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Development of Digital-Based Teaching Materials (Flipbook) on Basic Passing Technique Material in Sepak Takraw Learning

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Abstract

This research is motivated based on observations and interviews with students showing that 100% stated that there are no digital flipbook-based teaching materials in sepak takraw learning. Then 91.7% stated the need for learning innovations that support the learning process. This research aims to produce digital flipbook-based teaching materials on matari basic passing techniques in sepak takraw learning. This study uses the ADDIE model which consists of five stages, namely analysis, design, development, implementation, and evaluation. The data analysis techniques used include quantitative and qualitative descriptive analysis. The subjects in this study were four validators and students in the fifth semester of the Physical Education, Health, and Recreation (PE) study program who were selected using purposive sampling. Based on the expert test of the content of the material received a score of 100% very good, the learning design expert test got a score of 88% in the good category, the learning media expert test got a score of 97% very good, and the field practitioner expert test got a score of 98% very well and the individual trial got a score of 94% with the very good category, the small group trial got a score of 95% very good, and large group trials with a score of 95% were excellent. Thus, this teaching material is very feasible to be used in the sepak takraw learning process in improving the quality of learning.

How to Cite

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INTRODUCTION

Education is an effort that is designed to prepare quality human resources in carrying out their lives in a good and orderly manner (Khairiyah & Dewinda, 2022). Eti Hadiati, Rani Mardliyah (2025) Education is a guide, teaching, and training in order to improve individual competencies and skills. This is in line with Law No. 20 of 2003 that education is an effort that is carried out in a planned manner to form human beings who have noble morals, intelligence, and self-potential (Ira Lestari, M. Mabrur Haslan, 2025). Education is a place to gain knowledge formally at school, informally through training, and informally through the family of the surrounding community (Syaadah et al., 2022). One of the implementations of formal education through higher education is Physical Education, Health, and Recreation (PE).

Physical Education, Health, and Recreation (PE) is one of the study programs that uses physical activity as part of the learning process in developing individual potential holistically, both from physical, social, and emotional aspects (Wardani et al., 2025). In higher education, Physical Education, Health, and Recreation (PE) is directed to mastering in-depth pedagogic knowledge and sports skills (Nur Alam Rahmatullah, Carsiwan, 2024). One of the courses that requires pedagogic and sports skills is sepak takraw learning. Sepak takraw is one of the sports that demands skills such as basic technique, coordination of movements, and flexibility (Reza Dewa Ariandi, 2026). Basic techniques Passing is one of the basic techniques that needs to be mastered because it plays a role in determining attack and defense in sepak takraw (Wardana) et al., 2025). Physical Education, Health, and Recreation (PE) students are expected to be able to practice basic techniques Passing precisely. Mastery of the right basic techniques accelerates the improvement of advanced skills and game performance (Candra et al., 2025). However, because sepak takraw courses are especially basic techniques Passing In complex and dynamic sepak takraw, flexible, applicative, and innovative teaching materials are needed.

The development of increasingly sophisticated technology provides encouragement for universities to adapt by utilizing interactive and flexible digital media (Source) et al., 2024). Integrating technology in the implementation of learning is a need to improve the quality of learning (Enter) et al., 2025). Digital media is one of the technological developments that can support learning such as motion visualization, drawings, basic techniques, and can provide a wider space for independent and flexible learning (Elaine Yuliawan, Ayu Karmila, 2025). One of the digital-based media that can answer the above needs is digital-based teaching materials flipbook.

Flipbook is an innovative digital media that is integrated with images, text, videos, and motion illustrations in one structured format (Suardana) et al., 2025). Flipbook With interactive material presentations, it can increase students' engagement and motivation to learn (Eodytha et al., 2024). Flipbook with the flexibility to provide the opportunity to learn repeatedly and anywhere according to the learning needs of each individual (Wibowo et al., 2025). The development of digital-based teaching materials obtained feasibility by material content experts with a score of 91.5% and validation by teaching material experts with a score of 95% (T. Wulandari & Nurharini, 2023). Based on the explanation above, the teaching materials flipbook can be a solution to the gap between understanding theory and mastering basic techniques Passing in learning sepak takraw.

Based on the results of observations through interviews and surveys through google forms to students of the Physical Education, Health, and Recreation (PE) study program who have taken sepak takraw courses, it is known that 100% stated that there are no digital flipbook-based teaching materials , especially in basic passing techniques, then 91.7% stated that it is important to realize digital flipbook-based teaching materials on the material on basic passing techniques in supporting the sepak takraw learning process. In addition, the learning process is still monotonous using power point, e-learning, and video tutorials. Ideally, sepak takraw learning should be supported by teaching materials that are systematic, interactive, and in accordance with the characteristics of students in the 21st century. However, the reality is that there is no availability of teaching materials that discuss basic passing techniques in sepak takraw learning. Physical Education, Health, and Recreation students need learning media that is applicable, adaptive, and interactive in supporting the learning process optimally.

To overcome the above problems, the researcher developed digital flipbook-based teaching materials as a strategic solution for students in learning basic passing techniques in sepak takraw learning. The novelty of this research lies in the specific discussion of basic sepak takraw passing techniques within a flipbook structure containing four basic passing techniques presented in an or-

derly fashion, complemented by video tutorials for each technique to facilitate understanding of the movements and their practical application on the field. With a structured arrangement, the material is not only presented in the form of conceptual text, but also combined with motion illustrations and visual presentations that support cognitive understanding and psychomotor skills of students. This research aims to produce digital flipbook-based teaching materials on basic passing techniques in sepak takraw learning. This product is expected to be useful and become a reference for educators in presenting more innovative and interactive material to students.

METHODS

The types of research used in this study are quantitative and qualitative. In achieving the goal of product development, this study applies the Research and Development (R&D) using the ADDIE Model. The selection of the ADDIE model is based on its characteristics that are systematic, easy for educators to understand, and able to provide structured guidance in developing learning media according to user needs (Rachma et al., 2023). In line with Angela (2026) states that the ADDIE model has a planned approach and is widely used in the process of designing and developing learning, especially in the context of modern education. The ADDIE model includes five stages, namely analysis, design, development, implementation, and evaluation.

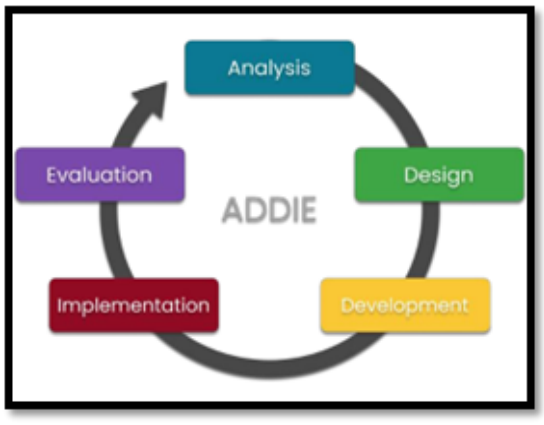


Figure 1. ADDIE Model Stages

The subjects of this research consist of students in the fifth semester of the Physical Education, Health, and Recreation (PE) Study Program, as well as experts including material content experts, learning design experts, learning media experts, and field practitioner experts as product validators.

Quantitative descriptive analysis to process numerical data obtained through questionnaires in the form of percentages, so that it can objectively describe the level of feasibility, practicality, and acceptance of the product. Qualitative descriptive analysis was used to process data in the form of input, criticism, and suggestions obtained from material content experts, learning design experts, learning media experts, and field practitioners as well as product trials by students, namely individual trials, small group trials, and large group trials.

$$\textbf{Percentage :} \ \frac{\Sigma x}{SMI} \ \textbf{X 100\%}$$

∑x = Total Score
SMI = Ideal Maximum Score

Then, in calculating the overall percentage of the subject, the following formula is used.

Percentage : F: N

F = Total total percentage of the subject
N = Number of Subjects

Table 1. Scale 5

Achievement Rate (%)	Qualifications	Remarks
90-100	Excellent	Unrevised
75-89	Good	Slightly revised
65-79	Pretty Good	Revised to the extent
55-64	Not Good	Much revised
1-54	Very Bad	Repeated product making

RESULTS AND DISCUSSION

This research aims to develop digital flipbook-based teaching materials on basic passing techniques in sepak takraw learning using the ADDIE development model. At the analysis stage, the results of the needs analysis through interviews found that learning, both from theoretical and practical aspects, was not supported by the availability of digital flipbook-based teaching materials that specifically discussed basic passing techniques. The results of the analysis through interviews were strengthened by the results of a questionnaire through google form which showed that respondents stated that 100% of the non-availability of digital-based teaching materials flipbook, and 91.7% of respondents considered that the development of digital teaching materi-

als is very necessary to support the sepak takraw learning process, especially in the basic passing technique material in sepak takraw learning.

Based on the results of the needs analysis, the design stage is carried out by determining the scope of the material, determining the supporting devices, and designing the display structure of the teaching materials. The hardware used includes, smartphones and laptops, while the software used includes, Microsoft Word, Canva, Google Form, Google Drive, Capcut, Youtube, Flipbuilder. At this stage, a storyboard and flowchart are also prepared as a reference for visualizing the display, navigation, and layout of the content of the teaching material. In addition, assessment instruments in the form of questionnaires were developed as an evaluation tool by experts, and learning evaluation instruments were prepared that were integrated into teaching materials using the Google Form platform.

The development stage includes the preparation of learning materials, the development of visual and audiovisual media, the design of evaluation instruments, and the determination of the final design of the product. The product is systematically developed through the preparation of key components, including cover pages, instructions for use, introduction, table of contents, learning materials in chapters 1, 2, and 3, bibliography, prop profile, and developer profile. Furthermore, the products that have been developed are validated by material content experts, learning design experts, learning media experts, and field practitioner experts. The following is a **Table 2** of the results of validation by experts.

Table 2. Product Validation by Experts

Research Subject	Product Eligibility (%)	Remarks
Expert in Learning/Material Content	100	Excellent
Learning Design Expert	100	Excellent
Learning Media Member	97	Excellent
Expert Field Practitioner	98	Excellent

The next stage of implementation, at this stage a direct trial was carried out for students in the fifth semester of Physical Education, Health and Recreation who had not taken the sepak takraw course. The trial is carried out in stages to obtain a comprehensive picture of the practicality and reliability of the product. The trial stages include an individual trial involving 3 students, a small group trial involving 7 students, and a large group trial involving 21 students. The results of the trial at each stage are presented in the following **Table 3.**

Table 3. Product Trial Result

Research Subject	Product Eligibility (%)	Remarks
Individual Trials	94	Highly Relevant
Small Group Trials	95	Highly Relevant
Large Group Trials	95	Highly Relevant

The evaluation stage is through feedback from content experts, learning design experts, learning media experts, and field practitioner experts as well as individual trials, small group trials, and large group trials as the basis for obtaining optimal product quality.

Digital books related to basic techniques Passing can be accessed via the following links: https://online.flipbuilder.com/made2345/kdry/ This flipbook-based teaching material can be used in several stages of learning. In the initial stage, students are directed to learn learning outcomes and instructional objectives listed in each topic as a reference for learning orientation. In the next stage, students read and study the learning materials in each chapter systematically to build conceptual understanding. Next, students study a summary of the material that contains core concepts that are in harmony with the learning objectives. In the next stage, students can listen to learning tutorial videos through links integrated in the media to strengthen understanding and visualization skills. In the final stage, students are directed to do formative evaluation exercises which are presented in the form of google forms in each chapter as a means of reflection and measurement of the level of mastery of the material.

Structurally, flipbooks are arranged systematically and consist of several main components, including (1) pages; (2) instructions for use; (3) preface; (4) table of contents; (5) Chapter 1 which contains the definition, background, scope, and characteristics of sepak takraw, complemented by a summary of the material and evaluation; (6) Chapter 2 which examines the basic techniques of passing sepak takraw, includes basic concepts, techniques implementation procedures, visual representation in the form of images, audio-visual media in the form of video tutorials, material summaries, and learning evaluations; (7) Chapter 3 which contains conclusions; (8) Bibliography; and (9) Profile of props and developers.



Figure 2. Product Development Result

Research conducted by Surani & Wahyu (2025) stating that interactive electronic digital modules have proven to be effective in increasing students' learning motivation and scientific literacy skills. Digital teaching materials represent pedagogical innovations that are responsive to the demands of 21st century learning and the dynamics of the industrial revolution 4.0 (Siregar et al., 2025). This is reinforced by Sulistyowati et al., (2024) that the integration of technology in learning media contributes significantly to the quality of learning and effectiveness, and supports the optimization of learning potential in the midst of the development of digital technology. Teachers who have good digital competence and creativity are able to design technology-based learning media (Sitompul et al., 2022). Although digital-based teaching materials still contain essential components that are equivalent to printed teaching materials, such as basic competencies, the outline of learning programs, materials, evaluations, and teaching materials offer additional advantages in the form of access flexibility and a higher level of interactivity.

Learn More Saraswati et al., (2025) stated that with the support of adequate facilities and competencies, teachers can work more optimally by utilizing flipbooks as a learning medium to present an interesting, interactive, and meaningful learning process. In line with research Irnayah et al., (2025) that the innovative use of flipbooks can increase student participation, learning motivation, and understanding. In addition, digital flipbooks are very feasible based on the validation of learning content experts with a score of 97%, learning design experts of 96.1% and learning media experts of 93.75% as well as the results of product trials through individual trials obtained 98.6%, small group trials obtained a score of 97.8%, and large group trials obtained a score of 97.3% (August) et al., 2025). The added value of flipbooks lies in the integration of text, visuals, images, ease of cross-device access, and its effectiveness to actively engage students (Fauzi et al., 2024). This is strengthened Cahyono et al., (2023) that digital flipbooks excel in presenting visual and textual content in an integrated manner, easy to access, and able to increase student involvement in the learning process.

Arsiwie & Kuncoro (2024) states that the ADDIE model is an approach model to develop a product systematically with each interrelated stage, starting from analyzing the needs of students, planning strategies and teaching materials, developing learning products, to evaluating and improving learning outcomes. The ADDIE model consists of five main stages, namely analysis, design, development, implementation, and evaluation (Zamsiswaya, Syawaluddin, 2024).

Based on the results of product validation by material content experts with a score of 100%, learning design experts with a score of 88%, learning media experts with a score of 97%, and field practitioner experts with a score of 98% as well as product trials through individual trials with a score of 94%, small group trials of 95%, and large group trials of 95%, it shows that digital-based teaching materials are very feasible to use. This is in line with research Millati & Setyasto (2023) that flipbooks are attractive, validated, practical, and effective in improving student learning activities in science subjects. The use of digital flipbooks in fitness learning in elementary school resulted in a very high student response (test score > 93%) and showed a significant increase in learning outcomes compared to conventional learning methods (S. P. Wulandari & Yudha Febrianta, 2024). In addition, the Flipbook is systematically designed by integrating visual and instructional elements relevant to swimming learning, and is considered feasible and effective as a learning medium in Physical Education, Sports, and High Health for students (Wijaya et al., 2025).

CONCLUSION

This research has produced digital flipbook-based teaching materials on basic passing techniques in sepak takraw learning that are suitable for use in the learning process in the Physical Education, Health, and Recreation study program (PE). The developed product was declared feasible based on validation from content experts 100%, learning design experts 100%, learning media experts 97%, and field practitioner experts 98% with a very good category. Then based on individual trials 94%, small group trials 95%, and large group trials 95% with a very relevant category. The presence of this teaching material is expected to be able to provide learning experiences and learning motivation to Physical Education, Health, and Recreation (PE) students.

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