FLIP BOOK BASED DIGITAL MODULE GUIDELINES FOR PREPARING PRACTICE REPORTS FOR TOURISM POLYTECHNIC

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Article Info	ABSTRACT
	This research was conducted with the aim to find out how the process of developing Flip Book-based learning media and aims to produce Flip Book-based learning media products. This learning media is made to facilitate teaching and learning activities for educators and students. With this learning media students are more enthusiastic in teaching and learning activities. This research is a Design Based Research (DBR) development research which refers to Sugiyono's development model, which uses seven steps in research, namely 1) Potential and Problems, 2) Data Collection, 3) Product Design, 4) Design Validation, 5) Improvement Design, 6) Product Testing, 7) Product Revision. Data collection techniques in this study used validation questionnaires, namely validation of material experts and media expert validation as well as student and lecturer responses. Data collection techniques in this study consisted of interviews (interviews) with students or lecturers of the Indonesian Language Course

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1. INTRODUCTION

The existence of teaching materials in a learning activity has many benefits. These benefits include making learning activities more interesting, giving students the opportunity to learn independently and reducing dependence on the presence of lecturers, as well as making it easy for students to learn the competencies they must master. One type of teaching material that can be used by students can be in the form of a module. Modules are a form of teaching materials used in learning activities. Modules are structured for the benefit of students containing a series of learning activities and adapted to the competencies to be achieved. The module is a set of teaching materials that are presented systematically, so that students can learn without a teacher, arranged in a systematic and interesting manner which includes material content, methods and evaluations that can be used independently [1]. In its use, students can study independently without the guidance of a lecturer. There is control over learning outcomes through the use of competency standards in each module that must be achieved by students and they become more responsible for all their actions [2]. It is hoped that the more active the students, the better the quality of learning outcomes obtained.

But in reality, the existence of printed teaching materials in the form of modules containing text and images is still not effective in its use. As happened in Indonesian language lectures which are one of the General Basic Courses at Higher Education. Based on the results of observations and interviews with lecturers supporting Indonesian Language Courses and students, information was obtained that currently learning Indonesian uses teaching materials in the form of printed books written by lecturers supporting the course. In this case, the availability of these modules is not varied and not maximal in its use. This can be seen from the presence of students who have not been trained to

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learn independently. In addition, with the existence of printed teaching materials, students also still have problems understanding some of the material contained in teaching materials. Seeing this phenomenon, it can be stated that the existing teaching materials are still unable to maximize learning [3].

As a course that continues to experience development from time to time, learning in Indonesian courses must also run dynamically and flexibly. This means that learning must adapt according to developments both in terms of teaching materials, learning approaches, methods, strategies, or media, so that learning objectives can be achieved as expected. In response to this, one of the efforts that can be made to overcome problems in the Indonesian Language Course is to develop teaching materials based on learning models that can improve students' learning abilities independently and creatively. Teaching materials that can be developed include digital modules. Digital modules are modifications of conventional modules by combining the use of information technology, so that existing digital modules can be more attractive and interactive [4] [5] [6] [7] [8].

Some of the advantages of digital modules compared to printed modules are that they are more practical to carry everywhere, durable, do not rot with time, and can be equipped with audio and video in one presentation bundle, and in each learning activity you can be given keywords that are useful to lock in activities. study. Students must master one learning activity before proceeding to the next learning activity. Therefore, students can complete learning activities in stages [9] [10].

In the current era, digital modules can be applied in the world of education as a medium for channeling the learning that you want to convey. Along with the development of information technology which continues to change very rapidly, the need for a flip book-based learning concept and mechanism is inevitable. Various educational institutions utilize the concept of e-learning to increase effectiveness and flexibility in learning, resulting in a process of transforming education from conventional to digital form. Currently, the concept of e-learning has been widely accepted by the public, as can be seen from the widespread implementation of e-learning in educational institutions and industry, with the various advantages it offers.

National Education System Law No. 20 of 2003 Article 31 states that in point (1) Distance education can be held in all lines, levels and types of education, (2) Distance education functions to provide educational services to groups of people who cannot attend face-to-face education. face-to-face or regular, (3) Distance education is provided in various forms, modes and scopes supported by learning facilities and services as well as an assessment system that guarantees the quality of graduates according to national education standards. Distance education is a concept of implementing learning in an effort to realize modern learning and support the implementation of the one million domain names program initiated by the Ministry of Communication and Information of the Republic of Indonesia [11].

The existence of digital modules is inseparable from technological developments. The development of digital modules at this time has been designed to support and facilitate the learning process, one of which is the flip book. Flip book is a popular concept to be used in designing a digital-based distance learning [12] [13].

The application of digital modules for full learning purposes is indeed necessary. Because if the teacher (lecturer) cannot be present in a lesson, then flip book-based digital modules are expected to be an alternative to facilitate learning, because all teaching materials, discussions, consultations, assignments, exercises, and other learning activities can be fully delivered or carried out through the module. digital. So that digital module facilities are expected to be able to combine conventional learning and distance learning at the International Prima Tourism Polytechnic. Based on the background above, reinforced by existing research journals, the authors are interested in conducting research with the title "Development of Flip Book-Based Digital Modules in Learning Indonesian Language Courses at the Prima Internasional Tourism Polytechnic".

2. RESEARCH METHODS

This research is a qualitative research designed using the Design Based Research (DBR) method or research-based design, to develop flip book-based digital modules in learning Indonesian Language Courses. As for the initial research design, which is designed from the beginning of the research, the research process, until the end of the research. Plomp (2007: 13) in [14] explains that Design Based Research is a systematic educational and instructional design process which includes a process of analysis, design, evaluation, and revision activities so as to obtain satisfactory results.

This method is used effectively in research because what will be examined is the design of digital modules for the general public, especially to support learning needs in Indonesian language courses. One of the strengths of the DBR method is that it can solve individual problems as well as those involving many people, so research does not need to use many subjects. It can be said, this method is very suitable for use in developing modules [15].

The aim of this research is to produce a product in the form of a flip book-based digital module for learning International Language Courses. The research object will be carried out by lecturers and students at the International Prima Tourism Polytechnic. The object of this research is adjusted to support the Indonesian language course.

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The instruments to be used are interviews and questionnaires. This is because in order to find out how the flip book-based digital module applied in the learning process has what advantages and disadvantages. In addition, to determine the feasibility of the flip book-based digital modules produced for students of the International Prima Tourism Polytechnic.

3. RESULTS AND DISCUSSION

The results of the analysis and development of flip book-based digital modules based on the results of the study needs questionnaire for Diploma Three students of the Prima Internasional Tourism Polytechnic, interviews with lecturers for the Indonesian Language course were designed and developed in digital form, using flip books.

Table 1 Expert and Lecturer Validation Results

No	Component	Average Score	Description
1	Material Expert	84	Very Eligible
2	Media Expert	68	Eligible
3	Lecturers	86	Very Eligible
	Overall	318	
	Average	79,5	Decent

The teaching materials developed were then validated by experts and practitioners. After obtaining the results of validation by experts and practitioners, an assessment is then given using a Likert scale [16] with an assessment category of 80% - 100% Very Good, 60% - 79.99% Good, 40% -59.99% less Good, 20% - 39.99% Not Good, 0% - 19.99% Very Bad. Based on the components of the validation results carried out by material, language and media experts as well as the results of assessments from educational practitioners (Indonesian Language Lecturers) as contained in table 2, the digital teaching materials developed as a whole are declared fit for use in learning.

After being validated by material experts, media and lecturers, the results of this validation will be implemented to students. The implementation results will be described as follows:

Tabel 2 Assessment Aspects

Aspects assessed Value	Nilai
Results of student assessment of content or material aspects in flip book-based digital modules for Indonesian language courses for tourism polytechnics	82,10
The results of student assessments of aspects of material presentation in flip book-based digital modules for Indonesian language courses for tourism polytechnics were	80,83
Results of student assessment of language and readability aspects in flip book-based digital modules for Indonesian language courses for tourism polytechnics	82,50
The results of student assessments of graphical aspects in the digital learning module of report writing based on flip book	84,37

Results of scores and suitability of content or material aspects with assessment indicators. The values obtained from 30 students obtained an average score of 82.10. In this conclusion, the content or material aspect is included in the quite valid criteria. The digital learning module for flip book-based report writing based on content or material aspects was suggested by 30 students to be used but needed a little revision.

The results of the scores and suitability of the language and readability aspects with the assessment indicators. Scores were obtained from 30 students regarding aspects of presenting digital learning module material for flip book-based report writing. then it was concluded that the language and readability aspects obtained an average value of 82.50. In this conclusion the aspects of language and readability are included in the quite valid criteria. the digital learning module for flip book-based report writing based on language and readability was suggested by 30 students to be used but needed a little revision.

The results of the score and suitability of the graphic aspects in the flip book-based digital learning module report writing. Scores were obtained from 30 students regarding aspects of presenting digital learning module material for flip book-based report writing. then it was concluded that the graphical aspect in the digital learning module of flip book-based report writing obtained an average value of 84.37. In this conclusion, the graphic aspect in the digital learning module for flip book-based report writing is included in the quite valid criteria. the digital learning module

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for flip book-based report writing based on language and readability was suggested by 30 students to be used but needed a little revision.

4. CONCLUSION

Based on the description of the research results, it can be concluded that it relates to the digital learning module of flip book-based report writing in semester 3 (three) students of the Prima Internasional Tourism Polytechnic. The following are conclusions related to the digital learning module for flip book-based report writing for students in semester 3 (Three) of the International Prima Tourism Polytechnic.

Based on the results of the student module needs analysis by lecturers and students, it can be concluded that students need a flip book-based digital report writing module. In addition, the digital module contains concept maps, characteristics, structures, language rules, steps for compiling reports.

Based on the results of the implementation of the digital learning module, flip book-based report writing. Lecturers and students have hope that the flip book-based digital learning module for report writing can be used as a module to increase student knowledge about report writing.

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