

Development of Flipbook Art Media in Improving Early Childhood Reading Skills at RA

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Abstract

Early childhood education (ECE) forms a vital foundation for children's cognitive, linguistic, emotional, and social development. This study aims to develop and evaluate Flipbook Art as a digital learning media to enhance early reading skills among children aged 5–6 years at RA Al-Mushallun, Kecamatan Alalak. Employing a Research and Development (R&D) approach with the Four-D (Define, Design, Develop, Disseminate) model, the research produced an interactive flipbook tailored for early learners. Validation was conducted by material and media experts as well as classroom teachers, followed by small and large-scale trials involving 100 children. Results indicate that Flipbook Art is highly feasible (validated at >80% by all validators) and effective in improving children's ability to recognize letters, decode sounds, comprehend words, and develop reading fluency. The integration of visual design, interactive features, and curriculum alignment proved vital in fostering literacy engagement. The study recommends Flipbook Art as an innovative, accessible solution for addressing early reading challenges and supporting teachers in early childhood education settings.

Keywords

early childhood; flipbook art; literacy; media development; reading skills.



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INTRODUCTION

Early childhood education (ECE) forms a vital foundation for children's cognitive, linguistic, emotional, and social development. In Indonesia, the mandate for ECE is found in the National Education System Law No. 20 of 2003 and further detailed in Permendiknas No. 58/2009, emphasizing the importance of providing optimal stimulation from birth up to age six to ensure children are ready for formal schooling and further learning (Aulia Rahman et al., 2023; Sari, Aisyah, and Irwansyah, 2019). Within the core domains of ECE, the development of language and early literacy skills is acknowledged as a strategic pillar for lifelong learning,

social participation, and academic success (Setyaningsih and Indrawati, 2022). Literacy in early childhood is not merely about recognizing letters or reading simple words; it encompasses a broad range of receptive and expressive language skills, including listening comprehension, vocabulary growth, phonological awareness, and emergent writing (Mufidah and Maulidiyah, 2022). These skills enable children to communicate, interpret information from their environment, and express their thoughts, needs, and emotions. Research shows that strong early literacy skills are closely linked to later reading fluency, academic achievement, and positive self-esteem (Fitriani, 2022; Winarti and Suryana, 2020).

Despite the recognized importance of early reading, significant challenges persist in Indonesian preschools and kindergartens. Observations and reports from RA Al-Mushallun, Kecamatan Alalak, exemplify common obstacles: children in class B4 (ages 5–6) often struggle to recognize letters, differentiate similar sounds (such as F and V), and decode simple words or syllables. These issues are not isolated, reflecting widespread patterns in early childhood classrooms across the country (Sulistiyawati and Amelia, 2020; Nasem, Rahman Tanjung, and Nurkhasanah, 2022). The result is a cycle where children's curiosity and potential for literacy are not fully realized, and learning outcomes fall short of national targets for early childhood literacy (Agustina, 2014). As reading is the gateway to all other learning, this problem has long-term implications for children's success in school and beyond (Setyaningsih and Indrawati, 2022; Arwita Putri et al., 2023).

A growing body of research demonstrates the importance of media especially digital media in supporting early literacy development. Educational media serve not only as tools for delivering information but also as bridges for creating engaging, multisensory, and meaningful learning experiences (Fadilah et al., 2023; Pagarra et al., 2022). Digital media such as interactive books, educational games, and animated stories have been shown to increase children's motivation, support differentiated instruction, and foster active participation in learning (Hardiansyah and Mulyadi, 2022; Dewi and Tirtayani, 2022).

Flipbook Art, a digital evolution of the traditional flipbook, offers a promising solution. It combines the familiar format of a book with the interactivity and multimedia features of digital technology animations, clickable elements, audio, and vibrant illustrations (Khairina and Nasution, 2024; Prameswari et al., 2023). For young children, such media are particularly effective, as they are visually appealing and can be designed to align with their developmental characteristics and interests (Anak Agung Meka Maharcika et al., 2021). Several studies at various educational levels have shown the effectiveness of flipbooks: Elementary and Middle School: Flipbooks improve comprehension, critical thinking, and motivation (Dewi and Tirtayani, 2022; Hardiansyah and Mulyadi, 2022; Prameswari et al., 2023). Early Childhood: While less frequently studied, digital storybooks and interactive media are associated with gains in letter recognition, phonological awareness, and print motivation (Ramadanti and Arifin, 2021; Mardhotillah and Rakimahwati, 2021). Inclusive and Diverse

Settings: Flipbook and similar media can be adapted for children with special needs or language backgrounds, enhancing accessibility and engagement (Rahmah et al., 2024).

Despite these advantages, the use of interactive media such as Flipbook Art in early childhood education remains limited, especially in rural or resource-constrained schools. Barriers include Teacher Readiness: Many teachers lack training or confidence in creating and utilizing digital media (Rahmania, 2022; Firdaus, 2024). Infrastructure: Access to devices and internet connectivity can be inconsistent, particularly outside urban centers (Aulia Rahman et al., 2023). Cultural Factors: Some stakeholders remain skeptical about the appropriateness of screen-based media for young children, although research underscores the benefits when used purposefully and interactively (Fadilah et al., 2023). In the context of RA Al-Mushallun, the need for innovation is highlighted by both the limitations of current materials and the enthusiasm of teachers to try new approaches, provided they are accessible and relevant. The integration of Flipbook Art is expected to make reading lessons more attractive and effective, motivating children to participate actively and supporting teachers in monitoring literacy progress (Khairina and Nasution, 2024; Dewi and Tirtayani, 2022).

METHODS

This study utilized a Research and Development (R&D) approach, specifically the Four-D (4D) model Define, Design, Develop, Disseminate as formulated by (Sugiyono, 2020) and widely applied in educational media research (Sari and Ahmad, 2021; Anak Agung Meka Maharcika et al., 2021). This method was chosen because it systematically guides the creation, validation, and evaluation of educational products, ensuring both practical feasibility and scientific rigor. The research was conducted at RA Al-Mushallun, Kecamatan Alalak, involving all students in class B (ages 5–6), teachers, and expert validators. The research context was chosen due to the observed gap in effective reading media and the institution's openness to innovation.

- Small-scale trial: 25 children (class B4)
- Large-scale trial: 75 children (all class B)
- Expert validators: 1 material expert (university lecturer), 1 media expert (media development specialist), 4 classroom teachers as practitioners/reviewers.

Procedure

1. Define

The initial phase focused on identifying needs and problems through observation, teacher interviews, and curriculum analysis (Nasem, Rahman Tanjung, and Nurkhasanah, 2022). It was found that children struggled with letter recognition, sound differentiation, and

word decoding, exacerbated by monotonous, non-interactive reading materials (Wulandari et al., 2023). The researcher also reviewed the literature on digital media and early literacy (Fadilah et al., 2023; Hardiansyah and Mulyadi, 2022).

2. Design

Based on the results of the needs analysis, the researcher designed the Flipbook Art using Canva and Heyzine, integrating:

- Colorful illustrations and engaging visuals
- Storyboard including: introduction, letter recognition, simple stories, interactive quizzes, matching games, and motivational closing pages
- Layout and navigation tailored for young children
- Alignment with early childhood literacy indicators (Setyaningsih and Indrawati, 2022; Mufidah and Maulidiyah, 2022)
- Early involvement of teachers for feedback on content suitability

3. Develop

The Flipbook Art prototype was developed as a digital, interactive product. The development process included:

- Content creation and digital illustration
- Integration of interactive elements (e.g., quizzes, drag-and-drop, clickable images)
- Usability testing to ensure the product could be accessed across common devices (laptops, tablets, smartphones)

Validation was undertaken by:

- Material expert: Assessing accuracy, age appropriateness, and curriculum alignment
- Media expert: Evaluating interface design, interactivity, and technical usability
- Four teacher reviewers: Judging classroom feasibility and children's responses (Maharcika et al., 2021; Hikmah, Kuswidyanarko, and Lubis, 2020)

Feedback from validators was collected via structured questionnaires using a Likert scale, and suggestions for improvement (e.g., correcting spelling, improving contrast, adding concrete examples) were incorporated into the revised version.

4. Disseminate

The final product was trialed in two stages:

- Small group trial: 25 children, focused on observing engagement, ease of use, and initial literacy outcomes.
- Large group trial: 75 children, assessing broader effectiveness and feasibility in daily classroom use. The trials were conducted over several sessions, led by the class teacher with researcher observation.

Data Collection and Instruments

- Observation sheets: Used to assess children's reading skills based on 10 national indicators (e.g., letter recognition, sound association, reading simple words, matching pictures to words, storytelling) (Mufidah and Maulidiyah, 2022; Sari, Aisyah, and Irwansyah, 2019).
- Validation forms: Likert scale-based rubrics for material and media experts, as well as teacher reviewers (Anak Agung Meka Maharcika et al., 2021).
- Documentation: Photographs, teacher notes, and children's work samples.

Data Analysis

- Quantitative analysis: Validation and observation scores were converted into percentages and classified as very good (81–100%), good (61–80%), fair (41–60%), or poor (0–40%) (Sari and Ahmad, 2021).
- Qualitative analysis: Reviewer comments, field notes, and anecdotal records were analyzed to provide context and triangulate findings (Dewi and Tirtayani, 2022).

FINDINGS AND DISCUSSION

The development process of Flipbook Art followed the 4D model (Define, Design, Develop, Disseminate) and resulted in an interactive digital product tailored to children aged 5–6. The flipbook combined colorful illustrations, animated pages, letter and word recognition activities, and interactive quizzes, all aligned with national literacy indicators for early childhood (Setyaningsih and Indrawati, 2022; Mufidah and Maulidiyah, 2022). Validation from experts and practitioners produced highly positive results:

- Material expert scored the flipbook at 90% (“very feasible”), emphasizing its alignment with developmental characteristics and curriculum content (Hikmah et al., 2020).

- Media expert gave a score of 86%, highlighting strong visual appeal, clear navigation, and engaging interactive features, though suggesting further improvements such as audio elements and more child-friendly fonts (Maharcika et al., 2021).
- Four classroom teachers acting as reviewers rated the product between 80%–86%, noting its attractiveness to children and its potential to increase motivation and participation in reading activities. All validators recommended minor revisions—such as correcting spelling, refining color contrast, and clarifying instructions—which were implemented before the classroom trials. The flipbook was first piloted with 25 children in class B4. Results indicated significant improvement in early reading skills:
- Pre-intervention: Many children were unable to independently recognize letters, differentiate similar sounds, or read familiar words.
- Post-intervention:
 - 56% of children achieved the “Very Good/BSB” reading category,
 - 40% “Good/BSH”,
 - 4% “Progressing/MB”.

Children exhibited increased enthusiasm, engagement, and willingness to participate in reading activities. Teachers observed that the interactive elements (e.g., matching games, letter quizzes) were especially effective in sustaining attention and prompting children to try sounding out new letters and words (Khairina and Nasution, 2024; Fadilah et al., 2023). The product was subsequently tested with 75 children across all class B groups. Findings were consistent with the small group trial:

- 37% achieved “Very Good/BSB”,
- 57% “Good/BSH”,
- 5% “Progressing/MB”.

Evaluation across ten reading indicators—such as letter recognition, sound association, word reading, comprehension, and matching words to pictures—showed that most children improved at least one literacy level after exposure to Flipbook Art (Mufidah and Maulidiyah, 2022; Winarti and Suryana, 2020). Notably, several children who initially struggled with differentiating similar sounds (e.g., “F” and “V”) or blending syllables made observable progress during the intervention period. Motivation and Engagement: Children were more willing to participate, showed greater curiosity, and often requested additional time with the flipbook, confirming the motivational impact of interactive media (Ramadanti and Arifin, 2021; Dewi and Tirtayani, 2022). Active Learning: The design allowed children to make choices, receive instant feedback, and correct mistakes, fostering a sense of autonomy and accomplishment. Social Interaction: The flipbook's group activities encouraged peer collaboration and discussion, supporting social as well as cognitive development (Rahmah et al., 2024).

The findings corroborate earlier research showing that digital media and interactive

storybooks significantly improve early reading skills, motivation, and classroom engagement (Hardiansyah and Mulyadi, 2022; Lettu and Suyitno, 2022; Nasem, Rahman Tanjung, and Nurkhasanah, 2022). The flipbook format, with its multimedia and interactive elements, is superior to static worksheets in maintaining children's attention and supporting differentiated instruction (Khairina and Nasution, 2024; Firdaus, 2024). Similar studies have found that flipbooks and digital storybooks can be beneficial for children with diverse learning needs, supporting inclusion and accessibility (Rahmah et al., 2024; Dewi and Tirtayani, 2022). The present study extends this evidence into the context of Indonesian ECE, demonstrating the feasibility and impact of Flipbook Art even in schools with modest technological resources. Despite positive outcomes, several challenges were noted: Device Availability: Not all children had equal access to digital devices. Teachers addressed this by organizing small groups and rotating device usage, but access remains a systemic issue (Aulia Rahman et al., 2023). Teacher Readiness: Some teachers required additional training to maximize the use of interactive features. Ongoing professional development is essential for technology integration (Rahmania, 2022). Sustainability: Regular updates, technical support, and parental involvement are necessary to sustain the benefits of digital media interventions (Fadilah et al., 2023).

The effectiveness of Flipbook Art in this study is consistent with constructivist and sociocultural learning theories, which emphasize the importance of active, social, and meaningful learning experiences (Setyaningsih and Indrawati, 2022; Winarti and Suryana, 2020). The digital flipbook model also aligns with the need for 21st-century skills, including digital literacy, problem-solving, and collaboration. From a curriculum perspective, integrating Flipbook Art can address gaps in existing reading instruction by: Providing multisensory and differentiated learning opportunities (Dewi and Tirtayani, 2022). Enabling formative assessment and individualized feedback. Supporting the development of foundational literacy skills critical for later academic success (Siregar and Herawati, 2023)

CONCLUSIONS

The implementation of Flipbook Art in RA Al-Mushallun yielded significant and measurable improvements in early reading skills, classroom engagement, and teacher satisfaction. The process of collaborative development, expert validation, and iterative revision contributed to a product that is both pedagogically sound and practically feasible for ECE settings.

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