

Development of Teaching Materials for Markusip Retelling Texts in the Form of Flipbook Electronic Books for Grade XI Students

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The Educational Indonesian Language and Literature Program of Postgraduate School of Universitas Negeri Medan, 2023

Abstract. The Flipbook application is software that can make it easier for teachers to deliver interactive and not monotonous learning materials. Because this application is not focused on writing but can be added video, images, animation and audio. The purpose of this study discusses 1) The initial process to the end of the development of markusip retelling text teaching materials in the form of flipbook electronic books for grade XI students, 2) Product validation results of the development of markusip retelling text teaching materials in the form of flipbook electronic books for grade XI students, 3) Development products Markusip retelling text teaching materials in the form of flipbook electronic books for grade XI students, and 4) Product effectiveness of developing markusip retelling text teaching materials in the form of flipbook electronic books for grade XI students. This research uses modified Borg and Gall theory, namely 1) research and initial information collection, 2) study of core competencies, basic competencies, and learning indicators, 3) development of teaching materials, 4) expert validation, 5) product revision, 6) field trials, and 7) product revision. Products for the development of teaching materials for Tapsel cultural retelling texts in the form of electronic books (e-books) can be accessed via barcodes and QR code, can be accessed in laptops and any device display such as iPhone and Android with a different display, can see videos, fill out quizzes in the form of games contained in barcodes, and mute or unmute the opening of book pages as desired and the publication process is free of charge.

Keywords: Teaching materials, retelling, markusip, Flipbook

1 Introduction

Teachers are one of the important factors in the world of education in order to help students achieve learning goals, teachers who can be said to be educators are teachers who are able to apply the learning system. Where students can easily understand the learning material delivered. Based on the results of observation, researchers found that learning practices in subjects Indonesian retelling text material, students did not understand what was meant by

retelling and did not understand how to demonstrate retelling texts. Based on unstructured interviews with Indonesian subject teachers in class XI MAN 1 Medan, information was obtained that students often have difficulty in understanding the text material of Yogiswara (2019) retelling. Students are also less active in the learning process and give slow responses (less active) during the learning process. This is because teachers use limited teaching materials such as student handbooks, enrichment books, and *PowerPoints* presented to class projectors.

The lack of variety of teaching materials used makes students feel bored, especially in learning using PowerPoint teaching materials, students claim that the percentage delivered through *PowerPoint* is less interesting so that students feel bored and lack interest in learning Indonesian. The limitations of teaching materials and teacher learning media that are conventional, teachers have not been able to meet the needs of students and teachers in the learning process. This provides an idea for researchers to develop teaching materials for retelling texts based on electronic books (e-books) so that students can freely learn anywhere and anytime through their *smartphones*.

The re-story presented in the student handbook issued in 2017 by the Ministry of Education and Culture contains stories that do not attract attention and enthusiasm from students during the learning process. This is because the book uses language that is too standard, there is no animation, there is no explanation in the form of videos that can be accessed via *barcodes*, and there is no game that can be accessed digitally. Therefore, researchers will develop teaching materials for retelling texts that will be made in a concise (short) form containing stories or stories contained in South Tapanuli culture that are very rarely known by students in class XI MAN 1 Medan. In fact, the stories contained in South Tapanuli culture should be understood, studied, and remembered by students as the next generation of the nation so that traditional stories are not lost over time.

In addition, researchers assume this research will be a new breakthrough in learning retelling texts presented in the form of retelling texts based on stories (stories) derived from the Tapse culture presented in the form of electronic books. Therefore, teachers of Indonesian subjects in class XI MAN 1 Medan and several previous studies have never studied the research topic.

The learning material to be researched, namely retelling text material which is converted into retelling text based on basic competencies and learning indicators that have been compiled by researchers as follows.

Table 1. Basic Competencies and Indicators.

Basic Competencies	Indicators
3.8 Identify the life values contained in the collection of retellings read.	3.8.1 Understand the information contained in the text of the Tapsel culture restory presented in the retell. 3.8.2 Determine the values of life in the retelling of the Tapsel culture presented in the retell.
4.8 Demonstrate one of the values of life learned in a retelling.	4.8.1 Retelling the text of the retelling based on the life values of the cultural figures of Tapsel. 4.8.2 Demonstrate the text of a retelling of the Tapsel culture in the form of a retell.

Learning retelling text material presented in the form of Tapsel cultural retelling will run Effectively and efficiently. If the teacher is able to prepare good teaching materials by determining the use of learning media that can support the learning process optimally in accordance with situations and conditions that can help students improve the quality of their learning. In fact, there are several identification problems that researchers have found in the field will be limited as: 1) The teaching material developed in this study is the text of the retelling of markusip from the Tapsel culture which is presented in the form of a restory published in an electronic book (e-book) using the *Kvisoft Flipbook Maker* Application. 2) Markusip retelling text material from the Tapsel culture that will be presented in the form of a restory focuses on Basic Competencies 3.8 Identify the life values contained in the collection of retellings read and Basic Competencies 4.8 Demonstrate one of the life values learned in the retelling. 3) The retelling text that will be raised in this study focuses on the markusip culture that was often carried out by young people in South Tapanuli in the past. 4) The products to be produced in this study will be considered feasible or unfit as teaching materials for the retelling text of markusip from the Tapsel culture which will be used for grade XI students of MAN 1 Medan.

The purpose of this study discusses 1) P processes beginning to end development of markusip retelling text teaching materials in the form of flipbook electronic books for grade XI students, 2) Product validation results development of markusip retelling text teaching materials in the form of *flipbook* electronic books for grade XI students, 3) Produk development teaching materials for markusip retelling texts in the form of flipbooks for grade XI students, and 4) Eproduct effectiveness in the development of markusip retelling text teaching materials in the form of *flipbooks* for grade XI students.

Therefore, researchers use electronic books (e-books) as learning media that can support teaching materials used by teachers and students to achieve predetermined learning goals. The researcher feels that the ideas that the researcher gives to the retelling text presented in the form of a Tapsel cultural restory can help students better understand that South Tapanuli also has an unforgettable story or history, especially the form of presenting the story will be presented in the form of a retelling. Based on the explanation described above, the

"Development of Markusip Retelling Text Teaching Materials in the Form of FlipBook Electronic Books for Class XI Students" is very important to be researched.

2 Theoretical Basic

2.1 Teaching Materials

Teaching materials are a systematic arrangement consisting of teaching materials for students in order to create good learning (Jazuli, 2017: 48). Teaching materials are a collection of facilities, limitations, methods and assessments that are arranged systematically for the achievement of learning objectives. In learning, teachers should use teaching materials that are in accordance with the curriculum and characteristics of students.

Teaching materials are also defined as materials formed based on curriculum rules to help teachers teach to achieve curriculum goals (Nurjanah, 2021: 102). The development of teaching materials is carried out for learning purposes for teachers. Based on the statement above, it can be concluded that teaching materials are a set of tools that contain a systematic arrangement of learning materials in the learning process aimed at helping teachers and students achieve effective learning.

According to Aisyah (2020: 63) There are three main functions of teaching materials in the learning process carried out, which are as follows.

- 1) Teaching materials are guidelines for the implementation of learning activities and the substance of student learning competencies used by teachers.
- 2) Teaching materials are guidelines for the flow of student activities in the learning process.
- 3) Teaching materials are evaluation tools according to indicators in the learning syllabus to measure the achievement of learning outcomes.

Based on the above opinion, it can be seen that the function of teaching materials is most important as a guide to the learning process used by teachers and students. According to BNSP (in Umi Khalsum, et al, 2018: 4) that there are four aspects that must be met by teaching materials to be categorized as quality, namely as follows:

- 1) Feasibility of content/material, there are three assessment indicators, namely the suitability of the order of material with KI and KD and accurate material.
- 2) Feasibility of presentation, namely the suitability and completeness of the components of learning presentation.
- 3) Language feasibility, namely language according to student development, the use of communicative language, and language according to a coherent and integrated line of thinking.

Based on this explanation, it can be seen that the characteristics of quality teaching materials must be arranged systematically and meet the feasibility aspects according to BSNP standards. The selection of teaching materials by teachers must be based on two things, namely systematics and content (content) in it (Magdalena, 2020: 312). In Indonesian book standards need to pay attention to aspects of material, language and presentation of learning. The content

in teaching materials must be close to other sciences so that the Indonesian language can be an introduction to other lessons so that they remain intact and integrated.

2.2 Development of Teaching Materials

Development is the process of translating design specifications into product design forms based on the results of trial findings that include many variations. Development is all forms of effort to improve knowledge, abilities, morals and technical as needed through the process of education and training. According to Abdul Majid (2015: 24) development is a systematic and rational process of planning and determining everything that is applied in the learning process based on student potential and competence. The principles of developing teaching materials based on expert opinions are as follows (Kurniawati, 2015: 70):

- 1) Teaching materials pay attention to the content of a material to make it easier for students to understand and understand the material.
- 2) Teaching materials have continuous stages in the learning process starting with goals to achieving goals.
- 3) Teaching materials provide positive feedback as a reinforcement of student understanding.
- 4) Teaching materials have high learning motivation factors and provide benefits, material objectives and examples.
- 5) Teaching materials become an evaluation tool to determine the development of knowledge and student learning outcomes.

Based on the statement above, it can be concluded that by carrying out the development of teaching materials can help each student in the lesson to achieve learning goals and outcomes well and can adjust to the speed and ability of students.

2.3 Markusip as Retelling Text

Markusip culture retelling texts belong to factual type retelling texts. This is because the repeated text comes from the habits of young men and women in South Tapanuli, more precisely the Mandailing area. The author raises the text of the retelling of Markusip culture because there are still many young Indonesians who are still unfamiliar with Indonesian culture. Where appropriate, the young generation of Indonesia is the next generation who must understand and know how Indonesian culture is. The retelling text of Markusip culture is a retelling text that tells how the process of Markusip occurred which was often done by young men and women in ancient times in combining romantic love. It can be said that the 1980s were the good times of young people in South Tapanuli, precisely Mandailing. To make it easier to understand, here is an example from the text of the retelling of the culture of markusip.

In the implementation of markusip must be carried out by two people consisting of the male party and the female party. In its own mention, the male party as the dominant party who plays an active role in persuading and seducing is called *bayo parkusip*. In persuading this, the *bayo parkusip* must go to the house lived by all girls in the village who are already in their time to have lovers (puberty). This house is called *bagas partandangan ni bujing-bujing*. Teenagers who have entered puberty in South Tapanuli have a habit of not living with their parents and

living together with other teenagers called *martandang modom* means hitchhiking overnight. It was this custom that over time turned into a custom in South Tapanuli.

For houses lived by teenage girls and teenage boys are not the same, to distinguish them given names for the two houses. The house lived in for teenage girls is called *bagas partandangan ni bujing-bujing*, while the house lived in for teenage boys is called *bagas partandangan ni poso-poso*. Markusip was carried out late at night, where young men came to *Bagas Partandang ni Bujing-Bujing*. The floor in this house is a board so that there are several gaps on the floor of the house *bagas partandangan ni bujing-bujing* which is covered with mats woven by young women. It was from the crevices of the house covered with woven mats that the young men called the young women who were asleep in the house.

When the young woman wakes up, a self-introduction is made between each party. In this stage, the young women and young men do not see each other face to face because they are only visible from the cracks in the wood on the floor of the house. It is at this stage to hear the voice of the young woman clearly, young men are usually under the house sitting on firewood or mortar. This *match* house is made of wood and bamboo.

The introduction between these young men and women is called *martandang*. After passing the introduction stage, in establishing a loving relationship. There are several expressions of love that hint at the outpouring of heart of these two young men. Not infrequently there are also some expressions that are very difficult to express by one party, the longer the conversation will be and the more meaningful it will be for both parties.

In that conversation, there are often several verses of poems or rhymes that have the meaning of love for the interlocutor. Usually, the first party to start is the young party which is then replied by the young woman. This activity of combining love that reciprocates a string of beautiful words through this word is called *markusip*.

Based on the text of the *retelling of the Markusip* culture above. The structure of the text, namely:

- 1) The orientation contains introductions between the main characters who play a major role in the love gathering activities led by the youth.
- 2) The event contains the stages where and how the youth carry out *markusip* after the *martandang* when they have received young women who respond.
- 3) Reorientation contains how expressions are often given by young men to young women in this *partandangan bagas bujing-bujing*.

2.4 Module as E-Book

Modules are printed learning when viewed from their physical form with a function as an independent learning medium containing one learning unit. Module as an independent learning package that contains one of the topics or units of learning material that requires a long learning time to learn.

The Education and Culture Research and Development Agency explained that the module as the smallest learning program unit in detail as follows:

- 1) Modules have instructional objectives that will be achieved by students.

- 2) Modules have topics that will be the focus of the learning process.
- 3) The module contains the subject matter to be studied
- 4) Modules have a position and function as a broader program unit
- 5) Modules have a role as teachers in the independent teaching and learning process
- 6) Modules are learning tools and resources
- 7) Modules have learning activities that can be done by students so that students need to live learning sequentially
- 8) Modules have worksheets that students must answer
- 9) The module has an evaluation program to evaluate the student's level of understanding.

Based on the various explanations above, it can be concluded that the module is one of the teaching materials in the form of print media containing a learning unit designed by the teacher / other people with the aim of facilitating the learning process and students can use it independently (a little help from the teacher) in achieving learning objectives.

2.5 Electronic Book (E-Book) using the Flipbook Application

The *Flipbook* application is an application used by researchers in creating teaching materials that can be accessed offline and *online*. According to Sugianto et al (2013: 3) *Flipbook* is software that is applied in making other teaching materials into digital e-books in the form of books. The software can be used for teaching materials for uru that are widely downloaded via internet access. According to Mulyaningsih & Saraswati (2017: 26) "Flipbook is a reliable software designed to convert PDF files into digital publications or flipping book pages".

This device can also change the appearance of PDF files to be more attractive like a book so that they can use it in learning. According to Oktaviara & Pahlavi (2019: 61) "*Flipbook* is a classic type of animation made from a stack of paper that looks like a thick book, on each page there is a process that describes as if moving". This application has many benefits in addition to learning can also create an electronic magazine, company catalog and others.

So it can be concluded that the *Flipbook* application application is software that can make it easier for teachers to deliver interactive and not monotonous learning materials. Because this application is not focused on writing but can be added video, images, animation and audio. The form of the electronic book so that it becomes more attractive with systematic and understandable steps in its creation.

The advantages of *Flipbook* when used as teaching material, are as follows.

- 1) Students have diverse experiences from all media.
- 2) Can eliminate student boredom because the media used is more varied with collaboration of videos, images, games, and so on in the form of books.
- 3) Excellent for self-study activities.
- 4) Students are not saturated with reading this set of materials even though they are in book form because of this *flipbook* media.
- 5) The use of *flipbook* media without *online* internet (Wibowo, 2018: 31).

3 Research Method

3.1 Types of Research

This research uses a type of development research better known as Research and Development (Research and Development). Development research is a type of research used to find and develop by producing a particular product and testing the effectiveness of that product. According to Borg and Gall, development research aims to improve teachers' skills in the learning process. Borg and Gall also explain how the development researchers step as follows.

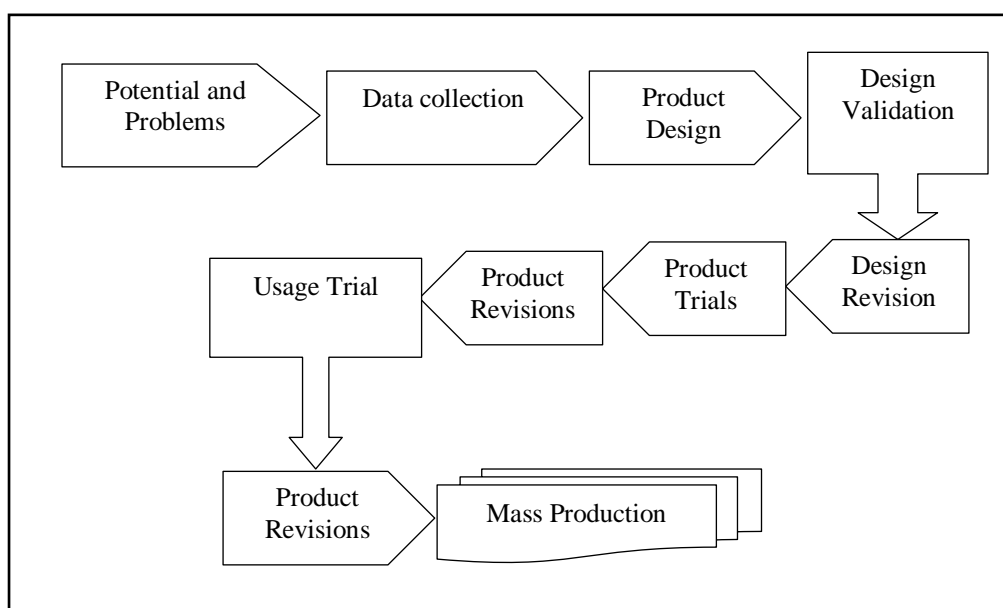


Fig. 1. Steps to Use Borg and Gall Research and Development Methods.

Researchers modified the ten research steps above into seven steps. According to Borg and Gall, research and development measures can be limited and carried out on small-scale assessments. The research steps that have been modified, namely 1) research and initial information collection, 2) review of core competencies, basic competencies, and learning indicators, 3) development of teaching materials, 4) expert validation, 5) product revision, 6) field trials, and 7) product revision.

3.2 Development Procedure

The development procedure that will be carried out by researchers in developing teaching materials for retelling texts in class XI MAN 1 Medan, consists of seven steps. The steps in the research development procedure are described as follows.

- 1) Research and initial information collection consisted of interviews with teachers Indonesian class XI, with the aim of knowing how the conditions that have been experienced by teachers during the teaching and learning process. After the interview

process, researchers made observations in class XI and distributed questionnaires to see how students responded to teachers in the use of learning media.

- 2) A review of core competencies, basic competencies, and indicators that will be developed and compiled in the book. The material used for students of class XI is a retelling text. In this second stage, researchers will discuss with subject teachers Indonesian class XI.
- 3) Development of teaching materials for retelling texts from the retelling texts of the Tapsel Culture. Product design of the *Flipbook* application for learning in class XI MAN 1 Medan, where researchers make designs in the form of concepts to be made, then researchers make manuscripts that will be published in the E-Book. Next, researchers collect materials / materials that will be contained in learning media. Materials / materials and concepts that have been created and prepared, researchers can make learning media with the *Flipbook* application according to the wishes of researchers.
- 4) Design validation carried out by material experts, media experts, and teachers Indonesian class XI. Validation aims to determine the quality of the learning media created by researchers.
- 5) Product revision, researchers analyze parts that are not good after being validated by validators and researchers revise according to comments and suggestions submitted by media experts, material experts, and teachers Indonesian class XI MAN 1 Medan to continue the product trial process.
- 6) Product trials conducted at MAN 1 Medan class XI with a total of 30 students.
- 7) Product revisions are in accordance with the advice given by students on assessments carried out when students test *Flipbook* learning media. The research steps carried out by researchers can be described as follows.

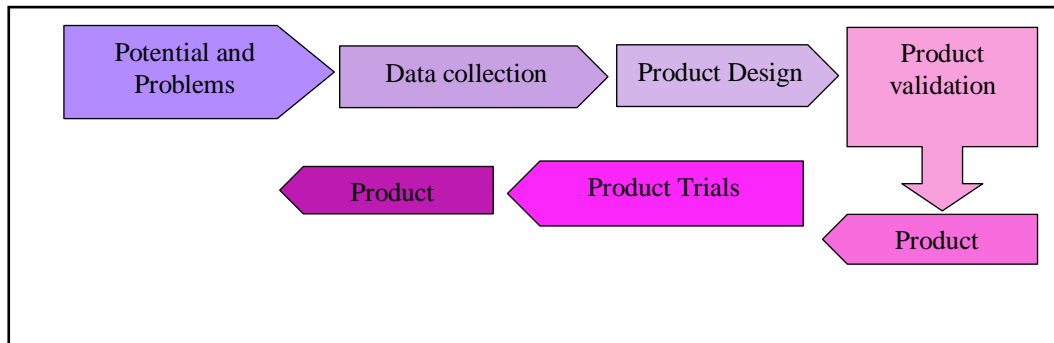


Fig. 2. Borg and Gall Development Modification Steps.

3.3 Research Data Sources

The source of data used in this study came from interviews and questionnaire dissemination. The source of data in this study is class XI MAN 1 Medan students with a total of 30 students in each class. The research location is located at MAN 1 Medan, which is located at Jalan Jalan. Williem Iskandar No. 7B, Sidorejo Hilir, Sub-district. Medan Tembung, Medan City. The research time is November 2022-March 2023.

3.4 Product Trials

Product trials are carried out to find out how the quality of the learning media that has been developed. At this stage, researchers involved expert lecturers from Medan State University and teachers in the field of study Indonesian class XI MAN 1 Medan. Product trials were conducted by presenting products to experts and teachers at MAN 1 Medan. After being assessed, criticism, and suggestions from appraisers are needed as benchmarks in product revisions. Assessment that students will do after the product revision is complete.

3.5 Data Collection Techniques

In this study, data collection was carried out using interviews, observations, needs analysis questionnaires, assessment instruments conducted by education experts (media experts and material experts at Medan State University) and Indonesian teachers at MAN 1 Medan.

- a. An interview is a conversation with a conversation that has a purpose, when asking questions to respondents and recording / recording answers from respondents. This interview technique is addressed to teachers who teach Indonesian subjects in class XI MAN 1 Medan related to learning methods and media used in teaching and learning process activities.
- b. Observation is a technique of observing and paying attention to things that happen in the place of research. In observation, the technique is carried out only in class XI MAN 1 Medan with the aim of knowing information or the state of the class during the teaching and learning process, observation is carried out during field trials.
- c. Questionnaire is one of the data collection techniques with written questions addressed to learners on specific issues aimed at eliciting responses from learners. At this stage, the questionnaire is intended for grade XI MAN 1 Medan students which contains related questions in the use of learning media in class.
- d. Research instruments from the evaluation that have been given to expert lecturers (media and materials) of Medan State University and teachers in the field of Indonesian studies in class XI MAN 1 Medan. Before conducting the assessment, the researcher presents the product to experts and explains the product that has been successful by the researcher.

3.6 Data Analysis Techniques

In this study, the data to be obtained are quantitative data and qualitative data. Quantitative data is obtained from data analysis in the field on the assessment of processing products into quantitative data forms. Qualitative data can be obtained from teacher interviews Indonesian class XI MAN 1 Medan. Quantitative data is obtained based on the calculation of a scale of five scores (Widodo, 2018), as follows.

- a. Feasibility assessment
$$\text{Score Range} = \frac{\text{Highest score value} - \text{Lowest score value}}{\text{Number of categories}}$$

Table 2. Score Value and Eligibility Category.

No	Average	Percentage (%)	Category	
1	$4 < x \leq 5$	$80 < x \leq 100$	Excellent	Proper
2	$3 < x \leq 4$	$60 < x \leq 80$	Good	
3	$2 < x \leq 3$	$40 < x \leq 60$	Enough	Not Worth It
4	$1 < x \leq 2$	$20 < x \leq 40$	Less	
5	$0 < x \leq 1$	$0 < x \leq 20$	Very Lacking	

A product can be declared viable if it reaches an average value of ≥ 3.4 . If the value ≤ 3.4 , then the product must be revised until the product is declared viable.

b. Effectiveness Assessment

1) Average (Mean)

$$\bar{x} = \frac{f_1 \cdot x_1}{n}$$

Information:

\bar{x} = Mean

f_1 = Frequency

X_1 = Average value (most data values + lowest data x 0.5)

n = Value of number of respondents

2) Percentage (%) average grade

$$P = \frac{f}{n} \times 100\%$$

Information:

P = Percentage number

f = Frequency for which percentage is sought

n = Value of number of respondents

In the assessment of the level of effectiveness of teaching materials adjusted and designed based on the standards below:

Table 3. Score Score and Effectiveness Categories.

Value	Category
60-65	Very low
66-72	Low
73-79	Keep
80-86	Tall
87-93	Very high

4 Discussion

4.1 The Process of Developing Markusip Retelling Text Teaching Materials in the Form of a FlipBook Electronic Book

In the process of developing teaching materials for Tapsel culture retelling texts go through several stages, namely potential and problems, data collection, product design, product validation, product revision, product trials, and product revisions. From the stages carried out, researchers experienced difficulties when making teaching materials for retelling texts. Because text cannot be typed manually in the application, researchers must create a file that contains the contents of the book in the form of a pdf file. Then uploaded in the *Flipbook* application. The *Upload Your Book* upload process requires an internet signal because later this book will be uploaded *online* on an official *Flipbook Website*. In addition, *Flipbook* can only be enjoyed for 1 month in free mode, for use of more than 1 month it will cost 200 thousand per month.

Although both processes are difficult and costly, researchers still choose to use this application. This is because the benefits that researchers can get such as uploading pdf files do not take more than 10 minutes and book publication can also be left during the process of uploading books in *online form*. For book publication does not take as much as 15 minutes, besides that everyone can access to read books for free and paid. Although this book app is paid, it can be sold and bought by anyone who needs it. Because the context of book sales in this application is in the international realm so that it can indirectly introduce South Tapanuli culture to foreign countries.

4.2 Product Validation Results Development of Markusip Retelling Text Teaching Materials in the Form of FlipBook Electronic Books

In the feasibility of developing teaching materials for Tapsel cultural retelling texts in the form of electronic books (e-books), four validators consisting of material experts and media experts are needed. There are two validators, namely Mr. M. Oky Fardian Gafari, S.Sos., M.Hum (Postgraduate Lecturer in the Department of Indonesian Language and Literature, UNIMED) and Mr. Dr. Syairal Fahmy Dalimunthe, S.Sos., M.I.Kom (Postgraduate Lecturer in the Department of Indonesian Language and Literature, UNIMED). Based on the assessment of the first validator, namely Mr. M. Oky Fardian Gafari, S.Sos., M.Hum assessed that the teaching materials require revision in the use of spelling and punctuation, the content of the material is in accordance with the content of the exercises and questions written with a score of 82% (validation I) in the very good category (feasible). At the time of validation II, a score of 98% was obtained in the very good (decent) category. The second material expert validator, namely Dr. Syairal Fahmy Dalimunthe, S.Sos., M.I.Kom considered that teaching materials require revision in relevant story illustrations, the digital display of letters is more attractive, not like *e-book* in general, selected letters/*fonts* that are easy to read, and the display colors are more attractive with a score of 82% in the very good (decent) category.

There are two validators of the media, namely Mr. Dr. Khairul, S.Kom., M.Kom and Mrs. Dr. Surya Masriani Hutagalung, M.Pd. Based on the assessment of the first media expert validator, namely Mr. Dr. Khairul, S.Kom., M.Kom considered that teaching materials require revision in the *cover* design should be taken from the source / photo of the Mandailing

Tapsel Traditional house, the page design contains elements of mandailing culture, The addition of several images/visuals in the contents of the book, Markusip videos included in the box, and the addition of history about Markusip with a score of 86% in the Very Good (Decent) category. The second validator, Mrs. Dr. Surya Masriani Hutagalung, M.Pd. considered that teaching materials needed revision in the need to add story descriptions, more interesting images, and the addition of clearer markusip videos with a score of 94% in the very good (feasible) category.

Based on the assessment of the four validators consisting of two material validators and two media validators. So it can be concluded that the development of teaching materials for the text of the retelling of the Tapsel culture in the form of electronic books (*e-books*) is suitable for use and publication. At this stage, researchers do not find points of difficulty, especially in the revision of teaching materials so that the stage and process of assessing the feasibility of teaching materials can be declared feasible with one validation from experts.

4.3 Markusip Retelling Text Teaching Material Development Product in the Form of a FlipBook Electronic Book

The product developed is a retelling text teaching material in the form of an electronic book (*e-book*) from the *Flipbook* application. Teaching material products can be accessed via *barcodes* and links, making it easier for anyone who wants to access teaching materials. Books can be accessed on laptops and any device display such as iPhone and Android with different looks. In accessing books using iPhone and Android will be displayed each page individually (sheets) to view pages on two sheets can be done with the rotation of the device screen as usual. In addition, we can also see videos, fill out quizzes in the form of games contained in barcodes, and turn off or turn on the opening sound of book pages as desired.

Teaching materials can also be accessed for free and paid depending on the wishes of researchers in choosing book publications on the *Flipbook website*. In the publication process there is no charge, if the use of the application is still in free use (1 month after installation). Although later the application has expired free, the product can still be used for free because researchers do not sell this book online. This is what makes the Tapsel culture retelling text textbook accessible to anyone who has a link or *barcode* and opens the *Flipbook website*.

4.4 Product Effectiveness Development of Teaching Materials Markusip Retelling Text in the Form of a FlipBook Electronic Book

In determining whether the product developed is effective or not, researchers use pretest and posttest assessments in measuring student understanding using teaching material products for Tapsel cultural retelling texts in the form of electronic books (*e-books*). Based on the *pretest and posttest* assessments, there was an increase in understanding of the understanding of grade XI IPS 2 students in understanding and learning retelling texts. In the pretest stage, the value range of 60-65 percentage was 20% and at the posttest stage the percentage of 7% decreased by 13% in the very low category.

In the pretest stage, the value range of 66-72 percentage was 27% and at the posttest stage the percentage of 10% decreased by 13% in the low category. In the pretest stage, the value

range of 73-79 percentage was 17% and at the posttest stage the percentage of 23% decreased by 12% in the medium category. In the pretest stage, the value range of 80-86 percentage was 13% and at the posttest stage the percentage of 27% increased by 14% in the high category. In the pretest stage, the value range of 87-93 percentage was 23% and at the posttest stage the percentage of 33% increased by 10% in the very high category.

The increase in students' understanding of the text of the retelling of the Tapsel culture which is in the medium, high, and very high categories is concluded that this book-shaped teaching material is very effective for students to use in the learning process in class XI Social Studies 2 MAN 1 Medan.

5 Conclusion

The conclusions of the research that has been carried out at MAN 1 Medan, namely:

1. The process of developing teaching materials for Tapsel cultural retelling texts in the form of electronic books (e-books) consists of seven stages, namely a) potential and problems, b) data collection, c) product design, d) product validation, e) product revision, f) product trials, and g) product revision.
2. The results of product validation for the development of teaching materials for the retelling text of Tapsel culture in the form of electronic books (e-books) are carried out based on material experts and media experts. Material by validator 1 teaching materials obtained a score of 82% (validation I) and a score of 98% (validation II) and by validator 2 Teaching materials obtained a score of 82% with just one validation. Meanwhile, based on the results of media validation by validator 1 the electronic book obtained a score of 86% and by validator 2 The electronic book obtained a score of 94%.
3. The product of developing teaching materials for the text of Tapsel cultural retelling in the form of electronic books (e-books) can be accessed via *barcodes* and *lin*, can be accessed on laptops and any device display such as iPhone and Android with a different display, can view videos, fill out quizzes in the form of games contained in *barcodes* , and turn off or turn on the opening sound of book pages as desired and the publication process is free of charge.
4. The effectiveness of the product development of teaching materials for Tapsel cultural restory texts in the form of electronic books (e-books), is very effective in increasing students' understanding of Tapsel cultural restory texts. This is due to a 13% decrease in the very low category, a 13% decrease in the low category, a 12% decrease in the medium category, a 14% increase in the high category, and a 10% increase in the very high category.

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