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CONTEXTUAL APPROACH BASED TEACHING MATERIAL DEVELOPMENT USING FLIPBOOK FOR APPRECIATION COURSES AND FICTION PROSE STUDIES AT PAKUAN UNIVERSITY, BOGOR

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ABSTRACT

This study aimed to develop teaching materials based on a contextual approach with a flipbook for Appreciation and Fiction Prose Studies courses. Researchers use Research and Development (R & R&D), which includes three stages: preliminary studies, development of teaching materials, and product testing. The data obtained were then analyzed using qualitative descriptive techniques and descriptive statistics. This research was conducted at the Indonesian Language and Literature Study Program, Pakuan University, Bogor. 4th-semester students from three different classes were taken as research subjects, with data sources being experts, peers, and students. The validation results on the material aspects obtained a total average of 4.38 or 87.59% with the very feasible category. The total average is 4.39 or 87.72% from the content aspect, with the very feasible category. Meanwhile, it got a total average of 4.47 or 89.44%, with the media aspect's very feasible category. This shows that the teaching materials developed in this study are worthy of being tested further. Students' responses to the teaching materials developed showed that 85.51% were in the small group test's outstanding category. The students' responses showed 88.81% based on the field test results, which stated that the category was outstanding. The effectiveness of using teaching materials in the small group test is in the medium category because it is worth 0.49, and on the extensive field test, it is valued at 0.72, which is included in the high category. It appears that there is an increase; Therefore, useful teaching materials to use.

Keywords: Contextual Approach, Teaching Material, Flipbook, Fiction Prose

INTRODUCTION

In the era of the educational revolution 4.0 in national development at the tertiary education curriculum refers to technology's to achieve educational goals. This policy is in line with government policies by taking into account the current developments in global communication (Mahdum et al., 2019).

Considering the demands that students must be able to connect basic knowledge with real-life applications. The way to make connections to the real life students are required to think and make meaning at higher levels (Moxley, 2008). One of the teaching and learning approaches that can be a solution is the contextual approach. Another solution that can be juxtaposed with a contextual approach is the development of teaching materials.

Many linguists have studied various media to apply this approach. Suryawati, E., & Osman, K. (2018) studied the effectiveness of Contextual Teaching and Learning (CTL) on the students' scientific attitude and achievement in Natural Science. Chotimah, at al., (2018) stated the contextual approach supported by Visual Basic Application for Excel) was better than students who got conventional learning. Futhermore, contextual approach approach can improve students motivation to learn the teaching material (Prayati & Vikasari, 2019).

In the conventional teaching and learning process, the teaching material is less innovative and tends to be lecturer-centered, focusing on memorizing and assigning academic theory-related assignments. Some factor was influencing of teachers' innovative teaching behaviour with information and communication technology (Chou et al., 2019). It was revealed when observing in several universities, and it turns out that many lecturers still dominate teaching and learning activities and provide teaching materials without enrichment of teaching materials. Promoting innovation in education via information technology have great potential for facilitating more innovative educational methods

The aim of the study was conducted to integrate digital flipbook media and a contextual approach to develop innovative teaching materials regarding the challenges faced by higher education institutions. As an additional result, this institutional-based research is also expected to grow the capacity for innovation and technological advances and foster the nation's character.

LITERATURE REVIEW

Teaching materials are an essential part of the teaching and learning process, which occupies a very determining role in the success of teaching and learning related to the achievement of teaching goals (Hamalik, 2008). The opinion expressed by Hamalik was based on the impact of teaching materials on the teaching and learning process. Beside teaching material should be design to support the learning process and students' experiences with multimedia (Fitria, Rasyid, & Lustyantie, 2019)

In line with technological advances, development is needed to improve the quality of these teaching materials. Grave (1996) defines developing teaching materials as the process of creating, selecting or adapting, and arranging teaching materials and learning activities so that students can achieve targets that lead to their future goals. Previously, Gafur (1994), Andi & Arafah (2017), Suparsa at al., (2017). explained several principles that need to be considered in preparing teaching materials, such as the principles of relevance, consistency, and adequacy.

The development of this teaching material is arranged in the Appreciation and Fiction Prose Study course program. This subject mainly covers appreciation activities/activities and

a more in-depth discussion of literary works by reading and analyzing them. In this case, the literary work in question is short stories (short stories) and novels.

The characteristics of teaching materials in a contextual approach allow five forms of learning to be necessary, namely associating (relating), experiencing (experiencing), applying, working (collaborating), and transferring. This approach provides a more relevant and meaningful experience for students in building knowledge that will be applied through the reality at hand.

The use of a flipbook complements the contextual approach in this teaching material. SEAMOLEC (2013:231) stated: "A digital book or also called an e-book, is a publication consisting of text, images, and sound and is published in digital form that can be read on a computer or other electronic device.

The use of flipbooks as teaching material is due to several factors: paper savings, space-saving, durability, and a search button that makes it easy for readers to find what they want. Besides, the flipbook is effective in its usability, readability, and ease of use of daily activities.

RESEARCH METHODOLOGY

The research design carried out is research and development that aims explicitly to find a model of teaching materials for Appreciation and Literature Studies courses based on a contextual approach using a flipbook in the Indonesian Language and Literature Education Study Program, the Teacher Training and Education Faculty, Pakuan University.

This research approach uses two approaches at once, namely quantitative and qualitative (mixed methods approach). The methodology used is research and development (R&D), which aims to produce a product or prototype of teaching materials and test the effectiveness of the teaching materials being developed. As research with a mixed-methods approach, the research data was collected using several data collection techniques, namely surveys, observations, questionnaires, interviews, and tests. The final result was a teaching material model based on a contextual approach using the flipbook method. In connection with the complexity of the mechanisms and stages of research and development in education, Borg and Gall stated ten stages in implementing research and development in education from the very beginning (introduction). The nature of the dissemination of research results. The ten steps of the Borg and Gall model are: (1) needs analysis; (2) planning (planning); (3) product (early development of product form development); (4) product testing (initial field trials); (5) revising the main product; (6) main field testing; (7) operational product revisions; (8) operational testing or final product testing (operational field testing); (9) revision of the final product, and (10) dissemination and implementation (dissemination and implementation). In this study, the following data were obtained: (1) data on the needs of teaching materials from students and lecturers, (2) data on teaching materials used, (3) data on the results of expert assessment of superior teaching materials design, and (4) data from trial results.

Data analysis was carried out as described above by paying attention to the following matters: (1) compiling and tabulating data for analysis purposes from the results of interviews with objects, (2) describing data in the form of ideas, (3) coding data, (4) presenting the results of data analysis and data descriptions in table form, and (5) data interpretation (Creswell, 2003: 190).

The process of developing teaching materials was adapted from Borg and Gall's learning design procedures. It is simplified with three main stages, namely: (1) initial research (pre-development), (2) designing the development of teaching materials for Appreciation and Fiction Prose Learning with a contextual approach using a flipbook, and (3) testing and revising the results of the material development design.

The suitability of teaching materials for appreciation and fiction prose learning based on a contextual approach with a flipbook was obtained from expert judgment. Feasibility analysis is used to determine the level of accuracy, effectiveness, and product attractiveness. Needs analysis, product feasibility analysis, and student response analysis to teaching materials were developed using the following categories:

Student response data about the flipbook application product were analyzed using a Likert scale. This scale is structured in the form of a statement and is followed by five responses indicating levels (Arikunto, 2005). The following formulas and categories then analyze the results of student responses regarding the product being developed:

The analysis of each indicator was carried out to determine whether the product developed affected increasing the understanding of appreciation and learning prose fiction. Increasing understanding of prose fiction for each indicator is done by analyzing each indicator's N-Gain value of the pretest and posttest questions. To analyze the N-Gain from the pretest and posttest questions using the following formula: (Hake in Meltzer, 2002)

Table 1. N-Gain Category N-Gain

Value	Category
N-gain > 0,7	High
0,3 < N-gain < 0,7	Moderate
N-gain < 0,3	Low

RESULT AND DISCUSSION

The results of development research are in the form of textbook products for the Appreciation and Prose Fiction Study course program based on a contextual approach using a flipbook for use in the Indonesian Language and Literature Education study program, FKIP, Pakuan University, Bogor.

Electronic textbooks. Flipbooks contain appreciation material and prose fiction studies that combine text, images, videos, website links, and YouTube links to enrich information according to the theme. The software used in the application maker is Flip PDF Professional version 2.4.8 software.

Table 2. Qualification Category

Interval Score	Achievement level	Qualification	Category
X ≥ 4.2	81 – 100%	Very Needed, Very Feasible Very Good	Revision
3.2 < X ≤ 3.40	61 – 80.99%	Needed, Ellgible, Good	Revision
1.8 < X ≤ 2.6	41 – 60.99%	Less needed, Less Feasible poor	Revision
X ≤ 1.8	20.99% unnecessary	Very, Very unworthy, Very Bad	Revision

This research begins with gathering preliminary information. In the first stage of material, experts validate aspects of the content of teaching materials as much as 55.00% with the category "Revision.", Aspects of presentation of teaching materials with a percentage of 51.67% in the "Revision" category and in the linguistic aspect of teaching materials reaching a percentage of 65.56% with the category "no revision needed." The material aspect's final

result obtained an average value of 2.87 or 57.41% with the right category so that the expert suggested that the teaching materials developed needed to be revised.

The table shows that based on the stage 1 material expert validation results, the teaching material is no longer suitable for use. Experts suggest additional accuracy of the facts and data contained in the teaching materials. In this case, the expert suggests an introduction in each chapter; practice questions are made at the end of the chapter, which is appreciative. Input from language use experts is following good linguistic rules, the choice of words and sentences is regulated effectively. The expert suggested that the teaching material was not suitable for use and still needed improvement/revision of the three aspects assessed.

In the second stage, the material aspect validation results obtained an average value of 4.38 or 87.59% with an outstanding category, the expert suggested that the teaching materials developing did not need to be revised. It means, the teaching materials developed do not need to be revised and are ready to be used for trials. The following is a chart of comparison of the material expert's assessment.
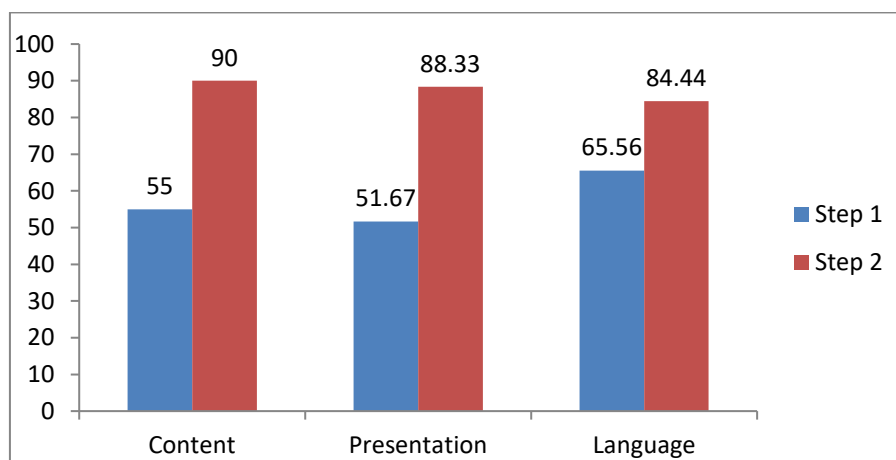

Figure 1. Comparison of Graphs of Expert

After the product is declared valid and feasible to be tested, then the product is tested in class 4A as the selected class. This small-scale trial was carried out on 4A semester students with 26 test subjects, and nine samples were taken. The test results were carried out by distributing questionnaires related to students' responses to teaching materials using a flipbook.

Student responses in assessing the flipbook application developed were very positive and reached a percentage value of 85.51% in the "Very Good" category, meaning that the use of teaching materials using the developed flipbook was feasible to use. The ratings on each aspect also indicated the "Very Good" category.

In small-scale trials, a measurement of the level of understanding of prose fiction studies was also carried out by providing descriptive questions, which were carried out through the pretest and posttest.

Table 3. Value of N-Gain use Instructional Material using Flipbook Testing on Small group

N	Mean Pre-test	Mean Post test	N-Gain-Gain	%N-Gain
26	76.45	81.30	0.49	49.00

The table above shows that the N-Gain obtained is a value of 0.49 from the average pretest 76.45 and the mean posttest 81.30, which means that the use of teaching materials for appreciation and learning prose fiction using a flipbook has effectiveness in the category. Moderate, so it is feasible to be used in learning.

From the results of field trials, respondents stated that the teaching materials using flipbooks were better because the information presented was not monotonous and interesting by collaborating articles, images, videos, and website links as well as YouTube links so that they were in line with the characteristics of current users who always use gadgets for exploring cyberspace. This finding in line with Solikhatun & Widihastrini (2018) was very feasible and effective for helping the student to learn teaching material.

Therefore, researchers did not make many revisions to the products developed, only added instructions for using the application on the first page after the cover.

Input and suggestions from respondents regarding teaching materials using a flipbook, namely that they must keep updating the information presented, further increasing the element of attractiveness that can be accepted by all groups, holding meetings to deepen the material or evaluate the material that has been presented. On the flipbook application and complete the application with the instructions for use. Most input and suggestions from respondents were to maintain the continuity of the flipbook application so that it did not affect the improvement of the flipbook application that had been developed.

Measurement of user satisfaction based on the SUMI method is taken from the average value; if it is more than the average value, it is categorized as quite satisfied or satisfied, while below average is in the less satisfied category.

From the SUMI questionnaire results, of the five aspects assessed, three aspects scored above average (50 and above) while two aspects scored below average. However, it can be said that users are quite satisfied in accessing teaching materials of appreciation and learning prose fiction based on a contextual approach using a flipbook.

CONCLUSION

Acontextual approach using flipbook media, the following conclusions can be drawn that the needs analysis results, students of the Indonesian PBS Study Program, FKIP, Pakuan University, Bogor, need the development of teaching materials for appreciation and study of prose fiction based on a contextual approach using a flipbook. Media Flipbooks can develop students' IT skills and mastery. Based on the objective conditions, it shows that the teaching materials used and already available are deemed insufficient to meet the needs of students with the following considerations in which in terms of up-to-date content, the material still needs to be added with reference sources from the internet or YouTube. Judging from the effectiveness of developing a teaching material model of Appreciation and Fiction Prose Learning by using a flipbook based on the measurement results of increasing understanding of fictional prose obtained from the results of value conversion and the pretest and posttest using the N-Gain formula, the conclusion is quite useful. Thus, implementing the development of Appreciation Learning teaching materials and Fiction Prose Study based on a contextual approach using a flipbook is proven to be effective.

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