Sharing Session Introduction of Innovative Learning Models With The Help of Flipbook Media to Increase Students' Creativity

Nafiah [a]*, Sri Hartatik [b], Pance Mariati [c], Syukron Djazilan[d]

[a,b,c,d] Nahdlatul Ulama University Surabaya, Surabaya, Indonesia

* corresponding author: nefi_23@unusa.ac.id

Abstract

The use of interactive flipbooks in teaching serves as an alternative learning medium that can enhance students' learning motivation by incorporating videos, animations, text, and interactive elements. This study was conducted to introduce an innovative flipbook-based learning model to lecturers at the Faculty of Language and Human Development, Universiti Malaysia Kelantan (UMK). The method used was a sharing session involving 22 lecturers as participants. The implementation phase consisted of preparation, conducting the sharing session, and post-activity evaluation. In the preparation stage, the presenter developed the materials and designed the program using the flipbook as the main medium. The session was held on July 7, 2024, featuring material presentation and a simulation of flipbook use in a teaching context. The results indicated that the majority of participants gave highly positive feedback on the effectiveness of the flipbook, with 72.7% rating the activity as "Excellent" and 27.3% as "Good." This evaluation confirms that flipbooks can support lecturers' understanding in designing more interactive and engaging lessons. Flipbooks also provide a more dynamic learning experience by integrating visual and audio elements, allowing participants to better visualize complex concepts. In conclusion, this activity successfully introduced a flipbook-based learning model that can be widely implemented across various courses. The use of flipbooks as a learning medium offers theoretical contributions to the development of interactive and contextual digital learning strategies. For future recommendations, this program should be expanded by incorporating a variety of other digital media to further enhance learning effectiveness and experience, and be conducted regularly to reach more lecturers from diverse academic disciplines.

Keywords: sharing session, innovative learning model, flipbook

1. Introduction

Interactive flipbooks are part of electronic-based teaching materials that attract students. The use of electronic learning will likely replace classroom learning by increasing the interactivity and personalization of the system, and by continuing to engage students." *The possibilities of E-Learning replacing classroom learning to enhance system interactivity and personalization and for the continuous engagement of the learners* (Bhat et al., 2018). One use of creative media is flipbook media, which is a development of e-books as an alternative learning media (Diani et al., 2018). Flipbook is a type of classic animation made from a stack of paper resembling a thick book, on each page a process of something is depicted which will later appear to be moving or animated (Kurniawan et al.,

SEMINAR NASIONAL PENGABDIAN KEPADA MASYARAKAT
TAHUN 2024
"Memaksimalkan Potensi Masyarakat Menuju Desa Mandiri dan Berkelanjutan"

UNUSA

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2015). Flipbook can be interpreted as an electronic book that can be filled with videos and animations so that students are interested in reading and are easy to carry everywhere. The use of flipbooks can be presented in electronic format which is capable of displaying interactive simulations by combining animation, text, video, images, audio and navigation which makes students more interactive, so that learning can be more enjoyable and attract students' attention. Flipbooks are a type of classic animation made from a stack of paper resembling a thick book, which looks moving or animated. The flipbook application is software that can convert files in PDF format, this software can input data in images, videos, music, keys, animations, and even links to other sources into one (Sumarmi et al., 2021). Flipbook is software that can convert text files, insert images, graphics, sound, links, videos and animations, so that it becomes a book that can be flipped back and forth and is more interesting.

Flipbooks are a digital book display design that is now in great demand by the public with three-dimensional e-book technology, where pages can be opened like reading a book on a monitor screen (Anggrasari et al., 2021). The device used to create a Flipbook is reliable software designed to convert PDF files into page-turning digital publications or digital books. Flipbook is created using an application that can be done online or with an offline application. The book that has been designed and made in PDF form is then entered into the application and added to the video that has been made in the reality laboratory, so that when the book is opened it will appear in real life via video. There are many applications used to create flipbooks such as flippingBook, Anyflip, Flipsnack, Kvisoft Flipbook Maker. Interactive flipbook-based teaching materials are a digital learning resource that can be used to help students obtain various information digitally. The use of multimedia or digital learning resources helps students process the information obtained. The use of multimedia or digital learning resources helps students process the information obtained. Flipbook is a flipping book, and the term flipbook is taken from a children's toy that contains a series of different images, but if opened one by one from the page it will appear as if the image is moving (Fitriansyah et al., 2019).

A flipbook is a flipping book, the term Flipbook is taken from a children's toy which contains a series of different pictures, but if you open the pages one by one they will look like moving pictures. Flipbooks are widely used in children's books, but nowadays they are also widely used in textbooks for adults. Interactive flipbook development is a

SEMINAR NASIONAL PENGABDIAN KEPADA MASYARAKAT
TAHUN 2024
"Memaksimalkan Potensi Masyarakat Menuju Desa Mandiri dan Berkelanjutan"

UNUSA

SN-PKM

combination of an e-book equipped with video content in it. Using this flipbook can increase students' learning motivation. Elementary school students can not only read books, but also interact with these electronic books, making it easier for them in the learning process (Nafiah, Ghufron, et al., 2023).

The use of textbooks, flipbooks can be (e-books), where the use of e-books by the world community has become popular in recent years, but many are dissatisfied with ordinary digital books because e-books in general can only rely on a monotonous way of moving from one page to the next. On the other hand, readers only have the experience of reading ordinary books; therefore, a better visual experience is required. The digital book display design that many people are interested in is a digital book with three-dimensional e-book technology known as a flipbook, where the pages can be opened like reading a book on a monitor screen.

Universiti Malaysia Kelantan (UMK) is one of the state universities in Malaysia. The Faculty of Language Sciences and Human Development (FBI), previously known as the Center for Language Studies and Generic Development (PBI), is the ninth faculty to be established at UMK following the success of the restructuring plan approved by the Ministry of Higher Education in November 2020. UMK leadership has approved the operation of FBI as a faculty on 10 January 2021. The Faculty of Language Sciences and Human Development (FBI) is one of the earliest academic entities established at the time of UMK's inception. The problem that exists in the English language study program is that because it is a non-education study program, it needs to exchange ideas related to pedagogy, so it requires sharing sessions related to learning management.

The problem that occurs at FBI UMK is that it is not a faculty of Education, so mastery of innovative learning models is not obtained by lecturers at FBI UMK who are still not fully studied because the lecturers who teach the courses come from purely non-Education departments. To overcome this problem, it is necessary to have a sharing session regarding pedagogical knowledge, especially innovative learning models.

The purpose of this community service is to share sessions related to the introduction of innovative learning models using flipbook media to increase student creativity. The targets for this community service are lecturers at study programs at FBI Universiti Malaysia Klantan.

2. Method

The method that will be carried out in this community service uses socialization to introduce innovative learning models with the help of flipbook learning media. This introduction is for undergraduate students of the Faculty of Language and Human Empowerment at the Malaysian University of Klantan.

Community Service The sharing session activity was held at FBI UMK on July 7 2024. The number of participants in the sharing session activity was 22 lecturers at FBI Universiti Malaysia Klantan. The targets for the sharing session activities were lecturers at FBI UMK. The stages in implementing this method are divided into preparation for PKM activities, implementation of PKM activities and post-PKM activities. At the preparation stage, preparation activities start with preparing what is needed to implement the training and mentoring program. This planning includes several things as follows: requesting permission to carry out community service, determining activity times, activity materials, compiling a rundown of events. The implementation of the activities includes an opening by the moderator for the sharing session activities. Sharing session activities were carried out at UMK with lma sharing session resource persons. asca activities After the core activities have been carried out, the next stage is the evaluation and implementation of sharing sessions held at FBI UMK.

Partner participation in this activity helps with transportation in returning home from the airport to UMK, helps with food, helps buy for eye injuries, prepares FKIP lecturers to prepare the place and prepares all international seminar activities at UMK.

3. Results And Discussion

The results of community service carried out in The Faculty of Language and Human Development (FBI) showed a very good response by the representative of the FBI dean of Universiti Klantan Malaysia. The activity of this sharing session is a mutual exchange of experiences packaged through the International Seminar on Language Studies & Human Development 2024 held by Universiti Klantan Malaysia.

Based on graphic figure 1, the results of participants' responses to the sharing session activity entitled "Introduction of Innovative Learning Models With the Help of Flipbook Media to Increase Students' Creativity" are displayed. Rating Categories: The graph shows two rating categories, namely "Very Good" and "Good". There were no

responses indicating a category below "Good", which means that this sharing session activity was generally assessed as very positive by the participants. The percentage of "Very Good" responses was 72.7% of the total participants giving a "Very Good" rating. This shows that the majority of participants felt that the activity met their expectations, both in terms of the material presented, the media used, as well as involvement and interaction during the session. The teacher's role is very important in helping trigger students' creative thinking skills, both with learning media (Mulyadi et al., 2016). This sharing session activity is very important to provide knowledge on how to improve students' creative thinking. The results of this sharing session satisfaction activity can be seen from the diagram below:

Respon Terhadap Kegiatan Sharing Session "Introduction Of Innovative Learning Models With The Help Of Flipbook Media To Increase Students' Creativity"
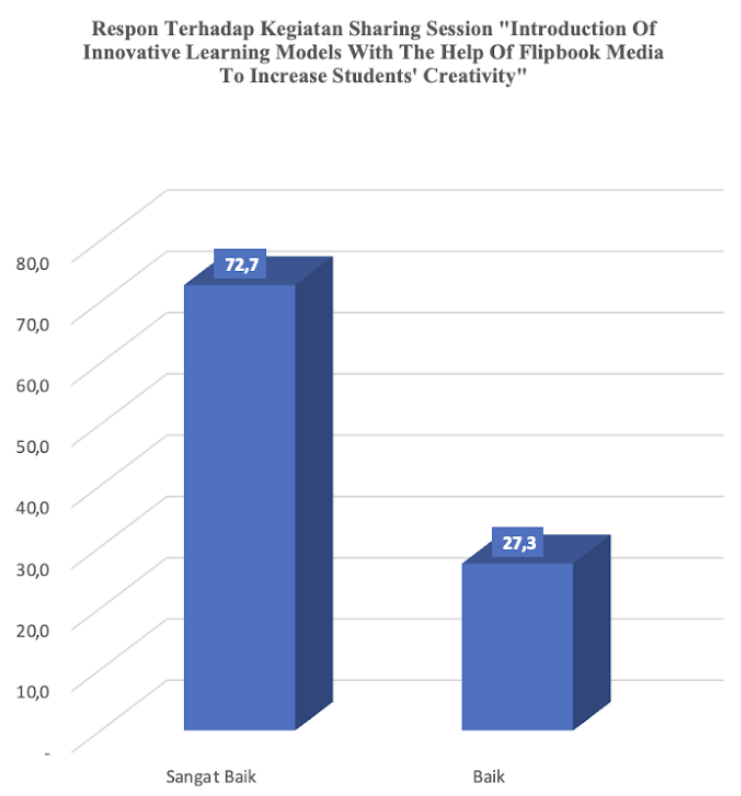
Figure 1 Graph of responses from participants in sharing session activities

A total of 27.3% of participants gave a rating of "Good". Although the percentage is smaller than the "Very Good" rating, it still shows that there is no significant dissatisfaction. From these results, it can be concluded that the use of flipbook media in delivering innovative learning models provides quite a strong positive effect. felt very satisfied with the activities carried out. The use of flipbooks as a medium also seems effective in helping visualize material, thereby increasing student creativity. This is in line with previous research which found that the use of flipbook-based digital books

SEMINAR NASIONAL PENGABDIAN KEPADA MASYARAKAT
TAHUN 2024
"Memaksimalkan Potensi Masyarakat Menuju Desa Mandiri dan Berkelanjutan"

UNUSA

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significantly increased elementary school students' interest in learning, showing a strong relationship between flipbooks and increased learning engagement (Nafiah, Syamsul Ghufron, et al., 2023). Several studies show the effectiveness of flipbooks on interest and learning outcomes, but not many have explored specific dimensions of student character (for example: mutual cooperation, leadership, or empathy). So, in the future: Research can be focused on flipbook-based character development.

Flipbooks can be developed with narratives and simulations of character values in the content. Other research also found that flipbook-based learning media can significantly increase elementary school students' interest in Citizenship Education and improve learning outcomes. However, it has not specifically discussed developing the character of mutual cooperation in students (Insani & Ika Ratnaningrum, 2024). Flipbook-based learning media can significantly increase elementary school students' interest in Citizenship Education and improve learning outcomes. However, it has not specifically discussed developing the character of mutual cooperation in students (Lakapu et al., 2023). Flipbook-based electronic teaching materials significantly increase students' interest in learning and encourage mutual cooperation (Millati & Setyasto, 2023). Sharing session activities like this can be continued and developed with a variety of other learning media. Improvements can be focused on more in-depth interaction and presentation so that the percentage of "Good" ratings can increase to "Very Good". Overall, this sharing session activity was considered very good and had the potential to have a positive impact on increasing students' creativity in using flipbook media. The following are activities from the sharing session at FBI UMK:

Figure 2 Sharing session activities at FBI UMK Malaysia

Sharing session is an activity designed to provide information and education to improve students' self-understanding. This activity encourages active participation and has been proven to increase student enthusiasm, especially for seventh grade students who take part in the program. (Konadi & Rambe, 2023). These sessions encourage talent development, encourage innovation, and increase the accuracy of decision making, ultimately contributing to a well-informed society (Sendhitasari et al., 2024). This activity is very beneficial for lecturers at the Faculty of Language and Human Empowerment, because the study program that is the target of community service is not lecturers from the education sector. Sharing session activities such as those carried out in collaboration between FKIP Unusa and FBI UMK Malaysia have very significant benefits for developing the competence of lecturers and participants from non-educational study programs.

Knowledge sharing sessions are a form of workshop that aims to encourage collaboration between academic worlds with an emphasis on cross-border knowledge and connecting objects (Wlazlak et al., 2024). This activity helps lecturers and participants who do not have an educational background to understand various innovative learning models, especially the use of flipbook media in teaching complex material. This is important so that they can adapt learning strategies that are more creative and suit the needs of today's digital generation. By presenting flipbook media, participants can learn how to utilize technology in presenting material, so as to create a more interactive and engaging learning method. This will help them develop more interesting academic content, both in class and in research activities. Even though the study program that is the target of community service is not from the education sector, this sharing session provides an understanding of the importance of active interaction in learning activities. The use of flipbooks can trigger more dynamic discussions in the classroom, enriching students' learning experiences.

This activity allows lecturers from various scientific fields to see the wider application of learning media such as flipbooks. This media can be applied in various courses, both technical and theoretical, thereby creating a varied and non-monotonous learning experience. This activity also encourages interdisciplinary collaboration within the faculty. Lecturers can share experiences and best practices in using different learning media, thereby creating better synergy in developing teaching methods that suit the characteristics of each field of science.

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SEMINAR NASIONAL PENGABDIAN KEPADA MASYARAKAT
TAHUN 2024
"Memaksimalkan Potensi Masyarakat Menuju Desa Mandiri dan Berkelanjutan"

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One of the results of this sharing session is a better understanding of the importance of the quality of material presentation in class. By using learning media such as flipbooks, lecturers are able to visualize abstract concepts more easily, which will ultimately increase students' absorption and understanding. This activity also provides an opportunity for participants from Malaysian UMK and UNUSA lecturers to exchange experiences, open up opportunities for research collaboration, and expand academic networks. This is important for increasing institutional and personal capacity, especially in the context of internationalization of education.

This activity is expected to have a significant positive impact not only in the teaching context, but also in the professional development of lecturers and participants from non-educational disciplines. This sharing session needs to be developed further by adding a variety of learning media and focusing on increasing more intensive interaction so that the impact is more optimal.

4. Conclusions And Suggestions

The community service program (PkM) implemented by FKIP Unusa in collaboration with the Faculty of Language and Human Empowerment (FBI) UMK Malaysia succeeded in providing significant knowledge about the application of innovative technology-based learning models. By focusing on the use of flipbook media, this activity provides new insights into how technology can be integrated in teaching to visualize complex material more easily.

This understanding is very useful, especially for lecturers who do not have an educational background, because it can help them to design more creative and interactive learning methods. The benefits of this program can be seen in the positive changes in the way lecturers present material as well as their ability to trigger more active and dynamic discussions in class.

This sharing session also broadened participants' insight into the application of flexible learning media for various subjects, both technical and theoretical. In addition, this activity encourages interdisciplinary collaboration and enriches the academic experience by integrating various perspectives from diverse lecturers.

The success of this activity created space to share best practices, strengthen synergy within the faculty, and increase competence in delivering more structured material.

Theoretically, this program makes a significant contribution to the development of learning strategies in the digital era. By utilizing the flipbook medium, this program shows how technology can be used as a powerful visual aid to facilitate understanding of abstract concepts. This provides a new theoretical basis for the use of digital media in cross-disciplinary learning, ultimately strengthening understanding of the importance of media

Acknowledgement

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SEMINAR NASIONAL PENGABDIAN KEPADA MASYARAKAT
TAHUN 2024
"Memaksimalkan Potensi Masyarakat Menuju Desa Mandiri dan Berkelanjutan"

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