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# DEVELOPING POCKET BOOK OF ISLAMIC RELIGION (POKEMON) LEARNING MEDIA TO ENHANCE THE STUDENTS' LEARNING MOTIVATION

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**Abstract:** This research aimed to develop learning media in the form of a Pocketbook of Islamic Religion (POKEMON) using the Flipbook application. This research focused on the feasibility and the implementation of the learning media. The method of this research was Research and Development (R & D) using the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model. This model had 5 stages: First was analysis, the stage of analyzing the situation and condition in which the media is needed for the learning process. The second stage was design, which is the stage of designing the learning media being developed. The third stage was developing learning media using the flipbook application. After the media has been developed, the next stage is implementation, namely the implementation stage for students to find out the feasibility and practicality of the media. The last stage was the evaluation, which aimed to improve the product after it has been tested and implemented. The result of the study showed that the media has high feasibility with a percentage of media expert assessments of 86.7%, material experts 91.5%, and 94.2%. Furthermore, the students perceived that the POKEMON media helps and motivates them in the learning process. The media had a positive impact on students such as making it easy to understand the material, so that students become enthusiastic in learning and reading, and trains students to think critically. Thus, this media had very valid and practical to use as a media in the learning process.

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## INTRODUCTION

In the current digital era, education plays a crucial role in equipping the future generation with the competencies needed in life. Education is a deliberate effort carried out consciously by an educator towards learners in a teaching and learning activity (Pudjiastuti et al., 2020). Education aims to develop one's potential through the teaching and learning process to have the intelligence,

religiousness, noble character, and personality needed in society. Through education, educators are expected to develop the interests and talents of each learner. This goal will shape educated individuals with sufficient skills as provisions for their lives (Ernirita et al., 2022).

One of the crucial education in shaping the personality of the current Muslim generation is Islamic religious education. Islamic religious education is a conscious effort that has been planned to prepare learners to introduce, internalize, understand, behave nobly, have good morals, believe, and be devout in practicing the teachings of Islam derived from the Qur'an and Hadith through learning activities, exercises, guidance, and the utilization of experiences. Therefore, Islamic religious education becomes one of the most important pillars for the progress of a country (Khulafa & Santosa, 2018).

In the education process, an educator must have expertise in their field and master several other competencies, including pedagogical, personality, professional, and social competencies. An educator must continuously enhance their competence in teaching by creating innovative learning media that make learning more engaging, meaningful, and easily understandable by learners (Zubaedi et al., 2021). Learning media is a tool, intermediary, graphic, electronic, or other intermediary used to capture, process, or rearrange information, both visual and non-visual information, in teaching and learning activities. The reason for using learning media is to cultivate the spirit and interest of learners who are lacking, because psychologically, the use of engaging learning media can make students easily understand the material, and with the presence of media, learners can turn initially abstract concepts into concrete realities (Utami et al., 2024).

Based on the analysis of the situation and conditions carried out by researchers, the teaching and learning process of MTs Hidayatul Islam Tanjungharjo, especially in the Akidah Akhlak subject, still uses traditional learning media, namely textbooks and traditional worksheets. In addition, educators also still use conventional methods which makes the process of learning become very boring and less interesting for students. As a result, the students are less curious about the material. Furthermore, the learning process becomes less effective, the material is difficult to understand, and student learning motivation decreases. Therefore, there is a need for learning innovation, namely interesting learning media, where the material is not delivered orally and read in the package book, but is packaged attractively in the form of digital books that are more practical, interactive, and can be accessed anywhere. Therefore, it is very crucial to develop interactive and interesting learning media. The initiative of authors and educators as collaborators prioritized development towards Pocket Book of Islamic Religion (POKEMON) learning media. The media was aimed at being a medium that makes it easier for students to practice learning.

A pocketbook is a small pocketbook that is easy to carry everywhere as an intermediary or tool to convey a lesson. Pocketbook media is digital so it is practical and economical. With these advantages, Pocketbook becomes an

innovation in learning that is expected by educators and students (Filgona et al., 2020). Pocket book can be shaped like a book that can be flipped so that it makes it easier for students and does not cause boredom. The use of pocketbook media can attract students' participation in the learning process and can foster students' interest and enthusiasm in learning (Yasin et al., 2021). Flipbook is a technological innovation that presents an activity that can be used to open audio, PDF files, animations, interactive videos. In addition, flipbooks can be PDF or PowerPoint-based. Flipbook itself has many features that are quite complete, making it easier to access with a smartphone, besides that it has an attractive appearance (Nabillah & Tanjung, 2023).

The development of this flipbook media has been carried out by several previous researchers, but the majority of the material developed is general subjects, namely social studies subjects. Meanwhile, Adawiyah & Nahar (2024)'s research focused more on the effectiveness of using pocketbook media in learning to improve student understanding of mathematics learning. Using flipbooks also improves achievement of learning outcomes. Mulyati et al. (2021) stated the choice of flipbook media is considered appropriate for the current situation where flipbook media is suitable for direct or online learning. This flipbook medium complements existing e-books and allows for all kinds of interactive learning activities such as listening, reading, writing, and even games. The downside is that you need a computer or mobile phone that can access hypertext markup language (HTML). Building on the above discussion of the background of the problem, we provide further details on research using the flipbook medium. Previous related studies by Albela et al. (2024) have been carried out by several researchers, especially focusing on chemistry learning, mathematics learning, and physics learning. Appropriate media should be used in all subjects, including social science subjects. Successful learning is influenced by several factors. One of them is the use of flipbook learning media in the learning process. Learning media are tools that can be used in the teaching and learning process, as a means of information transfer from the information sender itself (teacher) to the information receiver (student), in order to achieve the planned learning objectives.

In addition, learning media has the aim of generating students' interest in the learning process, because learning media can help stimulate educational targets to learn (Maulida et al., 2024). Students' interest or motivation has a crucial role on the students' learning achievement. Therefore, the use of learning media is highly recommended to improve the students' learning motivation. According to Suhayman et. al, the use of learning media could increase the students' interest and motivation, including feeling pleasure in doing the learning activities and interest toward the learning materials (Suyahman et al., 2024). The learning media has a positive and significant effect on the students' learning motivation.

This study aimed to show the usefulness and role of a learning media that also has great synergy in developing students' learning experiences and motivations. One of the illustrations to be shown was the learning conditions

with the presence of media that clarify information and messages so that the learning process and results can increase, generate new interests and desires, and present data and information more interestingly and reliably. Therefore, this study focused to develop pocketbooks on Islamic religious education subjects, namely Akidah Akhlak, using the Flipbook application. The novelty in this study purposed in the topic developed in the Akidah Akhlak lesson and focused on the impact of using Pocket book learning media on students' learning motivation.

## RESEARCH METHOD

This research used the Research and Development (R & D) method. The development model used was the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The ADDIE model was carried out with several systems, namely, dividing several planning processes into several logically sequenced steps, which then use inputs and outputs in the next stage. The ADDIE development model was said to be a dynamic and flexible development because through a traditional generic process. The ADDIE model approach is a flexible and dynamic development model because it includes a generic process that traditionally takes place.

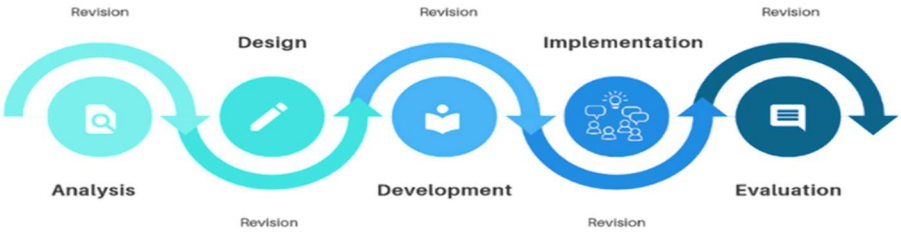


**Figure 1: Steps of the ADDIE Model**

ADDIE model consists of five stages, namely Analysis, Design, Development, Implementation, and Evaluation:

***Analysis Stage***

In the analysis stage, the researchers analyzed the subjects or material that will be developed, the student characteristics, and the school environment. The data collection techniques used in this stage are observation, interview, and questionnaires which distributed through google form

***Design Stage***

The pocket book of islamic religion learning media was designed using the Flipbook application. At this stage, researchers were looking for material from various sources such as journals, and students' hand books, and the learning outcomes based on Independent Curriculum, especially on the affective aspects. Meanwhile, the material was designed using the Canva application.

***Development Stage***

At this stage, the design of the results of the pocket book of islamic religion was then developed on a flipbook in which many features including inserting videos, adding sound, inserting games or learning quizzes, changing the appearance to books, and magazines, which can be changed as desired, linking

links, and changing the opening button that can be opened like a book in a pocket book.

***Implementation Stage***

The implementation stage aimed to find out how this pocket book of islamic religion learning media product is when it is tested directly in the field with small-scale trials and large-scale trials. While implementing the media, the researchers observed the learning media used during learning, as well as how the effectiveness of the learning media used and the interest of students in the learning. In addition, interviews were also conducted directly by researchers with school principals, teachers of Akidah Akhlak subjects, and class VIII students at MTs Hidayatul Islam after the implementation of the learning media.

***Evaluation Stage***

This stage aimed to improve the product, therefore this evaluation stage carries out improvements to the pocket book of islamic religion media based on the validation test at the development stage and the product practicality test that has been carried out at the implementation stage. The product validity test was to determine the feasibility and practicality of products given to product validators, educators, and students. There were four questionnaires, namely material expert questionnaires, media, student responses, and educator responses. The sample from the students was chosen by using the purposive sampling technique because the students who responded to the questionnaire are those who have been taught using pocket book of islamic religion learning media. 20 students become the sample of this research.

The data that has been obtained is then analyzed according to the type of data, namely quantitative data and quantitative data. Qualitative data includes suggestions, criticisms and opinions about the products developed as well as from the results of observations and interviews (In this research, the qualitative data is obtained from suggestions of the validator on the learning media validation sheet. Quantitative data is obtained from the results of questionnaire assessments from material experts, media, educators, and students. The final result of the data analysis used is in the form of calculations using Microsoft Excel Windows 11.

## RESULT AND DISCUSSION

### Result

This pocket book of islamic religion media development used the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The research and development (R&D) method was a study that produces certain products and tests the effectiveness of these products. The ADDIE development model had five stages of development, namely the first stage, namely the analysis stage. At this stage, an analysis of the subject, learning tools, and characteristics of students will be carried out on learning needs. Next was the design stage, which was the stage of designing pocket book learning media which began with compiling learning materials based on the independent curriculum, followed by creating designs with the Canva application.

The third stage was development, in this stage, the finished design product is developed in the flipbook application. The final result was pocket book media that can be accessed like a book display distributed to students in the form of a link. The fourth stage was implementation, products that have been successfully developed are then implemented to students to know the feasibility and practicality of the product when implemented in the learning process. The last stage was the product evaluation revision stage. This stage aimed to improve products that have been tested both by media validators, and materials as well as by educators and students.

The media expert validates the quality of the design, the display, features, language, and the feasibility for the users. Meanwhile, the material expert validates the content of the flipbook, examining whether the content has suited the curriculum and students' learning needs. Finally, the valid and ready-to-use pocketbook learning media of Islamic Religion material on social media in the view of Islam phase D using the flipbook application can be accessed like a book display. It is distributed to students in the form of a link.

Media pocket book of Islamic religion using flipbook application based on the results of data analysis that has been obtained this learning media is very valid and practical to be applied. This was evidenced by the assessment of the media expert validator that this pocket book of islamic religion media has an average eligibility of 86.7%. So it was valid and belonged to high-recommended to use as a learning media. While the material expert validator also gave a percentage with an average of 91.4%. In the large-scale trial, students gave an average presentation of 90%. This data also supported by the result of the interview. The students stated that the media is very interesting because there are some illustrations, pictures, animation, and videos. In addition, the students stated that the pocket book of islamic religion learning media makes them more motivated to learn. The learning process using the media was more interesting than conventional teaching and learning.

Furthermore, the Akidah Akhlak subject teacher also gave a percentage of 94.5%. When the media is implemented, the teacher observes the process of teaching and learning. The teacher stated that the media can be a good tool for improving the students' learning motivation. The teacher also realized that using learning media can make the students more active in learning. In conclusion, both teachers and students agreed that pocket book of islamic religion learning media is feasible and practical to use. With this media, students were more motivated to learn using pocket book of islamic religion media. Below was a table of the results of the feasibility of pocket book of islamic religion learning media:

**Table 1. Result of POKEMON Validity**

| Questionnaire | Product Validity | |
|---|---|---|
| | Precentage | Category |
| Media Expert | 86,7% | Very feasible |
| Content Expert | 91,4% | Very feasible |
| Teacher response | 90% | Very feasible |

| | | |
|---|---|---|
| Students' response | 94,5% | Very feasible |

Table 1 above showed pocket book of islamic religion learning media with the subject of Akidah Akhlak class VIII on the material of "Adab in using social media in the view of Islam" was very feasible and valid to use as a learning media. Many students agree with the use of this media. According to them, this media was easy to use and adds to their motivation in learning and reading so that learning does not become monotonous using only the traditional handbook.

This pocket book of islamic religion media was developed to increase students' learning motivation. The following was the response of students' answers after the pocket book of islamic religion media product is implemented:

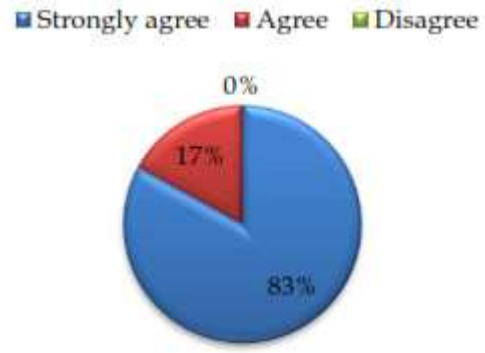


**Figure 2. Students' responses**

After being tested and implemented, this learning media had very high feasibility with a percentage of media expert assessment of 86.7%, a material expert assessment of 91.5%, besided that the results of the field test, namely the practicality test of using pocket book of islamic religion media to the teacher have a 94.2% assessment percentage and to students have a 90% assessment percentage. Thus, the pocket book of islamic religion learning media on the subject of Akidah Akhlak is very feasible to use as a learning media. Furthermore, in its implementation, pocket book of islamic religion media learning media was very interesting and motivated students to learn because this media is practical and easy to use.

## Discussion

This pocket book of islamic religion media development research was carried out based on the results of existing data in the field. The use of this media was very practical, easy to carry anywhere and by current technology, so that students were interested and easy to understand the material when using this media. Research that is in line with Utami et al. (2024)'s research explained that using pocketbook media in learning can improve student understanding in mathematical learning, and students develop positively and get good results. Besides being practical, pocket book of islamic religion media was also effective when used in learning. This statement was in line with research conducted by Syukri et al. (2024) that, the use of pocket book teaching materials gets effective criteria and is increasingly effective when used effectively used in learning. Nabillah and Tanjung also mentioned that the use of Canva-based learning

media such as pocketbooks can have implications for learning outcomes and motivate students to be more actively involved in the learning process (Nabillah & Tanjung, 2023).

In addition, the development of this pocket book of islamic religion media made students more eager to learn and read, because the appearance and content of the pocket book was interesting, so that students are more focused and motivated during the learning process, learning can take place fun and not boring and monotonous as well as seeing the writing on the student worksheet (Nurbayan & Anwar, 2022). This was in line with the theory of learning motivation put forward by Rinaldi (2020) that student motivation can be grown in several ways including giving explanations of goals to students, giving appreciation, giving praise for achievements, giving punishment for violations, giving encouragement to students, providing good learning habits, helping students who have difficulty in the learning process, using various learning methods and using learning media by the needs of the material and students, especially in line with learning outcomes and objectives. The results of this study were also in line with research conducted by Ndubuaku et al. (2020), which stated that the use of appropriate learning methods assisted by IT-based learning media can make learning more interactive and provide meaningful learning experiences. So the use of this media was one of the ways to increase students' learning motivation in learning. Based on the results of the questionnaire, students stated that this pocket book media helped them understand Akidah Akhlak material, namely Adab of using social media in Islamic views. With pictures, animations, attractive designs, and the practicality of this media, students became more eager to read learning materials.

Therefore, the use of digital learning media for students can make it easier for students to understand the material, this is in line with the theory put forward by Gerlach and Ely that the media is largely a human being which can build students to make it easier to acquire knowledge, experience, skills, and attitude (Ahmad, 2019). This pocket book of islamic religion media had several interesting features such as video viewing directly from YouTube without having to open the YouTube application, listening to sound, and material with colorful illustrated text so that it does not bore readers. In this media, there are also educational games that can be played directly without leaving the pocket book of islamic religion media page. More interestingly, this media can be taken anywhere and economically, this media has its name, pocket book of islamic religion, which is an interesting and easy-to-remember name (Agung, 2021).

Although this pocket book of islamic religion media can only be accessed online, overall, the development of this media had a positive impact on students' learning motivation because the media is easily accessible and does not require storage, videos, images and audio can be viewed repeatedly. Before the use of pocket book of islamic religion media, students had low learning motivation, this can be seen from their enthusiasm during the learning process, activeness and involvement of students in the learning process. However, with the pocket book of islamic religion media, students' learning motivation has increased, this was

evident from their perception of the use of the media which states that they like the pocket book of islamic religion media and the media makes it easier for them to understand the material of moral creed. The observation results also showed that students have high enthusiasm and are more active during the learning process of moral creed with pocket book of islamic religion media. The animation in this pocketbook was also very interesting for students because it can stimulate their imagination. This is in line with research conducted by Albela et al. which stated that the use of animated media can attract students' attention and make them easier to understand the subject matter (Sukadari et al., 2023). Increasing students' learning motivation can affect their learning outcomes. Safitri et al. (2022) have proven that student learning motivation has a significant effect on improving student learning achievement. Rosidah et al added that the use of ICT-based media (Information and Communication Technology) can attract students' attention and increase their interest in learning (Rosidah et al., 2024).

In addition, Nahar added that the use of Information and Communication Technology (ICT)-based learning media can accommodate the different characteristics of learners, and facilitate them according to their learning needs and developmental phases. So that learners can achieve the desired learning objectives in each phase (Adawiyah & Nahar, 2024). This showed that the use of ICT-based learning media has a positive influence on the learning process and the development of students, both in terms of learning motivation and learning achievement.

Learning resources in Flipbooks were developed to facilitate teacher and student learning individually and in groups. The development aims to produce learning resources in the form of Flipbooks on science learning on animal life cycle material (metamorphosis). At the analysis stage, observations were made and collaborated with the teacher to obtain the data needed for learning resources in the form of Flipbooks. Things that need to be analyzed are curriculum analysis, student character analysis, and needs analysis. Curriculum analysis is carried out by considering the material of the animal life cycle (metamorphosis), which will be developed in learning resources, adjusting to Competency Standards, Basic Competencies, and indicators of student achievement that the subject matter must achieve. The aim of the material being developed was by school standards.

This study has also proven empirically that the results of the developed media will meet the needs of a tool or media to facilitate students in a subject matter. This research resulted in a framework and rationale that teachers should not close themselves off from technological developments and advances. This is because technology has a tremendous opportunity to be utilized and integrated into the learning process. In addition, through this research, it was also identified that the learning process, which tends to be monotonous and one-way, is no longer suitable to be applied. Technology must begin to play a role in creating a dynamic and interactive learning atmosphere. This is in line with the results of research, which states that choosing suitable media will have an optimal impact

on achieving goals and increasing student motivation. The flipbook-based digital media used is following the characteristics of the students. Besides that, there are interactive elements possessed by this flipbook. Media, according to student characteristics, are very suitable for learning media. Therefore, through the development of digital media, it is expected to be able to provide implications for students to more easily understand the material presented using interactive digital media.

Therefore, several studies showed that the application of flipbooks as a representative form of interactive multimedia learning media can increase student interest in participating in the learning process, improve academic achievement including student cognitive learning outcomes, and as multimedia contribute to shaping the personality and character of students (Maulana et al., 2024). Flipbook development as a learning tool has limitations, including being limited to specific subjects and topics. The use of flipbook products still requires a computer or laptop. This research is limited to product development and feasibility testing, not to measure product effectiveness products with certain measurement variables. Students in an independent study can use this developed flipbook to improve student learning outcomes (Andini et al., 2018).

Based on the implementation that has been carried out, the pocket book of islamic religion learning media was easy to use and has an attractive appearance so that it can motivate student learning. There were pictures, videos, sounds, and games that make learning more exciting and fun. However, this pocket book of islamic religion media is not accessible for some students because there is no proper browser on the smartphone to open the flipbook so the link is rejected, and there should be an internet connection to access this learning media. It becomes a reflection for researchers to improve the media so that it can be accessed by all kinds of browsers.

## CONCLUSION

The use of media in learning was very important in fostering motivation and interest in students. Based on the results of the development research that has been presented, the learning media pocket book of islamic religion on material "Adab of Using Social Media in Islamic Views" Phase D Akidah Akhlak Subjects Using the Flipbook Application has been carried out by using the ADDIE research model. After being tested and implemented, this learning media had very high feasibility with a percentage of media expert assessment of 86.7%, a material expert assessment of 91.5%, besided that the results of the field test, namely the practicality test of using pocket book of islamic religion media to the teacher have a 94.2% assessment percentage and to students have a 90% assessment percentage. Thus, the pocket book of islamic religion learning media on the subject of Akidah Akhlak is very feasible to use as a learning media. Furthermore, in its implementation, pocket book of islamic religion media learning media was very interesting and motivated students to learn because this media is practical and easy to use.

Overall, the use of learning media, especially pocket book of islamic religion media, can create effective and conducive learning and can increase

student learning motivation. However, this media also has a limitation, it cannot appear in the Chrome window and can only be used in the browser window on the smartphone. For this reason, researchers suggest the further researchers develop other pocketbooks that can be opened in any window.

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