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INCREASING READING LITERACY OF GRADE V ELEMENTARY SCHOOL STUDENTS USING FLIPBOOK-BASED LEARNING MEDIA

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Abstract: *This study aims to describe the process of developing instructional media, the quality of the media which includes the validity, practicality and effectiveness of using flipbook-based learning media to increase story reading literacy in fifth grade students of MI Sabilillah Sampang. This development research uses the Four-D model. The subjects consisted of 28 students of class V. The data collection techniques used were observation, questionnaires and tests. The results showed that media validation obtained an average value of 4.53 with a proportion of 91%, teacher activity received an average value of 64 with a proportion of 91% and student activity obtained an average value of 65 with a proportion of 95%. Flipbook-based learning media to increase literacy in reading stories on the effectiveness aspect using the N-gain test 4 students in the medium category and 24 students in the high category. Based on price data t -statistics = 15.05 > t -table = 2.052, there is a difference significant between X1 and X2 . There is a significant difference in the results of the pretest and posttest. So it can be concluded that learning media based on Flipbook is effective to use.*

Keywords: *Elementary School Student, Flipbook, Learning Media, Reading literacy.*

Abstrak: Penelitian ini bertujuan untuk mendeskripsikan proses pengembangan media pembelajaran, kualitas media yang meliputi validitas, kepraktisan dan keefektifan penggunaan media pembelajaran berbasis flipbook untuk meningkatkan literasi membaca cerita pada siswa kelas V MI Sabilillah Sampang. Penelitian pengembangan ini menggunakan model Four-D. Subjek terdiri dari 28 siswa kelas V. Teknik pengumpulan data yang digunakan adalah observasi, angket dan tes. Hasil penelitian menunjukkan bahwa validasi media memperoleh nilai rata-rata 4,53 dengan proporsi 91%, aktivitas guru memperoleh nilai rata-rata 64 dengan proporsi 91% dan aktivitas siswa memperoleh nilai rata-rata 65 dengan proporsi 95%. Media pembelajaran berbasis flipbook untuk meningkatkan literasi membaca cerita pada aspek keefektifan menggunakan uji N-gain 4 siswa pada kategori sedang dan 24 siswa pada kategori tinggi. Berdasarkan data harga t -statistik = 15,05 > t -tabel = 2,052, terdapat perbedaan yang signifikan antara X1 dan X2 . Terdapat perbedaan yang signifikan pada hasil pretest dan posttest. Sehingga dapat disimpulkan bahwa media pembelajaran berbasis Flipbook efektif untuk digunakan.

Kata-kata kunci: *Flipbook, Literasi membaca, Media pembelajaran, Siswa SD.*

INTRODUCTION

Based on observations made on November 7, 2022 by researchers at one of the international standard madrasah schools in Sampang district, namely MI Sabilillah Sampang. Where MI Sabilillah Sampang is one of the favorite schools in Sampang Regency. Sabilillah is a school that is able to keep up with the development of the times, especially in the digital era like today. One that has been implemented every year is the public test which is carried out virtually

through the YouTube channel sabilillah TV, Instagram, and facebook. In addition, all school administration can also be accessed through the school application, where each student has used an id card that has the use to pay for books, infak, pocket money and attendance, pocket money has become one on the student id card.

In the new academic 2022/2023, MII Sabilillah conducted an android-based end-of-semester summative assessment for grade 4-6 students. At the end of semester assessment, students are given a google

form link to do questions in each subject. However, along with the development of technology, it is not accompanied by learning media used by teachers in the teaching and learning process. Only a few teachers use learning media in certain subjects such as science subjects. In Indonesian subject teachers have difficulties regarding the media to be used. Therefore, researchers designed flipbook learning media to face the digital era like today.

Researchers have also conducted an interview with one of Indonesian teachers about asking students for reading literacy. The result of the interview, namely the interest in reading literacy of students is still low, this is clearly seen when teachers ask to read fiction stories. Many students just read without understanding the content of the reading. Some students also said they were lazy when asked to read, because the text was too long so students felt bored. In addition, teachers also experience difficulties regarding the media used, especially in Indonesian subjects which are only glued to textbooks so that students' interest in learning is low.

Whereas according to Piaget (in Mujtahidin, 2013, p. 55) each individual experiences four phases of cognitive development consisting of sensorimotor, preoperational, concrete operational and formal operational. This concrete operational stage of the child develops the ability to reason logically and understand concepts, see relationships, and solve problems, but only to the extent that it involves familiar objects and situations. But in reality many students have difficulty in reasoning logically and understanding the content of a story. According to Vygotsky (in Chair, 2009, p. 55) verbal thought develops through several stages. At first the child must say words to be understood. Then move toward being able to understand or think without saying those words. Then he was able to separate meaningful and meaningless words.

The learning process involves two subjects, namely teachers and students will produce a change in students as a result of learning activities. Changes that occur in students as a result of non-physical learning activities such as changes in attitudes, knowledge and skills (Widoyoko, 2014, p. 25).

The need for literacy in this global era requires the government to facilitate education systems and services. The literacy program includes efforts to develop human

potential which includes intellectual, emotional, spiritual intelligence, with adaptability to technological and information developments (Nurmalina, 2020, p. 3). In meeting the needs of literacy in the digital era like today, researchers are making breakthroughs to about the learning media that will be used by teachers, namely by using flipbook-based learning media to improve students' reading literacy skills.

This research is in accordance with previous studies that the results of research showed that grade 3 students of SDN Krukut 1 Pagi were trained to understand moral themes through the use of storyteller-based flipbook media. There are eight stages of development phase used in the Borg and Gall technique. The results of the study were 1) material approval obtained 86%. Meanwhile, the media obtained a score of 88.65% in the very good classification. 2) The students' answers in general amounted to 92.45% with a very good classification. 3) the effectiveness of using the fable story digital book to increase the moral sensitivity of grade 3 students of SDN Krukut 01 pagi overall by 0.7 in the medium classification. The end of this review is that story-based flipbook media is very suitable for learning in expanding moral sensibilities otherwise can actually be used in learning.

This research is also in line with (Hull & Chaparro, 2006) published in the journal *Proceeding of the Human Factor and Ergonomics Society* with the title "Usability Evaluation Of Digital Flipviewer Online Flipbooks". The results showed that from the results of study 1 revealed participants had difficulty using flipViewer's unique feature. But overall, satisfied with their experience viewing documents in this format. Study 2 showed participants completed assignments faster using the flipbook format of the university course schedule when compared to the website format.

A similar study was conducted by (Henning, 2023) in the journal *Learning, Culture and Social Interaction* with the title "Remixing literacy: Young children producing literacy practices for research participation" the results showed that this study was carried out in early childhood in London. Part of the children's response to this problem was to create a photographic text text to show their class researcher. During this stage of the project, researchers were unable to visit children's schools in London due to COVID. So the researchers asked to photograph their

classrooms that were made for learning after which they asked them to describe the classrooms that had been photographed. The discussion in this study is expected to provide further thinking about literacy practices in early childhood schools. The ability to creatively adapt young people is an important attribute for practitioners engaged with the rapid pace of change in the 21st century.

Research was also conducted by (Fu & Wang, 2022) in the journal *Heliyon* with the title "Inspecting EFL teachers' academic literacy development in multilingual contexts: A global vision" this study aims to present a global view on the development of academic literacy of English for Specific Purpose (ESP) teachers which in turn is important for the development of students' academic literacy. The academic literacy of teachers plays an important role in the academic of students. The development of academic literacy includes three dimensions, namely linguistic, cognitive and socio-cultural. The results showed that ESP teachers consider academic literacy practices derived from context transferable and generalized from one setting to another. Teachers' lack of understanding of literacy Existing literacy practices are considered a major obstacle to teaching and developing academic literacy during ESP courses.

Research conducted by (Juanda, 2018) in the journal *Language and Literature Education* with the title "Exploration of the Value of Fable as an Alternative Means of Student Education". The results showed that the importance of forming children's character from an early age. One way that can be done is that the diversity of fables can be used as a means in shaping children's characters. This research combines content analysis with descriptive qualitative research. Based on findings from research on a number of universal characters such as the words kind, humble, trustworthy and respectful used in the fable story of the jungle child story by Yosep Rustandi.

The results of this study support the foundation of the importance of forming children's character from an early age, by means of the learning process Indonesian especially in story material. A teacher can insert character education in it by conveying the message contained in the story. Based on these problems, to be able to follow the current developments in the digital era, an innovation is needed in using learning media, in addition to the importance of literacy in

teaching learning activities to achieve a learning goal. From this description, a title can be drawn "Development of Flipbook-Based Learning Media to Improve Story Reading Literacy in Grade V Elementary School Students".

RESEARCH METHODS

The type of research conducted by researchers is development research or in English Research and Development. Research and Development is a research method used to produce a particular product, and test the effectiveness of that product. To be able to produce certain products, research that is needs analysis is used and to test the effectiveness of these products so that they can function in the wider community, research is needed to test the effectiveness of these products (Sugiono, 2017, p. 297).

Research and development serves to validate and develop products, validate products, meaning the product already exists, and researchers only test the effectiveness or validity of the product. Developing products in a broader sense can be in the form of updating existing products (so that they become more practical, effective, and efficient) or creating new or previously unexisting products.

Research and development has many benefits, the resulting product can provide convenience, speed, effectiveness for users. The point is to solve the problems faced by users, improving existing products is the basis for research and development (Winaryati, 2021, p. 5).

In this study, the development of a learning media was carried out, with the research title "Development of Flipbook-Based Learning Media to Improve Literacy in Reading Fable Stories of Grade V Elementary School Students". The type of development research used in the development of flipbook-based learning media is a type of development research adapted from The Four-D Models or often referred to as 4-D. The Four-D (4-D) research design developed by Thiagarajand (in Winaryati 2021:26–28) consists of four stages of development, namely Define, Design, Develop, and Disseminate. The disseminate stage is in the form of an application that will later be downloaded by the user.

The techniques used by researchers are observation, questionnaires and tests. Observation is another data collection technique such as questionnaires or interviews and the results obtained are associated with previous theories and research (Sahir, 2021, p. 30). Questionnaires are information gathering techniques that allow analysts the attitudes, beliefs, behaviors, and characteristics of some key people in an organization who can be beaked by the system proposed by the existing system (Siregar, 2014, p. 21). Then the test is to measure basic abilities, among others: tests to measure intelligence, interest tests, special aptitude tests, and so on (Arikunto, 2013, p. 266).

RESULTS AND DISCUSSION

Result

The process of developing flipbook-based learning media

This research was conducted to develop a learning media, especially in subjects Indonesian grade V in elementary schools. In order to improve students' reading literacy through flipbook-based learning media using the Four-D development model. At the stage of development, flipbook-based learning media in the form of applications. Software that is used to create flipbook-based applications that operate on Android uses cartoon animator, powerpoint, inspring suite 10, and website to APK.

Quality of Flipbook-Based Learning Media

, The learning media developed by researchers is in the form of an application called SOCA (Sobat Edukasi) as a learning medium Indonesian in increasing students' reading literacy. The material contained in the application is a fictional story about fables. Before testing flipbook-based learning media that has been validated by expert validators. The validation results of flipbook-based learning media developed on the quality of flipbook-based learning media in terms of material obtained a total of 49 with an average of 4.45 validators with a percentage of 89% entering the very valid category. In terms of presentation, it obtained a total of 64 with the average of validators was 4.57 with a percentage of 91% falling

into the very valid category. The valiation results of flipbook-based learning media in terms of presentation show good media criteria and are suitable for use in research. In terms of language, it obtained a total of 40 with the average of validators was 4.44 with a percentage of 89% falling into the very valid category. The valiation results of flipbook-based learning media in terms of language show that the media criteria are good and worthy of use in research. In terms of graphics, it obtained a total of 51 with the average of validators was 4.64 with a percentage of 93% falling into the very valid category. The valiation results of flipbook-based learning media in terms of graphics show good media criteria and are suitable for use in research

Practicality of Flipbook-Based Learning Media

The practicality of learning media is based on teacher activities and student activities as well as teacher responses and student responses. The implementation of learning is certainly inseparable from the learning tools that have been developed so that they can be used in the learning process. This flipbook-based learning media includes syllabus and lesson plans that have been verified by validators. The results of the syllabus validation validated by validators obtained an average of 4.41 with a percentage of 88%. So it can be concluded that the validity of the syllabus shows that the criteria are very valid and worthy of use in research. The validation results of the Learning Implementation Plan (RPP) that have been validated by validators get an average of 4.25 with a percentage of 85%. So it can be concluded that the validity of the Learning Implementation Plan (RPP) shows that the criteria are very valid and worthy of use in research. The results of the observation of teacher activity in table 4.7 show that teacher activity in observer 1 gets a total value of 63 with a percentage of 90%. While the total score on observer 2 gets 63 with a category of 90%. So it can be concluded that the average value of observers 1 and 2 obtained 63 with the 90% category carried out very well. The results of observations of teacher activity in table 4.8 show that teacher activity in observer 1 gets a total value of 64 with a percentage of 91%. While the total score on observer 2 gets a value of 65 with a category of 90%. So it can

be concluded that the average value of observers 1 and 2 obtained 65 with the 90% category carried out very well. The results of the repetition of the implementation of student activities at meetings 1 and 2 obtained a total average score of observer 1 of 62 with a percentage of 89%. While the average value in observer 2 is 63 with a percentage of 90%, it is carried out very well and very effectively. The results of the repetition of the implementation of teacher activities at meetings 1 and 2 obtained a total average score of observer 1 of 67 with a percentage of 96%. While the average value in observer 2 is 69 with a percentage of 99%, it is carried out very well and very effectively.

The Effectiveness of Flipbook-Based Learning Media

The effectiveness of a learning media can be seen in the results of the evaluation given to students. This evaluation aims to determine the extent of students' understanding of the material that has been taught. The effectiveness of flipbook-based learning media can be seen from the results of pretest and post test evaluations. The completeness of individual student learning is adjusted to the KKM in MI Sabilillah Sampang, which is 77. Student learning outcomes on the N-Gain test will be described in the table below

Tabel 1 Hasil Belajar Uji N-Gain

No	X	Y	Y-X	Uji Gain	Kriteria
1	95	100	5	1,00	Tinggi
2	70	95	25	0,83	Tinggi
3	80	100	20	1,00	Tinggi
4	85	100	15	1,00	Tinggi
5	50	75	25	0,50	Sedang
6	70	95	25	0,83	Tinggi
7	85	100	15	1,00	Tinggi
8	75	100	25	1,00	Tinggi
9	75	100	25	1,00	Tinggi
10	65	85	20	0,57	Sedang
11	90	100	10	1,00	Tinggi
12	85	100	15	1,00	Tinggi
13	75	100	25	1,00	Tinggi
14	50	75	25	0,50	Sedang
15	85	100	15	1,00	Tinggi
16	70	95	25	0,83	Tinggi
17	80	100	20	1,00	Tinggi
18	70	100	30	1,00	Tinggi
19	80	100	20	1,00	Tinggi
20	85	100	15	1,00	Tinggi
21	65	90	25	0,71	Tinggi
22	65	100	35	1,00	Tinggi

23	70	100	30	1,00	Tinggi
24	65	80	15	0,43	Sedang
25	75	100	25	1,00	Tinggi
26	65	100	35	1,00	Tinggi
27	90	100	10	1,00	Tinggi
28	85	100	15	1,00	Tinggi
JUMLAH	2100	2690		25,21	Tinggi

Based on table 1 of the N-Gain test results above, it is known that there are 4 students with medium category and 24 students with high category. Student learning outcomes on the t test will be described in the table below

Tabel 2 Hasil belajar uji t

NO	Nama	Nilai		D	D ²
		pre-test (X1)	post-test (X2)		
1	SYAM	95	100	5	25
2	ARR	70	95	25	625
3	AH	80	100	20	400
4	ASQ	85	100	15	225
5	AFA	50	75	25	625
6	AR	70	95	25	625
7	ABK	85	100	15	225
8	ARA	75	100	25	625
9	AMM	75	100	25	625
10	DFA	65	85	20	400
11	FAL	90	100	10	100
12	MFAI	85	100	15	225
13	IH	75	100	25	625
14	MJ	50	75	25	625
15	KAR	85	100	15	225
16	MRF	70	95	25	625
17	MH	80	100	20	400
18	NK	70	100	30	900
19	NNK	80	100	20	400
20	NDA	85	100	15	225
21	NR	65	90	25	625
22	RPA	65	100	35	1225
23	RA	70	100	30	900
24	RS	65	80	15	225
25	SKRP	75	100	25	625
26	SA	65	100	35	1225
27	ZAH	90	100	10	100
28	ZAM	85	100	15	225
Σ	N-28	2.100	2.690	590	13.900

Taraf signifikansi $\alpha=0,05$

Tes dua nilai

$$D_b = N-1 = 28-1 = 27$$

T kritis menurut tabel t dengan $\alpha=0,05$, tes dua nilai, $d_b = 28$ adalah 2,051

1) Kriteria :

Jika t -statistik $\geq 2,051$ atau t -statistik $\leq -2,052$, maka terdapat perbedaan yang signifikan antara X_1 dan X_2 .

2) Perhitungan

$$D = \frac{\sum D}{N} = \frac{590}{28} = 21,07$$

$$d = \sum D^2 - \frac{(\sum D)^2}{N} = 13.900 - \frac{(590)^2}{28} = 13.900 - 12.432,14 = 1.467,86$$

$$t = \frac{D}{\sqrt{\frac{d}{N(N-1)}}}$$

$$t = \frac{21,07}{\sqrt{\frac{1.467,86}{28(28-1)}}} = \frac{21,07}{\sqrt{\frac{1.467,86}{756}}} = \frac{21,07}{\sqrt{1,94}} = \frac{21,07}{1,40} = 15,05$$

Keputusan karena harga t -statistik = 15,05 > t -tabel = 2,052, maka terdapat perbedaan yang signifikan hasil pretest dan post-test. Sehingga dapat disimpulkan bahwa media pembelajaran berbasis *Flipbook* efektif untuk digunakan.

Discussion

The validity of flipbook-based learning media to improve literacy in reading fable stories

The validity of flipbook-based learning media to improve literacy in reading fable stories and learning tools was validated by two validators, namely Dr. Suprayitno, M.Si. and Drs. Nurul Istig'far oh, M.Si. The validity of the developed media includes several components, namely the validity of the material, presentation, language and graphics.

1. The results of the validation of flipbook-based learning media developed based on the material.

The material presented on flipbook-based learning media is about fictional texts. The material presented in the form of slides consists of several menus, namely the material menu which contains material about fictional stories, the video menu which contains rabbit and kuran fable videos to attract students' learning interest, the story menu which contains various examples of fable stories where at the end of each story there are evaluation questions, and the learning objectives menu.

The results of the validation of flipbook-based learning media based on the material received an average score of 4.45 with a percentage of 89% declared very valid and can be used in research.

2. The results of the validation of flipbook-based learning media developed based on its presentation.

Flipbook-based learning media based on its presentation is packaged in

the form of an application which will later be downloaded on each student's cellphone to further attract students' reading literacy. Because nowadays mobile phones have never been separated from their world. The results of the validation of flipbook-based learning media based on its presentation scored an average of 4.57 with a percentage of 91% declared very valid and can be used in research.

3. The results of the validation of flipbook-based learning media developed based on language.

Flipbook-based learning media based on language has been revised according to the advice of expert validators, namely regarding consistency in the use of capital letters, the use of banca signs and the use of hyphens. After revision of the media, the results of media validity based on language get an average value of 4.44 with a percentage of 89% declared very valid and can be used in research.

The results of the validation of flipbook-based learning media developed based on graphics.

Flipbook-based learning media based on graphics have been revised according to suggestions and input from expert validators, namely regarding learning the UNESA logo and schools, besides that there is also an addition of baksound to the evaluation questions 'right and wrong' so that students are more excited or interested. After revision of the media, the results of the validity of the graphic-based media got an average value of 4.64 with a percentage of 93%. It is declared very feasible and can be used in research.

Based on the results of the validation of flipbook-based learning media as a whole which includes material validation, presentation, language and graphics, it got an average score of 4.53 with a percentage of 91. So it can be concluded that flipbook-based learning media is declared very valid and can be used in research

The practicality of flipbook-based learning media to improve literacy in reading fable stories

The practicality of flipbook-based learning media to improve literacy in reading fable stories is obtained from observing teacher activities, observing student activities as well as teacher responses and student responses.

Results of observations of teacher activity

The results of observations of teacher activities from the implementation of learning tools. Learning tools include syllabus and lesson plans that have been validated by two expert validators. Learning activities (teacher and student activities) are observed by two senior teachers. The results of the observations are as follows:

a. Learning device validation

1. Syllabus

In the learning process, a learning tool is needed for the success of the learning process. The syllabus is a set of plans to regulate the learning process which includes learning identity, core competencies and basic competencies, formulation of indicators, selection of teaching materials, development of learning activities, design of learning assessments and selection of learning resources.

The silbus validation results received an average score of 4.41 with a percentage of 88%. So that the results of syllabus validation from expert validators are declared very valid and can be used in research.

2. Learning Implementation Plan (RPP)

The Learning Implementation Plan is developed in accordance with the framework in the syllabus. RPP was created to improve students' reading literacy. The components contained in the learning tools are RPP identity, learning objectives, learning activities, learning assessments, supporting components and attachments.

The RPP validation results received an average score of 4.25 with a percentage of 85%. So that the results of RPP validation from expert validators are declared very valid and can be used in research.

Implementation of learning through observation of teacher activities during learning

Teacher activity at meeting 1 got an average score of 63 with a percentage of 90% while in meeting 2 got a score of 65 with a percentage of 93%. Overall, teacher activities at meetings 1 and 2 received an average score of 64 with a percentage of 91%. So it can be concluded that the learning process is carried out very well and effectively.

Results of observations of student activity

Student activities in the trial meeting 1 got an average score of 63 with a percentage of 90% while in the 2nd meeting got a score of 68 with a percentage of 97%. Overall, student activities at meetings 1 and 2 scored

an average of 65 with a percentage of 94%. So it can be concluded that in the learning process student activities are very active

The Effectiveness of Flipbook-Based Learning Media

The effectiveness of a learning media can be seen in the results of the evaluation given to students. This evaluation aims to determine the extent of students' understanding of the material that has been taught. The effectiveness of flipbook-based learning media can be seen from the results of pretest and post test evaluations. the completeness of individual student learning is adjusted to the KKM in MI Sabilillah Sampang, which is 77.

1. Student learning outcomes using the N-gain test

The results of the N-gain test above are known that there are 4 students with the medium category and 24 students with the high category. Based on N-gain test data on the use of flipbook-based learning media has a very high effectiveness for increasing literacy in reading stories.

2. Student learning outcomes using t-tests

Based on t-statistic price data = 15.05 > t-table = 2.052, there is a significant difference between X1 and X2. There are significant differences between pretest and post-test results. So it can be concluded that flipbook-based learning media is effective to use.

The results obtained in this study are in accordance with research conducted by Yusuf (2022) that the development of flipbook-based media can make a positive contribution in improving the storytelling skills of grade 3 students at SDN Krukut 1 pagi. This is likely due to the suitability of the development of flipbook learning media. Learning media is an intermediary to convey learning content to message recipients, namely students. With the help of the media, it is hoped that learning messages can be conveyed effectively so that learning objectives are achieved. The reason why learning media is needed is because the media is so big on whether or not learning outcomes can be understood by students (Prihantini 2021: 206). Flipbook is a three-dimensional digital book in which can contain various written media, images, video, audio

or music as well as moving animations. This digital book is very interesting for students' reading, especially in the digital era like today because this flipbook with a series of images and animations that vary from one page to the next, which when students start to open the page will be flipped back quickly, the images appear animated by simulated movements or some other movements. The explanation shows that lipbook media is very interesting for students. Therefore, using flipbook-based learning media can improve story reading literacy in grade V elementary school students."

CONCLUSION

1. Based on the results of the study, it can be concluded that flipbook-based learning media to improve literacy in reading stories in the development process software which is used to create flipbook-based applications operated on android uses cartoon animator, power point, inspring suite 10, and webside to APK.
2. The quality of learning media developed by application-based researchers named SOCA (Sobat Edukasi) as a Indonesian learning medium to improve literacy in reading stories. The learning media developed has been validated by expert validators, in terms of material obtained an average score of 4.5 with a percentage of 89%, in terms of presentation obtained an average score of 4.5 with a percentage of 91% it is said to be very valid, in terms of language obtained an average score of 4.44 with a percentage of 89% and in terms of graphics obtained an average score of 4.64 with a percentage of 93% of the four aspects declared very valid and can be used in research.
3. The practicality of using flipbook-based learning media can be seen from the results of obtaining teacher and student activities, teacher and student responses, the implementation of lesson plans. Syllabus validation that has been validated by validators obtained an average score of 4.41 with a percentage of 88%, RPP validation

obtained an average score of 4.25 with a percentage of 85%, teacher activities of observers 1 and 2 obtained an average score of 64 with a percentage of 91% were carried out very effectively. While the student activity of observer scores 1 and 2 obtained an average score of 65.5 with a percentage of 94% very well and practically.

The effectiveness of flipbook-based learning media can be seen in student learning outcomes. The skill of reading students' stories using the N-Gain test found that there were 4 students with the medium category and 24 students with the high category. While using the t-test obtained t-statistic = 15.05 > t-table = 2.052, there was a significant difference from the pretest and post-test results. So it can be concluded that flipbook-based learning media is effective to use.

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