing, understanding, responding, assessing, and appreciating the content of the poetry (Sukirman & Mirnawati, 2020). In line with what Apriliya (2022) stated, to understand literary learning, one of which is poetry well, students need to examine, understand, study, and investigate a literary work. Activities to study, understand, and investigate a literary work can be done by appreciating the literary work, one of which is appreciating poetry.

Learning poetry appreciation in elementary school is essential because it can allow students to enjoy, evaluate, and appreciate literary works to broaden their perspective, develop their personality, and increase their knowledge and skills (BSNP, 2006). Appreciating is one of the abilities that elementary school students must have to achieve the objectives of Indonesian language lessons stated in the Decree of the Head of the Curriculum Standards Agency and Educational Assessment of the Ministry of Education, Culture, Research, and Technology number 008/H/KR/2022. One of the skills that can be produced after students appreciate the content of poetry is literacy skills, which make it easier for them to express their ideas when writing poetry. Thus, there is a need for optimization in implementing poetry appreciation learning in elementary schools.

Efforts to optimize poetry appreciation learning can begin by increasing students' interest in poetry. In line with the results of observations and interviews, students' interest

in poetry is still lacking; in fact, all the informants in this study stated that only a few students were interested in poetry, and they still had difficulty writing or reading poetry. This can be caused by educators' teaching styles being less creative and innovative (Abidin, 2022; Sukma, 2019). Apart from that, it can also be caused by a lack of encouragement in the form of learning motivation and students' curiosity. In line with what was stated by (Kurnia & Apriliya, 2022), students' curiosity and motivation will grow if there is a willingness and pressure from themselves and their environment to participate in the learning process. Thus, educators must be able to encourage and motivate students to foster curiosity about poetry so that they can later appreciate, write, and even read poetry.

Students' low interest in poetry does not impact their participation in learning. Based on the results of the interviews above, student participation can be determined by the educator's teaching style. Educators are essential in helping students participate actively in the classroom (Vongsila dalam Nissa & Putri 2021). One of the educators' efforts to increase participation is by implementing learning strategies. *Hogwarts*. There are several levels: Gryffindor, Hufflepuff, Ravenclaw, and Slytherin. According to the informant's narrative, the reasons for using this strategy are: "*I adopted and modified the strategy from Harry Potter and The Chamber Of Secrets, which I think is effective for use in any learning process.*" This strategy is applied in learning so that students who actively answer and ask questions will move up a level, and those who do not actively answer or cannot respond will go down a level. This has an impact on students' curiosity and participation in each lesson.

Apart from teaching style, learning tools also impact their lack of interest and participation, especially when using teaching materials, which are believed to be important in learning. The development of teaching materials must be based on the needs and characteristics of students. Therefore, it is necessary to analyze and explore the characteristics and needs of students before developing digital-based teaching materials. Flipbook as a support for learning poetry appreciation.

Need for Teaching Materials in Learning Poetry Appreciation

Based on the observations and interviews above, all educators use teaching materials to implement potential learning. Teaching materials are essential in the learning process because teaching materials are an important element in teaching and learning activities (Prastowo, 2015). In line with this, using teaching materials in poetry appreciation learning also greatly influences student achievement (Satinem, Juwati, & Noermanzah, 2020). The teaching materials used are conventional: Indonesian language package books and examples of poetry in learning videos sourced from YouTube. These teaching materials only focus on reading, making learning monotonous, and there is a lack of student interest and participation.

Djuanda (2014) revealed that teaching materials that focus only on reading and learning activities are only filled with questions in books, making students passive learning. These conventional teaching materials are no longer relevant to the current digital learning situation; digital technology in the 21st century aims to be a bait in learning to attract enthusiastic students to learn actively and creatively outside and inside the classroom (Amanullah, 2019; Winda, 2016). Teaching materials or learning resources you design will be better because the content and material presentation are developed by considering the characteristics and needs of students in learning (Sutisna et al., 2021).

Table 4. Results of Observations and Interviews on Needs for Teaching Materials

No.	Data Collection Techniques	Results
1.	Observation	All educators use teaching materials to support learning. The teaching materials used are Indonesian language package books, poetry material sourced from the internet, or examples of poetry in learning videos. However, the teaching materials used do not contain the principles of developing teaching materials. However, the material is presented to implement the learning by relating it to the students' daily lives.
2.	Interview	The results of the interviews showed that all educators used teaching materials in the form of Indonesian language textbooks, poetry in learning videos, and poetry material sourced from the internet. Educators say that teaching materials are essential for learning, whatever the type.

In developing teaching materials, there are development principles that need to be taken into account to meet the indicators for maximum needs for teaching materials (Kosasih, 2021), including:

- 1) The principle of relevance, namely the relevance of material that is adapted to predetermined competencies or objectives;
- 2) The principle of consistency, namely the harmony of presentation of teaching materials related to content, presentation, structure, and illustrations;
- 3) The principle of adequacy is the material in the teaching materials to achieve the learning objectives.

Based on the results of the observations above, the types of teaching materials used by educators in appreciation learning do not meet the principles of developing teaching materials. Because the teaching materials used do not meet the material adequacy or sufficiency principles. This is shown by the content of the teaching materials used, which only contain material about the nature of poetry, elements of poetry, and examples of poetry. It does not include figures of speech and explanations and does not contain learning to appreciate the content of the poetry presented.

In line with the results of the interview above, what must be completed from the teaching materials that are already available is the type of teaching materials. Technology as a learning resource needs to be implemented to increase the effectiveness of students' knowledge and skills (Sousa & Rocha, 2019). One of the teaching materials that is effectively used in the digital era is the teaching materials flipbook. Flipbook is one of the digital learning tools applied in science (Amiyanti, Ningsih & Yokhebed, 2018). A flipbook is a digital book with animations and videos not found in books. Utilizing a flipbook in the learning process can increase mastery of concepts (Hayati, Budi & Handoko, 2015; Ristanto, Rusdi & Mahardika, 2020). Also, teaching materials such as flipbooks can improve critical thinking and learning skills (Mulyadi et al., 2016).

In the data from observations and interviews above, all sources agreed to develop a teaching materials flipbook to facilitate poetry appreciation learning because it is to the characteristics of students who are more enthusiastic when learning using digital technology-assisted teaching materials. In its application, the teaching materials in Flipbook require adequate facilities and infrastructure, including projectors, Wi-Fi, and screens. Apart from the type of teaching materials, based on the interview results, the sharpness of the materials contained in the teaching materials also needs to be developed. Furthermore, what must be completed is that the teaching materials available do not

contain learning materials that lead to students' appreciation of poetry. Meanwhile, poetry appreciation material is an essential component that must be included in poetry appreciation learning teaching materials.

Thus, based on observations and interviews, digital teaching materials are developed using flipbooks. They must contain interesting audiovisuals, animations, and interactive teaching material on appreciation of poetry, including the nature of appreciation, methods, or stages of appreciation.

This research is limited to analysing and exploring the needs of students in the field. So, as a follow-up, research is needed to develop a digital-based teaching materials flipbook to facilitate poetry appreciation learning, especially in fourth-grade elementary school, which is tailored to the needs and characteristics of students, focusing on feasibility testing and user response testing.

CONCLUSION

Based on the analysis and exploration above, Flipbook needs to develop teaching materials to facilitate poetry appreciation learning for fourth-grade elementary school students. This is based on the results of observations and interviews from 6 fourth grade elementary school educators, namely: 1) poetry appreciation learning is not yet optimal, educators do not fully understand learning to appreciate the content of poetry, the appreciation taught by educators is only appreciation of how to read poetry; 2) students' interest in learning poetry appreciation is still lacking; 3) still using conventional teaching materials, which affects students' enthusiasm and interest in learning poetry appreciation; 4) students are more enthusiastic about using digital teaching materials that contain engaging and interactive video, audio, animation; and 5) the available teaching materials do not contain learning to appreciate the content of poetry. Based on the analysis and results of the literature study, it is necessary to develop a teaching materials flipbook containing poetry appreciation learning material for fourth-grade elementary school students.

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