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DEVELOPING AN ONLINE FLIPBOOK FOR FACILITATING READING ACTIVITY IN AN INCLUSIVE CLASS AT THE FOURTH GRADE OF SDN 2 BENGKALA

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Abstrak

Penelitian ini bertujuan untuk mengembangkan flipbook digital interaktif yang mengintegrasikan elemen visual, bahasa isyarat, animasi, dan materi bacaan terstruktur untuk meningkatkan pemahaman dan keterlibatan membaca di antara siswa kelas empat di kelas inklusif. Secara khusus, penelitian ini mengeksplorasi jenis media bacaan Bahasa Inggris yang dibutuhkan oleh siswa inklusif, desain flipbook untuk penggunaan kelas inklusif, validitas kontennya, dan kepraktisannya. Penelitian ini menggunakan model pengembangan ADDIE, yang mencakup fase Analisis, Desain, Pengembangan, Implementasi, dan Evaluasi. Pengumpulan data melibatkan berbagai instrumen seperti panduan wawancara analisis kebutuhan, panduan wawancara guru dan siswa, jurnal peneliti, lembar kemajuan pengembangan produk, lembar penilaian ahli, dan kuesioner kepraktisan. Analisis kebutuhan mengungkapkan bahwa siswa inklusif, khususnya mereka yang tuna rungu dan bisu, membutuhkan media bacaan yang kaya secara visual, interaktif, dan mudah diakses, dengan dukungan seperti bahasa isyarat dan kompleksitas teks yang minimal. Flipbook dirancang dengan aktivitas membaca Bahasa Inggris, integrasi bahasa isyarat, elemen interaktif, narasi audio opsional dan produk akhir mengintegrasikan audio, visual, animasi, dan elemen interaktif untuk menciptakan pengalaman belajar yang komprehensif dan inklusif. Flipbook tidak hanya mendukung pengembangan keterampilan membaca bahasa Inggris tetapi juga mempromosikan nilai-nilai Pancasila dan identitas nasional. Validasi dari para ahli konten menghasilkan skor rata-rata 4,875 untuk penilaian ahli konten dan 4,6 untuk penilaian ahli media, yang dikategorikan sebagai "Sangat Baik," yang menunjukkan bahwa konten tersebut relevan, mudah diakses, dan mendukung tujuan pembelajaran inklusif. Uji kepraktisan menunjukkan skor rata-rata 4,38 dari siswa dan 4,5 dari guru, yang menunjukkan bahwa flipbook mudah digunakan, menarik, dan efektif dalam meningkatkan pemahaman bacaan. Temuan ini menyoroti potensi flipbook multimoda sebagai alat yang berharga dalam pendidikan inklusif untuk meningkatkan akses dan hasil pembelajaran bagi siswa dengan kebutuhan khusus.

Abstract

This study aims to develop an interactive digital flipbook integrating visual elements, sign language, animations, and structured reading materials to enhance reading comprehension and engagement among fourth-grade students in an inclusive classroom. Specifically, this research explores the types of English reading media needed by inclusive students, the design of the flipbook for inclusive classroom use, its content validity, and its practicality. The study employed the ADDIE development model, which includes the phases of Analysis, Design, Development, Implementation, and Evaluation. Data collection involved various instruments such as a need analysis interview guide, teacher and student interview guides, a researcher journal, a product development progress sheet, expert judgment sheets, and practicality questionnaires. The need analysis revealed that inclusive students, particularly those who are deaf and mute, require reading media that is visually rich, interactive, and accessible, with support such

as sign language and minimal text complexity. The flipbook was designed with English reading activities, sign language integration, interactive elements, optional audio narration and the final product integrates audio, visuals, animations, and interactive elements to create a comprehensive and inclusive learning experience. The Flipbook not only supports the development of English reading skills but also promotes Pancasila values and national identity. Validation from content experts yielded an average score of 4.875 for content expert judgment and 4.6 for media expert judgment, categorized as "Very Good," indicating that the content was relevant, accessible, and supportive of inclusive learning goals. Practicality tests showed an average score of 4.38 from students and 4.5 from teachers, indicating that the flipbook was easy to use, engaging, and effective in improving reading comprehension. These findings highlight the potential of multimodal flipbooks as a valuable tool in inclusive education to improve learning access and outcomes for students with special needs.

Keywords : *Reading Comprehension, Inclusive Education, Special Needs Students, Flipbook, ADDIE Model.*

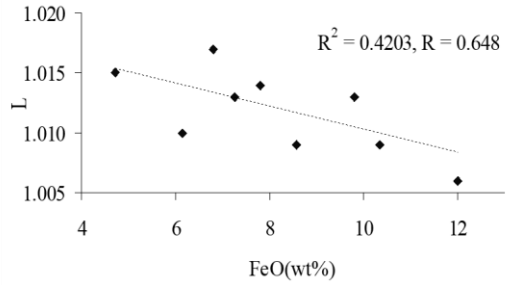
1. Introduction

Reading is a fundamental skill that significantly contributes to shaping intelligent and critically thinking future generations. Grabe and Stoller (2019) emphasized that reading broadens one's knowledge and deepens the understanding of global issues. However, despite its recognized importance, Indonesia continues to struggle with low reading interest. Kusuma (2017) noted that the widespread belief in hoaxes among Indonesians is partially rooted in weak reading habits. UNESCO's data ranks Indonesia 62nd out of 70 countries in reading interest, with only 0.001% of the population actively engaged in reading (Nirmala et al., 2022). This issue becomes more complex within inclusive education settings, where students with hearing and speech impairments face unique challenges in accessing reading materials. For instance, SDN 2 Bengkala in Bali has implemented inclusive education since 2007 by adopting a co-teaching method—one teacher delivers content in Indonesian, while another translates into sign language. This method fosters interaction and mutual understanding between deaf and hearing students. Nonetheless, access to appropriate English reading materials remains limited, especially considering the importance of English as a global language that expands access to professional and social opportunities (Ogunsola, 2005).

Students with hearing impairments often struggle with aspects of English requiring auditory processing, such as listening and speaking (Escobar Fandiño & Silva Velandia, 2020). These students rely heavily on visual input, necessitating early training in visual communication and structured support to develop reading and speaking abilities (Hall et al., 2019). Consequently, the provision of accessible, engaging, and multimodal media is essential. Existing studies support the use of engaging media—such as illustrated storybooks, big books, and flipbooks—as tools to stimulate reading interest and improve literacy skills (Prawiyogi et al., 2020; Robiatul & Basri, 2023; Wulandari, 2021). However, most studies focus on regular classrooms and overlook the specific needs of students with disabilities. Lubis et al. (2024) emphasized the potential of technology-based multimodal media to enhance inclusive education. Among these, flipbooks stand out as an interactive medium integrating text, images, videos, and sound, offering a dynamic learning experience (Lakapu et al., 2023; Akçayır & Akçayır, 2018). These tools also encourage student creativity and motivation (Zainal et al., 2021; Wahyuni, 2022).

Despite its inclusive approach, SDN 2 Bengkala currently depends on standard textbooks and LKS (Lembar Kerja Siswa), which do not accommodate the specific learning needs of deaf

students, particularly in learning English. Therefore, innovation in accessible learning media is urgently required. This study aims to investigate the implementation of Flipbook media in inclusive classrooms, focusing on its effectiveness in improving English reading skills of deaf students. It also examines how Flipbooks impact student motivation and participation in learning activities. By exploring the integration of interactive digital media in special education contexts, this research seeks to contribute to the development of inclusive teaching strategies. The article proceeds as follows: the next section reviews relevant theoretical and empirical studies on inclusive education, literacy, and educational technology. The methodology section outlines the research design and procedures. The findings and discussion provide data analysis and interpretation, followed by a conclusion summarizing key insights and offering recommendations for educators, policymakers, and future research.



Picture1. Plots of lineation (L) and FeO content showing negative correlation

2. Method

This research employs a Research and Development (R&D) approach following the model proposed by Sugiyono (2019), which is suitable for producing a product and testing its effectiveness through applied research. The study aims to develop an interactive flipbook as a learning media product and evaluate its impact in inclusive classroom settings. Specifically, this research utilizes the ADDIE model (Ramadanti, 2022), which consists of five stages: analysis, design, development, implementation, and evaluation. During the analysis stage, student needs were identified through document analysis, interviews with teachers and students, classroom observations, and the collection of supporting documentation to understand the instructional context and challenges in reading comprehension among inclusive learners. In the design phase, a detailed learning scenario and visual and audio components were developed for the flipbook, including the preparation of validation instruments such as expert judgment blueprints and the selection of features like sign language, subtitles, animations, and narration to enhance accessibility. The development phase involved creating the flipbook by integrating multimedia elements, followed by validation from educational and media experts to assess the product's quality and relevance. Based on expert feedback, refinements were made to improve functionality and accessibility. The implementation stage consisted of testing the flipbook with fourth-grade students at SDN 2 Bengkala, where teachers incorporated the flipbook into their

instructional activities and data were collected through classroom observations and questionnaires to evaluate the media's practicality and effectiveness. Finally, the evaluation phase assessed the flipbook's impact on students' reading comprehension through expert evaluations and practicality tests with both teachers and students, which informed final revisions to optimize the media for broader use.

The research was conducted at SDN 2 Bengkala, focusing on the fourth-grade inclusive classroom composed of 13 students, including 2 students with deafness, 11 regular students, one fourth-grade teacher, and one sign language teacher. These participants were chosen because the flipbook was designed specifically to support reading instruction in this inclusive setting. The object of the research was the interactive flipbook media developed to meet the diverse learning needs of the students.

Data collection involved multiple methods to gather comprehensive information. Structured interviews were conducted with teachers to explore challenges faced in teaching English and strategies effective for engaging inclusive learners. Documentation checking was carried out by reviewing existing teaching materials, textbooks, and curricula to identify gaps and areas for improvement in the instructional content. Classroom observations allowed the researcher to systematically record student behavior, learning difficulties, and teaching methods, which helped tailor the flipbook to actual classroom conditions. Expert judgment sessions with education and media specialists provided critical feedback on the content quality and accessibility of the flipbook. In addition, pre- and post-use questionnaires were distributed to students and teachers to measure their acceptance of the flipbook, its usability, and its impact on reading interest. The questionnaires were mostly close-ended to facilitate quantitative analysis. Complementary instruments such as research diaries and audio evaluation rubrics were used to document reflections and assess verbal components of the flipbook.

Data analysis combined qualitative and quantitative techniques. Qualitative data from interviews, observations, and open-ended questionnaire responses were analyzed thematically to identify common patterns and user feedback. Quantitative data from expert validation forms and close-ended questionnaires were analyzed descriptively by calculating mean scores and frequency distributions to assess media effectiveness and practicality. Where applicable, basic statistical tests were employed using software tools (e.g., SPSS or Excel) suitable for small sample sizes. Ethical considerations were carefully observed throughout the study. Informed consent was obtained from all participants, including the students' guardians. The research received approval from the relevant educational authorities and ethics committees to ensure participant confidentiality, voluntary participation, and the protection of their rights.

3. Findings and Discussion

This research was conducted with the primary objective of developing an interactive multimodal flipbook tailored for fourth-grade inclusive classrooms, particularly focusing on students with hearing and speech impairments at SDN 2 Bengkala. The study aimed to answer key questions related to the kinds of reading materials needed by inclusive students, the appropriate design of the flipbook, the content validity of the product, and the practicality of the flipbook as a learning medium in inclusive settings.

To achieve these objectives, the researcher adopted the ADDIE model which consists of five structured stages: Analysis, Design, Development, Implementation, and Evaluation. In the analysis phase, learning needs were identified through document analysis and interviews with teachers and students. The results showed that students required accessible, engaging, and visually enriched materials that could support their reading development. Existing teaching materials, such as worksheets and textbooks, were found to be insufficient for students with disabilities. Thus, the necessity for interactive, sign language-integrated, and visually-rich learning tools became evident.

Table 1 The Interactive Flipbook layout for Teaching Reading for Daily Activities Topic

Element	Description
Front Cover	A visually appealing design with images and text, including the title and key theme.
Introduction Page	A brief overview of the Flipbook's purpose, navigation instructions, and explanation of interactive elements.
Learning Objectives	Clearly stated learning goals with simple text and supporting visuals. HandTalk integration for sign language explanation.
English Reading Activities	Includes vocabulary building, sentence comprehension, and short reading exercises with interactive quizzes.
Sign Language Integration	Clickable sign language symbol that plays a HandTalk App video to support comprehension for deaf and mute students.
Interactive Elements	Clickable prompts, comprehension questions, image-based exercises, and engaging learning activities.
Audio Narration (Optional)	Clear English narration with subtitles in Indonesian and sign language.
Back Cover	Includes developer information, copyright details, and contact information.

During the design and development phases, the flipbook was constructed using the Heyzine platform and integrated multiple learning components, including texts, images, animations, and videos with sign language support. This design was strongly aligned with the Merdeka Curriculum and the Pancasila Student Profile. Visual aesthetics, interactivity, and ease of navigation were considered crucial in accommodating both regular and special needs students. The content covered topics such as daily activities and vocabulary, presented in ways that promote literacy development and encourage active student participation.

Table 2 Content Validity of the Flipbook

Description	Score	Reason
Structure	5	The flipbook effectively introduce present

		tense concepts with well-organized content.
Context and Moral Value	5	The flipbook presents clear and structured explanations of the vocabulary and grammar related to daily activities in English.
Interactivity	4	The use of simple and clear language ensures inclusivity.
Language Accessibility	5	Everyday life examples help students relate to the learning material.
Visual Design	5	Although quizzes are included, additional interactive elements such as gamification could enhance engagement.
Examples	5	A more visually appealing presentation with animations may improve learning outcomes.
Quiz Section	5	The grammar explanations are clear and well-structured, making it easier for learners to understand and apply the rules.
Grammar Explanation	5	The grammar explanations are clear and well-structured, making it easier for learners to understand and apply the rules.

The table presents an evaluation of the interactive learning materials used in the flipbook, focusing on key aspects such as structure, interactivity, language accessibility, visual design, examples, grammar explanation and the quiz section. Each criterion was assessed based on clarity, engagement, and effectiveness in teaching grammar concepts. The results indicate that the flipbook is well-structured, with clear grammar explanations and relatable everyday-life examples that help students understand the material. Additionally, the visual design and examples received high scores for their effectiveness in improving learning outcomes. While the interactivity and structure were rated positively, there is room for enhancement through additional interactive elements, such as gamification, to further engage learners. The quiz section was recognized for its structured and clear explanations but could benefit from a greater variety of question types and feedback mechanisms to reinforce learning. Overall, the evaluation highlights the flipbook as a valuable educational resource with potential areas for improvement in interactivity and assessment variety.

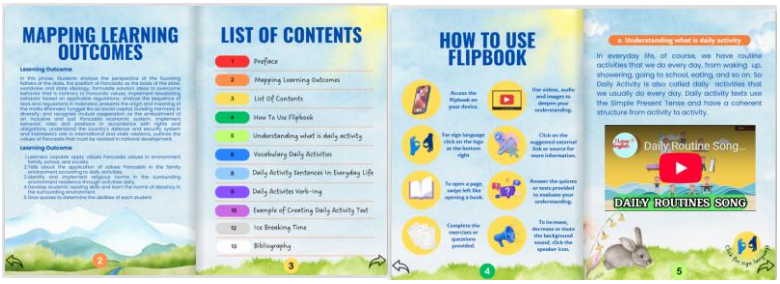


Figure 1 Flipbook Final Product

The Flipbook designed for 4th-grade inclusive classrooms, especially for deaf and mute students, emphasizes motivation, interactivity, and visual clarity to meet diverse learning needs. It uses simple, age-appropriate, and culturally relevant visuals to support comprehension and assessment. Developed with Canva and Heyzine, and incorporating sign language via the HandTalk App, the Flipbook includes a front cover, introduction, learning objectives, English reading activities, sign language videos, interactive quizzes, and optional audio. The content aligns with the Merdeka Curriculum and focuses on vocabulary building and reading comprehension. A step-by-step development process ensured consistency, accessibility, and alignment with learning goals. Feedback-based revisions led to a 15-page interactive product available online or offline. The final Flipbook integrates multimedia elements to support inclusive learning and promotes both language skills and national values effectively.

Table 3 Comparison Content Expert Judgement Results by expert 1 and expert 2

Aspect	Expert 1	Expert 2
Structure	5	5
Context & Moral Values	5	5
Language Accessibility	5	5
Examples	5	5
Interactivity	4	4
Visual Design	5	5
Grammar Explanation	5	5
Quiz Section	5	5

The content validity of the flipbook was assessed by two expert judges using the Nurkancana and Sunartana (1992) evaluation framework. Based on expert assessment, the flipbook earned an average score of 4.875 out of 5, which is categorized as “Very Good”. Evaluation indicators included structure, context and moral values, language accessibility, interactivity, grammar explanations, visual design, and quizzes. Experts agreed that the flipbook was pedagogically sound, effectively conveyed learning objectives, and provided appropriate visual and linguistic support. However, they also pointed out that interactivity could be further enhanced through gamification or adaptive learning elements, which were considered for improvement in the final revision of the product.

Following the validation stage, the practicality of the flipbook was tested in real classroom settings. This was evaluated using the Technology Acceptance Model (TAM) framework, which assessed four core dimensions: Perceived Ease of Use, Perceived Usefulness, Attitude Toward Using, and Acceptance of E-learning Systems. Feedback from students and teachers was collected through questionnaires. Students gave the flipbook a practicality score of 4.38, while teachers gave it a score of 4.5, both falling within the “Very Good” category. The flipbook was deemed easy to navigate, visually appealing, and helpful in explaining abstract English vocabulary and sentence structure. Sign language integration was specifically appreciated by hearing-impaired students, allowing them to participate equally in classroom activities.

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Moreover, students expressed enthusiasm about the use of animations and interactive quizzes. These elements were effective in capturing their interest and encouraging self-directed learning. Teachers, on the other hand, found the flipbook beneficial in reducing their instructional burden and supporting differentiated instruction. However, some limitations were noted, including minor audio inconsistencies, potential visual fatigue from long periods of use, and the need for brief tutorials to support students with low digital literacy.

From the findings, it can be concluded that the flipbook successfully addressed the learning needs of inclusive students at SDN 2 Bengkala. It provided a meaningful and engaging alternative to traditional teaching methods, helped close accessibility gaps, and promoted a more inclusive learning environment. The research also demonstrated that digital flipbooks, when designed with accessibility and user engagement in mind, can be a powerful educational tool in inclusive education settings.

The discussion highlights the significance of using multimodal digital tools, such as interactive flipbooks, to address the learning needs of students in inclusive classrooms. In particular, deaf and mute students require visually rich and accessible materials to understand English reading content. The Flipbook developed in this study successfully met those needs by combining visuals, sign language, animations, and simplified text. These elements not only captured students' attention but also supported their comprehension, making the learning process more inclusive and equitable.

The integration of sign language videos within the Flipbook emerged as a key innovation that directly addressed the communication barriers faced by hearing-impaired students. Through the use of the HandTalk App, sign language explanations were embedded into the learning content, allowing students to engage with the material independently and confidently. This supports the notion that accessibility features must go beyond physical accommodations and must be embedded within the content delivery itself to create truly inclusive education.

In terms of usability and practicality, feedback from both teachers and students indicated that the Flipbook was easy to use, engaging, and aligned well with the learning objectives. The interactivity and multimedia features helped maintain student focus, which is often a challenge in inclusive settings. Teachers appreciated the clarity and structure of the Flipbook, which helped streamline lesson delivery and reduced the need for additional resources. These results demonstrate the potential for flipbooks to be adopted more widely in inclusive educational contexts, especially where differentiated instruction is essential.

Overall, the discussion supports the effectiveness of the ADDIE model in developing educational media tailored for diverse learners. By following a systematic approach, starting from needs analysis to evaluation, the Flipbook achieved strong content validity and practical usability. This study reinforces the value of integrating technology and inclusive pedagogy to enhance student engagement and learning outcomes. It also encourages future educators and developers to consider similar tools when designing materials for inclusive or special needs education.

4. Conclusion and suggestion

The study concluded that the development of a digital interactive flipbook for teaching English reading to fourth-grade students in an inclusive class at SDN 2 Bengkala was systematic and effective. Through initial needs analysis, it was found that inclusive students, particularly those with hearing and speech impairments, benefit from engaging, visually

supported media. The flipbook was developed using the ADDIE model and featured readable text, visuals, animations, sign language, and interactive elements. Expert evaluations rated the design and content as “Very Good,” confirming its quality and alignment with curriculum goals. Practicality tests involving students and teachers also yielded “Very Good” ratings, indicating its usability and effectiveness in real classroom settings. While some technical improvements were suggested, the flipbook proved to be a valid, inclusive, and accessible learning tool that supports equitable English education.

The study offers several recommendations to support inclusive education through the use of digital Flipbook media. Teachers are encouraged to integrate Flipbook into their teaching strategies and receive proper training in educational technology. Schools should provide adequate infrastructure and regular training to support tech-based learning, particularly for students with special needs. Future researchers are advised to expand the study’s scope and explore advanced interactive technologies like augmented reality or virtual reality, as well as assess the long-term effectiveness of such media. Governments are urged to support inclusive education through funding, policy-making, and curriculum development. Students are encouraged to use Flipbook actively to enhance independent learning, creativity, and critical thinking. In summary, the successful implementation of Flipbook requires collaborative efforts from all stakeholders to ensure it becomes a sustainable tool in achieving inclusive and quality education for all learners.

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