



Development of a Flipbook Pantun Based on the Think Talk Write Model to Improve the Writing Skills of Fifth-Grade Elementary School Students

**Diah Ayu Lupinatarita
Primadani,*
Panca Dewi Purwati**

Universitas Negeri
Semarang, Indonesia

*Correspondence author:
diahayu853@students.unnes.ac.id

DOI:
<https://doi.org/10.21580/jieed.v5i1.25681>

Keywords:

Flipbook; Pantun; Think
Talk Write; Writing Skills;
Elementary School



Publisher:

Faculty of Tarbiyah and
Teacher Training,
Universitas Islam Negeri
Walisongo Semarang, in
collaboration with the
Association of Madrasah
Ibtidaiyah Teacher
Education Lecturers,
Indonesia

Abstract

This study is dedicated to enhancing the Pantun writing skills of high-grade elementary students through developing and evaluating digital teaching materials in a flipbook format. The research follows the development model outlined by Sugiyono. The product was validated by media and material experts, who provided feedback that reflected a high level of appropriateness. The media experts rated the materials at 95%, categorizing them as very feasible based on their alignment with learning objectives, design, language, and usability. The material expert assigned a score of 81%, also within the very feasible category, considering the relevance of content, language, and presentation. The feasibility test results from a small-scale trial indicated a 100% approval rate from educators and a 90.41% positive response from students. Pretest scores averaged 52.76, which rose significantly to 88.80 in the posttest, demonstrating a substantial improvement of 36.04 points. The n-gain test results were 77.42 for the small scale and 76.93 for the large scale. These findings substantiate that developing the Pantun flipbook, grounded in the think-talk-write model, is highly feasible and effective in enhancing students' writing Pantun. This innovative learning strategy not only aids in developing writing skills but also fosters critical thinking, discussion, and expressing ideas in written form.

Received: 19 Feb 2025,

Revised: 25 Feb 2025,

Accepted: 16 March 2025,

Published: 18 March 2025



INTRODUCTION

Indonesian language lessons must be taught in elementary school education because learning Indonesian can improve students' intellectual abilities (Ilhami, 2022). In the process of learning the Indonesian language, students need to master four interconnected primary language skills. According to Ali (2020), language skills that need to be learned in learning Indonesian in the curriculum consist of four aspects, namely listening, speaking, reading, and writing skills. Writing skills are one of the basic skills needed in elementary school to be a provision for writing at the next level. Writing skills are one of the language skills used for indirect communication through writing (Nasution et al., 2024).

Writing skills are skills in expressing thoughts, ideas, ideas using a series of good and correct written language (Simarmata in Nurhayati et al., 2022 :118). Writing skills are very important for success and effective communication both in academics and other fields (Butarbutar, 2024: 2). Writing skills in learning Indonesian are often considered a boring activity for students, so students are less interested in writing activities. Writing skills have a large role in developing student abilities, such as enabling students to find a topic and develop it into writing that is useful for them and helping students hone their creativity in processing various ideas to convey their ideas and thoughts (Winata et al., 2020, p. 77).

One of the competencies in writing skills in Indonesian language learning is writing pantun (such as rhymes). According to Surastina (2020: 12), pantun is a very broad type of old poetry known as the archipelago language. A pantun features four lines arranged in an a-b-a-b rhyming pattern, with the opening two lines functioning as the "sampiran" and the concluding two lines serving as the content or message. This traditional verse form maintains a four-line structure where the first half establishes the rhythm while the second half delivers the intended meaning. Writing pantun is an activity in which ideas, ideas, thoughts, or emotions are expressed using the structure of written language that has been set in the conditions of pantun (Rustam in Rohimah, 2023: 102),

Based on interviews conducted with the homeroom teacher of grade V at public elementary school Ngaliyan 05, there are problems with pantun writing skills. In pantun writing skills, students still have difficulty in composing pantuns according to the theme, students have not been optimal in conveying the message or mandate conveyed in pantuns, especially advice pantuns, students also have difficulty in determining the parts of pantuns and the contents of pantuns. Students are also not yet able to create pantuns according to pantun rules. These findings align with the results of Ginting's research (2020:25), which states that most students consider writing pantuns a difficult lesson in learning. This is because students have to compose the unrelated rhymes and contents of the pantun. Although unrelated, they should not be careless when making rhymes and contents of pantun; they must rhyme a-b-a-b.

According to Hajar (as cited in Resnani, 2021), writing pantun serves as a valuable tool for shaping students' character, offering both a means of learning and a source of entertainment. Mastering pantun writing skills is essential for elementary school students, as it aids in language development and helps introduce and preserve the rich culture of the Indonesian Malay community, ensuring it remains relevant across generations (Wahyuni et al., 2022). Thus, it is crucial to teach pantun writing to elementary students, allowing them to explore their language abilities and creativity engaging and meaningfully.

The low skill level in writing pantun can be attributed to several factors, including the lack of diverse teaching materials. As noted by Nasruddin et al. (2022: 8), an essential aim of developing teaching resources is to ensure they draw from various sources rather than relying on just one. Unfortunately, the materials teachers typically use have drawbacks; they can be easily damaged, often lack variety, and might not engage students effectively.

To address this issue, researchers have created interactive teaching materials aimed at enhancing students' writing pantun skills. These materials blend various learning media—including audio, video, text, and graphics—into an interactive format that fosters a dynamic exchange between the teaching content and the students (Prastowo in Purinda & Puspasari, 2022). One example of such interactive materials could be flipbooks, which will be developed by incorporating Dugderan Semarang's local wisdom and the think-talk-write learning model.

Flipbooks are a type of digital teaching material. According to Ulandari et al. (2023: 107), a flipbook is a digital book that resembles a printed book in its layout, but it incorporates animations, videos, and images, distinguishing it from traditional printed books. The choice of flipbook teaching materials is based on their ability to present learning content through text, images, animations, videos, and audio, making them more engaging and enjoyable for students. Reynolds (2020) suggests that flipbooks can effectively introduce the material covered in each slide, facilitating better comprehension and understanding for students. Additionally, flipbooks are user-friendly; students can access them from anywhere using mobile phones, laptops, or other devices.

The researcher will combine flipbooks with local wisdom to create interactive teaching materials. According to Hasibuan (2022: 298), local wisdom encompasses the activities and ways of life that can be applied within a specific community. This study will incorporate the local culture of Dugderan Semarang into the flipbook teaching materials. As described by Salsabila (2021: 3), the Dugderan tradition is a festival that signals the beginning of Ramadan and is uniquely celebrated in Semarang. The flipbook materials will integrate elements of Dugderan's local culture, featuring illustrations that capture the vibrant atmosphere of the festival. Additionally, the flipbook will include creative exercises, such as writing pantun (a form of traditional poetry) themed around Dugderan.

Flipbooks can be effectively used as teaching material through the Think Talk Write (TTW) learning model. According to Huda (Saragih et al., 2022, pp. 198-199), the Think Talk Write model promotes active student engagement in the learning process by facilitating the collection of ideas through observation and discussion, culminating in the written expression of these ideas. This model is particularly well-suited for rhyme writing as it leads to the production of written poetry, aligning with the educational objective of enhancing students' writing skills.

Furthermore, Purwaty et al. (2022: 248) highlight that the TTW learning model supports seamless oral and written language practice. Additionally, Fatihatin et al. (2024: 606) assert that implementing the TTW model requires students to consider thoughtfully, discuss their ideas or opinions, and document the results of their reflections. This structured approach fosters a comprehensive understanding of the subject matter and encourages creative expression.

This study is focused on developing teaching materials in the form of a flipbook that integrates local wisdom through the Dugderan tradition. By employing the Think Talk Write learning model, this initiative aims to enhance the writing skills of pantun among fifth-grade elementary school students. Creating the Dugderan pantun flipbook is intended to provide engaging and contextual teaching resources that facilitate a more effective and meaningful learning process for students in writing pantun.

The objectives of this research are threefold: (1) to design a flipbook that utilizes the Think Talk Write model aimed at improving the pantun writing abilities of fifth-grade students; (2) to evaluate the feasibility of the Flipbook Pantun poetry based on the Think Talk Write model in order to enhance these writing skills; and (3) to assess the effectiveness of the flipbook in improving the pantun writing skills of fifth-grade students. The development of this flipbook is intended to address the limitations of existing teaching materials, ultimately providing a more effective and enjoyable learning experience. This research will be conducted under the title, "Development of Flipbook Pantun Based on Think Talk Write Model to Improve Writing Skills of Fifth Grade Elementary School Students."

METHODS

This research employs a development approach known as Research and Development (R&D). Specifically, the method used in this study follows the R&D framework outlined by Sugiyono (2021: 763-764). The implementation of this model consists of ten steps: 1) identifying potential and problems, 2) collecting data, 3) designing the product, 4) validating the design, 5) revising the design, 6) conducting product trials, 7) revising the product, 8) performing user trials, 9) making further revisions, and 10) initiating mass production. However, due to time and cost constraints, this study only progressed to stage 8, which involves user trials.

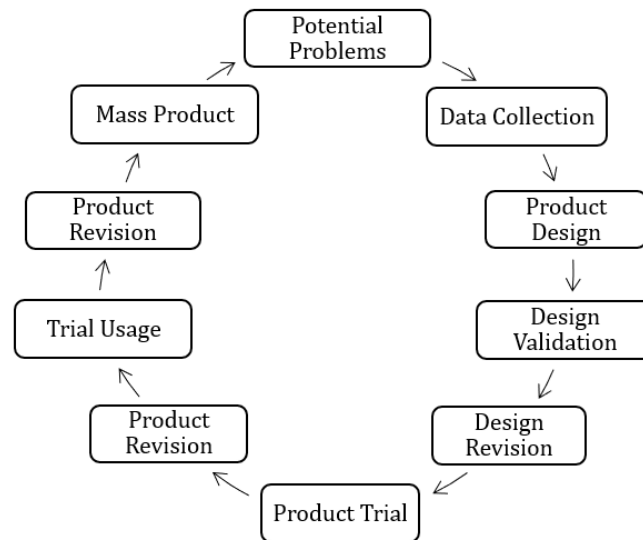


Figure 1. Research and Development Methods According to Sugiyono

This research was conducted at Ngaliyan 03 State Elementary School and Ngaliyan 05 State Elementary School. Ngaliyan 03 State Elementary School was the location for a small-scale product trial involving six students as research subjects. Meanwhile, Public Elementary School Ngaliyan 05 is a large-scale product trial with 26 students to test the effectiveness of teaching materials developed in a wider scope.

This study employs several instruments, including interview sheets and questionnaires. Interview sheets are utilized to gather qualitative data through discussions, while questionnaires are used to collect quantitative data regarding the effectiveness and feasibility of the developed teaching materials. The process will be overseen by validators, including media and material experts, to ensure that the instruments yield accurate and meaningful data.

The material feasibility instrument comprises three aspects with a total of 15 indicators, focusing on content, language, and presentation. In contrast, the media feasibility instrument consists of four aspects with 16 indicators, which evaluate the alignment of media with learning objectives, design, language, and utilization. In addition to expert validators, the questionnaire sheets will be distributed to teachers and students in addition to expert validators.

The researcher used the following formula to determine the teaching materials' feasibility. $P = \frac{\sum x \text{ (jumlah keseluruhan jawaban)}}{\sum xi \text{ (jumlah skor ideal)}} \times 100$

(Arikunto in Marlinda, et al., 2023)

The effectiveness of the teaching materials developed can be known from the results of obtaining *student pretest* and *posttest* scores. The results obtained will be calculated using the following N-gain equation formula.

$$G = \frac{S_{post} - S_{pre}}{S_{maks} - X_{pre}} \times 100\%$$

(Suharsimi in Adisasongko, 2022)

The *N-gain* (g) value obtained is converted based on the following table to determine the level of effectiveness of the developed teaching materials.

Table 1. Categories of N-gain Effectiveness

No	Percentage	Criterion
1.	0 < 40	Ineffective
2.	40 < 56	Less Effective
3.	56 > 75	Quite Effective
4.	> 76	Effective

RESULTS

1. Potential and Problems

Potential problems were identified through pre-research activities carried out by researchers to explore problems that occurred in schools. Researchers interviewed grade V teachers of SDN Ngaliyan 05 as part of the process. The results of the interviews showed that teachers had used learning models and methods that were less varied, which made students quickly feel bored when participating in learning. Referring to the interview results, it is known that the learning resources used are very limited, namely using teacher books, student books, and LKS books as companion teaching materials. The limited availability of learning resources makes the material presented not too in-depth, so sometimes students still struggle to work on existing problems. Therefore, it is necessary to develop more interactive teaching materials to improve students' rhyme writing skills, which are strengthened with appropriate learning models to improve students' writing skills, especially in rhyme writing materials.

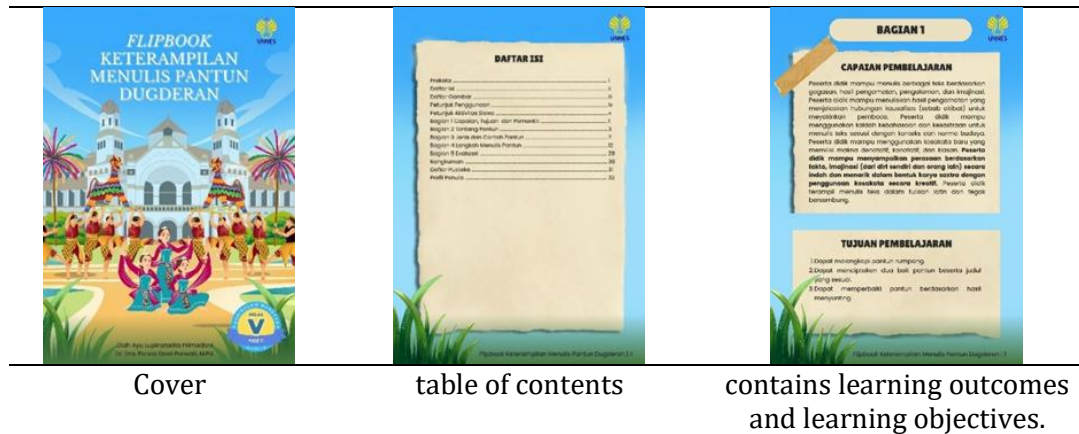
2. Data Collection

The results of the needs questionnaire have shown that writing skills in Indonesian are learning content that is difficult to teach to students. Hence, students' mastery of learning materials is still quite low. This happens because of the limited use of teaching materials in Indonesian learning. Therefore, both teachers and students agree that the *Flipbook* Pantun Dugderan teaching material is developed through the application of the *Think Talk Write* model to improve the skills of writing poems in the materials of Indonesian language learning.

3. Product Design

The teaching materials developed by the researcher are in the form of *flipbooks*. A *flipbook* is a form of non-print teaching material. According to Silfia, S.

(2023: 17-18) *flipbook* is a learning medium that resembles a book but is in digital form where each page can be turned back and forth. *Flipbooks* are also equipped with text, images, animations, videos, and sounds that make *flipbooks* an interesting learning medium. The product produced from this research is the *Flipbook* Pantun Dugderan teaching material that implements the *Think Talk Write (TTW)* learning model. The following is a description of the development of the teaching material.



Cover

table of contents

contains learning outcomes and learning objectives.

Figure 2. Pre-filled Section of the *Flipbook* Pantun Dugderan

The pre-content section contains the front cover, preface, table of contents, list of pictures, instructions for use, instructions for student activities, and part 1 of the *flipbook*, which contains learning outcomes and learning objectives.



Material Section

Figure 3. Contents of the *Flipbook* of Pantun Dugderan

In the content section, there is a lighter, detailed explanation of the material, which includes the meaning of pantun, the structure of pantun, the characteristics of pantun, types, and examples of pantun, steps to write pantun, steps to complete pantun, videos learning skills in writing pantun, examples of pantun based on pictures, and practice evaluation questions.

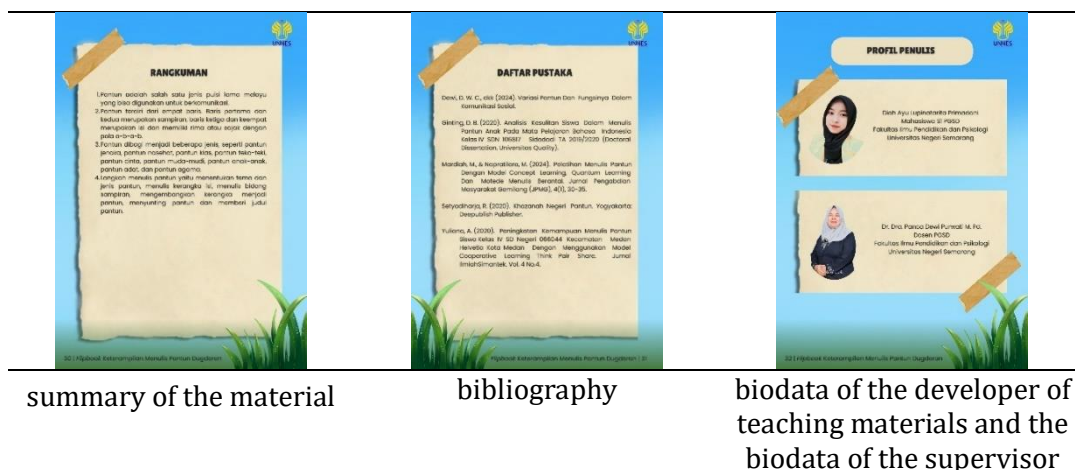


Figure 4. Post-Contents of the *Pantun Dugderan* Flipbook

The post-content section contains a summary of the material, a bibliography, the biodata of the developer of teaching materials, the biodata of the supervisor, and the back cover page.

4. Design Validation

At the design validation stage, the teaching materials that have been developed will be tested by material experts and media experts to find out whether the product that has been developed is feasible to be tested on Indonesian learning content. Validation can be carried out by experts or professionals who have met the requirements to assess and evaluate the products that have been developed. The following is a recapitulation of material and media experts' validation results.

Table 2. Recapitulation of the Results of Validation of Material Experts

No.	Assessment aspect	Maximum Score	Score Obtained
1.	Contents	28	24
2.	Language	16	12
3.	Presentation	16	13
Total Score		60	49
Percentage of Assessment		81%	
Category		Very Feasible	

(BSKAP 2022, Viviana 2022, Zuhra 2022, and Aini 2023)

Table 3. Recapitulation of the Results of Validation of Media Experts

No.	Assessment aspect	Maximum Score	Score Obtained
1.	Suitability of media to learning objectives	4	4
2.	Design	28	25
3.	Language	8	8
4.	Utilization	24	24
Total Score		64	61
Percentage of Assessment		95%	
Category		Very Feasible	

(BSKAP 2022, Viviana 2022, Zuhra 2022, and Aini 2023)

Based on the results obtained above, the material experts and media experts test can be stated in the category of very feasible, with the results of an assessment percentage of 81% for the material expert validation test and 95% for the media expert validation test.

5. Design Revision

Media and material experts' assessments get some input for improvement from the developed *flipbook*. The following are improvements to the teaching materials *for the Flipbook Writing Skills of Dugderan Pantun*.

Table 4. Improvement Results from Material Experts and Media Experts

Before the Revision	After the Revision
	
	

Improvement of the product of *the teaching material for the flipbook* of Dugderan pantun writing skills: (1) the *background* cover is adjusted to the theme used, namely "Dugderan." The writing of classes, phases, and curriculum is adjusted to the writing of books in general. (2) Add the source of the images used in the example section containing pictures.

6. Product Trial

The trial aims to demonstrate the feasibility and measure the effectiveness of the open materials that have been designed and developed. The small-scale trial was applied to 6 students in grade V of Public Elementary School Ngaliyan 03. The selection of students is carried out by *purposive sampling*, a sampling technique with certain considerations. The average pretest score on a small scale was 60, with a completion percentage of 0%. The average post-test score obtained was 90.83, with a completion percentage of 100%. For this reason, it can be concluded that the average pretest and *posttest* results in small-scale trials increased by 30.83, with an increase in the percentage of completeness by 100%.

Table 5. Pretest and Posttest Results of Small-Scale Trials

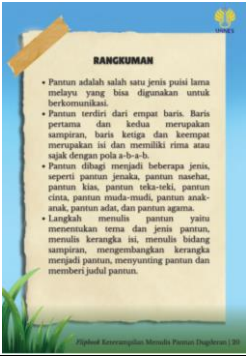

No.	Action	Average	Highest Scores	Lowest Rate	Average Difference
1.	Pretest	60	65	55	30,83
2.	Posttest	90,83	94	86	

Based on the data in Table 5, the average value of student learning outcomes increased by 30,83. This proves a significant difference between learning outcomes before and after using *flipbook teaching materials* for Dugderan pantun writing skills.

7. Product Revision

In a small-scale trial, the researcher distributed a questionnaire of responses to teachers and students after using the teaching materials that had been developed to find out the inconsistencies in the teaching materials so that they could be corrected again by the researcher. The feedback results from teacher and student questionnaires were used to improve open materials and increase their effectiveness. According to the questionnaire results, revisions were made to the teaching materials in the summary section, initially in the form of points changed to numbering. The following are the results of improvements to the *flipbook teaching materials*.

Table 6. Results of Flipbook Improvement in Small-Scale Trial

Before the Revision	After the Revision
	

8. Trial Use

Large-scale testing will be conducted at SDN Ngaliyan 05 involving 26 students as research subjects. The data taken are the results of pantun writing skills obtained from the pretest and posttest results using the *teaching materials of the Dugderan pantun writing skills flipbook*. The following are the results of the pretest and posttest in the large-scale trial.

Table 7. Pretest and Posttest Results of Large-Scale Trials

No.	Action	Average	Highest Scores	Lowest Rate	Average Difference
1.	Pretest	52,79	64	44	36,01
2.	Posttest	88,80	98	78	

The data in Table 7 shows an increase in student learning outcomes with a difference of 36,01. This fact indicates a significant difference in student learning outcomes before and after implementing *flipbook teaching materials for Dugderan poem writing skills*. The next stage is the analysis of product effectiveness with an N-gain test to determine whether there is an improvement after using the *teaching materials for the Dugderan poem writing skills flipbook*. The analysis will be carried out using the N-Gain formula by comparing the difference in scores between the pretest and the posttest. The following are the results of the N-Gain test on the teaching materials for the *flipbook* of Dugderan rhyme writing skills.

Table 8. Results of Small-Scale and Large-Scale N-Gain Tests

Action	Pre-test Average	Post-test Average	Average Difference	Sample Size (N)	N-Gain	Criterion
Small-Scale Tests	60	90,83	30,83	94	77,42	Effective
Large-Scale Tests	52,79	88,80	36,04	98	76,93	Effective

Based on Table 8, it can be seen that the processing of the N-Gain test in a small-scale test with a total of 6 students increased by 77.42. Meanwhile, in the large-scale test with a total of 26 students, the number of students increased by 76.93. Thus, the flipbook teaching materials *for* Dugderan pantun writing skills that have been developed can be declared effective.

DISCUSSION

Teaching materials for Dugderan pantun writing skills were created using a development research approach, specifically the Research and Development (R&D) framework based on Sugiyono's model (2021: 763-764). The research process involves several key steps: identifying potential and issues, collecting data, designing the product, validating the design, revising the design, conducting product trials, making further revisions, and ultimately testing the product in real-world usage. This model was selected because development research aims to produce specific educational products and assess their effectiveness (Sugiyono, 2021, p. 752).

The analysis of potential and challenges revealed that available teaching materials are still quite limited. Teachers primarily rely on teacher books, student books, and worksheets (LKS) for instruction, which do not provide a comprehensive educational experience. The scarcity of engaging media and resources has resulted in lower student engagement and understanding of the material, ultimately leading to suboptimal learning outcomes. This aligns with the views expressed by Laela and Rinaningsih (2021: 123), who emphasize the crucial role of teaching materials in the learning process, as they can significantly enhance student comprehension of the subject matter.

The Pantun flipbook serves as a digital teaching resource presented in an engaging HTML5 format, facilitating a more accessible understanding of the educational material for students. This innovative teaching tool is anticipated to contribute positively to the overall quality of learning (Roemintoyo & Budiarto, 2021). Additionally, using flipbook materials is expected to enhance students' critical thinking skills, resulting in improved academic outcomes (Mulyadi et al., 2020).

This particular flipbook, which focuses on the composition of Dugderan pantun, is categorized as audio-visual media. It offers a dynamic experience by incorporating animations, images, videos, sounds, and interactive elements that allow users to navigate through pages as they would with a traditional book (Sa'diyah, 2021, p. 1299). Moreover, the accessibility of the flipbook is beneficial; it can be easily shared through a link generated in fliphtml5 format.

According to Nurvidia & Yulianto (2024, p. 210), one of the notable advantages of HTML5-based teaching materials is their engaging presentation. When designed thoughtfully, these interactive resources can cultivate a conducive

learning atmosphere and inspire students to actively participate in their educational journey.

A study conducted by Dewi, Masjid, Praheto, and Trisharsiwi (2023) examined the use of flipbooks as a teaching medium to enhance the non-fiction text rewriting skills of fifth-grade elementary school students. The results demonstrated that utilizing flipbook materials significantly improved students' ability to rewrite non-fiction texts.

In the evaluation of learning outcomes over two cycles, there was a noticeable development in the writing skills of the students in class VA. During the first cycle, student scores ranged from 50 to 85, with an average class score of 68.03 and a completion percentage of 53.57%. In the second cycle, students showed improvement, with scores ranging from 50 to 95. The average score increased to 79.82, and the classical completion percentage rose to 82.14%. These findings indicate that flipbook media effectively enhances fifth-grade students' non-fiction text rewriting skills at Public Elementary School Jomblangan.

The literature review indicates that there has been substantial research on the development of flipbooks. However, this study introduces several novel elements that set it apart from previous work. Firstly, it combines flipbook teaching materials with the Think Talk Write (TTW) learning model, a blend that has not been extensively explored. This integration creates a comprehensive approach that promotes thinking, discussing ideas, and articulating thoughts through writing (Ramdhani et al., 2023).

Secondly, this research hones in on student skills, specifically pantun writing, which has unique rules and is seldom the primary focus in developing contemporary teaching materials. Thirdly, it highlights the local Dugderan tradition as a learning context, enabling students to draw inspiration and express their creativity through pantun writing. This aligns with Zakaria's (2022) assertion that learning anchored in local wisdom can provide students with meaningful and contextually rich educational experiences.

Additionally, the teaching material has been tailored specifically for fifth-grade elementary school students with different learning needs than younger grades. Lastly, this study develops flipbooks as innovative digital teaching resources—not just serving as teaching aids but also enhancing pantun writing skills through the TTW model. This is backed by Arista's (2019) research, which indicates significant differences in writing skills between students who utilized the think-talk-write model and those who did not in Indonesian language learning.

This study establishes the feasibility of using flipbook pantun teaching materials designed with the think talk write model. Both material experts and media experts conducted the assessment of these materials to ensure their suitability for educational purposes (Wulandari & Oktaviani, 2021). The results reflected a score

of 81% from material experts and an impressive 95% from media experts, indicating that the materials fall within a very feasible category. These findings are further corroborated by previous research by Suwandi, Nugraheni, and Nurnaningsih (2025), which explored the development of flipbook media to enhance explanatory text writing skills in elementary education through a scientific approach. In that study, the validation results were provided by two expert evaluators, with scores of 91% and 89%, both classified as very feasible.

The effectiveness of the teaching materials underwent a thorough evaluation through both small-scale and large-scale product trials. The data collected indicated that the average pretest score for six fifth-grade students at Public Elementary School Ngaliyan 03 was 60, with a completion percentage of 0%. In the subsequent posttest following the small-scale trial, all six students achieved scores that exceeded the established learning objectives, resulting in an impressive average posttest score of 90.83 and a completion percentage of 100%. This reflects an improvement of 30.83 points, demonstrating a full enhancement in student completion rates.

In the large-scale trial involving 26 students, the average pretest score was 52.79, which increased to an average posttest score of 88.8. This marks a significant improvement of 36.01 points and a total completion percentage of 100%. These findings are consistent with the previous research conducted by Dewi, Masjid, Praheto, and Trisharsiwi (2023) titled "Flipbook as a Media to Improve Nonfiction Text Rewriting Skills in 5th Grade Elementary School Students."

In Cycle I of their study, student scores ranged from 50 to 85, yielding a class average of 68.03 and a completion percentage of 53.57%. In Cycle II, scores further improved, ranging from 50 to 95, and the class average rose to 79.82 with a completion percentage of 82.14%. These results robustly indicate that implementing flipbook media in the instructional process effectively enhances nonfiction text rewriting skills among fifth-grade students at Public Elementary School Jomblangan.

The effectiveness of the flipbook pantun teaching materials, developed in accordance with the Think Talk Write model, can be assessed through the analysis of data utilizing t-test and N-Gain test methodologies. The results from both small-scale and large-scale t-tests yielded a significance level (2-tailed) of 0.000, which is below the 0.05 threshold. This indicates a statistically significant difference between the pretest and posttest scores following the implementation of the flipbook pantun teaching materials.

Furthermore, the N-Gain test results from the small group trial demonstrated an N-Gain value of 77.4220, indicating high effectiveness. Similarly, the large group trial produced an N-Gain value of 76.9353, also reflecting high criteria for

effectiveness. These findings confirm a marked improvement in performance between the pretest and posttest assessments.

The findings of this study are consistent with previous research by Mitha & Basri (2024), titled "The Effect of Using Flipbook Media on Imaginative Description Paragraph Writing Skills in Elementary School Students." According to their results, the hypothesis testing conducted using SPSS 20 for Windows indicated that when $\text{Sig} < 0.05$, the null hypothesis is rejected in favor of the alternative hypothesis (H_a). The statistical analysis showed a significant result of $\text{Sig. } 0.00 < 0.05$, demonstrating that flipbook media positively impacts students' imaginative descriptive paragraph writing skills.

Additionally, the study by Faurenda et al. (2022) titled "The Effectiveness of the Think Talk Write Model on the Pantun Writing Skills of Class IV Students at Public Elementary School 05 Rambang" supports these findings. Their N-gain test results indicated that the experimental class achieved a gain of 71.77, which is considered effective, while the control class scored only 36.44, labeled as less effective. This comparison suggests that the Think Talk Write model proves to be more effective than traditional methods in enhancing students' pantun writing skills.

Based on the results obtained from the t-test and N-Gain test analyses, it can be concluded that the pantun flipbook teaching materials, which incorporate the think talk write model, have been effective in enhancing the writing skills of fifth-grade students in Indonesian language learning at SDN Ngaliyan 05, Semarang City. Additionally, the implementation of these pantun flipbook materials facilitates the teaching process by enabling educators to present pantun writing concepts more effectively. This approach fosters an active and interactive learning environment, supported by adequate facilities and resources, thereby contributing to the development of students' writing competencies.

CONCLUSION

This study presents findings from the development of flipbook teaching materials for Dugderan pantun, designed to enhance pantun writing skills among fifth-grade students at Public Elementary School Ngaliyan 05. The flipbook provides a succinct overview of the subject matter, complemented by examples, supporting texts, relevant imagery, instructional videos, and assessment tools to reinforce student understanding.

The feasibility assessment demonstrates that this flipbook is well-suited for educational applications, achieving expert evaluation ratings of 81% for content quality, 95% from media specialists, 100% from educators, and 90.41% from learners. The effectiveness of the flipbook in improving students' pantun writing

skills is evident; the average pretest score increased from 52.76 to 88.80 in the posttest, marking a significant improvement of 36.04 points.

A two-tailed significance test produced a result of 0.000, confirming a notable enhancement in students' abilities before and after engaging with the flipbook materials. Additionally, N-Gain test outcomes indicated improvements of 77.42% in small-scale trials and 76.93% in larger-scale scenarios. These results clearly affirm that the flipbook teaching materials for Dugderan pantun writing significantly enhance students' writing capabilities.

The development of the Dugderan pantun writing skill flipbook represents a significant advancement in digital teaching materials for Indonesian language education, particularly in enhancing pantun writing skills. This resource is designed to provide students with an engaging and enriching learning experience. Teachers are encouraged to incorporate these flipbook materials into their lessons, as they facilitate the effective delivery of content related to pantun composition.

By implementing these flipbooks, the landscape of interactive teaching resources aimed at supporting Indonesian language learning, especially in pantun writing, is greatly improved. The flipbook materials promote an active, technology-driven learning environment that allows students to understand pantun patterns and rhymes in a more captivating and effective way. Ultimately, this initiative offers practical solutions for learning and broadens our understanding of how digital teaching tools can enhance students' writing abilities.

REFERENCES

- Adisasongko, N. (2022). The use of audio-visual media in learning teaching materials draws many faces. *Journal of Character Learning Innovation*, 7(1).
- Aini, K. (2023). Development of Mathematics Modules Based on Science, Technology, Engineering, Arts, and Mathematics (STEAM) Approaches on Trigonometry Material for High School/Equivalent Level.
- Ali, M. (2020). Pembelajaran bahasa indonesia dan sastra (basastra) di sekolah dasar. *Pernik*, 3(1), 35–44.
- Arista, N. L. P. Y., & Putra, D. K. N. S. (2019). The Influence of the Literacy-Based Think Talk Write (TTW) Learning Model on Writing Skills in Indonesian. *International Journal of Elementary Education*, 3(3), 284–292.
- Butarbutar, R. (2024). Students' perceptions of online scaffolding tools for improving writing skills. *Cogent Education*, 11(1). <https://doi.org/10.1080/2331186X.2024.2428906>
- Dewi, I. R., Masjid, A. A. M., Praheto, B. E., & Trisharsiwi, T. (2023). Flipbook as a Media to Improve Non-Fiction Text Rewriting Skills in Grade 5 Elementary School Students. *Indonesian Journal of Learning and Educational Studies*, 1(2),

- 78-86. <https://doi.org/10.62385/ijles.v1i2.59>
- Fatihatin, D. A., Fakhriyah, F., & Kironoratri, L. (2024). The Effect of The Think Talk Write (Ttw) Learning Model Assisted by Padiku Flipbook Media on The Writing Skills of Grade V Elementary School Students. *Journal of Basic Education Perkhasa: Journal of Basic Education Research*, 10(2), 604-618. <https://doi.org/10.31932/jpdp.v10i2.3571>
- Faurenda, N., Akhbar, M. T., & Syaflin, S. L. (2022). The effectiveness of the Think Talk Write model on the poetry writing skills of grade IV students of Public Elementary School 05 Rambang. *Indonesian Research Journal on Education*, 2(1), 31-39. <https://doi.org/10.31004/irje.v2i1.34>
- Ginting, D. B. (2020). *Analysis of Students' Difficulties in Writing Children's Rhymes in Subject Indonesian Grade IV Public Elementary School 106817 Sidodadi FY 2019/2020* (Doctoral Dissertation, Quality University). <http://portaluniversitasquality.ac.id:55555/id/eprint/1412>
- Hasibuan, H. A. (2022). The role of modules based on local wisdom to support independent learning education. *Proceedings of Basic Education*, 1(1), 292-301. <http://dx.doi.org/10.34007/ppd.v1i1.201>
- Ilhami, A. (2022). Implikasi teori perkembangan kognitif Piaget pada anak usia sekolah dasar dalam pembelajaran bahasa Indonesia. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 7(2), 605-619.
- Kemendikbudristek. (2022). Regulation of the Head of the Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology Number 039/H/P/2022 concerning Guidelines for Assessment of Educational Books.
- Laela, R., & Rinaningsih, D. (2021). Review: The Role of Handouts in Improving Learning Outcomes in Chemistry Learning a Review: the Role of Handouts in Improving Learning Outcomes in Chemistry Learning. *UNESA Journal of Chemical Education*, 10(2), 122-130. <https://doi.org/10.26740/ujced.v10n2.p122-130>
- Marlinda, A., Hanim, N., & Eriawati, E. (2023). Feasibility Analysis of Macroscopic Mushroom Atlas Learning Media on Kingdom Fungi Material. In *Proceedings of the National Seminar on Biology, Technology and Education* (Vol. 11, No. 1, pp. 81-89). <https://dx.doi.org/10.22373/pbio.v11i1.19101>
- Mitha, E. D., & Basri, A. (2024). The Effect of Using Flipbook Media on Imaginative Description Paragraph Writing Skills in Elementary School Students. *Edunesia: Educational Scientific Journal*, 5(3), 1271-1281. <https://doi.org/10.51276/edu.v5i3.920>
- Mulyadi, Syahrul, R., Atmazaki, & Agustina. (2020). The Development of E-Modules Based on Adobe Flash for Indonesian Subjects at IAIN Bukittinggi. *Journal of*

- Physics: Conference Series, 1471(1). <https://doi.org/10.1088/1742-6596/1471/1/012002>
- Nasruddin, et al. (2022). *Development of Teaching Materials*. West Sumatra: Publisher of PT Global Executive Technology.
- Nasution, J. S., Mardiah, A., Khairunnisa, Hasibuan, T. P., & Deliyanti, Y. (2024). Analisis hakikat keterampilan menulis lanjutan pada kelas tinggi. *Jurnal Yudistira Publikasi Riset Ilmu Pendidikan dan Bahasa*, 2(3), 287. <https://doi.org/10.61132/yudistira.v2i3.936>
- Nurhayati, S., Cahyono, B. E. H., & Irawati, L. (2022). Improving Children's Pantun Writing Skills Through Contextual Approaches and Pantun Card Media in Class V of Public Elementary School Paron 2 Ngawi. *Wewarah: Journal of Multidisciplinary Education*, 1(1), 117-124. <https://doi.org/10.25273/wipm.v1i1.11899>
- Nurvidia, D. S., & Yulianto, S. (2024). Developing Digital Pocketbook Interactive Based on HTML-5 to Improve Mathematics Learning Outcomes. *Journal of Integrated Elementary Education*, 4(2), 207-221. <https://doi.org/10.21580/jieed.v4i2.21789>
- Purinda, D. M., & Puspasari, D. (2022). Development of sigil interactive teaching materials on effective public relations communication materials at Public Vocational Secondary Schools 2 Buduran Sidoarjo. *Journal of Tambusai Education*, 6(2), 10311-10322. <https://doi.org/10.31004/jptam.v6i2.4042>
- Purwaty, R., Marlina, M., & Fitrianti, H. (2022). Improving narrative writing skills through the Think Talk Write (TTW) learning model. *Biometrics: Scientific journal of the faculty of teacher training and education*, 8(2), 245-254. <https://doi.org/10.35569/biormatika.v8i2.1362>
- Ramadhani, N., Ulya, W. J., Nustradamus, S. B., Fakhriyah, F., & Ismaya, E. A. (2023). Systematic Literature Review: The Role of Interactive and Conventional Learning Media in the Learning Process in Elementary Schools. 1(5), 100-114.
- Resnani, R. (2021). Improving Students' Pantun Writing Skills Through the Multiliteracy Model. *PGSD Journal: Scientific Journal of Elementary School Teacher Education*, 14(1), 62-69. <https://doi.org/10.33369/pgsd.14>.
- Reynolds, E. (2020). Outcome-Oriented Educational Tasks With Flipbooks. *CHANCE*, 33(4), 62-64. <https://doi.org/10.1080/09332480.2020.1847963>
- Roemintoyo, R., & Budiarto, M. K. (2021). Flipbook as Innovation of Digital Learning Media: Preparing Education for Facing and Facilitating 21st Century Learning. *Journal of Education Technology*, 5(1), 8. <https://doi.org/10.23887/jet.v5i1.32362>

- Rohimah, H. (2023). Application of Project Based Learning Model to Improve Elementary School Students' Pantun Writing Skills. *Educational Scientific Bulletin*, 2(1), 101-107. <https://doi.org/10.56916/bip.v2i1.442>
- Sa'diyah. (2021). Development of a Digital Flipbook-Based E-Module to Facilitate Distance Learning in High School. *Journal of Educational Sciences*. 3(4), 1299. <https://doi.org/10.31004/edukatif.v3i4.561>
- Salsabila, F. (2021). Philosophical Religious Values of the Dugderan Tradition in Kauman Village, Semarang City in 2021. <http://e-repository.perpus.uinsalatiga.ac.id/id/eprint/11151>
- Saragih, J. Y., Girsang, M. L., & Indryani, N. (2022). The Effect of the Think Talk Write Learning Model on the Ability to Write Descriptive Essays for Grade IV Students of Public Elementary School 101732. *Journal of Indonesian Pearls of Education*, 7(2), 194-205. <https://doi.org/10.51544/mutiarapendidik.v7i2.3483>
- Silfia, S. (2023). *Development of Digital Flipbook Learning Media Based on Science Literacy for Grade IV Elementary School Students* (Bachelor's thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta). <https://repository.uinjkt.ac.id/dspace/handle/123456789/74807>
- Sugiyono. (2021). *Qualitative Quantitative Research Methods and R&D*. Bandung: Alfabeta.
- Surastina. 2020. *Introduction to Literary Theory*. Yogyakarta: Elmatara Publisher (Angkatan IKAPI).
- Suwandi, S., Nugraheni, F., & Nurnaningsih, N. (2025). Development of Flipbook Media to Improve Writing Skills of Explanatory Texts Through Scientific Approach in Elementary Schools. *Journal of Learning, Guidance, and Educational Management*, 5(2), 2-2. <https://doi.org/10.17977/um065.v5.i2.2025.2>
- Ulandari, R., Syawaluddin, A., & Hartoto. (2023). Development of Information and Communication Technology (ICT)-Based Flipbook Teaching Materials for Elementary School Students in Jenepono Regency. <http://eprints.unm.ac.id/id/eprint/34080>
- Viviana, L. (2022). Development of Block Board Learning Media to Improve Conceptual Understanding of Fraction Material for Grade V Students of Public Elementary School 1 Gondang.
- Wahyuni, T. R., Kuntarto, E., & Alirmansyah, A. (2022). Analysis of Pantun Writing Ability in Grade V Elementary School Students. *Journal of Education and Counseling*, 4(3), 1673-1678.
- Winata, W. T., Kurniaman, O., & Antosa, Z. (2020). Analysis of The Ability to Write

- Rhymes for Grade V Students of Elementary School an Namiroh in The Center of Pekanbaru. In *Proceedings of The National Seminar on Elementary School Teacher Education* (pp. 76-85). <http://dx.doi.org/10.33578/psn.v1i1.XXXX>
- Wulandari, I., & Oktaviani, N. M. (2021). Validity of curriculum learning materials for elementary school teacher education. *Cakrawala Pendas Journal*, 7(1). <http://dx.doi.org/10.31949/jcp.v6i1.2456>
- Zakaria. (2022). Integration of Local Wisdom Values in Elementary School Thematic Learning. *Journal of Elementary Thought and Education*, 5(2), 89–102.
- Zuhra, M. (2022). Development of Local Wisdom-Based Scrapbook Media for Elementary Schools/Islamic Elementary Schools.