# Innovation in Indonesian Language Learning: The Impact of Flipbook Media on Elementary School Students' Learning Outcomes

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**ABSTRAK**

*Aspek "5W + 1H" (what, where, when, who, why, how) merupakan materi pelajaran yang dipelajari siswa kelas V Sekolah Dasar. Kurangnya literasi bahasa, kurangnya antusias siswa, dan penggunaan media pembelajaran yang belum maksimal merupakan permasalahan siswa kelas V dalam memahami materi tersebut. Penelitian ini bertujuan untuk menganalisis pengaruh media flipbook terhadap hasil belajar Bahasa Indonesia materi "5W+1H" siswa kelas V sekolah dasar. Penelitian ini adalah penelitian kuantitatif dengan menggunakan desain eksperimen semu (Quasy-experimental Design) berupa pre-test post-test non-equivalent control group design. Populasi dalam penelitian ini sejumlah 125 siswa kelas V SD. Sampel penelitian ini adalah 26 siswa kelas V SD. Metode pengumpulan data menggunakan tes dan angket. Instrumen pengumpulan data berupa lembar angket dan soal tes. Analisis data penelitian ini menggunakan aplikasi SPSS 16, berupa uji normalitas, uji homogenitas, uji t, uji N-Gain, dan presentase rata-rata respon siswa. Hasil penelitian yaitu adanya perbedaan rata-rata nilai postes kelas eksperimen dengan siswa kelas kontrol. Rata-rata hasil belajar bahasa Indonesia kelas eksperimen yang menggunakan media flipbook lebih baik dibandingkan dengan rata-rata hasil belajar bahasa Indonesia kelas kontrol. Disimpulkan bahwa Media Flipbook membantu siswa dalam belajar, meningkatkan semangat belajar dan mempengaruhi hasil belajar bahasa Indonesia pada materi "5W+1H".*

**ABSTRACT**

The "5W + 1H" aspect (what, where, when, who, why, how) is the subject matter studied by fifth-grade elementary school students. Lack of language literacy, student enthusiasm, and inadequate use of learning media are problems for class V students in understanding the material. This research aims to analyze the influence of flipbook media on the learning outcomes of Indonesian language material "5W+1H" for fifth-grade elementary school students. This quantitative research uses a quasi-experimental design of a pre-test, post-test, and non-equivalent control group design. The population in this study was 125 fifth-grade elementary school students. The sample for this research was 26 fifth-grade elementary school students. Data collection methods use tests and questionnaires. Data collection instruments include questionnaires and test questions. Data analysis for this research used the SPSS 16 application in the form of a normality test, homogeneity test, t-test, N-Gain test, and average percentage of student responses. The research results showed a difference in the average post-test scores for the experimental class and the control class students. The average Indonesian language learning results for the experimental class using flipbook media were better than the average Indonesian language learning results for the control class. It was concluded that Flipbook Media helps students learn, increases enthusiasm for learning, and influences Indonesian language learning outcomes in the "5W+1H" material.

## 1. INTRODUCTION

Education can be interpreted as an individual effort carried out consciously. This conscious effort is a careful, directed, and systematic planning of activities with procedures, methods, and tools to support the smooth implementation of education (Mahdy & Sayed, 2022; Smale-Jacobse et al., 2019). Achieving educational goals can be done through learning. Learning is dynamic, meaning it will develop according to

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developments over time (Mahdy & Sayed, 2022; Marpanaji et al., 2018; Widodo & Nursaptini, 2021). The learning process is the most essential part of education. Learning is structured through various human elements, facilities, materials, and procedures to achieve learning objectives (Indrawati et al., 2020; Tupas & Linas-Laguda, 2020). The elements contained in learning are called learning components. Learning components include educational objectives, educators and students, teaching materials, approaches, methods, media, and evaluation (Herlina et al., 2022; Nugroho & Arrosyad, 2020). These learning components collaborate to achieve learning goals. Relationships between learning components are needed to achieve the expected learning goals (Hasby et al., 2021; Iqbal et al., 2020).

Learning will not occur if there are no educators to deliver the material. Learning is only conveyed well if appropriate methods or techniques are used (Anggrellanggi et al., 2020; Mustikaningrum et al., 2020; Nurmiati, 2018). The role of educators is vital to advance students' potential in forming a faithful human character (Marini et al., 2021; Pradana et al., 2021). The teacher's role includes educator, mediator or learning resource and facilitator, as well as role model and role model (Munirah, 2018; Wulandari & Nurhaliza, 2023). Teachers must be able to map appropriate and practical learning activities for their students. Educators can create exciting learning that can make students more enthusiastic when participating in learning activities (Anwar & Mubin, 2020; Debora & Han, 2020; Wahyono et al., 2020).

Learning at the elementary school level consists of several subjects. One of the subjects at the elementary school level is Indonesian (Abidin et al., 2022; Hardanti et al., 2022). By studying Indonesian, students will learn to use Indonesian well and correctly to improve their language skills. The abilities in question are oral and written so that students can have language skills according to their goals and functions (D. Sari, 2017; Subakti & Handayani, 2021). Learning Indonesian aims to improve student communication properly and correctly (Kustianingsari & Dewi, 2021; Permatasari & Pratiwi, 2021). At the elementary school level, Indonesian language learning aims to introduce students to and enjoy literary works to broaden their horizons and improve their language skills (S. M. Dewi et al., 2021; Pratiwiningtyas et al., 2017). Learning Indonesian improves listening, speaking, reading, and writing skills (Alwi et al., 2019; Kustianingsari & Dewi, 2021; Permatasari & Pratiwi, 2021).

However, the current problem is that many students still need higher Indonesian language scores. Previous research findings also show that some students have difficulty learning Indonesian (Abidin et al., 2022; Cakra et al., 2016; Hardanti et al., 2022). Other research also states that low student learning outcomes are caused by a lack of learning media that helps students learn (Afifah et al., 2022; N. N. K. Dewi et al., 2019). Other findings also confirm that low student learning outcomes are caused by the inappropriate learning model used by teachers so that students have difficulty understanding learning material (N. N. K. Dewi et al., 2019; Heriwan & Taufina, 2020; Priatna & Setyarini, 2019). Based on interviews with fifth-grade elementary school teachers in the Ki Hajar Gugus Dewantara neighborhood, Pancur District, Rembang Regency, several problems were found in learning Indonesian at Criwik Public Elementary School and Wuwur Public Elementary School. Indonesian language material that is difficult for students to understand is material about the "5W + 1H" aspect. This is due to students' low language literacy, making it difficult for students to understand learning material. Apart from that, the teacher said students' absorption of the "5W + 1H" material was also not optimal. Students pay less attention during learning because many are playing alone.

Based on the results of interviews, it was found that teachers still need to implement varied and innovative learning methods and models. The learning method used by the teacher still uses the lecture and question and answer method. The researcher also learned that the teacher had yet to use conventional or IT media in learning Indonesian. Teachers have not used conventional media because learning media in schools is inadequate. The use of IT media has yet to be implemented due to teachers' lack of understanding in using and applying IT media to their students, which can result in student learning outcomes in Indonesian language subjects being less than optimal. Based on documentation data on the learning outcomes of class V students at SD Negeri Wuwur, 16.66% or 2 students met the KKM, and 83.33% or 10 students did not meet the KKM. Meanwhile, at Criwik State Elementary School, it can be concluded that the results of Indonesian language learning at Criwik State Elementary School which have met the KKM are 21.43% or 3 students, and those who have not met the KKM are 78.57% or 11 students.

Based on the problems above, one-way teachers can overcome these problems is by using learning media in carrying out the learning process. Media in learning is a tool used as a source of messages to be conveyed to message recipients, stimulating thoughts, feelings, attention, and the desire to be actively involved in learning (Hardanti et al., 2022; Rurut et al., 2022; Wahyudi et al., 2022). Media is a form of audio or visual print communication to convey messages or information (Gandana, 2019; Mawardi et al., 2022; Mills & Brown, 2022). Learning media can be used to make it easier for educators to deliver material, motivate students to improve learning outcomes, and make learning more effective (Rumahorbo & Nurfajriani, 2022; Wahyuningtyas & Sulasmono, 2020). Teachers can use learning media as supporting

materials to make it easier to convey messages and material to students (Mustadi et al., 2022; Rumahorbo & Nurfajriani, 2022).

One of the media that can be used for learning Indonesian is flipbook media. Flipbook is a medium that contains text and images presented in digital format to attract users' interest (Sa'diyah, 2021; W. N. Sari & Ahmad, 2021). Flipbooks are magazines that are usually physically printed on paper. Flipbooks are also packaged digitally, which can be used in device applications (Masithoh, 2022; Munzil et al., 2022; Taqwina et al., 2022). The application of flipbooks on gadgets can use attractive designs. This design can be in the form of writing accompanied by pictures and videos and is designed with a model that can attract students to be more enthusiastic about learning activities (Masithoh, 2022). Flipbook media can change the appearance of a PDF into a digital magazine so that it can be used well in the world of education (Awwaliyah et al., 2021; Rokhim et al., 2020; Triwahyuningtyas et al., 2020). Based on the definition of Flipbook, Flipbook is an application that can convert PDF files into books in digital files.

Previous research findings also confirm that using learning media can help make learning more accessible for students (Andini et al., 2018; Sriyanti et al., 2021). Other research also states that flipbook learning media can make it easier for students to learn so that student learning outcomes improve (Abror et al., 2020; Evenddy et al., 2021; Wardani & Susilowibowo, 2021). It was concluded that using learning media can help make it easier for students to learn Indonesian. The advantage of flipbook media is that it is designed based on templates, images, audio, video, and exciting writing with various ornaments in the form of books so that it can transfer the use of manual books to digital books to make them more attractive. The use of flipbook media can attract students to enthusiastically participate in learning so that it can improve students' Indonesian language learning outcomes.

There has been no study regarding flipbook media on the results of learning Indonesian language material "5W + 1H" in elementary schools. Therefore the novelty of this study is the usage of material "5W + 1H" in elementary schools. Based on this, this research aims to analyze the effect of flipbook media on the learning outcomes of Indonesian language material "5W + 1H" for fifth-grade elementary school students in Gugus Ki Hajar Dewantara, Pancur District.

## 2. METHOD

This type of research is quantitative research using a quasi-experimental design in the form of Pretest-Posttest Non-Equivalent Control Group Design. In this research design, the control group does not fully control external variables that affect the implementation of the experiment (Sugiyono, 2019). There are 2 groups in this study that both get a pre-test and post-test, namely the experimental group and the control group. This research was conducted in the fifth grade of elementary school in Gugus Ki Hajar Dewantara, Pancur Subdistrict, Rembang Regency. All fifth-grade students of SD Gugus Ki Hajar Dewantara Pancur District Rembang Regency which amounted to 125 students were the population in this study. The sample is part of the population (Sugiyono, 2019). The sample of this study was obtained using a random sampling technique. In sampling, the class to be selected is written on paper and then drawn. The first draw-out was used as an experimental class, while the control class was determined by the second draw-out. Based on these results, 12 fifth-grade students of SD Negeri Wuwur were used as the experimental class, and 14 fifth-grade students of SD Negeri Criwik were used as the control class.

Data collection techniques are techniques used by researchers to retrieve and collect research data (Sugiyono, 2019). This study used tests and questionnaires to collect research data. Student learning outcomes are determined by tests. The type of questions used for the test in this study are multiple choice questions. The test questions were tested for validity, reliability, discrimination, and difficulty before being used in research. In this study, 20 multiple-choice questions were tested for validity, reliability test, differential power test, and difficulty test using SPSS 16. The test was tested on 26 students of one of the fifth-grade elementary schools in the Ki Hajar Dewantara Cluster, namely at SD Negeri Warugunung. Based on the results of the experiment, 16 questions were declared valid and 4 questions were declared invalid. The results of the Cronbach's Alpha value reliability test showed several 0.860. Since the value is more than 0.6, the research instrument is declared reliable and good. Thus it can be concluded that in this study 16 items can be used. The questionnaire in this study was used to determine student responses to flipbook media in learning Indonesian language material "5W + 1H". In this study, the experimental class student response questionnaire was made in the form of a checklist using a Guttman scale consisting of 2 answer options, namely "yes" and "no". The instrument grid is presented in Table 1.

**Table 1.** Test Instrument Grid

| Learning Outcomes | Material | Cognitive Level |
|---|---|---|
| Students listen carefully, understand and analyze the main ideas and more detailed ideas in friends' presentations and aural texts (texts read aloud, for example interview texts) | Complete the interview text | C3 |
| | The question word who (who) | C5 |
| | The function of the question word where (where) | C5 |
| | The question word why (why) | C5 |
| | Question words where (where) | C5 |
| | The function of the question word how (how) | C5 |
| | The function of the question word what (what) | C5 |
| | The question word when (when) | C5 |
| | Make interrogative sentences | C6 |
| | Question word what (what) | C5 |
| | The question word how (how) | C5 |
| | Types of question words and their functions | C2 |

The data analysis technique in this study used the SPSS 16 application in the form of a normality test, homogeneity test, t-test, and N-gain test. The normality test is a prerequisite test used to check whether the confounding variables in a regression model are normal or abnormal. In this study, the normality test was obtained using the Shapiro-Wilk test. The homogeneity test is used to see whether the data in the study have the same variance (homogeneous) or have unequal variances. The t-test in this study was conducted using the Independent Sample Test. This test aims to determine whether there is a difference or no difference between the post-test results between the experimental class (SD Negeri Wuwur) and the control class (SD Negeri Criwik). N-gain is used to determine whether student learning outcomes have increased before (pretest) and after being given treatment (posttest).

## 3. RESULT AND DISCUSSION

### Result

The results of experimental research on the effect of flipbook media on Indonesian learning outcomes on the material "5W + 1H" Class V Elementary School Students of Gugus Ki Hajar Dewantara Pancur District were obtained from the cognitive learning outcomes of students before and after treatment and student response questionnaires. The learning outcomes studied in this study are learning outcomes in the realm of knowledge (cognitive). These knowledge (cognitive) learning outcomes were obtained through pre-test and post-test. Before being given treatment, to measure the ability of students, students are given a pre-test question. After being given a pre-test, then treatment was carried out for 4 meetings. The implementation of treatment in the experimental class was carried out using flipbook media, while the implementation of treatment in the control class was carried out using student books. After the treatment is carried out, to draw conclusions the hypothesis is obtained through a post-test. Pre-Test and Post-Test Learning Outcomes of Experimental and Control Classes showed in Table 2.

**Table 2.** Pre-Test and Post-Test Learning Outcomes of Experimental and Control Classes

| No. | Description | Pre-Test | | Post-Test | |
|---|---|---|---|---|---|
| | | Experiment | Control | Experiment | Control |
| 1 | Number of Students | 12 | 14 | 12 | 14 |
| 2 | Average | 52.83 | 49.57 | 85.58 | 70.71 |
| 3 | Highest Score | 75 | 81 | 100 | 88 |
| 4 | Lowest Score | 25 | 19 | 75 | 50 |
| 5 | Number of Students Completed | 1 | 2 | 12 | 7 |
| 6 | Completeness | 8.3% | 14.29% | 100% | 50% |

Based on Table 2, it is known that the completeness of student learning outcomes with the minimum completeness criteria is 70. The percentage of completeness of the experimental class pre-test results is 8.3%, namely, there are 1 out of 12 students whose scores have reached the KKM (70), while the completeness of the control class pre-test results shows a completeness of 14.29%, namely there are 2 out of 14 control class students who reach the KKM (70). The experimental class post-test results showed 100% completeness, that is, there were 12 out of 12 experimental class students who reached KKM (70), while

the control class post-test results showed 50% completeness, that is, there were 7 out of 14 control class students who reached KKM (70).

The normality test is a test to check whether the confounding variables in the regression model are normal or abnormal. If the data meets the significance criteria which shows a number greater than (>) 0.05 then the data is said to be normally distributed, but if the significance is smaller than (<) 0.05 then the data is not normally distributed. The normality test of the pre-test scores in this study was obtained using the Shapiro-wilk test which was assisted by the SPSS 16 application. Normality Test Results for Pre-Test Values showed in Table 3.

**Table 3.** Normality Test Results for Pre-Test Values

| Dependent Variable | Group | Shapiro-Wilk | | |
|---|---|---|---|---|
| | | Statistic | df | Sig. |
| Student Learning Outcomes | Experiment Pre-Test | 0.960 | 12 | 0.787 |
| | Control Pre-Test | 0.957 | 14 | 0.682 |

Based on Table 3, the significance value of the experimental class normality test results is 0.787 (0.787 > 0.05), while the significance value of the control class pre-test data is 0.682 (0.682 > 0.05). Thus, the pre-test data of both classes are normally distributed. The homogeneity test is a requirement test used to see whether the data in the study have the same variance (homogeneous) or unequal variance. The homogeneity test of pre-test scores in this study was carried out with the help of SPSS 16. Homogeneity Test Results for Pre-Test Values showed in Table 4.

**Table 4.** Homogeneity Test Results for Pre-Test Values

| Dependent Variable | Parameters | Statistical Value on *Levene's Test* | df1 | df2 | Significance |
|---|---|---|---|---|---|
| Learning Outcomes | Mean | 0.001 | 1 | 24 | 0.975 |
| | Median | 0.000 | 1 | 24 | 1.000 |
| | Median and with adjusted df | 0.000 | 1 | 20.172 | 1.000 |
| | trimmed mean | 0.001 | 1 | 24 | 0.972 |

Based on the data in Table 4, it can be seen that the significance value (sig) Based on the Mean in the Levene's Test statistical value column is 0.975, where (0.975> 0.05), which means that the data from the pre-test and post-test results of the experimental class and control class, namely class V SD Negeri Criwik is homogeneous. After conducting the normality test and homogeneity test of the pre-test scores, before conducting the mean difference test, the normality test and homogeneity test of the post-test results of the experimental class and the dick class were carried out. The results of the normality test and homogeneity test are a requirement for carrying out the mean difference test. The results of the pre-test scores of the experimental and control classes showing normally distributed and homogeneous. Normality Test Results of Post-Test Values showed in Table 5.

**Table 5.** Normality Test Results of Post-Test Values

| Dependent Variable | Class | Shapiro-Wilk | | |
|---|---|---|---|---|
| | | Statistic | df | Sig. |
| Student Learning Outcomes | Experiment Post-Test | 0.916 | 12 | 0.251 |
| | Control Post-Test | 0.948 | 14 | 0.537 |

Based on Table 5, the significance value of the post-test normality test results using the Shapiro-Wilk test in the experimental class shows 0.251, while the post-test normality test in the control class shows 0.537. The significance value obtained by the experimental class is > 0.05 (0.251 > 0.05) and the significance value of the control class is also > 0.05 (0.537 > 0.05), which means that the value is normally distributed. Homogeneity Test Results of Post-Test Values in Table 6.

**Table 6.** Homogeneity Test Results of Post-Test Values

| Dependent Variable | Parameters | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|---|
| Student Learning Outcomes | Mean | 2.087 | 1 | 24 | 0.161 |
| | Median | 2.163 | 1 | 24 | 0.154 |
| | Median and with adjusted df | 2.163 | 1 | 23.853 | 0.154 |
| | Trimmed mean | 2.052 | 1 | 24 | 0.165 |

Based on the data in Table 6, it is known that the significance value (sig) Based on the Mean in the Levene Statistic column shows a number 0.161 which means greater than 0.05 (0.161> 0.05). The conclusion of the data based on the homogeneity test is homogeneous. The results of the normality test of the post-test scores of both classes are normally distributed, while the results of the homogeneity test of the post-test scores of the experimental and control classes in this study are homogeneous. Based on the results of the normality test and the homogeneity test of the experimental class post-test scores and the control class post-test results, the test to determine the average difference in the learning outcomes of the experimental class and the control class learning outcomes in this study can be done using the Independent Sample Test. This test is used to see whether there is a difference or not from the post-test scores of the experimental and control classes. The decision-making criteria for this hypothesis test are if $t_{count} > t_{tabel}$, $H_0$ is rejected, while $H_0$ is accepted if $t_{count} < t_{tabel}$. In addition, decisions can also be made through significance with a significance level (2-tailed). $H_0$ is rejected if the significance level (2-tailed) < 0.05, but if the significance level (2-tailed) is greater than (>) 0.05 then $H_0$ is accepted. T-test Results (Mean Difference Test) of Experimental Class and Control Class in Table 7.

**Table 7.** T-test Results (Mean Difference Test) of Experimental Class and Control Class

| Dependent Variable | Parameters | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| Student Learning Outcomes | Equal variances assumed | 2.087 | 0.161 | 3.702 | 24 | 0.001 | 14.869 | 4.017 | 6.579 | 23.159 |
| | Equal variances not assumed | | | 3.800 | 23.294 | 0.001 | 14.869 | 3.913 | 6.781 | 22.957 |

Based on Table 7, it is known that the tcount value is 3.702, the $t_{tabel}$ value with 24 degrees of freedom is 2.064, and the significance value (2-tailed) is 0.001, so it is concluded that $t_{count} > t_{tabel}$ (3.702> 2.064) and the significance value (2-tailed) 0.001 <0.05. The hypothesis in this study is $H_0$ = Flipbook media does not affect the learning outcomes of Indonesian language material "5W + 1H" grade V elementary school students Gugus Ki Hajar Dewantara Pancur District, while $H_a$ = Flipbook media affects the learning outcomes of Indonesian language material "5W + 1H" grade V elementary school students Gugus Ki Hajar Dewantara Pancur District. The hypothesis test decision in this study is $H_0$ rejected and $H_a$ accepted. This means that the average post-test value in the experimental class using flipbook media is different from the average post-test value of the control class with student book-assisted learning.

The test of increasing the average learning outcomes of experimental and control classes was carried out to determine whether or not there was an increase in student learning outcomes before treatment (pre-test) and after treatment (post-test). Flipbook media is effective to use if the average increase in learning outcomes of Indonesian language material "5W + 1H" in the experimental class, namely class V SD Negeri Wuwur is better than the learning outcomes obtained by students in the control class (SD Negeri Criwik) using student books. The test of the average increase in learning outcomes of experimental and control classes (n-gain) in this study was carried out with the help of SPSS 16. N-Gain values are divided

into 3 criteria. The criteria for the N-Gain value ≥ 0.70 is high, the N-Gain value of 0.30 < N-Gain < 0.70 is in the medium criteria, while the N-Gain value < 0.30 is in the low criteria. Results of Increasing the average learning outcomes of experimental and control classes showed in Table 8.

**Table 8.** Results of Increasing the Average Learning Outcomes of Experimental and Control Classes

| Class | Average Score | | N-Gain Value | Criteria |
|---|---|---|---|---|
| | Pre-Test | Post-Test | | |
| Experiment | 52.83 | 85.58 | 0.7118 | High |
| Control | 49.57 | 70.71 | 0.4391 | Medium |

Base on Table 8, the results of the n-gain calculation show that the n-gain value in the experimental class is in the high category, which is 0.7118, while the control class n-gain value shows several 0.4391 (medium). It can be concluded that the average value of the pre-test to the post-test value of the experimental class when compared to the average value of the pre-test results to the average value of the post-test results of students in the control class has a higher increase, so it is concluded that learning using flipbook media is more effective than using student books. The student response questionnaire is a measuring tool to determine student responses when participating in learning Indonesian Language material "5W + 1H" using flipbook media. In this study, the experimental class student response questionnaire was made in the form of a checklist (√) using a Guttman scale consisting of 2 answer options, namely the answer "yes" and the answer "no". This student response questionnaire was given after the pre-test, treatment for 4 times, and post-test. The results of the questionnaire data calculation are converted into several criteria, namely the percentage of 0% to 20% is not good, 21% to 40% is not good, 41% to 60% is quite good. 61% to 80% is good, and 81% to 100% is very good. Based on data analysis, it is known that the average student response is 84.09% with a very good category.

**Discussion**

The data analysis results show a difference in the average post-test scores between Wuwur State Elementary School students in the experimental class and Criwik State Elementary School students in the control class. The average Indonesian language learning results for the experimental class that used flipbook media were better than the average Indonesian language learning results for the control class that used student books. This is caused by several factors, namely as follows. First, flipbook media is more effective in improving Indonesian language learning outcomes. This is reinforced by previous findings, which state that the use of learning media in Indonesian can make it easier for students to learn that it can improve student learning outcomes (Indra et al., 2020:Hardanti et al., 2022; Afifah et al., 2022; Ansoriyah & Rahmat, 2018). Flipbook helps students understand the material "5W + 1H". Questionnaire data on student responses to this statement shows an answer percentage of 100% in the very good category. Learning using flipbook media, a new student experience, makes students enthusiastic about learning (Rahma Diani & Niken, 2018; Nisa et al., 2020; Taqwina et al., 2022). This certainly impacts students' increased understanding of studying the "5W + 1H" material well. This is in line with previous research, which states that the use of electronic books among students is expected to increase their understanding and mastery of the subjects taught in class (Andani & Yulian, 2018; Hiralda & Zulherman, 2023; Triwahyuningtyas et al., 2020). This can be caused by the ease and effectiveness of understanding the material. The use of digital flipbook-based learning materials is beneficial for learning and improving academic achievement (Roemintoyo et al., 2022; Yuliawati et al., 2022).

Second, using flipbook media makes it easier for students to learn Indonesian. Flipbook media is a learning media that can make it easier for students to learn Indonesian. A flipbook is a small book consisting of several pictures arranged in such a way that when the pages are turned quickly, the pictures will look like they are moving (Awwaliyah et al., 2021; Munzil et al., 2022; Taqwina et al., 2022). Using flipbook media, students can imagine stories or situations illustrated in pictures more vividly and clearly (Mulyadi & Wahyuni, 2016; Oktaviara & Pahlevi, 2019; Rokhim et al., 2020). This can help students understand and remember the Indonesian vocabulary and structures in the story or situation. Flipbook media can be used to train students' reading skills. Students can read stories or situations illustrated in pictures sequentially and better understand the story's content. Flipbooks help students learn independently, which means students can access flipbook media anytime and anywhere (Rahma Diani & Niken, 2018; Hidayatulloh, 2019; Sriyanti et al., 2021). Apart from being used at school, students can also use flipbook media at home. Students can access media links that have been used at school and home. Student response data, namely prove the statement that flipbook media helps students learn independently, 11 students answered "yes," and 1 student answered "no," so the statement was categorized as "very good" with an answer percentage of 91.7%.

Third, using flipbook media increases students' enthusiasm for learning Indonesian. Flipbook media is attractive and interactive, making students more interested in learning (Abror et al., 2020; Opidianto et al., 2021; Yuliawati et al., 2022). This can help increase students' enthusiasm for learning and make learning more flexible and enjoyable (Rahma Diani & Niken, 2018; Hidayatulloh, 2019; Sriyanti et al., 2021). All students participate in Indonesian language learning using flipbook media to be more enthusiastic about learning. Statement 5: All students answered "yes," so the percentage of answers was 100% in the very good category. This shows that students are more enthusiastic about learning Indonesian using flipbook media because learning using flipbook media can attract students to take part in learning and make learning fun. Good learning media certainly increases students' enthusiasm for learning (R. Diani & Hartati, 2018; Opidianto et al., 2021; Roemintoyo et al., 2022). Learning using flipbook media is exciting and fun. The percentage of answers shows 83.3% in the outstanding category. This means that the flipbook media is exciting and fun, so it can make students more enthusiastic about following the Indonesian language learning material "5W + 1H" for experimental class students.

Previous findings also reveal that Flipbook helps students learn independently (Rahma Diani & Niken, 2018; Hidayatulloh, 2019; Sriyanti et al., 2021). Other research also states that Flipbook increases students' enthusiasm for learning while studying (Ristanto et al., 2020; Rusli & Antonius, 2019; Setiawan et al., 2020). It was concluded that Flipbook made it easier for students to learn. Student responses regarding instructions for using media were excellent, with a percentage of 100%. Flipbook media helps students practice writing skills and expand the vocabulary and structure of the Indonesian language.

The advantage of flipbook media is that it can be used to help students develop creative thinking skills. Students can create flipbooks by drawing and writing stories or situations in Indonesian. The limitation of this research is that the flipbook media developed can only be used in learning Indonesian in elementary schools. This research implies that using flipbook media can help increase students' enthusiasm for learning Indonesian by making learning more enjoyable, helping students understand the material, and helping students develop creative thinking skills. It is recommended for teachers to develop or use innovative learning media that can make it easier for students to learn Indonesian.

## 4. CONCLUSION

The data analysis results show a difference in the average post-test score between students at SD Negeri Wuwur, the experimental class, and students at SD Negeri Criwik, the control class. The average Indonesian language learning result for the experimental class using flipbook media was better than the average Indonesian language learning outcomes for the control class using student books. The data analysis results show that using flipbook media is more effective in improving the learning outcomes of Indonesian language material "5W + 1H" for class V students at Gugus Ki Hajar Dewantara Elementary School than learning using student books. Flipbook media helps students learn, increasing their enthusiasm for learning and influencing their Indonesian learning outcomes on the "5W + 1 H" material.

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