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The Influence of Flipbook Electronic Module and Students' Interest in Reading on Digital Literature Ability of State High School Students in Pandeglang Regency

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Abstract

The times are changing so fast, it is hoped that educational practitioners must continue to develop their knowledge. Technology has become a very important instrument in digital electronics and information technology and affects the world of education such as digital-based teaching materials in the form of electronic modules. The electronic module is one of the independent teaching materials that is systematically arranged in learning activities to achieve learning objectives which are presented in electronic form. This study aims to determine the effect of the application of the electronic module flipbook and reading interest on students' digital literacy skills. The sample in this study is class X.1 and X.7 which represents the total population at SMAN 7 Pandeglang. sampling technique using Cluster Random Sampling. Based on the significance value, the flipbook module has an effect on students' digital literacy skills. In addition, reading interest has an effect on students' digital literacy skills and the flipbook module and reading interest simultaneously have a significant effect on digital literacy skills for state high school students in Pandeglang Regency

Keywords: *Electronic flipbook module, reading interest, digital literacy*

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INTRODUCTION

In the era of globalization as it is today, the development of technology and information is growing very rapidly. With the development of technology and information, creating a new paradigm in the field of education. The times are changing so fast, it is hoped that educational practitioners must continue to develop their knowledge. This is in line with the principle put forward by Ki Hajar Dewantara as the father of Indonesian education that education is dynamic which means it always follows the times. To respond to this phenomenon, schools as one of the educational institutions must prepare themselves so as not to be eroded by the currents of globalization. It is undeniable that technology has become a very important instrument that results in the power of digital electronics. Information technology affects many things, including the world of education such as digital-based teaching materials in the form of electronic modules. The teaching materials delivered must be interesting to increase students' reading interest or students' digital literacy.

The electronic module is one of the independent teaching materials that is systematically arranged in learning activities to achieve learning objectives which are presented in electronic form. Electronic modules are modules in digital form, consisting of text, images, or both containing digital learning materials accompanied by simulations that can and are feasible to use in learning (Herawati N. S., 2018). The e-module based on the flipbook application is here to answer the challenges of education in the era of globalization as a manifestation of digital literacy culture and increase student interest in reading as agents of change, especially in the world of education in Indonesia. With the electronic module flpbook and student interest, it is expected to be able to increase the digital literacy of state high school students in Pandeglang Regency.

THEORY BASIS

21st Century Education

The development of ICT is very influential on the world of education, especially in the learning process. According to Surya in (Herawati N. S., 2018) With the development of ICT, there are 5 shifts in the learning process: "(a) from training to appearance; (b) from classrooms and certain hours to anywhere and anytime; (c) from paper to online; (d) from physical facilities to network facilities; dan (e) from cycle time to real time."

The learning process does not have to be done in the classroom but can be done anywhere. Even online-based distance learning has begun to be implemented or virtual classes that allow the learning process to run well in the classroom even without the presence of a teacher. This concept we usually call e-learning, for teachers to develop electronic-based materials. In (Hidayat & Khotimah, 2019) The rapid development of digital technology has had a major influence on the world of education. There is a strong urge to demand (Hidayat & Khotimah, 2019) educators for "digital literacy" and utilizing digital technology into learning activities. Meanwhile, according to Wahid & Luhriyani in (Cahyanto & Afifulloh, 2020) Learning that is adapted to the characteristics of the learner can increase the positive atmosphere in learning. A good psychological condition and atmosphere will affect many things, one of which can increase the meaning and results of learning outcomes by students.

Electronic Module Flipbook

E-module according to Gunadharma in (Oktaviara, 2019) Electronic module is a combination that is arranged into structured, interesting information in electronic form. In development, this e-module uses a flipbook maker which has an editing function that allows users to add videos, images, audio, navigation and flip-flopping pages like the original book with the aim of making the module look attractive and interactive.

Reading Interest

In the Big Indonesian Dictionary (KBBI) (Depdiknas, 2001: 744), interest is a high inclination of the heart towards something, passion, desire. So something has to be generated, both from within and from without, to like something. This becomes an important foundation for achieving the success of something because with interest, someone becomes motivated and interested in doing something.

Someone who likes activities, will usually be motivated and want to do these activities. Thus, interest becomes its own strength to do something. Crow dan Crow (Dwi Sunar Prasetyono, 2008: 54), explains that interest is the driving force that causes a person to pay attention to other people or other objects. Hurlock (Dwi Sunar Prasetyono, 2008: 54), interest is a source of the same motivation, namely that interest is a source of motivation to do what they want if they are free to choose. Slameto (2010: 180) Interest is a sense of liking and feeling of interest in a thing or activity, without anyone telling.

Farida Rahim (2008: 2), Reading is essentially a complex thing that involves many things, not just reciting the text, but also involving visual, thinking, psycholinguistic, and metacognitive activities. Klein (Farida Rahim, 2008: 3), suggests that the definition of reading includes: (a) reading is a process, (b) reading is strategic, and (c) reading is interactive.

Interest in reading in children does not just appear, but through a long process and stages of change that appear regularly and continuously. As described above that interest is a sense of preference and a sense of interest in an activity or activity which is indicated by a desire or tendency to pay attention to the activity without anyone telling, done with awareness and followed by a sense of pleasure.

Digital Literacy

There are various theories regarding the meaning of literacy, including according to Alberta in Mokoginta (2017, hlm 2) :

"The meaning of literacy is not just the ability to read and write but increase knowledge, skills and abilities that can make a person have the ability to think critically, be able to solve problems in various contexts, be able to communicate effectively and be able to develop potential and participate actively in social life.."

Kern (2000: 3) describes literacy as the ability to read and write. In addition, literacy also has the same meaning as learning and understanding reading sources, while according to Romdhoni (2013: 90) Literacy is a social event that involves certain skills, which are needed to convey and obtain information in written form.

Based on the opinions above, it can basically be explained that literacy is a social event that is equipped with skills to create and interpret meaning through texts. Literacy requires a series of abilities to convey and obtain information in written form.

In the era of technology as it is today, the context of the intellectual tradition of a society can be said to be literate when the community has taken advantage of the information they get to carry out social and scientific communication.

RESEARCH METHODOLOGY

Research design

This research is a type of quantitative research with causality test. Quantitative research in looking at the relationship of variables to the object under study is more cause and effect (causal), so that in his research there are independent and dependent variables (Sugiyono, 2012).

This study aims to determine the effect of the application of the electronic module flipbook (X1) and reading interest (X2) on students' digital literacy skills (Y).

Prosedur Pengumpulan Data

Data collection was carried out to obtain the information needed in order to achieve the research objectives. In this study, the researcher will collect data based on the Questionnaire and Observation.

Primary Data

Primary data is data collected through direct data collection efforts in the field. Primary data obtained in the form of responses, statements and assessments from students.

Data collection techniques in this study used a questionnaire and observation. Questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer. (Sugiyono, 2015:142).

In this study, researchers used a Likert scale to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena (Sugiyono, 2015). In the Likert Scale, the answers to each instrument item have a gradation from very positive to negative with a score of.

Tabel 1. Relationship of Question Answers with Likert Scale

Question Answer	Score
Strongly agree (SS)	5
Agree (S)	4
doubtful (R)	3
disagree (TS)	2
strongly disagree (STS)	1

(Sugiyono, 2015)

After the measurement has been determined, then several tests are carried out to determine whether or not it is feasible to carry out statistical analysis calculations with the help of SPSS *(Statistical Product and Service Solution) for windows versi 26.*

Secondary data

Secondary data is pre-existing supporting data collected to complete research data needs

Test the Validity and Reliability of the Instrument

Validity and reliability tests are used to measure the truth and reliability of the test equipment or instruments used in research.

validity test

The validity test is useful to find out whether there are questions or statements on the questionnaire that must be discarded or replaced because they are considered irrelevant. According to Anderson and colleagues quoted by (Arikunto, 2009) : "*A test is valid if it measures what is purpose to measure*". The technique for measuring the validity of the questionnaire is as follows by calculating the correlation between the data in each statement with a total score, using the product moment correlation formula, as follows:

$$rcount = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{(N\Sigma X^2 - (\Sigma X)^2)(N\Sigma Y^2 - (\Sigma Y)^2}}$$

Riduwan (2014:73)

Description :

R_{count} : correlation coefficient of each question

n : number of samples/respondents
x : total score of all items
y : skor total dari setiap item

If r count > r table, then the questionnaire as a measuring tool is said to be valid or there is a real correlation between the two variables.

Reliability Test

Reliability test is used to test the data that we get as a result of the answers to the questionnaires that we have distributed. The concept of reliability is closely related to the extent to which the results of a measurement can be trusted or not. Reliability testing is carried out with Cronbach's Alpha test.

$$r = \frac{M}{M-1}\left[1 - \frac{Vx}{Vt}\right]$$

Description :
M : Number of items
Vx : Variansi item-item
Vt : Variansi total (faktor)

If r count > r table, then the measuring instrument, namely the questionnaire, is said to be reliable or consistent. In this study, the calculation of the validity and reliability tests using computer aids with the program SPSS *for Windows versi 26.*

Research Instruments

The instrument or data collection tool is in the form of a questionnaire containing a number of positive and negative statements that must be answered or responded to by the respondent.

Data Analysis Method

The data analysis method in this study uses descriptive statistics, namely statistics used to analyze the data that has been collected as it is without the intention of making generally accepted conclusions or generalizations..

Furthermore, data reduction is carried out by selecting the main things, focusing on the most important things, then after the data is reduced, the next step is to show the data..

Classical Assumption Test

To get a good regression, it must meet the required assumptions, namely to meet the normality test and be free from heteroscedasticity.

Normality test

The normality test aims to test whether in a regression model, the confounding or residual variables have a normal distribution or not. As it is known that the residual value follows a normal distribution.

Heteroscedasticity Test

This test was conducted using the Sperman correlation method. This heteroscedasticity test is basically carried out to determine whether the independent variables have a significant effect on the residual value. The basis for making heteroscedasticity test decisions is if the significance value is greater than 0.05, then there is no heteroscedasticity symptom in the regression model. On the other hand, if the significance value is less than 0.05, then heteroscedasticity occurs in the regression model.

Simple Linear Regression Analysis

Simple regression analysis is based on a functional or causal relationship of one independent variable with one dependent variable.

Autocorrelation Test (Durbin Watson)

The autocorrelation test aims to examine whether a linear regression model has a correlation between the confounding error in period t and the error in the previous period (t-1). If there is a correlation then it is called autocorrelation disease. Of course a good regression model is a regression that is free from autocorrelation (Ghozali, 2016).

Hypothesis Test

To determine whether there is an influence of the independent variable on the dependent variable, then the hypothesis proposed in this study is tested. Through this step, conclusions can be drawn, accept or reject the hypothesis that has been formulated.

The testing method for the hypothesis is tested by looking at the results of the ANOVA or F test outputs in the SPSS Statistics work. The results of the ANOVA or F test can be used to predict whether there is an influence between the variables being studied or not, namely by looking at the level of probability / sig.

RESULTS AND DISCUSSION

Validity test

Validity test was conducted to determine the validity of the questionnaire. It is known that N (number of respondents) = 38 then the value of r table = 0.320. If the results of r count > r table, then the questionnaire as a measuring tool is said to be valid. Of the 15 items in the questionnaire, all items have r count > r table, so the questionnaire used is valid.

Tabel 2. Instrument Validity Test Results X1

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X01	56,5526	17,227	,398	,704
X02	56,7105	18,157	,404	,710
X03	56,8684	18,442	,309	,715
X04	56,5263	16,472	,504	,691
X05	56,5789	17,818	,282	,715
X06	56,2105	17,090	,275	,718
X07	56,5789	17,548	,305	,713
X08	56,7105	16,644	,311	,715
X09	56,4474	18,146	,280	,716
X10	56,7632	17,591	,236	,721
X11	57,0263	18,134	,275	,716
X12	57,0526	17,781	,200	,726
X13	57,2368	15,915	,442	,696
X14	57,2368	15,915	,442	,696

X15	56,5526	17,227	,398	,704

Based on the table above, for item questions numbered 1 to 15, all values of r count *Corrected Item-Total Correlation* > *r* tabel 0,320. So it can be concluded that all questions on the X1 questionnaire are valid

.

Tabel 3. Instrument Validity Test Results X2

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X01	45,3421	13,528	,186	,659
X02	45,5000	13,284	,486	,634
X03	45,6579	13,691	,325	,647
X04	45,3158	12,654	,352	,636
X05	45,3684	13,212	,271	,648
X06	47,6842	13,087	,203	,660
X07	45,3158	13,249	,245	,652
X08	45,5000	11,986	,335	,639
X09	45,2105	13,144	,367	,638
X10	45,5263	12,580	,301	,644
X11	48,0789	13,318	,259	,650
X12	45,8684	13,252	,211	,657
X13	48,2368	13,159	,320	,643
X14	48,0789	13,372	,284	,647
X15	47,4211	12,953	,214	,659

Based on the table above, for item questions numbered 1 to 15, all r values are calculated Corrected Item-Total Correlation > r table 0.320. So it can be concluded that all questions on the X2 questionnaire are valid.

Tabel 4. Instrument Validity Test Results Y

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Y01	37,8684	6,874	,506	,616
Y02	37,8158	8,479	,325	,661
Y03	37,9737	8,405	,362	,657
Y04	37,6316	7,752	,312	,659
Y05	37,6579	8,339	,176	,683
Y06	37,3158	7,789	,196	,692
Y07	37,6842	7,357	,457	,630
Y08	37,6842	7,789	,361	,649
Y09	37,5526	8,254	,290	,662

Y10	37,8684	6,874	,506	,616

Based on the table above, for item questions numbered 1 to 10, all r values are calculated Corrected Item-Total Correlation > r table 0.320. So it can be concluded that all questions on the X2 questionnaire are valid

.

Treliability Test

Reliability test was conducted to determine the consistency of a questionnaire. In this study, the reliability test was carried out using the Cronbach alpha method, that is, if the reliability test was the same for all questions. Something can be said to be reliable if the significance value > 0.06.

Tabel 5. Instrument Reliability Test Results X1

Reliability Statistics

Cronbach's Alpha	N of Items
,725	15

Based on the table above, Cronbach's alpha value is 0.725 > 0.06. So it can be concluded that all questions on the X1 questionnaire are reliable.

Tabel 6. Instrument Reliability Test Results X2

Reliability Statistics

Cronbach's Alpha	N of Items
,663	15

Based on the table above, Cronbach's alpha value is 0.663 > 0.06. So it can be concluded that all questions on the X2 questionnaire are reliable.

Tabel 7. Instrument Reliability Test Results Y

Reliability Statistics

Cronbach's Alpha	N of Items
,677	10

Based on the table above, Cronbach's alpha value is 0.677 > 0.06. So it can be concluded that all questions on the Y questionnaire instrument are reliable

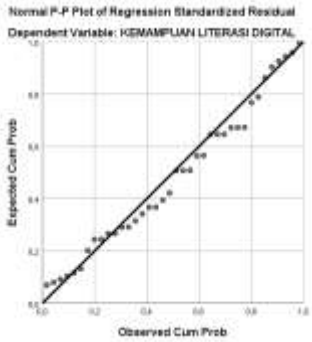
.

Classic Assumtion Test

Normality Test

The normality test is used to see whether the regression of the dependent variable and the independent variable has a normal or abnormal distribution, because a good model is a normal or close to normal data distribution. This test is carried out to find out whether the residual value (the difference) that is owned has a normal or abnormal distribution. The normality test used is the normal graph *P-P Plot of Regression Standardized Residual*. Imam Ghozali (2011:161), The

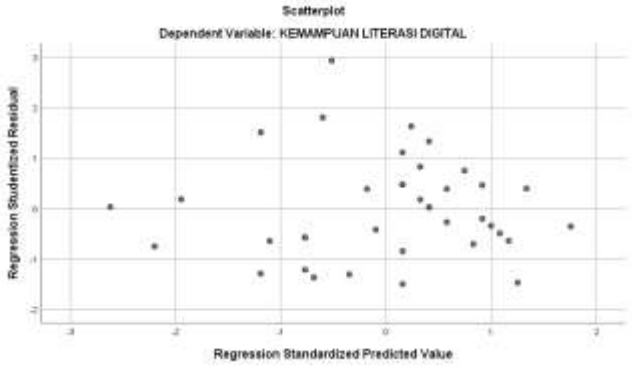
regression model is said to be normally distributed if the plotting data (dots) that describe the actual data follow a diagonal line.



Picture 1. *P-P Plot Uji Normalitas*

From the results of the diagram above, the plotting data (dots-) that describe the actual data follow the diagonal line. This means that the data variables X1, X2 and Y are normally distributed with the assumption that normality is met and regression analysis techniques can be used.

Heteroscedasticity Test



Based on the Scatterplots output, it can be seen that the scatter data points are above and below or around the number 0, the dots do not collect only above and below, the spread of data points is not patterned.. Thus, it can be concluded that there is no heteroscedasticity problem, until a good and ideal regression model can be met.

Multiple Linear Regression Analysis

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	3,826	3,711		1,031	,310
	MODUL FLIPBOOK	,445	,083	,646	5,359	,000

MINAT BACA	,222	,096	,279	2,317	,026

a. Dependent Variable: KEMAMPUAN LITERASI DIGITAL

Based on data analysis using SPSS, the results of the regression equation are as follows::

$$Y = 3{,}826 + 0{,}445X_1 + 0{,}222X_2 + e$$

The above equation shows the relationship between the Independent variable and the dependent variable partially, from the equation it is concluded that:

a. The constant value is 3.826 if there is no change in the variable (the value of X1 and X2 is 0) then the digital literacy ability is 3.826 units..
b. The regression coefficient value of X1 is 0.445. This means that the variable (X1) has an effect with the assumption that the variable (X2) and constant (a) is 0 (zero), then the digital literacy ability has an effect of 0.445. This shows that the flipbook module variable (X1) has a positive effect on digital literacy skills.
c. The regression coefficient value of X2 is 0.222. This means that the variable (X2) has an effect on the assumption that (X1) and constant (a) are 0 (zero), digital literacy ability is 0.222. This shows that the variable of reading interest has a positive effect on digital literacy skills.

Durbin-Watson Autocorrelation Test

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,868[a]	,753	,739	1,558	2,076

a. Predictors: (Constant), MINAT BACA, MODUL FLIPBOOK
b. Dependent Variable: KEMAMPUAN LITERASI DIGITAL

Based on the table above, Durbin Watson's score is 2.076 which is between du 1.595 and (4-du) 4-1.594=2.406. The value of du is obtained from the distribution of the Durbin Watson table values based on k (constant) or independent variables (2) and N (38) with a significance of 5%. This states that there is no autocorrelation symptom.

Hypothesis testing

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	3,826	3,711		1,031	,310
	MODUL FLIPBOOK	,445	,083	,646	5,359	,000
	MINAT BACA	,222	,096	,279	2,317	,026

Dependent Variable: KEMAMPUAN LITERASI DIGITAL

Based on the table above, by observing the rows of columns t and Sig can be explained as follows:

The effect of the Flipbook Module on students' digital literacy skills (H_1)

The flipbook module variable (X1) has a positive and significant effect on students' digital literacy skills. This can be seen from the significance value of the variable (X1) 0.000 <0.05. ttable value = t(α/2;n-k-1 = 0.05/2; 38-2-1) = (0.025;35) = 2.030108. It means that the value of tcount is greater than ttable (5.359 > 1.98472), then H0 is rejected and H1 is accepted, so the hypothesis which reads that there is an effect of the flipbook module on students' digital literacy skills is accepted.

The influence of students' reading interest on students' digital literacy skills (H_2)

The variable of students' reading interest (X2) has a positive and significant effect on students' digital literacy abilities. It can be seen from the significance value of the variable (X2) 0.026 < 0.05. The value of t table = t (α/2;n-k-1 = 0.05/2; 38-2-1) = (0.025;35) = 2.030108. Means that the value of t count is greater than t table (2,317 > 2,030108), then H0 is rejected and H2 is accepted, so the hypothesis which reads that there is an influence of reading interest on students' digital literacy abilities is accepted.

CONCLUSION

Based on the results of the research and discussion, the conclusions of this study are:

1. Based on the significance value of the flipbook module variable (X1) 0.000 < 0.05. Value of t table = t (α/2;n-k-1 = 0.05/2; 38-2-1) = (0.025;35) = 2.030108, It means that the value of tcount is greater than ttable (5.359 > 1.98472), then H0 is rejected and H1 is accepted, so that there is an effect of the flipbook module on the digital literacy skills of State Senior High School students in Pandeglang Regency..
2. Based on the significance value of the student's reading interest variable (X2) 0.026 <0.05. The value of t table = t (α/2;n-k-1 = 0.05/2; 38-2-1) = (0.025;35) = 2.030108. It means that the value of t count is greater than t table (2.317 > 2.030108), then H0 is rejected and H2 is accepted, so that there is an influence of reading interest on the digital literacy skills of state high school students in Pandeglang Regency.
3. There is a relationship between the effect of the flipbook module and students' reading interest on students' digital literacy skills. So it can be concluded that the flipbook module variable and reading interest simultaneously have a significant effect on the digital literacy skills of State Senior High School students in Pandeglang Regency..

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