

## The Development of Flipbooks Integrated With Malay Culture for English Department Students

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### Abstract

*Writing is a complex skill in English subject, because it includes logical, structured ideas and needs proficiency. However, the ability of English Department students to understand how to write a good paragraph is still low. Besides, this study aims to implement the use of flipbooks to enhance the learning outcomes of the Paragraph Writing subject for English Department students. In general, this study aims to design -module use of flipbooks in enhancing their writing skills. The material used is about Malay culture to remind them about their place of origin. ADDIE model was used to enhance quality and effectiveness. The results of this research showed that the implementation of Flipbook teaching materials based on local wisdom is effective and successful in raising learning outcomes. According to the study's findings, each validator considered the e-module to be acceptable in terms of the media and content.*

**Keywords :** writing, malay culture, local wisdom, flipbook

### INTRODUCTION

Writing in English is essential for students and their future employment. Strong writing abilities are considered a sign of critical thinking and attention to detail, both of which are valued greatly in the job (Waluyo et al., 2024). Learning to write about culture is one strategy that improves students' ability to appreciate literary works. Writing skills are language skills used to communicate indirectly, not face to face with others. Through writing skills, students can express their ideas or thoughts in the form of text. These writing skills do not come automatically, but through regular practice and training. In modern life, it is clear that writing skills are very much needed, because writing skills are a characteristic of an educated person or an educated nation (Nelvia Destriani, 2021). Practice in writing involves conveying ideas that are associated with the development of emotions, reasoning, creativity, and social awareness (Nurhayati et al., 2023). Local wisdom-based education is a conscious, planned effort through the exploration and utilization of local potential wisely in an effort to create a learning atmosphere and process, so that students actively develop their potential to have skills, knowledge and attitudes in an effort to participate in building the nation and state through local wisdom-based learning.

Nowadays, electronic-based teaching materials or commonly called e-books or e-modules can be easily obtained with network devices. Teaching materials in the form of e-modules have more points when compared to printed books, because they can be accessed via laptops, tablets, or smartphones ((Pratiwi et al., 2023). Some strategies could help educators in learning outcomes. Learning media is a strategy for delivering messages, either in the form of people, tools or materials that will be delivered to students. The role of the media here is expected to be able to help educators deliver material to students so that learning objectives are achieved. This material can be in the form of print media or digital. The module features a book and a few instructional materials for both individuals and groups. The module is a self-written book that students can study on their own, with or without teacher assistance. Appropriate instructional materials ought to satisfy the needs of the students and be in line with established learning objectives. The drawbacks of traditional resources can be addressed by incorporating digital technology into instructional materials. Digital educational materials give educators quick access to interesting content to foster an innovative and rich learning environment. (Rahmawati & Purwati, 2025). In order to maximize the

learning process and ensure that students comprehend the material, as well as to make learning active and conducive, this media can be used as an alternative learning tool. However, in order to meet the needs of students, it is necessary to use appropriate media, specifically those that draw students' attention and facilitate their understanding of the material in a conducive and active manner. Real or tangible media, such as those that may give students actual images or samples of local wisdom content, are what are truly needed. Appropriate media to use include those that convey information and include images (Nabila et al., 2021). (Ramamuthie & Abdul Aziz, 2022) said that there is no interactive resource available for the students, and the lack of digital learning materials causes English teachers to fail while teaching writing. One may argue that the availability of digital learning resources is crucial for resolving the issues students have when developing their writing abilities.

One of the main challenges in teaching Paragraph Writing is the low motivation and engagement of students, especially when the material is abstract or irrelevant to their daily lives. Therefore, learning media that are contextual, interesting, and close to the cultural background of students are very important. In this context, Malay culture-based flipbooks offer an effective alternative approach. Digital Flipbooks were similar to electronic books (e-books), according to (Khasanah & Nurmawati, 2021) but they also had the advantage of having the benefit of capable to be opened sheet by sheet and incorporating phrases, animations, videos, and pictures that were essential to the book's content. Students might engage in English language study with enthusiasm and ease to Flipbook, as a digital resource. Additionally, the lecturer's content would be easy for the students to understand. This is because of their straightforward design and ease of use, Flipbooks allowed educators to create interactive lesson plans that were easy for students to understand and contained a wealth of information. The use of increasingly

sophisticated technology in the classroom necessitates that all teaching personnel make suitable of the available technology. It was anticipated that this would help the pupils stay focused and motivated to learn (Putri S., 2025)

Flipbooks are advanced electronic media formats that blend text, music, visuals, animation, and other engaging elements; they can improve literacy and enhance one's enjoyment of learning (Aji et al., 2025). One of the flipbook software that can be used as module is Heyzine. Heyzine could display each page of a module just like a book. The difference is this book contains photos, graphics, audio, video, and links that can be accessed directly when we open the page. Then, the author can save it in .html or .exe format. Besides that, the author has the authority to make it in barcode scanner format. Several previous studies have emphasized the importance of enriching local culture in English learning as a means of maintaining national identity globalization. Research by (Fairus et al., 2024) shows that the integration of local culture in teaching materials not only increases learning motivation but also strengthens the character of students. In this context, Malay culture as one of the cultural heritages rich in moral, literary, and historical values, has great potential to be integrated in the development of teaching media, including flipbooks.

Another important thing is the learning model. The researcher used Project-based learning to implement the basic concept of Paragraph Writing collaboratively, communicatively, creatively, and responsibly. This is because of the objectives and characteristics of this subject, so the researcher decided to apply the PjBL learning model to support Paragraph Writing subject. Students can learn how to solve problems in the classroom and develop their critical thinking skills by using the problem-based learning paradigm. PjBL, or problem-based learning, is perhaps the most innovative teaching method ever employed in a classroom. Students' capacity for autonomous learning, thinking strategically, and problem-

solving develops via problem-based learning (Yuni et al., 2025). According to (Dias & Brantley-Dias, 2017), project-based learning method can help students improve their abilities and creativity in a variety of ways to write narrative text, including understanding the topic, understanding the genre of narrative, namely social functions, text structure, and language features. Students will learn to be creative and collaborative with their teams. PjBL seems to be a better and more successful way to "train competent and skilled practitioners and to promote long-term retention of knowledge and skills acquired during the learning experience ((Yew & Goh, 2016)

Generations of adaptation to the environment have shaped local wisdom, making it an invaluable teaching tool. Teaching materials based on local knowledge will be more beneficial if they can help students develop 21st-century survival skills in addition to local cultural values (Supiatman et al., 2023). Teachers can increase the relevance and effect of learning for students by including topics like regional cuisine, natural tourism, customs, and cultural practices in their lesson plans ((Rahmawati & Purwati, 2025). Integrating Malay culture into the paragraph writing subject will enable students to explore their cultural heritage while enhancing their literacy skills. They might find how to order words and write a paragraph on their favourite topics. Research on the development of local culture-based flipbooks in the context of teaching English in college, especially for students majoring in English, is still limited. Therefore, this study seeks to close this gap and provide an alternate method of instruction for learning English by using Flipbook, particularly when it comes to writing paragraphs.

## RESEARCH METHOD

The Research and Development (R&D) approach, which is intended to produce new goods or enhance current ones in order to increase their efficacy and quality, is used in this study. This method uses eight stages in the form

of potential and problems, gathering data, designing the product, design validation, design revision, initial testing, revise the product and usage testing ((Faidar et al., ). Products created using this approach go through a variety of steps to make sure they are useful and efficient. Researchers developed a product in the form of a flipbook-based e-module with a Project Based Learning learning model that consisting of defining, designing, developing and disseminating. The result of this study shows that flipbook instructional materials that are specially designed and based on local knowledge for educating students about Indonesian facts and points of view in procedure texts. The development of the product was evaluated by validators including material expert, media expert, and linguists. In the model of ADDIE, the researcher focused on the analysis phase of media needs, product design, and development. The material used by the researcher is about local wisdom and in this case, Malay culture. The diagram below shows ADDIE's flowchart.

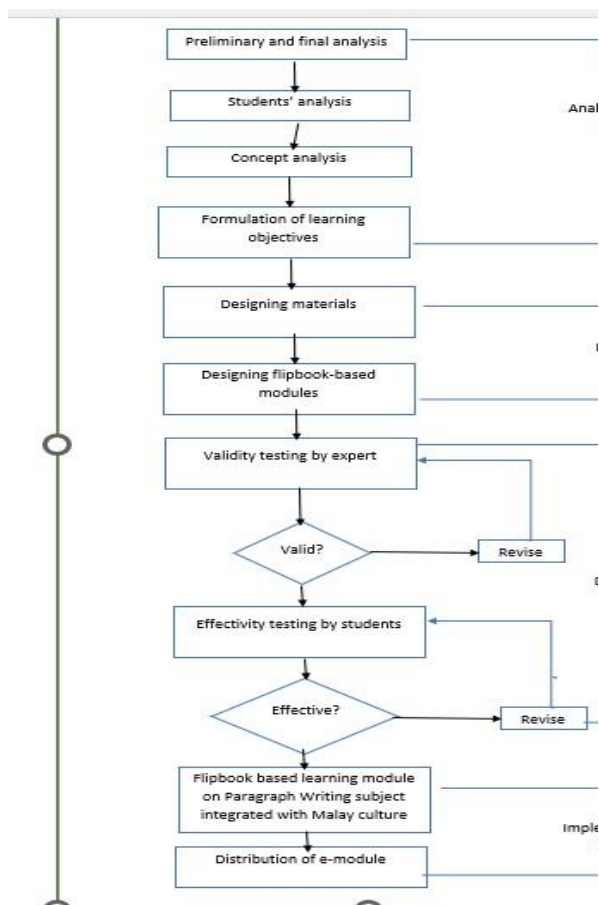


Figure 1. ADDIE's flowchart

The research was conducted at the English Department in the Islamic University of Riau in the 2023 batch with a total of 32 students (one class). The first step is analysis. The researcher analysed the students' needs. Project-based Based Learning models are used in this research. Students are divided into small groups (3-4 people). Each group chooses one topic of Malay culture (eg: Traditional Riau Cuisine).

Then, the students and lecturers prepared a timeline of activities and, in this case, cultural research in the first week, focus on writing paragraphs in the second week, and the last was designing the flipbook by using Heyzine in the third week. The students then had a presentation and were evaluated by the expert in the fourth week. The experts assessed the materials and media using questionnaires.

## RESULT AND DISCUSSION

This research develops a product, namely a flipbook-based E-module integrated Malay culture with a project-based learning model, which has been tested on 32 students of the English Language Education Department. According to the analysis, the flipbook-based E-module with a project-based learning model that has been created responds to a number of instructional problems that arise in the paragraph writing course; however, the learning materials are still insufficiently varied, which leaves students' comprehension of paragraph writing inadequate. The students remain motivated enough to create quality paragraphs. The next step is to design a digital module by using the Heyzine website-based application. The results of this study are used to determine the validity, practicality and effectiveness of the Flipbook-Based E-module with the Project Based Learning Model in the Paragraph Writing Course. Definition stage, design stage, development stage, and dissemination stage. It consists of how to write a procedure text, in this case is traditional Malay cuisine.



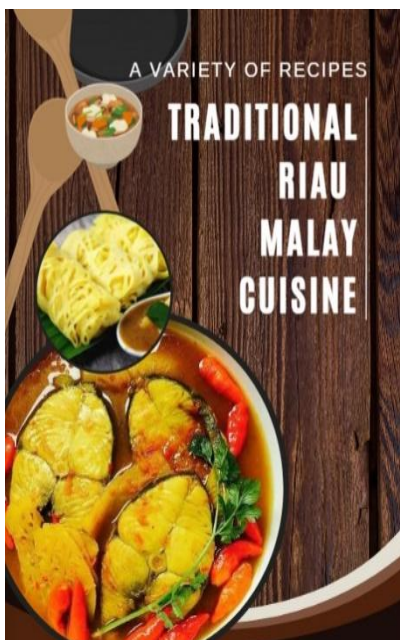


Figure 2. Cover of e-module

### Gulai Ikan Patin (Catfish Curry)



**Description:**  
 Gulai Ikan Patin is a yellow, thick, savory, and spicy curry made with catfish as the main ingredient. The broth is made from a mixture of spices such as turmeric, galangal, lemongrass, chili, and coconut milk, giving it a rich flavor.

**Simple Recipe for Gulai Ikan Patin:**

**A. Ingredients**

- catfish, cut into pieces
- 500 ml thick coconut milk
- 2 bay leaves
- 2 stalks of lemongrass, crushed
- 1 cm galangal, crushed
- kaffir lime leaves
- Salt and sugar to taste



**Spice Paste:**

- 5 shallots
- 3 garlic cloves
- 3 cm turmeric
- 3 cm ginger
- 5 red chilies

**B. Cooking Steps:**

- Sauté the spice paste with bay leaves, lemongrass, galangal, and kaffir lime leaves until fragrant.
- Add coconut milk and stir gently until it boils.
- Add the catfish pieces and cook on low heat until the fish is done and the spices are absorbed.
- Add salt and sugar to taste. Serve warm.



"Scan this QR code to view the full tutorial and learn more!"

Figure 3. The procedure text



Figure 4. QR code result linked to YouTube channel

From the figure above, it can be seen that the students are not only just reading the steps, but they also can watch the tutorial from the relevant video by scanning the QR code that is linked to YouTube channel. So, the students will understand the procedure text of making traditional cuisine and also watch its steps.

After designing the product, the next step is at the validation stage which it is carried out by media expert validators, material expert validators, and learning design validators. The first validation is being conducted by the Paragraph Writing course lecturer. The material expert validator is to assess aspects of content suitability, aspects, appropriateness of presentation and language assessment. After validation by the material expert, it is continued to the validation stage by the media expert. The media expert validator is a lecturer of Data Literacy and Technology course. A media expert validator is to judge aspects of assessing graphic feasibility and aspects of assessing language suitability.

No.	Name of aspects	Average Score Percentation
1	Accuracy of material	90%
2	Up to date material	85%
3	Encourage motivation and curiosity	90%
4	Coherence and sequence the flow	85%
5	Conformity to Malay culture and language rules	95%

Table 1. Validity testing by material expert

No	Name of aspects	Average Percentation	Score
1	Module size	80%	
2	Module design	85%	
3	Communicative	85%	
4	Conformity to students' development	90%	
5	Conformity to the language rules	90%	

Table 2. Validity testing by media expert

## SUGGESTION AND CONCLUSION

Based on the validity testing that was conducted by the experts, the flipbook-based product integrated with local Malay cultural wisdom that was developed is included in the valid category and is worthy of being tested on English department students. The material given in the book has been modified based on the students' interest. Hopefully, they will enjoy to learn paragraph writing because the material is based on their interest. So, it can be concluded that students' responses based on local wisdom are categorized as very practical for use in learning.

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