Training on Compilation of Teaching Materials Based on the Digital Flipbook Era in Malaysia

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Abstract

Along with the implementation of the Independent Curriculum, there are still many teachers who do not understand how to compile digital-based teaching materials by using flipbook applications. In the 21st century, special skills are needed to face the development of the era. With the right media, interesting and flexible in its use, reading activities will no longer be boring, one of which is by using electronic teaching media (e-books) to support the learning process. One of the free e-book maker applications is Hayzine Flipbooks, this application can be accessed online. With this application, it will facilitate access to many electronic components, both PCs, laptops, and even mobile phones. The subjects of this activity were 25 Malaysian teachers. The method of implementing community service was carried out by providing training that began with 1) the preparation stage in the form of location surveys, observations, and initial interviews, as well as preparing a schedule; 2) the implementation stage in the form of seminars and training: and 3) the evaluation stage. At each stage of implementation using the Direct Instruction strategy.

Keywords: Teaching Materials, Digital Technology, Flipbooks

Introduction

A. Background Behind

Progress education happen in line with development technology that includes various line life. Progress technology and information making the 21st Century frequent called as century technology and media. In science knowledge will walk side by side with progress technology that will bring up various innovation and creativity so that will give convenience and way new for man in run its activities. Field

technology and information is one of areas that are experiencing leap big in innovation and creativity so that can give impact positive as well as method new for man for operate activities (Jamun, 2018).

Change curriculum impact on change policies that must be understood by the teacher in implement curriculum mentioned. Likewise, with implementation curriculum independence at the moment this is what is implemented in all unit education. Government give optional in the implementation process curriculum independence at school, namely; (1) independence learn, (2) be independent share, (3) independence changed. At the time implementation curriculum independent already of course bring effects and changes in a way significant regarding teachers and staff educators at school from aspect administration learning, strategies and approaches learning, methods learning, and even the evaluation process learning.

Development interactive teaching materials important for reach objective education. Beside that education as part from culture is means successor values and ideas, so that everyone is capable play a role as well as in transformation value for progress nation and state. Therefore, that, for realize quality education is one of the things that must be there is qualified lecturer. Qualified lecturer is lecturers who have ability for realize objective education national, namely those who have competence pedagogical, personality, social, and professional in accordance with Republic of Indonesia Law No. 14 of 2005 concerning Lecturers and Lecturers (Munadi, 2008).

Framed interactive textbook in application flipbook play a role very important in learning. Interactive textbook give guide instructional for lecturer will allow they teach without must see syllabus because the textbook has designed in accordance with applicable syllabus and curriculum. In matter this confirmed interactive textbook will stimulate the learning process walk in accordance with objective learning that has been there is (Hasibuan, 2014). Development textbooks must base on prerequisite from the authorized body and the applicable curriculum.

Moment this development knowledge and technology the more push efforts utilization results technology in carry out the learning process. Flipbook or Flipping Book means flipping, the term flipbook is taken from some toy children who contain a series different images, if opened from page one to another page will display the image as if moving (Aqidatul, 2018). Flipbook is one of them animation classic made from a pile paper that resembles book thick, on each the page described the process about something that the process will be will see move or animated. The original flipbook idea only used for display animation, but now adopted by many vendors for various type digital applications, such as magazines, books, comics and others. Software provided by the application now capable make animation flipbook with varied, not only a text, images, video and audio can also be inserted into the flipbook that we made. Flipbook itself is a book in the form of a digital file, which is read by can open sheet by sheet flipbook page as if we read a book or magazines in general. Attractive flipbook design can make the participants educate interested for use during the learning process and outside the learning process.

In the learning process, utilization advanced technology and information can give convenience for participant educate, because can made into as one of the alternatives in learning media, such as use technology like smart phones which are increasingly increase from year (Alwan, 2018). This is become opportunity use maximize utilization of media based technology in increase quality education through various media (Kalsum, 2017), one of which is with use electronic textbooks (E-Books) as one of the next teaching media can accessed online. Digital books or E-Books (electronic books) namely a book in digital form consisting of from text, image or both of them, which can have produced and published through computer, then the result can read or accessed through device computer or mobile phone and device electronics others. One of the application free flipbook based e-book maker namely Heyzine flipbooks.

Free application that can used in a way easy in make an e-book namely Hayzine Flipbooks. In general, this multimedia device can insert files in the form of PDF, images, videos and animations so that

the flipbook is made more interactive. Hayzine Flipbooks are online applications that are not need to be downloaded into computer or laptop, application this designed for convert PDF file to pages come back digital publication or digital book, application this fast change PDF file view becomes more interesting like as if a appearance book. Usage application this become media display in the learning process more varied, not only text, images, video, and audio can also be inserted in the creation of this media so that the activity process learning carried out more interesting participant educate for study in a way independent at school or at home.

B.   Approach Solution Problem

The approach taken in finish existing problems namely with give training to teachers in Malaysia so they can prepare teaching materials based on the digital era using utilize flipbook app. Next, the role institution education for ripen education character, then also role government.

C.   State of The Art and Newness

Based on results interview with teachers in Malaysia who became Committee teachers PSP learning, not yet understand Educational units specifically for teachers in to compose flipbook digital era based teaching materials, due to Because curriculum independent is curriculum new, and not yet Lots Educational units that use it. Mentoring from facilitator who is formally obtained very much less, because short time and done online. Then Not yet the teacher understands because Education units are given knowledge and required for implement it as consequence from the election become school program education unit mover.

Based on problem mentioned above, then need existence mentoring intense in compiling digital era -based teaching materials with utilize good and suitable flipbook application with characteristics Education units and students with components and guides compile curriculum teaching module independence. Activities devotion to public This expected capable give understanding and giving freshness for teachers in compile teaching module so that you can Realizing Participant - Centered Education educate.

D.   Research Road Map

Research road map This referring to studies that have been done previously as runway in do devotion later. The road map can have depicted as following
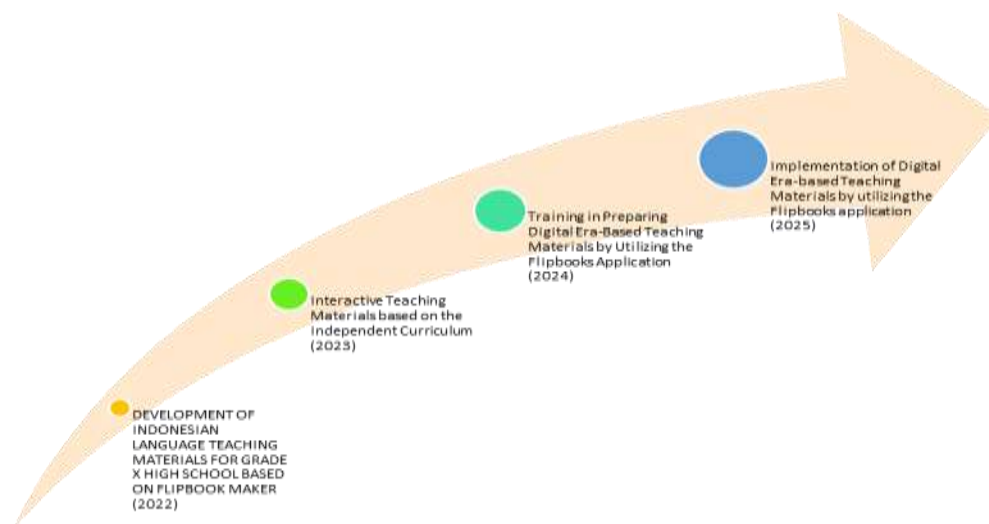
Method

Activity devotion public This held on July 5-7, 2024. Located in Malaysia at Jalan Talasapang, Makassar City. Activities devotion This will followed as many as 25 teachers. Activities This implemented with a number of stages namely planning, implementation and evaluation activity.

A. Planning

Stage This is stages in make a proposal, choose partners, inform to partners. More carry on in activity done a number of action such as; a) Analysis purposeful needs for learn about condition real and characteristics of teachers in the learning process. b) Study literature that aims for now condition environment school place activities and needs students, c) determine subject target activity.

B.   Implementation

Implementation activity This using the Direct Instruction strategy (demonstration). Rosfiani et al., (2020) showed that use Direct Instruction (demonstration model) can increase understanding participant in a way significant, and can increase cognitive and engagement participants. Here are five steps / phases of the Direct Instruction strategy in training This.

1.   Phase 1
Explain objective training development curriculum teaching module independent based on environment and needs Study student with explain What importance training for teachers.
2.   Phase 2
Show knowledge and skills method development curriculum teaching module independent based on environment and needs Study student.
3.   Phase 3
Give exercise to teacher participants in integrated with practice direct in make teaching module.
4.   Phase 4
Inspect understanding training participants for understand until Where understanding participant in develop / compile curriculum teaching module independent based on environment and needs Study students. in activities nini also done bait come back.
5.   Phase 5
Provide practice further development and transfer of knowledge wide through to design curriculum teaching module independent based on environment and needs Study student.

C. Evaluation implementation Activity Between Team Devotion Community and Partners

Evaluation carried out by teams and partners in a way periodic in accordance agreed time for see how much Far participant activity can make to design curriculum teaching module independent based on environment and needs Study student.

Results

Activity ongoing training during three days This give impact positive for participant in a number of aspect following:

1.   Improvement Teacher Digital Competence

After following training, participants show improvement significant in skills use digital applications. Previously, some big participant Not yet get to know the Flipbook platform like **FlipHTML5** , **AnyFlip** , or **Publuu** . Post training:

A. 92% of participants capable create a flipbook independent.
B. 85% of participants succeed insert multimedia (video, audio, links) interactive) to in their digital teaching materials.
C. Participant understand method save, share, and integrate flipbooks into you in **Google Classroom** or **LMS** other.

One of results main from activity devotion this is increasing digital competence of participating teachers training, in particular in matter utilization digital technology for compile interactive teaching materials flipbook based. Before training, the majority of teachers have not known application flipbook maker like FlipHTML5, AnyFlip, or Publuu. After following series training, participants show significant ability in operate the platform, starting from upload content, arranging page layout, inserting multimedia elements (images, audio, and video), up to share their flipbook results through a Learning Management System (LMS) such as Google Classroom. Improvement this show strengthening Technological Knowledge (TK) aspects in TPACK (Technological Pedagogical Content Knowledge) framework as proposed by Mishra and Koehler (2006), who stated that 21st century teachers must capable integrate technology with pedagogical strategies and materials lesson in a way in harmony. No only that, the teacher also showed creativity in develop appropriate teaching content with curriculum national and needs student digital age. Improvement competence this important for push digital transformation in education, where teachers do not only as user technology, but also as designer experience innovative and effective learning.

2.   Relevant and Creative Flipbook Products

As many as **35 digital teaching materials in flipbook form** succeed produced during training. Characteristics typical results work participant:

A. Load material lesson from various levels (elementary to high school).
B. Showing attractive design, using infographics, learning videos, and quizzes interactive.
C. All flipbooks are ready **in harmony with curriculum national curriculum** of each country (KSSM Malaysia and Independent Curriculum Indonesia).
D. Flipbook arranged in two language (Indonesian and Malay) by several participant as form collaboration cross country.

The creation various relevant and creative flipbook products as digital teaching materials. During training, participants succeed compiling a total of 35 flipbooks that include various level and eyes lesson, start from Indonesian, Science, to Religious Education. Each flipbook is designed with notice conformity material with curriculum national curriculum of each country (Independent Curriculum in Indonesia and KSSM in Malaysia), as well as served in an attractive and interactive visual format. The resulting flipbook No only load text, but also equipped with multimedia elements such as explanatory videos, audio narration, and link external support material, according to with principle *Multimedia Learning Theory* from Mayer (2001). In theory the explained that processing information will more optimal if delivered through a combination of words and images that interconnect complete. Teacher creativity is evident from design infographics, integration evaluation interactive, up to election friendly colors and typography for reader young. Even a number of participant in a way collaborative compiling a bilingual flipbook (Indonesian and Malay), which reflects sensitivity culture and spirit cross country. Works This No only become proof success training, but also become a digital learning media that is ready used in class and shared in a way wide to community education.

3. Improvement Motivation and Enthusiasm Participant

Activity training this also has an impact positive to improvement motivation and enthusiasm participant in develop digital teaching materials. This is seen from involvement active participant during session training, good in discussion, practice directly, or moment presentation results works. Based on results questionnaire evaluation end, more from 90% of participants state that training very useful and relevant with need professional they as educators. The majority participant show desire strong for Keep going develop other digital learning media after training ended. Findings This can explained through *Self-Determination Theory* developed by Deci and Ryan (1985), which states that motivation intrinsic will grow when somebody feel own **autonomy**, **competence**, and **connectedness social**. In context training this, participants feel own control on the learning process they (autonomy), feel able and confident self in control flipbook technology (competence), as well as feel togetherness with colleague peer cross institutions and the state (relatedness). Combination third aspect the become booster main birth Spirit high and continuous learning. With Thus, training This No only give skills technical, but also building internal motivation of teachers to Keep going innovate in digital learning.

Through evaluation (questionnaire and discussion) open), found that:

A. 90% of participants feel training very beneficial for development career and learning.
B. 87% of participants state desire strong For Keep going develop other digital teaching media.
C. 70% of participants direct apply the flipbook created to in class they Sunday next.
D. Many participants state that training This open outlook new about digital learning and student-centered learning approaches.

4. The Formation of Digital Teacher Community

One of impact term long from training This is formation a cross- country digital teacher community that is collaborative and sustainable. Community This formed in a way organic after participant feel benefit from the sharing process knowledge and experience during training. Through the communication platform such as WhatsApp Groups and Google Drives together, teachers started each other share results flipbook work, discuss about constraint technical, as well as to design activity development of teaching media collective. Phenomenon This reflect draft *Communities of Practice* proposed by Etienne Wenger (1998), which explains that learning most effective professional happen when individual interact in a way active in A community that has the same goals and interests. In context This, the digital teacher community becomes receptacle growth professional who is not only supports knowledge transfer, but also strengthens identity collective as educator innovative. Collaboration this also opens opportunity for Work The same more wide, such as exchange inter-country teaching materials, holding joint webinars, and publishing digital works in collective. The formation of community This to mark shift paradigm from training One direction going to learning participatory and community - based sustainable network.

As act continue, participants to form community small through collaborative WhatsApp and Google Drive groups. Functions community This:

A. Share flipbook results routine.
B. Discussion development feature interactive.
C. Each other give bait come back to work fellow teachers.

5. Strengthening Indonesia–Malaysia Collaboration

Activity training this also provides contribution important in strengthen collaboration education between Indonesia and Malaysia, especially in the field of innovation digital learning. Through

interaction intensive between participants who come from both countries, created connection sustainable professional, marked with existence plan act carry on in the form of an international webinar periodic, exchange digital teaching materials, up to collaborative e-book writing cross country. Collaboration this no only expand outlook participant about context education in neighboring countries, but also encourages formation practice good (best practices) that are mutually beneficial inspiring. In perspective Social Constructivism developed by Vygotsky (1978), learning effective happen through interaction social and collaboration between participants in community learning. This is reflected from how Indonesian and Malaysian teachers interact with each other give bait come back to flipbook products, discuss about implementation curriculum, and agree form work the same continued. Activities this at a time show that innovation digital education can become bridge cross strengthening culture and nationality regional integration in the field of education, in line with the spirit of the ASEAN Community in the sector social and cultural. With thus, training this not only increase capacity individual, but also strengthening diplomacy education between countries in a way concrete and application.

Training this become point beginning the intertwining work the same between schools and institutions education both countries. Some results concrete: Joint webinar planning online every two month.

A. Discourse exchange digital teaching materials between school partners.
B. Creating a combined e-book containing work participant from both countries.

Conclusion

Training compilation digital flipbook -based teaching materials implemented in Malaysia provide significant impact in increase teacher capacity in face challenge education 21st century. Activities This succeed increase digital competence of teachers, especially in mastery technology compilation interactive teaching materials flipbook based. The flipbook products produced show level high creativity, relevance and integration with curriculum national, as well as capable integrate principles learning multimedia-based and constructivist.

Besides that, training this also works to awaken motivation and enthusiasm of teachers to Keep going innovate in digital learning, as reflected from height participation active and plan use of flipbooks in practice teaching. The formation of cross- country digital teacher community demonstrates that activity This No only end of training technical only, but also grow Network sustainable professional. More Far again, collaboration between Indonesian and Malaysian teachers in activity This become milestone beginning strengthening diplomacy education through Work The same development of teaching media and sharing programs knowledge.

With Thus, training This No only become receptacle improvement skills, but also become means transformation learning going to a more digital, collaborative and cross-cultural direction state borders.

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