



## DEVELOPMENT OF SELF-DIRECTED LEARNING STRATEGIES THROUGH MEDIA KVISOFT FLIPBOOK MAKER FOR INCREASE ENGLISH SKILLS

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**Abstract:** *This research aims to determine the development and feasibility of Kvisoft Flipbook Maker media for English language skills for English lessons, as well as the effectiveness of students' independent learning strategies after using Kvisoft Flipbook Maker for English language skills. The method used in this research is Research and Development (R&D) which was developed by Thiagarajan through 4 stages, namely Define, Design, Develop, and Disseminate. The subjects in this research were class XI students at SMA Yadika 12 Depok. The instruments used include teacher interviews and questionnaires, validator questionnaires, student questionnaires, and questionnaires to measure effectiveness. The data analysis technique used is testing product validity and product effectiveness. The media validity test results obtained an average of 4.4 in the very good category, the language validity test results obtained an average of 4.7 in the very good category, and the material validity test results obtained 4.3 in the very good category.*

**Keywords:** *English Language Skills, Learning Media, Module Electronic, Kvisoft Flipbook Maker, Self-Directed Learning Strategy*

## **1. Introduction**

In the current digital era, the influence of education requires students to have responsibilities in the future. The use of technology in learning has many benefits for students, such as enabling independent learning, developing skills needed for the future, and so on. This is a demand for critical abilities that must sort and select information, as well as have independence in learning. In this case, education plays a very important role in developing various aspects of students' personalities. In addition to providing

academic knowledge and skills, education needs to provide opportunities for students to improve their creativity, innovation, and leadership. Thus, the current education process must always adapt to changing times and the demands of globalization in shaping individuals into quality and responsible future humans (Sukring, 2016).

The role of a teacher is very important in helping to increase students' motivation and enthusiasm for learning. As a good teacher, teachers can motivate students in various ways, such as by providing positive examples, giving praise or recognition for achievements, providing new challenges, and facilitating the creation of a comfortable and enjoyable learning environment.

In this case, the important role of a teacher is as a motivator for success and development in the overall learning process (Ifrianti, 2015). As a teacher, creativity in developing interesting and meaningful learning media is very important to improve students' learning process. In developing creative teaching media, teachers can make the learning atmosphere exciting and beneficial for students. This will help teachers participate in improving student learning outcomes in the learning process (Bujuri & Baiti, 2018).

In learning English, learning resources are very important to help improve students' English skills. Learning resources can be interpreted as anything that is used by students as recipients of information, knowledge, and skills (Majid & Mukhlis, 2007). The right learning resources can help students deepen their understanding of a particular topic and help them achieve their learning goals independently. Teaching media is a very effective tool for students to help them learn English in elementary schools, especially when teachers are limited in delivering the material. Hamalik stated that the use of teaching media in the classroom will be effective if it can improve the quality of learning and monitor the final results achieved by students, such as increasing interest in learning, motivation, and so on (Arsyad, 2015).

In technological developments, modules are provided in electronic form. One form is an electronic module called an e-module which is defined as an electronic device that is integrated as a whole to perform certain functions such as hard drives, flash drives, and other memory used to store and access electronic data (Mulyasa, 2019).

Modules are usually arranged schematically and structured, thus enabling students to study the material in an independent and directed manner. Dick & Carey state



that "modules are printed learning materials, their function is stand-alone learning media, and their contents are units of learning material" (Wena, 2016). A module is the smallest unit that students can study independently (Winkel, 2009). Modules are usually designed for independent study, although they can also be used in teacher-led learning contexts. Modules are usually equipped with activities or exercises to help students strengthen their understanding of the learning material presented (Arikunto, 2009).

The e-module used through Kvisoft Flipbook Maker is an independent learning resource and is more effective if the content is well designed and can facilitate students' cognitive understanding. The content presented must have a clear structure, be presented systematically, and be equipped with images, graphics or videos that can help students understand the material visually. Using the e-module from Kvisoft Flipbook Maker can create interest and motivation to learn because of its interactive and attractive appearance and ease of access and use.

Self-Directed Learning or SDL is a learning strategy to encourage and acquire the skills needed to solve problems and find solutions independently, so that it can prepare them to become lifelong learners who are independent and continue to learn in the future. The main aim of the SDL model is to increase knowledge, skills and achievements that are more effective and efficient for students (Mentz et al., 2019).

Researchers identified problems according to the background, including: 1) The unavailability of electronic modules as a resource for learning English in class XI SMA Yadika 12 Depok; 2) There is no learning media available to develop independent learning in class XI SMA Yadika 12 Depok; and 3) Students feel bored just explaining the material through PowerPoint slides or pictures from books in class XI SMA Yadika 12 Depok. Therefore, researchers are trying to develop independent learning strategies through Kvisoft Flipbook Maker media to improve English language skills for class XI at SMA Yadika 12 Depok.

## **2. Methods**

In this research, the author uses research and development or what is also called research and development (R & D). This research and development method is defined to publish and prove the benefits of the product (Sugiyono, 2013). This research will

develop an e-module product for English language skills in students' independent learning in English subjects for class XI students at SMA Yadika 12 Depok.

This research and development uses the 4D development model. This model was popularized by Sivasailam Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel. The 4D development model is one model of research and development methods. This research aims to produce or develop a viable product.

This 4D model includes 4 steps, namely define, design, develop, and disseminate (Thiagarajan et al., 1974). The research and development method stages of the four-D (4D) model are procedural stages that a researcher can go through continuously from start to finish.

Needs analysis aims to find out users while learning English and produce appropriate products. In this research study, researchers conducted needs analysis interviews with English teachers to obtain information about experiences with English language learning in report text material, learning resources, as well as students' interests and motivation.

Also, the researcher will provide a questionnaire instrument to students which aims to obtain information on students' experiences of learning English in report text material, learning resources, as well as students' interests and motivation. Researchers need 36 students

The researcher will explain three things about the groups that were used as test subjects to develop the researcher's product, including: 1) Expert review: At this expert evaluation stage five experts were selected to act as testers for the initial design of the e-module learning product, namely 2 expert validators media, 2 English language expert validators, and 1 material expert validator; 2) Small group trials on the English language skills e-module product were 10 class XI students at SMA Yadika 12 Depok; and 3) The final stage of the trial is a large group test of the English language skills e-module. This trial was carried out at the dissemination step of the summative test stage (Thiagarajan et al., 1974).

The instruments and data to be collected were carried out by researchers, namely expert validation instruments and student response questionnaires. Meanwhile, this data was analyzed through expert validation data analysis using the Likert scale model, small group trial data analysis using the Likert scale model, and field group trial data analysis

using descriptive analysis, normality and homogeneity through pre-test scores. and post-test.

### 3. Literature Review

#### 3.1. English Skill

Skills are skills that are carried out in accordance with activities. This skill is applied by every human being through theoretical knowledge, such as planting rice for farmers, teaching for teachers, and so on. Thus, a person's skills for a job are desired to be carried out efficiently and effectively (Sudarto, 2016).

Skill comes from the word "skilled" which means knowledge, which means knowledge to complete tasks immediately. Skills are skills that are carried out according to patterns of behavior and achieve specific results in a neat, organized and contextual way (Sudarto, 2016).

Each language skill involves many complex and interrelated thought processes. Language is the main tool in communication, and the thinking process is the basis for understanding and using language effectively. The ability to speak and think are two different things, but they are interrelated and contribute to a person's ability to communicate and process information effectively. However, the two are closely related in the process of effective communication. Good speaking skills can help individuals convey ideas and ideas clearly and regularly, while good thinking skills help individuals gain a deeper and more comprehensive understanding of the topics discussed and convey messages more precisely and accurately (Tarigan, 2013).

A basic and important part of communication in learning a foreign or second language is listening skills. The meaning of the ability to communicate with each other is to understand what is conveyed and then get the same answer in the conversation. Although the exact percentage may vary depending on the source and situation, in general, the skills most necessary to communicate effectively are: 1) Listening skills: It is estimated that approximately 45% of an adult's communication time is spent paying attention to and understanding messages conveyed by others actively and effectively, 2) Speaking skills: It is estimated that around 30% of adults' communication time is used to speak and convey messages clearly and effectively, 3) Reading skills: It is estimated that around 16% of adults' communication time is used

to read relevant texts and documents , and 4) Writing skills: It is estimated that approximately 9% of adults' communication time is spent on writing clear and effective written messages (Brown, 2000).

There are four types of language skills in the school curriculum, including: listening, reading, writing and speaking. All of these skills tie into the other four in different ways. With this skill, we can know the sequence from beginning to end. First learn to listen to language as a child, then the child learns to speak, then read and write. We learn to listen and speak before we start school. At the end of the lesson, we learn to write and read. The four language skills are one unit and interrelated like in the game of chess (Tarigan, 2013).

### 3.2. *Media Learning*

In the context of communication, media refers to devices needed as intermediaries in the process of conveying information and communicating with other people (Hidayah, 2017). Media should only be used appropriately and in accordance with the existing learning context (Sohibun & Ade, 2017). In learning, media helps students retain information by digesting and reflecting on the information conveyed by the teacher. Media capacity improves students' learning experience by creating an interesting and enjoyable learning atmosphere (Negara, 2014).

So, it can help teachers facilitate learning in class by providing more varied and interesting material for students. Using media, teachers can provide understanding of learning material, increase creativity, imagination, increase students' motivation and interest in learning.

It is important for teachers to know the effectiveness of the selection and use of learning media to consider learning objectives, students' learning styles, and the available learning environment. Using appropriate media to understand the material being taught can hone their skills in problem solving and critical thinking. This is needed to increase their interest, active learning, strengthen their memory and understanding of the learning material.

In general, learning media includes various things such as books, presentation slides, videos, audio, images, real objects, and so on. Effective learning media, teachers can use media that is more interesting and entertaining for students, so that students

will be more involved and participate actively in learning. The conclusion from this statement is that it is important for teachers to choose the right learning media for their learning context and ensure that the media can facilitate the learning process well. Apart from that, teachers also need to ensure that the use of learning media does not replace their role as facilitators and directors of learning, but on the contrary, can help them strengthen that role (Widyawati & Prodjosantoso, 2015).

Selection of learning media has a very important role in facilitating the learning process and helping students understand the concepts being taught. Using appropriate learning media can help improve the quality of learning and create an effective and enjoyable learning atmosphere for students. Apart from that, the right learning media can also help students acquire new skills and improve their learning outcomes in the future. Therefore, teachers must consider selecting appropriate learning media in each learning session to achieve better learning outcomes (Ambaryani & Airlanda, 2017).

In conclusion, from understanding the use of appropriate learning media, teachers can help improve students' understanding and provide a more effective and enjoyable learning experience. Learning media can take various forms, such as images, audio, video, presentations, and so on, which can help communicate information and concepts more clearly and attract students' attention in the learning process.

### 3.3. *Electronic Module*

The rapid development of technology has encouraged the replacement of print technology with information technology in educational activities. The module which was originally in the form of printed learning media was changed to electronic form of presentation, so that a new term was born, namely electronic module or better known as e-module (Winatha et al., 2018). Electronic modules are defined as learning environments that use computers to display text, images, graphics, sound, animation and video in the learning process (Nugraha et al., 2015). An electronic module is a learning tool or space that contains material, methods, limitations and assessment methods that are designed systematically and interestingly to achieve the expected competencies.



E-modules or electronic modules are an effective way to present educational material in digital or electronic form. E-modules are digital versions of educational modules that are usually presented in printed form. These e-modules can usually be accessed and read using electronic devices such as computers, tablets or smartphones, and often require special software or e-book reader applications (UNS, 2013).

#### 3.4. *Kvisoft Flipbook Maker*

Kvisoft Flipbook Maker is software that allows us to create e-books, e-catalogs, e-brochures, e-modules and electronic presentations quite easily (Agustin, 2022). This tool is useful for turning PDF files into interactive and attractive digital publications. With the ability to turn PDF files into digital flipbooks or magazines, paper books, business directories, digital catalogs and more, it is a useful tool for sharing digital content in a more engaging and dynamic way. This software can make the display of learning media more flexible with the ability to add various types of content, such as text, images, video and audio (Ramdania et al., 2013).

The use of multimedia devices in flipbook makers allows users to add interesting and interactive visual elements to their digital books. By including PDFs, images, videos, and animations, users can create more engaging flipbooks and present content with greater flexibility.

In addition, pattern design features and elements such as background, control buttons, navigation bar, hyperlinks, and background sound can enrich the user's reading experience and make the flipbook more interactive. Animation effects when moving pages also add an interesting reading experience, like opening a conventional book.

The final results from flipbook maker pro can be saved in various formats such as HTML, EXE, ZIP, screen saver, and app, making it easier for users to distribute or publish their flipbooks on various platforms. Thus, using a flipbook maker can provide a more interesting and interactive reading experience for readers.

#### 3.5. *Self-Directed Learning*

An independent learning strategy is a learning process that reviews learning needs, outlines learning objectives, determines learning materials, and assesses learning results independently without the help of others (Saputri, 2021).



Independent learning aims to deepen, expand, improve and grow students' knowledge, as well as sharpen students' brains. From this discussion, it can be concluded that independent learning strategies are improving knowledge, abilities and achievements produced by any method and under any circumstances (Saputri, 2021). For example, students implement and produce a rocket that will be flown one mile into the atmosphere. This activity can inspire other people.

An independent learning strategy that is flexible but still involves planning, monitoring and evaluating students' abilities. Independent learning requires students to obtain learning resources that suit their needs (Rachmati, 2010). The learning characteristics of students are how to start learning, organizing time, and learning techniques to improve students' abilities (Mukminan et al., 2013).

Therefore, an independent learning strategy can be concluded, namely a learning process using one's own initiative which aims to carry out and choose creative ways of learning, as well as improving students' abilities.

#### **4. Result**

Data from the definition stage has been carried out through 5 stages. This analysis as information about what is needed in multimedia learning can come from teachers, students, or the community. Based on research. From this research, it was concluded that the difficulty of learning English to achieve full proficiency is influenced by the proficiency level of each student. The solution in this research is the design of learning media using e-modules for news text material. Learning media is also considered capable of overcoming these problems.

After there is a need for media as a teaching tool, the next needs analysis is appropriate teaching materials. Educational materials also play an important role as part of educational media. Learning materials are one of the prerequisites for effective and efficient learning (Danis & Panggabean, 2022). Educational materials play an important role in learning. Learning material is a mandatory part of the learning process. Without learning materials, teachers and students find it difficult to achieve learning goals. The use of e-modules in the Kvisoft Flipbook Maker application as a learning aid is considered to be helpful in learning because it can be used anywhere and at any time. However, based on the responses to this analysis, it seems that teachers have never used the e-module

application using the Kvisoft Flipbook Maker application in their teaching activities. In fact, if teachers use e-modules as learning media, it can make it easier for students to understand news text material well. A learning process using media can help teachers convey learning material in an interesting, easy to understand and effective manner in student learning (Nurrita, 2018).

In student analysis activities carried out by researchers, researchers obtain information about students' interest in studying news text material through questionnaires. The results of the analysis will be used to support the development of e-modules that suit student needs. Analysis of student needs is important. This analysis allows teachers to know, understand and respond to students' needs during their physical and mental development so that they can develop and maximize their potential (Devianti & Sari, 2020).

Task analysis is carried out to analyze the competencies that will be achieved by students according to the curriculum (Luthfiah, 2020). This analysis ensures comprehensive task coverage in learning media. Task analysis aims to analyze CP and main material, so that learning skills can be formulated.

Material concept analysis was carried out to identify the components of the teaching materials presented and develop electronic learning modules. The choice of material must be interesting and easy for students to understand. In the process of creating material, the text and illustrations must be in harmony so that students feel motivation to learn in independent learning (Arumdyahsari et al., 2016). Based on this statement, the researcher chose e-module material regarding news text or report text material, because the material must be adapted to the needs so that this e-module can be understood by students.

The final step is to specify the learning objectives. In the task analysis activity, learning outcomes are discussed which are adapted to the news text or report text material in the e-module. With this, students are able to analyze context, conclude, evaluate, visualize and present their social function, text structure and linguistic elements in report text material.

In the initial stage, researchers prepare an initial design or create a layout for the electronic module being developed. The initial design was made with the help of Ms. Word 2023 together with e-module writing such as foreword, table of contents, pages,

learning objectives, instructions for use, learning outcomes (CP), material content, exercises, bibliography, and author biography.

In preparing the test there are assignments and quizzes about e- text. At the end of the material discussion, students are given assignments and quizzes by the teacher. The practice questions in this e-module are in the form of assignments and quizzes. The assignment is presented in image form using Google Doc and Jamboard. Meanwhile, the task is to insert videos using Google Slides. For quiz questions, use Google Form. The form of questions in Google Form is multiple choice questions. The multiple choice question format consists of two parts, namely the topic containing the question to be asked and several possible choices or answers (optional) (Hanifah, 2014).

Discussion of the material provided and presented to students is in accordance with the needs for developing e-modules that can improve students' English language skills. The preparation of the material cannot be separated from the selection of media that helps the e-module in the development process to fill in the material to be delivered. Media selection includes Ms. Word and Kvisoft Flipbook Maker. These were chosen to be correlated during the production of the final product in the form of an e-module. Apart from that, the use of the application is considered simple and easy to use and allows the creation of e-modules in the desired format, such as text, image illustrations, videos, and inserting links (in the form of assignment links and quizzes) that support the implementation of various forms of performance.

After the assignment has been arranged and the media has been selected, the next step is to choose the format. This step adjusts the appearance and layout of the contents of the electronic module . This determines the shape or design appeal of the electronic module being developed.

After completing e-module production, the next step is to proceed to the development stage. This step includes product validation by experts, limited testing, and large group testing.

This validation stage is carried out so that the e-module being developed can be refined and reduce errors in the development process. The instruments in this research used validator instruments and interest questionnaires regarding e-modules for students in small groups and large groups. The validation instrument used in this process is an instrument prepared by BSNP. The range of scores given starts from a score of 1 to 5. The

assessment starts from a score interval of 1.00 – 2.49 with very poor criteria, a score interval of 2.50 – 3.32 with poor criteria, a score interval of 3.33 – 4.16 with good criteria, and the interval 4.17 – 5.00 with very good criteria (Sriadhi, 2022).

There are 5 experts with 3 different areas of expertise, of which 2 media expert validators, 2 English language validators, and 1 material validator. Material validation is carried out at the development stage with the aim of developing learning materials in the form of e-modules that are in accordance with the plans that have been previously designed at the design stage. This expert validation is then carried out to determine the validity and suitability of the product being developed, especially the material in the learning module. As stated by Lisa Tania, module development documentation can be evaluated by validators for validation to facilitate the user's learning process (Tania, 2017).

After the e-module was assessed by five expert validators, the data on the validity of the e-module was then analyzed to improve English skills with news text material, such as the validity of the e-module media, English language skills with a value of around 4.4 in the Very Appropriate category, English validity with a range of 4.7 with the Very Decent category, and English learning materials with a range of 3.7 in the Good category.

The recommendations obtained will be the basis for product modifications to achieve a final product that is feasible and can be produced in limited trials. Input from media and language expert validators on the e-module to improve English skills in report text material.

Small group trials were carried out by 10 students to respond to the product. The trial was carried out by researchers sharing the e-module link and barcode, as well as distributing questionnaires. Then the next trial is a large group trial. This trial was carried out by 36 students.

After the development stage has been completed, the researcher carries out the final stage, namely the dissemination and product implementation stage. This distribution was carried out at SMA Yadika 12 Depok in class XI. At this stage, researchers introduce teaching materials that have been validated and revised. It turned out that the students still used the product that the researchers distributed. However, this use is not every day, because students still study using conventional books from school. However,

this product is used by students to add material to their presentations according to the theme they have received.

Effectiveness can be interpreted as the result of an action. In this case, the impact of this research is the use of e-modules on independent learning outcomes. The effectiveness test is taken as a total measure of the level of success of a learning process. This electronic module can be said to be effective if this product has a good impact on students' independent learning outcomes. The hypothesis regarding the use of e-modules in the report text material that has been developed is effective for use in class XI SMA Yadika 12 Depok. Researchers carry out assessments through 2 assessment steps, namely pre-test and post-test scores for students. The results of the pre-test and post-test scores can be seen in the attachment. Selection of aspects by a researcher to evaluate the increase in students' abilities in report text material.

The results of the pre-test scores are obtained before students are given the material and use the e-module that has been developed. Meanwhile, the post-test scores were obtained after implementing the electronic module. To find out improvements in students' independent learning outcomes, researchers conducted research tests with pre-test and post-test questions for 2 different classes, namely 40 experimental class students and 40 control class students in class XI SMA Yadika 12 Depok. The pre-test and post-test results of the two classes can be seen in the table below!

Table 1 Post-test result

CLASS	TOTAL SCORE	
	Pre-Test	Post-Test
Experiment	2040	3565
Control	2135	2810

The next stage is to determine the amount of increased student learning outcomes in the N-Gain score calculation system using the formula:

$$N\ Gain = \frac{Skor\ Posttest - Skor\ Pretest}{Skor\ Ideal - Skor\ Pretest}$$



After knowing the pre-test and post-test scores for the two classes, the next step is to calculate the N-Gain assessment according to the N-Gain formula above. Following are the results of the N-Gain calculation.

In the experimental class, the researchers obtained 40 students. Then, the average value obtained in the experimental class was 77.5221. Then, the minimum score obtained in the experimental class was 37.50. Then, the maximum score obtained in the experimental class was 100.00. So, the results of the N-Gain score calculation show that the experimental class (using e-module) is in the effective category. Because, this value is obtained from an average value of 77.5221 or 77%.

Furthermore, the number of control classes obtained by researchers was the same as the experimental class, namely 40 students. The average value obtained was 35.6589. Then, the minimum score obtained is 11.11. Then, the maximum value obtained is 90.00. So, the results of the N-Gain score calculation show that the control class (without using the e-module) is in the ineffective category. Because, this value is obtained from an average value of 35.6589 or 36%.

So, it can be concluded that the use of e-modules is very effective in building English skills in news text or report text material in class XI SMA Yadika 12 Depok. This is in accordance with previous research, namely Usman Diennur and Gilang Mas Ramadhan, who explained that the e-module on speaking material was able to have a positive impact and increase effectiveness in classroom learning. Meanwhile, the use of conventional books is not effective in building English skills in news text or report text material in class XI students at SMA Yadika 12 Depok. This was also conveyed by Ihwana who explained that the use of e-module media in narrative text material had a positive influence on student learning outcomes compared to conventional learning.

## **5. Conclusion**

From this research, the researcher concluded that the research entitled "Development of Independent Learning Strategies Using Kvisoft Flipbook Maker Media to Improve English Language Skills" has gone through development stages based on the 4D (Four-D) model. This is determined by various stages that researchers carry out. The following conclusions from this research include: 1) Conclusions from the development of Kvisoft flipbook maker on English language skills for English lessons, namely



determining and defining existing problems in schools, considering students' needs as an illustration for designing teaching materials, determining indicators and concepts of skills through Learning Outcomes in accordance with the curriculum, determining the learning objectives, planning the learning media that is developed, validating the media, materials and language carried out by experts, as well as carrying out development trials so that an English language skills e-module based on Kvisoft Flipbook is produced. Maker, and distributed it to SMA Yadika 12 Depok, especially in class XI; 2) The conclusion of the feasibility of the Kvisoft Flipbook Maker media in improving English language skills, namely producing an English language skills e-module using Kvisoft Flipbook Maker, is declared "feasible" for use, because the researcher meets the requirements, namely carrying out validation with 5 expert validators with different experts. Apart from that, this e-module can be accepted by students, because this e-module is used in an easy, practical, effective way, and can be opened anywhere and at any time; and 3) The conclusion of the effectiveness of e-modules for improving English language skills is that the use of e-modules is more effective than conventional books in building English skills in news text or report text material in class XI students at SMA Yadika 12 Depok.

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