Flipbook Media Assisted by Local Wisdom to Improve Learning Outcomes Narrative Text for Fourth Grade Elementary School

Nichollas Bernard Steven Julian Totti[1*], Sukarir Nuryanto[2] (iD)

[1,2] Faculty of education and psychology, Universitas Negeri Semarang, Semarang, Indonesia

A R T I C L E   I N F O

A B S T R A K

Implementasi pembelajaran Bahasa Indonesia kurikulum merdeka masih kurang efektif dalam penerapan dan penggunaan media pembelajaran berdampak pada kurangnya semangat, motivasi, dan hasil belajar peserta didik yang rendah. Tujuan dari penelitian ini yaitu mengembangkan media pembelajaran berupa flipbook dengan bantuan kearifan lokal Geopark Karangsari, mengidentifikasikan efektifitas pengembangan media flipbook dengan bantuan kearifan lokal Geopark Karangsari dalam meningkatkan hasil belajar teks narasi kelas IV. Penelitian ini menggunakan penelitian Research and Development (R&D) dengan model ADDIE yang terdiri dari lima tahapan. Penelitian ini mengumpulkan data dengan menggunakan teknik tes berupa pretest dan posttest; teknik nontes berupa observasi, wawancara, kuesioner atau angket, dan dokumentasi. Teknik analisis data yang digunakan dalam penelitian ini terdapat dua tahapan, yaitu analisis data awal dan analisis data akhir. Analisis data awal berisikan uji normalitas dan uji homogenitas hasil belajar sebelum dan sesudah penggunaan media flipbook. Sedangkan analisis data akhir berisikan uji t-test dan uji n-gain hasil belajar sebelum dan sesudah penggunaan media flipbook. Hasil penelitian ini membuktikan media flipbook dengan bantuan kearifan lokal Geopark Karangsari meningkatkan hasil belajar teks narasi kelas IV SD. Peningkatan hasil belajar teks narasi ditunjukkan dengan uji n-gain sebesar 0,66 dengan selisih rata-rata 26,52 yang berkategorikan sedang

A B S T R A C T

The implementation of an independent curriculum in Indonesian language learning was still less effective in the applied and used of learn media, resulted in a lack of enthusiasm, motivation, and low student learned outcomes. This research aims to developed learning media in the form of flipbooks with the help of the local wisdom of Geopark Karangsari, to identified the effectiveness of developed flipbook media with the help of local wisdom of Geopark Karangsari to improve learning outcomes for class IV narrative texts. This research used Research and Development (R&D) with the ADDIE model which consists of five stages. This research collecteds data using test techniques in the form of pretest and posttest; and non-test techniques in the form of observation, interviews, questionnaires, and documentation. There are two stages of data analysis techniques used in this research, namely initial data analysis and final data analysis. Initial data analysis contains normality tests and homogeneity tests of learning outcomes before and after using flipbook media. Meanwhile, the final data analysis contains a t-test and n-gain test on learning outcomes before and after using flipbook media. The results of this researched prove that flipbook media assisted by local wisdom from Geopark Karangsari improves narrative text learning outcomes for class IV SD. The increased in narrative text learned outcomes is shown by the n-gain test of 0.66 with an average difference of 26.52 which is categorized as medium.

1. INTRODUCTION

Education is the conscious and organized mobilization of all forces to achieve a learning atmosphere with educational goals to create Indonesian students who are globally competent and implement all Pancasila values in the life of the nation and state. Family, community and school must provide education from an early age (Purwaningsih et al., 2022). The determining indicators for educational

*Corresponding author.
E-mail addresses: nichollas04@students.unnes.ac.id (Nichollas Bernard Steven Julian Totti)

success are characterized by people who are believers, devoted to God Almighty, have noble character, are globally diverse, have cooperation, are independent, have critical reasoning, and are creative. To achieve these educational goals, a curriculum in education and a learning process that involves students as learners and teachers as facilitators is needed (Puspitasari et al., 2020; Saparina et al., 2020). The curriculum requires involvement between teachers, students, and learning materials in a learning context according to the objectives of the curriculum (Farleni et al., 2024; Zaifullah et al., 2021

). The learning process in educational units is carried out in a learning atmosphere that is interactive, inspiring, fun, and challenging, motivates student activity, and provides space for initiative, creativity, and independence by students' talents, interests and physical and psychological development (Permendikbudristek, 2022). Teachers must create an inspiring learning atmosphere by using various learning resources and media (Nuraini et al., 2024; Rozhana et al., 2023; Sari & Ahmad, 2021). An inspiring learning atmosphere is hoped to improve the quality of education. The future of education is structured in a structured manner in the curriculum used by educational units (Lestari et al., 2023). The educational curriculum has a dynamic nature where its development is adapted to the needs of students, the demands of developments in science and technology, and developments over time (Cholilah et al., 2023). The education curriculum in Indonesia has been developed to the point of an independent curriculum. The independent curriculum focuses on essential material, character development (Pancasila student profile), and student competency with 21st-century skills (Umar et al., 2023; Wardani et al., 2023). The independent curriculum is flexible, and teachers, students, and schools have freedom in learning. Freedom in learning requires adjustments for teachers, students and schools to adapt to developments in science and technology. The independent curriculum requires teachers to develop competencies and skills in the technology used during the learning process, and school facilities must also be able to support learning using technology (Maskur, 2023). Students are also expected to be able to learn anywhere, anytime, and through anything, so teachers must be innovative in applying technology to support learning. The independent curriculum mainly focuses on developing students' character and skills per Pancasila values through actual activities in the school, community and home environment (Maskur, 2023). Effective and efficient Indonesian language learning is needed to support the development of students' character. Indonesian language learning in elementary schools focuses on 2 abilities, namely receptive abilities consisting of listening abilities and reading and viewing abilities, as well as productive abilities consisting of speaking and presenting abilities and writing abilities. Writing skills are used to communicate indirectly with other people when learning Indonesian. Writing skills are characteristic of someone who is educated today because writing skills influence language structure, vocabulary, spelling and punctuation (Suparlan, 2020). In everyday life, students still need help with language structure, vocabulary, spelling and punctuation in writing.

In implementing Indonesian language learning in elementary schools, some teachers still need help implementing technology in learning and are less able to produce digital-based teaching media (Aliyah & Istiq'faroh, 2022). Based on the results of observations and interviews on Monday, 18 September 2023, to Friday, 22 September 2023, with Mr Farizal Rachman Ramdani as a class IV teacher at SD Negeri Sadeng 03, researchers obtained observation results regarding various problems experienced during the learning process, especially in class IV which has implemented the independent curriculum. The problem in learning the Indonesian language for grade IV at SD Negeri Sadeng 03 is that teachers are still adapting an independent curriculum and implementing conventional teaching, so students become bored with learning the Indonesian language. This is also proven in previous research, which shows that teachers, especially in Indonesian language learning, are less than optimal in utilizing technology and tend to have less understanding of technological developments, so they still apply conventional learning (Erhami et al., 2023; Fatima et al., 2023). It was also found that some students needed help understanding Indonesian language learning well, resulting in low student learning outcomes (Fatima et al., 2023; Juliani & Ibrahim, 2023; Novitasari et al., 2023). Therefore, students need learning media to support Indonesian language learning and increase their learning motivation. Not only that, in improving student learning outcomes, teachers are also required to incorporate life values into their teaching so that students behave well (N. Khotimah & Digna, 2021; Sutarna & Lutfi, 2021). One solution that can be used for some of these problems is for researchers to develop flipbook teaching media as a supporting learning resource in Indonesian language learning in grade IV of elementary school. Using technology, students can also use the open flipbook media to learn anywhere and anytime. Flipbook learning media that follows the development of science and technology can improve students' cognitive abilities (Widyasari et al., 2021). Flipbook learning media is also assisted by local wisdom in improving students' cognitive abilities. Local wisdom in the form of the narrative text of the Karangsari Geopark follows the study's objectives.

Media is a compilation of a learning system that is required by the expected learning process as a whole and is expected to increase student interaction during the learning process (Nurrita, 2018). Learning

media is valuable as a link between the information provider and the recipient of information to stimulate the recipient so that the learning process runs meaningfully and interactively (Hasan et al., 2021). Flipbook is a series of arranged images that produce the illusion of movement or become a simple animation in a virtual book containing learning materials (Putri & Sumardi, 2022). Flipbook-shaped teaching media is attractive for students to open and even read learning materials via a computer monitor screen or smartphone because it provides a dynamic effect (Nuryani & Abadi, 2021). Flipbook media contains a combination of writing, sound, and images or videos with flexible properties that can be used anywhere so that the learning atmosphere becomes interactive and inspiring (Arisandhi et al., 2023). Flipbook media also has advantages over other media in the ease of carrying media anywhere. It is digital-based, environmentally friendly, does not require paper and ink, and saves operational costs during learning (Fitriyani et al., 2022). Flipbook media has the disadvantage that it cannot be displayed to students when the power goes out because it requires the use of electronics and laptop or cellphone capabilities that are not low in operating flipbook media (Nuruliah et al., 2017). Thus, the selection of flipbook media is due to its many advantages and the fact that it can solve problems facing the development of science and technology today.

Previous research has shown that using flipbook media can improve students' learning outcomes, especially in students' cognitive abilities (Mulyadi et al., 2016). Previous research also stated that flipbook media is very effective in delivering Indonesian language material with images or videos according to the material (Juliani & Ibrahim, 2023). Flipbook media positively impacts learning by increasing students' interest and motivation to learn so that students become active in learning (Fitriyani et al., 2022; Nuryani & Abadi, 2021; Setiawan et al., 2020). However, there has yet to be research on flipbook media assisted by local wisdom in Indonesian language subjects for grade IV Elementary Schools. Based on this, this study aims to develop flipbook media assisted by local wisdom in Indonesian language subjects for narrative text material for grade IV Elementary Schools. With flipbook media, students can study narrative text material anytime and anywhere without being accompanied by educators. Flipbook media, assisted by local wisdom, improves students' cognitive abilities in narrative texts and provides values of community life contained in the narrative text of the Karangsari Geopark. Through flipbook media, students' knowledge and understanding, especially in narrative texts, can increase compared to those without using any media.

2. METHODS

This research uses the Research and Development (R&D) method (Sugiyono, 2016). This method uses eight stages in the form of potential and problems, data collection, product design, design validation, design revision, initial testing, product revision, and usage testing (Faidar et al., 2023; Hendrawati et al., 2021). At the potential and problem stage, observations were made on the problems that occurred in learning in elementary schools. The data collection stage used interviews with one fourth-grade teacher. The product design stage was developed by developing a flipbook media product assisted by the local wisdom of the Karangsari Geopark in the Indonesian language subject for fourth-grade elementary school students. At the revision stage, product revisions were made based on expert input (in this study, no revisions were made because the product was already suitable for use in the field). The trial use stage was carried out to test the effectiveness of the flipbook media product assisted by the local wisdom of the Karangsari Geopark in the Indonesian language subject for fourth-grade elementary school students. This research was carried out on Monday, May 13, 2024, in the even semester of the 2023/2024 academic year at SD Negeri Sadeng 03, Gunungpati District, Semarang City. The subjects in this research were 28 class IV students, 1 fourth-grade teacher, 1 material expert, and 1 media expert. The methods used in collecting data are observation, interviews, questionnaires, and test questions. Observation and interview methods are used to collect data on Indonesian language learning problems at SD Negeri Sadeng 03. The questionnaire method collects data through input and scores from material experts, media experts, students, and teachers. The test method is used to collect data in the form of student learning outcomes after using flipbook learning media assisted by the local wisdom of Geopark Karangsari. The instruments used to collect data are questionnaire sheets and test questions. The instrument grid is displayed in Table 1 and Table 2.

Table 1 Grid of Learning Material Expert

No	Indicator	Description
1	Compatibility of Learning Achievement	Material is compatible with learning achievement of class IV elementary school

No	Indicator	Description
2	Compatibility of the Flow of Learning Objective	The material is compatible with the flow of Indonesian language learning objective
3	Compatibility of Learning Objectives	Material is compatible with the objectives of learning narrative texts.
4	Material Comprehensiveness	Material about narrative text has ben covered in the overall learning media
5	Language Compatibility	The language used in the material is clear, concise and easy to understand
6	Compatibility to student development	The material in accordance to the level of student development
7	In accordance with the reality of life	The material is related to daily life activites
8	Compatibility to the level of difficulty	The material is adjusted to the level of development of students
9	Knowledge	Material in learning media can increase students' knowledge about narrative texts
10	Positive Attitude	Material can increase behavior in accordance with the profile of Pancasila students
11	Interest in Reading	Materials can increase students' interest and motivation to read.
12	Image compatibility to material	Image and illustration in learning media relate to the material about narrative text
13	Images clarify the material	Image and illustration in learning media are used to clarify narrative text
14	Images help understand the material	Image and illustration in learning media help students understand about narrative text

(Modification of Arsyad, 2020)

Table 2 Learning Media Expert Grid

No	Indicator	Description
1	Compatibility with the goals to be achieved	1. Media contains learning achievements (CP) of class IV elementary school 2. Media contains learning objective about narrative text 3. Compatible of materials to objectives 4. Compatible of images to existing materials
2	Display Quality	1. Compatible image and fonts 2. Layout and design 3. Media design 4. Combining components
3	Media compatible to student characteristics	1. Font selection to title and subtitle font 2. Font size in overall learning media
4	Advantages of the media used	1. Media can be accessed through various platforms 2. Easy to understand instructions for use

(Modification of Arsyad, 2020)

The data obtained in the study were analyzed using various techniques, including qualitative, quantitative, N-Gain data analysis and inferential statistics (t-test). Qualitative descriptive data analysis was used to process suggestions and comments from material and flipbook media experts to help local wisdom. Quantitative descriptive data analysis was used to process the results of the validation assessment of material and media experts (Waruwu, 2023). N-gain analysis measured the average increase in students' pre-test and post-test in learning narrative texts. Inferential statistical analysis (t-test) was carried out to determine the hypothesis through the pre-test and post-test results (Wahab et al., 2021). The results obtained from the assessment of material and media experts were converted into material and media expertise criteria (Ma'aniyah & Mintohari, 2019). Variables in this research: 1) The independent variables are flipbook media and local wisdom of the Karangsari Geopark; 2) The dependent variable is student learning achievement in narrative texts. This research's data analysis technique consists of initial and final

data analysis. Initial data analysis involves conducting normality and homogeneity tests on pretest and posttest learning outcomes. Meanwhile, the final data analysis was done using the t-test and n-gain test. The three variables in this research are the independent variable (X1) in the form of flipbook media, (X2) in the form of local wisdom of the Karangsari Geopark and the dependent variable (Y) in the form of students' narrative text learning outcomes. The hypotheses in this research consist of two: the null hypothesis ($H0$) and the alternative hypothesis (Ha). $H0$ stated that the flipbook media, assisted by the local wisdom of Geopark Karangsari, did not experience improvements in student learning outcomes. Ha stated that flipbook media, assisted by local wisdom from Geopark Karangsari, improved student learning outcomes.

3. RESULT AND DISCUSSION

Results

This research aims to develop flipbook learning media assisted by the local wisdom of Geopark Karangsari to improve the learning outcomes of Grade V students of narrative text material at SD Negeri Sadeng 03 using the ADDIE model. First, analyze. The results of the analysis, namely the interviews, show that teachers must be more adaptable to curriculum and technology developments. Teachers feel that learning media is minimal, where teachers only use photographic image media that are not yet digital, limited learning resources only come from independent curriculum books, and some students do not need help understanding narrative texts well, resulting in low student learning outcomes. Based on these problems, flipbook learning media, assisted by the local wisdom of Geopark Karangsari, was developed to improve learning outcomes for narrative texts. Second, design. At this stage, flipbook learning media was designed, assisted by the local wisdom of Geopark Karangsari, in an effort to improve the learning outcomes of narrative texts. Critical elements in the development of flipbook media assisted by local wisdom of Geopark Karangsari include the Cover, which contains information about the title of the flipbook media and the developer, as well as the central section, which includes Instructions for Use, Learning Achievements, Materials, and Media Development Profiles and Supervisors. This learning media presents the local wisdom of Karangsari Geopark in the narrative text that is adjusted to the learning outcomes (CP) and learning objectives (TP). Fourth, development. At this stage, the development of flipbook media for narrative text material was carried out. The development of flipbook media for narrative text material is based on the design developed in the previous stage. The results of the development are presented in Figure 1.

Figure 1. Result of Flipbook Media Development Assisted by Local Wisdom for Narrative Text

Flipbook media assisted by the local wisdom of Geopark Karangsari was conducted by material experts and media experts to determine its suitability. The aim of testing the validity of the flipbook media for narrative texts is to obtain a valid assessment of the suitability of both the weaknesses and strengths of the media the researcher has developed. The result of validation results by material experts and media experts show that the suitability of the material received a score of 54 out of a total score of 56. Hence, the suitability of the material was 96%, which is classified as very suitable for use in learning. Meanwhile, the suitability of the media received a score of 42 out of 48. Hence, the suitability of the media was 88%, which is also classified as a very suitable criterion to apply in the learning process. Flipbook media assisted by the local wisdom of Geopark Karangsari test result are presented in Figure 2.
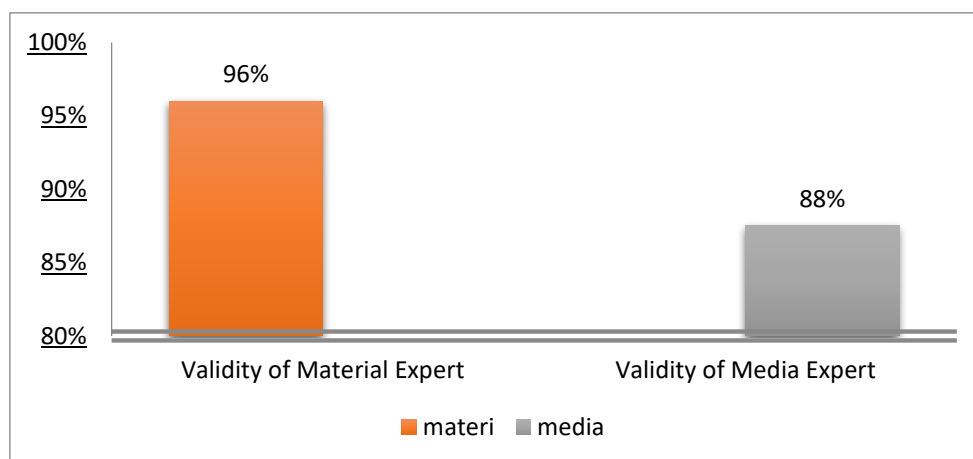
Figure 2. Results of Material and Media Experts

Implementation Flipbook media assisted by the local wisdom of Geopark Karangsari. Based on results of Pretest and Posttest Scores for class IV students at SD Negeri Sadeng 03, the effectiveness of the development of flipbook media assisted by the local wisdom of Geopark Karangsari is proven by a significant increase in posttest results from the pretest. The students' pretest results ranged from 45 to 75, with an average score of 59.91 before using the flipbook media. After using flipbook media, there was an increase in the average score of students in the posttest to 86.43, with a score range of 75 to 100. Thus, there was an increase in the average score of 26.52 as a result of implementing flipbook media. Data analysis in this research uses data on student learning outcomes on narrative texts. The pretest and posttest scores on the use of flipbook media as narrative texts assisted by the local wisdom of Geopark Karangsari were used to test the effectiveness of this learning media in improving students' cognitive abilities. The normality test is generally used to analyze the data distribution, including regular or abnormal. Normality tests include a graph, chi-square, Kolmogorov-Smirnov, Shapiro Wilk, and Liliefors. In this study, there were 28 data which were classified as small groups, so the normality test used Liliefors. The normality test is carried out to determine the T-test using a parametric or non-parametric formula. Normality testing applies a significance level of 5% or 0.05 as a determinant of data distribution. Data can be normally distributed if the data has a significance of more than 0.05, while data has an abnormal distribution if it has a significance of less than 0.05. The results of the normality test calculation applying the Liliefors test calculating using SPSS 26 with data from the pretest and posttest scores for flipbook media on narrative texts assisted by local wisdom of the Karangsari Geopark. The results of the normality test are displayed in Table 3.

Table 3. The Results of the Normality Test

	Tabel	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Pretest	0.150	28	0.105	0.951	28	0.212
	Posttest	0.144	28	0.142	0.940	28	0.111
a. Lilliefors Significance Correction							

Normality test with the Pretest value having a significance of 0.202 > 0.05 and the Posttest value having a significance of 0.111 > 0.05. Thus, the pretest and posttest scores have normal data distribution so that the T-test uses a parametric formula. The homogeneity test aims to identify whether the variance in the data is similar or not. The following results of the calculation of the Two-Sample F-Test for Variances with SPSS 26 are presented in Table 4.

Table 4. Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	0.134	1	54	0.716
	Based on Median	0.254	1	54	0.617
	Based on Median and with adjusted df	0.254	1	53.907	0.617
	Based on trimmed mean	0.148	1	54	0.702

The homogeneity test uses a significance of 0.05 so that data with a significance of more than 0.05 means the data is homogeneous. Data with a significance of less than 0.05 means the data is not homogeneous. The results of the homogeneity test calculation show a significance value of 0,716 > 0,05. The data shows a significance level of more than 0,05. So, the students' pretest and posttest scores on narrative text material in the Karangsari Geopark local wisdom narrative text are said to be homogeneous. The paired sample t-test aims to compare the average of two related data. Based on normality test data, the data is normally distributed, so the T-test uses a parametric formula. Decision-making in the hypothesis can be made by comparing the t value with the t table. If the calculated t value < t table then H0 is accepted and Ha is rejected, while the calculated t value > t table, then H0 is rejected and Ha is accepted. A paired samples test was carried out to strengthen decision-making regarding the hypothesis. On the basis that H0 is accepted if t count < t table while H0 is rejected if t count > t table, t table is 0.05. It can be seen in the table above that the significance (2-tailed) is 0.000 < 0.05, so H0 is rejected. Thus, it has been confirmed that flipbook media, assisted by the local wisdom of Geopark Karangsari, improves student learning outcomes, which can be seen from students' average pretest and posttest results. There was an increase in the average posttest score from the pretest of 26.52 due to implementing flipbook media.

Table 5. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest – Posttest	-26.517	9.387	1.774	-30.157	-22.877	-14.948	27	0.000

The n-gain test is significant in identifying criteria for improving student learning outcomes before and after using flipbook media assisted by the local wisdom of Geopark Karangsari. Analyzing the gain index helps measure differences in students' pretest and posttest scores. The average increase in students' cognitive abilities after using flipbook media assisted by the local wisdom of Geopark Karangsari can be seen from the n-gain results. There are several n-gain criteria, the interval n-gain < 0.3 is low, the interval $0.3 \leq$ n-gain < 0.7 is medium, and n-gain ≥ 0.7 is high. The n-gain test above produces a value of 0.66. N-gain of 0.66 is classified as medium. Thus, improving student learning outcomes in narrative texts using flipbook media with the help of local wisdom from Geopark Karangsari is effective.

Discussion

The results of the data analysis prove that the local wisdom-assisted flipbook media researchers have developed is appropriate and effective for use in learning Indonesian narrative text material. This is supported by various aspects that can affect media effectiveness. First, the research was developed with a Research and Development (R&D) model that provides research results in the form of development products through a gradual product feasibility test process by media and material experts to optimize student learning outcomes. Previous research also said that the learning media must be valid and feasible for learning (Diyana et al., 2019; Tambunan & Sundari, 2020). Previous research also stated that the application of learning media can optimize student learning outcomes that still need to be optimized (Dianti, 2017; H & Winata, 2017; Rosmana et al., 2023). Second, the flipbook media, assisted by local wisdom that researchers have developed, is very feasible because it is designed according to the needs and characteristics of elementary school students so that the material can be delivered well and accurately. This finding is based on previous research, which proves that flipbook media, according to student development, can improve students' cognitive abilities, especially in learning Indonesian (Fatima et al., 2023; Juliani & Ibrahim, 2023). When teachers provide a stimulus for learning, the application of appropriate learning media is significant in increasing the effectiveness of the learning process (Sistelswanto et al., 2018; Tembang et al., 2020). The material's content in the developed media refers to the indicators and learning achievements that have been prepared (Arsyad, 2020). The learning objectives in the developed media follow the ABCD components: Audience, Behavior, Condition, and Degree. Flipbook media is designed with narrative text material with the help of local wisdom of the Karangsari Geopark, using sound accompaniment, bright images, and video illustrations to increase students' interest (Dewi & Sujana, 2022; Putri & Sumardi, 2022). Previous research findings also state that flipbook media can display information in writing, sound, video, and images that can help students understand the material to be studied (Aini et al., 2022; H. Khotimah et al., 2023). Learning that is designed systematically can create a quality learning atmosphere so that students can focus on learning (Lehan et al., 2023; Wahyuliani et al., 2016).

Third, flipbook media that helps the local wisdom of Karangsari Geopark can improve students' cognitive abilities in narrative text material. Previous research states that flipbook media contains information that educators can use to teach students and can be studied anywhere and anytime (Fitriyani et al., 2022; Syarifah et al., 2023). flipbook media also has advantages over other media in the form of ease of carrying media anywhere because it is digital-based, environmentally friendly because it does not require paper and ink, and saves operational costs during learning (Fitriyani et al., 2022; Mutmainna et al., 2022). Therefore, flipbook media, assisted by the local wisdom of the Karangsari Geopark developed by researchers, can stimulate students' cognitive abilities, and students can learn to use this media anywhere. Other findings include The flipbook media developed by the author, assisted by the local wisdom of the Karangsari Geopark, is very important in improving students' character education. Previous research supports this, proving that local wisdom contains various values of social life in accordance with the profile of Pancasila students (N. Khotimah & Digna, 2021; Sutarna & Lutfi, 2021). Other research also reveals that the learning process must start from the world closest to students, which students often encounter through local wisdom (Shufa, 2018). Flipbook media was developed with the help of the local wisdom of the Karangsari Geopark, which was implemented in narrative text material. Narrative text material in class IV elementary school becomes more meaningful with the narrative text of the Karangsari Geopark, which contains the values of social life. Through flipbook media, with the help of local wisdom from Geopark Karangsari, it is hoped that the life values contained therein can improve students' character in society.

The advantages of flipbook media assisted by local wisdom of Geopark Karangsari are that it attracts students' curiosity in learning narrative texts and utilizes technology in learning that supports improving student learning outcomes. Another advantage is that it not only improves students' cognitive abilities, but flipbook media assisted by local wisdom of Geopark Karangsari provides character education for the community. The limitations of this study are that the media developed in the form of flipbook media assisted by local wisdom of Geopark Karangsari is only intended for grade IV Elementary School students, especially in learning Indonesian narrative text material. The implication of this study is that the flipbook media assisted by local wisdom of Geopark Karangsari that was developed can improve the learning outcomes of elementary school students' narrative texts. Flipbook media assisted by local wisdom of Geopark Karangsari is effective and efficient to be implemented in Indonesian language subjects.

4. CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that the local wisdom-assisted flipbook media developed has good specifications so that it is suitable for use in Indonesian language subjects. The results of the t-test prove that there is a significant difference in students' narrative text learning outcomes after using local wisdom-assisted flipbook media. The results of the n-gain test are included in the moderate criteria for improving student learning outcomes. It can be concluded that the local wisdom-assisted flipbook media of the Karangsari Geopark is suitable, effective, and efficient for use in Indonesian language subjects.

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