

PR Writing Learning Package Flipbook as an Instructional Media

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Abstract Ideally, a public relations practitioner should master the techniques of writing and know the PR script forms because it is very helpful in daily Public relations activities. PR writing learning is learning that operates on the ability of writing mainly on PR with a goal after studying script writing techniques of public relation, the student can produce media kit in the form of PR script that can be used as tools in the exercise of his profession. This research aims to look at the use of PR writing learning package flipbook as an instructional media. This research used quantitative approach with data analysis using descriptive statistics. Learning outcomes of the students using PR Writing learning package flipbook as an instructional media increases as much as 94% compared to students who did not use the flipbook PR writing as much as 54%. The existence of optimal learning outcomes, then it can be said that the use of PR writing learning package Flipbook as an Instructional media can make the students get effective and efficient learning resource more easily.

Keywords PR Writing, Learning Package, Flipbook

1. Introduction

Public relations can be understood as a function of management that manages communication arrangements to bridge the interests of organizations with public interests in order to achieve the goal of mutual understanding, increase understanding, build interest, and foster public sympathy. For this reason, a public relations practitioner needs good communication skills both orally and in writing. One of the homework assignments is to make a PR text published in the media. In order to produce a good text, a public relations practitioner must have writing skills like a journalist, for the understanding of text such as news values, journalistic language, and journalistic code of ethics needs to be mastered by a public relations practitioner. If noted,

Public relations is now used as a structural management tool that is an integral part of an organization/company so that it has a very significant role and its contribution also determines the success of the organization/company to achieve the vision, mission and common goals. PR has a role in helping organizations, which determines not only what will be said, but also what will be done. (Ardhoyo, 2013)

Some people who have known the tradition of writing and reading make both of them very important activities. This is not because the information received by someone is sometimes not only delivered orally but also in writing. With the writing, the information delivered can last longer and be saved because he can read it again anytime. In communication itself, writing has four elements, namely: 1) writing is the delivery of self-expression; 2) writing is a general idea that can be conveyed to the reader; 3) writing is a rule and behavior; 4) writing is a way to learn. Thus, writing is a form of expressing oneself that has the purpose of communicating or conveying ideas which cross the boundaries of space and time (Rahman, 2017).

The technique of writing public relations itself is a typical writing skill of PR/PR in producing texts needed to build a positive image and popularity of a company or organization. There are two types of script writing in public relations, namely: (1) in the form of Media Relations/Press Relations or media kits, such as background scripts, press releases, advertorials, and press conferences (press kits); (2) in the form of promotional, information and communication media regarding a company or organization, such as a text to be published in the form of newsletters, in house magazines/company magazines, annual reports, company profiles, leaflets, booklets, brochures and so on.

Looking at the criteria that must be possessed by a public relations practitioner in the form of the ability to write a PR (PR Writing) script and build good communication with the media (media relations), then someone who studies, engages and explores the world of public relations has the

ability. Gandariani (2016) states that "The role of PR writing and editing, namely the ability to write, create and design PR media is needed. This is done to create public understanding, build a corporate image, build favorable public opinion and establish goodwill, cooperation, and various things related to the company's situation" (Gandariani, 2016).

The PR Writing (PNK) 1 is one of the pre-eminent courses for students of the public relations major, AKOM BSI Jakarta in its study introducing and providing knowledge about expertise that must be owned by Public relations in this case writing skills (writing skills).

The goal after studying public relations script writing techniques is that students can produce media kits in the form of public relations texts that can be used as tools in carrying out their profession. In the PR Writing (PNK) 1 was oriented to the assignment in the form of a public relations scriptwriting work by the lecturer. A number of materials that must be mastered by students are public relations media kit, in the form of backgrounders, press releases, advertorials and brochures with a percentage of 65% of the overall course value, while 20% for supporting activities in the form of workshops (PR seminars), and 15% for activeness in the learning process in class.

To carry out learning based on the objectives and content of learning above, it is necessary to have a variety of learning resources such as teaching materials in this case; the teaching book in the form of a public relations script writing learning package 1 contains an introduction (brief description, relevance, objectives, and learning instructions), discussion titles, exercises, summaries and formative tests and glossaries, so students can understand and do assignments well.

In addition to textbooks for students, a lecturer guidebook is also needed which contains descriptions of instructions and guidelines for activities that must be carried out by the lecturer in the learning process to the assessment criteria using the learning package provided. The availability of this lecturer guidebook is expected to be able to assist lecturers in understanding and delivering material and providing guidance on the preparation of public relations texts in the form of media kits.

However, what happened to students of the public relations major AKOM BSI Jakarta is that they experienced difficulties in the learning process of public relations script writing. This is because the learning resources used are only in the form of power points that have been made by the consortium team so that students feel they do not have a picture of what public relations texts should be and direct experience that can be used as guidelines in making public relations texts. Whereas it

should be, "the resources needed to support learning must include material resources, human resources such as teachers and support staff and physical facilities such as laboratories, libraries, and adequate classrooms" (Okongo, Ngao, Rop, & Nyongesa, 2015).

With the limited learning resources obtained during learning, it is, therefore, necessary to develop a variety of learning resources. In this case, learning resources can be in the form of learning materials for public relations script writing 1, as well as guidebooks for writing public relations texts for lecturers who are supporting in the learning process.

It is expected that the development of public relations script writing learning package 1 can help students understand the learning and practice material directly to make public relations texts in the form of media kits in accordance with public relations script writing standards both independently (train them repeatedly at home) or be guided by lecturers in the class. For lecturers who teach PNK 1 courses, they are expected to provide guidance directly related to public relations texts in accordance with the provisions and demands that need to be achieved by a public relations practitioner in a professional manner. In an effort to solve the learning problems described above, a solution is needed in the form of developing a public relations script writing learning package 1, which is a teaching book for students and a textbook guide for lecturers.

2. Literature Review

2.1. Learning Package

Educational technology is a complex process but integrated with humans, procedures, ideas and equipment and organizations to analyze a problem that concerns all aspects of learning, then designing, implementing, assessing and managing the solving of learning problems and then finding solutions that are appropriate to those problems. Thus, in essence, education technology is a scientific discipline that has an interest in solving learning problems based on a series of systemic and systematic principles using various approaches (Kristanto, 2016). Educational Technology: A Definition with Commentary in Januszewski & Molenda's book proposes the definition of "educational technology in principle is a study and ethical practice in facilitating learning and improving performance by making, using and managing appropriate processes and technological resources" (Januszewski & Michael Molenda, 2008) as can be described:

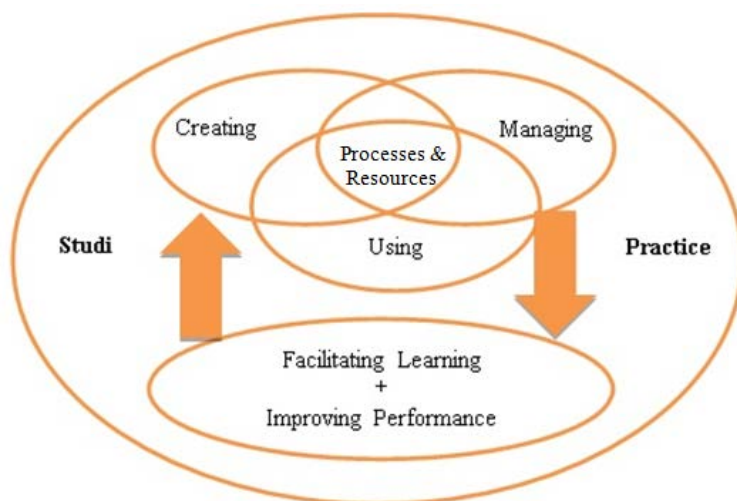


Figure 1. A Visual summary of key elements of the current definition

By looking at the definition of educational technology above, learning activities should be a process that is deliberately designed to meet learning needs. In order for learning needs to run according to the learning objectives, efforts to provide and utilize learning resources by implementing learning development need to be done. In the field of own educational technology, "there is the development of appropriate teaching materials according to needs. In relation to the development of teaching materials, the objectives to be achieved by educational technology are in accordance with the component "creating" in the educational technology definition above, namely facilitating learning" (Lukman & Ishartiwi, 2014). Based on the explanation presented by the Association for Education and Communication Technology (AECT), learning resources are all things that support the learning process including service systems, learning materials, and the environment. Judging from its utilization, AECT distinguishes learning resources into two types, namely: (1) learning resources that are deliberately designed (by design) to be used in learning activities to achieve certain learning goals. Learning resources that are designed can be in the form of text, textbooks, slides, films, videos, etc. which are deliberately designed to help achieve certain learning goals. (2) learning resources that are utilized (by utilization) to help achieve certain learning goals, for example, community leaders, shops, markets, and museums (Darmono, 2006). The use and selection of appropriate learning resources greatly influences the learning process, because "learning resources are supporting aspects of the success of the learning process. Learning resources in this term are understood as tools, materials, tools, arrangements, and people who interact with students to facilitate learning and improve performance" (Januszewski & Michael Molenda, 2008).

In the learning process, learning resources as one component or element of learning (learning) play an

important role in the framework of the implementation of interesting and meaningful learning activities for students. This is because the existence of learning resources allows the growth of the learning culture of students independently as a basis for habituation in later life, as well as creating communication between students and adults and peers. The source of learning itself has two sides, where one side of the learning source has a static nature, but on the other hand, it is required to have a dynamic role. Static properties are derived from the components of learning resources in the form of objects including humans, books, libraries, mass media, natural environment, and educational media. The other side of learning resources is dynamic where learning resources are required to act as a source of various information and knowledge needed to develop the desired competencies in the field of study or the subjects they study. Looking at these conditions, learning resources have important values to be developed and renewable (Jailani & Hamid, 2016). Learning packages or learning devices are a number of teaching materials, media, tools, textbooks, learning guidelines and instructions that will be used in the learning process. The package or learning device itself consists of; 1) syllabus; 2) RPP; 3) Hand out; 4) teaching materials (textbooks); 5) learning guidelines; 6) media; 7) assessment tools; 8) sheets of student learning activities (Tawalla, 2014). The development of the learning package itself is one of the practices of the application of the field of educational technology, if reviewing development is a process of finding a basic idea in the form of a product prototype as a result of the design of learning devices based on needs. Development of learning packages or commonly known modules themselves is a program package that is arranged in the form of certain units which are then designed in such a way as to the learning needs of students. The module is also an independent learning package which includes a series of learning experiences that are deliberately planned

and designed systematically also help students achieve learning goals. The main purpose of the use of teaching books or modules themselves is to improve the efficiency and effectiveness of learning in good schools in time, funds, facilities and staff to optimize.

For this reason, in developing the learning package, there are 5 elements that need to be considered, including 1) Syntax, which is in the form of steps to implement learning; 2) Social systems, namely the atmosphere and norms that are applied in learning; 3) The principle of reaction, which is in the form of a description of how the teacher should look at, treat, and respond to students; 4) Support systems, in this case, are all facilities, materials, tools or learning environments that support learning; 5) Instructional and nurturant effects, namely direct learning outcomes based on specific instructional goals and general instructional learning outcomes (Padlurrahman dan Murcahyanto, 2014). Therefore, a good learning package is a learning package that is developed by taking into account the characteristics of students as learners, and based on the characteristics of the field of study; therefore, to realize it we need appropriate strategies and designs considering learning packages that have a very important function in learning activities (Suryaningsih, 2014). For this reason, learning should run optimally if it is well designed and planned, where learning planning is inseparable from learning devices whose substance must be developed by educators and become a guide for educators in carrying out learning so as to create pleasant and conducive learning conditions and situations in accordance with learning objectives of the learning (Wijayanti & Marsigit, 2015). The development of learning packages in this study is in the form of developing textbooks that cover student teaching books, lecturer guides, and student guides made in print and paperless. Specifically, the products produced in the development of this learning package:

- 1) Public Relations Script Writing textbook 1, which contains an introduction (a brief description of the subject, relevance, instructional objectives, learning instructions), learning activities 1 to 6 that are equipped with an introduction, learning objectives, material descriptions, exercises, summaries, formative tests, glossary, and references. In this textbook, it is also equipped with guidelines for making media kit Backgrounders, press releases, advertorials, and brochures. In this guide, it contains the format of the creation, contents, technical make, examples until the guide makes a brochure, (brochure design using Photoshop);
- 2) Lecturer Handbook for Writing Public Relations Script 1, which contains Course description, rationality, relevance, learning instructions, instructional analysis, elaborating learning content frameworks, learning frameworks, learning approaches and procedures, learning strategies,

practice and assignment reference criteria, assessment criteria, assessment rubrics, message planning sheets, hand out teaching materials and closing;

- 3) Student Guidebook for Writing Public Relations Texts 1 containing; Course description, relevance, learning instructions, learning syllabus, learning approaches and procedures, methods of using learning packages, learning assignments and evaluations, practice & assignment reference criteria, assessment rubrics, message planning sheets, hand out teaching materials, examples of media kit products and cover. As for the output, this public relations script writing package 1 is in the form of a printed and paperless book so that it makes it easier for students to learn this PR writing 1 learning.

2.2. Instructional Media

The word media comes from the Latin "medium" which literally means middle or introduction (Arsyad, 2004). The term learning itself is used to show that educational efforts are carried out intentionally, with goals set before the process is carried out and whose implementation is under control. Thus, learning media is everything that is used to channel messages and can stimulate thoughts, feelings, attention and will, and the learning so that can encourage the occurrence of a deliberate, purposeful and controlled learning process (Miarso, 2009). The benefits of using media in the learning process are: (1) the learning process can occur in two directions so that it becomes more interactive; (2) the learning process becomes more efficient; (3) the learning process becomes more interesting, and it is hoped that with the learning media the learning quality of students will be increased; (4) the place where the learning process takes place can occur anywhere and anytime; (5) in this case, the role of the educator functions as a facilitator (Widodo & Jasmadi STP, 2008). Azhar Arsyad stated that there are several criteria that must be considered in media selection including (1) in accordance with the objectives to be achieved; (2) right to support the contents of learning that are facts, concepts, principles, and generalizations; (3) practical, flexible and enduring; (4) skilled teachers use it; (5) target grouping; (6) technical quality (Arsyad, 2004). Criteria in the selection of learning media also need to pay attention to topics, teaching materials, content that is relevant to the curriculum, real concepts, order of sequences, effects, and colors that have been tested for truth. Thus the existence of learning media will stimulate students to remember both the knowledge that he has and new knowledge. In addition, with learning media students become more active by conducting interactions and feedback on both the teacher and other students. Thus, the more learning goals that are helped to use media, the better the media will.

2.3. Flipbook

Flipbook or Flipping Book is a flipping book, and the term Flipbook is taken from a children's toy that contains a series of different images, but if opened one by one from the page it will appear as if the image is moving. Generally, Flipbooks are widely used in children's books, but currently also widely used in textbooks for adults. In the use of teaching books, flipbook can be (e-book), where the use of e-books by the world community has been popular in the past few years, but many feel dissatisfied with ordinary digital books because general e-books can only rely on the monotonous way to switch from a page to the next page. On the other hand, the reader only has the experience of reading ordinary books; therefore, a better visual experience is needed. The display design of digital books that many people are interested in is digital books with three-dimensional e-book technology known as a flipbook, where pages can be opened like reading a book on a monitor screen (Riyanto, Lukman, & Subagyo, 2012).

Flipbooks began to be developed for learning at school. A study conducted by (Ramdania, Sutarno, & Waslaluiddin, 2007) provides results that using flipbook media in learning can improve students' learning outcomes. This is caused by the influence of students' interest in the appearance that is more interesting and interactive than printed books. The presence of the latest technology provides a great opportunity for the use of digital books in science and distance learning (Gorghiu, 2011). According to (Shideqy & Lestari, 2010) things needed in the development of digital books as learning resources, namely learner (learner), facilities and media learning, facilitators (teachers), and the availability of evaluations (tests). The same is true for the use of a flipbook for learning in higher education or for students who find learning more interesting, efficient and effective because students can read it anywhere and anytime; moreover, the e-book in the form of a flipbook can be downloaded on a cellphone or computer.

3 Methodology

The research design used is research and development or what is known as research and development (R & D) by adopting the Borg and Gall development model, namely "research methods used to produce a particular product and test the effectiveness of a product" (Sugiyono, 2012). The product produced in this study is a PR writing learning package 1 which consists of textbooks equipped with guidelines for making media kits, lecturer guides and student guides. The initial step taken by the researcher is to make an initial product (prototype) which will then be evaluated/tested by an expert (expert) to obtain input. After revising the initial product, it will then be tested by individuals, small groups and main groups. To see the effectiveness of the learning package developed,

effectiveness tests were also conducted. The effectiveness test on this learning package is done by a simple experiment that the learning outcomes process in the class using the learning package and in the class that does not use the learning package are compared. After finding the results, it was analyzed using descriptive statistical analysis. The output of the first public relations script writing learning package is in the form of printed and paperless books, and the learning package can be in the form of hard copy and soft copy so that it makes it easier for students to learn this PR Writing.

This development was carried out with researchers designing the formula for developing Dick and Carey's instructional designs combined with product development models from Borg and Gall, which had also been modified by researchers so that the detailed development model by researchers began in stage 1) needs analysis in which preliminary studies were carried out; 2) determine the initial characteristics of students; 3) conduct instructional analysis; 4) writing specific instructional objectives; 5) develop tests made in the form of benchmark reference tests and norm reference tests; 6) developing instructional strategies; 7) developing instructional materials; 8) develop and choose learning media; 9) make product draft designs; 10) developing products; 11) design and conduct formative evaluations; informative evaluations carried out on 4 experts, namely material experts (PNK I lecturers), instructional design experts, linguists, and media experts. For the development and selection of learning, media researchers use media experts namely mass media experts and public relations script experts. After the researchers tested the instructional materials for the three experts, and the development and selection of instructional media on two media experts, the researcher revised the product to be tested again in stages one by one, small groups and main field groups; 12) at this stage, the researcher has obtained a final product for lecturer guidance after an expert evaluation is carried out, but for teaching materials and student guidance products, it is carried out up to the large group stage and becomes the final product. This is done considering that the lecturer guide has an assessment rubric in the form of assessment criteria carried out by the lecturer on the assignments done by students. The development of this public relations script writing 1 learning package is not only made in the printed form but also made in the form of a flipbook or ebook made in digital form so that students and lecturers can learn the PNK 1 learning package by using gadgets anywhere and anytime.

The instruments used in the collection of data in the form of the instrument now are assessment scale values. As for the instruments, used indicators refers to an instrument development instructional design according to Suparman Atwi consisting of needs analysis, instructional analysis, instructional Objectives, formative evaluation instruments, strategies learning, the creation of learning materials (Suparman, 2012). Data collection techniques used in

obtaining data regarding the implementation and the effectiveness of the model is done by means of: 1) Guidelines for observation; 2) Interview guidelines; and 3) question form. The analysis of the data used is descriptive qualitative i.e. analyzing data in the way of describing or depicting the various characteristics of the data that has been accumulated with as-is without any mean to give a conclusion in general or generalization (Sugiyono, 2012). Calculating an average score of data used in each component using the following formula Total average score indicator divided by the number of problem, then find the average score of the aspects/components (Suharsimi, 2002).

4. Results and Findings

The results of the development of this model are in the form of a PR Writing Package 1 consisting of 1) Textbooks equipped with guidelines for making media kits; 2) Lecturer Guide; 3) Student Guides that are intended for students of the AKOM BSI Public Relations major. In this development process, the researcher refers to the process of developing the Dick and Carey learning model which is combined with the development steps of Suparman in the MPI model which the researchers themselves modified. While for the development of learning packages researchers used the Borg and Gall model. The selection of the Dick and Carey development model which is a learning development model with a system approach is considered the simplest so that it is considered efficient compared to other development models. Dick and Carey's learning development model has also been widely used by many researchers as a research and development model. The development steps of the Dick and Carey model have several stages including 1) identification of instructional needs and writing general instructional goals; 2) conducting instructional analysis; 3) identifying the behavior and initial characteristics of students; 4) formulating specific instructional objectives; 5) developing research instruments; 6) developing instructional strategies; 7) developing materials and choose learning materials; 8) designing and implementing formative evaluations; 9) designing and carrying out summative evaluations.

In adopting the Dick and Carey instructional development model and the MPI Model (Suparman, 2012) which was later modified by the developer, the stages of development were found including 1) needs analysis (need assessment); 2) analysis of the characteristics of students; doing instructional analysis; 3) writing general instructional objectives; 4) conducting instructional analysis; 5) formulating specific instructional objectives; 6) developing research instruments (making test kits in the form of benchmark reference tests and norm reference tests; 7) developing instructional strategies; 8) developing materials and choosing learning materials; 9) developing

and choosing learning media; 10) designing and implementing formative evaluations; 11) designing and carrying out summative evaluations. In developing this model, the developer gives limits to the formative evaluation stage. After the final product has been tested it is then used in odd semester learning to see the effectiveness of this development product. In the 11th stage (summative evaluation), the developer did not, which is because in the Dick and Carey model this stage can only be done by people outside the developer, and it is not done by the developers themselves as well as the limitations of developers in disseminating products. Broadly speaking, in the stages of developing, the Public Relations Script Writing 1 learning package is carried out in 3 stages including:

First, the stage of identifying needs. In this process the developer identifies the needs according to the problems that occur to then find solutions to their problems. After finding the results of the needs analysis based on the existing problems, then the developer further identifies the instructional needs and writing general instructional goals (TIU), makes instructional analysis and identifies the behavior and initial characteristics of students. Second, the stage of development. After identification of needs, then further development is done by writing specific instructional objectives (ICT), compiling learning outcomes assessment tools (making benchmark/normative reference tests), developing instructional strategies to develop instructional materials. Third, the formative and revised evaluation stages. This stage is carried out by theoretical and empirical feasibility tests. In the theoretical feasibility test, an assessment is based on the assessment of material experts, instructional design experts, linguists, and media experts. Whereas the empirical feasibility test was found by conducting one-to-one person, small group and field test.

In producing instructional materials, the developer first collects various references including books, online media (internet), e-books, articles to a discussion to learning experts and public relations script writing material for the preparation of instructional materials. This reference collection activity is collected in primary and secondary data. In the preparation of this instructional material, the developer always gives detailed attention to the description of the learning material adapted to the predetermined subject and sub-topics according to the context relevant to the current development. This is none other than that this instructional material will later be used in students' learning activities and guidance for lecturers, so that it is necessary to pay more attention to the right design for students because it is a learning resource that can be used anywhere and anytime either with or without assistance from lecturers. The learning package that is developed is very much considered, where instructional materials need to be designed as completely as possible so that students can use them appropriately and easily understood the

materials, understand the objectives to be achieved in learning, get examples of public relations scripts that are in accordance with the standards of writing public relations. Measuring learning outcomes is conducted through formative tests given at each meeting.

Thus, this PR Writing learning package is complemented by various complementary components of learning as described below:

1) Introduction, namely the description of the learning of public relations script writing I which consists of a) Short description; b) Relevance; c) The learning objectives presented are in the form of general instructional objectives and specific instructional objectives; d) Learning instructions;

2) Learning activities that contain learning activities in one to two meetings. Learning activities are arranged based on pre-determined topics so that there are 6 (six) learning activities. The scope of this learning activity is 1) Introduction; 2) Learning objectives; 3) Description of the material which contains the description of the subject and subject matter; 4) Exercise; 5) Summary; 6) Formative tests; 7) Glossary; 8) References

3) Guide to creating media kits; in this case it contains guidance on making a media kit backgrounder, press releases, advertorials and brochures in more detail such as steps for making scripts, writing formats, writing techniques, examples of public relations texts to guide making media in the form of brochures using adobe photoshop (graphics media creation software). The guide to making this media kit is also used as a medium of learning in the process of making a script where there are various examples of making up to the results of the media kit that has been produced in accordance with the standards of public relations writing. At the end of each discussion it is equipped with exercises intended as mastery feedback on technical instructions that have been described through the provision of scriptwriting assignments, as well as a column of notes containing student notes related to matters that are considered important and need to be given emphasis;

4) Closing; it contains the final conclusions on the discussion of textbooks that have been described and the expectations of the author towards the user or the reader can have an understanding and practice directly making public relations manuscripts and in accordance with the achievement of the final goal of learning PR writing I.

Lecturer Guidebook for PR Writing 1, which contains

Course description, rationality, relevance, learning instructions, instructional analysis, outline learning content framework, learning framework, learning approaches and procedures, learning strategies, practice and assignment reference criteria, assessment criteria, assessment rubrics, message planning sheets, hand out teaching materials and closing.

Student Guidebook for PR Writing 1 contains Course description, relevance, learning instructions, learning syllabus, learning approaches and procedures, methods of using learning packages, learning assignments and evaluations, practice & assignment reference criteria, assessment rubrics, message planning sheets, hand out teaching materials, examples of the media kit.

This textbook is made in the learning package PR Writing I form of eBooks by using PDF Flip Professional or PDF Builder software with which he turned textbook in the form of flip book, and then facilitated students in reading the textbook, since it can be read via a computer or mobile phone. In addition, the textbook in the form of flip book also makes the learning materials more interactive, engaging and efficient.

In the process of development, researchers also refer to the process steps of the learning model development Dick and Carey that are combined by step development Atwi Suparman in the model of MPI researcher who later modified, while for the learning materials development researchers use model Borg and Gall itself. The selection of the model of development of the Dick and Carey model which is the development of learning with the simplest approach system assessed so judged efficient compared to other development models. A learning model of development Dick and Carey has also been used by many researchers as a model of research and development. Script writing PR materials very cared about instructional materials; it needs to be designed as complete as possible so that students can use them appropriately and easily understand the materials, to understand the objectives that will be achieved in the learning, get the script writing examples of public relations that correspond to the standards of the PR Writing, to be able to measure results close to learning through formative tests that are given on each of his encounters. Following is the display of the PR Writing I, Textbook, Lecturer Guidebook, and Student Guidebook Flipbook as an Instructional Media as the end product of this development:

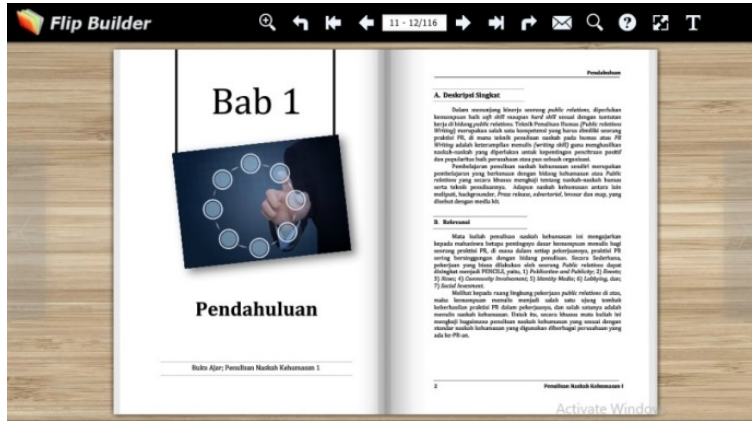


Figure 2. Display product PR Writing Learning Package Textbooks Flipbook.

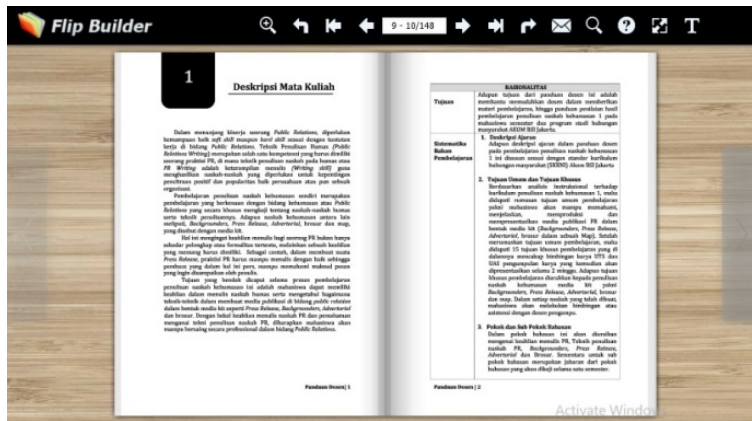


Figure 3. Display product PR Writing Learning Package Lecturer Guidebook Flipbook.

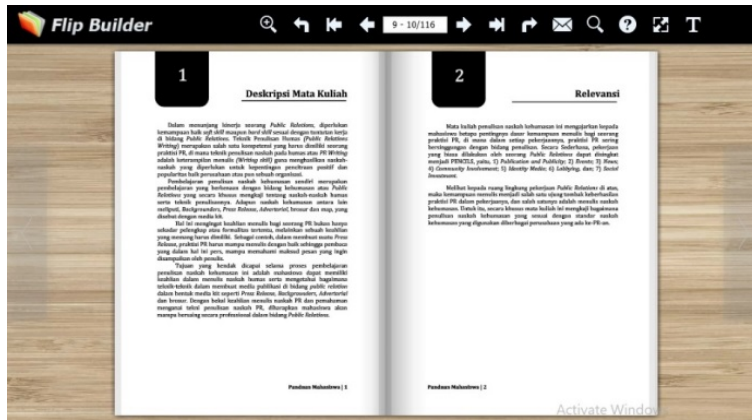


Figure 4. Display product PR Writing Learning Package Student Guidebook Flipbook.

If you look at the PNK I learning package above, where the learning package that has been developed is made in the form of a flipbook as a learning medium for students. With this flipbook, students can study independently anywhere and anytime and learning becomes more innovative and interesting.

Based on the results of the assessment, the empirical testing has been done on the instructional design experts, material, linguist and expert on media then advice and input as materials improvement on product learning

materials shaped a flip book. After the repair is done and then tested again on a one to one person, small group and filed their respective test advice and input as materials improvement product, for that matter, overall assessment of the empirical study shows that learning package that developed products are qualified both the empirical and theory to be implemented or used in the actual field, i.e. in class in script writing learning PR.

In an attempt to find out the effectiveness of improved models i.e. in the form of improved quality of learning

outcomes learning students, then the developers tested the effectiveness of the learning package PNK in 2 different classes. On class A as many as 25 students were given the learning package PNK, while in contrast, developers are testing the effectiveness of class B products totaling 25 students (according to the number of students in the class) as a group who do not given the learning package. It is intended to see how much the effectiveness of the learning package PNK developed in the improved quality of learning outcomes. The effectiveness of this test is given at 4 times the meeting in accordance with the number of meetings on a charged material works (making the product media kit), and the effectiveness is evaluated using a rubric assessment used by each lecturer class. The self-assessment rubric is used because subjects are works

in which media kits created by students are then presented. As for the results of the rubric assessment on the effectiveness of the learning, package PNK can be looked at a picture of the chart below:

The assessment Figure 5 is retrieved by using the rubric assessment of the quality of student learning outcomes, and then it can be explained that the degree of success of learning on grade i.e. that use materials PR Writing in flipbook higher i.e. as much as 94% while class B that do not use PR Writing materials in the flipbook is as much as 54%. There is a difference between 40% against the learning outcomes obtained by students. Thus, this indicates that the quality of the PR Writing materials developed have a high effectiveness compared to classes that do not use.

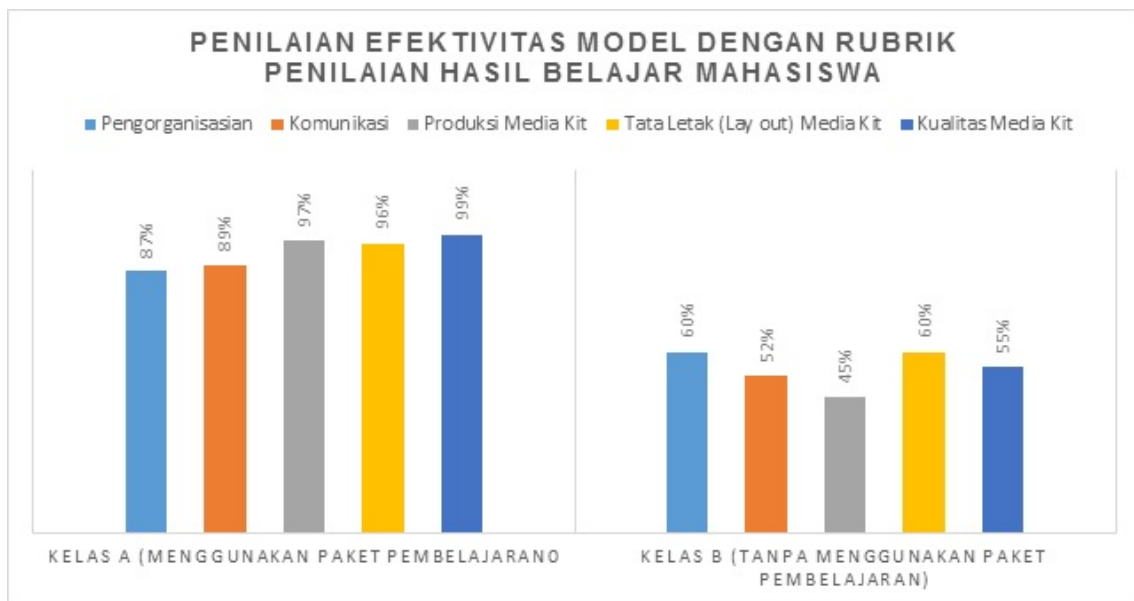


Figure 5. The Effectiveness of the Model with the Student Learning Outcomes Assessment Rubric

If described in the form of an assessment table for the effectiveness of learning packages assessed by using the assessment rubric based on student learning outcomes, it can be seen in the table below:

Table 1. Assessment of Model Effectiveness on Student Learning Outcomes

No	Assessment Criteria	Assessment	
		Class A	Class B
1	Organizing	87%	60%
2	Communication	89%	52%
3	Media Kit Production	97%	45%
4	Media Kit Lay out	96%	60%
5	Media Kit Quality	99%	55%
Total		94%	54%

The **Table 1** above shows that the assessment of the effectiveness of the public relations script writing learning package model was obtained from two different classes (classes given packages and classes not given packages) and that the quality of students' learning outcomes was higher for students using learning packages. These learning outcomes are obtained using the assessment rubric (performance assessment).

5. Conclusions

This research and development produced a product in the form of a PR Writing learning package in the form of a textbook flipbook equipped with guidelines for creating media kits, lecturer guides, and student guides. The product of the first public relations script writing learning package was deemed feasible both theoretically and empirically. It was theoretically feasible because this product was produced through a long process and the assessment was carried out in stages and repeated. Theoretical tests are conducted on instructional design experts, material experts, linguists, and media experts. This theoretical test is intended to obtain input on the product being developed and henceforth this product is considered feasible to use by the user, while the empirical test is carried out by conducting a series of trials on one to one person, small group and field tests. This trial was conducted to see improvements to the product, and then this product was considered feasible to use. Empirical feasibility is also shown by the effectiveness of increasing learning outcomes in the public relations script writing course; after using the PNK I learning package, the level of success of learning in class A of those who use the higher PNK I learning package which is 94% while class B that does not use the learning package is as much as 54%, and there is a difference of 40% towards learning outcomes obtained by students. Thus this shows that the quality of the public relations script writing learning package has high effectiveness compared to classes that

do not use the learning package. The use of flipbook as a learning media in this public relations script writing course is a source of independent learning that can be used anywhere and anytime where learning material can be opened on a computer or handphone.

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