

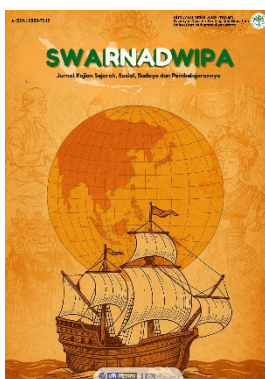
Simultaneous Analysis of the Influence of Flipbook Media and Learning Motivation on Senior High School Students' History Learning Outcomes

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Abstract

This study aims to analyze the influence of flipbook media and learning motivation on high school students' history learning outcomes, both partially and simultaneously. The research was conducted at SMAN 13 Bandar Lampung using a quantitative approach and a verificative method. The subjects consisted of 38 tenth-grade students selected through purposive sampling. Data were collected through questionnaires, observations, and documentation, then analyzed using simple and multiple regression tests. The findings indicate that flipbook media significantly affects students' learning motivation and history learning outcomes. Learning motivation was also shown to have a significant influence on students' history learning outcomes. Simultaneous analysis reveals that flipbook media and learning motivation collectively contribute significantly to improving learning outcomes. These findings highlight the importance of integrating interactive digital media to enhance student engagement while reinforcing theoretical perspectives regarding the relationship among learning media, motivation, and learning achievement. This research contributes to the development of history education by presenting an innovative instructional strategy that teachers may adopt to enhance learning quality.

Keywords: *flipbook media; learning motivation; social studies outcomes*

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INTRODUCTION

History education at the Senior High School (SMA) level is a strategic subject designed to shape students' knowledge, attitudes, and social skills so they can navigate societal dynamics. In practice, however, history learning is often perceived as monotonous and heavily reliant on memorization, leading to low motivation and poor achievement (Slameto, 2003). Data from SMAN 13 Bandar Lampung show that more than one-third of students do not meet the Minimum Mastery Criteria (KKM) in history, indicating a serious issue in the learning process. One contributing factor is the use of conventional learning media. Teachers generally rely on textbooks, which struggle to present concepts in a

concrete and engaging manner. According to Piaget's cognitive development theory, adolescents aged 11–15 are in the formal operational stage, where they require learning experiences that support logical and abstract thinking while still providing concrete examples to strengthen understanding (Handika, 2022). Misalignment between learning media and students' developmental stages results in low engagement and suboptimal learning outcomes.

Advances in information technology offer new opportunities to address this problem. One growing innovation is interactive digital media, such as flipbooks. A flipbook is a technology-based medium integrating text, images, audio, video, and animation into a unified format that enhances student participation in the learning process (Nazeri, 2013). This medium is considered capable of providing more realistic, engaging, and relevant learning experiences for digital-native students. Several studies have confirmed the effectiveness of flipbooks in increasing motivation and learning outcomes across various subjects (Pribadi, 2009). Learning motivation itself is a crucial factor in academic success, as it encourages students to set goals, persist, and persevere through challenges (Schunk, 2012). Thus, flipbooks function not only as instructional aids but also as tools for fostering intrinsic motivation, ultimately improving learning outcomes.

Besides media use, students' learning motivation also requires attention. Low motivation often stems from monotonous learning methods, lack of variation in teaching strategies, and limited connections between learning materials and real-life contexts. This issue worsens with high gadget usage among adolescents, where devices are used more for entertainment than for studying (Fikri, 2022). When utilized appropriately through digital educational media, these devices have the potential to increase students' interest and motivation. The Covid-19 pandemic, which required distance learning, also accelerated teachers' integration of digital technology into instruction (Sari, 2023). Flipbooks accessible via Android-based devices offer opportunities to create adaptive, engaging, and contemporary learning environments.

Based on this background, the present study analyzes the simultaneous influence of flipbook use and learning motivation on high school students' history learning outcomes. This analysis is crucial because the combination of both variables is believed to contribute significantly to improving learning quality. In addition to practical benefits for teachers in adopting innovative media, the study also holds theoretical value for the development of history education, particularly in relation to digital media, motivation, and academic achievement.

RESEARCH METHODS

This study uses a quantitative approach with a verificative method and correlational design, aiming to test hypotheses concerning the influence of flipbook media and learning motivation on history learning outcomes. The survey technique was applied to collect data through questionnaires, observations, achievement tests, interviews, and documentation. This design was selected because it allows for the analysis of partial and simultaneous influences among variables without providing direct experimental treatment to students.

The research was carried out at SMAN 13 Bandar Lampung in the 2021/2022 academic year with a population of all tenth-grade students. The sample consisted of 38 students selected using purposive sampling, based on their involvement in using flipbooks during history learning.

There are three main variables: flipbook media use (X1), learning motivation (X2), and history learning outcomes (Y). Variable X1 was measured through indicators of student engagement, accessibility, visual appeal, interactivity, and multimedia utilization. Variable X2 included intrinsic and extrinsic motivation indicators such as persistence, attention, achievement drive, and support from teachers and the learning environment. Variable Y

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was measured using history learning achievement test scores administered after learning with flipbooks.

The instruments included closed questionnaires based on a 1-5 Likert scale to measure variables X1 and X2, multiple-choice test items aligned with the history curriculum to measure Y, classroom observation sheets, documentation of student scores and learning activities, and interviews with history teachers as supporting data. Instrument validity was tested using Pearson's Product Moment correlation, while reliability was examined using Cronbach's Alpha. The results indicated that all instruments were feasible for use.

The stages of the study were: (1) preparation, including proposal drafting, instrument design, and research permits; (2) implementation, involving questionnaire distribution, classroom observation, learning-outcome testing, and documentation collection; (3) data analysis, including classical assumption tests (normality, linearity, and multicollinearity), simple regression ($X1 \rightarrow Y$, $X2 \rightarrow Y$), and multiple regression analysis ($X1$ and $X2 \rightarrow Y$). All analyses were conducted using SPSS with a significance level of $\alpha = 0.05$.

RESULTS AND DISCUSSION

Results

Data on the use of flipbook-based instructional materials were collected through questionnaires distributed to tenth-grade students at SMAN 13 Bandar Lampung, with a sample of 64 respondents and 15 items. Scores ranged from 1 to 4, with a maximum possible score of 60 and a minimum of 15. The frequency distribution is presented as follows:

No	Interval	Frekuensi	Persentase %	Kategori
1	48 - 63	32	50%	High
2	32 - 47	16	25%	Moderate
3	16 - 31	16	25%	Low
Amount		64	100%	

Table 1. *Category of Flipbook-Based Instructional Material Utilization*

Based on Table 1, the influence of flipbook-based materials (X1) is categorized as high for 32 respondents (50%). According to Arsyad (2011), learning media in the instructional process can stimulate new desires and interests, enhance motivation, and even produce psychological effects on learners.

Further findings were obtained through simple and multiple regression analyses to determine the influence of flipbook media (X1) and learning motivation (X2) on history learning outcomes (Y). Data were collected using questionnaires, achievement tests, observations, interviews, and documentation. The results were then compared with relevant literature on digital media effectiveness, particularly flipbooks, and the contribution of motivation to academic performance.

Flipbook media significantly influenced learning motivation, with $t = 91.22$ (sig. 0.000). This suggests that interactive, visually appealing flipbooks can enhance students' interest in history. The flipbook used in Navil Alfarisi Abbas's (2022) study integrates text, images, animations, and videos to help students understand historical concepts. Consistent with this result, Gunawan (2019) found that digital media with visual and animated elements attract more student attention than conventional media. Sahib (2023) also

emphasized that interactive digital media supports modern education by providing more engaging and contextual learning experiences.

Learning motivation significantly influenced history learning outcomes, with $t = 19.37$ (sig. 0.000). This means the higher a student's motivation, the better their learning outcomes. This aligns with Schunk's (2012) argument that motivation drives persistence and effort in academic achievement. Apriliastuti (2022) also affirmed that increases in motivation are associated with higher literacy skills and academic performance.

Flipbook media also significantly affected learning outcomes, with $t = 16.31$ (sig. 0.000). Students using flipbooks scored higher than those relying solely on textbooks. Khabibah (2020) explained that multimedia integration in one platform enhances literacy and improves comprehension.

Simultaneously, flipbook media and motivation significantly influenced learning outcomes, with $F = 29.967$ (sig. 0.000). Thus, both variables synergistically improve student achievement. This supports Hamer's (2022) finding that digital learning is most effective when supported by strong student motivation.

Data from Statistics Indonesia (BPS, 2024) show that 67.88% of Indonesians use Android devices, whereas only 12.27% use computers. This indicates that Android-based flipbooks are highly relevant for students today. Putra (2023) also found that Android-integrated flipbooks enable independent learning both inside and outside the classroom, increasing instructional effectiveness.

Flipbook media offers flexibility, as it can be accessed online and offline—an advantage for schools with limited internet access. Septiani (2020) also found that flexible digital media, such as augmented-reality-based tools, enhance student preference and learning support. Overall, the study demonstrates that flipbook media strongly improves motivation and learning outcomes. Learning motivation is a key determinant of academic performance, and their combination significantly enhances student achievement. These findings underscore the importance of innovative digital learning media suited to students' developmental needs and the need for teachers to integrate technology such as flipbooks to create more effective and meaningful history learning, is a series of decisions taken by individuals or political groups in an effort to determine goals and strategies to achieve these goals (Budiharjo, 1992:12). This policy is the result of wise and considered thinking, and is an effort to allocate resources and values for society or group members as a whole (Abidin, 2004:20).

Discussion

Since the Covid-19 pandemic, the use of varied learning media has grown significantly, as instruction shifted to home-based learning. This situation encouraged teachers to innovate to maintain instructional effectiveness. Handayani and Dahlia (2022) emphasized that selecting appropriate media is crucial to learning quality, as media function as bridges between teachers and students in delivering information. The present study's findings—showing significant influences of flipbook media and learning motivation on history learning outcomes—align with this trend. Flipbooks, combining text, images, animations, and videos, offer advantages in enhancing student engagement, especially during the digital era where continuous innovation in education is essential.

Digital media, especially those accessible through Android devices, are increasingly favored over conventional methods. Android is the most widely used operating system and is relatively easy to develop as an educational platform (Anggreni, Sukardi, & Pratama, 2022). BPS (2024) reported that 67.88% of Indonesians use Android gadgets, while only 12.27% use laptops. This confirms that Android-based flipbooks are highly relevant, matching the devices students commonly own. Therefore, the effectiveness of flipbooks in improving learning outcomes is supported by society's technological readiness.

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This study also confirmed that learning motivation significantly influences history learning outcomes. Schunk (2012) stated that motivation drives persistence and strategy use in learning. The findings are consistent with Apriliastuti et al. (2022), who found that increased motivation correlates with improved digital literacy and academic achievement. A well-designed flipbook not only supports cognitive learning but also stimulates affective engagement, fostering intrinsic motivation that directly impacts learning outcomes.

Previous studies strengthen these findings. Erlina and Iswara (2023) developed an Android-based literacy application for first-grade students and found it effective in improving basic reading, writing, and arithmetic skills. Sunaryati et al. (2022) created an Android-based e-book that allowed flexible access to materials. Putra et al. (2023) designed a digital flipbook featuring videos, quizzes, and interactive menus, which significantly improved student learning outcomes. Nanda et al. (2022) developed augmented reality-based media that could be scanned using Android devices, confirming the effectiveness of digital innovation across educational levels.

Additional studies also support the present findings. Asani et al. (2023) designed Android-based media to improve critical thinking, yielding significant improvements. Anggraeni et al. (2023) found that Android-based formative assessment media increased learning interest. Firdaus et al. (2022) confirmed that digital media are more effective than conventional methods in strengthening historical understanding. Collectively, these studies support the conclusion that Android-based flipbooks can enhance both motivation and learning outcomes for high school students.

Based on these findings, the study contributes new insights. Flipbook media and learning motivation significantly influence history learning outcomes both partially and simultaneously. This highlights the importance of integrated approaches combining interactive digital media and motivation-enhancing strategies. Consistent with Hamer (2022), digital learning is effective only when accompanied by active student engagement. Therefore, teachers must integrate cognitive, affective, and psychomotor aspects holistically. This research not only enriches the literature on flipbook effectiveness but also reinforces motivation as a crucial component in history education.

CONCLUSION

Digital flipbooks represent a growing innovation in educational media, aligned with advancements in educational technology. The Covid-19 pandemic accelerated shifts in instructional systems, pushing teachers to be more creative and innovative in designing interactive media. The findings confirm that flipbooks provide varied, engaging, and developmentally appropriate learning experiences for high school students in history classes

This study demonstrates that flipbooks significantly influence both learning outcomes and students' motivation. Learning motivation is a critical determinant of active learner engagement. Moreover, the combination of flipbook use and enhanced motivation contributes substantially to improving academic performance. The integration of interactive digital media is thus essential in modern instruction, addressing not only cognitive but also affective domains.

Android-based flipbooks offer several advantages, including easy access, flexibility, and compatibility with devices commonly owned by students. However, limitations remain, such as file size and dependency on specific devices. Teacher competency in designing and managing digital media greatly determines its effectiveness. With proper planning, these limitations can be minimized, allowing flipbooks to function effectively as history-learning tools.

The integration of digital technology in high school history education is now a necessity rather than an option. Students as digital natives commonly use gadgets, although mostly for entertainment. With proper guidance, these devices can be redirected as meaningful learning tools through flipbooks. Future development is needed to create lighter, more adaptive flipbooks tailored to learning needs. As technology evolves, instructional media must also adapt to remain relevant to modern educational demands.

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