

# Development of Merdeka Curriculum Teaching Materials by Using the Kvisoft Flipbook Maker Application to Improve Student's Competence Class IV In Elementary School

Niki Yulianti<sup>1\*</sup>, Yeni Erita<sup>1</sup>, Yanti Fitria<sup>1</sup>, Muhammadi<sup>1</sup>

<sup>1</sup>Elementary School Teacher Study Program FIP, Universitas Negeri Padang, Padang, Indonesia

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Corresponding Author:  
Niki Yulianti  
[nikiyulianti89@gmail.com](mailto:nikiyulianti89@gmail.com)

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**Abstract:** A legitimate, useful, and productive theme learning teaching resource for the autonomous curriculum is what this research aims to provide. Utilizing the flipbook maker software from Kvisoft, this instructional material was created. Research and development (R&D) is the research methodology employed in this study. In this study, researchers used the ADDIE approach, which stands for analysis, design, development, implementation, and evaluation. Students in class IV of Elementary School 03 Limo Badak, Malalak District, during the odd semester of 2022/2023 served as the study's test subjects. Validity analysis, practicality analysis, and analysis of the efficacy of instructional materials are the three types of data analysis that are used. Three conclusions can be drawn from the findings of the research and debate that have been done. The Kvisoft Flipbook Maker application can be used to create valid and usable educational materials in the form of e-books. Second, this instructional material proved to be useful and appropriate for usage in a good category. Third, the knowledge competency of elementary school pupils in the fourth grade can be effectively increased by using these instructional resources.

**Keywords:** Kvisoft Flipbook Maker application; Merdeka Curriculum; Teaching materials

## Introduction

The development of the world of education in the revolutionary era continues to roll and change from time to time. For this reason, it is necessary to improve the quality of education in various ways, for example using good learning techniques and strategies, completing teaching materials with multi-media, and varying learning styles with multi-methods (Indarta et al., 2021). In the last decade, everything has gone digital, both in teaching and learning. Learning that is applied to students currently grows and develops in direct contact with the digital world, so that the flow of information that students receive today will be different from previous students (Kuncahyono, 2018). Therefore the teacher as a pioneer of education must be able to design and design learning through digital teaching materials

so that students are motivated in learning (Elisa et al., 2022). In line with opinion (Resti, 2018) that designing innovative and creative learning needs to be done by a teacher in providing lessons for elementary school students.

Indonesia has experienced a change of curriculum for the umpteenth time starting in 1947, even in February 2022 a new curriculum was launched with the name Merdeka curriculum (Lubis, 2018). The Independent Curriculum is a learning method that refers to the interests and talents of students where they can choose whatever subject they want to learn according to their passion (Jufriadi et al., 2022). The Merdeka Curriculum is presented in order to produce students who have noble character and character. In line with opinion (R. Rahayu, Rosita, et al., 2022; Suryaman, 2020) that the Merdeka curriculum aims to produce students who

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have noble character, are independent, have critical thinking, are creative, work together and have a sense of diversity. According to (Marisa, 2021; Susanti et al., 2022) there are three characteristics of the Independent Curriculum, namely project-based learning, focus on essential material and flexibility in learning. Learning carried out in schools is not just transferring knowledge from educators to students, but is a process for instilling and developing students' concepts or ideas that are correlated with the initial knowledge that students already have.

Independent curriculum learning guides teachers to deliver teaching materials creatively and effectively, one solution is to use interesting teaching materials. The teaching materials used by teachers in learning should be adapted to the times, considering that everything is digital, moreover, students currently need learning that is able to provoke and increase learning motivation in accordance with the Independent Curriculum that is being implemented (Ardianti & Amalia, 2022; Rubach & Lazarides, 2021). According to (Hanikah et al., 2022) states that e-books or electronic books have a presentation format that is coherent in terms of language as well as the large scientific capacity and the breadth of the discussion.

Teachers who fully comprehend the nature, nature, and characteristics of students, learning methods that are centered on student activities, adequate student learning facilities, availability of various learning resources, and media that engage and encourage students to learn are just a few of the factors that affect a successful, enjoyable, interesting, and meaningful learning process for students (Efendi et al., 2021). The establishment of engaging and enjoyable learning environments for students will be facilitated, in particular, by the availability of learning resources. If in the past a teacher would present material to pupils face-to-face on a blackboard, there is now something called learning media, in this case using instructional materials for learning aids. Utilizing media that has been tailored to teaching materials, instructional materials are delivered. Learning processes are altered by the presence of learning media as one of the learning resources (R. Rahayu, Iskandar, et al., 2022).

Based on the facts found in the field that there is a gap in the thematic learning of class IV Elementary School which has a negative impact on student learning competence. This can be seen from the problems that arise such as teachers still using textbooks or conventional printed books when presenting learning even though complete facilities are available in schools such as internet or wifi networks, laptops and projectors which should be able to support the learning process. Furthermore, researchers saw that students were less

active in learning and only relied on the teacher. The design of the book at the beginning of learning has not opened the schemata of students and has not activated students' initial knowledge about the material to be studied.

The information in the student book is not organized in a way that makes it simple for students to understand. The topic matter in teacher's books and student's books needs to be better organized, and the provided textbooks don't have appealing color schemes. Digital resources like computers, projectors, and LCDs that are available in schools have not been used for learning. The Kvisoft Flipbook Maker program has not yet been used by teachers to improve student learning progress. When compared to the goals of the Merdeka curriculum, there are now no attractive teaching resources available in schools, which is still quite far from what was anticipated.

The Kvisoft Flipbook Maker application was used in this study to create engaging instructional materials. The Kvisoft Flipbook Maker application itself is a collection of dependable tools made to turn PDF files into online publications or flip-book-style digital publications (Noviyanita, 2019). Like a digital magazine, flipbook, or other digital catalog, this application has a pleasing design. The Kvisoft Flipbook Maker application promotes involvement in learning since it can synchronize with moving animations, such as video and audio, which can encourage student activity and creativity, in addition to displaying writings (Santoso et al., 2022; Zulhelmi, 2021). Besides that, the Kvisoft Flipbook Maker application can be accessed online and offline so it doesn't require expensive fees. This teaching material describes the subject matter so that students are able to understand the problems that occur in the environment. Students can understand the material provided in textbooks and can improve thinking skills to solve real problems and be close to students. Students are expected to be able to learn without or with the guidance of the teacher (Junaidi et al., 2022). Students can study subject matter both at home and at school, so that when studying at school students easily understand the lessons discussed.

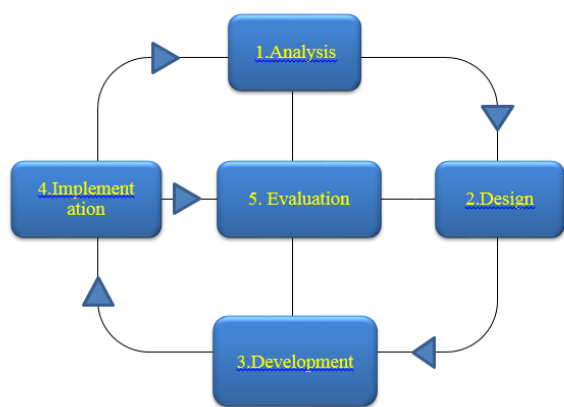
According to the benefits of the Kvisoft Flipbook Maker program are in the learning process (Triwahyuningtyas et al., 2020) are: it can be combined with video so that students have different experiences from all media, There is a search feature so that it can be used for independent learning activities, it can be combined with pictures and music so that students don't feel bored understanding the material even though it is in the form of a book because the media is a Flipbook, and the use and utilization of this media does not require the use of the internet. The media used is more diverse

and can be combined with animation files to overcome student boredom. This is supported by research conducted (Mulyaningsih & Saraswati, 2017) shows that the development of e-modules with the aid of the Kvisoft Flipbook Maker application is based on a scientific methodology that includes 5M, or observing, asking, trying, reasoning, and communicating, which is matched with Basic Competency to realize the operation of word processing applications. Applying the operation of word processing programs is extremely good for creating student teaching materials through the creation of e-modules helped by Kvisoft Flipbook Maker based on a scientific approach to material content (Rusli & Antonius, 2019).

The purpose of this research is to develop and produce a valid, practical and effective thematic learning teaching material in the independent curriculum. This teaching material was developed using the Kvisoft flipbook maker application. In the effective stage, teaching materials will be used in class IV of elementary schools and then see how the condition of student competence is.

**Method**

The type of research implemented in this study is Research and Development (R&D) research or what is often known as development research. Researchers use models ADDIE (Analysis, Design, Development, Implementation, and Evaluation) in this study. Because the creation of teaching materials is essentially a linear process with the learning process, it is important to pay attention to the development model while creating teaching materials, especially e-books, in order to assure their quality in supporting the efficacy of learning. There are relatively few educational resources available (Khikmawati et al., 2021). Based on the demands of the learning objectives, the arrangement of the teaching materials should be made. The following is the ADDIE model development research flow:



**Figure 1.** The ADDIE Model Development Stage

Even though the development procedure is shortened, it already includes a testing and revision process to ensure that the product developed meets the product criteria. Testing is done by a team of experts, individual research subjects, limited and wide scale (field), and revisions are made to improve the final product. excellent, empirically tested, and no mistakes. The test subjects used in this study consisted of students in class 4 of SD Negeri 03 Limo Badak, Malalak District, odd semester 2022/2023. The data collection technique that researchers used to collect the right data was to collect data in the form of questionnaires, interviews, field observations and documentation. The instruments used in this study were the instruments for analyzing the needs of educators and students, validity and practicality sheets in assessing the teaching materials developed. The data analysis technique used is validity analysis, practicality analysis and analysis of the effectiveness of teaching materials.

The analysis phase is carried out by assessing learning needs through curriculum studies, interviews with stakeholders, and observations of conditions in the field. Based on this analysis, it is found that the needs needed in schools are the need for teaching materials to be able to assist students in learning so that independent learning is realized. The design stage is carried out by creating a layout for the display of teaching materials as well as a content framework that will be included in the teaching materials. At the development stage, module development is carried out based on the framework that has been made by compiling material according to the existing curriculum. After the teaching materials are developed, testing is then carried out on material experts, media experts and practitioners, namely teachers and students. Based on the results of these tests, researchers will obtain input and suggestions for improvement to improve these teaching materials. This is what is then done in the final stage, namely the evaluation stage.

**Table 1.** Qualification of the results of the analysis

Qualification achievement rate (%)	Qualification	Information
90% - 100	Very good	No need to revise
75% - 89	Good	No need to revise
65% - 74	Pretty good	Revised
55% - 64	Not good	Revised
0% - 54	Not good	Revised

**Result and Discussion**

The results obtained in this study are a teaching material in the form of a digital book or e-book developed using the Kvisoft Flipbook Maker application and based on differentiated learning. The

development steps start from a needs analysis in the field which shows that there is still a need for thematic teaching materials for independent curriculum learning based on student-centered learning and respecting student diversity. This learning can be realized through differentiation learning. At this stage it produces a product in the form of a layout and module design that will be developed. The design of teaching materials I is in the form of a layout that is created and then developed so that it contains teaching material content. The following results were obtained at the teaching material validation stage:

**Table 2.** Data validation of the test results of material experts and media experts

Component	Percentage Value (%)
Material expert assessment	
Content eligibility	84.4
Presentation eligibility	91
Module characteristics	86.7
The learning aspect is differentiated	79,2
Average value	82.8
Media Expert Assessment	
graphics	77,8
language eligibility	84,1
Average value	80.2

**Table 3.** Data from practitioners' test results on teachers

Aspect	Percentage Value (%)
Conformity of material with KI and GPA	84
Material support	93
Serving technique	87
Presentation Support	81
straightforward	83
Communicative	78
Conformity with the level of development of students	81
Knowledge and Skills learned by students	76
Typography of simple book contents	84
Easy to read typography	88
The typography of the contents of the book makes it easy to understand	79
The average value of the practicality test on the teacher	83.1

Based on the data obtained, the results of the material expert validity test can be categorized with an average value of 82.8 which is included in the good category with high validity and the media expert test with an average value of 80.2 which is included in the good category with high validity. Some of the notes given are the addition of learning components, namely enriching material related to KD, reviewing writing errors that occur and the consistency of using bullets and numbering. This is in line with research conducted by

Feby and her team which stated that the validity test conducted on PjBL-based e-books assisted by kvisoft flipbook maker obtained an average value of all aspects of validity classified as very valid with an average value of 86.00 (Kharisna & Amini, 2023). After testing on material experts and media experts, this teaching material was revised and tested on practitioners, namely teachers and students to determine the feasibility of using this teaching material. The test was carried out on 4 teachers and 12 students, where the data was obtained as Table 3.

**Table 4.** Practitioner test results data on students

Aspect	Percentage Value (%)
Conformity of material with KI and GPA	86
Presentation support	80
Communicative	85
Typography of simple book contents	77
Easy to read typography	75
The average value of the practicality test	80.6

Even if the development process is streamlined, it already includes testing and revision to guarantee that the created product satisfies the product requirements. Testing is conducted by a group of specialists, individual research participants, on a small- and large-scale (field), and changes are made to the final product to make it better. Very good, empirically tested, and error-free.

It is possible to use the teaching materials that have been created because they have undergone validity testing by media and subject matter experts as well as practicality testing by school personnel, specifically teachers and students. This e-book-format teaching resource was created so that learning is organized in an integrated way into a coherent whole in a challenging material. Experts have made a number of revision suggestions based on the validity results of the instructional materials. The suggestions come in the form of questions about the instructional materials as well as suggestions for display, content, integration, and contextual learning to improve student literacy. Expert recommendations are utilized to enhance the viability of educational materials. Testing the usefulness of instructional resources is the study's second outcome. Teachers and students put this instructional resource through a practicality test.

While the findings of the practicality test conducted on students were evaluated using the practicality test instrument for students, the results of the practicality test conducted on teachers were examined using the practicality test instrument for teaching materials for teachers. The majority of the teaching materials' components, in the teacher's



opinion, fall under the very practical category. Materials for teaching that are focused on contextual learning are therefore highly practical. Students' knowledge assessments can show how well educational resources are being used. The outcomes of the pretest and posttest reveal how valuable the students' knowledge is. Students do a pretest in a multiple choice format with a total of 30 questions. After using the teaching materials, students do the posttest by working on the same questions as the pretest questions. Data analysis was carried out using the product moment formula so that an  $r$  value of 0.12 was obtained. The value of  $t$  using the  $t$ -test formula correlates with -13.77. The number of students who were the subject of the study was 28 people, the degrees of freedom ( $dk$ ) = 27, and the critical value of  $t$  was at a significance level of 5% and using the left-hand statistical test so that the value of  $t$  table = -1.70 was obtained. Based on the results of data analysis, the calculated  $t$  value is smaller than the  $t$  table value so that the hypothesis is accepted.

This shows that the use of teaching materials is effectively used to increase students' knowledge competence. and critical price  $t$  at a significance level of 5% and using the left-hand statistical test so that the value of  $t$  table = -1.70 is obtained. Based on the results of data analysis, the calculated  $t$  value is smaller than the  $t$  table value so that the hypothesis is accepted. This shows that the use of teaching materials is effectively used to increase students' knowledge competence. and critical price  $t$  at a significance level of 5% and using the left-hand statistical test so that the value of  $t$  table = -1.70 is obtained. Based on the results of data analysis, the calculated  $t$  value is smaller than the  $t$  table value so that the hypothesis is accepted. This shows that the use of teaching materials is effectively used to increase students' knowledge competence.

This research is supported by existing studies. Among them, research conducted by Totok Bintoro and his team states that digital-based learning can make it easier for students to understand learning (Bintoro et al., 2022). The development of teaching materials assisted by the kvisoft flip book maker application has had a positive impact on the development of learning in schools, where these teaching materials get a good feasibility or validation value, namely in the content feasibility aspect it has an average percentage value of 86%, language feasibility 88%, and presentation feasibility analysis 85% and it is concluded that the media is very suitable for use (T. Rahayu & Pertiwi, 2022). On the other hand, the results of research from materials experts and design experts obtained percentages of 80.5% and 84.5% in the appropriate category, while the results of assessments from prospective users (teachers) and student responses

obtained percentages of 95.7% and 90.5% in the practical category at school (Putri et al., 2020).

## Conclusion

Three conclusions can be drawn from the findings of the research and debate that have been done. The Kvisoft Flipbook Maker application can be used to create valid and usable educational materials in the form of e-books. Second, this instructional material proved to be useful and appropriate for usage in a good category. Third, the knowledge competency of elementary school pupils in the fourth grade can be effectively increased by using these instructional resources.

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## Author Contributions

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## Conflicts of Interest

This research did not have a conflict during the completion of writing this research. All parties can work together very well.

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