

ANALYSIS OF THE NEED FOR INTERACTIVE FLIPBOOK-BASED MEDIA TO ENHANCE LEARNING INTEREST AMONG GRADE XI STUDENTS IN THE ENTREPRENEURSHIP SUBJECT AT SMK SIRAJUL FALAH PARUNG BOGOR

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ABSTRACT

This article discusses the need for interactive media based on Flipbook in an effort to increase the interest of class XI students in entrepreneurship subjects at SMK Sirajul Falah Parung Bogor. The research methodology used is a qualitative approach and literature review. Data collection techniques in this study were through observation and interviews. The purpose of this study is to analyze students' learning needs through interactive learning media based on flipbook in an effort to increase students' interest in learning. This article recommends teachers to use interactive media based on flipbook for the learning process. This article is used as an additional reference or basis for further research related to the development or application of digital media, especially in entrepreneurship learning at the Vocational High School level, especially at SMK Sirajul Falah Parung Bogor.

Keywords: *Learning Media, Flipbook, Learning Interest.*

INTRODUCTION

Education is one of the essential needs that must be fulfilled throughout a person's life. Without education, it would be impossible for individuals to grow and progress in line with their goals for prosperity and advancement. Education is not merely about transferring knowledge but also involves the development of character, attitudes, skills, and values necessary to adapt to the demands of the modern era. In today's digital era, education requires innovative and interactive learning methods to improve student engagement and motivation. This is particularly important in Entrepreneurship subjects, which not only focus on cognitive understanding but also encourage the development of creativity, critical thinking, and entrepreneurial spirit.

However, field observations show that students' learning interest in this subject remains relatively low. This can be seen from the lack of active participation during lessons, minimal enthusiasm in completing assignments, and poor retention of material delivered using conventional methods. One of the key contributing factors is the limited use of effective and engaging learning media. Teachers still rely heavily on traditional lecture methods and printed materials, which often result in passive and monotonous learning experiences. In the end, students are less motivated, find the learning process unappealing, and tend to disengage.

Due to the increasing role of information technology as an effective and efficient tool for delivering educational content, the development of instructional media has become more varied and innovative. Interactive media based on digital platforms has emerged as a solution to overcome student disengagement (Pradani, 2019). Adolescents naturally enjoy exploring new things, and their intellectual capacities differ widely—some are highly active while others are more passive. When learning methods fail to stimulate their interest, it can significantly impact learning outcomes and student motivation.

Field studies also show that students who feel uninterested in certain subjects are less likely to engage actively in class. This is often rooted in the perception that the learning material does not inspire or challenge them. Choosing the right instructional strategies can help address this issue and enhance the overall quality of education. One of the main reasons behind low learning interest is the lack of diverse and engaging media that aligns with students' learning preferences. As noted by Sukma (2022), many teachers have not yet utilized appropriate, effective instructional media to support the learning process.

One promising solution is the implementation of interactive learning media such as flipbook-based platforms. These tools can provide a more dynamic and appealing presentation of content that supports student engagement. Interviews conducted during the study revealed that using traditional media often results in passive learning. Students grow tired of relying solely on textbooks, and time limitations in class reduce opportunities for active learning. As a result, teachers expressed a need for flipbook media that could make learning more efficient and enjoyable.

Another issue identified is that many teachers still lack the knowledge and skills to create interactive media. This highlights the importance of training programs to develop educators' creativity and technical abilities. Although students are generally capable of understanding learning materials, repetitive methods lead to boredom and disinterest.

Interactive flipbooks that include theory and quizzes can offer variety and improve student engagement in class activities.

Previous studies support the idea that interactive flipbook-based learning media can effectively increase learning interest. Farida (2021) stated that learning motivation can grow when instructional methods go beyond lectures and incorporate visual, interactive elements. When used consistently, flipbook media can help improve learning motivation and outcomes, especially when combined with videos, practice questions, and ongoing evaluation.

This is also aligned with findings from Rahmi et al. (2025), who found that students want learning media that can enhance their understanding. The preferred media should be attractive, interactive, and innovative. Flipbook-based media fulfills this need, particularly for students seeking to develop their learning skills and boost their interest. Therefore, analyzing the need for interactive flipbook-based media in entrepreneurship learning becomes a crucial first step in developing effective instructional tools.

This study aims to explore the needs of both teachers and students regarding the use of flipbook media, identify the factors that influence learning motivation, and offer recommendations for developing instructional tools that increase active participation and improve comprehension. Through a well-planned approach, flipbook media has the potential to make the learning experience more meaningful and impactful for students in vocational education settings.

METHODS

This study employs a qualitative research method combined with a literature review approach. According to Moleong (2017, p. 6), qualitative research is an approach aimed at understanding social phenomena or specific issues in a deep and holistic manner from the perspective of the subjects involved. In this method, the researcher serves as the primary instrument for data collection and analysis, with flexibility in adapting to the development of data in the field. Snyder (2019) explains that a literature review is part of a scientific work that presents a systematic description of theories, concepts, findings, and previous research outcomes. Its main purpose is to provide a theoretical foundation and identify research gaps.

The data collection techniques used in this study include observation and interviews. According to Sugiyono (2018, p. 145), observation, compared to other data collection methods,

has unique characteristics. It is applied when the researcher is directly present in the field to gather data from respondents. In qualitative research, observation plays a crucial role as it enables a deep understanding of the social context, including natural interactions, behaviors, and responses of the subjects.

Sugiyono (2018, p. 137) also defines interviews as interactions conducted between the interviewer and the source of information. In this study, both observation and interviews were conducted directly at the school. Data were collected through interviews with teachers and supported by current literature relevant to the research topic.

RESULTS AND DISCUSSION

In modern education, the use of innovative and interactive learning media has become one of the key factors in enhancing the effectiveness of the teaching and learning process. Media serves as a tool that aids in achieving educational objectives (Maskur, 2017). Moreover, the chosen media should be relevant and engaging to students in order to boost their motivation, interest, and willingness to learn (Maimunah, 2016).

Interactive learning media is an engaging type of technology-based tool that allows for two-way interaction between educators and students during the learning process. In practice, teachers must select media that aligns with students' characteristics, learning goals, and available facilities. Media should be integrated with appropriate learning methods so that it functions not merely as entertainment, but as a true support for competency achievement. Therefore, interactive media stands as a vital educational innovation, capable of addressing both modern challenges and students' current learning needs.

Within the educational setting, flipbooks have increasingly emerged as an alternative form of digital teaching material, particularly in technology-based learning environments. Flipbooks not only ease access to material for students but also allow teachers to creatively and variably present content. Teachers can convert learning modules, summaries, or project assignments into visually engaging flipbooks that capture students' attention. This form of digital media holds great potential in supporting a more interactive, appealing, and effective teaching-learning process.

When utilized appropriately, flipbooks offer a creative and innovative means of delivering content and serve as a relevant alternative for the digital generation (Agustina, 2023). Flipbooks simulate the experience of flipping through a physical book while using

digital tools, making the learning process more dynamic and increasing student interest. Overall, flipbooks are an innovative instructional medium that promotes effective and enjoyable learning across various educational levels and subjects.

Interest is an internal aspect of an individual that significantly influences behavior. In essence, interest is a strong desire toward something and usually leads to positive engagement since it arises voluntarily. Interest can also be understood as a deep attraction or inclination. This internal drive positively affects both individual and group activities. Learning, as an integral part of daily human activity, is a process aimed at transforming attitudes and behaviors.

According to Masyitoh (2023), student interest in learning is characterized by a desire to engage in intentional activities that result in satisfaction through behavioral changes. Interested students tend to be inquisitive, diligent in reading, enthusiastic about assignments, and resilient in facing challenges. In contrast, disinterested students are typically passive, easily bored, and only participate when compelled. Therefore, fostering and maintaining student interest remains a central challenge for educators.

Entrepreneurship education refers to the teacher's efforts to equip students with entrepreneurial knowledge and skills, aiming to enhance creative and innovative thinking and encourage the creation of new business opportunities. According to Madji (as cited in Ahmad, 2019), entrepreneurship education is a structured process intended to shape learners into productive individuals who are adaptive to change and possess high competitiveness to meet future socio-economic challenges. Given the increasing competitiveness of the job market and the limited availability of formal employment, entrepreneurship education has become a relevant solution.

Instilling entrepreneurial values from an early age cultivates resilience, initiative, creativity, and persistence among students. Besides offering economic benefits, this form of education also plays a vital role in shaping students' character holistically. Thus, entrepreneurship education serves as a strategic platform to build a highly competent and competitive younger generation.

In the modern educational era, the demand for innovative interactive learning media such as flipbooks has become essential in addressing instructional challenges, particularly in entrepreneurship subjects. Flipbooks, as dynamic and visually engaging digital tools, significantly enhance students' learning interest by presenting material in ways that align with the digital generation's preferences. On the other hand, learning interest is a critical internal

factor that determines students' active participation, posing a consistent challenge for educators to nurture.

In the context of entrepreneurship education, flipbook media proves relevant not only in delivering content effectively but also in encouraging students to think creatively and innovatively—traits crucial to developing an entrepreneurial mindset. Therefore, analyzing the need for flipbook-based interactive media is essential to ensure its alignment with educational goals, student characteristics, and its effectiveness in increasing learning interest. This is especially significant for eleventh-grade students at SMK Sirajul Falah Parung Bogor, as it enables more meaningful, enjoyable, and student-centered entrepreneurship learning.

CONCLUSION

Based on the research findings, it can be concluded that entrepreneurship learning among 11th-grade students at SMK Sirajul Falah Parung Bogor has not yet fully utilized interactive learning media that align with the characteristics and needs of 21st-century students. The results indicate that students have a high interest in the use of digital-based media, particularly flipbook media, which is considered engaging, easily accessible, and capable of presenting material in a visual and interactive manner.

Additionally, teachers recognize the importance of media innovation to enhance the effectiveness of material delivery. Therefore, there is a clear need for the development of interactive flipbook-based media to support entrepreneurship learning in a more engaging, participatory, and technologically relevant manner.

Based on these findings, it is recommended that teachers begin to develop and utilize interactive flipbook-based learning media in entrepreneurship instruction. The use of this media is considered effective in increasing students' learning interest as it presents content in a visual, engaging, and easy-to-understand format. Schools are also expected to provide support in the form of facilities and technology training for teachers to ensure the successful implementation of innovative learning.

Furthermore, students are encouraged to be more active in providing feedback on the learning media used and to utilize flipbooks as a tool for independent and enjoyable learning. For future researchers, this study can serve as a foundation for further development of flipbook media, including product design and effectiveness testing to improve student learning outcomes.

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