CHAPTER IV
RESULT AND DISCUSSION

4.1   Result

This research has produced a features Games and Video for the Flipbook "Travel Beyond Words" in the form of a Flipbook on the web, AnyFlip. The development of these features is based on the tendency of the current generation to use social media. Game and videos can attract their attention, as well as the high number of visitors to the Gedong Songo Temple.

4.1.1   The Result of Developing Features Video and Game

This final project employed Borg & Gall's Research and Development (R&D) model, which consists of seven steps: (1) Research and Information Collecting, (2) Planning, (3) Developing Preliminary Form Product, (4) Design Validation, (5) Field Testing Product, (6) Main Product Revision, (7) Dissemination and Implementation. These stages were carefully adapted to support the development of interactive video and game features within the "Travel Beyond Words" flipbook. The primary goal was to produce engaging, educational content that enhances tourism promotion and language learning through multimedia. Each step in the process contributed to ensuring that the video and games were not only informative and user-friendly but also aligned with the learning objectives and tourism values of Gedong Songo Temple. A more detailed explanation of each step in the development of these interactive features is provided below.

4.1.2   Research and Information Collecting

The research and Information Collecting step involves gathering relevant data to support the development process through various methods such as observation, questionnaires, and interviews.

a. Observation

Figure 4.1 Documentation of Research and Information Collecting

At the beginning of the research and information collecting stage, observation became the first stage that was done. Observation was carried out by directly visiting the Gedong Songo tourist spot. Two observations were made, the first observation, tracing temple one to temple three, not only that the researcher identified differences from temples 1-3, starting from reliefs, shapes, and statues, The second observation began by tracing temple Gedong 1 to temple Gedong 5, in addition to observing and identifying at this stage, taking pictures and videos simultaneously. After running with an 80% progress, the researcher came back to Gedong Songo to take a shot of the holy water site for the video.

b. Questionnaire

Based on the step chart created and adjusted to the R&D methods, the questionnaire becomes part of the researcher data collection. At this questioner stage, the researcher targets is two, namely the targets of this flipbook, including students and local tourists, while the second is one of the managers of the Gedong Songo Temple, namely the Central Java BPK, the researcher divides the two stages for collecting questionnaire data, namely, the first is done through a personal Instagram account to find out what kind of design and game model is preferred by generation z today, while for the next stage the researcher conducts a questionnaire survey via google form to the target of this flipbook to know the needs of

readers/targets regarding video and game features that will later be developed and become part of this interactive flipbook.

c. Survey the Type of Games Through Instagram

Figure 4.2 Survey Through Instagram

First of all, the researcher surveyed what game concepts students would like and would choose; the survey was conducted on personal Instagram and assisted by two other group colleagues. With 100 respondents from the surveys have filled out and selected the type of game for this flipbook feature, from the two survey data above, the Crosswords game has quite a lot of votes among the other two types of games in survey A there are 50% who choose Crossword Puzzle while in survey B there are 33% who choose the type of Crossword Puzzle game. Therefore, the researcher decides to choose the Crossword puzzle game that will be included in the features in the flipbook later, while the type of memory lane game is not selected and included in the flipbook feature.

d. Reader Needs Questionnaire

The researcher also collected data to analyze the problems and needs of readers who including students and local tourists, by distributing questionnaires regarding the needs of readers of the educational flipbook of

Gedong Songo Temple. 70 respondents filled out the questionnaire, with the following survey results:
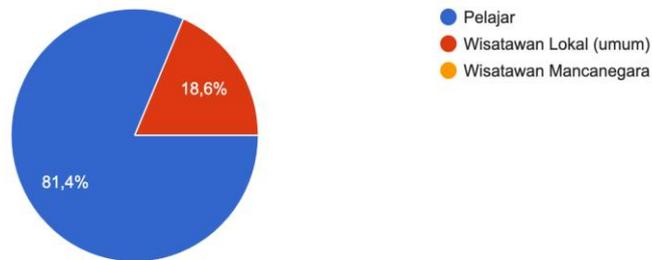
Apa status Anda saat ini?
70 jawaban

- ● Pelajar
- ● Wisatawan Lokal (umum)
- ● Wisatawan Mancanegara

18,6%

81,4%

Figure 4.3 Characteristics of Respondents based on status

Based on the data generated, most of the respondents are students at 81.4%, while the other 18.6% are local tourists, and there are no results for foreign tourists.
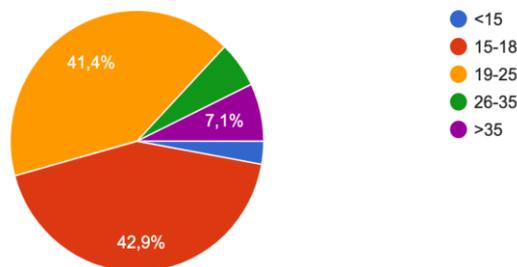
Usia Anda?
70 jawaban

- ● <15
- ● 15-18
- ● 19-25
- ● 26-35
- ● >35

41,4%

7,1%

42,9%

Figure 4.4 Characteristics of respondents based on age

Based on the data above, most respondents were aged 15-18 years as much as 42.9%, then the second most respondents were aged 19-25 years with a percentage of 41.4%, while for respondents aged more than 35 years as much as 7.1%, for the lowest age of respondents at the age of less than 15 years as much as 2.9%, and 26-35 years as much as 5.7%.

27

Seberapa sering Anda mengunjungi tempat wisata budaya seperti candi?
70 jawaban

- Sering
- kadang-kadang
- Jarang
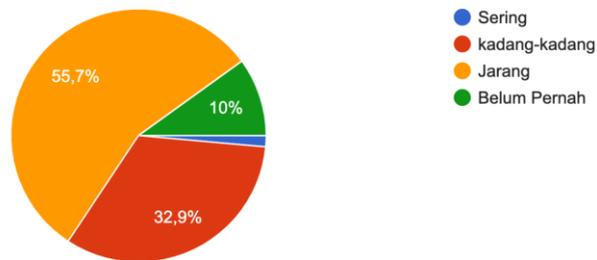- Belum Pernah

55,7%
10%
32,9%

Figure 4.5 Characteristics of Respondents Based on How Often They Visit Tourist Attractions

Based on the picture above, it can be seen that 10% of respondents have never visited cultural tourist attractions such as temples, but 55.7% of respondents rarely visit cultural tourist attractions such as temples, while there are 32.9% of respondents who choose sometimes, while for respondents who choose often by 1.4%.

Informasi apa yang paling Anda cari saat berkunjung ke tempat wisata seperti Candi Gedong Songo? (Boleh pilih lebih dari satu)
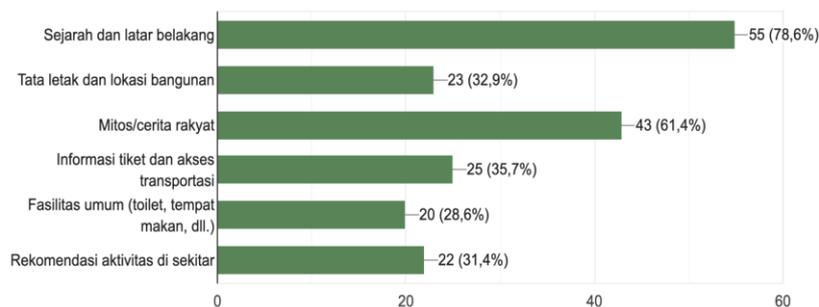70 jawaban

Kategori	Jumlah
Sejarah dan latar belakang	55 (78,6%)
Tata letak dan lokasi bangunan	23 (32,9%)
Mitos/cerita rakyat	43 (61,4%)
Informasi tiket dan akses transportasi	25 (35,7%)
Fasilitas umum (toilet, tempat makan, dll.)	20 (28,6%)
Rekomendasi aktivitas di sekitar	22 (31,4%)

Figure 4.6 Questions About Video and Games Information Needs

Based on the data generated, as many as 55 respondents (78.6%) chose information about history and background, then as many as 43 respondents (61.4%) chose information about Myths/folklore, and for the last information that respondents chose, namely information about ticket information and transportation access as many as 25 (35.7%), we only chose

the three most answer information for content references from video and game content.
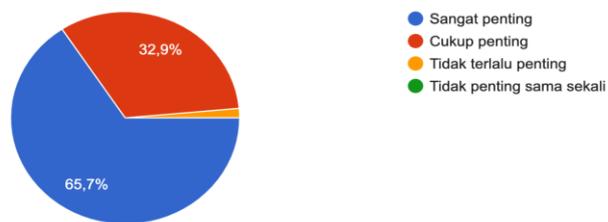
Apakah Anda tertarik dengan materi pembelajaran sejarah/budaya yang dikemas secara visual dan interaktif?
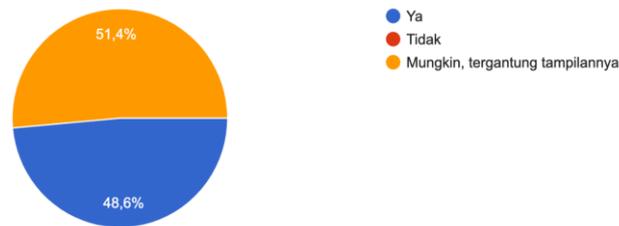70 jawaban

Figure 4.7 Questions on Respondents' Interest in Learning Materials

It can be seen that 51.4% of respondents would be interested if they adjusted the display of videos and games, on history/culture learning materials, while 48.6% of others chose Yes or were interested in history/culture learning materials that were packaged visually and interactively.

Seberapa penting informasi dalam dua bahasa (Billingual) Indonesia-Inggris bagi anda?
70 jawaban

Figure 4.8 Questions on Bilingual Content and Information

Out of 70 respondents, 46 (65.7%) chose very important, while 32.9% of respondents chose quite important, but 1.4% of respondents chose not very important for the use of two languages (Bilingual) for flipbook content.

Apakah Anda pernah menggunakan flipbook digital (buku digital yang bisa dibuka seperti buku cetak)?
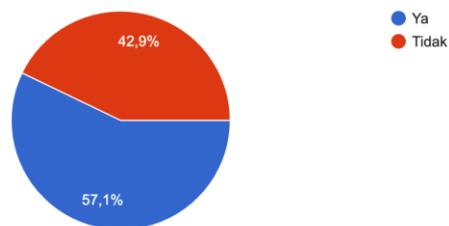
70 jawaban

- Ya
- Tidak

42,9%

57,1%

Figure 4.9 Question on Previous Flipbook Usage

Of the 70 respondents, approximately 30 (42.9%) have never used digital flipbooks, but as many as 40 (57.1%) have used or read digital flipbooks.

Jika pernah atau tertarik, fitur apa yang menurut Anda penting dalam flipbook wisata edukatif? (Pilih maksimal 3)
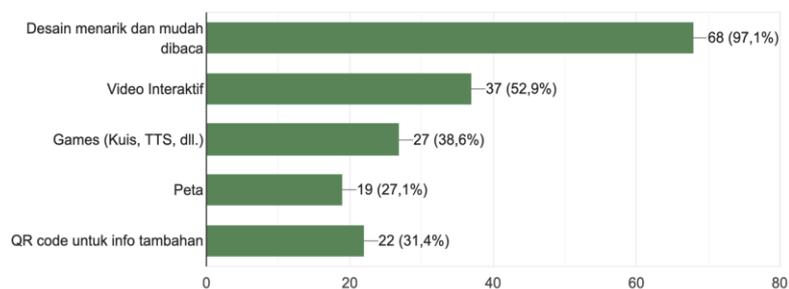
70 jawaban

Feature	Count
Desain menarik dan mudah dibaca	68 (97,1%)
Video Interaktif	37 (52,9%)
Games (Kuis, TTS, dll.)	27 (38,6%)
Peta	19 (27,1%)
QR code untuk info tambahan	22 (31,4%)

Figure 4.10 Question on the User's Interest in the Selected Features

From the data above, it can be seen that 68 (97.1%) respondents chose an attractive and easy-to-read design, and 37 (52.9%) respondents chose the interactive video feature, the third most were games as many as 27 (38.6%), for the QR code additional info as many as 22 (31.4%), and the least was the Map feature as many as 19 (27, 1%).
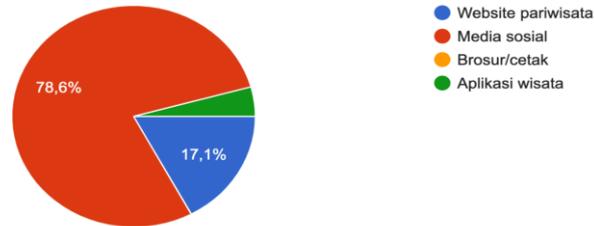
30

Figure 4.11 Question about Access to Tourist Information for Respondents

A total of 55 (78.6%) respondents accessed tourist information through social media platforms, while 12 (17.1%) others through tourism websites, while respondents who sought tourist information through applications were 3 (4.3%) respondents.
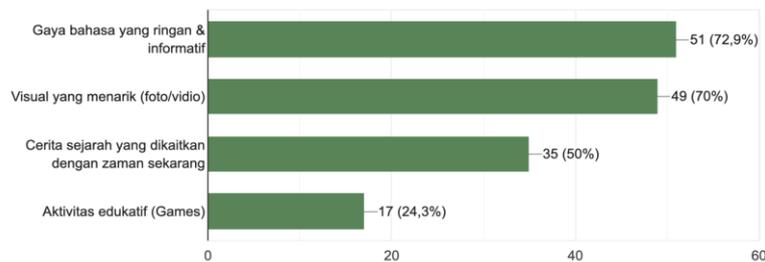

Figure 4.12 Questions about Respondents' Interest in Reading Flipbooks

A light and informative language style was the most chosen choice by 51 (72.9%) respondents, then 49 (70%) respondents chose interesting visuals (photos/video), then 35 (50%) respondents chose historical stories that were related to the present day, finally, the least respondents chose educational activities (games) as many as 17 (24.3%).
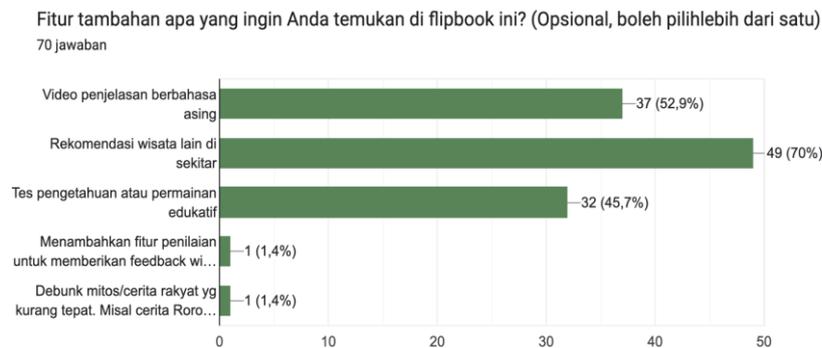
31

Figure 4.13 Questions about Additional Features that Exist in the Flipbook

Based on the data above, as many as 49 (70%) respondents chose other tourism recommendations around, 37 (52.9%) respondents chose foreign language explanation videos for additional features, while 32 (45.7%) respondents chose knowledge tests or educational games, as for respondents who gave other suggestions, namely adding an assessment feature to provide tourist feedback on the flipbook and the tours visited by 1 (1.4%) respondent, then as for 1 (1.4%) respondent who gave advice Debunk myths/folk stories that are not correct. For example, the Roro Jonggrang-Bandung Bondowoso story at Prambanan Temple. The Roro Jonggrang temple, which became the 1000th temple, is not Roro Jonggrang, but Dewi Durga, the wife of Lord Shiva. King Rakai Pikatan also built the temple with the purpose of a place of worship (worship of Hindu gods). Now, maybe friends can help explain the myths/folklore surrounding the Gedong Songo temple (if any) that are less informative/deviate from the history of its origin.

e. **Interview**

The researcher also uses an interview process involving several experts from the Gedong Songo Temple, that is from BPK West Java. The researcher interviewed the caretaker of the Gedong Songo Temple, named Mr. Ngatno. The interview was conducted inside the BPK office in the Gedong Songo Temple area. This interview was conducted to obtain valid and direct information from the source; besides that, this interview was also needed for the scene shot in the video feature.

Figure 4.14 Consent Form

Table 4.1 Interview Result With BPK Gedong Songo

The following questions were asked to BPK about the idea of creating features and the content in the flipbook for data collecting

1. How important do you think interactive videos are in increasing tourists' interest in visiting Gedong Songo Temple?

2. What do you think about the use of narration and subtitles in interactive videos?

3. How do you see the potential of historical Crossword puzzle games (TTS) in attracting visitors, especially for Gen Z?

4. In your view, how effective are knowledge quizzes in increasing visitors' awareness and understanding of Gedong Songo Temple?

5. Do you have any additional ideas or suggestions for other features that could be added to the flipbook to enhance the visitor experience?

6. Would you be willing to participate in content development or provide further input during the process of creating these features?

7. What are the key elements of the history of Gedong Songo Temple that need to be highlighted in the video narration?

8. How does the architecture and design of Gedong Songo Temple reflect the culture and beliefs of the people at that time?

9. What is the role of Gedong Songo Temple in the spiritual and ritual context of the local community?

10. What are the challenges faced in preserving Gedong Songo Temple, and how can the preservation efforts be explained in the video?

Figure 4.15 Documentation of Interview

4.2 Planning

In the planning stage, the researcher outlined the conceptual framework for developing interactive video and game features in the "Travel Beyond Words" flipbook. This step involved defining the educational and promotional goals of the multimedia content, drafting the video script in English based on historical and cultural aspects of Gedong Songo Temple, and determining the type of interactive games—such as crossword puzzles and quizzes—that would reinforce users' understanding. The planning also included selecting appropriate digital tools, estimating production time, and designing a timeline for content creation, video editing, and preliminary testing. Careful planning ensured that the development process would proceed systematically and align with the intended learning outcomes and tourism promotion objectives.

4.2.1 Game planning

Based on a survey conducted on Instagram, the researcher chose two types of games that were most chosen, namely, crossword puzzles and historical quizzes. First, the researcher poses questions and answers for crossword puzzles or historical puzzles, as many as 11 questions about history and culture, then the questions and answers are entered into a special web to create a Crossword Puzzle template called CrosswordLabs. then the researcher designs Crossword Puzzle using Canva, with

the same size as the paper that our flipbook uses, namely A4, with a vintage newspaper theme, the author chooses vintage concepts and themes, therefore the fonts and colors chosen also adjust the theme. For the Quiz Game, the researcher prepares 10 questions about history and culture along with answers in the form of multiple choices which will later be included in the design of the quiz, after making questions and answers the researcher starts designing using Canva, then finalizing editing and uploading through the Genially web, because only genially can make this quiz game interactive without the need to code.

4.2.2 Video Planning

In the initial stage, the researcher chose the concept of a virtual tour guide semi-documentary film because it was interesting and the researcher was inspired by many adventure expedition videos, such as National Geographic and adventure expeditions around the archipelago. This video has eight sections or episodes distinguished through each path and location, starting from the gate to ending at the highest temple or Gedong 5 temple. Not only that, this video has Indonesian subtitles and English narration, then shot using the researcher cellphone, from Apple iPhone 13, with various angles and techniques, from longshot, medium shot, to frog eye, the researcher also makes narrative text and story board at this stage, after everything is finished then collected through the draft in the researcher google doc. At the Making video stage, which is done for the first time after taking care of the license, the writer will take shots in each place for each episode, then collecting in a special draft of videos and images on the footage, it will then end up in the editing stage through the CapCut application.

4.3 Develop Preliminary Field Testing

In the Develop Preliminary Field Testing, the researcher designed educational games and produced a video by filming on-site at Gedong Songo Temple. The video was then edited using CapCut to improve clarity and engagement. The developed materials were tested by a small group of students and local tourists to gather feedback on content effectiveness and user experience. Input from this stage guided necessary revisions before finalization.

4.3.1   Product Making

    a.   Designing

First, a researcher creates designs for crossword puzzles and quiz games using Canva Pro. The researcher looks for design references for vintage newspapers on Pinterest. After finding several design references, the researcher immediately tries to create in Canva, with a size of 29,77 x 21 cm for the crossword puzzle game, while the quiz game is 16,9 x 25.4 x 14.29 cm. (see figure 4.15)
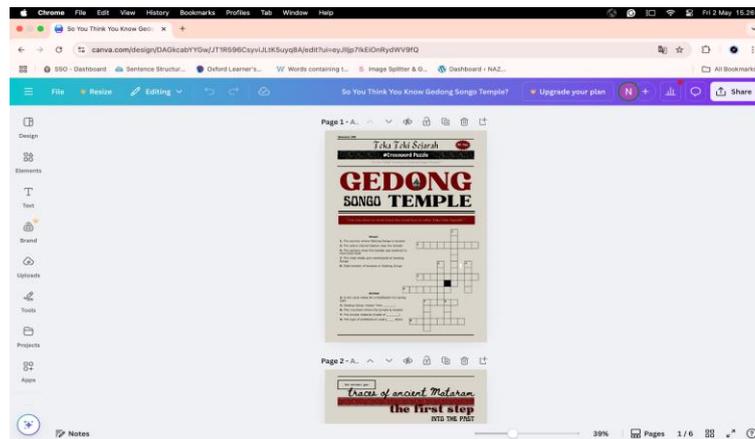

Figure 4.16 Design Game Crossword Puzzle

At this stage, the researcher makes a layout of the game title and other writings. This design plays with the colour and layout of the text and various fonts, with the intention and purpose to be the same as the concept of a vintage newspaper. For the font, the researcher chooses several fonts, including:
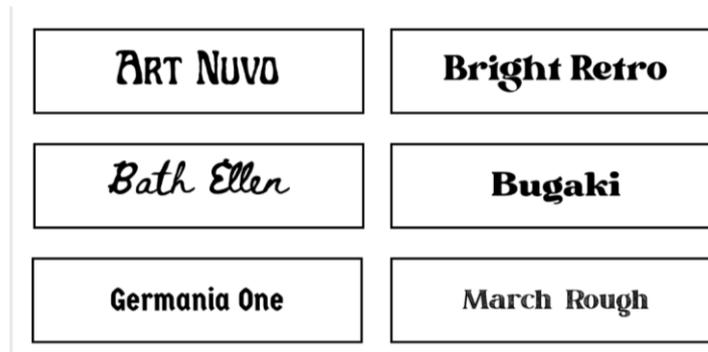
Figure 4.17 Font Canva

The researchers chose the six fonts because they are suitable and similar to the initial design concept, namely, retro newspapers. Besides the font, the researcher also chose three colours for this crossword puzzle game design, namely:
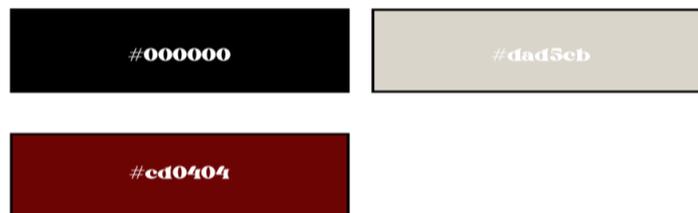

Figure 4.18 Colour Palette

Furthermore, for the quiz game design, the researcher designed it using Canva Pro, with an adventure theme or concept. Using 16:9 size 25.4 x 14.29 PPTX, using the same font as the Crossword puzzle game design, but for the selection of colours, the researcher chooses a lot of earth tone colours such as cream, sage green, and brown, and a bright colour to give the impression of a statement, namely yellow.

Figure 4.19 Design Canva
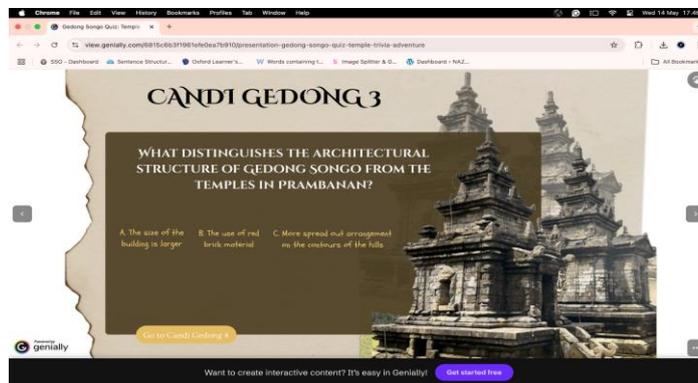
b. Uploading games

Figure 4.20 Finalization Design at Grainally

This preliminary design draft in Canva focuses on the adventure concept and still has a touch of the original image of the temple, deliberately to keep it relevant and aesthetic. The font selection still has a retro touch to make this game stay in line with the initial concept.

c. Adding games to the flipbook

Starting from sharing the Canva link of the crossword puzzle design and making it into a barcode, making a quiz game is also the same, from Grainlly sharing the link and making a barcode on the ME QR web for free. After that, both barcodes were reinserted and

edited into the Canva game design, and the files were sent to Devi as our book design maker.

4.4 Making a video

a. Shooting

After planning, the researcher proceeds to the video-making process stage. At this stage, the researcher will explain the stages of making videos from shooting to editing, a gradual process by what has been planned in the previous stage. After making the story board and narrative, the researcher starts taking photos and videos, with the place that has been planned on the story board, the researcher and the cast start shooting on 21 April 2025 starting at 09.00 in the morning, taking videos starting from the colour plantation area to take mountain view shots, followed by the entrance gate of Gedong Songo Temple with two casts who walk into the gate of the Gedong Songo Temple area using long shot techniques.

Figure 4.21 Scene 1

After entering the gate, the cast continued their journey to Gedong Songo Temple. In scene two of episode one, the writer only took video shots at the temple from long shot to close up of the temple relief. In this

scene, fun facts about the beginning of the Gedong Songo Temple were built.

Figure 4.22 Scene 2

From temple 1, the researcher continued to take videos for scene three of episode two on the road to temple two which is fairly uphill, by taking tilt up video shots to the road and following the flow of the road by walking, taking videos of the surrounding atmosphere, trees, to shots of the cast's footsteps with a frog eye angle.
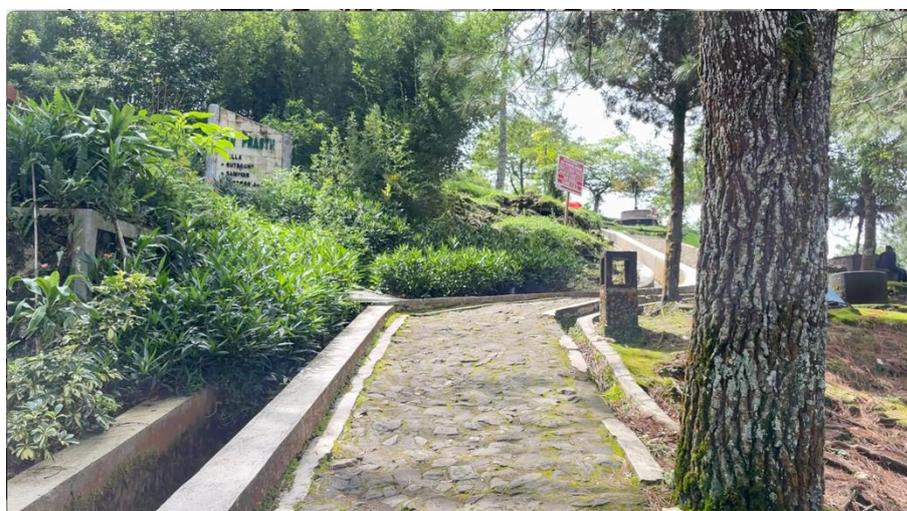

Figure 4.23 Scene 3

After arriving at Gedong Temple two, the researcher took a video of the cast walking into the Gedong Temple two complex with a longshot angle and then continued with a medium shot of the temple area to close up to the relief shape for episode three in the foot scene there is a pop up writing for fun fact of Gedong Songo.

Figure 4.24 Scene 4

After that, the journey continued to Gedong Temple for episode four scene five, by taking videos using medium shot angles of the temple area and close-ups to the temple and of the reliefs and statues.

Figure 4.25 Scene 5

42

In Scene six of episode five, the researcher starts taking videos with the cast walking down the stairs to the hot water sulfur, with a medium shot angle to the cast, followed by taking videos of the hot water sulfur area using the same angel, continuing to approach the smoke from the sulfur using a medium shot angle, in this scene pop up information about hot springs in this sulfur crater. Furthermore, an interview session was held with an expert, the preservationist of the Gedong Songo Temple, namely Mr Ngatno or commonly called Mr Yono taking This interview video was carried out to provide accurate and reliable information that took place from the source, but also to show the documentary side of this video.

Figure 4.26 Scene 6

Furthermore, entering episode six scene seven with the setting at Gedong Temple four, the researcher took a shot of the surroundings of the Gedong Temple four complex with a medium shot, then took a shot of the relief part of the temple with a close-up angle.

Figure 4.27 Scene 7

In Scene 8 of episode seven, the researcher are already at the top temple, namely Gedong Temple five. The researcher took a video of the entire Gedong Temple five complex with several angles, namely a medium shot to take a video of the temple as a whole, and a longshot because of the beautiful view from above of the hills and peaks, which are surrounded by trees and green forests, as well as the view of the Bandungan regency which is also visible from above, because the sky was getting dark the researcher and cast did not linger at the top. In addition, in episode seven, the researcher added an interview scene with Mr Ngatno about the message he wanted to convey to visitors and the younger generation about the importance of preserving and maintaining history.

Figure 4.28 Scene 8

In this Scene, the researcher took a video of the cast walking towards the Gedong Temple five, which aims to be the last scene or episode of this video, because in the first episode, it starts with two casts who also walk into the gate of the Gedong Songo Temple. By using a medium shot angle following the cast's path, until tilting up to the sky as a finale.
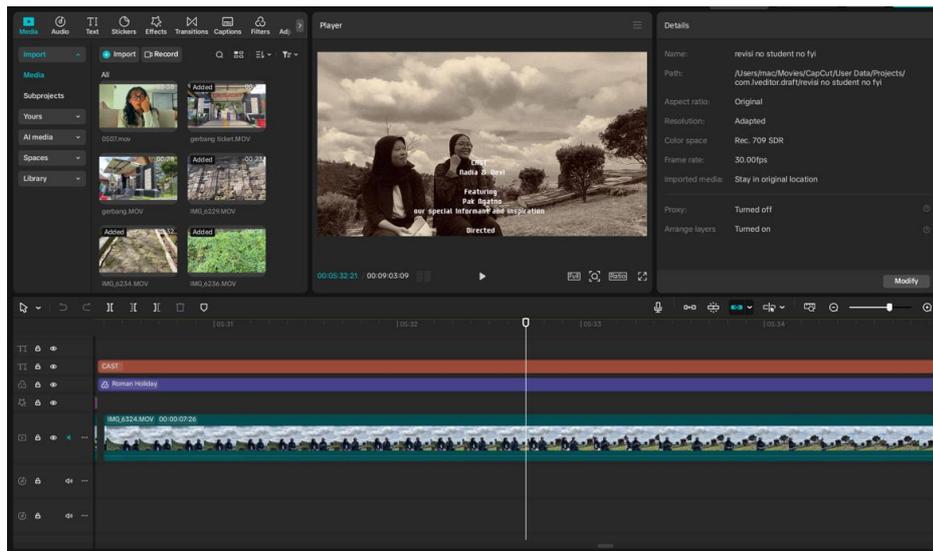

Figure 4.29 Scene 9

Figure 4.30 Credit Scene

The researcher gives credit to appreciate the hard work of all those involved in this video, because the researcher knows very well how complicated and many hands that finally have to help the researcher.

4.5 Editing

a) Drafting

At this stage, after all the scenes and episodes have been shot, the researcher starts drafting all the videos and photos that have been taken during the shoot into one Google Drive to facilitate access and prevent content from being lost or deleted.
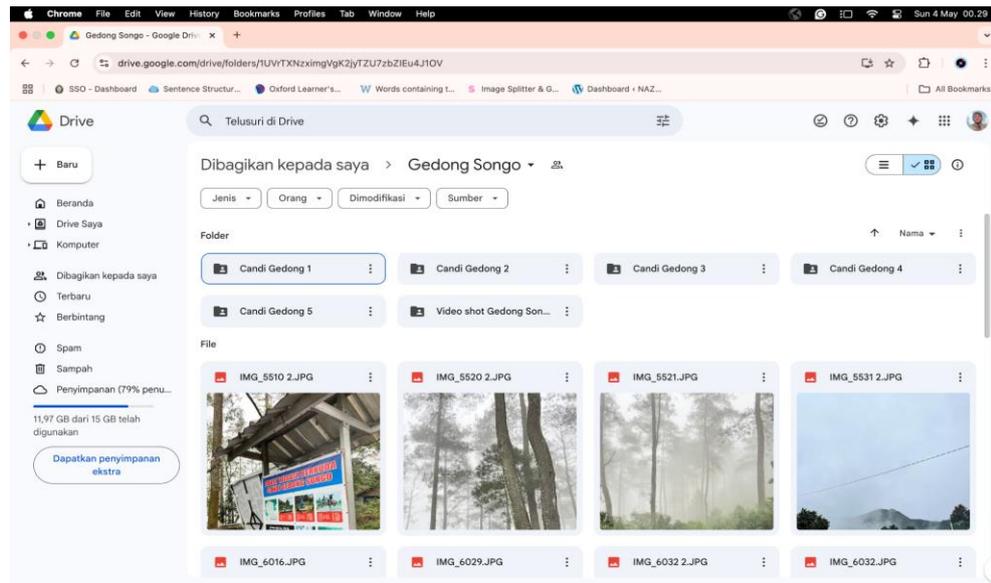
Figure 4.31 Drafting Google Drive

b) Making Narration

Storyboard + Narasi Virtual Tour Guide
@Candi Gedong Songo

Scene 1: Gerbang masuk "langkah awal ke masa lalu"

Scene 1: The entrance gate "the first step into the past"

Place:Gerbang Candi Gedong Songo,Pengunjung masuk, kabut tipis

Narrator

"Di lereng Gunung Ungaran, tersimpan sembilan peninggalan suci dari abad ke-8. Ini bukan sekadar tempat wisata ini adalah perjalanan menuju jantung spiritual tanah Jawa… Candi Gedong Songo."

"On the slopes of Mount Ungaran, nine sacred relics from the 8th century are kept. This is not just a tourist attraction – it's a journey to the spiritual heart of Java. Candi Gedong Songo."

Fun Fact:

Nama "Gedong Songo" baru digunakan setelah tahun 1908, ketika ahli Belanda Van Stein Callenfels menyatakan bahwa jumlah candi mencapai sembilan. Sebelumnya hanya dikenal sebagai "Gedong Lima".

The name "Gedong Songo" was only used after 1908, when Dutch expert Van Stein Callenfels stated that there were nine temples. It was previously only known as "Gedong Lima".

Arsitektur: Candi tunggal dengan denah persegi panjang, berdiri di atas batur setinggi 1 meter.

Relief: Terdapat pahatan sederhana berbentuk bunga membentuk bingkai kosong di bagian luar badan candi.

Figure 4.32 Narration and Subtitle

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The researcher began to create subtitles and narratives that contain information about history and fun facts in several scenes. For subtitles, the researcher uses a typewriter font with size 10 in white colour, while in this video, the researcher uses three different types of fonts. For fun fact writing, the researcher uses Nippon font with size 5 and brown colour, plus sticker notes, then the researcher also uses made-awelier-black font for the title of the first place in the past at the beginning with size 12 in white colour. The script is written using Indonesian first and then translated through English using Deep L. After all the scripts are written, the researcher uses Grammarly to correct and adjust the language style and word choice.

c) **Editing Video**
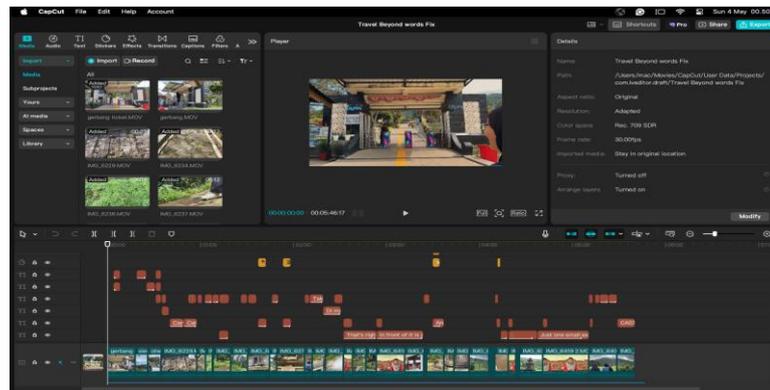
   1. **Arranging Raw Footage**

Figure 4.33 Arranging Video

Next, the researcher starts editing the results of the raw shot using the CapCut Pro application, because it is fairly easy for beginners, and has many features needed, such as colouring filters, and fonts that are quite diverse, although not as good as Filmora. The researcher adjusted the storyboard and narration that had previously been made, but there are some changes, namely the addition of footage scenery in several scenes, to create variety and avoid boring video content. After entering the raw video footage

sequentially from scene one to scene eleven, the researcher began to rearrange the scenes that had been collected and then add scenes that are outside of scenes 1 to 11, such as interview scenes with Mr Ngatno and scenery scenes.

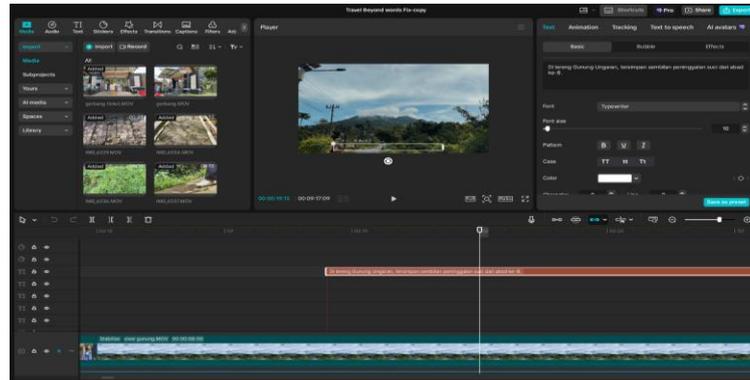## 2. Subtitle and Text

Figure 4.34 Entering Subtitle and Text

At this stage, the researcher begins to enter the Indonesian text that has been made at the beginning, for subtitles using Indonesian so that the audience can listen to narration in English while learning to follow Indonesian subtitles, so that it easy to understand.
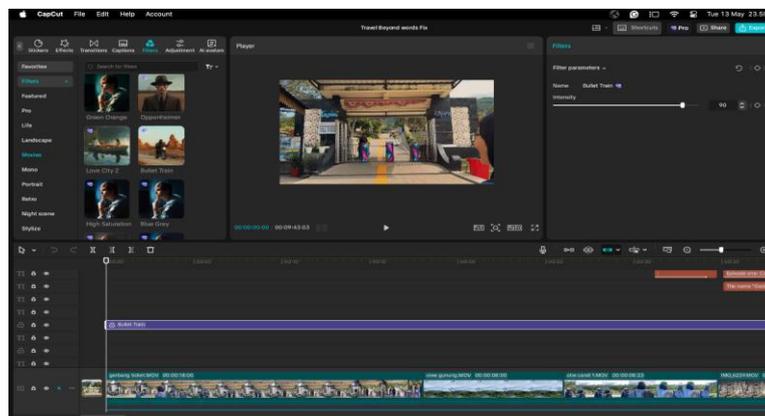
3. Colour Filter Scene

Figure 4.35 Adding Colour Filters

After the researcher entered all the text and subtitles, the researcher continued the colour grading for the colour of the video, and the researcher chose a warm yellow retro colour for the video because the colour was neither too warm nor too cool for the temple and scenery.
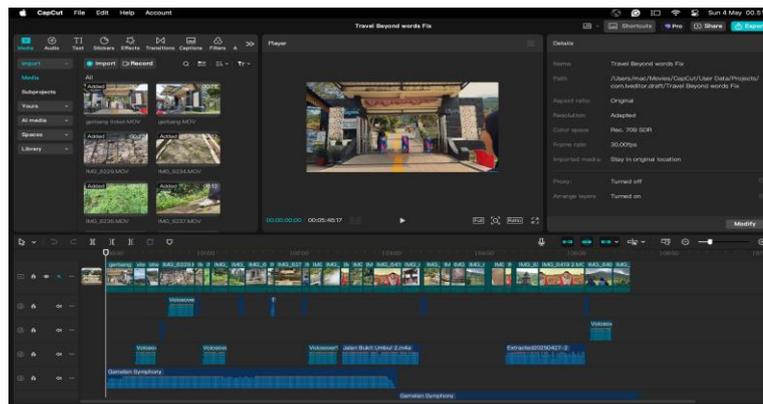
4. **Music and Voice Over**

Figure 4.36 Adding Music and Voice Over

After everything is entered into all scenes, the researcher continues to record voice over for English narration into the video, voice over is done directly in the editing process in CapCut, and several takes are done, after it is deemed sufficient, the researcher edits the subtitles and episode writing, by giving effects such as typing, and adjusting to the duration of the video and the results of the researcher voice over. After that, the researcher entered some of the music available in CapCut, but still entered the concept of this video, so the researcher chose music with the sound of Javanese gamelan; this music belongs to Fssound.

5. **Credit**

After everything is deemed appropriate, the last step of editing this video is to add a credit scene directly in the CapCut application. The researcher made it themselves with a tutorial from YouTube, with the background of the behind-the-scenes video, with the effect of warm tone, and black typewriter font.

Figure 4.37 Adding Credit

b. **Uploading Video**

After the video is finished editing, the researcher starts entering the video into the researcher YouTube platform. The researcher chose YouTube because it is easily accessible to everyone, and shares the YouTube link, which makes it easier for this video to be distributed further. In addition, today's generation also likes to watch videos on YouTube and other social media; therefore, the researcher chose the YouTube platform Here, in addition to uploading, the researcher also makes captions and descriptions for this video with the title.
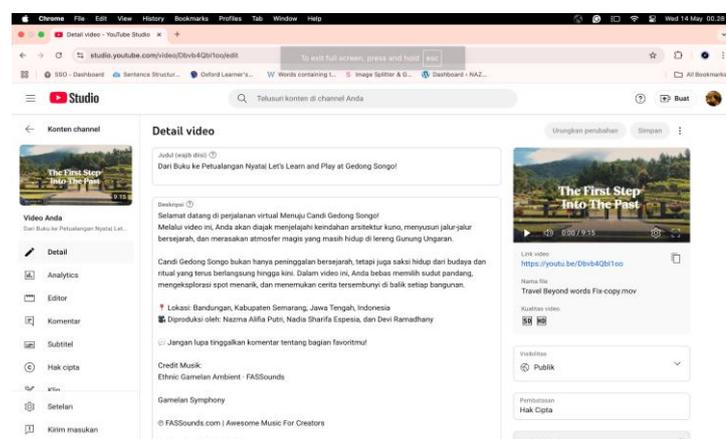

Figure 4.38 Upload Video to YouTube

c. **Adding Video to Flipbook**

After the video is successfully uploaded to YouTube, the researcher shares the YouTube link to make a barcode which will later be inserted

51

into the flipbook, the barcode is made with the ME QR web for free, then the barcode is put together with the game design that has been made before, and shared with Devi as the person who designed our book.
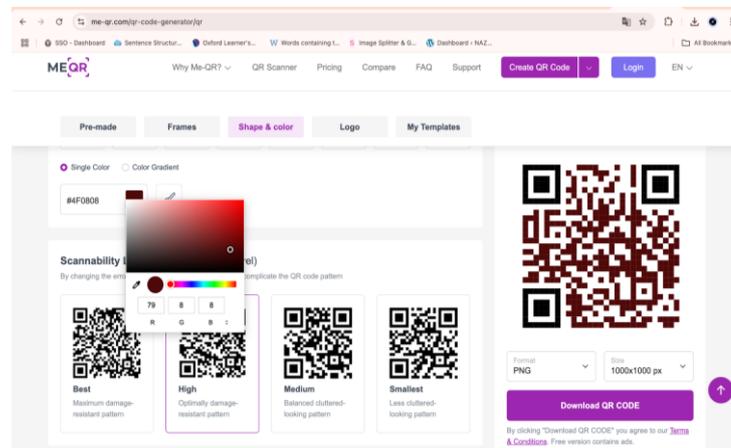

Figure 4.39 Get QR and Add.

4.6 Preliminary Field

After the design and development process of the product is completed and the games and videos have been incorporated into the flipbook, the next step is to test the product with experts. This product testing was conducted on 28 May 2025, with the following result shown in Figure 4.2

4.7 Expert Validation

Based on the R&D stage, the researcher also asked for several aspects of this feature to be assessed by experts, such as design, narration, and clarity, in video features and games. In addition, the researcher provides questions for the supervisor and the Gedong Songo Temple preservationist. For inspection and feedback from experts to improve its quality. The question contains several questions about the media and material in the flipbook feature.

4.8 Revising the Main Product

After conducting a trial with an expert, the trial results showed that several points needed to be revised, according to the supervisor, including:

1. Replace the subtitle from Indonesian to English subtitles in the interview section with Mr Ngatno, and explain his name and position.

Figure 4.40 Before (Indonesian subtitles)

Figure 4.41 After (English subtitles)

2. Interspersed with panoramic or other scenes at the time of Mr Ngatno's interview
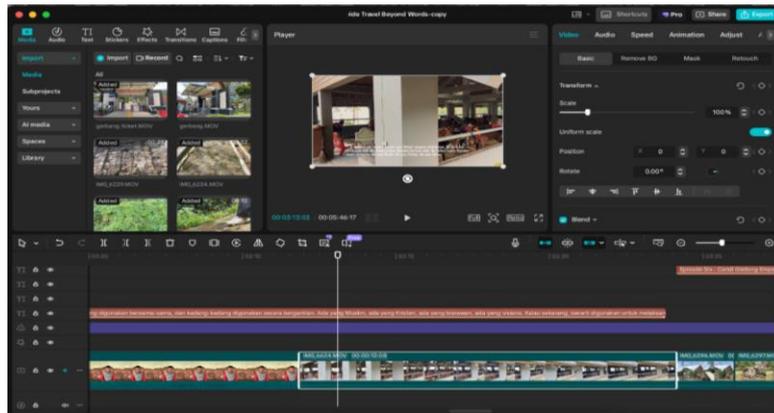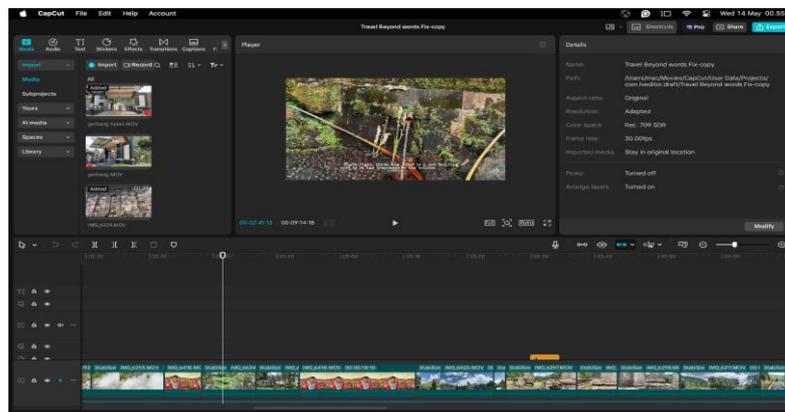
Figure 4.42 Before (Horse Stable Footage)

Figure 4.43 After (Scenery Footage)

4.9 Main Field Testing

The initial product trial was conducted by distributing a Google Form link to several respondents. This questionnaire consists of 10 questions related to the Video and Games Feature, which includes open and closed questions. The purpose of this trial is to obtain feedback and input from readers regarding the content, appearance, and usability of the features developed, to become material for evaluation and improvement before the final stage.

1. Characteristics of Respondents Based on Status

Apa Status Anda Saat ini? (What's your current status?)
40 jawaban

● Pelajar (Student)
● Wisatawan Lokal (Local Tourist)

The results of this question revealed that 55% of respondents were students, while 45% were local tourists. We can conclude that the respondents are more students, but it is almost equal.

2. Characteristics of Respondents Based on Age

Umur (Age)
40 jawaban

● 15-18
● 19-25
● 26-35
● >35

Based on the diagram above, 47.5% of respondents are aged 19 to 25 years, then 37.5% are aged 15 to 18 years. We can conclude that most respondents are aged 18-25 years. Meanwhile, 10% of respondents are over 35 years old, while the remaining 2% are 26-35 years old.

3. Characteristics of Respondents Based on Status

Apa Status Anda Saat ini? (What's your current status?)
40 jawaban

- Pelajar (Student)
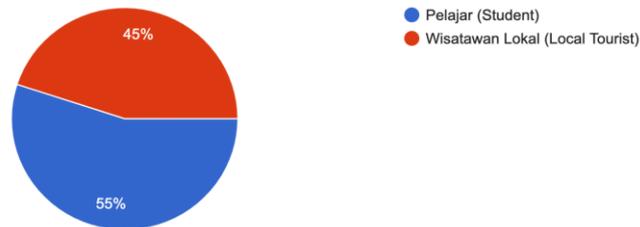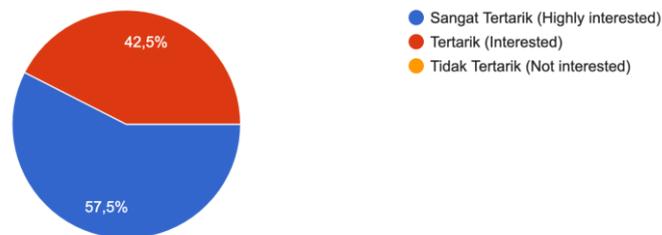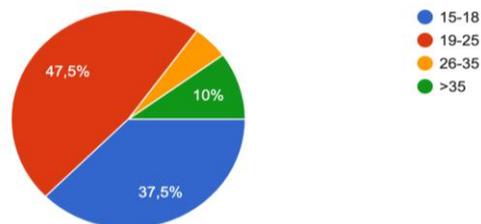- Wisatawan Lokal (Local Tourist)

45%

55%

The majority of the respondents were students, 55% or almost half, while the remaining 45% were local tourists.

4. Question of Respondents are Interested in Visiting after Watching the Video

Apakah video di atas membuat Anda lebih tertarik untuk mengunjungi Candi Gedong Songo? (Does the video above make you more interested in visiting Gedong Songo Temple?)
40 jawaban

- Sangat Tertarik (Highly interested)
- Tertarik (Interested)
- Tidak Tertarik (Not interested)

42,5%

57,5%

From the question above, 57.5% of respondents chose very interested, while 42.5% chose interested. It can be concluded that most respondents were very interested in visiting Gedong Songo Temple after seeing the video.

5. Question About Content in Vidio

Seberapa jelas dan informatif isi video yang ditampilkan dalam FlipBook ini? (How clear and informative is the video content displayed in this FlipBook?)

40 jawaban

Legend:
- 🔵 Sangat Jelas (Very Clear)
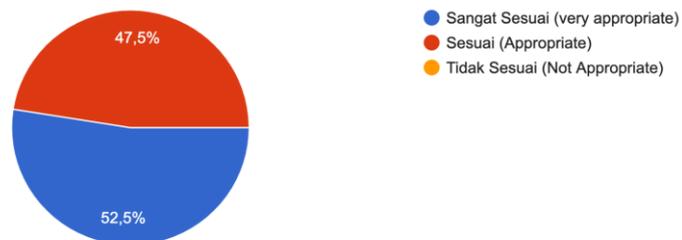- 🔴 Jelas (Fair Enough)
- 🟡 Tidak Jelas (Unclear)
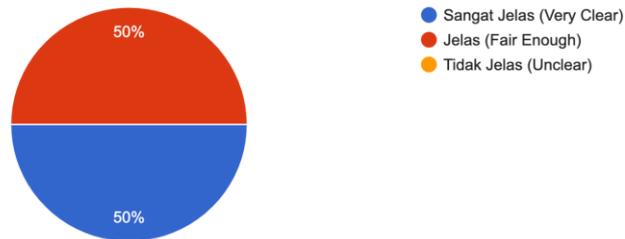
From the data above, 50% of respondents answered Very clear, and half of them 50% answered clearly. It can be concluded that respondents feel that the content of the video is clear and informative.

6. Question about subtitles in video

Apakah Subtitle dan narasi dalam vidio dapat mudah di mengerti?

40 jawaban

Legend:
- 🔵 Sangat Sesuai (very appropriate)
- 🔴 Sesuai (Appropriate)
- 🟡 Tidak Sesuai (Not Appropriate)

As many as 52.5% chose very suitable, and 47.5% chose suitable. Respondents felt that the subtitles and narration in the video were easy to understand.

7. Question about QR Code for the Video

Menurut Anda, apakah penyajian video dalam format QR dalam FlipBook ini mudah diakses? (Do you think the presentation of videos in QR format in this FlipBook is easy to access?)

40 jawaban

Legend:
- 🔵 Sangat Mudah (Very Easy)
- 🔴 Mudah (Easy)
- 🟡 Tidak Mudah (Not Easy)

Based on the results of the diagram above, the most respondents chose the very easy option as many as 60%, and another 40% chose easy. It can be concluded that the QR format for videos is easily accessed by respondents.

8. **Question about how influential this video is in attracting respondents' interest**

Sejauh mana video ini membantu Anda memahami sejarah dan daya tarik wisata Candi Gedong Songo? (To what extent does this video help you un...and tourist attraction of Gedong Songo Temple?)
40 jawaban

From the open-ended question above, the researcher got a number of different answers, with the majority of respondents answering very helpful.

9. **Question about interactive quiz**

Apakah quiz interaktif yang disediakan cukup menarik dan menyenangkan untuk dimainkan? (Are the interactive quizzes interesting and fun to play?)
40 jawaban

- Sangat Sesuai (very appropriate)
- Sesuai (Appropriate)
- Tidak Sesuai (Not Appropriate)
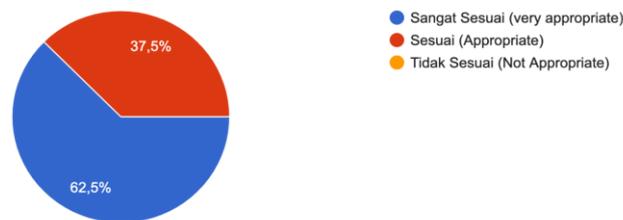
A total of 62.5% chose Very suitable, the remaining 37.5% chose suitable, they agreed that this interactive quiz is quite interesting to play.

10. **Question about instructions in the interactive game**

Seberapa mudah Anda memahami instruksi dalam game interaktif tersebut? (How easy was it for you to understand the instructions in the interactive game?)
40 jawaban

- Sangat Mudah (Very Easy)
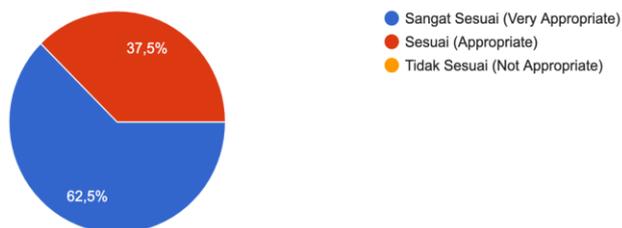- Mudah (Easy)
- Tidak Mudah (Not Easy)

47,5%
50%
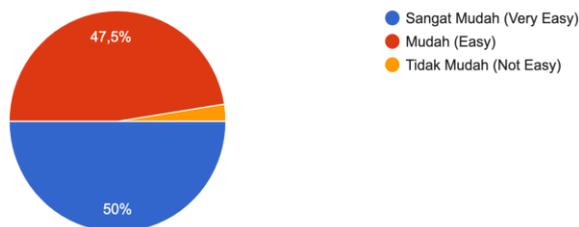
From the diagram above, there are several answers from respondents, starting from the most choosing very easy, namely 50% or almost half, while 47.5% chose easy, and the remaining 2.5% chose not easy to understand the instructions in the game.

11. Question the Result of the Outcome of this Game

Menurut Anda, apakah game ini dapat membantu mengingat kembali informasi yang telah Anda lihat di video atau baca di FlipBook? (Do you think ...you have seen in the video or read in the FlipBook?)
40 jawaban

- Sangat Sesuai (Very Appropriate)
- Sesuai (Appropriate)
- Tidak Sesuai (Not Appropriate)

37,5%
62,5%

As many as 62.5% of respondents chose very appropriate, while 37.5% chose appropriate, therefore, it can be concluded that almost all respondents agree that this game can help recall information that has been presented in flipbooks and videos.

12. Question about Visual Games

Apakah tampilan visual dan desain game membuat Anda lebih semangat dalam mengikuti kuis?
40 jawaban

- Sangat Sesuai (Very Appropriate)
- Sesuai (Appropriate)
- Tidak Sesuai (Not Appropriate)
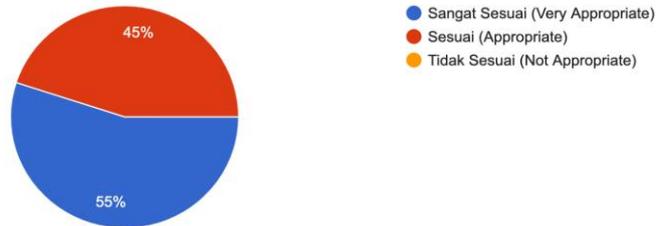
As many as 55% of respondents have chosen very suitable, while 45% of others chose suitable. We can conclude that almost 90% of respondents agree that the game visuals make them excited to take the quiz.

13. Open-ended Questions about Impressions and Hopes for the Game in the Future

games yang menarik dan seru..

Games nya seru, mengasah kemampuan

sangat inspiratif dan asikk

Sangat berKesan

Keren pokoknya

Baguus

Sngat seru dan menarik semoga lancar sukses slalu

Sangat bagus

Sangat Menarik

Figure 4.44 Impressions and hopes for the game in the future

The researcher received many good impressions and messages, but did not escape some suggestions that helped the researcher to improve this feature.

4.10 Product Revision

Product Revision is done by accommodating the input given by respondents who have filled out the Google Form, in the form of open and closed questionnaires

(mix). The suggestions used are changing the font on the quiz game, clarifying the writing 'back to the maps', and the Researchers realize some of these mistakes.
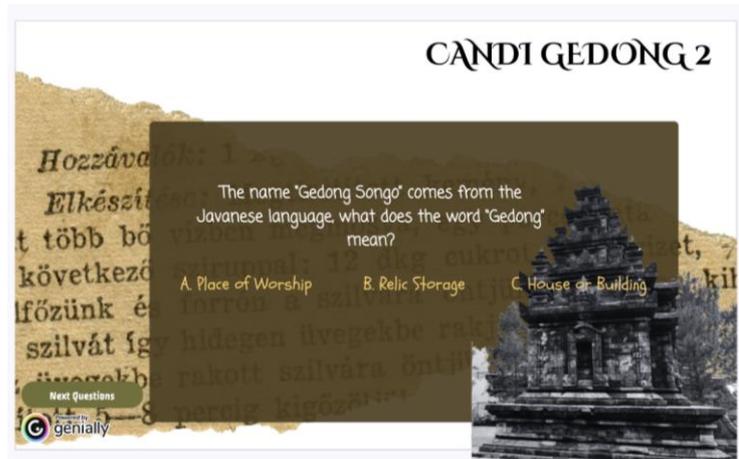

Figure 4.44 Quiz that has Changed Fonts (app.genially.com)

Figure 4.45 Quiz that has changed the Font in the Back to the Maps Section
(app.genially.com)

Figure 4.46 Review of Some Respondents (www.docs.google.com)

Video features and games get a lot of good responses, respondents say the games that have been made are fun, and they hope that in the future they can provide benefits for tourists, one of them.

This is a good sign because it means that the features made are suitable to be included in and become part of the "Travel Beyond Words" flipbook and have reached the work target that the researcher wants.

4.11 Dissemination and Implementation

After going through several stages of developing the feature and revision, FlipBook "Travel Beyond Words" was perfected on A4-size paper. This Flipbook has gone through Several revisions, were made to improve the features, content, and design. Furthermore, at this stage, the researcher submitted the results of this product to the Gedong Songo Temple, namely to Mr Ngatno and Mr Miftah, as the preservationists of the Gedong Songo Temple, as well as informants who have helped the researcher and the team to complete this product.

The appearance of the final product is not much different from the first plan, for the features of the book a little bit has changed slightly from the first plan. The researcher uploads the video to the researcher YouTube channel. Researcher hope that uploading the video to YouTube can attract tourists and students to increase visits to Gedong Songo Temple, and provide a virtual tourism experience. However, YouTube is a platform that is easily accessible and free to many people. The researcher also promotes this flipbook to the campus by attaching posters to the campus notice board; besides that, the researcher also promote the flipbook via Instagram and WhatsApp. Therefore, the researcher hopes that more people will read our flipbook, which will make more people know about Gedong Songo Temple.

4.12 Discussion

The researcher actively participated in several crucial stages of the Research and Development (R&D) process in this final project. From early research until product distribution, researcher were responsible for a wide range of tasks, with a particular emphasis on content production, user testing, and cooperation with regional stakeholders. In addition to observing conditions on-site at Gedong Songo

Temple, researcher carried out thorough literature assessments on digital tourism promotion tools. To gain a deeper understanding of both visitor expectations and site-specific cultural norms, researcher also conducted interviews with stakeholders, including local tour guides and tourism employees. By confirming user needs and finding gaps in the current promotional medium, this research assisted in determining the project's direction.

The researcher contributed to defining the objectives and identifying the target audience, focusing on bilingual content accessibility for both local and international users. Researcher were responsible for drafting the initial content structure, deciding the thematic coverage (e.g., history, cultural value), and determining how interactive media such as videos and games could enhance user engagement. Researcher also assisted in outlining the technical framework and timeline for development. In this stage, researcher created the first version of the digital flipbook content, including English and Indonesian text drafts, visual concepts, and storyboard layouts for the interactive videos. Researcher collaborated closely with multimedia designers to ensure consistency between the narrative and visual elements. Researcher also produced voice-over scripts and designed quizzes and games to be embedded in the flipbook.

Researcher coordinated small-scale testing sessions with university students and local tourists. Researcher prepared feedback forms and conducted informal interviews to assess their impressions of the prototype. Collected and organized the responses, highlighting specific areas for improvement, such as navigation ease, content comprehension, and media functionality. Took the lead in revising the flipbook content based on test feedback. This included rewriting segments for clarity, adding visual aids, and improving language accuracy in both English and Bahasa. Also tested the revised version across multiple devices to ensure compatibility and performance. The researcher facilitated the testing sessions and compiled a final evaluation report measuring user satisfaction, engagement, and learning outcomes. Also provided technical support to users during the trial sessions to monitor usability in real time. Managed the dissemination process by creating promotional materials such as social media content and QR codes for easier

product access. Coordinated with Gedong Songo Temple Management to discuss the possibility of implementing the flipbook as part of their visitor information system.

Based on the process that has been carried out, the digital flipbook media developed in this project can be said to have fulfilled its function as a history learning media. This can be seen from various aspects, both in terms of content, presentation method, and user involvement in the development process. The digital flipbook developed in this project has fulfilled its function as a history learning media. From the aspect of data collection, researchers not only conducted literature studies, but also direct observations and interviews with related parties at Gedong Songo Temple, so that the content presented was contextual and authentic. The presentation is also interesting, because it is arranged in a bilingual format and equipped with interactive videos, quizzes, and educational games that increase user involvement. Compared to conventional media, this flipbook is more flexible, accessible, and more capable of attracting an active interest in learning history.