



## Development of Digital Teaching Module Using Flipbook Software Non Test Psychology Assessment

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### Abstrak

Penelitian ini bertujuan untuk mengembangkan modul pembelajaran mata kuliah penilaian psikologi GC non tes berbasis digital, dengan menggunakan software Kvisoft Flipbook Maker, yang dapat menampilkan berbagai fitur, seperti audio, gambar, dan video. Perangkat lunak ini membantu siswa memahami dengan jelas ilustrasi isi modul. Metode penelitian ini menggunakan penelitian pengembangan, dengan model ADDIE (Analyze, Design, Development, Implementation, dan Evaluation) sebagai acuan. Data penelitian dianalisis menggunakan analisis deskriptif dan analisis statistik non parametrik. Hasil penelitian menunjukkan bahwa modul digital pada mata kuliah penilaian psikologi GC non tes di universitas ini dapat digunakan oleh dosen untuk membantu dosen dalam memberikan pembelajaran yang menarik kepada mahasiswa di perguruan tinggi.

**Kata Kunci:** Modul, Penilaian Non Tes, Flipbook

### Abstract (English-Indonesia)

This study aims to develop a digital-based non-test psychological assessment course teaching module, using the Kvisoft Flipbook Maker software, which can display various features, such as audio, images, and videos. This software helps students understand clearly the illustration of the module content. This research method used the development research, with the ADDIE model (Analyze, Design, Development, Implementation, and Evaluation) as a reference. The research data were analyzed using descriptive analysis and non-parametric statistical analysis. The findings show that the digital module in the non-test GC psychological assessment course at this university can be used by lecturers to assist lecturers in providing interesting learning to students in higher education.

**Keywords:** Module, Assessment Non Test, Flipbook

### Pendahuluan

Psychological assessment Non-test technique is one of the core courses of the guidance and counselling study program, which aims to provide students competencies in using and designing non-test instruments,

to analyze various individual needs, then the results are used as initial data in designing guidance service program activities and counselling. Students must have competence in using this instrument, as it has to be possessed by a prospective counsellor or by a

guidance and counselling teacher. Therefore, the lecturer must set up good materials to fulfil the learning achievement based on the previously designed learning plan. Good teaching materials are compiled based on the curriculum or syllabus, contain the correct information, and are arranged logically and systematically (Sahudra, et.all, 2021).

The presentation starts from simple to complex, according to the abilities of students, and pedagogical, i.e. the presence of instructions, objectives, materials, exercise, and follow-up (Basuki, 2014). Corresponding with the current development, teaching materials are not only in the form of books, but also can be taken from the internet or other sources, such as journals, articles, electronic books (e-books), and electronic modules (e-modules), which simplify students to access various materials. But, the current situation requires the students to study online, and a lecturer has to prepare the materials which can accommodate the online learning. The teaching materials must be able to successfully guide the students in the learning process. It means that when the lecturer makes teaching materials, such as modules, books and their types, he/she must be able to make content that is clear, attractive and simple for students to understand. Based on the results of observations and interviews, conducted by researchers, using a need assessment, in the teaching and learning process, carried out at the end of the fifth semester of 2020/2021 to the students of the non-test psychological assessment courses, indicate a problem that the modules, used as the materials are not so attractive. Furthermore, the courses do many practices to use and develop instruments that make students repeatedly ask questions and do not understand the modules, especially, if the

lecturer does not meet with the students directly to explain it. Students hope that the modules they read must be attractive, not only containing text and pictures but also can create the atmosphere where the lecturer is present in the classroom, in the learning process. E-modules are one of the appropriate learning alternatives for students because its help students to add information about the concepts learned through systematic learning activities. The development of more sophisticated knowledge and technology can help the learning process more fun and more attractive. Teaching materials can be designed in the form of print, audiovisual, and visual teaching materials. An e-module (electronic module) is an electronic version of a printed module that can be read on a computer and designed with the required software. E-module is a tool or learning tool that contains materials, methods, boundaries and ways of evaluating, designed systematically and attractively to achieve the expected competencies according to the level of, electronically, complexity. One of the software that can be used to design electronic modules is the Kvisof flipbook maker application. Based on the results of the study, it shows that the software can be used to compile E-Books, and there are also several elements that are equipped with photos, graphics, and videos so that this E-Book is feasible to be developed (Fauzan, 2016). The use of Flipbook Maker affects students' motivation and learning outcomes on weed control teaching materials in class XI ATPH SMK Negeri 1 Bone-Bone (Istigfar et al., 2018). The superiority of this Flipbook maker software are; (1) Students will find it easier to practice because there are several features of pictures and videos that can be filled with materials and easier to

understand material related to the use of technology in non-test GC psychological assessment course material, (2) Can eliminate student boredom because this application is supported by various features and attractive book display options, (3) The use of flipbook media can be accessed offline so that it is easy to use. Based on the results of previous studies and the advantages of the Flipbook maker software, the researchers are interested in developing digital teaching modules for non-test GC psychological assessment courses.

### **Method**

This research is a research and development (R&D). The development procedure applied in this study follows the development steps according to the ADDIE model which includes Analyze, Design, Development, Implementation, and Evaluation (in Molenda, 2003). Product development activities, carried out by researchers, only reached the stage of small group testing or product usability testing by lecturers. The trial subjects consisted of three experts to conduct a feasibility test on the product and three lecturers to assess the feasibility test of the designed product.

By using a Likert scale, a questionnaire, and a Focus Group Discussion (FGD), the data collection was processed descriptively, to describe the characteristics of the score distribution of each respondent by assigned the category of product trial results. In addition, this study also used non-parametric statistics by utilizing Kendall's W Concordance Coefficient test.

### **Results and Discussion**

The results of this study will clarify: (1) the trial data presentation which includes: description test results of the experts, individual, and limited field, (2) statistical tests of research products, (3) Focus Group

Discussion (FGD), and (4) Final product revision.

#### **1. Description test results on the experts, individual, and limited field.**

##### **a) Data description test results on the experts**

Based on the research results of the trials on the experts in the field of guidance and counselling to see the feasibility of the developed module's content/construction. The overall average score is 3.82, which means that the arranged digital teaching module using Flipbook Maker Software in the non-test GC psychological assessment courses is in the proper category. Therefore, the assessment given by the experts on the guidance and counselling module, developed for learning the non-test GC psychological assessment course, is suitable for use by the GC lecturers at the university level.

In an open questionnaire for comments and suggestions from the three experts, on the entire guidance and counselling module, can be concluded that the three experts gave positive comments and suggestions regarding the simplification of language used, considering many materials are discussed so as the lecturers and the students do not get bored reading it.

Based on the three experts consideration, it was concluded that the digital module of the psychological assessment course could be used for the university level. Therefore, it can be said that the digital modules, in the non-test GC psychological assessment course, have been tested empirically.

##### **b) The description test result on an individual**

Next, after validation, the test proceeded individually with a lecturer. In this test, the lecturer evaluates the initial research product developed by filling out the rating

scale and an open questionnaire to get the overall assessment as well as providing comments and suggestions regarding the initially developed research product. The following table presents the results of individual trials on the initial research product given to lecturers.

The overall average score is 3.72, which means that the overall results of the individual test to a lecturer are in a good category. Therefore, the assessment is given by the lecturer to the digital module in the non-test GC psychological assessment course at the university level. In an open questionnaire, containing comments and suggestions, on the overall research product, the lecturer provides positive comments and some suggestions, that the modules need to be simplified, or it is easy to be implemented by lecturers. And the language and the use of words need to be simplified. Next, pictures in the module should be adjusted with the subject. Based on the expert tests and the individual test, the research product is ready to be tested on the limited field, to see the module usability at the university level after improvement and revision.

**c) The Description test results on the limited field.**

After the test, on the individual, was done, the next test was performed on the limited field to see the usability of the product by lecturers on the university level. The following table presents the results of the testing research products to lecturers. The overall average score is 4.14, which means that the overall results are in a good category. Therefore, the assessment, given by the lecturers, was developed at the university level.

In an open questionnaire, containing comments and suggestions, the lecturers provide positive comments and some suggestions on some words and sentences simplification to be understood easier by

lecturers. Further, the product research can be tested on a wide field, so that the digital module, in the non-test GC psychological assessment course, can be used by the relevant lecturers.

**2. Statistical Test of the Research Product**

**a) The Assessment Result of The Statistical Test from the Experts.**

The calculated chi-square value is 42.82 at a significance level of 0.05 or 95% at the confidence level and the chi-square table value is 25.00, meaning that the calculated chi-square is greater than the chi-square table. Hence, it can be said that there is a significant alignment/conformity in the assessments of the three experts on the research product that was arranged. If it is associated with an overall average score of 3.82, which is in the appropriate assessment category, it can be interpreted that there is a positive alignment/conformity of the three experts assessments towards the research products.

**b) The Assessment Result of The Statistical Test from The Lecturers.**

The calculated chi-square value is 6.00 at the 0.05 significance level or 95% at the confidence level and the chi-square table value is 5.99, meaning that the calculated chi-square is greater than the chi-square. Therefore, it can be said that there is a significant alignment/conformity in the assessment of the research product for university lecturers. If it is associated with an overall average score of 4.14, then it is included in the good assessment category. It can be interpreted that there is a good alignment/conformity of the research product.

**3. Focus Group Discussion**

The modules, that have been implemented, were refined through FGDs, held in meetings, on the Zoom Meeting application, attended by 3 lecturers. Each FGD

participant was asked to provide an opinion on the overall research product. In addition, FGD participants were also asked to give quantitative assessments.

The overall average score is 4.66, which means that the overall result is in the excellent category. Therefore, the overall assessment is that the digital module in the non-test GC psychological assessment course in the university level can be understood and implemented well by the course lecturers.

#### **4. Finale Product Revision.**

Based on the findings, obtained from the evaluation stage, both from the data collection through open questionnaires and FGDs, a product revision was carried out with the aim of perfecting it to be better and to be used as a finale product. Points, that become the core of the product revisions, are focused on the components or aspects contained in the digital module.

#### **Discussion**

Based on the data description and analysis, loaded on the previous data presentation, the following is a discussion of research findings as a result of product development.

##### **1. Digital Modul, on the non-test GC psychology assessment course at the university level, Eligibility Level.**

The products produced in this research include a guide to the use of digital modules. In developing this product, the researcher guided the steps contained in the ADDIE model, namely Analyze, Design, Development, Implementation, and Evaluation. From the results presented at the development stage, it is known that the products that have been compiled have reached the criteria for content/constructive eligibility by experts in the field of guidance and counselling.

In general, the digital module in the non-GC psychological assessment course in universities in terms of reference that has been prepared has reached an adequate level of feasibility. The basic aspects of module preparation that are used to develop modules come from studies that support development objectives. Furthermore, for the aspect of the benefits of the module, it is by the development objectives. Additionally, the aspects of mapping basic competencies and indicators are by the material developed. In the aspect of the composition of the material and the interrelationships between the formulated material, it is systematic and interrelated. The supporting materials used in the module are easy to obtain and use simple tools. In the aspect of general instructions, study the module according to the direction of development. Then the aspect of the service plan contained in the module is easy to understand and implement. Finally, the material aspects contained in the module are easily understood by both lecturers and students.

##### **2. Level of use of digital modules in non-GC psychological assessment courses in universities**

The research findings show that the digital module is very handy to assist lecturers to provide teaching for students to understand digital-based material. This has relevance to Wardoyo's idea (in Suratsih, 2010) regarding the characteristics of the module that to be able to carry out tasks, lecturer assistance is needed. The intended assistance is that the role of the lecturer is not only as an informer in the student learning process, but all the roles of the lecturer as an organizer, facilitator, conductor, initiator, motivator, mediator, evaluator, and others. Thus, the research product in the form of a digital module in the non-test GC psychological assessment course in universities can

practically be carried out by lecturers at universities.

The product being developed is in the form of a digital module in the non-GC psychological assessment course, which is implemented for students. The learning tools developed are only limited to small group trials, for this reason, it is necessary to conduct field trials to see the effectiveness of using digital modules in non-test GC psychology assessment courses in universities, and the implementation of these learning tools will be carried out properly if the lecturers have complete supporting tools and are expected to always complete and carry out careful planning before giving lectures.

### Conclusion

Based on the results of the development and discussion, several conclusions can be drawn. the digital module in the non-test GC psychology assessment course in higher education is in the appropriate category. This means that the experts agree that the modules that are compiled are feasible to be implemented or used by lecturers in giving lectures. The level of usability of the modules is in the high category. This means that the digital module in the non-GC psychological assessment course in universities can be used as a medium to make it easier for students to understand lecture material. Thus, it can be concluded that the digital module in the non-test GC psychological assessment courses in universities can be used by lecturers to assist lecturers in providing teaching in universities.

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