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 DEVELOPMENT OF CHARACTER-BASED VIDEO LEARNING MEDIA TO ENHANCE ANECDOTE TEXT WRITING SKILLS AMONG MA STUDENTS

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FLIPBOOK MEDIA ANALYSIS TO INCREASE READING INTEREST AND ENGLISH LEARNING ACHIEVEMENT AT SD NEGERI 8 SIMPANG KEURAMAT, NORTH ACEH REGENCY

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Abstrak

Penelitian ini mengkaji bagaimana media Flipbook dapat meningkatkan minat membaca dan hasil belajar dalam bahasa Indonesia bagi siswa kelas empat di SD Negeri 8 Simpang Keuramat, Aceh Utara. Penelitian ini dilatarbelakangi oleh rendahnya literasi dan prestasi belajar di sekolah. Tujuannya adalah untuk melihat bagaimana fitur interaktif Flipbook berhubungan dengan peningkatan minat membaca dan hasil akademik yang lebih baik. Dengan menggunakan metode kualitatif deskriptif, data dikumpulkan dari 25 siswa, guru kelasnya, guru pengamat, dan rekan kerja. Metode termasuk wawancara, observasi, dokumentasi, dan analisis pekerjaan siswa. Peneliti bertindak sebagai instrumen utama, dan validitas data diperiksa melalui pengamatan berkepanjangan, triangulasi, pemeriksaan anggota, dan jejak audit. Data dianalisis dengan bantuan perangkat lunak Nvivo 15. Temuan menunjukkan bahwa media Flipbook meningkatkan antusiasme siswa untuk membaca, meningkatkan pemahaman mereka tentang materi, dan mengarah pada prestasi belajar yang lebih baik. Desain interaktif dan visual membuat pembelajaran lebih menyenangkan dan menarik. Studi ini menunjukkan Flipbook adalah alat pembelajaran alternatif yang efektif, terutama untuk sekolah dengan sumber daya tradisional yang terbatas.

Kata kunci: flipbook, minat membaca, prestasi belajar, bahasa Indonesia, pembelajaran interaktif

Abstrak

This study aims to analyze the use of Flipbook media in increasing reading interest and Indonesian language learning achievement of grade IV students at SD Negeri 8 Simpang Keuramat, North Aceh Regency. The background of this research departs from the low level of literacy and student learning outcomes in the area, which requires interactive and interesting learning media innovation. The focus of the research is to identify the relationship between the interactive characteristics of Flipbooks and the increase in reading interest and its impact on students' academic achievement. The research method used is a descriptive qualitative approach. The place of research is SD Negeri 8 Simpang Keuramat, North Aceh Regency. The research subjects consisted of IV class teachers as implementers, observer teachers, peers and 25 IV class students. Research data was obtained through interviews, observation sheets, documentation, and analysis of learning outcomes. The main instrument in this study is the researcher himself with interview guides, observation sheets and documentation. The validity of the data is tested through observation diligence, triangulation (source triangulation, technique triangulation, time triangulation), member check, trail audit. The data analysis in this study uses the help of Nvivo 15 software which is useful for helping the coding process and data visualization. The results show that the use of Flipbook media is able to increase students' enthusiasm in reading, improve material comprehension, and have a positive impact on learning achievement in Indonesian. Flipbooks, with their visual design and interactive features, manage to create a more enjoyable learning experience, increase student engagement, and optimize the learning process. This study recommends the use of Flipbooks as an alternative learning media in elementary schools, especially in areas with limited conventional learning resources.

Keyword: flipbook, reading interest, learning achievement, Indonesian, interactive learning

1. INTRODUCTION

The condition of Indonesia's literacy still faces serious challenges that require strategic attention. Data from the Programme for International Student Assessment (PISA) in 2018 shows that Indonesia is ranked 74th out of 79 countries in reading ability (OECD, 2019). This condition is strengthened by data from the Central Statistics Agency (2020) which recorded an index of reading interest among the Indonesian people of 37.32%. Low literacy not only has an impact on reading and writing skills, but also affects the ability to think critically, understand information, and communicate ideas effectively (Gea et al., 2024). In the context of learning Indonesian in elementary school, this problem is a fundamental issue because the subject requires reading comprehension competence as the basis for students' academic achievements.

Some of the factors that contribute to the low interest in reading of students include limited access to interesting reading materials, learning methods that are still conventional, and the lack of use of interactive learning media (Aryani et al., 2025). The lack of innovation in the learning process causes students to be less motivated to read actively (Handayani, 2023). The impact can be seen in the low achievement of learning Indonesian, especially in the ability to understand texts in depth (Gusti et al., 2024). In the long term, this condition has the potential to hinder the competitiveness of students' literacy in the global era (Fadilah, S. & Purnamasari, 2021)

The development of educational technology opens up opportunities to present more dynamic, interactive, and contextual learning (Maulana & Giwangsa, 2022). The use of digital media is one of the strategies that is considered relevant to increase students' reading interest and learning achievement (Handican et al., 2023) One of the digital media innovations that is developing is Flipbook, which is an interactive digital book that integrates text, images, audio, video, and animation in one platform (Haryanto, T., & Syahrul, 2023).

Previous research has shown that Flipbooks are able to increase student motivation and engagement in learning (Ningsih, M., Sari, N., & Nugroho, 2023). However, most of the studies use a quantitative approach and focus on measuring learning outcomes statistically, while in-depth studies on the implementation process and the dynamics of its use in primary schools, especially in rural areas, are limited.

SD Negeri 8 Simpang Keuramat, North Aceh Regency faces challenges typical of rural areas, such as limited conventional learning resources, lack of library facilities, and suboptimal access to technology. An environment with a low literacy culture also affects students' motivation in reading (Media & Di, 2025). On the other hand, the implementation of digital media in rural areas is often constrained by the limitations of digital devices and teachers' digital competencies (Nugraha, D., Utami, M., & Prasetyo, 2022). This condition shows that there is a gap between the potential of educational technology and the reality of its implementation in the field.

Based on these problems, this study has an urgency to examine in depth how Flipbook media is applied in learning Bahasa Indonesia, how students respond to its use, and how it impacts reading interest and learning achievement. This study is important not only to test the effectiveness of the media, but also to understand the supporting and inhibiting factors of its implementation in the context of elementary schools in resource-constrained areas.

The novelty of this research lies in three main aspects. First, this study uses a qualitative approach with a case study design to comprehensively explore the Flipbook implementation process, not just measuring learning outcomes quantitatively. Second, this study was conducted in the context of elementary schools in rural areas of North Aceh, which have different social and infrastructure characteristics from previous research. Third, this study analyzes the relationship between the use of Flipbooks, the increase in reading interest, and its impact on the formation of students' character and social skills,

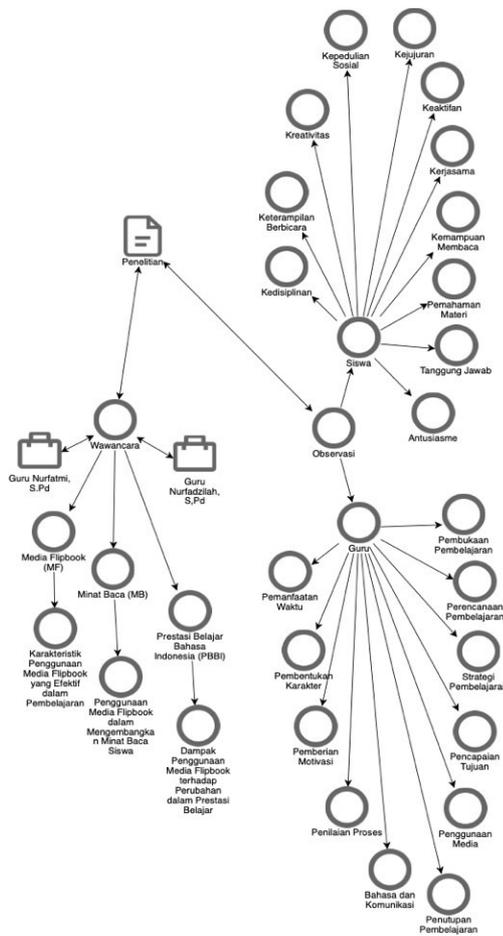
thereby providing a more holistic perspective on the use of digital media in learning Indonesian.

Thus, this research is expected to make a theoretical contribution to the development of literacy-based digital learning media studies as well as practical contributions for teachers and policy makers in designing strategies to improve the quality of learning that are adaptive to technological developments and contextual needs of elementary schools.

2. METHODS

In this study, the approach used is a descriptive qualitative method with a case study design that aims to explore the application of Flipbook media in learning Indonesian, as well as its influence on reading interest and learning achievement of Grade IV students at SD Negeri 8 Simpang Keuramat, North Aceh Regency. This research will be carried out in the 2024/2025 school year, with an estimated research time of three months, starting from July to September 2025. Then for data analysis in this study, it uses the help of Nvivo 15 software which is useful for helping the coding process and data visualization.

3. RESULTS AND DISCUSSION



The results of the research are as follows:

Figure 1 Nvivo Analysis Results

Based on the analysis conducted using NVivo 15 Software in this study, data was obtained that showed that this study discussed three main topics that were the focus of the study, namely:

1. Characteristics of media use
2. *Effective flipbooks*, The use of *Flipbook media* in increasing students' interest in reading, and
3. The impact on Indonesian language learning achievement

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These findings suggest that *Flipbook* media not only serves as a visual aid, but also has broader potential in holistic learning transformation. Based on the results of observation with the teacher, it shows the following: Learning Planning, Learning Opening, Goal Delivery, Media Use, Learning Strategy, Time Utilization, Motivation, Process Assessment, Character Building, Language and Communication, and Learning Closing. Meanwhile, the findings of observation with students showed the following: Activeness, Cooperation, Speaking Skills, Material Understanding, Responsibility, Creativity, Discipline, Social Concern, Honesty, Reading Ability, and Enthusiasm.

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The application of Flipbook media in Indonesian language learning shows comprehensive effectiveness in improving the overall quality of learning. This media not only succeeds in developing students' reading interest and learning achievement, but also has a positive impact on the formation of students' character and social skills. The success of Flipbook's media lies in its ability to integrate visual, interactive, and educational aspects in one harmonious unit, creating a conducive and enjoyable learning environment.

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The use of *Flipbook* media in developing students' interest in reading at SD Negeri 8 Simpang Keuramat, North Aceh Regency

The application of Flipbook media at SD Negeri 8 Simpang Keuramat has a significant impact on increasing students' interest in reading. The positive response from students, which can be seen from their enthusiasm and interest when Flipbook was introduced, shows that this medium is able to create a fun and interactive learning experience. Flipbooks, which are equipped with attractive visuals and audio features, help students, especially those with low reading skills, understand the material better. In addition, Flipbook also supports differentiated learning and increases student engagement in discussions and presentations, which means that this medium not only spurs

students' interest in reading but also develops students' critical thinking and communication skills. Support from parents also extends the positive influence of Flipbook to the study space at home.

In terms of the learning process, the use of Flipbooks takes place systematically from planning to evaluation, with active and contextual learning strategies that encourage optimal student cooperation and participation. Teachers use simple language and clear instructions, and provide motivation to boost students' confidence. Observations showed improvement in reading skills, positive attitudes, discipline, responsibility, and moral values such as honesty. Flipbooks are also effective in explaining complex concepts through multimedia and simulation elements, making the learning experience more meaningful and relevant. Overall, Flipbook acts as an adaptive modern learning transformation agent, helping students face the challenges of the future with digital literacy and a more engaging learning experience.

Characteristics of the effective use of *Flipbook* media in teaching Indonesian at SD Negeri Simpang Keuramat

Kabupaten Aceh Utara

The use of Flipbook media in learning Indonesian at SD Negeri Simpang Keuramat, North Aceh Regency has proven to be effective in increasing students' interest in reading through attractive and colorful visual displays, which naturally motivate learning. This medium creates a dynamic and interactive classroom atmosphere, helping teachers to convey text material such as stories or poems more easily without having to take long notes on the board. Multimodal features such as images, sound, and video support a wide range of student learning styles, while the flexibility of use through digital devices makes it easier for students to access and participate. Creative and independent teachers also play an important role in creating Flipbooks that are tailored to learning needs, although their effectiveness depends on the type of material and

is constrained by technical problems such as electricity and internet networks. School support is needed so that this innovation can be sustainable and applied not only to Indonesian subjects, but also to other subjects.

Observations of the learning process show that Flipbook integration is carried out systematically with careful planning from perception to evaluation, as well as a contextual and active learning approach that encourages student involvement and responsibility. Students show high enthusiasm, good speaking skills, and a deep understanding of the content of the material, while displaying character values such as honesty, responsibility, and social concern in learning activities. This media not only enhances the cognitive aspect, but also supports the formation of a reading culture by facilitating the exploration of the material independently and in groups. Related research reinforces the findings that Flipbook mampu meningkatkan prestasi belajar Bahasa Indonesia secara signifikan. Kreativitas guru dalam pengembangan konten lokal reflects the importance of integrating technology and pedagogy in the modern learning process, where Flipbooks are part of an active, contextual, and end-to-end meaningful teaching strategy for students' academic, affective, and social development.

The impact of the use of Flipbook media on changes in Indonesian language learning achievement at SD Negeri 8 Simpang Keuramat, North Aceh Regency

The use of Flipbook media in learning Indonesian at SD Negeri 8 Simpang Keurat, North Aceh Regency has a significant impact on improving student learning achievement. After the implementation of Flipbook, students become more active and interested in the learning process, which previously tended to be passive. Visual elements that support the reading text make it easier for students to understand the material and increase their enthusiasm for learning. Not only does reading interest increase, but students' understanding of

the content of reading is also better so that they are able to do questions faster and more confidently. This is evident from the increase in test scores and student exams after using Flipbook several times. This interactive medium not only facilitates knowledge transfer, but also fosters students' confidence and communication skills in class discussions.

The learning process with Flipbook runs in a structured and systematic manner, involving teachers in planning, implementation, and evaluation that supports active and contextual student engagement. Teachers provide motivation, conduct formative assessments, and instill character values such as honesty and responsibility. Observation shows that students are able to work well together, show discipline, and have high creativity in completing tasks. With the support of teacher competence, the right learning methods, adequate facilities, and a conducive learning environment, Flipbook is a strategic medium to comprehensively improve the quality of Indonesian language learning. These findings are in line with previous research that confirms that interactive digital media such as Flipbooks are effective in increasing students' reading interest and literacy skills through an interesting and fun learning atmosphere.

DISCUSSION

The application of Flipbook media at SD Negeri 8 Simpang Keuramat shows significant success in improving the quality of Indonesian language learning, especially in terms of reading interest and student learning achievement. This medium is able to create a more interactive and enjoyable learning experience through the integration of text, images, animations, and audio. These findings are in line with Multimedia Learning Theory which states that learning is more effective when information is presented through a combination of visual and verbal rather than text alone (Mayer, n.d.). The principle of dual channel and cognitive load in the theory explains that students process information through visual and auditory channels simultaneously, thereby improving material

comprehension and retention. In the context of this study, students who previously had difficulty understanding reading texts showed increased comprehension after the material was presented in a multimodal Flipbook format.

In addition, the results of this study can be explained through the perspective of constructivism which emphasizes that learning is an active process of building knowledge through interaction with the learning environment (Takeaways, 2025).

Flipbooks encourage student involvement in discussions, self-exploration, and presentation of comprehension results, so that students no longer act as passive recipients of information. Increased student participation and activeness shows that the use of interactive digital media is able to create more meaningful learning. These findings are also in line with previous research that stated that the use of Flipbooks can increase students' motivation and engagement in learning Indonesian (Purnomo, Y., & Wahyuni, 2022)

From the motivational aspect, the increase in students' interest in reading shows a strengthening of intrinsic motivation. According to the theory of self-determination, an engaging learning experience and providing a sense of competence will increase students' internal drive to learn (Putri, S., & Saputra, 2022)

The attractive visual display and interactive features in the Flipbook are able to foster students' curiosity and attention, which ultimately has an impact on improving learning achievement. The results of the observation show that students who were previously passive have become more active in asking questions, discussing, and expressing opinions. Thus, Flipbook media not only has an impact on the cognitive aspect, but also on the affective and motivational dimensions of students.

However, the effectiveness of Flipbook implementation is highly dependent on interrelated supporting factors, such as teachers' digital competence, infrastructure readiness, and suitability of materials with media

characteristics. This study found that Flipbooks are more optimally used for narrative and visual materials, such as stories and poems, compared to abstract materials such as grammar. This shows the importance of alignment between content, pedagogy, and technology as described in the framework of TPACK (Technological Pedagogical Content Knowledge) which emphasizes the harmonious integration between the three components in learning (Koehler, 2006)

On the other hand, infrastructure limitations such as power outages, internet network disruptions, and device limitations are obstacles in the implementation of digital-based learning. These limitations limit the generalization of research results and suggest that digital learning transformation requires systemic support from educational institutions. Therefore, further research is recommended to test the effectiveness of Flipbook through a quantitative approach or experiments with a control group to obtain stronger empirical evidence. In addition, the follow-up study can develop a Flipbook based on Acehnese local wisdom to increase contextual relevance and research the long-term impact of digital media use on student literacy culture.

Overall, the findings of this study strengthen the argument that interactive digital learning media such as Flipbook can be an innovative strategy in increasing the reading interest and learning achievement of elementary school students, as long as it is supported by teachers' pedagogical competence and adequate infrastructure. internet, as well as device limitations are obstacles in the implementation of digital-based learning. These limitations limit the generalization of research results and suggest that digital learning transformation requires systemic support from educational institutions. Therefore, further research is recommended to test the effectiveness of Flipbook through a quantitative approach or experiments with a control group to obtain stronger empirical evidence. In addition, the follow-up study can develop a Flipbook based on Acehnese local wisdom to increase contextual relevance and research the long-term impact of digital media use on student literacy culture.

Overall, the findings of **this study** strengthen the argument that **interactive digital learning media** such as Flipbook can be an innovative strategy in increasing the **reading interest and learning achievement of elementary school students**, as long as it is supported by teachers' pedagogical competence and adequate infrastructure.

4. CONCLUSION

Flipbook media significantly plays a role in increasing students' reading interest and learning achievement through the presentation of interactive and multimodal materials, which are able to reach various learning styles. The flexibility of this media, combined with the creativity of teachers in content design, creates a learning environment that is contextual, fun, and supports the development of students' positive character. **In addition to** increasing the understanding **of the material** and activeness in **the learning** process, the use of Flipbooks also strengthens critical thinking skills and character values such as honesty, responsibility, and cooperation, so that this media functions not only as a learning aid, but also as an important instrument in shaping the academic quality and character of students as a whole.

Based on the results of the study, the use of Flipbook media in learning Indonesian has been proven **to have a positive impact on increasing students'** reading interest **and** learning achievement. Therefore, teachers are advised to continue to develop digital and pedagogical competencies in designing and integrating Flipbooks systematically into learning planning so that their use is not incidental, but sustainable and structured. Schools also need to provide support in the form of providing adequate technological infrastructure, including digital learning devices and stable access to electricity, as well as facilitating training for teachers in digital media development. For education policy makers, the results of this research can be used as a consideration in formulating technology-based literacy improvement programs in elementary schools, especially in

areas with limited conventional learning resources. In addition, further research is suggested to test the effectiveness of Flipbook media through quantitative or experimental approaches to obtain more comprehensive empirical evidence, as well as develop Flipbook innovations based on local wisdom or apply them to other subjects to expand the scope of their benefits. With continued support, Flipbook media has the potential to be part of an adaptive learning transformation that is relevant to the demands of the digital age.

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