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## Application of Flipbook-Based *E-book Learning Media* on Basic Football Passing Skills

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**Abstract.** This study explores the use of Flipbook-based E-book learning media to teach Basic Football Passing Skills. It aims to help junior high school Physical Education, Sports, and Health (PJOK) teachers present football passing material in a more creative and engaging way, making it easier for students to learn these skills. Flipbook-based e-books combine text, images, and interactive features to create a modern learning experience that can increase students' interest. The research used a quantitative experimental method to measure the impact of this media by collecting and analyzing numerical data. The findings showed that the average pretest score was 10.5, while the posttest average was 15.5. The t-test result was 0.000, which is less than 0.05, showing a significant difference between pretest and posttest scores. In summary, Flipbook-based E-book learning media for Basic Football Passing Skills has a positive effect on the learning outcomes of grade VIII students.

**Keywords:** Learning Media, *E-Book*, *Flipbook*, *Passing*, Football

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## Introduction

Education is an important way to help people become independent and mentally mature, so they can succeed in life (Arifin, 2017). It is a conscious effort to develop each person's potential, including self-control, intelligence, good morals, and practical skills, all in line with their needs and environment to achieve happiness and well-being (Khasanah & Hariyoko, 2023).

Independence and mental maturity can be developed through education, and one way to do this is through physical education. Physical education helps students grow physically, intellectually, and emotionally by encouraging movement and activity, so they become healthy,

smart, skilled, and have good character, which can improve their overall quality (Mustafa, 2022).

The rapid growth of digitalization today has a major impact on many areas of life, including education (Muttaqien et al., 2023). The development of gadgets is remarkable, and their use has spread even to rural areas, reaching people of all ages (Putra, n.d.). However, gadgets can have negative effects on children. They may become less interactive, less creative, and more comfortable being alone, which can lead to individualistic attitudes and less concern for parents, friends, and others around them, as well as affect their physical health (Fadhlan et al., 2025). Regular use of gadgets can also cause children to become obese due to a lack of physical activity and the habit of spending too much time with gadgets, which can impact their development (Apriyanti et al., 2022).

Audiovisual media can help athletes and students understand lessons better by clearly showing what coaches want to achieve (Santoso et al., 2021). Gadgets are now used as modern, interactive tools that make students more engaged with what they are learning (Julfan & Haifaturrahmah, 2025). In today's digital era, students should use gadgets wisely and according to their learning needs. At the same time, it is important to keep improving learning motivation so both can work together well (Agustina, N. & Priambodo, 2021).

Learning media can help motivate students during lessons by encouraging teachers to be creative (Muslim, 2021). A flipbook is a type of virtual book used as a learning tool. Flipbook learning media has several benefits: it presents material in a clear and concise way, can be accessed anywhere, is practical, and helps boost students' enthusiasm and interest in learning (Juliani & Ibrahim, 2023). (Ulandari et al., 2022) found that flipbook applications make teaching materials more interesting and interactive for students, and they also help teachers deliver lessons and reach learning goals. To achieve these goals, teachers need various resources, including flipbook-based teaching materials. Research by (Wijayanti, 2023) shows that engaging flipbook content can increase students' motivation and curiosity.

This research is important because it helps the PJOK learning process use technology to improve students' football passing skills and achieve learning goals. Previous studies have shown that Flipbook is often used in subjects focused on cognitive skills. According to (Hasibuan et al., 2024), Flipbook is valid, practical, and effective for learning outcomes that focus on cognitive improvement, but it does not assess movement skills. This study aims to address that gap by using this media to improve both cognitive and motor skills. Passing in football is a motor skill that needs a clear understanding of the correct techniques and visual demonstrations. The product is designed to be easy to access and has engaging features to help motivate students to learn.

Multimedia is a valuable tool for learning and can influence educational outcomes (Gunawan et al., 2022). However, in this study, the Flipbook application has some limitations, such as relying on electricity and only being accessible on laptops, not mobile phones (Mahara, 2022). The researcher plans to update the Flipbook design so it does not require electricity or large storage, making it accessible on mobile phones. The main goal of this development is to improve students' practical skills rather than their cognitive abilities. This study aims to find out how using an E-book-based Flipbook as a learning medium affects students' basic football passing skills in PJOK classes.

## Method

This study uses a quantitative approach with an experimental research design. Experimental research aims to determine the causal relationship between variables in a controlled way. In this case, a Pre-Experimental Design was chosen because it does not meet all the criteria of true experimental research. Specifically, the One Group Pretest-Posttest Design was used, as there was no control group. All participants received the same treatment due to limited sample size, time, and resources. Therefore, purposive sampling was used to select participants based on characteristics, experience, or knowledge relevant to the study (Jaya, 2020). The purpose of the pretest-posttest design is to observe changes before and after the treatment. In this research, Flipbook learning media will be given to participants, followed by a performance test as both the pretest and posttest (Maksum Ali, 2025).

Data was collected over five sessions. First, a pretest was given to 30 eighth-grade students to assess their football passing skills. The next three sessions were used for practice, each lasting three periods of 40 minutes. In the first session, students were split into three groups of ten. Each student received a flipbook, and one group was given a ball. They discussed and practiced the basic techniques of passing with the inside and outside of the foot. In the second session, students worked on passing with the back and end of the foot. In the third session, they practiced passing with the soles and heels. After these practice sessions, a posttest was given in the final meeting, using the same test as the pretest.

$$O1 \rightarrow X \rightarrow O2$$

Description:

- O1 = Pre-test
- X = *Treatment*
- O2 = Post test

The Jhonson Soccer Test with wall media was used to measure passing accuracy and quality. In this test, participants pass the ball to a wall as many times as possible in 39 seconds. Pretest and posttest result were analyzed, starting with az normality test to check for significant differences, followed by a t-test to assess the impact of Flipbook's free E-book learning media on football passing skill. The test has a validity coefficient of 0.98 and a reliability of 0.92.<sup>2</sup>, so it is considered suitable for measuring passing skills. (Ghazali, 2020)

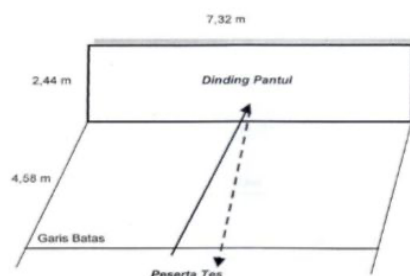


Figure 1. Johnson Soccer Tests (Mae, 2024)

## Result

This study aimed to find out how using Flipbook-based E-book learning media affects basic football passing skills in PJOK classes. The research took place at SMP Negeri 1 Pujon, Malang Regency during the even semester, with grade 8 students selected through purposive sampling. Once the Flipbook-based e-book products were validated, the pretest and posttest results are shown in the table below:

**Table 1.** Descriptive Analysis Test Results

	Pretest	Posttest
Sample	30	30
Highest	19	23
Lowest	4	7
Average	10,5	15,5
Std. Deviation	3,64	4,24

Once the data is presented, the next step is to check the analysis prerequisites by running a normality test. This test shows whether the data is normally distributed. If the Sig. value is greater than 0.05, the data is considered normal. If the Sig. value is less than 0.05, the data is not normally distributed. The results of the normality test are as follows:

**Table 2.** Normality Test Results  
Shapiro -Wilk

	Statistics	Df	Sig
Pretest	0,97	30	0,55
Posttest	0,96	30	0,28

Based on the normality test results, both the pretest and posttest data are normally distributed because the significance value is greater than 0.05. Therefore, the data can be analyzed further using a t-test to determine the difference between the two groups.

**Table 3.** Paired Sample T-Test Result

		Mean	t	df	Sig. (2-tailed)
Pair 1	Pretest - Posttest	-5.000	-7.526	29	.000

The Paired Samples test showed an average difference of -5,000 between the pretest and posttest scores. The negative value means the posttest scores were higher than the pretest scores. This suggests that the results improved after the treatment.

The t-calculated value is -7.526 with 29 degrees of freedom, and the significance value (2-tailed) is 0.000. Since this value is less than 0.05, we reject H<sub>0</sub> and accept H<sub>a</sub>. This means there is a significant difference between the Pretest and Posttest scores. In conclusion, student learning outcomes increased significantly as a result of the treatment.

## Discussion

Research at SMP Negeri 1 Pujon found that using Flipbook-based e-book learning media had a positive effect on students' basic passing skills in football. This was shown by improved learning outcomes from pretest to posttest. Both the average scores and the scores of students with the lowest abilities increased after using the media. The data also shows that the difference between pretest and posttest scores was significant. In conclusion, Flipbook-based e-book media can be an alternative tool for students to learn passing skills in football.

This discussion looks at how using an E-book Flipbook as a learning tool can help teach basic passing skills in football. Teachers can use this as a reference to assess the passing skills of their eighth-grade students. By using this E-book, teachers can present the material in a more engaging and enjoyable way. PJOK learning that is authentic, collaborative, and reflective can help build a strong connection between creativity and meaningful learning (Halwani & Setiawan, 2025). Football is the most popular sport at SMP Negeri 1 Pujon. This is clear from the high number of students who join football extracurricular activities, showing strong interest in the sport. According to (Apriana & Nur, 2024), football is a team game with 11 players on each side.

Players need good physical condition and proper technique. Football is also affordable and can be played by people of all ages, from children to the elderly. Although many students enjoy football, there are still problems with learning how to pass the ball. Many students do not yet know or master the basic passing skills, and if these mistakes continue, they can affect learning outcomes. Learning football skills is closely linked to how well students understand and follow the training steps (Candra & Widodo, 2019).

According to (Nuruddin et al., 2024), in football, each team needs to control the ball to score goals. To do this, players must have good football skills, especially basic techniques. (Noordia, 2022) explains that passing is the skill of moving the ball from one player to another. Passing is an important part of football because it helps players work together effectively (Aulia et al., 2025). For this reason, passing is a key topic in PJOK lessons at SMP Negeri 1 Pujon.

Learning outcomes show changes in behavior, habits, skills, attitudes, observations, and abilities (Noviansyah, 2020). Using an E-book Flipbook as a learning tool can make learning more engaging and spark students' interest in football passing, which helps them improve their basic passing skills. Previous research also found that E-books are interactive tools that effectively improve learning outcomes and increase student participation.

Using Flipbook can help teachers deliver material more effectively. Flipbook includes links to videos that support teaching and make learning materials easier to understand. Videos are effective because they present information with sound and moving images, which helps children imagine or visualize concepts more clearly (Permata Fayzah et al., 2022). The videos also provide audio instructions for the Passing procedure. Besides videos, the e-book contains pictures that show each step of Passing in order, so students can see the details of the skill. As a result, Flipbook as a digital learning tool helps students understand the material more effectively (Sari & Ahmad, 2021).

Using ebook-based Flipbook can help teachers create more innovative and enjoyable learning materials for children, which can lead to better learning outcomes. Learning media designed for children can make the learning process more enjoyable (Sainab, 2023). Similarly, (Fitri et al., 2025) note that applications like Canva and Heyzine can serve as creative learning tools that can be tailored to different learning needs and styles in today's digital era. This

research aims to have a positive impact on PJOK lessons, especially in teaching football passing skills to students.

## Conclusion

The research at SMP Negeri 1 Pujon, Malang Regency, shows that learning outcomes improved after the treatment. The average pretest score of 10.5 increased to 15.5 in the posttest. There were also increases in both the maximum and minimum scores. The t-test results support this, with a significance value of 0.000, which is less than 0.05. This means there is a significant difference between the pretest and posttest results.

The results show that interactive learning media, which are easy to access, can help students improve their learning outcomes, especially in passing skills. Using an E-book based Flipbook is one way to boost student motivation, interest, and participation in learning activities, particularly for basic football passing skills in PJOK subjects. Therefore, E-book based Flipbooks can serve as an innovative alternative for learning media that fits the needs of the digital era.

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