

DEVELOPMENT OF AN INDONESIAN SYNTAX E-MODULE USING THE KVISOFT FLIPBOOK MAKER APPLICATION

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ARTICLE INFO	ABSTRACT
<i>Article History;</i> Diterima: 02 Februari 2026 Direvisi: 21 Februari 2026 Disetujui: 14 Maret 2026 Tersedia Daring: 30 April 2026 <i>Keywords:</i> Development, e-modules, syntax, Kvisoft Flipbook Maker	<i>This study aims to develop an Indonesian Syntax e-module using the Kvisoft Flipbook Maker application that is valid, practical, and interesting as a digital teaching material for students of the Indonesian Language Education Study Program, FKIP, HKBP Nommensen University, Pematangsiantar. The background of this study is based on the dominance of the lecture method and the limitations of interactive digital teaching materials that cause students to have difficulty understanding abstract syntactic concepts. The study uses the Research and Development (R&D) method with a 4-D development model that includes the Define, Design, Develop, and Disseminate stages. Research data were obtained through observation, interviews, student needs questionnaires, expert validation, and practicality tests. The results of the needs analysis showed that 82% of students had difficulty understanding syntax material, 85% stated that learning was still dominated by lecture methods, 90% needed digital teaching materials, and 93% supported the use of interactive e-modules. The product developed was a flipbook-based e-module that combines materials, images, learning videos, exercises, and evaluations in one digital medium. The validation results showed that the e-module obtained a validity level of 89% from material experts and 90% from design experts, categorized as very valid. Meanwhile, the results of the student practicality test reached 91.8%, categorized as very practical. The research findings indicate that the use of the Kvisoft Flipbook Maker-based e-module can increase the attractiveness of learning, facilitate understanding of syntax material, and support student learning independence. Thus, the developed e-module is suitable for use as supporting teaching materials and has the potential to improve the quality of Indonesian Language Syntax learning in higher education.</i>

ABSTRAK
Kata Kunci: Pengembangan, e-modul, sintaksis, Kvisoft Flipbook Maker Penelitian ini bertujuan untuk mengembangkan e-modul Sintaksis Bahasa Indonesia menggunakan aplikasi Kvisoft Flipbook Maker yang valid, praktis, dan menarik sebagai bahan ajar digital bagi mahasiswa Program Studi Pendidikan Bahasa Indonesia FKIP Universitas HKBP Nommensen Pematangsiantar. Latar belakang penelitian ini didasarkan pada masih dominannya metode ceramah dan keterbatasan bahan ajar digital interaktif yang menyebabkan mahasiswa mengalami kesulitan memahami konsep-konsep sintaksis yang bersifat abstrak. Penelitian menggunakan metode Research and Development (R&D) dengan model pengembangan 4-D yang meliputi tahap Define, Design, Develop, dan Disseminate. Data penelitian diperoleh melalui observasi, wawancara, angket kebutuhan mahasiswa, validasi ahli, dan uji praktikalitas. Hasil analisis kebutuhan menunjukkan bahwa 82% mahasiswa mengalami

kesulitan memahami materi sintaksis, 85% menyatakan pembelajaran masih didominasi metode ceramah, 90% membutuhkan bahan ajar digital, dan 93% mendukung penggunaan e-modul interaktif. Produk yang dikembangkan berupa e-modul berbasis flipbook yang memadukan materi, gambar, video pembelajaran, latihan, dan evaluasi dalam satu media digital. Hasil validasi menunjukkan bahwa e-modul memperoleh tingkat validitas sebesar 89% dari ahli materi dan 90% dari ahli desain dengan kategori sangat valid. Sementara itu, hasil uji praktikalitas mahasiswa mencapai 91,8% dengan kategori sangat praktis. Temuan penelitian menunjukkan bahwa penggunaan e-modul berbasis Kvisoft Flipbook Maker mampu meningkatkan daya tarik pembelajaran, mempermudah pemahaman materi sintaksis, serta mendukung kemandirian belajar mahasiswa. Dengan demikian, e-modul yang dikembangkan layak digunakan sebagai bahan ajar pendukung dan berpotensi meningkatkan kualitas pembelajaran Sintaksis Bahasa Indonesia di perguruan tinggi.

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1. INTRODUCTION

Indonesian language syntax learning in higher education still faces various problems, particularly in the use of teaching materials that are less innovative and less able to improve student understanding. Based on the results of observations and interviews with students of the Indonesian Language Education Study Program, FKIP, HKBP Nommensen University, Pematangsiantar, the learning process is still dominated by lecture methods and the use of simple PowerPoint, so students find it difficult to understand abstract syntactic concepts (Pixyoriza, 2019). In addition, the limited availability of interactive digital teaching materials causes students to be less active and less motivated in attending lectures (Fonda & Sumargiyani, 2018). These conditions indicate that Indonesian language syntax learning requires innovative learning media that can increase student interest in learning and facilitate understanding of the material. One alternative that can be used is the development of digital-based e-modules using the Kvisoft Flipbook Maker application that can combine text, images, audio, video, and animation in one interactive learning medium. Several previous studies have shown that the use of e-modules can improve the quality of learning. Research conducted by Priatna (Rusli & Antonius, 2019) stated that digital-based e-modules can improve student learning outcomes and independence because the material is presented systematically and interactively. Furthermore, Wibowo and Pratiwi's research shows that the Kvisoft Flipbook Maker application is able to create interesting teaching materials so that students are more motivated in learning. Another study conducted by Santosa et al. also found that the use of multimedia-based e-modules has a positive influence on student understanding of the material and learning activities ("Pengembangan Bahan Ajar Menggunakan Aplikasi Kvisoft Flipbook Maker Materi Himpunan," 2018). Based on the

results of this study, it can be assumed that the development of an Indonesian Syntax e-module using the Kvisoft Flipbook Maker application has the potential to increase learning effectiveness and help students understand the material better. However, to date there is no Kvisoft Flipbook Maker- based Indonesian Syntax e-module available that suits the needs of students in the Indonesian Language Education Study Program, FKIP, HKBP Nommensen University, Pematangsiantar (Rini & Yuhelman, 2023). Therefore, this research focuses on developing a valid, practical, and interesting e-module for use in the learning process. The problems that will be discussed in this study are how the process of developing an Indonesian Syntax e-module using the Kvisoft Flipbook Maker application, how the level of validity of the developed product is, and how the level of practicality of the e-module is in learning. Based on these problems, the purpose of this study is to produce an Indonesian Syntax e-module using the Kvisoft Flipbook Maker application that is valid and practical to use in the learning process. In addition, this study also aims to determine students' responses to the use of e-modules as digital learning media. Thus, this study is expected to be a solution in improving the quality of Indonesian Syntax learning in higher education and supporting the use of technology in the world of education (Dianawati & Suputra, 2022).

LITERATURE REVIEW

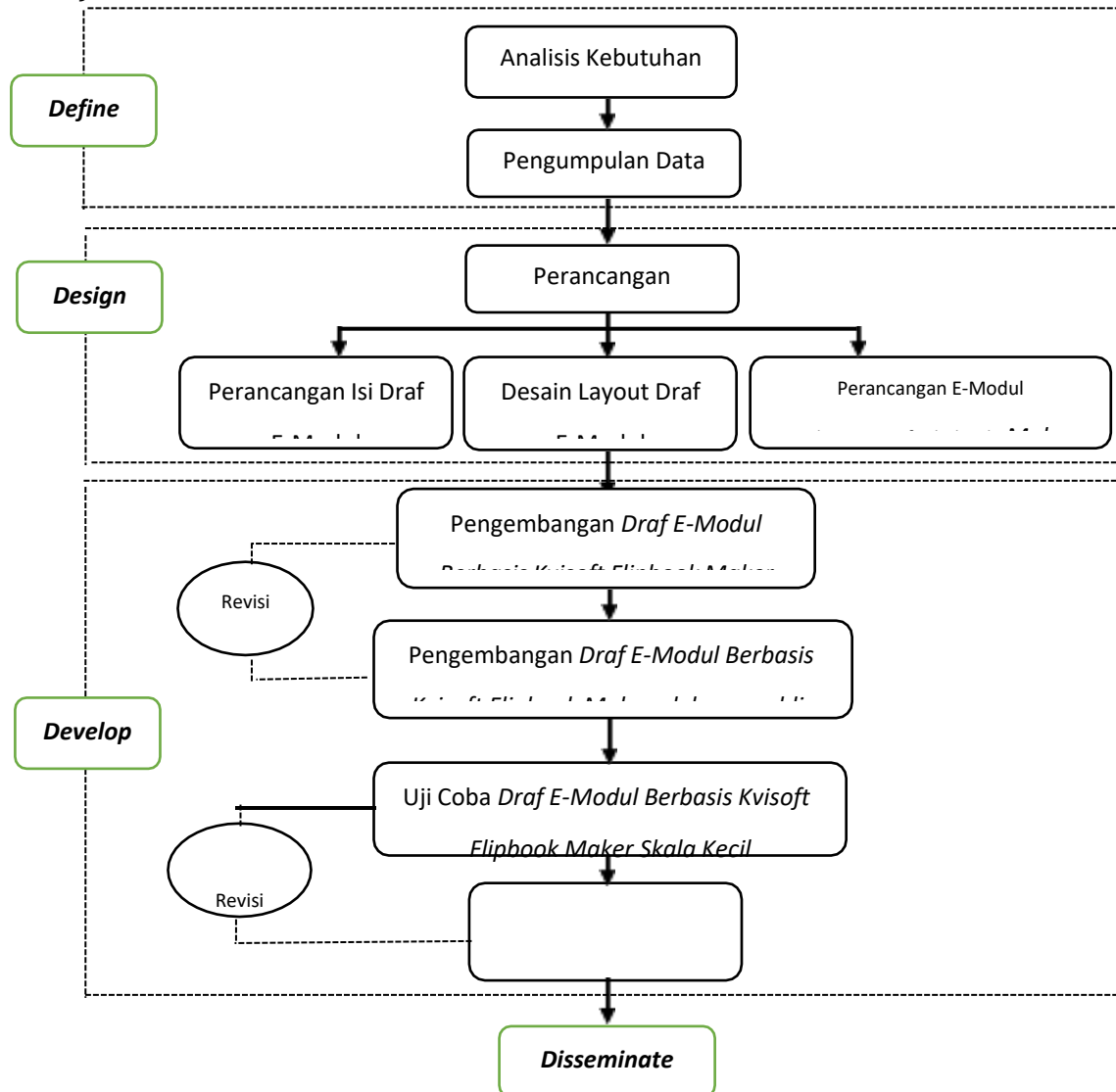
The development of information technology in education has brought changes to the learning process in higher education. The use of digital-based learning media has become an alternative to improve the quality of learning, especially in courses that require in-depth conceptual understanding, such as Indonesian Syntax. One widely developed learning media is the e-module (DANIA, 2022). E-modules are electronic teaching materials that are systematically and interactively arranged, enabling students to learn independently. E-modules not only present material in text form, but can also contain images, audio, video, animation, and learning evaluations that can increase student motivation and understanding. According to Priatna (Fauziyah et al., 2022) e-modules based on Project Based Learning can improve student learning outcomes because the material is presented in a structured and easy-to-understand manner. The study shows that the use of e-modules can help students learn independently and increase their involvement in the learning process. In addition, Santosa et al. also found that the development of e-modules based on Problem Based Learning has a positive influence on learning activities and the ability to understand learning materials. Both studies prove that e-modules have an important role in creating more effective and innovative learning (Afridiani & Faridah, 2021). Furthermore, research conducted by Wibowo and Pratiwi on the development of teaching materials using the Kvisoft Flipbook Maker application shows that the application is capable of producing interesting and interactive learning media. Kvisoft Flipbook Maker allows teaching materials to be developed in digital form with page-turning effects like a real book and can be combined with videos, images, audio, and animations. The use of this application makes the learning process more interesting and less monotonous, thereby increasing students' learning motivation (Manzil & Thohir, 2022). Although several previous studies have

discussed the development of e-modules and the use of the Kvisoft Flipbook Maker application, these studies still focus on general subjects such as mathematics, videography, and network administration. Research on the development of e-modules based on Kvisoft Flipbook Maker in Indonesian Language Syntax courses in universities is still very limited. In addition, most previous studies emphasize improving learning outcomes without deeply examining students' needs for interactive digital teaching materials that are appropriate to the characteristics of syntax learning. Based on this study, there is a research gap, namely the lack of development of an Indonesian Language Syntax e-module using the Kvisoft Flipbook Maker application specifically designed to suit the needs of students in the Indonesian Language Education Study Program (Taufik et al., 2024). In fact, syntax courses require learning media that can help students understand abstract concepts through systematic and interactive presentation of materials (Amiyah, 2024b). Therefore, this research was conducted to develop an Indonesian Syntax e-module using the Kvisoft Flipbook Maker application that is valid, practical, and interesting so that it can improve the quality of learning and help students learn independently (Nasution et al., 2024). This research also has novelty compared to previous research, namely the integration of Indonesian syntax materials with learning videos and interactive flipbook displays in one digital e-module product. Thus, this research is expected to be a solution to the limitations of teaching materials in the Indonesian Syntax course while also contributing to the development of technology-based learning media in higher education.

2. METHOD

This study uses the *Research and Development (R&D) method*. This method is used because the study aims to produce a product in the form of an Indonesian Syntax e-module using the *Kvisoft Flipbook Maker application* that is valid, practical, and innovative as a solution to learning problems (Satriani & Pryanti, 2024). Product development was carried out to address the problem of the lack of interactive digital teaching materials in the Indonesian Syntax course in the Indonesian Language Education Study Program, FKIP, HKBP Nommensen University, Pematangsiantar. The development model used in this study is the 4-D model (Four-D Model) proposed by Zamsiswaya (2024). which consists of four stages, namely: Define, Design, Develop, and Disseminate. This model was chosen because it has systematic stages in developing digital-based teaching materials so that it can produce products that suit student needs (Amiyah, 2024a). In the Define stage, a needs analysis was conducted to identify the problems faced by students and lecturers in learning Indonesian Syntax. The analysis was carried out through observation, interviews, and distributing questionnaires to students. In addition, an analysis of the material and learning outcomes was conducted to determine the content of the e-module to be developed (Febriantje et al., 2024). The next stage is Design. At this stage, the researcher designed the e-module structure, layout display, learning materials, learning videos, practice questions, and evaluation (Irkhamni et al., 2021). The e-module was designed using the *Kvisoft Flipbook Maker application* to produce interactive and attractive digital teaching materials (Mayang Sari, 2025). The

product was designed to be accessible via smartphones and laptops (Ashari & Puspasari, 2024).



3. RESULT AND DISCUSSION

The results of the needs analysis were obtained through observation, interviews, and questionnaires distributed to students of the Indonesian Language Education Study Program, Faculty of Teacher Training and Education, HKBP Nommensen University, Pematangsiantar (Dianawati & Suputra, 2022). The analysis was conducted to determine the learning conditions of Indonesian Syntax and students' needs for digital teaching materials.

Table 1. Results of Student Needs Analysis

No	Aspects Analyzed	Percentage
1	Students have difficulty understanding syntax material	82%
2	Learning still uses the lecture method	85%
3	Students need digital teaching materials	90%
4	Students need learning videos	88%
5	Students agree to the use of interactive e-modules	93%

Results of the Design Stage (Design)

At the design stage, the structure and design of the e-module are prepared using the *Kvisoft Flipbook Maker* application, such as:



Figure 1. Kvisoft Flipbook Maker Application

Table 2. Results of Material Expert Validation

No	Assessment Aspects	Average Score	Category
1	Content suitability	4.5	Very Valid
2	Presentation of material	4.4	Very Valid
3	Use of language	4.3	Very Valid
4	Material suitability	4.6	Very Valid

Product Validation Results

Product validation is carried out by material experts and design experts to determine the level of feasibility of the e-module being developed (Sari & Atmojo, 2021).

Table 3. Student Practical Results

No	Assessment Aspects	Percentage	Category
1	Ease of use	91%	Very Practical
2	Attractive appearance	94%	Very Practical
3	Clarity of material	89%	Very Practical
4	Learning videos help understanding	93%	Very Practical
5	E-modules are easily accessible	92%	Very Practical



Curve 1. Percentage of Validity and Practicality

Validation by Material Experts	:89%
Validation by Design Experts	:90%
Student Practicality	: 91.8%

The research data shows that the Indonesian Language Syntax e-module using the Kvisoft Flipbook Maker application obtained validity and practicality results in the very good category based on the validator's assessment results and student responses.

DISCUSSION

Based on the research results, the development of the Indonesian Language Syntax E-Module using the Kvisoft Flipbook Maker application showed excellent results in terms of validity and practicality. The results of the needs analysis showed that the majority of students had difficulty understanding syntax material (82%), learning was still dominated by lecture methods (85%), and students needed interactive digital teaching materials (90%). These findings indicate a gap between student needs and the learning media used so far (A et al., 2020). Therefore, the development of an e-module based on Kvisoft Flipbook Maker is a relevant solution to address learning needs in the digital era (Fonda & Sumargiyani, 2018).

The results of the material expert validation showed that the e-module obtained a very valid average score in all assessment aspects, namely content suitability (4.5), material presentation (4.4), language use (4.3), and material suitability (4.6). Overall, the material expert validity level reached 89%, while the design expert validation reached 90%. These results indicate that the developed e-module has met the standards for content suitability, presentation, and display of learning media. When compared with conventional teaching materials that have been used so far, this e-module has advantages because it is able to integrate material, images, learning videos, and exercises in one media that is more attractive and easily accessible (Auwalayah et al., 2023).

In terms of practicality, the results of the student trials showed an average percentage of 91.8%, categorized as very practical. The attractive display aspect received the highest score of 94%, followed by learning videos that help students understand at 93%, ease of access at 92%, ease of use at 91%, and clarity of material at 89%. These data indicate that students responded positively to the use of e-modules. The presence of learning videos and interactive flipbook displays made the learning process more engaging, making it easier for students to understand syntactic concepts that were previously considered abstract and difficult to understand.

The results of this study align with Priatna's (Setiyani & Purwati, 2025) study, which found that e-modules can improve student independence and learning outcomes because the material is presented systematically. Furthermore, research by Wibowo and Pratiwi (Hadiyanti, 2021) also showed that using *Kvisoft Flipbook Maker* can produce more engaging teaching materials and increase learning motivation. These similar results reinforce the belief that the use of interactive digital learning media has a positive impact on learning quality.

A key finding in this study is the integration of syntax material with instructional videos in a digital flipbook format ("Pengembangan Bahan Ajar Menggunakan Aplikasi

Kvisoft Flipbook Maker Materi Himpunan,” 2018). This innovation provides a more varied learning experience than previously used printed materials or PowerPoint presentations. Students not only read the material but also watch video explanations, making the learning process more contextual and understandable. This finding represents a new research contribution to the development of Indonesian language learning media in higher education (Sumarmi et al., 2021).

Overall, the research results show that the Indonesian Syntax E-Module using the *Kvisoft Flipbook Maker application* has succeeded in becoming a valid, practical, and engaging learning medium. The product developed is able to address the problem of limited digital teaching materials in the Indonesian Syntax course and has the potential to improve the quality of learning, learning motivation, and student understanding of syntax material (Rini & Yuhelman, 2023). Thus, this e-module is suitable for use as supporting teaching materials in the learning process in the Indonesian Language Education Study Program.

4. CONCLUSION

The Indonesian Syntax e-module based on Kvisoft Flipbook Maker was declared valid, practical, and suitable for use as supporting teaching materials in the learning process. The use of this e-module has the potential to improve the quality of learning, learning motivation, learning independence, and student understanding of abstract syntactic concepts. Therefore, this e-module can be an innovative alternative to support the use of digital technology in Indonesian language learning in higher education.

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