

## Project Based Learning with Flipbook Media: Discourse Analysis Approach in Learning Biographical Texts

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### ABSTRACT

Biographical texts are essential material in the Indonesian language curriculum for class. However, challenges persist in learning components such as curriculum design, objectives, materials, strategies, methods, and evaluations, hindering the achievement of learning goals. This research aims to assess students' abilities in writing and analyzing biographical texts using a project-based learning model enhanced by flipbook media on identifying linguistic errors and analyzing discourse-level errors. The methodology employed combines research and development with qualitative and quantitative analysis. Findings indicate that the project-based learning model, supported by flipbook media, significantly improves students' proficiency in writing and analyzing biographical discourse. Students demonstrated enhanced capabilities in identifying linguistic errors and analyzing discourse-level errors. They also effectively discerned the social meanings embedded in biographical texts. This improvement is reflected in the students' scores: 25% of students (5 individuals) scored in the C range (70-79 marks), 50% (10 students) achieved B grades (80-89 marks), and 25% (5 students) attained A grades (90-100 marks). These results highlight the effectiveness of discourse analysis in biographical texts, showcasing its power in enhancing students' critical thinking and comprehension skills. By engaging with biographical texts through this analytical framework, students not only improve their writing abilities but also develop a deeper understanding of the socio-cultural contexts of the biographies. This approach emphasizes the importance of integrating innovative learning models and media to foster students' analytical and interpretive skills in language education.

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### 1. Introduction

Indonesian is a mandatory subject taught at every level of education in Indonesia. Indonesian language learning at every level of education serves as an introductory tool in the world of education (Nurhasanah, 2017). The importance of learning Indonesian at every level of education can also be seen from (Undang-Undang RI No 20, 2003) article 33 paragraph 1, which confirms that Indonesian, as the state language, is the language of instruction in national education. This is also explained in article 37 paragraphs 1 and 2

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concerning the national education curriculum, mandating that Indonesian be taught in elementary schools, secondary schools, and universities.

Indonesian language learning essentially teaches students to have proficiency in Indonesian. It encourages students to have effective communication skills both in writing and verbally, as well as being skilled in expressing ideas critically and creatively. However, in the process of learning Indonesian, problems are still found that cause a decline in the results of learning Indonesian. These factors are influenced by learning components such as curriculum, objectives, materials, strategies, methods, and learning evaluation (Masrin, 2020). It is very necessary for teachers to develop teaching materials because they can improve the outcomes of learning objectives. However, the teaching materials currently used by teachers are still not optimal as they are still focused on the use of books as the main source of teaching materials. The use of teaching materials in the current era requires the application of innovative teaching materials by leveraging information technology (Trinaldi et al., 2022). The use of information technology can also broaden teachers' perspectives about the world of education, enabling them to transmit and develop scientific awareness globally to their students. The level of success of a teacher in the learning process will be higher when the educator can accept the challenges of advances in information technology and even involve themselves in it. (Harahap et al., 2022) Teachers must have high confidence in their ability to accept the challenges of advances in information technology. Teachers must strive to use information technology in their learning process for the sake of progress in the world of education (Fitriana, 2021)

In learning Indonesian at the High School level in class X, biographical text material plays a crucial role. According to (Nur Fadilah & Sulistyowati, 2022) a biographical text presents detailed information about a person's life, encompassing their identity, life journey, values they embody, and their achievements. Such texts serve not only as a source of factual knowledge but also as inspirational narratives that resonate widely in society (Janah et al., 2018) Readers often emulate the positive attributes and principles demonstrated by these figures, seeking to learn from their perseverance and success in achieving goals. However, observations reveal significant challenges among students in writing and analyzing biographical texts. The current learning approach, dominated by teacher-led lectures and sporadic practice questions, has resulted in suboptimal academic performance among class X students. Previous semester grades indicate a concerning distribution: 41 students scored below average (19.51%), 12 achieved satisfactory scores (29.27%), and 21 performed poorly (51.22%). This lack of engagement and proficiency can be attributed to the passive learning environment fostered by traditional teaching methods.

To address these issues and enhance student outcomes in biographical text comprehension and composition, adopting an appropriate learning model is essential. Project Based Learning (PBL) emerges as a viable solution, offering structured project assignments, collaborative group assessments, and active student participation. By integrating PBL with innovative learning media, such as technology-based tools like flipbook makers, students can be encouraged to actively engage with biographical texts. These mediums not only enhance learning interest but also facilitate deeper understanding and analysis of linguistic nuances within biographical narratives. So, implementing PBL supported by interactive learning media represents a progressive approach to improving students' skills in biographical text analysis and composition. This method not only aligns with educational goals but also nurtures critical thinking and creativity, essential for comprehensive learning experiences in today's educational landscape.

## 2. Method

This research employs the Research and Development (R&D) method as a systematic approach to enhance the quality and validity of biographical text teaching materials. Following the structured 4D model—Define, Design, Develop, and Disseminate—outlined by (Made Teguh et al., 2019) the focus is on progressing through each stage efficiently, with a particular emphasis on reaching the development phase and conducting thorough product testing. This methodology ensures that the materials are meticulously crafted and rigorously evaluated before dissemination. In the context of this study, after initial design phases, the pivotal step of product testing was executed through small-scale trials involving Class X students at SMA S Jenderal Sudirman Medan. These trials are crucial as they provide essential data to measure the effectiveness, efficiency, and appeal of the developed teaching materials. Qualitative data, as defined by (Rahmadi, 2011) involves insights gathered through direct interviews and observations of learning activities, focusing on understanding student engagement and interaction with the materials.



Complementing this qualitative approach, quantitative data from student project evaluations offer numerical metrics to gauge learning outcomes and material efficacy.

By integrating both qualitative and quantitative data, this research ensures a comprehensive evaluation framework that captures nuanced insights into the usability and impact of the biographical text teaching materials. Such a dual-method approach not only enriches the instructional content by addressing both qualitative engagement and quantitative performance metrics but also contributes to advancing educational practices through evidence-based research and development. Ultimately, this endeavor aims to improve teaching strategies and enhance student learning experiences in the field of biographical text comprehension and analysis.

### 3. Result

#### 3.1. Project Based Learning With Flipbook Media

In compiling a model of teaching materials, it is necessary to carry out an analysis of the needs of students and teachers. In preparing teaching materials using a project based learning model with the help of flipbook media that suits the needs of students and teachers, this is done using research and development (R&D) methods. The use of the research and development method is used so that the teaching materials obtained are valid and in accordance with students' needs, because the R&D method goes through stages or processes of define, design and reaches the develop stage.

The process of developing biographical text teaching materials at the define stage includes initial and final analysis (front-end analysis), needs and concept analysis. Teaching materials in the form of flipbook media can display images, colors and animations of books that are opened digitally so that they can attract students' interest, focus and motivation. The project based learning method is used to solve the problem of student inactivity in the classroom learning process. Having a project is one part of the project based learning (PjBL) learning method. In the PjBL method applied, students will be more active with trigger questions, projects and provisions for preparing projects and discussing them in class. Biographical text teaching materials used by teachers and students only present text. Below are examples of teaching materials used by teachers.

“Your teacher or one of your friends will read the text of the biography of BJ Habibie, 3rd President of the Republic of Indonesia. Listen carefully. After listening to the biography reading above, answer the following questions: 1. Who is the character discussed in the biography? 2. What problems does the character face? 3. How does the character solve problems to achieve success? 4. What is interesting about this character? 5. What can be learned from this character? 6. Why is the text called a biography? 7. Judging from its content, what differentiates this text from other retelling texts (short stories and folk tales)?” (Kementrian Pendidikan dan Kebudayaan Republik Indonesia, 2017).

The teaching materials used by teachers only present text, while flipbook media can display images, colors and animations which are presented in the image below.

Figure 1. Flipbook Animation Display





The project based learning model assisted by flipbook media is the product of the development of teaching materials. After obtaining a product in the form of biographical text teaching materials with the PjBL model, validity is carried out so that this teaching material is declared valid. Based on the validation calculations, media expert I obtained a validity percentage of 85% and media expert II obtained a validity percentage of 85%. From the two media expert validation assessments, the average validity percentage value was 85%, so it was concluded that the teaching materials were very valid.

### 3.2. Student's Ability to Write and Analyze Biographical Text Discourse

The based learning model is a model that provides active students in the classroom. Having basic questions, discussions, making projects and commenting on the results of student projects in the form of biographical texts helps students in writing and analyzing the linguistic meaning of biographical texts. In the project based learning model there is a deadline to complete the project and time to present and comment on the biographical text project between students. This session helps students to analyze biographical texts from other groups. Below are presented the results of the assessment for each student after corrections were made by the student and teacher.

**Table 1.** Students' Ability To Analyze Discourse In Biographical Texts

Student Number	FINAL SCORE	PREDICATE
1	93.60	A
2	81.48	B
3	80.44	B
4	75.16	C
5	90.56	A
6	91.95	A
7	76.32	C
8	75.43	C
9	86.87	B
10	77.69	C
11	76.36	C
12	90.03	A
13	88.80	B
14	83.92	B
15	81.32	B
16	82.04	B
17	83.88	B
18	91.00	A
19	83.16	B
20	84.88	B



**Table 2.** Descriptive Data

Valid	Frequency	Percent	Valid Percent	Cumulativ Percent
C	5	25	25	25
B	10	50	50	75
A	5	25	25	100
Total	20	100	100	

Based on table 2. was found that 0 students or 0% obtained student learning outcomes based on the predicate grades. There were 5 students who received a C predicate (grades 70-79) or 25% and 10 students who received a B predicate (80-89) or 50% and 5 or 25% of students who received an A predicate (90-100). From the results of the quantitative analysis, it was found that 75% of students were able to write and analyze biographical texts using the project based learning model assisted by flipbook media.

#### 4. Discussion

In compiling or developingA teaching material must be structured in terms of relevance, consistency and adequacy. The application of this principle helps teachers to analyze the problems and needs of students and teachers so that learning objectives are achieved (Department of National Education, 2008). In the principle of relevance, learning material should be relevant or have a connection or relationship with the achievement of competency standards and basic competencies. The project based learning model is relevant to basic competencies and indicators of achievement in biographical text material. There are 6 PJBL learning steps included in the teaching materials, such as basic questions regarding biographical texts, projects by writing biographical texts of figures and evaluating the results of each group's biographical texts, so achievement indicators will be achieved. Indicators of achievement include students being able to write biographical texts, students being able to design written biographical texts, being able to explain biographical texts of characters by paying attention to the content (including: travel, education, career, struggle) both orally and in writing in front of the class in groups and being able to show responses verbally regarding the contents of biographical texts of other groups.

The principle of consistency is that teaching material should be consistent or steady. If there are four types of basic competencies that students must master, then the teaching materials that must be taught must also include four types. The principle of sufficiency, namely that the material taught should be sufficient to help students master the basic competencies being taught. Material is not too little, or too much. If it is too little, it will not help achieve competency standards and basic competencies. On the other hand, if there are too many, it will be a waste of unnecessary time and energy to learn. The teaching materials contain biographical text material as well as steps in the PJBL learning model, making it easier for students to understand the material and prepare projects.

From the Learning Process Plan used by the teacher and based on the results of the interview, it is clear that the teacher only uses books as teaching materials. This can also be seen from the achievement indicators that the teacher's main source is only textbooks, causing students to lack interest in studying biographical texts. From the results of interviews conducted, students need interactive teaching materials that increase their interest in learning. According to (Wijayanti, 2023), one of the interactive teaching materials is teaching materials that use flipbook media. This media can display images, animations and colors which can increase students' interest and motivation in learning. (Pitaloka & Napitupulu, 2023) also explained the same thingThe flipbook learning media is made according to demands so that it can help students in learning, because the picture illustrations contained in the flipbook learning media can and increase students' reading interest and student focus. Apart from that, there is the problem of lack of student focus in class because the teacher's role in class is still relatively dominant, so learning methods or models are needed that provide access for students to be more active in classroom learning activities(Dika, 2018). So a project based learning model is needed. Project based learning is a learning model where the main focus in the learning process is the students, while the teacher is only a facilitator. The teacher only provides direction and helps students to complete the project. According to (Zulasma & Irawati, 2021)the use of the PJBL model in the learning process can increase student activity in the learning process. The existence of a project causes students to be active in completing their project. This is also supported by (Murniarti, 2016) that questions



encourage students to be more active and participate in the learning process, develop students' abilities to think critically, and gain knowledge of the issues or problems they are facing.

The project based learning model is effective in improving students' ability to write and analyze biographical text. The predicate score obtained by students was predicate D (grades 60-69) as many as 0 people or 0%. There were 5 students who received a C predicate (grades 70-79) or 25% and 10 students who received a B predicate (80-89) or 50% and 5 students who received an A predicate (90-100) or 25%. From the results of small-scale product trials, 5 students obtained C grades and 10 students got B grades and 5 A grades. The high scores obtained by students in the biographical text material, namely 75% got a score above 80 and 5 people got a score above 70, this shows that the based learning model helps students to be active and helps students in writing biographical texts and analyzing biographical texts from other groups. In the project based learning syntax there is a syntax for compiling projects and commenting on other group projects. In sessions commenting on other groups' projects, students provide responses or analyze biographical texts from other groups. Each group commented on the use of the biographical text presented, such as the inappropriate language or spelling used.

Data 1:

"Wijayanti Putri is an outstanding mathematics teacher.  
Wijayanti Putri excelled because she won the teacher level OSN  
competition in the city of Medan."

Errors in the use of linguistic rules were obtained from students commenting on other group projects. The use of Wijayanti in the second sentence must be changed to He or He. As explained by (Hendri et al., 2021) that words or character names do not have to be written repeatedly. This causes the biographical text to be ineffective. From the project based learning model, namely the presence of students' comments on the language of the biographical text, it shows that this model is effective in helping students to analyze discourse level errors in biographical texts. Apart from that, students who receive comments will of course know their mistakes, so they can know the level of good and effective discourse. Apart from that, in this discussion session there were questions regarding the message of the biographical text presented. Then there were additional gifts from other groups regarding messages that could be taken from the biographical text presented. This shows that students are able to analyze discourse in biographical texts. As explained by Santoso (2006), discussions with a more sociological basis and aim tend to use the term "discourse". Discourse studies emphasize the issue of "content", "function", "social meaning" of language use. (Murniarti, 2016) explains that asking questions encourages students to be more active and participate in the learning process, develop students' abilities to think critically, and gain knowledge of the issues or problems they are facing.

The existence of a project based learning model assisted by flipbook maker media is one way to make learning effective, innovative, attract students' attention and suit students' needs. (Nur Fadilah & Sulistyowati, 2022) state that learning in the classroom is said to be effective and efficient, not only supported by existing teaching materials, such as only using textbooks provided by the school. Effective learning in the classroom must be supported by teaching materials that are innovative, varied, attract students' attention, and suit students' needs. Apart from that, (Hasan Basri & Al-Asasiyya, 2022) also stated that with the availability of interactive learning media, teachers are able to create a class atmosphere that is active, fun, efficient, and creates good emotions for students so that they understand more easily. Apart from that, there are project assignments and assessment rubrics that motivate and encourage students to be able to complete projects and provide direct learning experiences from the projects given. This can increase students' understanding of concepts. Having group projects encourages students to solve problems in teams, improve communication skills, convey ideas and improve their ability to work together. (Heny Nirmayani et al., 2021) explain that there is a project-based learning process by encouraging students to produce a project in learning. During the process of making this project, students can improve their skills in designing a project, encourage and motivate students to do important tasks, train students in communicating. This is also supported by (Ambara et al., 2023) the participation of students in the learning process such as creating a project in groups is able to grow and train students' scientific creativity and collaboration abilities, this is also able to increase students' understanding of concepts.



In preparing the project, discussions provide two-way communication and discussion which helps students to be able to analyze the meaning and linguistic aspects of biographical texts, be able to design biographical texts, be able to explain the contents of biographical texts, and be able to provide responses to the contents of biographical texts. Communication and conveying ideas to be included in the project helps students in writing biographical texts. The ability to express responses and ideas contained in the project shows an increase in students' ability to write biographical texts. Harahap et al (2024) explain that the ability to write, develop main ideas, choose the right words and have the ability to draft, improve and edit writing is obtained from the results of thinking and discussing together. So that students are able to analyze discourse. This is in accordance with the explanation of (Muhammad Siddik & Zulkifli, 2009) that writing ability is the ability to express thoughts or ideas by paying attention to language patterns into text. as a person's ability to depict graphic symbols that are understood by the writer and reader in written form, to convey thoughts, ideas, feelings, desires so that they are understood by the reader. A similar meaning was also explained by (Dalman, 2021) who stated that writing is a communication activity in the form of conveying ideas, messages and information in writing to other parties using written language.

Apart from that, there are discussions between groups with groups which are part of the PJBL syntax, namely presenting and commenting on project results, helping students to analyze the discourse of biographical texts. Analyzing the discourse carried out on linguistic elements that have been written by students in projects presented by students. Students provide responses to each other and analyze linguistic elements of biographical texts such as spelling errors, discourse, syntax, morphology from the biographical content of other groups. This helps students to improve their ability to analyze discourse in biographical texts. This is also supported by (Hendri et al., 2021) that in biographical texts there are linguistic elements that can be analyzed. This helps students analyze discourse in a text such as morphology, syntax, discourse so that writing biographical texts is more effective.

## 5. Conclusion

The implementation of the project-based learning (PBL) model, enhanced by the use of Flipbook Maker media, significantly aids students in writing and analyzing biographical text discourse. This pedagogical approach leverages technology to facilitate interactive and engaging learning experiences. The integration of Flipbook Maker as a medium for presenting projects allows students to visually and creatively express their understanding of biographical texts. This multimodal approach caters to diverse learning styles, making the learning process more inclusive and effective. One of the key strengths of the PBL model in this context is its emphasis on student-centered learning. The syntax of compiling and commenting on project results encourages students to actively participate in the learning process. By engaging in peer review and feedback, students develop critical thinking skills as they evaluate the discourse presented by their peers. This process not only enhances their analytical abilities but also fosters a collaborative learning environment where students learn from each other's insights and perspectives.

Moreover, the PBL model, supported by Flipbook Maker, enables students to identify and analyze linguistic and discourse-level errors. This analytical process is crucial in developing their language proficiency and comprehension skills. Students learn to pay attention to details, identify inconsistencies, and understand the nuances of biographical texts. This analytical skill is essential, as it allows students to delve deeper into the content and understand the broader social and cultural contexts embedded in biographical narratives. Through the process of analysis and commentary, students are able to uncover the social meanings contained within biographical texts. Biographical texts often encompass significant social, cultural, and historical elements that provide insights into the lives and contributions of individuals. By analyzing these texts, students gain a deeper understanding of the societal values, challenges, and achievements of the subjects. This not only enhances their comprehension of the texts but also broadens their perspectives on different social and cultural contexts.

The PBL model also promotes the development of metacognitive skills among students. By reflecting on their own work and that of their peers, students become more aware of their thought processes and learning strategies. This self-reflection is an essential component of critical thinking, as it enables students to assess their strengths and weaknesses and make informed decisions on how to improve their learning outcomes. The use of Flipbook Maker further supports this by providing a platform where students can visually document their progress and reflect on their learning journey. Furthermore, the project-based



approach encourages students to take ownership of their learning. By engaging in projects that require them to research, analyze, and present their findings, students become more motivated and invested in their learning. This intrinsic motivation is crucial for sustained academic success, as it drives students to explore topics more deeply and develop a genuine interest in the subject matter. The interactive nature of Flipbook Maker also adds an element of fun and creativity to the learning process, further enhancing student engagement.

The collaborative aspect of the PBL model is another significant benefit. Working on projects in groups allows students to develop essential teamwork and communication skills. They learn to negotiate ideas, share responsibilities, and support each other in achieving common goals. These skills are not only valuable in academic settings but are also crucial for future professional and personal success. The use of Flipbook Maker facilitates this collaboration by providing a shared platform where students can easily contribute and collaborate on projects. In conclusion, the project-based learning model assisted by Flipbook Maker media provides a comprehensive approach to teaching and learning biographical text discourse. It enhances student engagement, fosters critical thinking, and promotes collaborative learning. By enabling students to analyze and comment on discourse texts, it helps them develop essential language and analytical skills. The integration of technology through Flipbook Maker adds a creative and interactive dimension to the learning process, making it more effective and enjoyable. This approach not only improves academic outcomes but also prepares students with the skills and mindset needed for lifelong learning and success.

### Declaration of Conflicting Interest

The authors state that there is no conflict of interest concerning the publication of this paper.

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