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Increasing Student Interest in Learning Using E-Flipbook Learning Media

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Abstract. Education is a field that is very much needed by the country which requires special attention from all walks of life, the progress and success of education in Indonesia is not only the government which is responsible, but all of us are also responsible for the success of education both the teachers, parents, even student. In the era of globalization, technological developments can affect all aspects of human life, and the educational aspect is one of them. One of the learning media that can be used for students studying at school or home is by using e-flipbook learning media. E-flipbooks that are now in great demand by the public are digital books or e-flipbooks where book pages can be opened and read on a computer monitor screen. The form of research used is classroom action research (PTK). Based on research on cycle I and cycle II, economic learning through the application of eflipbook media provides a different variation from the learning activities that were usually carried out by the previous teacher and this can be seen from the attention of students who feel happy and enthusiastic about carrying out learning activities.

Keywords: Interest; Students; E-Flipbook.

1. INTRODUCTION

The education sector is crucial to a country's development, and its success depends on cooperation between the government, teachers, parents, and students (Rollan, 2024). The Indonesian education sector faces various challenges as the world advances, particularly in terms of improving the quality and relevance of learning. The decline in students' interest in learning is one of the main issues faced, which directly impacts the quality of learning itself (Yadav & Mukherji, 2024; Qianyi & Zhiqiang, 2024). Interest in learning is a key component that can influence students' success in achieving educational goals and understanding learning materials. Therefore, the role of technology in enhancing interest and the quality of learning in education has become increasingly important in the 21st century.

In an era of globalization marked by rapid developments in information and communication technology (ICT), the education sector must also be able to adapt quickly. With advances in technology, there are many ways to improve education, especially in terms of the media and learning approaches used. E-flipbooks, for example, can combine various types of engaging and interactive learning media, such as text, images, audio, and video, thereby helping to address the issue of low student interest in learning (X. Han, 2025). This technology

can make education more engaging and enjoyable, while also facilitating students' access to information (Senthil & Prabha, 2025).

As a digital-based learning medium, e-flipbooks offer advantages that conventional learning media do not have. E-flipbooks can not only be accessed anytime and anywhere, but they can also present material in a more dynamic and interactive way, giving students more options for accessing lessons (Keedle et al., 2024). Students in the 11th grade IPS class at State Senior High School 05 Pontianak may better understand material that was previously considered difficult by using e-flipbooks. This aligns with findings indicating that, compared to conventional learning, students tend to be more interested in interactive and technology-based learning (Jung & Wise, 2025).

However, the use of technology in learning is not always smooth. In fact, educators face a number of problems when incorporating technology into the learning process, particularly in relation to students' understanding of the material and the technical skills required to use digital media. To achieve this goal, teachers and students require adequate training to maximize the use of learning media. According to Fazel & Sayaf, (2025), selecting appropriate and relevant learning media that align with the taught material is crucial for supporting the success of the teaching-learning process. Additionally, learning media must be tailored to students' needs and characteristics to capture their attention and enhance their interest in learning.

Researchers attempted to use e-flipbooks to increase students' interest in monetary policy and fiscal policy materials. Due to their abstract and complex nature, students often find these materials difficult. E-flipbooks are expected to help students understand the material more easily because they present information in a more interesting and understandable format (Singh & Chakraborty, 2025). Additionally, they allow students to interact directly with the material, which can increase their engagement and motivation to learn (Pan et al., 2025).

The use of various technology-based and varied media can also help overcome other problems that often occur in conventional learning, such as low student participation. By using e-flipbooks, students are not merely passive listeners but also participate in discussions, answer questions, and explore the material (Canillas del Rey & Canillas Arias, 2025). This enables more dynamic and interactive learning. In turn, this can increase students' interest and desire to learn.

A study conducted by Steacy & Compton, (2019), found that e-flipbooks help students learn better. The study found that students who used e-flipbooks showed a significant improvement in their understanding of the material compared to students who learned with conventional media. These results show that using digital media such as e-flipbooks can be an effective alternative to conventional learning methods. The purpose of this study is to determine how effective the use of e-flipbooks is at State Senior High School 05 Pontianak in

increasing students' interest in monetary policy and fiscal policy material, given the importance of learning interest in achieving academic goals. This study is expected to help develop more engaging and effective teaching methods, which in turn can improve the quality of education in Indonesia (Alfarizi & Herdiansyah, 2024). This is expected by using a classroom action research approach.

2. METHOD

According to Strasser et al., (2023), classroom action research (CAR) is the main approach to solving teachers' learning problems in the classroom. CAR is a research method used in the classroom to improve the quality of learning by involving teachers and students in improving the learning process and outcomes. This study involved 31 students from class XI IPS State Senior High School 05 Pontianak. The study was conducted in class XI IPS 6. The choice of research subjects was based on initial findings that students were not very interested in learning about monetary policy and fiscal policy. Due to the low interest in this material, the researcher chose a more interesting approach by using e-flipbooks as learning aids.

Atik et al., (2024), in the cycle model used in this study, the four interrelated stages are planning, action, observation, and reflection. In the first cycle, researchers identified student problems and developed better learning strategies. Students were observed after the action was taken to see how the changes were implemented. After that, they evaluated whether the steps taken were effective. The goal of the second cycle was to improve their learning and correct the mistakes made in the first cycle.

This study uses various methods to collect data. One of the main methods for tracking student behavior during learning is observation. Researchers track student participation, their participation in discussions, and their participation in learning activities using e-flipbook media. How often students interact with the material, ask questions, and show interest in the subject being discussed are indicators that are observed. Documentary studies were also used to collect relevant secondary data, such as records of previous learning outcomes and teaching materials used by teachers. Visual documentation of learning activities can also be done with a camera. Data collected through observation is then used to support data analysis.

Qualitative and quantitative data are the two main categories of data collected in this study. Quantitative data were obtained from observations that measured students' level of interest in learning. Each observed activity is scored based on how interested students are in it. A score of 1 indicates a very interested response, while a score of 0 indicates a not very interested response. However, qualitative data is obtained from informal interviews with teachers and students. This allows researchers to better understand students' feelings and experiences

during the learning process. The data from this study enhances our understanding of how the use of e-flipbook media impacts students' interest in learning.

Researchers used descriptive analysis the Gutman scale method to analyze the collected data. By assigning scores to each observed indicator, this method allows researchers to measure students' interest in learning more systematically. Furthermore, the collected scores were used to calculate the percentage change in students' interest in learning from the first cycle to the second cycle. Therefore, researchers can determine whether the use of electronic flipbooks is effective in increasing students' interest in lessons and how these changes can help students become more engaged in lessons.

3. RESULTS

This research was conducted at State Senior High School 05 Pontianak and involved students from class XI IPS 6. After the second cycle began, the teacher and researcher evaluated and compared the observation results by examining aspects of student tasks as well as field notes on how the lessons were carried out in the first and second cycles. The evaluation results showed that the learning in the second cycle experienced significant improvements.
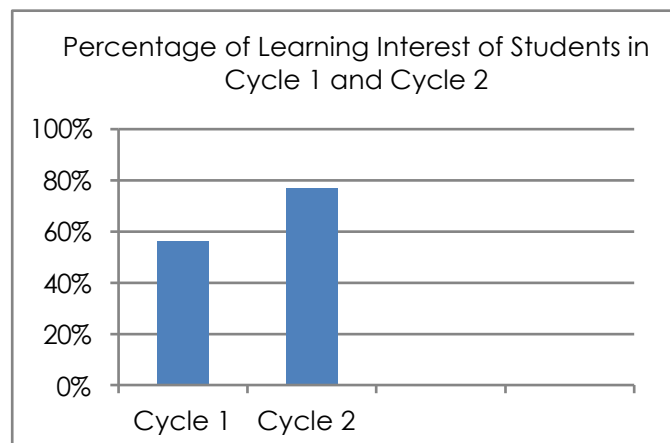
Figure 1. Percentage of Learning Interest of Students in Cycle I and Cycle II

According to data collected from student learning interest observation sheets from the first cycle to the second cycle, student learning interest increased by 21%. This occurred when student learning interest only reached 56% in the first cycle and increased to 77% in the second cycle. Therefore, the observation results from the second cycle indicate that the weaknesses in learning activities that occurred in the first cycle have been improved. Learning activities also ran smoothly, 77% of students demonstrated mastery of the material, indicating maximum implementation of learning.

In the 11th grade social studies class at State Senior High School 5 Pontianak, the first activity is to prepare everything needed for the learning activity. This activity will increase students' interest in learning by using flipbook e-books about

monetary policy and fiscal policy. To do this, they analyze the basic competencies to be conveyed to students and make a plan for implementing the learning activity.

The economics lessons went smoothly. Teachers and researchers participated in the learning process according to the established plan. The lessons began with introductory activities, during which the teachers organized the class, and then the teachers delivered the lessons. Data from cycle I and cycle II were then analyzed, and it was found that students in cycle I performed better than students in cycle II. The explanation of the material was very brief and the language was difficult to understand, making it challenging for students to grasp the concepts. They did not just ask once but frequently requested the teacher to repeat the difficult-to-understand explanations. During the initial activities of the second cycle, the use of e-flipbooks in learning proceeded smoothly. Learning using the e-flipbook improved because the researcher and teacher made improvements, the e-flipbook media changed from what was used in Cycle I, and the learning atmosphere created by the teacher. Compared to the material explanation in Cycle I, this material was explained in language that students could understand. This made it easier for students to summarize the learning material in their own words.

4. DISCUSSION

As a learning tool, e-flipbooks have been proven to increase students' interest in monetary policy and fiscal policy lessons in Grade XI IPS (Suto & Nakayama, 2025). This evidence was obtained by analyzing data from student learning interest observation sheets during cycles I to II. The results of the analysis of the observation sheets from cycle I showed that student learning interest only reached 56%, below the previously determined success indicator. As a result, learning activities had to be carried out in the next cycle to improve the situation. After the learning activities in the second cycle, the data from the observation sheets from the first cycle were compared with the data from the second cycle, and the results showed that student learning interest increased by 21%. In the first cycle, student learning interest was 56%, but it increased to 77% in the second cycle. There were several issues and shortcomings in implementing the learning activities. One of the issues was that the teacher did not communicate the learning objectives at the beginning of the lesson, causing students to be confused about what they were supposed to understand from the material presented through the e-flipbook (Zhang & Dai, 2024). As a result, students may lose focus while viewing the material and fail to fully grasp the explanations (J. Han et al., 2024).

The material is explained very briefly and uses language that is difficult to understand, making it hard for students to comprehend what is in the media. This causes students to frequently ask teachers to repeat parts of the explanation that

are unclear and seem difficult (Seah, 2023). Because teachers are too focused on the e-flipbook learning media when explaining the material, they do not give students the opportunity to participate in active activities (Wallace & Harvey, 2024). As a result, teachers do not encourage students to talk to each other, which causes students to be less engaged (Strandberg & van Rijt, 2024). As shown by the data obtained from the analysis of the second cycle, the shortcomings found in the first cycle have been improved in the second cycle learning activities. The learning activities ran smoothly and were well evaluated. This is evidenced by the mastery of the material demonstrated by 77% of the students. In implementing the second cycle learning activities, teachers made various efforts. One of the efforts they made was to clearly communicate the learning objectives at the beginning of the activity. The aim was for students to understand the material after viewing the e-flipbook media presented (Arslanyilmaz & Sullins, 2023).

Teachers present learning materials in language that students can understand, compared to the explanations given in previous sessions (Mwadzaangati & Adler, 2024). Students do not often ask teachers to explain parts of the material that are difficult to understand. Teachers then try to send lesson materials via links or HTML files to students in advance. They begin the lesson with game elements and provide additional rewards to students who answer the teacher's questions correctly. In addition to preventing boredom, this aims to enhance students' motivation and engagement in learning. Teachers also give other groups the opportunity to comment, ask questions, or make suggestions about the group's work. This increases active interaction among the groups (Zhen et al., 2025).

In the implementation of the second cycle of learning activities, teachers have achieved success, as students appear to be happy and active in their learning. Students concentrate on watching the e-flipbook media that is being shown. Students actively answered questions correctly, completed the teacher's assignments well, and were able to summarize the learning material in their own words. Students also actively participated in group discussions and interacted with other groups.

5. CONCLUSION

After the Classroom Action Research (CAR) was completed, it was found that the planning of economics lessons on monetary policy and fiscal policy using e-flipbook learning media was well received by Grade XI IPS students at State Senior High School 05 Pontianak. Teachers and researchers planned learning activities for cycles I and II, and they also prepared lesson materials for the third cycle. Observations were conducted during Cycle I and Cycle II of this study, where economic learning using e-flipbook media differed from the conventional learning activities previously conducted by teachers. This was

evident from the attention given by the students, their enjoyment, and the enthusiasm they demonstrated during the learning activities.

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