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## Development of LKPD with a Contextual Approach Based on Flipbook to Increase Science Learning Motivation

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**Abstract.** The science learning process at SMP N 1 Pejagoan is still teacher-centered. This causes students to be less active because the control of learning is centered on the teacher, as a result, students' learning motivation decreases. To overcome this, research was carried out through the development of study guides in the form of LKPD with a contextual approach based on flipbook. This study aims to determine the feasibility level of LKPD, determine student responses, and find out whether LKPD can increase students' motivation to learn science. This study uses the Thiagarajan 4D (Four-D Model) development model, consisting of four stages, namely the definition stage, the design stage, and the development stage. The dissemination stage was not carried out, this research was only limited to product feasibility tests and limited trials. This study uses a descriptive qualitative approach. The sample in this study is class VIII A totaling 10 people. The collection technique used is a questionnaire and documentation. The results showed that: (1) LKPD with a contextual approach based on flipbook was feasible, judging from the percentage of LKPD eligibility 95.57% (very feasible), (2) student responses to LKPD were in the very good category, seen from the percentage of interest in LKPD 87.50% (very interested), and students' motivation to learn science using LKPD with a contextual approach based on flipbook was included in the high category, with a percentage of 82.81% (high motivation).

**Keywords:** Development research, LKPD, contextual approach, flipbook, motivation

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## Introduction

Seeing the very important role of education, education in Indonesia continues to develop to form a better system. In the history of the journey of independence in 1945, the national education curriculum has undergone nine changes with the latest changes in the 2006 education unit level curriculum (KTSP) to the 2013 curriculum. These changes are a logical consequence of the occurrence of political, socio-cultural, economic and science and technology systems in nation and state (Rahmat et al., 2020). Therefore, the curriculum as a set of educational plans needs to be developed dynamically in accordance with the demands and changes that occur in society.

One of the objectives of learning science is to develop inductive and deductive analytical thinking skills in solving problems related to natural events both qualitatively and quantitatively, and to develop skills and self-confidence (Syukriamsyah, 2019). However, field observations show conditions that are far from the expectations of the curriculum demands, science lessons are lessons that are less liked by students because classroom learning seems rigid and the delivery of material tends to be monotonous and static so that science learning is considered boring because learning often takes place in one direction.

Science learning often makes students feel bored in learning it, the boredom of students arises because there is no motivation carried out by the teacher during the learning process. Motivation is the overall driving force in students that gives rise to learning activities, which ensures the continuity of learning activities and which provides direction to learning activities, so that the goals desired by the learning subject can be achieved (Palupi et al., 2020).

There are no teaching materials used in learning that is able to help students understand the material delivered can make students' learning motivation decrease. Baharun (2015) states that the motivation of students needs to be considered so that the learning carried out can run optimally with maximum results. In addition, Suhendri (2013) also argues that learning outcomes are influenced by the independence of students, where they state that if students are independent, they will be able to explore information or knowledge without depending on others, and overcome problems in everyday life.

Teachers who function as providers of learning facilities are required to be able to prepare and develop various learning tools that serve as teaching guidelines (Fitri & Pahlevi, 2021). Procurement of teaching materials must be adapted to the curriculum used and must consider the characteristics of students. So that the existence of these teaching materials can be a guide in teaching and learning activities.

There are various types of teaching materials, among several kinds of teaching materials that can make students more active in learning activities, namely with teaching materials in the form of student activity sheets (Fitri & Pahlevi, 2021). According to Maryani (2017), the existence of this student activity sheets (LKPD) is able to make learning more effective compared to the usual learning process because the use of this LKPD is able to make students more actively participate in the learning process through various tasks available in the LKPD.

Teaching materials in the form of LKPD which were developed equipped with colorful materials and pictures as well as varied questions can arouse curiosity in students and arouse students' interest in reading so that the material can be more easily understood by students so that a meaningful learning process will be formed, the teacher will also helped by the use of LKPD because teachers no longer need to convey too much material (Nengsi et al., 2021). After a review of the LKPD used in the school, several shortcomings were found, including the material contained in the LKPD is too short so that students find it difficult to answer the practice questions, the supporting pictures for the material are partly clear but not colored and the paper used is in the form of newspaper so that students are less motivated in learning science. LKPD that is less attractive will make students lazy to read the material and are often busy with themselves or telling stories with friends, as a result, students are less responsive to the learning delivered by the teacher.

The limitations of the LKPD contained in the book have an impact on the decline in students' understanding of IPA. Students still have difficulty in understanding the material given by the teacher in the science learning process. Students are not interested and feel bored with the guide LKPD which is still abstract in the book. Students do not have the confidence that the science concepts learned through LKPD can be understood.

So, students feel reluctant to do practicum and are not active in learning (Tariani et al., 2022).

The low motivation occurs due to several factors, namely the approach used in teaching science is still educator-centred, the method used is conventional in the form of lectures, and the teaching materials used as learning resources do not attract the attention of students in their teens (Widyawati & Kolonial, 2015). Therefore, teaching materials are needed that can help educators in teaching science in an integrated manner.

From the existing problems, LKPD was developed that was in accordance with the needs of students, had pictures that matched the material, and questions that could arouse the curiosity of students and with a contextual approach so that students were more motivated in learning, so that learning activities would take place optimally according to the material being studied.

LKPD is one of the teaching materials in the form of sheets containing information and instructions for students to work on questions and learning activities in the form of practice. In general, LKPD shows students what is the goal of learning achievement. LKPD presents a sequence of steps that are useful for understanding the content of the material in sequence and achieving the intended learning objectives and increasing self-understanding of the learning material (Hamidah et al., 2017).

In the process, learning that actively involves students will provide more effective results if the teacher is able to choose a learning approach along with teaching materials that can be used. One of the learning approaches that can be used is the contextual approach. Contextual approach or CTL as a learning concept that helps teachers relate the material being taught to real-world situations, students make connections between their knowledge and its application in their lives as family and community members (Hamidah et al., 2017).

There are seven main components in contextual learning (Hamidah et al., 2017):

- a) Constructivism, namely knowledge is built by humans little by little, the results are expanded through a limited context, humans must construct that knowledge and give meaning through real experience.
- b) Inquiry, namely the knowledge and skills obtained by students are expected not to be the result of remembering facts but the result of finding themselves.
- c) Questioning, that is asking in learning is seen as a teacher to encourage, guide, and assess students' thinking abilities.
- d) Learning Community, suggest that learning outcomes are obtained from collaboration with other people.
- e) Modeling, the purpose of modeling in a contextual approach is that in a particular skill or knowledge learning, there is a model that can be imitated.
- f) Reflection is a way of thinking about what we have just learned or thinking back about what we have done in the past.
- g) Authentic Assessment is the process of collecting various data that can provide an overview of the learning development of students.

LKPD with a contextual approach that is intended in this research is LKPD developed oriented to the components of the contextual approach and the problems presented are related to real life. The context of the problems that arise must be in accordance with the concept of the material being studied.

In the respiratory system material, students are asked to identify how the lungs work, explain the relationship between air pressure and the mechanism of the respiratory system, and identify a healthy lung model with a Covid-19 infected lung model.

LKPD with a contextual approach is able to invite students to relate the respiratory system material to everyday life. However, LKPD which is narrative or contains descriptions that are lacking in supporting the activeness and motivation of students in

learning activities. In addition, conventional LKPD designs generally lack in emphasizing various colors and images so that they look monotonous. This can make it difficult for students to understand the material and can cause boredom to arise during teaching and learning activities.

An innovation is needed in an LKPD that is innovative and interesting and can foster student activity and motivation in the learning process and is expected to be able to increase student learning motivation. From the results of this study, the researchers determined the development of electronic LKPD with a flipbook-based contextual approach.

Electronic Student Worksheets are a type of teaching material designed to carry out offline and online teaching and learning activities packaged in digital format so that learning can be more interactive (Fitriya et al., 2020). The use of technology-based teaching materials can facilitate the delivery of the learning process and can also make the overall learning process interesting (Triwahyuningtyas et al., 2020).

Electronic teaching materials are teaching materials published in digital format, containing writings, images, which can be read through computers or other digital devices (Fitriya et al., 2020). Electronic teaching materials are learning tools designed to assist learning both in the classroom and outside the classroom which are displayed in digital format so that learning can be more interactive. Electronic teaching materials also support open learning and can be owned by students because they are easy to share, for example through social media such as Facebook, WhatsApp, Telegram, and the like. Students really know what basic competencies they must master in each learning implementation.

Students can learn independently by using electronic teaching materials that have been prepared by their subject teachers. In addition, parents can also monitor the quality of learning given to their children. Electronic teaching materials have various functions, including (Fitriya et al., 2020): (a) as an alternative learning media; (b) different from printed teaching materials, electronic teaching materials can contain multimedia content in them so that they can present more interesting teaching materials and make learning more fun; (c) as a medium for sharing information; and (d) compared to printed teaching materials, electronic teaching materials can be disseminated more easily, either through media such as websites, virtual classes, e-mail, and other digital media.

One of the software that can make the display of electronic Student Worksheets more interactive and attractive is Flipbook. The advantages of this flipbook include the existence of hyperlink features, interesting images, audio, video, and flip effects that can open or flip a book so that it is like real reading. In addition, this flipbook is very easy to use and the products produced are in the form of SWF or Flash, HTML to be published through the website (Nufus & Sakti, 2021). Based on this description, it shows that there is still a need for a decent and innovative LKPD that is adapted to the competence of students, so that in the future there will be can be used by students.

From the description of the background above, the researcher aims to describe the feasibility, student responses, and student motivation on the student worksheet with a contextual approach based on flipbook in the science subject matter of the respiratory system class VIII.

## **Methods**

This type of research is research and development or R&D. The development model used is the 4D development of Thiagarajan which includes 4 stages, namely definition, design, development, and deployment. The dissemination stage was not carried out because this research was limited to obtaining a prototype LKPD on the eye science lessons on the human respiratory system.

This study uses a descriptive qualitative approach. The type of research in this study is a case study so that Research can be carried out in more depth about a matter according to the human perspective being studied. The method used in this research is descriptive method. According to Nawawi (2012), said that "descriptive method can be interpreted as a problem solving procedure investigated by describing/describing the current state of the subject/object of research based on the facts that appear, or as they are". This research is qualitative because the research was carried out by researchers in natural conditions by conducting experiments with students. According to Sugiyono (2006), qualitative research methods are often called naturalistic research methods because the research is carried out in natural conditions (natural settings).

The subject of the research trial was class VIII A of SMP Negeri 1 Pejagoan, totaling 10 people who could describe the individual population. To get the sample, it was done randomly in a limited trial study.

Data collection instruments are in the form of qualitative data and quantitative data. In obtaining qualitative data, it can be done by using a review sheet in the form of suggestions and comments from experts to edit the LKPD. Furthermore, in obtaining quantitative data through validation sheets, student response questionnaires, and student motivation questionnaires.

The research procedure consists of four stages, namely the define, design, develop and disseminate stages. At the define stage includes the initial stage, students, assignments, concepts and formulation of learning objectives. At the design stage (design) includes the preparation of instruments, media selection, format selection and initial product design. At the develop stage (development) includes:stage of expert assessment and development trials. Then in the disseminate stage, the distribution is not carried out, this research is only a product feasibility test.

Validation data includes product validation questionnaire data. The research instrument was a questionnaire sheet. Data collection techniques using a questionnaire. The feasibility and practicality of LKPD with a contextual approach were analyzed by converting scores using a scale of 4 (Mardapi, 2008).

## **Results and Discussion**

The results of this study are LKPD with with a contextual approach based on flipbook to increase students' motivation to learn science. The development of student worksheets (LKPD) with a with a contextual approach based on flipbook aims to produce products that help the learning process. Flipbook maker is an application for creating e-books, e-modules, e-papers, and e-magazines whose presentation results in electronic form are capable of displaying interactive simulations by combining text, images, sound, video, animation, and navigation so that learning can take place more interesting and fun and make students more interested in participating in learning (Zulhelmi, 2021).

Flipbook media is one of the teaching materials displayed in the form of electronic books (e-books) or digital books (Aprillia et al., 2017). In this study, the flipbook that will be developed contains the text of science subject matter, examples of concrete images and videos related to the material, audio or music, concept maps, quizzes, material summaries, and practice questions. The use of flipbook can also increase understanding and increase learning achievement student learning motivation is very important to be developed, because thus students have the desire to learn with their own awareness (Simatupang & Sormin, 2020).

The format for the preparation of the LKPD refers to the format for the preparation of the LKPD proposed by Prastowo (2012), which consists of the title, instructions for use/learning instructions, basic competencies and indicators of achievement of learning outcomes, concept maps, supporting information, tools and materials used, work steps,

assignments, and assessment. Innovative e-LKPD is an important requirement in learning in the 21st century as teaching materials, practicums, and technological developments in accordance with the times (Suryaningsih & Nurlita, 2021).

In addition to referring to the format of the preparation LKPD, researchers also emphasize a contextual approach which includes 7 components, namely constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment. LKPD also contains material related to the human respiratory system.

Contextual approach is a learning concept that encourages students to construct their own knowledge (Kusmiyati, 2006). The learning process takes place naturally in the form of student activities working and experiencing it. The application of a contextual approach in science learning aims to make learning more productive and meaningful. The teacher's job is to manage the class or determine learning strategies and methods, so that students achieve their goals by discovering the concepts they learn for themselves. Learning activities that are presented through the context of the lives of students with orientation to the multiple intelligences possessed by students, can help develop one or more of the most prominent multiple intelligences possessed by students, because every student has the right not to be killed for his potential just because formal educational institutions recognize more one area of intelligence, such as logical-mathematical or linguistic (Yogiswari et al., 2019).

The advantages of LKPD oriented contextual approach are the material on the LKPD is equipped with pictures (Koto et al., 2022). In addition, a positive response is obtained from the assessment of user responses to the statement of the quality aspects of the LKPD material in point (1) the material on the LKPD is explained in detail, (2) the material on the LKPD assists in answering practice questions, (3) The depth of the material on the LKPD helps find new experiences and knowledge, on the aspect of the appearance of the LKPD in point (5) the presentation of learning materials on the LKPD is interesting and helps in linking the material with the surrounding environment, (10) Language on LKPD Able to give enthusiasm to work together in groups and apply it in daily life, (11) Sentences on LKPD help in finding knowledge and make it easier to answer questions, (12) Accuracy of material and explanation of pictures on LKPD helps in understanding the material and you able to relate examples to the surrounding environment, (15) LKPD helps in learning to bathe ri.

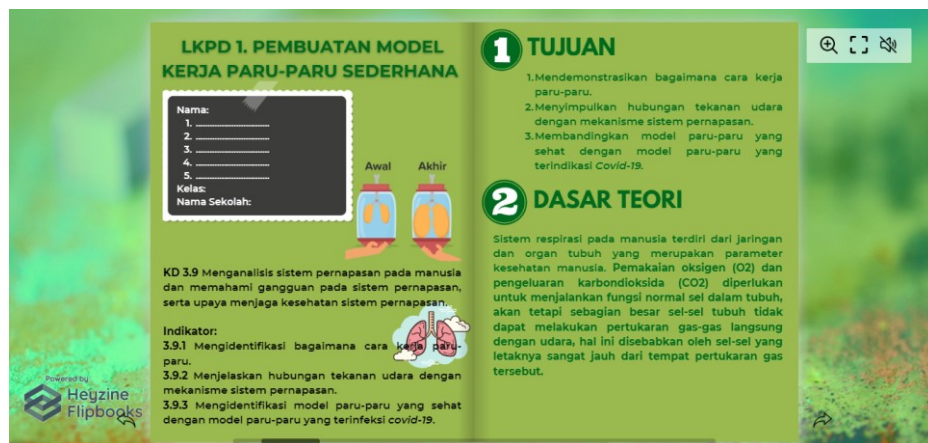
The design of the LKPD cover display uses a picture of the lungs as a description of the contents in the LKPD. The cover on the LKPD consists of two, namely the front cover and the back cover. The cover color is designed in full color with a dark green base color for the front cover and light green for the back cover. Presentation of material in the form of a digital book which contains colorful pictures and columns makes students no longer bored or bored in learning (Luh Nuryani et al., 2021). Plus the supporting characteristics of the cover which consists of several components such as the title of the LKPD material, the approach of the LKPD, LKPD users, and the identity of the LKPD compiler.

Contextual learning allows students to connect the content of the subject matter with the context of everyday life to find new meanings (Sugiyanto et al., 2018). In the LKPD with a contextual approach there are pictures of the lungs and organs of the respiratory system, graphs of the relationship of pressure (P) to volume (V), graphs of lung volume vs time during inspiration and expiration, there are also some motivational pictures.

The use of LKPD with a contextual approach in learning will help students understand the material and find solutions to problems. Students will also find it easier to understand if math problems are real events in everyday life, so that students will feel the benefits of learning mathematics they get (Alfiana & Dewi, 2019). A learning approach that links real life with academic content is a contextual approach.



**Figure 1.** The initial cover of LKPD with a contextual approach based on flipbook.



**Figure 2.** Display of LKPD contents using a flipbook-based contextual approach.



**Figure 3.** View of the back cover of LKPD using a flipbook-based contextual approach.

The design chosen for this digital student worksheet was something colorful, eye-catching, and interesting so that students are motivated and attracted to read the

materials from the module. A good canva template was used for the design before they were changed into PDF format.

Then, the pdf was ready to be converted to flipbook by heyzine. This online application is easy to use, we just need to put the file on and heyzine will help us to make a very interesting digital student worksheet. Heyzine provides a feature called page turn effect (Rahmawati et al., 2022). It offers five sifferent turn page effects such as: flipbook magazine, book, slider presentation, cover flow and one page flip. Heyzine also support right-to-left flipbooks. The next feature is customization. This feature offer the user to customize the publication, changing logo, background, text, navigation control styles, controls to show and hide. You can make the flipbook look the way you want in a quick and easy way. The next features that can make module more interesting are video and picture. The feasibility of LKPD with a contextual approach based on flipbook is known from the assessments of 6 expert validators. The feasibility of the LKPD with a contextual approach based on flipbook was obtained by finding the average rating between six raters. Obtaining the average score of each component of the assessment aspect using the equation:

$$\bar{x} = \frac{\sum X}{n}$$

Information:

$\bar{x}$  = mean score

$\sum X$  = total score of each component

N = number of validators/appraisers

Next, all the data that has been obtained on each assessment item are totaled so that it is referred to as the actual score (X). The actual score that is quantitative is converted into a qualitative value by referring to the conversion of the score to a scale of four to determine the feasibility of the quality of the LKPD with a contextual approach based on flipbook that was developed. The reference for changing the score to a scale of four according to Mardapi (2008) can be seen in Table 1.

**Table 1.** Conversion of Actual Scores into Four Scale Values

No.	Quantitative Score Range	Category
1.	$X > (Mi + 1.5 SDi)$	Very Good
2.	$(Mi + 1.5 SDi) > X \geq Mi$	Well
3.	$Mi > X \geq (Mi - 1.5 SDi)$	Not Good
4.		Very Not Good

Information:

X = Respondent score

Mi = Average/ideal mean

SDi = Ideal Standard Deviation

Mi =  $\frac{1}{2} (X_{max} + X_{min})$

SDi =  $\frac{1}{6} (X_{max} - X_{min})$

X = the average score obtained

Mi = ideal average

=  $\frac{1}{2} (\text{ideal maximum score} + \text{ideal minimum score})$

=  $\frac{1}{2} (4 + 1)$

= 2.5

SDi = ideal standard deviation

=  $\frac{1}{6} (\text{ideal maximum score} - \text{ideal minimum score})$

=  $\frac{1}{6} (4-1)$

= 0.5

Ideal maximum score =  $\sum$  item criteria x highest score  
 Ideal minimum score =  $\sum$  item criteria x lowest score

Based on the four-scale assessment criteria, it can be interpreted the 4-scale assessment criteria in Table 2.

**Table 2.** Interpretation of Ideal Assessment Criteria with a 4 Scale

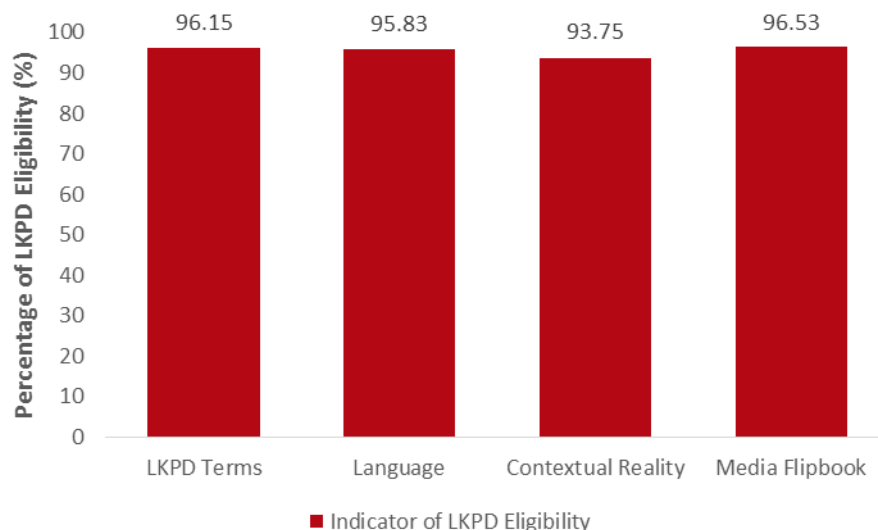
No.	Quantitative Score Range	Category
1.	$X > 3.25$	Very Good
2.	$3.25 > X \geq 2.5$	Well
3.	$2.5 > X \geq 1.75$	Not Good
4.	$X < 1.75$	Very Not Good

(Mardapi, 2008)

**Table 3.** Average Validator Assessment Results

Assessment Aspect	Rating result	Category
LKPD Terms	3.85	Very Good
Language	3.83	Very Good
Contextual Reality	3.75	Very Good
Media Flipbook	3.86	Very Good
Average	3.82	Very Good

Based on table 3, the average result of the expert validator's assessment of the LKPD with a contextual approach based on flipbook that was developed is 3.82 which is in the very good category. The results concluded that the LKPD with a a contextual approach based on flipbook could be used with a few revisions.



**Figure 4.** Percentage of Eligibility of LKPD with a Contextual Approach based on Flipbook.

Overall, the average value of all aspects that have been assessed by the validator is 3.82 with a feasibility percentage of 95.57%. This percentage shows that the LKPD quality criteria with a contextual approach based on flipbook are very feasible. With the LKPD requirements 96.15%, contextual aspects 93.75%, linguistics 95.83%, and flipbook media aspects 96.53%.

This is because the creation of LKPD with a contextual approach based on flipbooks is equipped with clear instructions, has a unique design, clear and interesting reading. A good LKPD contains identities, instructions, important information, related to the stages to complete a task, and problems that must be solved (Oka et al., 2021). The tasks assigned to the LKPD must be clear about the goals to be achieved. After passing the expert test, then the product is tested with students.

The learning objectives contained in the LKPD are described for each meeting, and in each learning activity it must contain an explanation of the objectives of learning activities to help teachers and students have clearer learning directions in the implementation of learning (Aisyah & Rohayati, 2018). The use of grammatical aspects has paid attention to several things such as the accuracy of the use of language, the correctness of the terms used, the correctness of spelling and the use of good punctuation marks. Making LKPD the language used must be in accordance with the correct spelling (EYD) and be able to attract the attention of students to study harder (Nurhayati et al., 2015). In the LKPD, the constructivism section shows an image of a person breathing in oxygen and exhaling carbon dioxide, and an image of a person wearing a mask and coughing with an illustration of the COVID-19 virus beside it. Students are asked to guess what Olif (name of the person in the picture shown) is doing. And answer the question, whether what Olif does is included in the characteristics of living things. In the inquiry section, students are asked to cover their nose and mouth with their hands for 30 seconds. Students are asked to answer the question whether if the mouth and count are closed for 30 seconds, humans can breathe or not. In the questioning section, students are asked to answer the question what is meant by breathing. In the modeling section, students are asked to write down the functions of the respiratory organs that have been identified. In the assessment section, students are asked to make a healthy lung breathing model and a Covid-19 infected lung model.

The product is said to be valid if it includes several components, namely (1) the content feasibility component includes the suitability of the SK with KD, needs, substance truth, benefits, moral values, and social values. (2) Components of presentation, including clarity of goals to be achieved, order of presentation, giving motivation, attraction, interaction (providing stimulus and response) and completeness of information. (3) The linguistic component includes limitations, clarity of information, conformity with Indonesian language rules, effective and efficient use of language, which will then be assessed by the validator on the validation sheet to determine the level of product validity based on the validity criteria (Desmiwati, 2017).

One of the criteria for a quality LKPD is to have a high level of validity. Validation is done by presenting experienced experts to assess the new products that have been designed so that the weaknesses and strengths of the product can be identified. With the results of the initial validation, there are several suggestions for improvement including: adding page numbers, adding questions as discussion material before the conclusion section, and changing the basic color of the LKPD because it is considered too conspicuous.

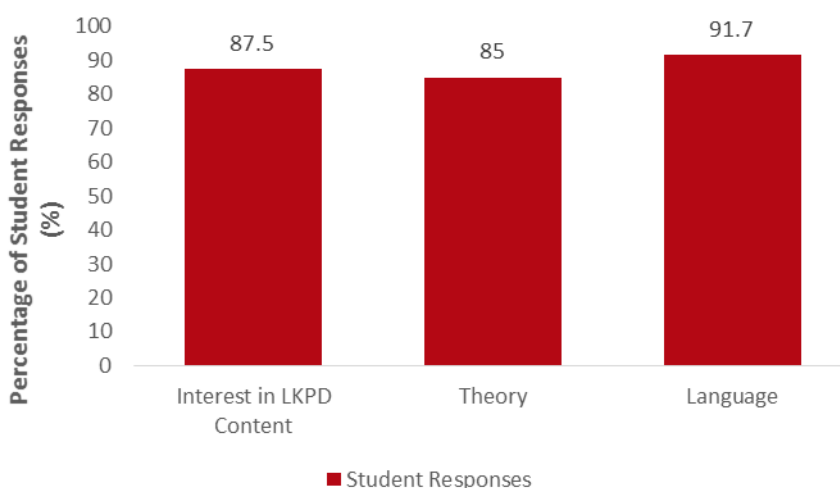
All aspects of the assessment are in the valid category, so the student worksheet with a contextual approach based on flipbook can be used in field trials in classroom learning to measure its effectiveness.

The level of practicality of the LKPD with a contextual approach based on flipbook can be seen from the results of the student response questionnaire which contains a response statement to the LKPD developed by the researcher.

**Table 4.** Data on Student Response Results

Assessment Aspect	Rating result	Category
Interest in LKPD Content	3.50	Very Good
Theory	3.40	Very Good
Language	3.70	Very Good
Average	3.50	Very Good

Based on Table 4, it can be concluded that the assessment categories obtained from the students' questionnaire results are very good for the developed LKPD and students are interested in participating in learning activities with LKPD with a contextual approach based on flipbook. Thus, the practicality criteria of LKPD with a contextual approach can be said to be achieved.



**Figure 5.** Percentage of Student Responses.

The overall score of all aspects is 87.50%. This percentage shows that students are very interested in LKPD with a contextual approach based on flipbook. The percentage of the material aspect is 85.00%, the interest aspect of the LKPD content is 85.50%, and the language aspect is 91.70%.

The response of students to the developed LKPD has a value percentage of 87.50%. This value has very good criteria, meaning that the LKPD can be used as teaching material in the learning process.

The contextual approach (contextual teaching and learning) is one approach in which the teacher brings the real world into the classroom and encourages students to make connections between their knowledge and its application in everyday life. The results of this study indicate that the LKPD developed with a contextual approach is proven to be well accepted by students (Sugiyanto et al., 2018).

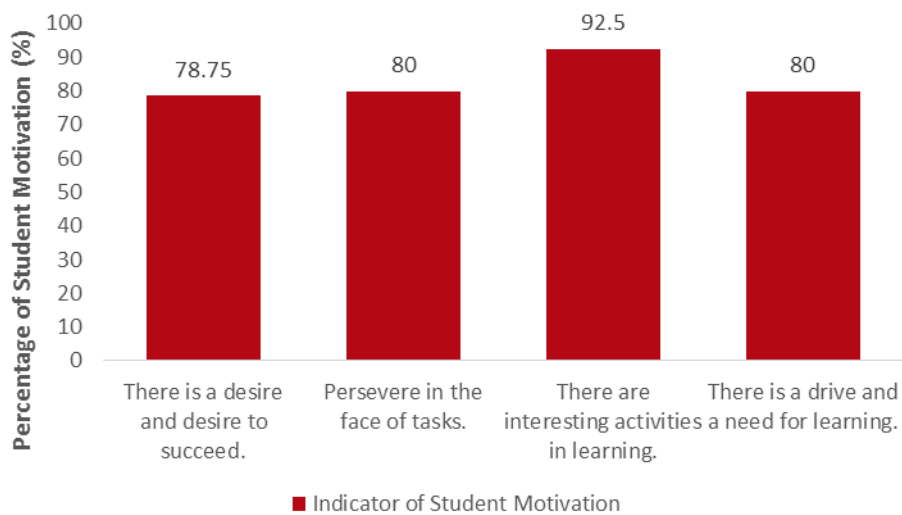
Many factors can affect motivation in learning. These factors can come from the student's personal self and the environment (Hakim & Syofyan, 2017). In the environment, there are intrinsic and extrinsic motives that can affect students' learning motivation. Reveals the factors that can affect students' learning motivation. If viewed based on the student's personality, achievement motive is the main factor. Because the desire to succeed in a particular learning is controlled by the students themselves (Uno, 2008). Furthermore, in addition to factors from within the student's personality, environmental factors can also affect student learning motivation. Environmental factors

have two motives, namely intrinsic and extrinsic motives. Intrinsic motives come from within students as described above. While extrinsic motives arise because of the punishment or reward that comes from outside the student.

The result data regarding the learning motivation of students in class VIII A of SMP Negeri 1 Pejagoan was obtained from the answers to the questionnaire that had been given to 10 respondents. There are 4 indicators contained in the questions filled out via the google form link using a scale of 4, the average score of student learning motivation of class VIII A of SMP Negeri 1 Pejagoan is 82.81% including the high category.

**Table 5.** Data on Student Motivation Results

Assessment Aspect	Rating result	Category
There is a desire and desire to succeed.	3.15	Very Good
Persevere in the face of tasks.	3.20	Very Good
There are interesting activities in learning.	3.70	Very Good
There is a drive and a need for learning.	3.20	Very Good
Average	3.30	Very Good



**Figure 6.** Percentage of Student Motivation.

The category of learning motivation obtained from students in class VIII A of SMP Negeri 1 Pejagoan was analyzed by indicators of learning motivation which consisted of 4 indicators, namely; (1) indicators of desire and desire to succeed with a percentage of 78.75% are included in the high category, (2) indicators of persistence in dealing with tasks with a percentage of 80.00% are included in the high category, (3) indicators of interesting activities in learning with a percentage 92.50%, and (4) indicators of encouragement and need in learning with a percentage of 80.00%. The average motivation of class VIII A students of SMP Negeri 1 Pejagoan is 82.81% which is classified as high motivation (Riduwan, 2011). Based on the data analysis of student comments, it can be concluded that students are interested in learning to use LKPD because pictures, writing, language and sentences are very interesting to read, easy to understand, thereby increasing students' learning motivation.

## Conclusion

LKPD with a contextual approach based on flipbook developed in this study is suitable for use in science learning. The results of the LKPD validation with a contextual approach based on flipbook on the human respiratory system material according to the material validator showed the number 3.82 with a very good category. The percentage of LKPD quality is based on the assessment validator 95.57% showed very feasible criteria. The response of students to the LKPD with a contextual approach based on flipbook shows a score of 3.5 with a very good category. The presentation of interest in LKPD with a flipbook-based contextual approach was 87.50%. This value shows that students are interested in LKPD with a contextual approach based on flipbook. Students' learning motivation towards LKPD with a contextual approach based on flipbook shows the number 3.3 in the very good category. The percentage of students' learning motivation is 82.81% which includes high motivation.

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