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## Analysis of the Needs of Junior High School Students for E-Modules Assisted by Flipbook on Pantun Writing Material

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### ABSTRACT

The development of digital technology has had a significant impact on the world of education, especially in the utilization of technology-based learning media. One innovation that has emerged is the use of e-modules that can be accessed electronically and provide convenience in the learning process. At the junior high school level, Indonesian language learning materials, especially in writing pantun, are a challenge for a number of students. The development of flipbook-assisted e-modules as an alternative solution in helping students understand and apply rhyme writing techniques. This study aims to analyze the needs of junior high school students for the application of e-modules assisted by flipbooks in learning to write pantun. The method used in this research is a survey with a questionnaire instrument that aims to measure students' perceptions of e-modules. The results showed that most students had difficulty in understanding the pantun material and wanted a digital-based learning media that was more interesting and interactive. As many as 87.98% of students want the application of e-modules assisted by flipbooks as open materials that support independent learning of rhyme writing. In addition, students also expect the content of local wisdom of Malay culture, such as pacu jalur culture in the e-module.

## 1. Introduction

The development of increasingly sophisticated digital technology has had a major impact in many fields, one of which is the field of education. One of the growing breakthroughs is the utilization of technology-based learning media that provides convenience in the teaching and learning process. At the primary and secondary education levels, especially in Junior High School (SMP), technology can serve as a very effective tool in supporting the achievement of learning objectives, one of which is through the use of e-modules. E-modules are digital learning modules that can be accessed and used by students through electronic devices. This can facilitate students in learning independently, practically, and provide flexibility in the learning process. Rahmi (2025) states that e-modules are electronic forms of printed modules. E-modules can be read on computers and devices and are made

with certain software. E-Module is a new innovation that has several advantages over printed modules. Wibowo (in Nuryani, 2021) states that e-modules are electronic learning modules that contain systematically designed and interesting materials, methods, and exercises with the aim that students can achieve the expected competencies. According to Aris in Zuzilawati (2021) E-Modules are more practical to carry, durable, will not be weathered by time, and can be equipped with audio or video in their presentation. Meanwhile, printed modules are in physical form so that space is needed to carry them, the durability of paper is limited by time and cannot be equipped with audio or video in their presentation.

According to Charlina (2022), the development of the digital era has also affected the presentation of modules packaged in electronic form. In line with that, e-modules are also an innovative solution in learning activities. E-modules will support the presentation of learning materials to be more interesting than printed books and more interactive. According to Sulistyaningrum (2022), the elements contained in the e-module are the introduction, learning activities consisting of material, summaries, practice questions, and evaluations, then a list of references. In line with that, Rambe (2022) states that a good e-module contains front and back covers, guidelines for use, learning objectives, materials, learning videos, animations, practice questions, and evaluations. Furthermore (Putri, 2022) mentioned that e-modules should also be equipped with audio visuals. The hope of doing this is to create interactive and fun learning, so that it can foster the interest of participants in learning. Sidiq and Najuah (2020) stated that e-modules are modules that are currently considered quite ideal in the present time because e-modules support the use of multi-products ( integration of audio-visual in video format), high interactive, and multi-source learning to complement the shortcomings found in textbooks.

In the current era of technological development, many students tend to forget Indonesian culture. Purwoko (2020) argues that students are more interested in learning through electronic media such as the internet and gadgets, which mostly access foreign cultures. Therefore, it is very important to build an attitude of respect and integrate cultural knowledge in everyday life, so that people remain connected to the noble values of Indonesian culture. According to Rahmawati and Muchlian (2019), education and culture are inseparable in everyday life. In Indonesia, the curriculum is adapted to contexts such as culture and life. One way to teach culture to students is through Indonesian language learning at school. Indonesian language learning in the independent curriculum at the junior high school level expects students to master writing skills.

One of the things included in writing is writing pantun. The material of writing pantun is studied in phase D, namely grade VII of junior high school. Writing pantun requires not only skill in arranging words, but also an understanding of the structure, rhyme, and meaning in each line. In Riau, pantun is a daily habit, or perhaps like the habit of eating and drinking. This habit exists from our ancestors to the present day. It started from mantra, the most upstream and ancient non-narrative genre, to enter the niche of daily life. Today, rhyme lives and thrives in

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virtual media. We often see someone 'selling' a string of pantun in a post on social media, immediately 'bought' by his friend through the comments column along with other pantun (Elmustian, 2024). Kosasih (2014:140) states that pantun is a form of old poetry that is bound by standard rules. Pantun in terms of language means like, like a simile or laksana. Pantun is a type of old poetry in which one stanza consists of four arrays and pantun a-b-a-b. The first and second verses are the cover, while the third and fourth verses are the body. The cover has no meaning, only the rhyme is taken. Pantun is an old form of poetry that originated from Indonesia and is the oldest type of poetry (Nadjua, 2015:24).

Ganie (2015:16-37) states that pantun can be categorized into ten types based on its social functions, which include: 1) Based on its physical form (flash pantun, regular pantun, hooked pantun); 2) Based on the group of users (children's pantun, young people's pantun, old people's pantun); and 3) Based on its social function, which consists of play pantun, joking pantun, amorous pantun, sorrowful pantun, humorous pantun, praise pantun, satire pantun, religious pantun, customs pantun, and advice pantun. Waluyo (in Karmila) states that the function of pantun is also used in community activities such as in artistic, religious, and customary activities, providing socialization and educational advice, satire, releasing longing and affection, expressing appreciation or gratitude, riddling or challenging the agility of the mind, and as entertainment or humor.

According to Malik (2021:19) pantun has a special place in people's lives. Raja Ali Haji explains the *mustahak* concept of *budi* when the concept of *budi* is juxtaposed with reason into something that glorifies humans. Pantun has an honorable position in society because pantun fulfills the conditions that language radiates the mind and the mind guides the language. Therefore, it is very important that students master the skill of writing rhyming texts. Pantun as one of the important materials in Indonesian language learning studied in phase D class VII. In the material of writing pantun, there are still many students who have difficulty in understanding and applying the technique of writing pantun correctly. Some of the challenges faced by students include lack of interest, confusion in choosing the right words, and lack of understanding of the structure of the rhyme itself.

Rahim (2005: 85) argues that in practice teachers often use only one package book. Meanwhile, it is known that the package book does not discuss widely and deeply, so it cannot help develop students' ideas and concepts fully. As a solution to these problems, the use of flipbook-assisted e-modules can be the right choice. Flipbook PDF professional is an application used to create document layouts (Microsoft Word) which are then converted into PDF files, then the PDF files are inserted into e-book documents that are ready for use (Watin in Febrianti, 2021). Flipbook is a digital application that allows the creation of learning modules with an interactive display like a book that can be opened and read. Maulana (in Erniwati, 2020) states that Flipbook PDF professional is one of the software that has the utility to create e-books in the form of a flipbook format. This professional Flipbook PDF application is also equipped with various multimedia features such as video, audio, and flash animation. Choiroh (2024) states that flipbook PDF

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professional is an application that makes it easy for users to quickly and easily add various types of media to the flipbook. The flipbook-assisted e-module is expected to provide a more interesting, interactive learning experience and support students' understanding of pantun writing material. With an attractive appearance, easy navigation, and interactive features that make it easy for students to access information, this e-module can be an effective media to improve rhyme writing skills. This writing element aims to develop students' critical, creative, and communicative thinking skills. Writing is not just for communication but also for completing meaningful tasks in learning and thinking. (Tumiwang in Rahmi, 2025). In Indonesian language learning, there are four skills that aim to form a language skill. The four skills are listening skills, speaking skills, reading skills, and writing skills.

This study aims to analyze junior high school students' needs for the application of e-modules assisted by flipbooks in learning to write pantun. This research will examine the extent to which students need digital-based learning media to help them understand and master the skill of writing pantun better. By knowing the needs and preferences of students related to flipbook-assisted e-modules, it is hoped that the right solution can be found to design learning media that are in accordance with the characteristics and expectations of students. Through this research, it is expected to contribute to the development of technology-based learning that is innovative and relevant to the demands of education in the digital era. In addition, the results of this study are also expected to be a reference for e-module developers and educators in designing learning methods that are more effective, fun, and in accordance with student needs.

## **2. Methodology**

In this study, the survey method was used. Fraenkel (in Rahmi, 2025) explains that the Survey method is a research method in which researchers collect information using questionnaires or interviews explaining various aspects of the population. In this study, researchers used the survey method to describe the material demands and needs of students in learning to write pantun. The purpose of this study is to analyze the need to develop a teaching material needed in schools, namely e-modules assisted by flipbooks by integrating Malay culture, especially the pacu jalur culture in Kuantan Singingi Regency for junior high school students.

The instrument used to collect data in this study was a questionnaire. Students' views and perceptions of the flipbook-assisted e-module to be developed were measured using a Likert scale. This scale measures positive responses or negative responses to a statement, making it easier to measure tiered measures (Aini in Rahmi, 2025). The Likert scale used is divided into five sizes, namely strongly disagree, disagree, undecided, agree and strongly agree. The prepared questionnaire was addressed to students at SMP N 1 Gunung Toar and SMP N 1 Hulu Kuantan. The survey questionnaire was conducted directly by the researcher

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in both schools. The categories used refer to the opinion of Riduan and Sunarto as shown in Table 1 below.

Table 1 Categories of Needs Level by Percentage

| Percentage (%) | Level of Validity |
|----------------|-------------------|
| 0% - 20%       | Very Unnecessary  |
| 20,1% - 40%    | Less necessary    |
| 40,1% - 60%    | Enough Need       |
| 60,1% - 80%    | Need              |
| 80,1% - 100%   | Very necessary    |

Adaptation from Riduan and Sunarto (2012)

### 3. Results and Discussion

This study uses a questionnaire containing 13 statements that will describe students' needs for e-modules assisted by flipbooks on the material of writing pantun. The statements represent the difficulties or weaknesses faced by students in writing pantun in the learning process. In addition, it also identifies students' learning styles and needs that support students in improving their understanding and ability to write pantun. Table 2 will show the student needs analysis questionnaire that researchers used in this study.

Table 2 Student Needs Analysis Questionnaire

| Statement   | Very Agree | Agree | Undecided | Less Agree | No Agree |
|---|------------|-------|-----------|------------|----------|
| <b>Material Indicators</b>  |            |       |           |            |          |
| I find it difficult to understand the material of writing pantun.   |            |       |           |            |          |
| I have difficulty in developing writing that is in accordance with the characteristics of pantun                    |            |       |           |            |          |
| I had difficulty in adjusting the final rhyme according to the characteristics of pantun                            |            |       |           |            |          |
| I was not presented with examples that I could closely observe as guidelines for writing pantun.                    |            |       |           |            |          |
| I find it difficult to find and decide on materials to produce pantun.  |            |       |           |            |          |
| <b>Presentation Indicator</b>   |            |       |           |            |          |
| I study rhyme writing material using conventional media (books, PPT)  |            |       |           |            |          |
| I want the pantun writing material to be delivered with an interesting, interactive and innovative learning module. |            |       |           |            |          |
| I want the learning module to use language that is easy to understand.  |            |       |           |            |          |
| I want the learning module to make it easier for me to study independently.   |            |       |           |            |          |
| I want a technology-assisted learning   |            |       |           |            |          |

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module for rhyme writing.  
 I want the material on writing pantun to be presented using the module  
 I want the pantun writing material to contain local wisdom of Malay culture such as pacu jalur culture.  
 I hope that the material for writing pantun can be developed in the form of electronic modules assisted by flipbooks.

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After obtaining data from the analysis of student needs that researchers get from the research location school, then the results of the research in the form of student responses based on the needs analysis questionnaire on e-modules assisted by flipbooks on pantun writing material can be seen in the following table.

Table 3. Recapitulation of the Results of Student Responses to the Needs of Learning Media Writing Pantun

| Number | Statement | No Agree | Less Agree | Undecided | Agree | Very Agree | Total | Average - Average | Percent |
|--------|-----------|----------|------------|-----------|-------|------------|-------|-------------------|---------|
| 1      | S1        | 0        | 0          | 0         | 52    | 5          | 233   | 4,09              | 81,75   |
| 2      | S2        | 0        | 0          | 0         | 42    | 15         | 243   | 4,26              | 85,26   |
| 3      | S3        | 0        | 0          | 2         | 35    | 20         | 246   | 4,32              | 86,32   |
| 4      | S4        | 0        | 0          | 2         | 31    | 24         | 250   | 4,39              | 87,72   |
| 5      | S5        | 0        | 0          | 0         | 32    | 25         | 253   | 4,44              | 88,77   |
| 6      | S6        | 0        | 0          | 1         | 29    | 27         | 254   | 4,46              | 89,12   |
| 7      | S7        | 0        | 0          | 2         | 21    | 34         | 260   | 4,56              | 91,23   |
| 8      | S8        | 0        | 0          | 1         | 27    | 29         | 256   | 4,49              | 89,82   |
| 9      | S9        | 0        | 0          | 1         | 37    | 19         | 246   | 4,32              | 86,32   |
| 10     | S10       | 0        | 0          | 0         | 38    | 19         | 247   | 4,33              | 86,67   |
| 11     | S11       | 0        | 0          | 0         | 40    | 17         | 245   | 4,30              | 85,96   |
| 12     | S12       | 0        | 0          | 0         | 36    | 21         | 249   | 4,37              | 87,37   |
| 13     | S13       | 0        | 0          | 0         | 36    | 21         | 249   | 4,37              | 87,37   |

Further research results on difficulties in writing pantun can be seen in the following table.

Table 4. Recapitulation of Questionnaire Results about Students' Difficulties in Writing Pantun

| Total Respondents | S1     | S2     | S3     | S4     | S5     | Average |
|-------------------|--------|--------|--------|--------|--------|---------|
| 57 Respondents    | 81,75% | 85,26% | 86,32% | 87,72% | 88,77% | 85,96%  |

Based on the table above, 81.75% of students have difficulty understanding pantun writing material. Because of the difficulty of students to understand the material of writing pantun, students will have difficulty writing pantun according to the characteristics or structure of pantun. This is evidenced by the percentage of 85.26% in the statement that students have difficulty writing pantun according to the characteristics of pantun and 86.32% of students have difficulty adjusting the final rhyme according to the characteristics of pantun. Next, as many as 87.72% of students are not faced with examples that can be observed closely as guidelines

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for writing pantun. Therefore, 88.77% of students had difficulty in finding and determining materials to produce pantun.

This means that 85.96% of students have difficulty in understanding the material and practicing pantun writing. This difficulty makes it difficult for students to write according to the characteristics of pantun, difficulty adjusting the final rhyme of pantun, and not being confronted with examples of pantun. Based on the findings above, it is necessary to have additional learning resources that act as teaching materials for writing pantun.

Table 5. Recapitulation of questionnaire results about students' needs for learning media in helping to understand and write pantun.

| Total Respondents | Statement |         |         |         |         |         |         |         | Average |
|-------------------|-----------|---------|---------|---------|---------|---------|---------|---------|---------|
|                   | S6        | S7      | S8      | S9      | S10     | S11     | S12     | S13     |         |
| 57 Respondents    | 89,12 %   | 91,23 % | 89,82 % | 86,32 % | 86,67 % | 85,96 % | 87,37 % | 87,37 % | 87,98%  |

The results of further research on the needs of teaching materials in writing rhyming texts. Based on the table above, 89.12% of students only learn rhyme writing material using conventional media (books, PPT). 90.23% of students want the material to be delivered with an interesting, interactive, and innovative learning module. Next, 89.82% of students also want the learning module to use language that is easy to understand, 86.32% of students want a learning module that makes it easy to learn independently, and 86.67% of students want a learning module that is assisted by technology. Based on the characteristics above, 85.96% of students want the material for writing pantun to be presented using e-modules. In addition, 87.37% of students want pantun writing materials to have local wisdom content of Malay culture such as pacu jalur culture. Furthermore, 87.37% of students expect if they expect pantun writing material to be developed in the form of electronic modules assisted by flipbooks. The average obtained from statements related to the need for teaching materials in the form of electronic modules is 87.98%.

Based on the above statement, it can be concluded that students want a teaching material in the form of an electronic learning module that can increase understanding in the material of writing pantun. The learning module needed needs technological support, so that students can learn independently. To make it more interesting, students want learning media to be developed in the form of electronic modules assisted by flipbooks and have local content of Riau Malay cultural wisdom such as pacu jalur culture.

#### 4. Conclusion

Based on the analysis of students' needs in learning to write pantun, there are three main aspects that underlie the development of interactive e-modules assisted by flipbooks. These needs include pantun writing material presented with attractive

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digital media. Students want these needs to be met through the development of flipbook-assisted e-modules. This is in line with the concept of differentiated learning that incorporates technology to enhance students' creativity and thinking skills. The material presented focuses on the elements of rhyming writing, which includes students' ability to express ideas, feelings, or information in writing by paying attention to structure, purpose, and context. The purpose of these writing elements is to develop students' critical, creative, and communicative thinking skills. The flipbook-assisted e-module can be used as an effective learning tool for writing pantun, in accordance with the material content in differentiated learning. In addition, this e-module is also an alternative learning media for junior high school teachers and students, especially in Kuantan Singingi Regency.

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