ENHANCING REVISION EFFICIENCY AMONG DIPLOMA ACCOUNTING STUDENTS THROUGH INTERACTIVE FLIPBOOK LEARNING: POCKET-FLIP MAF201

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ABSTRACT
In today's fast-paced world, the traditional method of revision seems to be less efficient and effective to the Z Generation (GenZ). With the rapid development of technology, heavy and lengthy notes should be replaced with more concise, accessible and student friendly resources. These features will create more engaging notes and encourage students to revise more frequently. This study developed a mobile-friendly flipbook which integrate the concise notes and formats of five subtopics discussed in MAF201. This innovation is beneficial to the students of Diploma in Accounting as it provides simplify revision and improves time efficiency. This initiative was motivated by students' declining performance during the assessments. The effectiveness of Pocket-Flip MAF201 will be collected through the collection of students' feedback. Findings indicate that this Pocket-Flip Maf201 greatly enhances the students' revision efficiency by minimising the time required for revision and providing easy access at any time and place.

KEYWORDS: Accessible, Efficiency, Engaging, Flipbook, MAF201

PROBLEM AND OBJECTIVE

In MAF201 classes, it is quite common to see students depending heavily on lecture notes without really understanding how to use them for revision. While the notes contain all the necessary information, they are not always suitable for quick review. Some students even mentioned that they "don't know where to start" when preparing for tests. This shows that the issue is not just about content, but also about how the content is presented.

One more thing to note is that nowadays students are used to studying online. Nevertheless, the majority of textbooks and other educational material is produced in the traditional manner, and that fails to suit their needs. When an excessive amount of data is provided at once, there is a high probability that students will get confused and distracted (Leppink & van den Heuvel, 2015). This is particularly important for accounting because it involves many procedures that require practice.

Given the above discussion, it is possible to identify the primary goal of this project. The purpose is not to provide any substitute for lectures but to create a convenient tool that will help students concentrate on the key aspects of lectures. In addition to that, the project is supposed to encourage revision as well.

DESIGN DESCRIPTION

The concept of Pocket-Flip MAF201 is very simple. In order not to force the learner to read all notes again, all the information is transformed into a flipbook that will focus only on key concepts and formats.

Sections in the book are very brief; hence, they allow students to review the material without overwhelming themselves. As for the design process, developers tried to consider the way in which most students revise. Many people would prefer something they could scroll or flip through conveniently, especially on their mobile phones. That is why developers chose the format of a flipbook because it provides a similar sensation of revising notes.

This digital flipbook is designed with interactive elements for students to stay engaged. We chose the "Wizard" theme as it symbolises wisdom and is able to navigate uncertainty, just like how Accounting reduces uncertainty by evaluating past financial statements to help in decision making of a company. With one simple click on the book, students will be automatically taken to the table of content for links of notes of MAF201. The links provide direct access to simplified and visually appealing notes. Moreover, the file is embedded with a QR code that allows students to scan and keep the file for their own learning use.

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It is not the technology itself that makes Pocket-Flip MAF201 unique but its application. To make it more attractive and interesting, a "wizard" character is used and students just need to follow the instructions by the witch to get the notes. By tapping, students may access the short notes of topics covered in MAf201. Although flipbooks have been around for some time now, no one has used them as a tool for revising accounting yet. The available literature does not offer anything concise enough to help students during revisions. One of the features of Pocket-Flip MAF201 is that it targets exactly what students need during their revision periods. Unlike other similar solutions, which contain everything, Pocket-Flip focuses on the most problematic topics that students encounter while studying. In this way, it becomes more relevant and useful, particularly during exam preparation.

Moreover, the mobile-oriented nature of Pocket-Flip MAF201 should not be underestimated. It seems obvious that students will be more willing to utilise any learning tool if they can easily integrate it into their lives. The opportunity to revise whenever possible increases their engagement rate, which has been proven by recent research (Hussain et al., 2025).

BENEFITS TO MANKIND

Though the project is seemingly small, it tackles an incredibly common issue in the realm of education, namely revision. In terms of improving student consistency and boosting confidence in learning, the ability to divide revision into smaller chunks will be a valuable step for learners. Another benefit of the project is the promotion of individual learning practices, which are crucial both inside and outside the classroom. In the larger context, this initiative contributes to the idea of flexibility in the learning process.

COMMERCIAL POTENTIAL

The Pocket-Flip MAF201 application has room to be further developed into a learning product. The very same approach can be used in developing digital learning tools for other subjects, particularly where there is a need to structure understanding of the topic. With some changes in design, such as incorporating features like quizzes, it can be incorporated into current digital learning applications. Because of the simplicity of the design, it would not cost too much to develop.

CONCLUSION

The development of this product was prompted by an easy observation made in class regarding students' struggles in revising effectively. With the introduction of an easier and better learning process such as Pocket-Flip MAF201, the issue could easily be sorted out practically. The feedback given regarding the usage of the product by students is promising since it is much easier than the conventional note-making methods. It is still not an absolute solution to the problem at hand, but a stepping stone towards the betterment of revision. In the future, the interactive element of learning could be improved on in the product.

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