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Flipbook Platform E-Module Development: Geographic Information Systems Subject

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44 STRACT

This research aims to determine the feasibility and effectiveness of e-modules with the Flipbook platform in the Geographic Information Systems (GIS) class XI Geospatial Engineering subject at SMK Negeri 1 Percut Sei Tuan. This research applies the Research and Development (R&D) method with the ADDIE model (Analysis, Design, Develop, 36 plement, and Evaluate). The research subjects were 30 students of class XI Geospatial Engineering at SMK Negeri 1 Percut Sei Tuan. This research 29 olved validation tests by material experts, media experts, and learning 32 ign experts, as well as trial stages, namely individual trials on 3 students, small group trials of 29 students, and limited field trials on 30 students. The rese 58 results show that the E-Module with the Flipbook platform is suitable for use based on media expert validation of 89.17% (very feasible), material expert validation of 92.13% (very feasible), and learning design expert validation of 88.71% (very feas 45). In the individual trial, the score was 91.47% (very decent), the small group trial got a score of 92.33% (ve 13 cent), and the field trial got a score of 96.14% (very decent). The use of E-Modules with the Flipbook platform in 12 subjects is more effective than conventional whiteboard media, as can be seen from 12 results of $t_{count} = 1.91$ and $t_{Table} = 1.672$, wh 17 $1.91 > 1.672$ at the significance level $\alpha = 0.05$. This shows that H_0 is rejected, 11 and the alternative hypothesis (H_a) is accepted. This means that there is a noticeable difference in student learning results between the experimental and control classes with a significance level of 5%. The effectiveness value of the E-Module with the Flipbook platform is higher, namely 84.7%, compared to student learning outcomes using whiteboard media of 80.8%.

KEYWORDS

E-Module; flipbook; geographic information systems

INTRODUCTION

37 Technological developments also caused the industrial revolution, and finally, we are now in the Era of Industrial Revolution 4.0. According to Herman, as quoted in Sawitri (2019: 2), The Industrial Revolution 4. 0 is a time when technology is used in fa 9 ories and industries. Everything is connected and works together using digital tools of it collaborate and communicate with each other in real time, anyv 43 re, and at any time, using information and technology (IT). This era also changed the development of the existing education 15 stem in the world and in Indonesia.

Since the implementation of the Independent Curri 49 um, learning media have also experienced an upgrade as an effect of digitalization in the Industrial Revolution 4.0 era. Various ways of using technology in creating 13 rning media are currently starting to shift from manual to digital-based (E learning), such as the use of e-mod 21 s, educational videos, Listening to audio lessons, using fun and interactive vid 15 s, and the rise of virtual reality (VR) and augmented reality (AR). Allen (2013: 27) says that e-learning is a way of

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