

Literacy-Oriented Local Potential-Based Flipbook Design on Indonesian Language Learning in Elementary School

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Abstract

This research was done because of the low interest of students in reading textbooks to develop learning media that are more interesting and relevant to students' daily lives. This study aims to find out the analysis of the needs of FlipBooks based on local potential to improve literacy skills in Indonesian learning in elementary schools. This research is Research and Development (RnD) development research with an ADDIE development model. This study uses the first stage of the ADDIE model, namely Analyze. Needs analysis is carried out through field studies with instruments in the form of interviews and questionnaires. The results of the study show that the development of FlipBooks based on local potential in Indonesian learning in elementary school is needed. With the stage of considering the results of the needs analysis that has been carried out as a foundation in the development process.

Keywords: *FlipBook Design, based on local potentiall-oriented literacy, Indonesian*

Abstrak

Penelitian ini dibuat karena rendahnya minat baca siswa terhadap buku teks untuk mengembangkan media pembelajaran yang lebih menarik dan relevan dengan kehidupan sehari-hari siswa. Penelitian ini bertujuan untuk mengetahui analisis kebutuhan flipBook berbasis potensi lokal untuk meningkatkan kemampuan literasi pаса pembelajaran Bahasa Indonesia di sekolah dasar. Penelitian ini merupakan jenis penelitian pengembangan Research and Development (RnD) dengan model pengembangan ADDIE. Penelitian ini menggunakan tahap pertama dari model ADDIE yaitu Analyze (analisis). Analisis kebutuhan dilakukan melalui studi lapangan dengan instrumen berupa wawancara dan kuisioner. Hasil penelitian menunjukkan bahwa diperlukannya pengembangan flipBook berbasis potensi lokal pada pembelajaran Bahasa Indonesia di sekolah dasar. Dengan tahap mempertimbangkan hasil analisis kebutuhan yang sudah dilakukan sebagai landasan dalam proses pengembangan.

Kata kunci: *Desain FlipBook, berbasis potensi lokal berorientasi literasi, Bahasa Indonesia*



INTRODUCTION

More interesting and relevant learning media to students' daily lives The relationship between reading and writing literacy and reading interest with Indonesian language learning outcomes (Sari, 2020). Good literacy skills in children are the basis for successful learning in various fields. However, data shows that many children in Indonesia still have difficulty in developing their literacy skills. This is in line with the findings (Mohammed et al., 2023) which show that only 36.7% of children are on the right developmental track in the literacy-numeracy domain. This condition illustrates the urgency to develop effective interventions to improve children's literacy skills from an early age. In this context, the role of parents and caregivers is very important. Positive interactions between caregivers and children, as well as providing an environment that supports learning, can have a significant impact on children's development. (Lane et al., 2022) emphasize the importance of parent-focused interventions in improving preschool children's physical literacy. This suggests that an approach involving parents and caregivers can be an effective strategy in supporting children's holistic development.

Through media, learning media will provide new synergy in Indonesian Language learning (Kamhar & Lestari, 2019) so that the impact is good for children in learning using interesting and relevant learning media. The use of local potential in flipbook design is expected to create a more relevant and meaningful learning context for students. This is in line with the concept of contextual learning, which emphasizes the importance of connecting learning materials with students' life experiences. By integrating local elements into the flipbook design, it is hoped that students can more easily understand and apply the concepts learned in their daily lives. In addition, the literacy orientation in this flipbook design aims to support the development of students' reading, writing, and critical thinking skills. Given the importance of literacy as a basis for academic success and active participation in society, the development of learning media that is specifically targeted to improve literacy is very important. Flip books based on local potential that are oriented towards literacy are expected to be an effective tool in supporting teachers and parents in developing children's literacy skills.

The formulation of the problem in this study is: How can a flipbook design based on local potential that is oriented towards literacy be designed to support Indonesian language learning for phase A students in Elementary Schools? This question covers several important aspects, including how to integrate local potential into the flipbook design, how to ensure literacy orientation in the content and activities of the flipbook, and how to ensure that the design is in accordance with the needs and characteristics of phase A students. This study has the main objective of analyzing and developing a flipbook design based on local potential that is oriented towards literacy, specifically for Indonesian language learning for phase A students in Elementary schools. In an effort to achieve this goal, this study will focus on several key aspects. First, the identification of relevant local potential elements that can be integrated into the flipbook design will be carried out, ensuring that the learning content has a meaningful context for students. Furthermore, the study will design content and activities in the flipbook that specifically support the development of literacy for phase A students, considering their developmental needs and characteristics. Another important aspect is to evaluate the feasibility and effectiveness of the flipbook design in the context of Indonesian language learning, ensuring that this media can be implemented well and achieve the expected learning objectives.

Flipbook developed in this study, based on local potential offers various benefits to improve the quality of learning, foster students' interest in learning, and strengthen literacy in learning the Indonesian language Merdeka curriculum; this is in line with the goals of 21st-century education to form a young generation that is intelligent, has character, and is responsible. Flipbooks based on local potential oriented to literacy have

the potential to overcome several challenges in learning Indonesian, especially in developing cultural literacy skills.

There are relevant studies, such as research by (Binti Mirnawati & Agatha Valent Fabriya, 2022) entitled the Application of Flipbook Media to Improve Reading Literacy of Elementary School Students. This study shows that flipbook textbooks based on local potential oriented to literacy can be valid, practical, and effective in improving learning outcomes in cognitive aspects. Meanwhile, research conducted by (Vania & Hidayat, 2024) shows that Flipbooks with local potential oriented to literacy have a positive impact on the development of students' understanding in learning Indonesian in elementary schools.

Thus, the title carried in this study is "Analysis of the needs of Flipbooks based on local potential oriented to literacy to improve students' reading in elementary schools". Referring to the identification of the problem, the formulation of the problem of this study is: "How is the analysis of the needs of Flipbooks based on local potential oriented to literacy to improve students' reading in elementary schools?". While the purpose of this study is to determine the analysis of the needs of Flipbooks based on local potential oriented to literacy to improve students' reading skills in elementary schools.

METHOD

This research is an initial research stage in the Research and Development and Evaluation method (Bull et al., 2019; Ying So et al., 2021). However, this research is only at the needs analysis stage (Analyze). To find out the needs of teachers and students before developing a flipbook book based on local potential oriented to literacy. data collection techniques using interviews and questionnaires. Interviews were conducted with grade 1 teachers to collect information about Indonesian language learning activities in class while filling out a questionnaire of 15 questions to students to explore information about the learning process and learning media used. The data analysis technique uses an interactive model with steps to reduce data, present data, and conclude.

While the population of this study is a homogeneous population, namely a population whose elements have the same characteristics, and a limited population that has quantitative limits due to limited characteristics (Onwuegbuzie & Leech, 2007; Warren et al., 2006). Based on these provisions, 40 grade I students of Elementary School 1 Mergosono were used as the population. while the sampling technique uses saturated sampling, which is a technique for determining samples when all members of the population are used as samples (Sugiyono, 2013). Thus, as many as 40 students of classes IA and IB were used as samples. This study was conducted on July 2 to 8, 2024.

RESULTS AND DISCUSSION

The analysis stage is a process of defining what will be utilized in learning. So to find out or determine what to do, research needs to do several activities. First, conduct a needs analysis, namely to determine the competencies that need to be learned by students and determine the gap between what is currently available and what is expected. Second, conduct a front end analysis to collect techniques that can be used in determining solutions to existing gaps.

Based on the development carried out by (Aprilia et al., 2024), the results of the feasibility of the media aspect were obtained, which were carried out in two rounds, where the first media aspect feasibility got a percentage of 58% (quite feasible, needs revision), and for the second round, it got a percentage of 87% (very feasible). The feasibility of the material aspect was carried out in one round which got a percentage of 78% (feasible). At the implementation or user trial stage, it was found that students gave a response of 90% (very good), while teachers gave a response of 86% (very good).

This study shows that students prefer digital media that can be accessed via the internet (Aprilia et al., 2024).

The design of this flipbook is intended to improve the literacy skills of elementary school students through interesting and environmentally relevant learning media (Lakapu et al., 2023; Rachim & Ambarwati, 2021). In other words, this flipbook is expected to be an effective tool for developing students' reading, writing, and understanding of texts. Utilizing local potential, exploring and utilizing local cultural, natural, or historical wealth as teaching materials in flipbooks. Creating a connection between learning materials and students' daily lives. Arousing students' sense of belonging and love for the surrounding environment. Increasing students' interest in reading and designing an attractive, interactive, and appropriate flipbook display according to students' interests. Presenting learning materials in simple and easy-to-understand language, varying the types of texts (stories, poems, dialogues, etc.) to meet diverse reading interests.

Developing reading comprehension skills by presenting texts that vary in difficulty and complexity. Providing questions that test students' understanding of the contents of the text. Helping students make inferences, analyze, and evaluate information in the text (Fattuhillah, 2019). Improving students' writing skills and providing examples of good texts as writing models. Providing space for students to be creative and write their own texts. Providing constructive feedback on student writing. enriching students' vocabulary and introducing new vocabulary related to local themes. Helping students remember new vocabulary through the use of interesting pictures, illustrations, and activities. Improving students' communication skills and facilitating group or class discussions related to the contents of the flipbook. Helping students convey ideas and opinions orally and in writing. Flipbook Design Based on local potential oriented to literacy in Indonesian language learning in schools, it is hoped that this local potential-based flipbook can increase students' learning motivation. Making Indonesian language learning more fun and meaningful. Preparing students to become active and independent learners. Producing elementary school graduates who have good literacy skills.

The techniques that can be used to determine solutions to the existing gaps are presented in the following data analysis of interview results regarding teachers' needs for local literacy-oriented flipbooks with the potential to improve student reading in elementary schools.

Tabel 1. Results of Teacher Needs Analysis

No	Aspect	Descriptor	Results
1	Learning effectiveness	Learning methods	Using lecture and assignment methods
		Obstacles in learning	<ol style="list-style-type: none"> 1. Less varied media is limited to teacher and student textbooks. 2. Not utilizing technology-based media. 3. Delivery of material is only one way.
		Evaluation	<ol style="list-style-type: none"> 1. Dominated by pencil and paper tests.

<p>2 Teacher needs related to flipbooks with local literacy-oriented potential to improve students' reading skills</p>	<p>Teacher responses if the development of flipbooks based on local potential is carried out to improve students' reading skills</p>	<p>2. Only measures children's cognitive domain. 3. Cannot measure literacy skills.</p> <p>1. Strongly agree with the development of Flipbook media, because it must also be adjusted to 21st-century learning, especially for learning Indonesian. 2. This media is expected to make learning more interesting.</p> <p>Flipbooks based on local potential are oriented towards literacy. 1. Can facilitate the process of learning Indonesian. 2. Foster literacy skills and local culture.</p>
	<p>Facilities and infrastructure in schools supporting the use of flipbooks</p>	
	<p>Teachers' expectations regarding Flipbooks based on local potential that are oriented towards literacy in Indonesian language learning</p>	

Based on table 1. So far, Indonesian language learning has used lecture and feedback methods, especially during classroom evaluations. Evaluation instruments are dominated by pencil-paper tests and have not been able to measure high-level thinking skills and literacy. This makes learning seem monotonous and difficult for students to understand, coupled with less varied learning media and limited to textbooks from the government.

The learning process at the elementary school level needs to consider learning media devices and relevant learning methods so that learning objectives are achieved. However, teachers have not been able to utilize relevant learning media so that students are not optimal in the learning process and outcomes, including in developing literacy skills.

From this phenomenon, teachers welcome the existence of local potential flipbook media oriented to improve students' reading skills in elementary schools, especially Indonesian language learning. Based on the development that has been carried out, the results of the feasibility of the book analysis results aspect that the teacher's response is that the development of flipbooks based on local potential to improve students' reading skills is very much in agreement with the development of Flipbook media, because it must also be adjusted to 21st century learning, especially for Indonesian language learning with the hope that students will be interested in reading books and can facilitate teachers in learning Indonesian.

The influence of literacy programs on the learning outcomes of Indonesian students in elementary schools so that the effectiveness of supporting learning can

improve student learning outcomes (Utami & Yanti, 2022). This skill will produce a quality nation that will ultimately be able to show its identity to the international world. Flipbook media according to student needs development of Flipbook learning media "Character of the nation's children, civilized Indonesia" to improve the character of elementary school students. So that the development of Flipbook learning media is in accordance with the needs of the 21st-century (Zahra et al., 2024). Local potential flipbook media oriented to literacy to improve students' reading skills In elementary schools, it is an innovation in Indonesian language learning to improve cultural literacy skills and improve students' reading. The following presents the results of a questionnaire analysis regarding the needs of phase A students for flipbook media based on local potential oriented to literacy.

Tabel 2. Results of questionnaire analysis on students' needs in phase A

Item Statement	Aspect	Response (%)	Description of Response
Indonesian Language Education Material in learning to read is very difficult for Phase A Students	Learning conditions	87.5	Yes
The learning atmosphere in class is very boring		12.5	No
Learning carried out by teachers in class		67.5	No
Media desired in learning		32,5	Yes
Learning media is important to use		32.5	Explaining lectures discussions
		62.5	Others
		12.5	Videos
		12.5	Printed books and pictures
		25	
		90	Yes
		10	No

Based on a survey of student needs in terms of learning conditions, 87.5%, or around 35 out of 40 students, agreed that the Indonesian language material in reading for phase A students was still difficult to understand. Furthermore, around 67.5% stated that the learning atmosphere in class was very boring. One of the causes is that teachers rarely use learning media.

The majority of students agree that learning media is very important in the learning process in class. Students feel helped by using media. Referring to table 2, 25% want to use printed books and pictures. Thus, the majority of students expect the use of books including flipbook elements.

Based on the development that has been carried out, the media desired in learning is printed books and pictures; more are desired besides being efficient and easy to use with attractive pictures; children will be more interested in reading books. The influence of Flipbook media on the learning outcomes of Indonesian students in elementary schools is very good because it can attract students' attention and is able to help understand the material so that students are very happy; reading becomes very easy and not boring (Anggraeni, 2022). Furthermore, the research questionnaire directs the aspects of digital books that will be developed. This is done to see how the needs

and expectations of students are for flipbooks based on local potential oriented to literacy.

Tabel 3. Results of the survey of student needs in the Flipbook aspect

Item Statement	Aspect	Response (%)	Description of Response
Flipbook are expected to be quite interesting because they can contain images, animations, and interactive quizzes.		75	Yes
		25	No
Flipbook are expected to help understand Indonesian language material.		80	Yes
		20	No
Digital books are expected to make learning more enthusiastic and not boring quickly.		77.5	Yes
		22.5	No
Strongly agree if teachers teach using Flipbooks based on local potential.		75	Yes
		25	No

Based on Table 3, reviewed from the aspect of Flipbook, this media is expected to be quite interesting because it can contain images, videos, animations, and interactive quizzes. that Flipbooks are publications consisting of text and interesting images that have local potential, are literacy-oriented and are published in the form of Flipbooks that can be read. Not only offering a fun learning experience.

Furthermore, as many as 40 students, or around 80% agree that Flipbooks are expected to help understand Indonesian language education material, 77.5% agree that Flipbooks can make learning more enthusiastic, 75% strongly agree if teachers teach using digital books based on local potential, and 72.5% stated that they are very capable of using flipbooks. This indicates that students are ready to carry out learning by utilizing flipbooks, and the majority believe that flipbooks can improve the quality of learning.

Based on the research that has been done, flipbooks are expected to be quite interesting because they can contain images, animations, and interactive. Quizzes, flipbooks are expected to help understand Indonesian language material. Flipbooks are also expected to make learning more enthusiastic and not get boring quickly, I strongly agree if teachers teach using flipbooks based on local potential because they are interesting, efficient, and very useful. Development of flipbook picture storybook media to improve student learning outcomes (Qomariyanti et al., 2023).

(Aliyah & Istiqfaroh, 2022) stated that the development of flipbooks in Indonesian language learning media for fable material for elementary school students makes it easier for students to learn Indonesian. The introduction, application, and improvement of children's literacy skills in Indonesian language subjects must be carried out continuously by involving all school residents, families, and communities whose implementation is adjusted to the needs of students. Supporting materials are expected to be literacy-based on local potential and are expected to be a reference for the formulation of literacy activities based on local and contextual culture. Literacy activities influence students' reading activities and improve students' reading. Literacy activities at school have benefits, namely getting more information and expanding students' knowledge. The development of flipbooks based on local potential oriented towards literacy increases children's literacy towards Indonesian language learning materials (Nurbaeti et al., 2022).

CONCLUSION

Ideally, Indonesian language learning in elementary schools is able to accommodate students to develop literacy skills. However, in reality, Indonesian language learning still has a monotonous impression. After being analyzed, there are several causes of the gap, such as teachers still acting as the central source of learning, to the use of learning media that is still conventional. Thus, in order for Indonesian language learning to stimulate students to develop literacy skills, one of them is by developing flipbooks based on literacy-oriented local potential. The results of this study indicate that it is necessary to develop flipbooks based on local potential in Indonesian language learning in elementary schools. While still considering the results of the needs analysis that has been carried out as a basis for the development process.

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