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The Implementation of Interactive Flipbook Learning Media in Elementary School Penggilingan 01 Jakarta

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ABSTRACT

One of the problems experienced by teachers at Penggilingan 01 Elementary School, Jakarta, is the need for teacher skills in using digital-based learning media. Teachers use PowerPoint media and several online quizzes on the website for classroom learning. However, more is needed because students need more varied learning media to strengthen their enthusiasm for learning. On that basis, the community service team from Esa Unggul University implemented a community service program entitled The Implementation of Interactive Flipbook Learning Media in Penggilingan 01 Elementary School, Jakarta. The objectives of this activity are 1) to provide an understanding to teachers at the school about the benefits and how to make interactive flipbook learning media, 2) to develop teacher skills in optimizing various features in interactive flipbooks, and 3) to encourage active student participation in the learning process through interactive flipbook media. The method of this activity is carried out in five stages, namely socialization, training, application of technology, mentoring and evaluation, and program sustainability. The results obtained from this activity show that teachers at Penggilingan 01 Elementary School, Jakarta, have skills in making digital-based learning media. This is proven in the form of products, or teacher works in the form of interactive flipbook learning media. In addition, teachers have good management skills in designing learning materials, designing content, optimizing various interactive flipbook features, and implementing them in classroom learning.

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INTRODUCTION

Amidst the rapid development of technology, teachers face various challenges in integrating innovation into daily learning. These challenges will become obstacles if they are not managed properly (Bayat et al., 2023; Hardiansyah & Mulyadi, 2022). This is what teachers at Elementary School Penggilingan 01 Jakarta experience. One of the problems that often arises is the need for teachers to have more skills in using learning technology (Nasution et al., 2024). Elementary School Penggilingan 01 Jakarta is an A-accredited public school located on Jalan Raya Penggilingan RT.002, RW.007, Penggilingan, Cakung District, East Jakarta. The school was founded on September 19, 1993, as a public school with a national school principal number (NPSN) 20104212, ownership status of the Regional Government, and a school establishment decree No. 9481 / IMB / 1993.

In its learning process, the school has used the *Merdeka* Curriculum with a changing independent school level. The concept of "changing independent school level" refers to the level of independence or capacity of a school to manage itself and meet the educational needs of students without relying on significant external assistance or intervention (Hasanah & Rusnilawati, 2023). However, schools still need help with several problems, especially those related to the application of digital-based technology in learning (Hefri Yodiansyah, 2024).

Based on the results of observations, situation analysis, and interviews, most teachers at Elementary School Penggilingan 01 Jakarta need more knowledge and skills in using modern technology for learning. The learning media used are not yet varied (Fatonah et al., 2023). Teachers tend to use textbooks and whiteboards as learning media. The technological skills mastered are dominated using PowerPoint (PPT) media to display learning materials and the use of online quizzes on the website for students to understand evaluation materials (Haerani et al., 2023).

Another problem related to less interactive learning could be Mormons. This results in low student interest and motivation in learning. In fact, actively involving students in learning helps them to develop a deeper understanding, improve critical thinking skills, and build a sense of responsibility for their learning process (Kariyamin et al., 2023; Lestari & Fatonah, 2023). Active involvement also encourages students to be more motivated, participate, and feel ownership of the material being studied so that learning becomes more meaningful and relevant to them. This also helps improve communication, collaboration, and problem-solving skills that are important for academic success and everyday life (Ngadiyono et al., 2023; Sadikin et al., 2024).

To overcome this problem, special training or mentoring is needed so that teachers can use various interesting and interactive learning media by utilizing sophisticated technology (Fadli et al., 2022). On that basis, the community service team from Esa Unggul University implemented a community service program entitled The Implementation of Interactive Flipbook Learning Media in Penggilingan 01 Elementary School, Jakarta. The target of this activity is the teachers at the school who are members of the Kejora Pitu Community (Joint Study Group Penggilingan Satu). This study group was formed based on the Decree of the Principal of Elementary School Penggilingan 01, No.493/PGL01/I/2024. The objectives of this activity include 1) providing an understanding to teachers at the school about the benefits and how to make interactive flipbook learning media, 2) developing teacher skills in optimizing various features in interactive flipbooks, and 3) encouraging active student participation in the learning process through interactive flipbook media. This technology provides a more dynamic and interesting learning experience for students, allowing them to virtually turn the pages of a book while exploring various multimedia content. This learning media offers the right solution to motivate students to learn and help them understand the subject matter.

This activity is also relevant to the current digital era (Fadli et al., 2021). Teachers are required to be able to innovate in creating interactive learning media, one of which is through interactive flipbooks. Flipbooks not only change teaching materials to be more visually appealing but also allow the integration of

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various multimedia elements that can increase student involvement in the learning process (Rini et al., 2021). By using flipbooks, materials that are usually presented conventionally can be packaged more creatively, making students more enthusiastic and active in understanding the lessons (Mujazi, 2020).

At the elementary school level, student characteristics tend to be more visual and kinesthetic. This is where the importance of using interactive flipbooks as learning media that are relevant to these characteristics lies (Haryanto et al., 2023). Elementary school students are usually more interested in varied and dynamic learning media, which can stimulate their curiosity and involvement. Through flipbooks, teachers can provide a deeper and more meaningful learning experience because flipbooks allow abstract material to be explained more concretely using supporting images, diagrams, and videos (Darmawan et al., 2024).

Based on these problems, training in making interactive flipbooks for elementary school teachers is very important so that teachers have the skills to create learning media that are appropriate to the needs of students in the digital era. Through this activity, teachers not only gain technical skills in making flipbooks but also learn about how to design materials that are in accordance with the curriculum and learning objectives. Teachers who are skilled in making interactive flipbooks can more easily teach difficult concepts in a fun and easy-to-understand way for students so that learning outcomes can be more optimal.

METHOD

Community service activities were carried out from July 10 to September 13, 2024, at Elementary School Penggilingan 01 Jakarta. After conducting observations and needs analysis, the activities were continued with five stages of implementation methods (Fadli, 2021; Johnson & Christensen, 2022). The first stage is socialization, which is carried out in one meeting. The Community Service Team explained to the school and teachers the form of activities, objectives, benefits, activity targets, outputs, and follow-up to the community service program. At this stage, the Community Service Team also explained the importance of a teacher having good digital skills, especially in creating various interesting and interactive learning media. One of these learning media is a flipbook.

The second stage is training in creating learning materials that will be used as flipbooks. This activity is carried out in one meeting. Teachers are introduced to various applications, such as Canva, CapCut, ChatGPT, QR Code Generator, Quizizz, and Wordwall, to design and enrich learning materials to make them more interactive. The content is then converted into a flipbook using several websites, such as Flipping Book, FlipHTML5, and Heyzine.

The third stage is the application of technology, which is carried out in two meetings. The first meeting focused on the practice of creating content or learning materials to be taught. The materials created were adjusted to the class and field of study of each participant. The second meeting focused on the practice of creating flipbooks. The materials that had been created were converted into PDF format to be used as flipbooks. At this stage, the Abdimas Team also assisted participants to be able to optimize interactive flipbook features, such as style, settings, and insertion of links, images, videos, audio, and websites.

The fourth stage is mentoring and evaluation. After the flipbook was finished, the Abdimas Team randomly selected two participants to implement interactive flipbooks in class. The participants selected were representatives of lower and upper-grade teachers. Furthermore, the Abdimas Team evaluated the results of the mentoring by conducting observations in class and interviewing teachers and several students to get feedback. The fifth stage is the sustainability of the program. The Abdimas Team and the school discussed the integration of flipbooks as interactive learning media in class. In addition, long-term plans and further targets for this activity were also discussed. These methods are explained in the flowchart.

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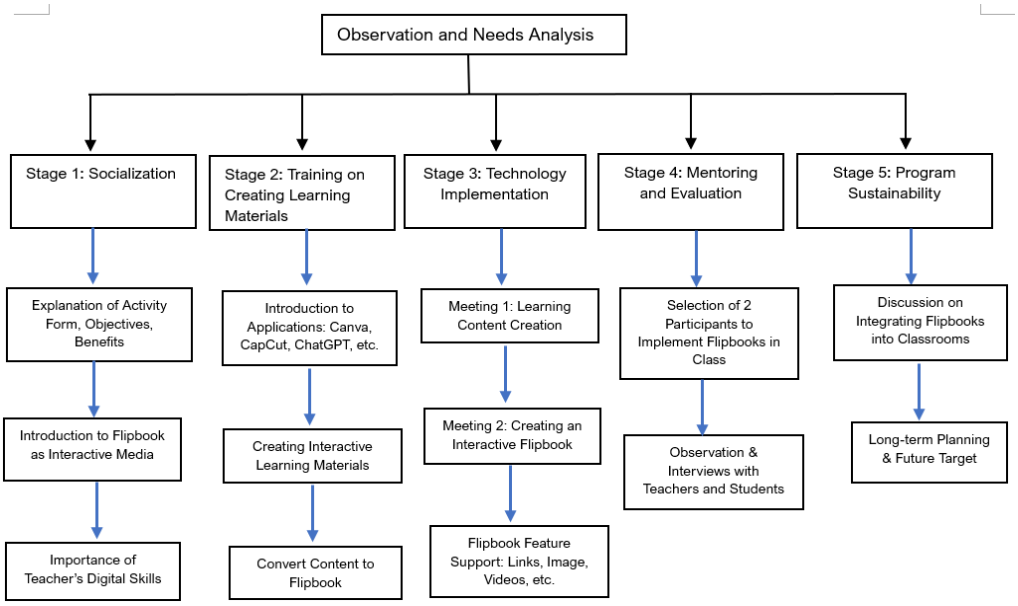

FIGURE 1. Stages of Community Service Activities

RESULTS AND DISCUSSION

Discussion of results and discussion of activities refers to the five stages of the implementation method which will be explained as follows.

Socialization Stage

The socialization activity was carried out on July 10, 2024, at 13.00-15.00 WIB. Participants in this activity were teachers who were members of Kejora PITU (Joint Study Group Penggilingan Satu), and the total was 20 people. In addition to explaining the form of activities, objectives, benefits, output targets, and program follow-ups, the Abdimas Team also introduced examples of learning media that the participants, namely interactive flipbooks, would create. Interactive flipbooks are digital books that resemble physical books but provide a more dynamic and interesting experience through interactive elements. Users can turn pages digitally, just like turning pages in a physical book. The features found in interactive flipbooks include page-turning animations, hyperlinks, multimedia (video, audio, interactive images, and animations), easy navigation, user interaction, and accessibility. This socialization helped participants understand that flipbooks have great potential to help students become more motivated in learning.

FIGURE 1. Community Service Socialization Activities at Elementary School Penggilingan 01 Jakarta

The Abdimas Team also explained simple steps to create flipbooks using various platforms and provided examples of templates that teachers can use directly. Interactive flipbooks can make it easier for teachers to create teaching materials that are more flexible and easily accessible to students at any time through

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digital devices. This is relevant in supporting technology-based learning in the digital era, which is now increasingly being applied in schools. In addition, interactive flipbooks can also help students understand more abstract concepts through the animations and interactivity provided so that the learning materials become easier to understand.

FIGURE 2. Example of a Flipbook

In the socialization, participants were also informed that they were required to bring a laptop during the activity. This is because the activities to be carried out are based on digital technology. In addition, teachers will later produce digital-based products in the form of interactive flipbooks. The activity was continued with a discussion and Q&A. Through this activity, participants were invited to continue to explore and innovate in the use of digital learning media to create a more enjoyable and effective learning experience for students. With the support of the school, interactive flipbooks can be implemented comprehensively and sustainably at Elementary School Penggilingan 01 Jakarta.

Training Stage

The training activity was carried out on July 26, 2024, at 10:00-16:00 WIB. The number of participants who took part in this activity was 20 people. This training aims to provide participants with the ability to use various digital platforms to create interactive teaching materials. This training is a form of simulation before participants create real content or learning materials. Through this training, participants will be able to integrate visual, audio, and text elements in a more dynamic and interactive learning media.

At this stage, participants were first introduced to various applications and websites to create interactive flipbook content. These applications include Canva, QR Code Generator, Wordwall, Quizizz, ChatGPT, and CapCut. Canva is used to design the cover and contents of each page of the material to be taught. Canva also provides templates that can be adjusted to the needs of the teaching materials so that teachers can create professional designs even if they do not have a design background. By using Canva, teachers are expected to be able to compose more interesting and interactive visual materials before turning them into flipbooks.

FIGURE 3. Preparation of Simulation of Various Applications and Websites

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Before designing learning materials using Canva, teachers can also use ChatGPT to help compile teaching materials. ChatGPT is an artificial intelligence (AI)--based platform that can help teachers generate creative ideas, create material summaries, or answer questions related to certain topics. This activity also trains participants to use ChatGPT in compiling learning scripts, creating practice questions, and getting references to support teaching materials. Teachers can develop more structured and in-depth content in a shorter time with the help of ChatGPT. In addition, teachers can also create interactive scenarios or dialogues in text form that can then be inserted into interactive flipbooks as part of scenario-based learning materials.

Next, participants were introduced to the QR Code Generator. Through this tool, they were taught how to create QR Codes that can store links to various learning resources, such as videos, documents, or websites that support teaching materials. QR Codes allow students to easily access additional learning resources by simply scanning the code via their mobile phones, making it easier to integrate teaching materials with relevant external content.

The training continued with the use of Word Wall, an interactive platform for creating word games, quizzes, and text-based activities. Participants were introduced to various activities that can be created through Word Wall, such as crosswords, word searches, and spinning wheels. Activities created on Word Wall can be embedded into interactive flipbooks or accessed directly by students through previously created QR Codes. In addition to Word Wall, there is also Quizizz, an interactive and competitive quiz-based learning platform. Participants are taught how to create interesting quizzes, complete with leaderboards and automatic scoring systems, so that students can learn while playing. Quizizz allows teachers to evaluate student understanding more dynamically. The results of this quiz can be used as a reflection for improving subsequent teaching materials before being integrated into interactive flipbooks.

FIGURE 4. Simulation of Using Canva to Create Teaching Materials

Next is training in using the CapCut application. This application can help teachers create short, visually and audibly engaging learning videos, which can later be included in interactive flipbooks. The videos created can be in the form of short explanations of the material, animations to explain abstract concepts, or interactive tutorials that can clarify students' understanding. Participants are also taught how to export videos from CapCut in various formats that are suitable for use on various learning platforms. After the participants have completed all the simulations, the next activity is to convert the material that has been created into a flipbook in PDF format. At this stage, participants are given several alternative flipbook websites, such as Flipping Book, FlipHTML5, and Heyzine. The goal is for participants to be able to find the various advantages and disadvantages of each flipbook website, which will later be used as the finalization of the actual product. Then, the Abdimas Team briefly explained the features in the flipbook to be applied by the participants in the next meeting; here is an image of the results of the example website used.

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FIGURE 5. Example of a Website for Creating Interactive Flipbooks

Application of Technology Stage

The application of technology was carried out in two activity sessions. The first session was held on August 2, 2024, and the second session on August 9, 2024. Each session was held from 10:00 to 16:00 WIB. The process of implementing technology was carried out by utilizing the knowledge and skills that participants had acquired through previous training. In this session, the Abdimas Team did not explain many theoretical matters because participants directly practiced how to design real learning content.

The first session at this stage focused on creating content or teaching materials that would be given to students. The number of participants who attended was 20 people. Teachers at SD Penggilingan 01 Jakarta began to apply various digital technologies independently to create interesting and interactive learning content for students. Participants were able to design teaching materials using Canva and its various features.

In addition to Canva, participants also used YouTube as a supporting medium for learning, inserting various animated images/gifts and quizzes created through the Word Wall or Quizizz website. Several teachers also used CapCut to edit their own videos. Here is a picture of an activity carried out by one of the teachers.

FIGURE 6. Participants Design Teaching Materials Independently

The next session was the second stage of technology implementation, which 20 participants also attended. At this stage, participants began uploading teaching materials that had been converted into PDF format to be used as flipbooks. The flipbook website used was Heyzine. The selection of Heyzine was based on several considerations, including the following: 1) Heyzine offers easy integration with Canva. In other words, participants can directly upload designs from Canva without the need for additional adjustments. This is in accordance with the conditions of participants who use Canva as the main platform in designing teaching materials; 2) Heyzine has a simpler and more user-friendly appearance so that it is easier to access, especially for participants who are new to technology; 3) Heyzine supports various interactive features, such as video, audio, and links that can enhance the learning experience with interactive flipbooks, in line with the content created in Canva, 4) Heyzine offers a more affordable package compared to FlippingBook or FlipHTML5, 5) the ability to customize the appearance on Heyzine also makes it easy for

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users to match Canva's design style with flipbooks so that the appearance is more consistent. Some features that participants need to optimize when making flipbooks using Heyzine are related to style, setting, and interaction. In the Style section, namely the Title feature, participants can provide a title, subtitle, and description related to the flipbook that has been created. The information that has been saved will appear on the left side of the flipbook cover. In the Page Effect feature, participants can choose the form of the flipbook page to be used, such as Magazine, Book, Album, Cards, and so on. Participants can also activate the Sound on page turn, Page edges, and right-to-left read features to provide certain effects.

Participants can use the Background feature to make the background behind the book attractive and creative. The Logo, Link, and Icon features can personalize and brand the flipbook and facilitate user navigation and interaction. In the Setting section, participants can utilize the Password Protect, Capture Lead from, Replace PDF, and Copy Flipbook features. After completing editing in the Style and Setting sections, participants can insert various interactive elements in the Interactions section, namely in the Link, Image, Video, Audio, and Web features that can be edited according to participant needs.

Participants can use the Link feature to insert links that can direct readers to other pages in the flipbook, external websites, or other online documents. The main function of this feature is to increase interactivity and provide easy access to additional information that is relevant to the flipbook content. The Image feature is used to insert images into the flipbook page, adding visual elements that can enrich the content and make it more interesting for readers. The Video feature can be used by participants to insert videos into the flipbook page, adding a multimedia dimension that can enrich the reading experience.

If you want to insert sound, participants can use the Audio feature. Meanwhile, the Web feature can be used by participants to embed web content directly into the flipbook page. This can be in the form of a web page embed, iframe, or other widget that can display dynamic or interactive content from external sources.

During the implementation of this technology, participants were also taught how to share the completed flipbook with students. Flipbooks can be accessed via a link that can be shared on various platforms, such as Google Classroom, WhatsApp, or email. Students can open the flipbook on their devices, either on a cellphone, tablet, or computer, without the need to download additional applications. This makes it easier for students to access, especially in distance learning or blended learning situations. Teachers can also track how many times the flipbook is opened so that they can monitor student engagement with the material that has been provided.

The implementation of this technology not only makes it easier for teachers to compile and present learning materials but also increases student engagement in learning. Interactive flipbooks created with Heyzine can combine text, visuals, audio, and video in one medium, providing a more varied and interesting learning experience. In this way, teachers at SD Penggilingan 01 Jakarta have successfully integrated digital technology into a more interactive and flexible learning process, and it can be accessed anywhere and anytime by students. Here are some interactive flipbook products that the participants have created created.

FIGURE 7. Several Flipbooks by Teachers at Elementary School Penggilingan 01 Jakarta

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Mentoring and Evaluation Stage

The mentoring and evaluation stage was carried out on September 6, 2024, at 10:00-16:00 WIB. The number of participants who took part in this activity was 20 people. At this stage, the Abdimas Team provided mentoring to teachers on how to use interactive flipbooks in classroom learning. The classes to be observed were class 1 as representatives of the lower classes using flipbooks made by Mrs. Tika Lingga, S.Pd. and class IV as representatives of the upper classes using flipbooks made by Mrs. Septiani, S.Pd.

At this stage, the Abdimas Team will observe the learning activities carried out by teachers for further evaluation. In addition, the Abdimas Team also conducted interviews with teachers and several students to get feedback and responses after learning to use interactive flipbooks.

The results of mentoring and evaluation of the implementation of interactive flipbooks in classes 1 and 4 at SD Penggilingan 01 Jakarta showed various positive responses from students and teachers. In class 1, interactive flipbooks can help students, especially students who are at the stage of learning to read and write. The flipbooks used by teachers can present interesting visual and audio elements. Teachers explained that students are more enthusiastic about learning because the material presented through flipbooks is more dynamic, with colors, images, and sounds that support their understanding. Interactive elements such as simple animations and audio narration help students who are not yet fully able to read to continue following the lesson well. However, the main challenge encountered is the technical ability of some students to access flipbooks, especially those who have yet to become accustomed to using digital devices.

FIGURE 8. Example of Implementing Interactive Flipbooks in Class

In grade 4, interactive flipbooks are used more for more complex subject matter. Grade 4 students can understand the use of flipbooks more independently. They can easily use various interactive features that allow them to access videos and additional links that help clarify certain concepts. Teachers explained that there was an increase in student participation in learning because flipbooks allow students to explore the material more enjoyably. Students also feel helped by the audio and video features, especially for subjects such as science that require more in-depth explanations. In general, interactive flipbooks can help teachers deliver material to make it more interesting. However, teachers also face various challenges. An example is the technological infrastructure in schools, which is sometimes still limited, so not all students can access flipbooks optimally. In addition, teachers also still need a lot of training to get used to using digital technology in learning.

Program Sustainability Stage

The program sustainability phase was implemented on September 13, 2024, at 13.00-15.00 WIB. The Abdimas Team encouraged the sustainability of the program by integrating the use of interactive flipbooks into the long-term learning plan at Elementary School Penggilingan 01 Jakarta. In addition, the Abdimas

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Team also held follow-up meetings and regular discussions to monitor the development of the use of these learning media and to make continuous improvements according to emerging needs. At this stage, the Abdimas Team also handed over assets to partners in the form of learning media and other tools that can be used in learning. In addition, partners, especially teachers who participated in this activity, received free access for one year to several premium accounts, such as Heyzine, Canva, CapCut, and ChatGPT. It is hoped that these accesses and media can be utilized optimally to support learning in the classroom.

FIGURE 9. Handover of Assets to Partners

After participating in Community Service activities with a focus on creating interactive flipbook learning media at Elementary Schools Penggilingan 01 Jakarta, teachers experienced a significant increase in their skills in utilizing technology for learning. They are now able to create interactive flipbooks by utilizing various digital applications that they had not previously mastered. This improvement includes the ability to design more interesting teaching materials with various multimedia elements, such as images, videos, and animations. These skills not only enrich teaching methods but also make learning more interesting and interactive for students, both lower and higher grades. Teachers are also more confident in integrating technology into the learning process, which is expected to have an impact on improving the quality of teaching and student learning outcomes in the future.

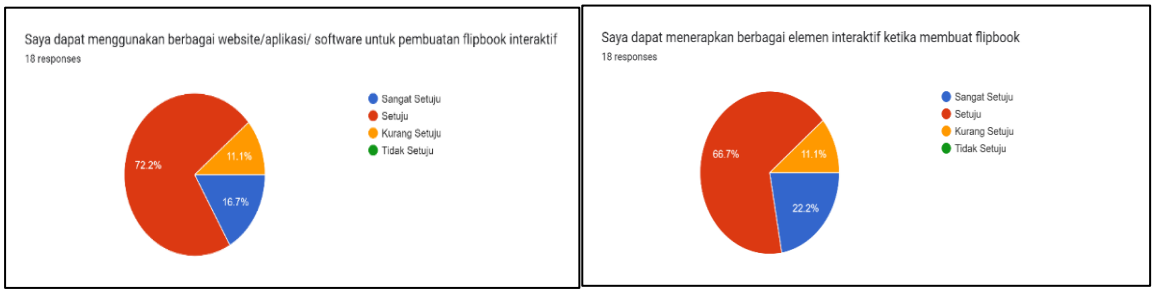

FIGURE 10. Improving Teacher Skills in Making Interactive Flipbooks

In addition, teachers also experienced improvements in terms of management, especially classroom management and learning management. With interactive flipbooks, teachers can plan learning in a more structured and systematic way (Fatonah et al., 2022). They can manage time more effectively because interactive flipbooks allow for more efficient delivery of materials. In addition, teachers can compile teaching materials that can be reused and modified as needed, making it easier for them to manage the curriculum and plan long-term learning (Ernsten, 2024; Yuliani & Setiawan, 2024).

Improvements were also seen in student interaction management. By using interactive flipbooks, teachers can organize learning to be more varied and interesting, which helps maintain student focus and engagement in class (Hsieh et al., 2017; Martínez-Jiménez & Ruiz-Jiménez, 2020). They can also manage assignments and evaluations better through the features in the flipbook, such as quizzes and interactive

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exercises that can automatically provide feedback to students. This capability increases the efficiency of learning management and provides a more dynamic learning experience, both for teachers and students (A et al., 2020).

FIGURE 11. Group Photo of the Community Service Team and Partners of Penggilingan Elementary School 01 Jakarta

Overall, this activity succeeded in strengthening teachers' capacity to integrate technology into learning. The teachers expressed their appreciation for this activity and hoped that interactive flipbooks could be used sustainably in their schools. This program is expected to be the first step to improving the quality of learning using digital media so that it can present a more interesting, interactive learning process in accordance with the needs of the digital era in the future. The activity was closed with a group photo.

CONCLUSION

Community service activities with a community partnership empowerment scheme through the creation of interactive flipbooks at Elementary School Penggilingan 01 Jakarta have succeeded in achieving a number of expected goals. First, this activity has succeeded in improving teachers' skills in using digital technology to create more interesting and interactive learning materials. By utilizing interactive flipbooks, teachers are able to present content in a more varied way, which not only increases students' interest in learning but also makes it easier to understand the concepts being taught.

Second, interactive flipbooks provide wider access for students to learn independently. Students can access teaching materials anytime and anywhere, so the learning process is not limited to time and classroom space. With interactive elements such as video, audio, and additional links, students can explore the material in more depth, which can ultimately improve their learning outcomes. Positive responses from students and teachers indicate that interactive flipbooks have become an effective tool in supporting learning.

Third, this program also creates synergy between schools and the community, including collaboration with various parties in procuring the necessary technology infrastructure. Support from the community and sponsors is essential in ensuring that existing facilities are adequate for the sustainable implementation of this technology. With solid cooperation, this program has the potential to be adapted and implemented in other schools so that its benefits can be felt more widely. Overall, this community service activity not only provides direct benefits in the form of improving the quality of learning at SD Penggilingan 01 Jakarta but also encourages the development of a more innovative and technology-based learning culture. The success of this program shows the importance of a collaborative approach in improving education, namely, teachers, students, and the community working together to create a better learning environment. Thus, this interactive flipbook creation program is a model that can be followed in efforts to empower education in various communities.

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Through training in making interactive flipbook learning media, this innovation can enrich learning methods and provide a more interesting and interactive learning experience for students. Hopefully, this flipbook will be a useful tool in supporting the education process and can continue to be developed to improve the quality of learning in the future.

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