

THE DEVELOPMENT OF FLIP CHART MEDIA IN THE INDONESIAN LANGUAGE SUBJECT TO ENHANCE STUDENTS' READING COMPREHENSION SKILLS AT ELEMENTARY SCHOOL

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Abstract

The objectives of this research are as follows: 1) To explore the development of Flip Chart Media in the Indonesian language subject to improve reading comprehension skills at SDN 1 Sukarara; 2) To analyze the product of the development of Flip Chart Media in the Indonesian language subject in enhancing students' reading comprehension skills at SDN 1 Sukarara; 3) To identify the obstacles faced by teachers and students in implementing Flip Chart Media in the Indonesian language subject at SDN 1 Sukarara. The methods of this research utilized a research and development approach, referring to the Research and Development (R&D) model by Borg and Gall. The population in this study consists of the entire number of male and female students at SDN 1 Sukarara, totaling 251 students, and the research sample was the fourth-grade class, comprising 30 students. This research was conducted from October to December 2023. The product trial included the tested product, trial subjects, and the implementation of the trial. Data collection techniques employed were interviews, questionnaires, written tests, and documentation. Research instruments consisted of: a) Instruments for Subject Matter Experts; b) Instruments for Media Experts; c) Questionnaire Instruments for Students; and d) Student Evaluation Test Instruments. Data analysis was conducted through validation and trial steps by calculating the obtained scores. The data collected in this research were both qualitative and quantitative. The research findings are as follows: 1) Based on validation results, revisions, and evaluations, there was an improvement in the assessment of the developed product, specifically showing positive outcomes for the Interactive Indonesian Flip Chart Media. The development of this Flip Chart media used the Borg and Gall development model, simplified into 7 steps: needs analysis, design, prototype creation, product revision, field trials, final revision, and utilization; 2) Based on the analysis of expert team validation regarding the quality of the developed product, the Interactive Indonesian Flip Chart Media falls under the "good" category. Observations during the trial process also indicated that students were enthusiastic about learning when using the developed Interactive Indonesian Flip Chart Media. The delivery of material using Flip Chart media was easily understood by students. In terms of learning outcomes, the use of Interactive Indonesian Flip Chart Media also had an impact on students' reading comprehension skills in the Indonesian language. Based on the post-test results given to 30 students, 26 students (87%) passed and 4

students did not pass (23%), classified as "good" learning achievement. This indicates that the development of Interactive Indonesian Flip Chart Media has the potential to facilitate students in learning; and 3) Obstacles in implementing Flip Chart Media in the Indonesian language subject at SDN 1 Sukarara, including 1) Limited Resources, 2) Teacher Readiness Level; 3) Technical Constraints in Using Flip Chart; 4) Varied Student Participation Levels; 5) Lack of Administrative Support; 6) Resistance to Change; and 7) Limited Classroom Physical Conditions.

Keywords: *Development, Flip Chart Media, Indonesian Language Subject, Reading Comprehension Skills*

INTRODUCTION

Education is the main foundation in shaping the quality of individuals and the progress of a nation, as stated by (Nofita & Rusnilawati, 2022) emphasizing that education is an essential part of national development. The position of education is to produce qualified and open-minded human resources, and the quality of education is an indicator of a country's progress. Therefore, continuous efforts are made to address educational challenges. Improving the quality of education necessitates alignment with the roles of educators. Teachers must guide, direct, and create a conducive learning environment for students to easily comprehend the knowledge being taught.

Indonesian language is one of the subjects taught in primary schools. The goal of the Indonesian language subject is to sharpen students' proficiency in using words, whether in listening, writing, or speaking with clarity and appropriateness. Listening, writing, and reading are closely related aspects in primary school learning. (Nuramelyah *et al.*, 2023) Despite this, reading is a skill extensively used in today's life as a means of obtaining information, especially in education (Hermansyah & Silalahi, 2022). Reading is the key to a student's success in learning (Sartika, 2021).

One crucial aspect of education is the ability to comprehend reading, particularly in the Indonesian language subject. At SDN 1 Sukarara, there is a need to enhance the quality of Indonesian language learning, specifically in terms of students' reading comprehension skills. Reading comprehension is an activity with the goal of acquiring more information and understanding what has been read. Reading comprehension is highly important for students as it enables them to comprehend logical arguments, determine the main ideas in a reading, and articulate the content in different sentences (Ahmad Wahyudi & Nanang abdul jamal, 2022).

Initial observation results indicate that in the context of learning at SDN 1 Sukarara, students' self-directed learning is low. This is evident in the classroom-centric learning activities, neglecting the utilization of the school premises or the library and lacking the use of instructional media. Students refrain from answering questions, with a 0% response rate, due to shyness and fear of answering the teacher's questions or asking more knowledgeable peers about unfamiliar material. Student responses in question-and-answer activities are relatively low. Few students exhibit proactive interest out of fear of making mistakes. Limited students possess additional books besides the Indonesian language guidebook, with most relying on the same book as the teacher, neglecting other material sources. Student exchange of opinions is insufficient, and the courage to ask the teacher about unclear topics is lacking. The learning activities are one-way, from teacher to student, with no discussion, causing students to remain silent and reluctant to express issues or inquire about misunderstood material. During learning activities, students often wait for instructions from the teacher without showing initiative.

The responsibility for improving the learning process lies with the teacher. It is essential that the content delivered is correctly understood by students. As educators, teachers must possess academic qualifications (pedagogical, personality, social, and professional competence) demonstrated through the relevant skills or expertise. Indicators of pedagogical competence include a teacher's understanding of developing and utilizing learning resources in delivering lessons (District & City, 2021)

The learning process is also determined by the extent to which teachers can effectively utilize media and teaching models. The media and teaching models employed by teachers should align with the learning objectives and the teacher's ability to manage the teaching process. The variation in using media and teaching models is expected to prevent students from experiencing boredom during classroom learning activities. The appropriate use of media and teaching models in learning activities can optimally develop all aspects of students, including cognitive, affective, and psychomotor aspects. Trianto, as cited in (Drestajumna *et al.*, 2022), states that the development of instructional tools is a continuous process, with each development step directly related to revision activities.

Previous research has shown that the right instructional media can significantly contribute to improving students' reading comprehension skills. In this context, the use of Flip Chart media is considered an interesting and potential alternative to enhance the

Indonesian language learning process at SDN 1 Sukarara. (Syarwah, dkk, 2019)states that instructional media fulfill three crucial capacities, including motivating interest, presenting information, and giving instructions, whether used individually, in groups, or for a large audience. Heinich et al., as cited in (Nuramelyah *et al.*, 2023), assert that media serves as a communication channel, acting as an intermediary between the message source and the message receiver. Generally, the content or topic of the lesson is found in this message, which the teacher conveys to students through a medium using a specific teaching method.

One media tool in the Indonesian language subject that needs to be developed to enhance reading comprehension skills is the development of Flip Chart media. According to Sadiman (2012:37), a flip chart is a type of graphic media in the form of a reversible chart where ideas or concepts are presented visually or through images. Consistent with Mukarramah's statement (2014), the presentation in a flip chart can include images, diagrams, letters, or numbers. A good flip chart should be understandable to children, simple (not complex and convoluted), and up-to-date. Flip charts have several advantages, including (1) presenting learning messages in a concise and practical manner, (2) being usable indoors or outdoors, (3) being easily portable to any needed location, and (4) enhancing student learning activities. Marhamah, as cited in (Darojat & Zukhaira, 2021), suggests that creative media use enlarges the possibilities for students to learn more, internalize what they learn better, and improve their performance in acquiring skills according to the learning objectives. Media is an integral part of the teaching and learning process for the achievement of educational goals in general and specific learning objectives in schools.

A Flip Chart is a set of paper sheets forming an album or calendar, typically sized 50x75cm or smaller (21x28cm), arranged in sequential order and bound at the top to create a flipbook. It can be flipped when the content on the front sheet has been displayed, allowing the next sheet to be presented. The Flip Chart is a tangible media product specifically designed to mimic the format of original media for precise and relevant learning processes. Its purpose is to aid in the effective delivery of content, improve the quality of the teaching-learning process, and enhance learning outcomes. This is particularly true for the Indonesian language subject, as the use of instructional media generally makes learning more engaging and motivates students to develop their understanding and imagination. By visually presenting images or word excerpts, the Flip Chart aims to stimulate students'

comprehension and encourage independent thinking, thereby elevating the overall quality of learning and achieving higher learning outcomes.

Moreover, through this research, it is anticipated that empirical evidence on the effectiveness of using Flip Charts in enhancing students' reading comprehension abilities will be found. This would provide a strong and relevant scientific foundation for schools and education policymakers to improve the quality of Indonesian language learning at SDN 1 Sukarara. The research is expected to contribute positively to the development of innovative learning strategies tailored to the contextual needs of SDN 1 Sukarara. It is envisioned that this study will serve as a guide for the development of policies and educational practices to enhance the quality of students' reading comprehension abilities at the primary school level.

The research questions for this study are as follows: 1) How is the development of Flip Chart Media in the Indonesian language subject intended to enhance reading comprehension skills at SDN 1 Sukarara? 2) How can the product of Flip Chart Media development in the Indonesian language subject improve students' reading comprehension skills at SDN 1 Sukarara? 3) What are the obstacles faced by teachers and students in implementing Flip Chart Media in the Indonesian language subject at SDN 1 Sukarara?

The objectives of this developmental research are: 1) To explore the development of Flip Chart Media in the Indonesian language subject to enhance reading comprehension skills at SDN 1 Sukarara; 2) To analyze the product of Flip Chart Media development in the Indonesian language subject in improving students' reading comprehension skills at SDN 1 Sukarara; 3) To identify the obstacles faced by teachers and students in implementing Flip Chart Media in the Indonesian language subject at SDN 1 Sukarara.

METHODS

This research employs a research and development (R&D) approach. Educational research and development is a process used to develop and validate products used in education. The model developed for this product adheres to the Research and Development (R&D) model by Borg and Gall. The R&D design from Borg and Gall aims to develop and validate the product, comprising the following steps: (1) research and information collection, (2) planning, (3) product development, (4) initial field testing, (5) main product revision, (6) further field testing, (7) operational product revision, (8)

operational field testing, (9) final field testing, and (10) dissemination and implementation. However, based on the developmental needs, this study simplifies the steps to seven stages: 1) needs analysis, 2) planning, 3) product draft development, 4) initial field testing, 5) revising test results, 6) further field testing, and 7) product refinement. (Hakim, 2020) Based on the developmental needs, this study simplifies the steps to seven stages: 1) needs analysis, 2) planning, 3) product draft development, 4) initial field testing, 5) revising test results, 6) further field testing, and 7) product refinement. The population in this study consists of the entire number of male and female students at SDN 1 Sukarara, totaling 251 students, and the research sample was the fourth-grade class, comprising 30 students. This research was conducted from October to December 2023.

Product Testing

1. Product Tested: To produce a specific product, an analytical needs research was conducted to assess the effectiveness of the Flip Chart instructional media in the Indonesian language subject. This research aimed to test the effectiveness of the product. The developed product, in the form of a Flip Chart media for Indonesian language learning, is ready for use as a primary school instructional media.
2. Testing Subjects: The testing subjects for this product were first-grade students at SDN 1 Sukarara. The total number of subjects was 30 students, with 10 students for limited testing (small group testing) and 30 students for full-scale media implementation testing (large group testing). Before conducting the testing, validation by subject matter experts and media experts was performed to assess the quality of the Flip Chart instructional media for the Indonesian language subject that had been created.
3. Implementation of Product Testing: The implementation of product testing aimed to gather data used as a basis for evaluating and revising the Flip Chart product for the Indonesian language subject. The testing steps were as follows: a) Validation by Subject Matter and Media Experts: Expert validation of the developed Flip Chart media for the Indonesian language subject was conducted in two stages: 1) The first stage involved a subject matter expert evaluating the product in terms of the guidebook and learning materials; 2) The second stage involved a media expert evaluating the product in terms of the visual presentation of the instructional media. Evaluation was conducted to validate the product, where validation in this research and development is an activity carried out to obtain learning with media that is worthy

from the material and media presentation perspectives. After validation, the next step was to make product improvements considering suggestions and inputs from subject matter and media experts. b) Limited Testing: Limited testing (small group testing) involved eight (10) students with different abilities, including less capable, average, and high-achieving students based on the teacher's guidance. This testing aimed to identify and anticipate initial obstacles or issues that may arise when using the product. Data from limited group testing were used to revise the product before implementing large-scale field testing.

In this development research, data collection techniques include interviews, questionnaires (surveys), and written tests. The instruments developed comprise four types corresponding to the roles and positions of the respondents in this development: 1) Instrument for Subject Matter Experts; 2) Instrument for Media Experts; 3) Questionnaire Instrument for Students; and 4) Student Evaluation Test Instrument. Data analysis was conducted during the validation and testing steps by calculating the scores obtained to assess the quality of the product, which is the Flip Chart instructional media in the Indonesian language subject. The collected data in this research consist of qualitative and quantitative data. Qualitative data, such as comments and suggestions for product improvement from subject matter and media experts, are analyzed and described qualitatively to revise the developed product. Quantitative data include scores from subject matter and media expert assessments, student response questionnaire scores for the developed instructional media, and student test scores before and after learning is presented using the Flip Chart instructional media in Indonesian language learning.

Quantitative data analysis is explained as follows:

1. Analysis of scores from subject matter and media expert assessments and student questionnaires: Analysis of data from media experts, subject matter experts, and student questionnaires is performed using descriptive analysis techniques. The study assigns a range for each indicator as follows: excellent with a score of 5, good with a score of 4, sufficient with a score of 3, poor with a score of 2, and very poor with a score of 1. Subsequently, the quantitative data scores obtained are converted into qualitative data using the following reference conversion formula:

Tabel 1 Conversion formula proposed by Sukardjo (2005)

Quantitative Data	Range	Quantitative Data
5	$X > X_i + 1,80 S_{bi}$	Excellent
4	$X_i + 0,60 S_{bi} < X \leq X_i + 1,80 S_{bi}$	Good
3	$X_i - 0,60 S_{bi} < X \leq X_i + 0,60 S_{bi}$	Sufficient
2	$X_i - 1,80 S_{bi} < X \leq X_i - 0,60 S_{bi}$	Poor
1	$X \leq X_i - 1,80 S_{bi}$	Very Poor

Explanation:

X_i = Ideal mean

= $\frac{1}{2}$ (maximum score + minimum score)

S_{bi} = Ideal standard deviation

= $\frac{1}{6}$ (maximum score - minimum score)

X = Actual score

To determine the product's feasibility, Table 5 above is used as a reference for assessing data resulting from media expert validation, subject matter expert validation, and small group and large group testing.

2. Analysis of student test scores after learning is presented using the Flip Chart instructional media in Indonesian language learning: Test score data is analyzed by calculating the percentage of students who have obtained scores ≥ 65 with the formula: Test score = (obtained score) / (maximum score) x 100. Then, the quantitative data of student test results is converted into qualitative data based on the conversion value according to Blom, Madaus & Hastings (tanwey Gerson & Theresia Laurens, 2003), as presented in the following table:

Tabel 2 Conversion of the percentage of learning completeness into qualitative data.

Score Interval	Criteria
$X > 85$	Excellent
$75 < X \leq 85$	Good

$65 < X \leq 75$	Sufficient
$55 < X \leq 65$	Poor
$X \leq 50$	Very Poor

RESULTS

Based on the research problems, the following are the research results:

1. Development Process of Flip Chart Media in Indonesian Language Subject to Improve Reading Comprehension Skills at SDN 1 Sukarara?

The media developed in this research is the Flip Chart media for fourth-grade Elementary School. The development of teaching materials is carried out using the Borg and Gall development model, which has been simplified into 7 (seven) stages. The development in this research only reached the product refinement stage. Referring to the model and development procedures, this development research has been conducted by producing a development product in the form of an Interactive Indonesian Language Flip Chart for fourth-grade Elementary School. The following will describe the results obtained after developing the Flip Chart in the fourth -grade Elementary School.

Data from Development Results

a. Description of Needs Analysis

The Flip Chart media in this research is developed based on the analysis of student needs, which is concluded based on various information about the classroom learning conditions. A Flip Chart is a medium that presents summaries of pictures, concepts, and charts (Insani & Efendi, 2017) A Flip Chart is a collection of summaries, schemas, pictures, and tables that are opened sequentially based on the topic of learning material. Flip Chart material is usually on large-sized paper that is easy to flip, easy to write on, and brightly colored. For attractiveness, Flip Charts can be printed in various colors and design variations. The usage of Flip Charts depends on the method to be used (Arisetya, 2019)

The development of such media must be done to facilitate learning. As stated by Roswita in (Baun *et al.*, 2023), an educator must know what aspects should be used to ensure that learning activities run smoothly. One way teachers can do this is by developing

instructional media because instructional media can be used as tools or additional teaching materials in delivering learning material. Consistent with what Aqib stated in (Ghasya, 2022), there are several general principles for creating instructional media, namely: (1) easy to see, (2) interesting, (3) simple, (4) useful for students, (5) accurate and on target, (6) valid and reasonable, and (7) well-organized and coherent.

Information collection was carried out through field observations and literature reviews. Field studies were conducted through limited observations at SDN 1 Sukarara. Information was obtained through several methods such as field studies, small group testing, and large group testing conducted on fourth-grade students at SDN 1 Sukarara. Field studies aimed to obtain information about learning problems in the fourth-grade class and to get an overview of appropriate learning based on the problems faced during learning. Interviews with students were conducted to get an idea of students' activities during the learning process in class and students' expectations of learning activities. Through these interviews, it was found that the problems faced by teachers in the learning process were the lack of teacher ability to develop media that could support the learning process. Meanwhile, the results of interviews with students indicated that students preferred learning directly using media.

In addition to interviews, data on needs analysis were also obtained from field studies. From the results of field studies on learning support facilities, the data obtained included: (a) the lack of teacher ability to develop instructional media, and (b) Flip Chart media can support the continuity of student learning, impacting the improvement of reading comprehension skills and student learning outcomes. Field studies were also conducted to assess the facilities and conditions of the learning support environment at SDN 1 Sukarara. From the results of field studies, it was revealed that the school had facilities such as a clean and comfortable school building, a well-stocked library with supporting books, but lacked varied media or visual aids as supporting tools for the teaching and learning process that could be used and even created by teachers.

b. Learning Analysis Description

Based on the conducted observations, it was found that teachers are already using media in the learning process; however, the media used in the learning process is still monotonous or lacks variety. As known, media in the learning process is crucial to support students' abilities in understanding lesson materials. With the presence of media, students

can learn independently and can assist them in developing their knowledge. Therefore, instructional media is needed to enhance students' creativity, abilities, and understanding of the conveyed material, ultimately leading to improved learning outcomes. As Mursid (2015: 46) states, instructional media is a tool or facility used to help achieve learning objectives. Specifically, instructional media serves as a tool, method, and technique used to more effectively communicate and interact between teachers and students in the learning and teaching process at school. According to previous information, in the learning process, the media used by teachers is still less varied, so students have not been able to increase their creativity and understanding of the material presented. With the presence of media, it is expected that students can solve problems, build their concepts, and develop their potential. Based on the above description, the development of Flip Chart media in this research is expected to enhance students' reading comprehension skills.

c. Description of Initial Product Development

The development of instructional products in this study is in the form of Flip Chart media. The target users of this product are fourth-grade elementary school students. The development process of Flip Chart media is designed and adjusted to the characteristics of the users, namely fourth-grade elementary school students, with the following steps:

- 1) Determine the learning objectives to be achieved using Flip Chart and ensure that these objectives are in line with the needs and developmental levels of fourth-grade students.
- 2) Study the physical, cognitive, and emotional development characteristics of fourth-grade students. This can help researchers determine appropriate content types and effective presentation methods.
- 3) Choose an interesting and relevant theme to the daily lives of fourth-grade students. The presented material is in line with the curriculum and the students' level of understanding.
- 4) Determine a clear and easily understandable Flip Chart structure, using visually appealing designs with suitable colors and images that support students' understanding.
- 5) Avoid providing too much information on one Flip Chart slide, and simplify the content so that students can easily understand it without feeling overwhelmed.

- 6) Include interactive elements in the Flip Chart, such as questions that can stimulate discussion, light quiz activities, or coloring pages. This can enhance student participation.
- 7) Use language appropriate for the understanding level of fourth-grade students, avoiding overly technical terms, and ensuring the language used is inclusive.
- 8) After the initial product is developed, print out the user manual before validating it through expert judgment and testing with students. This is an effort to assess the feasibility and weaknesses of the Flip Chart media product.
- 9) Conduct validation by an expert team consisting of two individuals, one as a media expert and one as a subject matter expert. The validation results for the Flip Chart media are used as the basis for product refinement before testing.
- 10) Perform product testing once, namely field testing with 30 students.
- 11) Revise based on the received feedback, adjusting content, structure, or visual design as needed and according to students' understanding levels.
- 12) Include a user guide for teachers to maximize the potential of this media in fourth-grade learning. The guide should provide ideas on how to effectively present the material.
- 13) After the revision is completed, mass-produce the Flip Chart if necessary, ensuring distribution to all teachers who will use this media.
- 14) Train teachers who will use the Flip Chart, ensuring they understand effective ways to integrate this media into everyday teaching.

By following these steps, researchers can develop a Flip Chart that aligns with the developmental characteristics of fourth-grade students and can enhance the quality of their learning.

d. Implementation

The results obtained from the needs analysis description, learning analysis description, and initial product design description are then reflected upon and reconsidered to guide the development of the Flip Chart media or the realization of the Flip Chart along with user guidelines and instruments. The resulting product is the Interactive Indonesian Language Flip Chart. The Interactive Indonesian Language Flip Chart is a form of instructional media that combines interactive elements with traditional flip charts to support the learning process of the Indonesian language subject. This media is designed to enhance student

engagement and understanding through the use of responsive and dynamic elements. Here are some distinctive features and elements found in this Interactive Indonesian Language Flip Chart:

- 1) Learning Material: The Interactive Flip Chart presents Indonesian language lesson materials in line with the fourth-grade curriculum. The content includes concepts such as reading, writing, vocabulary, grammar, and text comprehension.
- 2) Interactive Elements: The use of interactive elements such as discussion-stimulating questions, grouping activities, and light quiz games. These interactions can enhance student participation and make learning more enjoyable.
- 3) Attractive Illustrations and Images: Inclusion of attractive illustrations and images that capture students' attention. This visualization helps students better understand Indonesian language concepts.
- 4) Interactive Quizzes: Integration of interactive quizzes or questions that students can answer directly. These can include multiple-choice questions, short questions, or even games that test understanding of the Indonesian language.
- 5) Word Games and Group Activities: Presentation of word games or group activities that actively involve students in using the Indonesian language. This may include word arranging games, word guessing, or simple dramatizations.
- 6) Everyday Language Simulation: Displaying situations or dialogues in daily life that require the use of the Indonesian language. This helps students connect learning with practical experiences.
- 7) Sound Performances or Pronunciation: Integration of audio or word pronunciation features. This assists students in developing good listening and pronunciation skills.
- 8) Inclusive Learning Environment: Ensuring that the Interactive Flip Chart is designed to support various student learning styles, including visual, auditory, and kinesthetic, so that all students can engage effectively.
- 9) User Guide for Teachers: Including a user guide that provides teachers with guidance on how to effectively use the Interactive Flip Chart in the learning process. This guide can offer ideas for creative activities and usage.
- 10) Usage Flexibility: Allowing teachers to adapt the use of the Interactive Flip Chart according to the specific needs and learning objectives of the class.

The Interactive Indonesian Language Flip Chart aims to create a dynamic and engaging learning environment that not only helps students understand lesson materials

but also stimulates their interest in using the Indonesian language effectively in everyday life.

e. Evaluation

In the evaluation phase, the activity involves the validation of the prototype or initial product design by experts or practitioners to assess the validity of the developed product. This evaluation is conducted to determine the extent of the feasibility of the developed product. From this activity, data in the form of suggestions and feedback from the expert team have been obtained. These suggestions and feedback are then used as a basis for making improvements to the developed product.

2. The Product of the Development of Flip Chart Media in the Indonesian Language Subject in Enhancing Students' Reading Comprehension Skills at SDN 1 Sukarara

Trial Data

Data were obtained through two stages: the results of expert validation and the results of field trials in the development of Flip Chart media for fourth-grade students of Elementary School.

a. Expert Validation Data

1) Validation by Validator 1 as a media expert

Validation by the media appearance expert on the developed product aims to gather comments and suggestions, both in written and oral form, through discussions about the developed product. This stage was carried out by submitting the developed learning product for evaluation using assessment instruments. The validation is intended to assess the correctness and feasibility aspects from the media perspective. Media expert validation was conducted on November 15, 2023 at UNDIKMA. The media appearance expert who served as the validator for the developed product was Mujiburrahman, M.Pd. The reason for selecting this validator was that he met the criteria as an expert in the appearance of this product. Additionally, the validator is one of the lecturers who teaches courses in the Primary School Teacher Education Program (PGSD) at UNDIKMA.

Validation data from the expert team were converted into qualitative data on a five-point scale using the formula quoted from Sukardjo. There are five categories that can be

used as references for the appearance of teaching materials, namely: a) $X > 54.588$ (very good); b) $44.196 < X \leq 54.588$ (good); c) $33.804 < X \leq 44.196$ (fairly good); d) $23.412 < X \leq 33.804$ (less good); e) $X \leq 23.412$ (very less). Based on the validation results, it can be determined that the three-dimensional media product on the motion energy concept falls into the "Good" category ($44.196 < X \leq 54.588$) with a total score of 47.

2) Validation by Validator 2 as a subject matter expert

Validation by the subject matter expert on the developed product aims to gather comments and suggestions, both in written and oral form, through discussions about the developed product. This stage was carried out by submitting the developed product for evaluation using assessment instruments. This validation is intended to assess the correctness and feasibility aspects from the material perspective. Validation by the subject matter expert is used to determine the quality of the developed handbook product and serves as the basis for making improvements or revisions to obtain a high-quality product.

Assessments, comments, and revision suggestions from validator 1 are used as a reference for revising the initial product before testing it on students. Validation by the subject matter expert was conducted on November 05, 2023 at UNDIKMA. The subject matter expert who served as the validator for the developed product was Khairul Huda, M.Pd. The reason for selecting this validator was that he met the criteria as an expert in the material of this product. Additionally, the validator is one of the lecturers who teaches courses in the Primary School Teacher Education Program (PGSD) at UNDIKMA.

Validation data from the expert team were converted into qualitative data on a five-point scale using the formula quoted from Sukardjo. There are five categories that can be used as references for the appearance of teaching materials, namely: a) $X > 33.594$ (very good); b) $27.198 < X \leq 33.594$ (good); c) $20.802 < X \leq 27.198$ (fairly good); d) $14.406 < X \leq 20.802$ (less good); e) $X \leq 14.406$ (very less). Based on the validation results, it can be determined that the handbook for the use of three-dimensional media on the motion energy concept can be categorized as "Good" ($27.198 < X \leq 33.594$) with a total score of 28.

Trial Data

The trial data referred to are the results of field trials, specifically, by conducting trials on fourth-grade students at Elementary School. The trial was conducted at SDN 1 Sukarara from December 01 to 05, 2023, following the product validation and subsequent revisions.

In this trial phase, the developed product was used in the learning process to assess the readiness of the Flip Chart media usage guideline product. The field trial began with a pretest given to students. Data obtained before the trial involved 30 students as trial subjects, with 9 students achieving proficiency and 21 students not meeting the proficiency level, resulting in a classical proficiency rate of 30%. After the learning process, students were given a test to assess the achievement of learning objectives. The learning outcome test was administered to 30 students. Based on the trial results after the learning process, it was found that 4 students did not achieve proficiency, while 26 students met proficiency with scores above the minimum passing grade (KKM), achieving a classical proficiency rate of 87%. Data on pretest and posttest results are presented in Table 4.1.

Table 3 Pretest and Posttest Results for Students at SDN 1 Sukarara

No.	Data	Pretest Results	Posttest Results
1.	Average score	47,5	75,1
2.	Highest score	70	97
3.	Lowest score	27	53
4.	Classical proficiency rate	30%	87%
5.	Proficiency percentage	30%	87%
6.	Non-proficiency percentage	70%	23%

Based on the pretest and posttest results table, the average pretest score was 47.5, while the average posttest score was 77.7. The highest score on the pretest was 70, and the lowest score was 27, while on the posttest, the highest score was 97, and the lowest score was 53. The classical proficiency rate for the pretest was 30%, whereas for the posttest, it was 87%. The proficiency percentage is equivalent to the classical proficiency rate of students. Meanwhile, the percentage of non-proficiency for pretest was 70%, whereas for posttest, it was 23%.

Data from the Student Response Questionnaire on Flip Chart Media

Data on student responses to the product were obtained after students learned using the Interactive Indonesian Flip Chart media in the learning process. An response questionnaire consisting of 10 components was used to obtain data, with 30 respondents. Information about student responses was used to determine the extent to which students responded to the Interactive Indonesian Flip Chart media product in the learning process.

Based on the questionnaire distributed to 30 respondents regarding their response to the Interactive Indonesian Flip Chart media, around 20 to 29 students answered "yes" to each component, which, when expressed as a percentage, is around 87% to 100%, compared to students who answered "no," which is around 0% to 13%.

The number of aspects in the student response questionnaire is 10 aspects. Data points from the student response questionnaire were obtained by summing up the answers given by respondents. The total points for students answering "yes" were 252 points, while the total points for students answering "no" were 48 points. When expressed as a percentage, this indicates that students responded very well to the three-dimensional media product on the motion energy concept developed.

Table 4 Data from the Student Response Questionnaire on Interactive Indonesian Flip Chart Media

No	COMPONENT	Indicator Maximum	point total	Points obtained
1.	Student interest in learning media	3	90	72
2.	Relevance of learning material	4	120	95
3.	Quality and benefits of learning media	3	90	85
Total		10	300	252
Overall percentage			100%	84%

Data Analysis

The data obtained originated from the validation of the Flip Chart media and guidelines by content and media experts, as well as pretest and posttest results, and student response questionnaire data, were then analyzed. Here are the results of the analyzed data collected:

Validation Data by the Expert Team

a. Media Display Expert

The validation data by media display experts on this Interactive Indonesian Flip Chart media product shows that, out of 13 assessment aspects, it received an average score of 4.2. There are 5 aspects rated as fairly good, namely: (1) compliance with usage

guidelines, (2) enabling students to understand the material more quickly with daily life, (3) better understanding of learning objectives in daily life, (4) expanding students' insights into daily life, (5) enhancing students' reading comprehension skills with simple media. Apart from these five aspects, all other assessment aspects received a good rating. Therefore, out of the 13 assessment aspects, the actual score obtained reached 47. From this data, it can be determined that the product in the form of Interactive Indonesian Flip Chart media is categorized as "Good."

b. Content Expert

The validation data by content experts on the three-dimensional media product shows that, out of 8 assessment aspects, it obtained an average score of 3.5. Therefore, the total actual score obtained is 28. From this data, it can be determined that the Interactive Indonesian Flip Chart media developed falls into the "Good" category.

Field Trial Data Analysis

Based on the test results of the field trial, the data obtained shows that out of 30 students, there were some students who did not pass the learning process. After analyzing the data, it was found that out of 30 students who participated in learning and testing, 4 students did not achieve the predetermined minimum passing grade of 65. The average score obtained by students classically is 77.7. Meanwhile, the student graduation rate is 87%, obtained by dividing the number of passing students by the total number of students and multiplying by 100. From the trial results, it can be concluded that learning using the Interactive Indonesian Flip Chart media was successful.

Student Response Questionnaire Analysis on Interactive Indonesian Flip Chart Media

Based on the questionnaire distributed to 30 respondents regarding their responses to the Interactive Indonesian Flip Chart media, around 20 to 29 students answered "yes" to each component. When expressed as a percentage, this ranges from approximately 67% to 97%, compared to students who answered "no," which is around 3.3% to 33.33%.

Based on the collected questionnaire data regarding student responses to the Flip Chart media, a student response percentage of 84% was obtained. This is calculated by dividing the total points obtained by the maximum points possible and multiplying by 100%. The 84% value, as the percentage of student responses to the media, is compared

with the predefined criteria: 0% - 20% is categorized as very unresponsive, 21% - 40% as unresponsive, 41% - 60% as moderately responsive, 61% - 80% as responsive, and 81% - 100% as very responsive. Based on the data obtained, with 84% of respondents falling in the range of 81% - 100%, it can be concluded that "students highly respond to the Interactive Indonesian Flip Chart media as a product of the development."

Product Revision

The product developed for validation is the Interactive Indonesian Flip Chart media for improving Indonesian language reading comprehension skills in fourth-grade students. The first validator, assessing the content/material, suggested changing the position of the concept map and not placing it at the end of each chapter. The second validator, assessing the display, suggested providing examples other than the media used. Additionally, the created media should be more attractive and larger.

Final Product Review

Based on the results of validation, revisions, and evaluations, it is evident that there has been an improvement in the assessment of the developed product. This implies that the revisions made to the developed product have yielded positive outcomes for the Interactive Indonesian Flip Chart media. Thus, evaluations and revisions are crucial to enhancing the quality of the developed Flip Chart media product, resulting in a high-quality Interactive Indonesian Flip Chart media from all aspects.

The development of the Flip Chart media aimed at improving the Indonesian language reading comprehension skills of fourth-grade elementary school students has been completed and validated. The development of this Flip Chart media follows the simplified Borg and Gall development model, consisting of seven steps: needs analysis, design, prototype creation, product revision, field testing, final revision, and utilization. The production phase or development of Flip Chart media involves the following steps: creating a device draft, gathering media materials, selecting content, and modular testing.

Based on the analysis of expert team validation results regarding the quality of the developed product, which is the Interactive Indonesian Flip Chart media, it is categorized as good. Observations during the testing process also indicate that students are highly enthusiastic about learning when using the developed Interactive Indonesian Flip Chart media. The delivery of content using the Flip Chart media is easily understood by students.

Examining the learning outcomes, the use of Interactive Indonesian Flip Chart media also impacts the reading comprehension skills of Indonesian language students. Based on the posttest results given to 30 students, 26 students (87%) passed, and 4 students (23%) did not pass, categorizing them as "Good" in the learning completion. This indicates that the developed Interactive Indonesian Flip Chart media can assist and ease students in their learning process.

3. Challenges Faced by Teachers and Students in Implementing Flip Chart Media in Indonesian Language Subjects at SDN 1 Sukarara?

To identify challenges in implementing Flip Chart Media in Indonesian language subjects at SDN 1 Sukarara, the researcher utilized an Observation Checklist for Facilities and Resources, Documentation of Flip Chart Usage, and questionnaires for teachers and students. The conclusion of the findings is as follows:

- a. **Limited Resources:** The research found that one of the main obstacles faced by teachers is the limited resources, such as the availability of stationery, paper, and printers to create Flip Chart materials. This impacts the frequency and quality of using this media in the learning process.
- b. **Teacher Readiness Level:** One teacher expressed feeling less prepared to integrate Flip Chart media into teaching. Another teacher stated the need for more training to understand the full potential of this media and how to adapt it well according to the curriculum and student needs.
- c. **Technical Constraints in Using Flip Chart:** One teacher reported experiencing technical constraints, such as equipment failure or limited space to display Flip Chart comfortably. This hinders teachers from conducting learning sessions without technical hindrances that affect student concentration.
- d. **Varied Student Participation Levels:** The research results show that the level of student participation in using Flip Chart varies. Some students show high enthusiasm, while others seem less interested. Some teachers noted the need to adjust strategies to improve student engagement evenly.
- e. **Lack of Administrative Support:** One teacher reported a lack of administrative support regarding the procurement of equipment and facilities supporting Flip Chart media

usage. This includes constraints in maintaining and acquiring paper, pens, and Flip Chart itself.

- f. **Resistance to Change:** In interviews with students, it was found that some students resist the change from conventional teaching methods to using Flip Chart media. Some students feel uncomfortable with this new learning method and require a longer adaptation period.
- g. **Limited Classroom Physical Conditions:** Some teachers reported that limited classroom physical conditions hinder the implementation of Flip Chart media. Some classrooms lack sufficiently large walls or desk and chair arrangements that do not support optimal Flip Chart usage.

Based on these findings, it can be concluded that the implementation of Flip Chart media in Indonesian language subjects at SDN 1 Sukarara faces several challenges. Therefore, corrective actions, such as advanced training for teachers, increased administrative support, and adjustment of learning strategies, are needed to overcome these challenges and improve the effectiveness of using this media in Indonesian language learning.

DISCUSSION

1. Development of Flip Chart Media in Indonesian Language Subjects to Improve Reading Comprehension Skills at SDN 1 Sukarara

The flip chart is a set of paper sheets resembling an album or calendar, measuring 50x75 cm or smaller at 21x28 cm, arranged in a bound sequence at the top. It serves as a learning message delivery medium, allowing flipping to the next sheet after presenting the front one. Susilana as cited in (Achriyati *et al.*, 2022) states the development of Flip Chart media in Indonesian language subjects aims to enhance students' reading comprehension skills at SDN 1 Sukarara. This process involves carefully designed steps to ensure that the developed media not only meets students' needs but also aligns with their developmental characteristics.

- a. **Needs Analysis:** The initial phase involves analyzing the needs to understand specific challenges and requirements in understanding Indonesian texts. Reading comprehension abilities are identified for improvement, focusing on aspects that may

pose difficulties. This step includes assessing students' understanding of text content in more detail and carefully.

- b. Design: Based on the needs analysis, the Flip Chart media is designed, considering the characteristics of fourth-grade students at SDN 1 Sukarara. The design incorporates visual, interactive elements, supporting the goals of Indonesian language learning.
- c. Prototype Creation: After design approval, the prototype Flip Chart is created, including learning material arrangement, visual development, and content structuring to align with the curriculum.
- d. Validation by Experts: Before field testing, the Flip Chart undergoes validation by content and display experts. Content experts assess the quality of Indonesian language content, while display experts evaluate design and visual presentation aspects.
- e. Field Testing: The Flip Chart is tested in the field in the fourth-grade class at SDN 1 Sukarara, involving 30 students. This testing employs a one-group pretest-posttest design to measure changes in reading comprehension skills before and after Flip Chart intervention.
- f. Product Revision: Based on field testing results, revisions are made to the product. Feedback from teachers and students is integrated to enhance the Flip Chart's quality and effectiveness.
- g. Utilization and Implementation: After revisions, the developed Flip Chart can be widely implemented in Indonesian language learning at SDN 1 Sukarara. Teachers receive adequate usage guidelines to maximize the benefits of this media.

The benefits of developing Flip Chart media include interactivity, engagement, improvement of reading comprehension skills, alignment with the curriculum, consideration of student characteristics, and addressing learning obstacles. By following these steps, it is expected that the development of Flip Chart media in Indonesian language subjects will positively contribute to improving students' reading comprehension skills at SDN 1 Sukarara.

By using various forms of media, such as Flip Charts in teaching, a teacher has become a professional, as stated by (Basri et al, 2022). In carrying out teaching in schools, a professional teacher is required to be able to follow and implement varied and interesting learning models according to the steps designed by the teacher. This ensures that the learning process proceeds smoothly, capturing students' motivation to participate actively in the learning process, with the goal of enhancing student learning outcomes. Good

learning is achieved when students are actively involved in the learning process. With this reading ability, it is expected that students will be able to enhance their reading comprehension skills. According to Supriyadi (2017) as cited by (Indriani *et al.*, n.d.) , explicit, which means understanding the words contained within the written words quickly." Reading ability is the capability, skill, and readiness of an individual to comprehend ideas and symbols or the sounds of language present in a text, adjusted to the reader's intention and purpose to obtain the desired message or information.

2. The Product of the Development of Flip Chart Media in the Indonesian Language Subject in Enhancing Students' Reading Comprehension Skills at SDN 1 Sukarara

Language plays a central role in the intellectual, social, and emotional development of students and serves as a support for success in learning all fields of study. Language learning is expected to help students understand themselves, their culture, and the cultures of others, express ideas and feelings, participate in communities that use that language, and discover and use analytical and imaginative abilities within themselves. (Gunardi *et al.*, 2022) Learning Indonesian language essentially teaches students the skills of using Indonesian language correctly and appropriately according to its objectives and functions. The Indonesian language subject aims for students to possess the ability to communicate effectively and efficiently in accordance with applicable ethics, both orally and in writing. Reading comprehension is an activity with the goal of acquiring more information and understanding of what has been read. Reading comprehension is crucial for students because it helps them gain an understanding of logical arguments. From these arguments, students can identify the main ideas in the text and rephrase the content using different sentences. (Ahmad Wahyudi & Nanang Abdul Jamal, 2022)

The research results indicate that after obtaining positive validation results, the study progressed to the field testing phase using a one-group pretest-posttest design. Field testing took place in the fourth-grade class at SDN 1 Sukarara, involving 30 students as research subjects. Before the test began, a pretest was conducted to measure students' initial reading comprehension abilities. The pretest results showed that out of 30 students, only 9 successfully completed the test above the passing score, while 21 students did not reach proficiency, with an average score of 47.5 rounded to 48.

After learning using Interactive Indonesian Flip Chart media, a posttest was conducted to measure students' improvement. The posttest results showed a significant improvement, with 26 students achieving proficiency, and only 4 students did not reach the proficiency target. The average posttest score was 77.7 rounded to 78, indicating a substantial increase from the average pretest score.

Assessment of the feasibility of Interactive Indonesian Flip Chart media was conducted after learning. The assessment results showed that this media was highly effective in improving the reading comprehension skills of fourth-grade students at SDN 1 Sukarara. The improvement in posttest scores compared to pretest scores is a positive indicator that the use of this media can have a significant impact on learning.

Thus, these findings provide strong evidence that Interactive Indonesian Flip Chart media can be an effective learning tool to enhance reading comprehension skills at the elementary school level. The implications of this research can serve as a foundation for further development and implementation of similar media in the context of Indonesian language education in other elementary schools.

The analysis of student responses to Interactive Indonesian Flip Chart media in this study highlights high levels of engagement and acceptance of the media. The average student response reached 84%, calculated by dividing the total score obtained by all respondents by the maximum achievable points, then multiplied by 100%. This places the average student response in the range of 81%-100%, categorized as "very responsive."

The high level of student response provides a strong basis to recommend the use of Interactive Indonesian Flip Chart media in SDN 1 Sukarara's learning environment. These findings can also serve as a basis for further development related to the implementation of similar media in Indonesian language teaching at the elementary school level.

3. Challenges Faced by Teachers and Students in Implementing Flip Chart Media in Indonesian Language Subjects at SDN 1 Sukarara

Every challenge and obstacle faced by teachers must be overcome because these skills are crucial for students. As (Amridha et al., 2020) states, skills are the advantages possessed by an individual in a specific field acquired through good learning and training

processes, proficiency in completing tasks. Language skills in linguistics refer to an individual's ability to use language in writing, reading, listening, or speaking.

The research results present several findings that illustrate challenges in implementing Flip Chart media in Indonesian language subjects at SDN 1 Sukarara. Research instruments include Facility and Resource Observation Checklist, Flip Chart Usage Documentation, and questionnaires for teachers and students. The following is a discussion of the findings:

- a. **Limited Resources:** From the research results, limited resources emerge as a major obstacle faced by teachers. Constraints such as the availability of writing tools, paper, and printers for Flip Chart material creation affect the frequency and quality of media use in the learning process. This indicates the need for more attention to providing adequate facilities and resources to support the effectiveness of Flip Chart use.
- b. **Teacher Readiness Level:** The level of teacher readiness in integrating Flip Chart media into teaching becomes a critical aspect. The need for further training to understand the full potential of this media and how to adapt it to the curriculum and student needs indicates the need for more intensive and continuous training programs for educators. This is especially true concerning the context of the learning process, as teachers tend to teach language theories rather than train students to understand Indonesian language lessons (Agustina, 2021). Therefore, conditions that can develop student activities in reading comprehension in Indonesian language learning need to be created.
- c. **Technical Constraints in Using Flip Chart:** Technical constraints such as equipment failure or limited space to display Flip Chart provide insight that adequate technical support needs to be implemented. In this situation, there is a need for technical solutions and routine equipment maintenance to ensure smooth media use during the learning process.
- d. **Varied Student Participation Levels:** Variation in the level of student participation emphasizes the need to adjust learning strategies. Understanding that some students show higher enthusiasm than others highlights the need to personalize teaching approaches to improve the involvement of all students evenly.
- e. **Lack of Administrative Support:** The lack of administrative support related to the procurement of equipment and facilities is a key factor influencing the effectiveness of Flip Chart media implementation. Stronger support from school administration can

contribute to meeting the needs of resources and facilities that support innovative learning.

- f. Resistance to Change: Findings regarding student resistance to changes in teaching methods indicate the need for a more planned and gradual approach in introducing new media. The adaptation process of students to changes in the curriculum or teaching methods can be observed to achieve a smoother transition.
- g. Limited Classroom Physical Conditions: Limited classroom physical conditions can restrict the optimization of Flip Chart media use. Improvements or adjustments to classroom space may be a solution to ensure conditions that support the effectiveness of interactive media.

The research findings highlight several obstacles that need attention in implementing Flip Chart media at SDN 1 Sukarara. In accordance with the statement by (Yansen Mandacan, 2021), teachers have not yet implemented varied and engaging teaching methods, and they lack involvement of activities and student responsibilities. This is alongside the insufficient availability of facilities and infrastructure that support the learning process. Teachers in their teaching activities serve not only as exemplary role models for students but also as managers in the learning process. Therefore, the success of the learning process is determined by the quality of a teacher. (District & City, 2021)

Recommendations for improvement and development strategies can be derived from these findings to ensure the sustainability and success of interactive media implementation in the context of Indonesian language learning. In this research context, it ensures that students can achieve the goals of reading itself. The various goals of reading according to Nurhadi, in (Syafitri & Mansurdin, 2020), are: 1) understanding the contents of a book in detail and thoroughly, 2) quickly finding the main ideas of a reading, 3) obtaining information from the reading, 4) recognizing the meanings of difficult words, 5) knowing important events that occur in the surrounding community, 6) knowing important events in the world, 7) enjoying the pleasure of fiction, 8) obtaining job vacancy information, 9) searching for suitable brands of goods to buy, and assessing the correctness of the author's/ writer's ideas.

CONCLUSION

1. The development of the learning product in this study takes the form of a Flip Chart media. The target users of this product are fourth-grade elementary school students. The development process of the Flip Chart media involves the following steps: creating a learning media design, designing the initial concept of the media and collecting materials, designing the guidebook for using the Flip Chart media, and producing the product in the form of an Interactive Indonesian Flip Chart.
2. The feasibility of the Flip Chart media for fourth-grade elementary school students was assessed after conducting learning using the Interactive Indonesian Flip Chart. Improvement in students' post-test results is evident compared to pre-test results, conducted before using the Interactive Indonesian Flip Chart in the learning process. Based on the post-test results from the field trial conducted at SDN 1 Sukarara, the average student score is 77.7 rounded to 78, with a passing percentage of 87%. Meanwhile, the pre-test results showed an average score of 47.5 rounded to 48, with a passing percentage of 30%. Student responses to the Interactive Indonesian Flip Chart media are considered very high, with an overall average percentage of 84%, falling within the range of 81%-100%, categorized as "very responsive." The Interactive Indonesian Flip Chart media can assist students in understanding the material presented by teachers, enhance students' insights, and motivate them in the learning process. Additionally, students show enthusiasm in using the Interactive Indonesian Flip Chart.
3. Several findings illustrate obstacles in implementing the Flip Chart media in Indonesian language subjects at SDN 1 Sukarara, namely 1) Limited Resources, 2) Teacher Readiness Level; 3) Technical Constraints in Using Flip Chart; 4) Varied Student Participation Levels; 5) Lack of Administrative Support; 6) Resistance to Change; and 7) Limited Classroom Physical Conditions.

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