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STORYBOOK FILLED WITH BALINESE LOCAL WISDOM IN THE FORM OF FLIPBOOK MAKER TO IMPROVE THE READING SKILLS OF GRADE 5 ELEMENTARY SCHOOL STUDENTS

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Abstrak

Rendahnya keterampilan membaca siswa menjadi sebuah permasalahan penting yang harus diselesaikan. Penelitian ini bertujuan untuk mengembangkan buku cerita bermuatan kearifan lokal Bali berbasis *flipbook* sebagai media pembelajaran yang interaktif dan efektif dalam meningkatkan literasi budaya dan pendidikan karakter siswa sekolah dasar. Buku cerita ini dirancang untuk mengintegrasikan nilai-nilai budaya Bali, seperti toleransi, gotong royong, dan hubungan harmonis dengan alam, ke dalam pembelajaran yang menarik dan bermakna. Format *flipbook* dipilih karena kemampuannya menggabungkan elemen visual, audio, dan interaktif, yang memberikan pengalaman belajar lebih menyenangkan dibandingkan dengan media konvensional. Penelitian ini menggunakan metode Research and Development (R&D) dengan model pengembangan ADDIE (Analysis, Design, Development, Implementation, Evaluation). Hasil validasi oleh ahli menunjukkan bahwa buku cerita berbasis *flipbook* memiliki kualitas tinggi dalam aspek isi, desain visual, dan efektivitas pembelajaran. Uji coba implementasi di sekolah dasar menunjukkan bahwa siswa yang belajar menggunakan buku cerita berbasis *flipbook* mengalami peningkatan signifikan dalam pemahaman materi, motivasi belajar, dan keterampilan literasi budaya dibandingkan dengan siswa yang menggunakan metode pembelajaran konvensional. Hasil penelitian ini menegaskan bahwa buku cerita berbasis *flipbook* efektif dalam mendukung pembelajaran yang interaktif, meningkatkan literasi budaya, dan membentuk karakter siswa. Dengan mengintegrasikan teknologi digital dan kearifan lokal, media ini memberikan solusi inovatif yang relevan dengan kebutuhan pendidikan di era globalisasi.

Kata kunci: Buku Cerita, Kearifan Lokal Bali, Flipbook, Literasi Budaya, Pendidikan Karakter

Abstract

The low reading skills of students are an important problem that must be solved. This research aims to develop a storybook containing local Balinese wisdom based on flipbooks as an interactive and effective learning medium in improving cultural literacy and character education of elementary school students. This storybook is designed to integrate Balinese cultural values, such as tolerance, mutual cooperation, and harmonious relationship with nature, into engaging and meaningful learning. The flipbook format was chosen for its ability to combine visual, audio, and interactive elements, which provides a more enjoyable learning experience compared to conventional media. This research uses the Research and Development (R&D) method with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model. The results of validation by experts show that flipbook-based storybooks are of high quality in terms of content, visual design, and learning effectiveness. Implementation trials in elementary schools showed that students who learned using flipbook-based storybooks experienced significant improvements in material comprehension, learning motivation, and cultural literacy skills compared to students who used conventional learning methods. The results of this

study confirm that flipbook-based storybooks are effective in supporting interactive learning, improving cultural literacy, and shaping students' characters. By integrating digital technology and local wisdom, this media provides innovative solutions that are relevant to the needs of education in the era of globalization

Keywords: Storybooks, Balinese Local Wisdom, Flipbooks, Cultural Literacy, Character Education

INTRODUCTION

Reading skills are one of the basic competencies that must be possessed by every student at the elementary school level as part of four language skills, namely listening, speaking, reading, and writing (Nurmahanani & Mulyati, 2022; Sapri et al., 2022). Reading is not just an activity to recognize letters and words, but is the main foundation in the entire learning process because through reading students are able to understand information, construct meaning, and develop critical and reflective thinking skills (Afifah & Chasanatun, 2023; Nurmahanani & Mulyati, 2022). In the context of national education, reading skills are the key to realizing the profile of Pancasila students who are critical, creative, and globally competitive as mandated in the Independent Curriculum (Kahfi, 2022; Rahayu et al., 2023). This curriculum emphasizes the importance of literacy learning that is contextual, interactive, and relevant to real life and local wisdom values so that the reading process not only shapes cognitive skills, but also the character and cultural identity of students (Septiana & Hanafi, 2022; Widiyono & Millati, 2021).

However, the reality that occurred in the field showed that conditions were still far from these expectations. Various survey and research results show that the reading ability of Indonesian students is still relatively low. The UNESCO report (2012) and the study "Most Littered Nation in the World" (2016) confirm that the interest in reading of the Indonesian people is still very minimal, while the results of the Programme for International Student Assessment (PISA) in 2022 place Indonesia in 66th out of 81 countries in terms of reading. The data illustrates that the literacy skills of Indonesian students, including in Bali, still face serious challenges (Fuadi et al., 2020; Sulfayanti, 2023). In elementary school, many students have difficulty understanding the content of the text, finding explicit information, and drawing logical conclusions from reading. This condition is exacerbated by the use of monotonous learning methods, the limitation of reading resources that are interesting and relevant to the cultural context of students, and the lack of use of digital media in reading teaching. Reading learning that is still conventional makes students quickly bored and less motivated to improve their literacy skills.

From these two conditions, there appears to be a gap between ideality (*das Sollen*) and reality (*das Sein*). Normatively, basic education in Indonesia is expected to be able to foster a literacy culture through meaningful, fun, and contextual reading learning. But in reality, practice in the field still tends to be textual, passive, and less innovative. As a result, students do not have the in-depth and analytical reading skills expected in the Independent Curriculum. This gap shows that learning media innovations are needed that are able to bridge the need between theory and practice, by integrating digital technology and content rooted in local culture to build students' emotional and cognitive engagement in reading (Fikri et al., 2022; Maskar et al., 2022).

As a solution to the problem of low reading skills of elementary school students, one of the strategic steps that can be taken is to develop digital-based storybooks that are interesting, interactive, and in accordance with the characteristics of children's development (Sumiati & Tirtayani, 2021a, 2021b; Ulfah Mawaddah et al., 2023). Storybooks are an effective learning medium because they are able to present narrative texts that are not only entertaining, but also educational and enrich students' vocabulary and understanding of the content of the reading (Sari & Wardani, 2021; Sumiati & Tirtayani, 2021b). Through storybooks, students can learn to understand the plot, characters, and moral values contained in the story contextually. The use of storybooks also helps students develop imagination, expand their horizons, and foster an interest in reading from an early age (Apriliani & Radia, 2020; Prabowo et al., 2022).

By utilizing digital technology such as Flipbook Maker, storybooks can be packaged more attractively through a combination of text, images, animations, and sound, so that the reading experience becomes more lively and enjoyable (Sumarsono & Anggaryani, 2022; Widiananda & Rosy, 2021).

The main advantage of digital storybooks in the form of Flipbook Maker lies in its interactivity and visual appeal. This type of book is able to present the sensation of reading like a real book with a digital "turning the page" effect, accompanied by illustrations and animations that strengthen the understanding of the content of the reading. Students not only read, but also interact with the content through additional features such as quizzes, sound effects, or audio narration. This triggers active *engagement* and extends students' focus of attention in reading activities. In addition, its digital format allows flexible access anytime and anywhere, either through computers, tablets, or mobile phones, thus supporting independent learning outside the classroom (Arifin et al., 2023; Widiananda & Rosy, 2021).

The collaboration of storybooks with local Balinese wisdom provides a very significant added value. Stories inspired by local culture, such as folk legends, traditions, or the Balinese philosophy of life, not only improve reading skills but also strengthen identity and pride in one's own culture (Ni Made Arini & Sudatha, 2023; Trisna et al., 2022). By combining local values such as mutual cooperation, harmony with nature, and respect for others and ancestors, this storybook is an effective means for character education. Another advantage is the ability of storybooks containing local wisdom to provide meaningful learning, because students can relate the content of the reading to their environment and daily life experiences (Trisna et al., 2022; Wahyuni et al., 2023). The integration between Flipbook Maker's digital technology and Balinese local wisdom makes this media not only pedagogically innovative, but also culturally rich, so that it has great potential in increasing reading interest, understanding, and cultural appreciation in elementary school students (I. M. Dewi & Setyasto, 2024; Puspitasari et al., 2020).

A number of relevant studies have attempted to answer this problem. Previous research has highlighted the importance of using digital media in improving the reading skills of elementary school students. This is supported by other research that proves that technology-based interactive media is able to increase students' motivation and understanding of reading texts (I. M. Dewi & Setyasto, 2024; Humairah & Wahyuni, 2024; Jannah & Atmojo, 2022). Other research shows that Flipbook maker-based media development is effective for creating a more engaging learning experience because it combines visual, audio, and animation elements. In addition, the research is supported by research that emphasizes the importance of integrating local wisdom values in teaching materials as a means of fostering a sense of identity and pride in regional culture. These findings are an empirical basis for the development of more creative, relevant, and contextual learning media in improving the reading skills of elementary school students (Mirnawati & Fabriya, 2022; Puspitasari et al., 2020).

The novelty of this research lies in the development of Flipbook Maker-based storybooks that integrate digital technology and local Balinese wisdom. Different from previous research, this innovation not only highlights the digitalization aspect, but also strengthens the value of students' character and cultural identity. Flipbook Maker presents interactive storybooks with interesting text, images, animations, and audio, thus increasing interest and reading comprehension. The purpose of this research is to develop learning media in the form of a Flipbook Maker containing Balinese local wisdom to improve the reading skills of grade V elementary school students according to the direction of the Independent Curriculum.

METHOD

This research uses a Research and Development (R&D) approach that aims to produce learning media products and test their effectiveness in improving the reading skills of elementary school students. The R&D approach was chosen because it is in accordance with the research objectives that are not only oriented to the creation of products, but also to the validation and application of such products in an educational environment. Research and development (R&D) methods are used to produce a particular product and test its effectiveness in the context of its use. In this context, the product developed is a storybook containing

Balinese local wisdom based on Flipbook Maker which is designed to improve the reading skills of grade V elementary school students. This research applies the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model. This model is considered relevant because it provides a systematic stage in designing, developing, and evaluating learning media effectively. Each stage in the ADDIE model has interrelated functions, as well as providing a space for continuous evaluation to ensure that the media produced is of quality, valid, and suitable for use in learning (Almelhi, 2021; Rustandi, 2021).

The first stage is analysis to identify learning needs, student characteristics, and problems in the reading learning process in elementary school. At this stage, observations and interviews were carried out with teachers and students to find out the learning conditions, teaching materials used, and challenges faced. The results of the analysis showed that students tended to be less interested in reading because the media used was still conventional and less visually appealing. Therefore, it is necessary to innovate digital media that is interactive and contextual, such as Flipbook Maker, which can display text, animation, and audio to foster interest and reading comprehension. The second stage is design, which includes the design of the content of the storybook, the design of the interface display, and the structure of the storyline that integrates elements of local Balinese wisdom. The stories depicted Balinese traditions, legends, and cultural values that are loaded with moral messages and character education. The book is also designed with interactive features such as quizzes and reading activities to measure students' understanding directly. At this stage, linguistic aspects, layout, colors, and illustrations are also determined so that the media is easily accessible, attractive, and user-friendly.

Furthermore, the development stage is focused on the process of making products according to the design design. The media is developed using Flipbook Maker software with the support of visual, audio, and animation elements that enrich the student's reading experience. After the product is completed, validation tests are carried out by two types of experts, namely material content experts and learning media experts, to assess the suitability of content and media display. Feedback from experts is used as the basis for product improvement and refinement. The next stage is implementation, where the validated media is tested in the field to determine the level of practicality and effectiveness. The trial was carried out through three stages, namely individual trials, small group tests, and field tests, involving elementary school grade V students with different levels of ability (high, medium, low). Data collection instruments in the form of questionnaires and tests were used to measure user responses and improve student learning outcomes after using Flipbook Maker-based learning media. The data obtained was analyzed using quantitative and qualitative approaches to see the validity, practicality, and effectiveness of the developed products.

The last stage, namely evaluation, is carried out continuously at each stage to ensure product quality and suitability with learning objectives. The evaluation was carried out through the analysis of expert test results, teacher and student responses, and the results of students' reading skills tests. Data analysis was carried out using the Gregory formula to test the validity of the content, the Likert scale to measure the level of practicality, as well as the t-test and calculation of the N-Gain score to measure the effectiveness of the media in improving student learning outcomes. The t-test was used to determine the significant difference between the scores before and after using the media, while the N-Gain was used to determine the practical improvement of learning outcomes. The data obtained were also tested for normality and homogeneity to ensure the statistical validity of the research results. The final result of this development process is in the form of a digital learning media product in the form of a storybook containing Balinese local wisdom based on Flipbook Maker that is feasible, practical, and effective in improving the reading skills of elementary school students. Thus, this research is expected not only to produce interesting and innovative media, but also to make a real contribution to improving the quality of literacy and preserving local cultural values in the primary education environment. The grid of the test instrument can be seen in Table 1.

Table 1. Student Reading Skills Assessment grid

Yes	Aspects Tested	Indicator	Kind Question	Number of Questions	Information
1	Sensory Aspects	Understanding written symbols	Multiple Choice	4	Questions that test basic word decoding skills
2	Perceptual Aspects	Interpreting symbols	Multiple Choice	4	Questions that ask the meaning of words or phrases in context
3	Schemata Aspects	Connecting information with existing knowledge	Brief Filling	4	Questions that require students to relate text to background knowledge
4	Thinking Aspect	Analyze the content of the text	Essay	4	Questions that ask students to analyze or evaluate information in the text
5	Affective Aspects	Showing interest in reading	True/False	4	Questions that assess students' emotional responses to texts

RESULTS AND DISCUSSION

Result

The design and construction of this learning media produced an interactive digital storybook based on Flipbook Maker that integrates elements of local Balinese wisdom to improve the reading skills of grade V elementary school students. This product is designed following ADDIE's development model through structured analysis, design, and development stages. At the analysis stage, data was obtained that students need learning media that is more interesting, interactive, and relevant to daily life. The design stage then produces a storybook concept with an interactive digital display equipped with color illustrations, simple animations, and audio narration so that students are more interested in reading. The stories presented contain Balinese cultural values such as mutual cooperation, tolerance, and love for the environment, with the use of simple Indonesian language accompanied by local terms to strengthen the cultural context. In the development stage, the visual design and narrative content are packaged using the Flipbook Maker application with a *user-friendly interface* and easy-to-operate navigation. The result of this design is in the form of digital learning media that is interesting, educational, and culturally valuable, which is expected to increase students' motivation and understanding of reading as well as foster a sense of love for local Balinese culture. The results of the product design can be seen in Figure 1.



Figure 1. Local Wisdom Storybook Product Results

The results of the study show that the storybook containing Balinese local wisdom in the form of a Flipbook Maker that was developed was declared valid and very practical to be used in learning. The validation process is carried out by subject matter experts and media experts, covering aspects of content, instructional design, and practicality of use. The results of the validation of the material experts obtained an average score of 4.9 with a very high category, showing that the content of the story is in accordance with *the values of Menyama Braya*, relevant to the curriculum, and supports the dimensions of the Pancasila Student Profile. Validation by media experts obtained an average score of 4.77, also included in the very high category, indicating that the media's display, design, and interactivity have met good digital learning standards.

A product practicality test by five grade V teachers showed a score percentage of 94.6%, including the excellent category, which means that the media is easy to use, effective to apply, and able to attract attention and increase student engagement in reading. Overall, the results of this study prove that Flipbook Maker-based storybooks containing Balinese local wisdom are suitable for use as an innovative learning medium to improve reading skills while instilling cultural values and character in elementary school students.

The results of the effectiveness test showed that a storybook containing Balinese local wisdom in the form of a Flipbook Maker proved to be effective in improving the learning outcomes and reading skills of grade V elementary school students. The effectiveness test was carried out through individual, small group, and field test stages involving 33 students who were divided according to high, medium, and low ability. Before hypothesis analysis, a prerequisite test was carried out which included a test of normality and homogeneity of variance. The normality test was carried out using the SPSS application version 25, using the Kolmogorov-Smirnov method. This study involved 33 samples for each pretest and posttest. The results of the normality test were obtained through the Shapiro-Wilk test to evaluate the normal distribution of the tested data. The results of the normality test can be seen in Table 2.

Table 2. Normality Test Results

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre_Test	.104	33	.200*	.973	33	.565
Post_Test	.111	33	.200*	.960	33	.262

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the data, it shows that the data is distributed normally ($p > 0.05$). Next, the independent t-test uses the SPSS version 25 application. An independent t-test was performed to identify whether there was a significant difference between the control group and the experimental group after being given the treatment. The experimental group received learning using storybooks based on Balinese local wisdom in the form of flipbooks, while the control group followed learning using conventional methods. The results of the Independent Samples Test can be seen in Table 3.

Table 3. Independent Samples Test Results

	F	Sig.	t	df	Sig. (2-tailed)	Std. Error Difference
Equal variances assumed	0,215	0,644	-8,741	58	<0,001	1,18218
Equal variances not assumed			-8,741	57,933	<0,001	1,18218

Based on the data, a significance value of $p < 0.001$ was produced, indicating a significant difference between the learning outcomes of the experimental group using flipbooks

and the control group with conventional methods. This result proves that the use of flipbooks based on Balinese local wisdom is significantly able to improve students' reading comprehension while instilling character values such as mutual cooperation, tolerance, and global diversity. Thus, this media is declared effective, feasible, and relevant to be used in Indonesian language learning in elementary schools to strengthen literacy as well as preserve local culture.

Discussion

Storybooks containing Balinese local wisdom in the form of *Flipbook Maker* are able to improve students' reading skills because they combine the pedagogical principles of modern literacy with the use of interactive digital technology. This media is designed based on the ADDIE model that emphasizes the integration between learners' needs, learning objectives, and instructional design that is oriented towards meaningful learning experiences. In the context of reading learning, flipbooks play a role not only as a text medium, but as a multimodal tool that involves visual, audio, and interactivity elements (Mirnawati & Fabriya, 2022; Rahma & Ernawati, 2024). These three elements function to stimulate various information processing pathways in the brain so that reading comprehension can be significantly improved. Engaging illustrations assist students in visualizing the content of the story, while voice narration supports students who are still in the word recognition stage or have difficulty reading long texts. Interactivity, such as reflective questions and animations that guide the reader, enable cognitive engagement that strengthens critical thinking skills and fosters an interest in reading (Hartawan et al., 2024; Sapri et al., 2022).

In addition to the cognitive aspect, the success of flipbooks is also influenced by students' emotional involvement with the reading content. The stories raised in this book are rooted in Balinese culture and local wisdom such as the values of *Menyama Braya*, mutual cooperation, and respect for nature and others. This cultural content makes text not just a reading tool, but a means of reflection on social values that are close to students' lives (Trisna et al., 2022; Wahyuni et al., 2023). This emotional and cultural connection makes students feel attached to the text, which in turn fosters an intrinsic motivation to read. This kind of involvement strengthens the theory of *schema activation* in literacy, where reading comprehension increases when students are able to relate the content of the text to the experience and knowledge they already have (Ali & Asrial, 2022; Guerra-Reyes et al., 2024). Thus, flipbooks not only serve to hone literal reading skills, but also expand students' interpretive capacity and cultural appreciation.

From a pedagogical perspective, the advantage of flipbooks lies in their ability to accommodate diverse learning styles. For students with visual inclinations, images and animations clarify the context of the story; For auditory students, voice narration helps strengthen vocabulary and intonation; while for kinesthetic learners, interaction through click, scroll, or reflective activity selection features provides an active learning experience (C. C. A. Dewi et al., 2022; Jannah & Atmojo, 2022). The simple and *user-friendly* interface design allows teachers to use it without complicated technical training, while students can access it independently on a variety of digital devices. This supports the principles of 21st century learning that emphasizes independence, creativity, and the ability to utilize technology as a means of literacy (Hadiyanti, 2021; Puspitasari et al., 2020).

The integration between local content and modern technology also enriches the affective and social dimensions in learning. When students read stories about traditional ceremonies, cultural symbols, or local Balinese figures, they not only hone their ability to understand texts, but also learn to appreciate their regional identity and values (Aditya, 2023; Annabila et al., 2024). The integration of cultural values is in line with the goals of the Independent Curriculum which emphasizes the formation of the Pancasila Student Profile. Thus, reading activities are no longer mechanical, but rather a learning process that builds character and cultural awareness (Jamaludin et al., 2022; Rahayu et al., 2023).

The success of this flipbook is also strengthened by empirical support from various previous studies. The results of the literacy study show that the use of interactive digital media can increase reading interest and comprehension ability due to the presentation of more

interesting and adaptive information. Local story-based learning expands the emotional connection between the text and the reader, making the reading experience more personal and meaningful. In addition, students tend to retain longer attention to media that involves various sensory elements compared to traditional textbooks (Putri et al., 2023; Yanti et al., 2021).

This study has several limitations, including the effectiveness test which is still limited to one school and the relatively small number of samples, so generalization of the results to a wider context needs to be done carefully. In addition, the use of *Flipbook Maker* still requires adequate digital device support, so its implementation depends on the availability of technology facilities in schools. Nevertheless, this research has the advantage of innovating learning media that integrates digital technology with local Balinese wisdom, making it not only visually appealing but also culturally meaningful. This media has been proven to be able to increase interest and reading skills while strengthening students' character values. The implications of this study show that the development of local culture-based media can be an effective strategy in strengthening literacy and cultural preservation in elementary schools, as well as an inspiration for teachers and other media developers to create interactive, contextual, and learning-oriented learning on the Pancasila Student Profile.

CONCLUSION

This study concludes that the Storybook Containing Balinese Local Wisdom in the Form of Flipbook Maker is a valid, practical, and effective learning medium to improve the reading skills of grade V elementary school students. Through the integration of digital technology and local Balinese cultural values, this media is able to create a more interesting, interactive, and meaningful learning experience. Expert validation showed that the content and display of the media had met the criteria very well, while the results of the practicality and effectiveness tests showed a significant increase in students' interest and reading comprehension. This flipbook not only helps students understand the text, but also instills character values such as mutual cooperation, tolerance, and a sense of pride in the culture of the region. Thus, the development of Flipbook Maker-based storybooks can be used as an innovative alternative in literacy learning in elementary schools in line with the spirit of the Independent Curriculum and strengthening the Pancasila Student Profile.

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