Empowering State High School 3 Mandau Duri Teachers: Training on E-Book Creation with Flipbook Application

Pemberdayaan Guru SMA Negeri 3 Mandau Duri: Pelatihan Pembuatan E-Book dengan Aplikasi Flipbook

Jismulatif[1], Syofia Delfi[2], Dahnilsyah[3], Afrizona Niken Trisna*[4], Dita[5], Suhardi[6]

[1,2,3,4,5,6] Universitas Riau

[1,2,3,4,5,6] English Department Program, Teachers and Training Education Faculty, Universitas Riau

*e-mail: jismulatif@lecturer.unri.ac.id[1] , syofia.delfi@lecturer.unri.ac.id[2], dahnilsyah@lecturer.unri.ac.id[3], afrizona.niken7882@grad.unri.ac.id[4] , suhardi7826@grad.unri.ac.id[6].

Abstract

In the current technological era, the function of the media is quite important in the world of education, where technological media is one of the means of teaching-learning processing such as E-Book. Meanwhile, Flipbook technology enables electronic books to be presented in an interactive multimedia format. This community service project aims to train secondary school teachers at SMA Negeri 3 Mandau, Duri-Riau, to create electronic books (e-books) using Flipbook software. The objective is to equip teachers with the necessary skills to develop e-books as online and face-to-face instruction materials. These e-books allow students to access them anytime, anywhere, particularly during remote learning. The training program spanned two weeks and included training and mentoring sessions, with 30 participants in attendance. Flipbuilder and Kvisoft Flipbook Maker were utilized as flipbook maker applications. The training yielded positive results, demonstrating participants' proficiency in creating and designing e-books for online use. Participants showed an enthusiastic response to the material presented by the speakers, this can be seen in the result of the questionnaire. The future goal is to enhance these e-books further and publish them as teaching materials with an ISSN.

Keywords: e-book, flipbook maker, English material, Senior high School

Abstrak

Di era teknologi saat ini, fungsi media menjadi cukup penting dalam dunia pendidikan, dimana media teknologi menjadi salah satu sarana proses belajar mengajar, seperti E-Book. Disisi lain, Flipbook merupakan aplikasi yang dapat membuat E-Book disajikan dalam format multimedia yang interaktif. Proyek pengabdian masyarakat ini bertujuan untuk melatih guru-guru sekolah menengah di SMA Negeri 3 Mandau Duri-Riau membuat buku elektronik (e-book) dengan menggunakan software Flipbook. Tujuannya adalah untuk membekali guru dengan keterampilan yang diperlukan untuk mengembangkan e-book sebagai bahan pengajaran online dan tatap muka. E-book ini memungkinkan siswa untuk mengaksesnya kapan saja, di mana saja, terutama selama pembelajaran jarak jauh. Program pelatihan berlangsung selama dua minggu dan mencakup sesi pelatihan dan pendampingan, dengan kehadiran 30 peserta. Flipbuilder dan Kvisoft Flipbook Maker digunakan sebagai aplikasi pembuat flipbook. Pelatihan tersebut membuahkan hasil yang positif, menunjukkan kemahiran peserta dalam membuat dan merancang e-book untuk penggunaan online. Peserta menujukkan respon yang antusias terhadap materi yang dipaparkan oleh pembicara, ini terlihat pada hasil kuisioner. Tujuan ke depan adalah untuk lebih menyempurnakan e-book ini dan menerbitkannya sebagai bahan ajar dengan ISSN.

Kata kunci: e-book, flipbook maker, materi bahasa Inggris, SMA

1.   INTRODUCTION

The proliferation of technology and information has led to the 21st Century, commonly called the era of technology and media in education. The advancement of technology has

significantly influenced the field of education, prompting the need to explore innovative approaches to teaching and learning through integrating technology and diverse applications. Integrating advanced technology and information in the learning process can offer students a convenient alternative medium for learning. For instance, the utilization of smartphones has been on the rise in recent years (Alwan, 2017). Using technology-based media presents a promising opportunity to enhance the quality of education across various media (Kalsum, 2017). One such medium is e-books, accessed online and utilized as teaching material.

The proliferation of computer and internet usage has resulted in swift advancements in software development, the utilization of advanced computing devices like tablets, and the emergence of digital book technology, which has led to a shift from traditional books to e-books (Hwang et al., 2018). According to Setianingcahya's research (2017) in education, the most basic form of an e-book involves the conversion of traditional printed books into an electronic format that can be viewed on a computer. Furthermore, multimedia formats in e-books allow for the inclusion of various multimedia elements, such as sound, images, and movies, in addition to textual information. According to Hala and Arifin (2019), the current e-book format represents a transitional phase from traditional printed to digital books. However, there is a pressing need for e-books to incorporate multimedia elements, in addition to images, to enhance students' comprehension of complex concepts. Electronic books (e-books) are purported to facilitate students' access to subject-specific information.

Flipbook technology enables electronic books to be presented in an interactive multimedia format. Integrating interactive media with books has been found to enhance the reading experience and mitigate boredom. As per the Guidelines outlined by Prastowo (2015), interactive teaching materials refer to a blend of diverse media that the users themselves operate. According to recent research conducted by Ambarita et al. (2021), e-books can potentially engage students in the learning process due to their incorporation of diverse visual and audio-visual media. Meanwhile, Teachers are obliged to continuously improve themselves and increase their level of proficiency in the context of imparting knowledge as a component of the learning process (chaesar, et all, 2023). Teachers possessing the ability to create e-books have the potential to engage students enjoyably, thereby increasing their interest in the subject matter.

Despite sufficient resources such as computer labs and Wi-Fi in schools, ICT in education has not been fully optimized (Alwi, 2017; Bastudin, 2020). Similarly, the PKM research team obtained comparable results when inquiring about the degree to which information and communication technology (ICT) is utilized in the educational practices of collaborating schools. Teachers' inadequate utilization of ICT-based applications is identified as the root cause of this issue. The utilization of computers as tools and media in learning is still limited among many teachers. According to Priwantoro, Fahmi, and Ariesta's research (2019) in education, a few teachers have yet to create electronic books for instructional material development.

Furthermore, research suggests that certain educators may lack proficiency in effectively utilizing e-book software as a pedagogical tool for instructional purposes (Hala & Arifin, 2019). Empirical evidence indicates that the instructional practices employed in partner schools entail utilizing traditional print-based resources without supplementary multimedia tools that facilitate the holistic visualization of the subject matter. Consequently, a viable remedy is imperative to address this issue by providing training on the utilization of e-book

applications for the development of instructional resources that can be easily accessed by students at any given time, particularly in the context of virtual learning.

Based on the problems identified above, the priority issues agreed to be solved are problems that can be formulated as follows: (1) the need for English e-book teaching materials to support student learning at home. (2) the teaching materials owned by the teacher have not been packaged in e-book form; 3) the teacher's ability to make electronic books still needs to be developed; and 4) teachers need training to increase their knowledge in making electronic books (e-books). Therefore, The Community Service Team (PKM) of the English Language Education Postgraduate Study Program at the Faculty of Teacher Training and Education, University of Riau, has identified a need to conduct training sessions on the creation of English Electronic Books (e-books) using the Flipbook Maker Application.

The objectives of this community service activity were as follows: (1) to make teachers at SMA Negeri 3 Mandau-Duri aware of the benefits of e-books in the teaching and learning process and (2) to enable teachers at SMA Negeri 3 Mandau-Duri to convert teaching materials in PDF format into e-books using the Flipbook application. Three main benefits were derived from this community service activity, namely benefits for the teachers, the project implementers, and the partner school. This community service activity was expected for the teachers to enhance their knowledge and skills in creating e-books, particularly as teaching materials for English language learning to support 21st-century education. Specifically, the participation of teachers in this community service activity allowed them to produce innovative works, such as publishing e-books as teaching materials with ISBNs, which could contribute to their professionalism. For the project implementers, this community service activity allowed them to apply and contribute their competencies in advancing education while strengthening their expertise. For the institution, this community service activity served not only as a manifestation of the institution's concern for external issues and building its image but also as a form of responsibility in improving national education from the elementary to the tertiary level, in line with the vision of Universitas Riau to become a research-oriented, competitive, and character-building university in the development of science, technology, and arts (IPTEKS) in Indonesia.

2. METHOD

The primary function of this service is to facilitate the organization and evaluation of educational institutions engaged in community service initiatives, also known as partners—the aforementioned undertaking involved preliminary collaboration with the Mandau-Duri 3 State High School, which the principal facilitated. Subsequently, establish coordination with the educators of SMA Negeri 3 Mandau-Duri. This research involved the participation of Postgraduate English Language Education faculty members and students with expertise in Information Technology, who collaborated in developing computer applications for e-book creation training. Additionally, the project included the involvement of the Principal, English Subject teachers, and science teachers at SMA Negeri 3 Mandau-Duridi as part of the PKM initiative. The training sessions were conducted at Mandau-Duri 3 State High School in Riau, spanning from September 2nd to September 5th, 2022.

The process of creating e-books using Flipbook Maker involves training and mentoring activities and can be broken down into the following steps:

Establishing communication with Mandau-Duri 3 State High School is recommended to coordinate the planned PKM activities. This coordination should include identifying the types of activities, the intended targets, the participants involved, and the implementation system, which should adhere to face-to-face protocols for health compliance. The term "face-to-face" refers to a mode of direct training that takes place within a computer laboratory setting. The PKM activity is designed to cater to the teachers as the intended recipients. As a result of restricted room capacity and adherence to health protocols, participation in this activity was limited to 30 teachers.

The implementation team undertook the task of compiling training materials pertaining to the creation of e-books through the utilization of the Flipbook Maker application and subsequently reviewed said materials. The PKM team formulated a comprehensive training and mentoring schedule, culminating in providing an e-book to every teacher who participated in the training.

The training procedures entail a four-day program encompassing synchronous and asynchronous training and mentoring activities. The inaugural training session took place on Monday, September 2nd, 2022. The mentoring activities were conducted through an online platform utilizing the WhatsApp Group. During the mentoring session, the participants deliberated on various topics in the training material. After completing the teaching materials compilation in Microsoft Word format, the aforementioned documents were converted into Portable Document Format (PDF). The subsequent action involves transforming pedagogical resources into electronic books utilizing the Flipbook Maker software. The provision of aid is scheduled to continue until September 5th, 2022.

Assessment of activities. The assessment of PKM endeavors is approached from two perspectives, specifically: (1) the level of engagement of the participants and (2) the results of the activities. The two evaluation components provide observable measures of the efficacy of activity. The objective of this PKM activity is to achieve an attendance rate of 80% among all the participants. The objective is to achieve a minimum of 60% e-book production by trainees who participate in the program. Upon completion of the activities, the team responsible for implementation engaged in a reflective process and engaged in discussions regarding the execution of the project. During this time, improvement areas were identified, and recommendations were made.

3.   RESULT AND DISCUSSION

A one-day workshop on e-book media creation was conducted with a team of lecturers. The workshop was attended by 30 teachers from SMA Negeri 3 Mandau-Duri, who were under the direct coordination of the principal. Before conducting the primary research, the PKM team administered a pre-test to the training participants as a questionnaire utilizing Google Forms. The findings are presented in Table 1.

Table. 1 **Participant Responses Before Training**

No.	Question	Response
1	Have you ever heard of the term e-book before?	25 participants stated that they had heard the term e-book
2	Have you ever made an e-book before?	All participants stated that they had never made an e-book before
3	In your opinion, what is an e-book?	Participants know the meaning of e-books as digital books that can be accessed online
4	What is the function of the e-book in learning?	All participants stated that the e-book could be used for online learning
5	Are there any obstacles that might be faced in creating an e-book?	All participants stated that they did not know how to make an e-book and the application to use. Some of the other participants stated that there were network constraints in publishing e-books to students

The findings presented in Table 1 indicate that most participants were aware of e-books; however, they lacked experience in creating e-books and were unfamiliar with the requisite tools and software applications for e-book creation. In light of the shift towards online learning, educators must possess the necessary skills to curate diverse e-books that are easily accessible to students at all times.

TRAINING ACTIVITIES

The training activities are intended to facilitate comprehension of the subject matter for creating computer-based instructional materials. This activity aims to enhance teachers' understanding and competence in technology-based instruction, explicitly using e-book media. In order to facilitate the training activity, the PKM team has developed digital resources in the form of instructional videos, comprehensive materials on creating e-books through the utilization of flipbook applications, and customizable e-book templates for participants to adapt to their own needs. The training program was structured into three sessions, each with a specific focus. The first session centered on the application's introduction and the flipbook application's installation. The second session involved importing various file types into the application, such as PDFs, videos, images, and SWF files. Finally, the third session focused on publishing e-books in multiple formats. The Flipbook Maker software is available for download at two different sources: the official website of Flipbuilder at https://www.flipbuilder.com, and the Kvisoft Flipbook Maker application can be downloaded from https://kvisoft-flipbook-maker.software.informer.com. The activity documentation is presented in Figure 1.

Figure 1. Documentation of Training Activities

The present study involved conducting a training activity in a computer laboratory while adhering to health protocols, precisely the 3M approach (i.e., *mencuci tangan* or hand washing, *menjaga jarak* or maintaining physical distance, and *memakai masker* or wearing masks).

ASSISTANCE ACTIVITIES

The subsequent task in the post-training session involves facilitating the creation of an electronic book, which is scheduled to take place over one week. This study aims to assess the efficacy of e-book products developed by participants of a training program. The purpose is to evaluate the progress of the results achieved through this assistance. Throughout the development of the e-book media, the teachers were provided with extensive support and guidance from all members of the PKM team. This study focuses on the various techniques employed in the design of media materials and layouts, the process of compiling media, and the utilization of e-book creator applications. This section of the e-book incorporates multimedia elements such as pictures, videos, and animations to supplement the instructional material created by the teacher. These multimedia components serve as supplementary resources to provide further clarification and explanation. Furthermore, participants undergoing training may inquire about topics about creating electronic books. Subsequently, the produced e-books

are subjected to collaborative discussions to enhance their efficacy and applicability in the context of learning. Upon completing the mentoring program, all participants submitted their work through a Google Drive platform that the PKM Team had previously arranged.

Generally, this phase involves providing support in creating an electronic book in PDF format, followed by its subsequent upload to the Kvisoft FlipbookMaker software. The e-book is enriched with multimedia elements, such as animations and videos, to enhance its visual appeal and promote teacher-student engagement. The resulting digital book is formatted as a .swf file and is readily available for use. The study conducted by Fonda and Sumargiyani (2018) revealed that using e-modules or e-books through the Flipbook Maker application offers a range of user-friendly features, including a table of contents that facilitates easy navigation to the desired page. The utilization of e-books in teaching and learning activities following the 2013 Curriculum has received positive feedback from student users, indicating potential advantages. According to Divayana et al. (2019), integrating multimedia features in e-books created through the Kvisoft Flipbook Maker software enhances their interactivity and overall appeal to readers.

As a means of facilitating reflection and evaluation, a post-activity survey was carried out. Table 2 displays the findings obtained from the given questionnaire. Table 2 shows that all participants reacted favorably to the training activity. The level of engagement exhibited by the participants is evidenced by the timely completion of the e-book by over 80% of the participants, comprising a cohort of 25 individuals. Some of the challenges that impede the efficacy of this training program include unstable network or internet connectivity and the need for participants to balance their obligations to teach various subjects with the demands of the training schedule. The present training activity can be deemed efficacious and pertinent to the objectives.

Table 2. Participant Responses After Training

No	Statement	Very Poor	Poor	Fair	Good	Excellent
1	The materials presented by the speakers were straightforward and easy to follow	0	0	0	10	20
2	The material is relevant to the training objectives	0	0	0	4	26
3	Mastery of the material by the speakers	0	0	3	15	12
4	The style of delivery of material by the speakers	0	0	3	5	22
5	The clarity of delivery of material by the speakers	0	0	0	5	25
6	The ability of the speakers to answer the questions of the training participants	0	0	2	18	10
7	The presentation of material by the speakers is interesting	0	0	0	10	20
8	Overall training implementation	0	0	5	20	5

It can be seen from the table 2 above that after the training was carried out, the participants showed a very good response, it can be seen that the responses in the "Good" and "Excellent" categories occupied the most response positions. It can conclude that the training material prepared by the speakers was good and very easy to follow, the material provided was also very relevant to the needs of the participants, it was delivered very well by the speakers and overall the training implementation was in a "Good" means positive outcomes. The positive response shown can be concluded that the implementation of the training was carried out very well and Flippbook application is an application which very suitable for the needs of the current participants.

CONCLUSION

The findings of this study indicate that the training activities conducted have yielded positive outcomes. Overall, the speakers' lesson material was very pleasant and simple to follow; it was also extremely relevant to the demands of the participants; it was conveyed very effectively by the speakers; and the training being executed was "Good.". The favorable feedback indicates that the training was implemented very well, and the Flippbook application is an application that is extremely fit for the demands of the current participants. Specifically, the data collected from the participants' work demonstrate that educators possess the necessary competencies to create and develop electronic instructional resources, such as e-books, that can be utilized in online learning environments. Online training has the potential to optimize time management due to its flexible scheduling options. It is anticipated that in the forthcoming years, educators will exhibit more enthusiasm toward creating and enhancing e-books, which can enhance their proficiency by disseminating their research in electronic books, complete with International Standard Book Numbers (ISBNs). Based on the observed level of engagement among the training participants, it is recommended that other PKM teams consider utilizing this training as a point of reference when developing their community service initiatives.

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