Efforts to Improve Early Reading Skills and Learning Motivation Through Digital Flipbook Media

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Abstract: This study aims to describe: 1) the implementation of the digital flipbook "Children's Story Collection" to improve students' early reading skills; 2) the implementation of the digital flipbook "Children's Story Collection" to enhance students' learning motivation; and 3) the improvement of early reading skills and learning motivation of First-grade students at Karangnongko Klaten 1 Elementary School through the use of the digital flipbook "Children's Story Collection". The research design employed was classroom action research, which involves planning, implementation, observation, and reflection. The research subjects were 18 first-grade students at Karangnongko Klaten 1 Elementary School. Data collection techniques included tests, observations, interviews, and documentation. Data were analysed using both quantitative and qualitative methods. The results show that: (1) the use of digital flipbook "Children's Story Collection" can improve early reading skills, as students find it easier to read word by word. The teacher acts more as a motivator and facilitator, while the learning process becomes student-centered; and (2) the use of digital flipbook "Children's Story Collection" increases students' learning motivation, creating a pleasant and conducive classroom atmosphere. In conclusion, the use of digital flipbook media can improve early reading skills and enhance students' learning motivation. This study implies that teachers can effectively utilise digital flipbook media as a learning tool.

Keywords: early reading skills, learning motivation, digital flipbook

Introduction

Indonesian language education plays an important role in developing students' language proficiency and in supporting their understanding of other school subjects. As a compulsory subject at the elementary level, learning Indonesian focuses not only on basic language skills but also emphasises early reading skills (Desmirasari & Oktavia, 2022). In elementary school, students are expected to master reading skills early, as this ability directly affects their overall learning process. Participation in classroom learning across all subjects can be challenging for students who are not yet proficient readers (Chelsea et al., 2023). Strong reading skills open the door for students to acquire more advanced knowledge and better comprehend information (Purwanti et al., 2023).

Reading skills serves as a foundation for learning various other subjects. Early reading skills can help shape individuals who are compassionate, capable of critical thinking, and creatively insightful. Reading proficiency is essential for the intellectual development of students (Clayton et al., 2020). Through reading activities, students can absorb knowledge and explore the world in ways that are meaningful for their lives (Marlina et al., 2023). A strong reading culture has a significant influence on students' development in learning, including in Indonesian language education (Syahidin, 2020). Therefore, a reading culture must be instilled from an early age so that it becomes a positive habit and part of one's character (Herlina, 2019).

Reading skills is crucial for every student who wishes to gain as much knowledge and experience as possible to achieve self-improvement. This ability improves when students receive consistent guidance from both teachers and parents. To build strong reading habits, one needs strong internal motivation—the drive to participate in the learning process to achieve desired goals. Motivation serves as a key driver in performing any activity. Students with high motivation naturally show a strong willingness to study seriously and achieve good outcomes (Atma et al., 2021).

In reality, first-grade students at Karangnongko Klaten 1 Elementary School continue to experience difficulties with early reading. These difficulties include a lack of fluency in reading phrases, clauses, or simple sentences. Some students have not yet mastered syllables, the alphabet, or even individual letters. As a result, they struggle to participate effectively in classroom learning activities. Empirical data show that the average reading skills score in the Indonesian subject among first-grade students remains below the Minimum Competency Assessment (MCA) standard of 75. This indicates that students have not yet developed adequate early reading skills. In addition, their motivation to learn—particularly in reading activities—is low. Many students are reluctant to engage in reading, show little enthusiasm during lessons, rarely ask or answer questions, and often respond only with nods. Some are even observed chatting or joking with friends during learning activities.

Several factors, including the lack of interactive teaching methods, minimal use of technology in the learning process, and limited learning resources, influence the difficulties faced by first-grade students in mastering early reading skills. Teachers need effective learning tools and media that can create a conducive atmosphere and support the success of the learning process. One suitable medium is the digital flipbook titled "Children's Story Collection." A digital flipbook is a flip-style book designed using a computer that delivers multimedia information in a concise and dynamic format. It can integrate sound, graphics, images, animation, and video, making the content more engaging and informative compared to conventional printed books (Amanullah, 2020).

The digital flipbook "Children's Story Collection" is a type of digital book (e-book) that presents text and images in a format accessible via computers, laptops, tablets, or smartphones. Digital books require electronic devices such as e-readers, tablets, or smartphones to be accessed (Okojie et al., 2020). E-books are compatible with various digital devices and support responsive formatting that adjusts the appearance of text to fit different screen sizes (Faloye et al., 2020).

This study aims to describe the implementation of the digital flipbook, "Children's Story Collection," to improve the early reading skills and increase the learning motivation of first-grade students at Karangnongko Klaten 1 Elementary School. The novelty of this research lies in the use of the digital flipbook "Children's Story Collection" as a tool to enhance both reading skills and learning motivation simultaneously, which distinguishes it from previous studies. The findings of this research are expected to contribute to improving the quality of the learning process, particularly in the Indonesian language subject, thereby enhancing student learning outcomes.

Methods

The design of this research was a classroom action research study, which was conducted in four stages including planning, implementation, observation, and reflection. The research was carried out at Karangnongko Klaten 1 Elementary School. The data collection techniques used were tests and observations. The research instruments consisted of early reading skills test sheets and observation sheets for student learning motivation. The indicators of the success of this study were determined based on the following criteria: 1) the early reading skills of first-grade students improved from the initial condition to Cycle I and Cycle II; 2) the early reading skills scores of first-grade students reached the Minimum Competency Assessment (MCA) standard of 75; and 3) at least 80% of students achieved classical mastery. In this study, a qualitative descriptive approach was used to interpret observation data related to educators' actions during the learning process, whereas a quantitative descriptive method is applied to evaluate the enhancement of students' critical thinking skills.

Results and Discussion

Results
Cycle I
Early Reading Skills

Based on the test results at the end of Cycle I, the students' early reading skills showed a lowest score of 55, a highest score of 86, and an average score of 77.4. This average score was higher compared to the pre-cycle average. Compared to the pre-cycle, students' early reading skills in Cycle I improved in several aspects, including: identifying vowel letters, identifying consonant letters, pronouncing single vowel letters (a, i, u, e, o), pronouncing single consonant letters (b, c, d, f), pronouncing double consonants (ny, ng, tr), pronouncing diphthongs (ai, au, ei), pronouncing words, reciting syllables, reciting simple sentences, reading with correct intonation, and reading smoothly without faltering. The early reading skills of students in Cycle I can be categorised as follows.

Table 1. Categories of Children's Early Reading Skills in Cycle I

Category	Mark	Amount	Percentage
Very high	80.1-100	9	50%
Tall	60.1-80	8	44%
Currently	40.1-60	1	6%
Low	20.1-40	0	0%
Very low	<=20	0	0%
Amount		18	100%

The table above shows that out of 18 students, nine (50%) scored in the very high category, eight (44%) scored in the high category, and one (6%) scored in the moderate category. Thus, the majority of first-grade students at Karangnongko Klaten 1 Elementary School achieved scores in the high category during Cycle I.

Students' Learning Motivation

Based on observations during the learning process in Cycle I, students' learning motivation was evident from several aspects: persistence in completing tasks assigned by the teacher; seriousness in carrying out assignments; active discussion with friends while working on tasks; perseverance in completing assignments without giving up; timely completion of tasks; actively asking the teacher questions about reading difficulties; attentiveness to the teacher's explanations; confidence in presenting answers in front of the class; enthusiasm for learning due to the interesting media used; and enjoyment in discussing with friends during task completion. These behaviors were recorded using an observation sheet to assess students' learning motivation during the implementation of the digital flipbook "Children's Story Collection". The results of this observation are summarised in the table below.

Table 2. Student Motivation During Learning Cycle I

Category	Amount	Percentage
Very high	6	33%
Tall	12	67%
Currently	0	0%
Low	0	0%
Very low	0	0%
Amount	18	100%

The table above shows that out of 18 students, six students (33%) demonstrated very high learning motivation during the early reading lessons using the digital flipbook "Children's Story Collection". In comparison, 12 students (67%) showed high learning motivation using this method. These findings suggest that the majority of students possess a high level of motivation to learn the Indonesian language through the use of the digital flipbook "Children's Story Collection". Students' learning motivation was observed through several aspects: persistence in completing tasks assigned by the teacher, seriousness in carrying out assignments, active discussions with friends while working on tasks, perseverance in completing assignments without giving up, timely task completion, actively asking the teacher questions

about reading difficulties, attentiveness to teacher explanations, confidence in presenting answers in front of the class; enthusiasm for learning due to the interesting media used, and enjoyment in discussing with friends during task completion.

Reflection

The learning process requires teachers to have strong classroom management skills and to deliver learning materials using approaches that engage as many students' abilities as possible, such as student-centered learning and mastery learning. Therefore, it is hoped that the use of the digital flipbook "Children's Story Collection" will help achieve the intended learning objectives or competency standards.

The implementation of learning in Cycle I was carried out according to the initial plan. The allocated time matched the required time for the learning activities. During the teaching session, the teacher demonstrated good instructional skills, maintaining control over the material related to early reading skills. This was evident when the teacher gave explanations in class and responded to students' questions. Additionally, the teacher demonstrated a good understanding of how to utilise the digital flipbook, "Children's Story Collection."

Based on interviews with the collaborating teachers, it was explained that the digital flipbook "Children's Story Collection" was quite enjoyable for the students. The students appeared enthusiastic about participating in the teaching and learning process. They seemed happy, united, and engaged in learning activities, displaying solidarity and good cooperation.

Performance indicators are formulated as reference points to determine the success or effectiveness of this study. One key performance indicator is the completeness of student learning, measured by the percentage of students achieving a score of 75 or above (MCA). As shown in the table below, the early reading skills results of first-grade students at Karangnongko Klaten 1 Elementary School in Cycle I are as follows.

Table 3. Student Learning Mastery in Cycle I

Category	Mark	Amount	Percentage
MCA	>= 75	12	67%
Under MCA	< 75	6	33%
Amount		18	100%

The table above shows that out of 18 students, 12 students (67%) scored equal to or above 75 (MCA), while six students (33%) scored below 75. Thus, the action taken in Cycle I was sufficiently effective in improving students' early reading abilities. However, the results were not yet optimal, as six students had not reached the learning completeness criteria. Therefore, a follow-up action, Cycle II, will be conducted to maximize the implementation of the digital flipbook "Children's Story Collection" method.

Based on discussions with collaborating teachers, several improvements are needed for the next cycle. First, some students tend to isolate themselves and disturb others, therefore, in Cycle II, the teacher should personally approach these students to help them focus better on their studies. Second, some students rely on their peers to complete assignments, so the teacher should encourage more active participation in group tasks. Third, some students prefer to sit alone in crowded settings and avoid forming groups, often positioning themselves far from others. Lastly, to increase learning motivation, the group arrangements in Cycle II will differ from those in Cycle I, and each group will be assigned new story titles distinct from those previously used.

Cycle II
Early Reading Skills

At the end of Cycle II, a post-test was conducted to reassess the students' early reading abilities. The lowest score was 66, the highest score was 95, and the average score was 87.25. These results indicate an improvement in students' early reading skills compared to Cycle I. Based on the student test scores in Cycle II, the scores can be categorized as follows.

Table 4. Categories of Children's Early Reading Skills in Cycle II

Category	Mark	Amount	Percentage
Very high	80.1-100	15	83%
Tall	60.1-80	3	17%
Currently	40.1-60	0	0%
Low	20.1-40	0	0%
Very low	<=20	0	0%
Amount		18	100%

Table 4 shows that out of 18 students, 15 students (83%) scored in the very high category, while three students (17%) scored in the high category. Thus, the majority of first-grade students at Karangnongko Klaten 1 Elementary School were able to improve their learning outcomes in early reading skills by the end of Cycle II, showing significant progress compared to the beginning of Cycle I.

Compared to Cycle I, students' early reading abilities in Cycle II improved in several aspects, including: identifying vowel letters, identifying consonant letters, pronouncing single vowels such as (a, i, u, e, o), pronouncing single consonants such as (b, c, d, f), pronouncing double consonants such as (ny, ng, tr), pronouncing diphthongs such as (ai, au, ei), pronouncing words, reciting syllables, reciting simple sentences, reading with correct intonation; and reading smoothly without faltering.

Students' Learning Motivation

Based on observations during the learning process in Cycle II, it was evident that students' learning motivation increased across various aspects. This improvement is reflected in the motivation observation scores recorded during the implementation of the digital flipbook "Children's Story Collection", as shown in Table 5.

Table 5. Student Motivation During Learning Cycle II

Category	Amount	Percentage
Very high	17	94%
Tall	1	6%
Currently	0	0%
Low	0	0%
Very low	0	0%
Amount	18	100%

Table 5 shows that out of 18 students, 17 students (94%) demonstrated very high learning motivation during the early reading lessons using the digital flipbook "Children's Story Collection", while one student (6%) showed high learning motivation. These findings indicate that the majority of students had very high motivation in Indonesian language lessons, supported by the digital flipbook "Children's Story Collection".

During the learning process in Cycle II, students appeared happy and enthusiastic about participating in the lessons. Students interacted and cooperated well, both within their groups and across different groups, to discuss the provided material. The learning process was student-centered, with the teacher acting as a facilitator and motivator. Students showed active participation throughout the lessons, which was evident from their engagement during learning activities such as group discussions. This level of student liveliness was notably better compared to Cycle I.

In Cycle II, many students asked questions when given the opportunity, and during group discussions, students experiencing difficulties actively sought help from their peers. Thus, two-way communication and interaction occurred effectively both between teachers and students and among students themselves.

During group discussions, students responded enthusiastically to input from their peers. They actively exchanged opinions while discussing the given material, and the discussions proceeded smoothly. In Cycle II, group discussions improved significantly, with students becoming more confident in expressing their own opinions and defending them through reasoned arguments. Overall, students were highly active in the learning process, especially during discussions.

Reflection

Based on observations during the implementation of the digital flipbook "Children's Story Collection", students consistently demonstrated high enthusiasm for learning. The teaching and learning atmosphere was enjoyable, with good cohesiveness and cooperation among students. This was also confirmed by the collaborating teacher, who explained that compared to Cycle I, the learning process in Cycle II ran more smoothly because students were more confident in expressing their opinions and responding to questions from their peers.

Interviews with the teachers further indicated that Cycle II was more effective than Cycle I. While many students in Cycle I were still shy about expressing their opinions, in Cycle II, they became increasingly brave and active in sharing their thoughts. Additionally, students found the subject matter easier to understand. The performance indicator measuring the improvement in students' early reading abilities in Cycle II, based on the number of students achieving scores of 75 (MCA) or higher, is shown in the table below.

Table 6. Student Learning Mastery in Cycle II

Category	Mark	Amount	Percentage
MCA	>= 75	18	100%
Under MCA	< 75	0	0%
Amount		18	100%

Table 6 shows that all 18 students achieved scores equal to or above 75 (MCA). Thus, the actions taken in Cycle II were sufficiently effective in achieving the students' learning outcomes and mastery of the material. Since the performance indicators reached optimal levels by the end of Cycle II, the research was concluded. This is supported by the results of the early reading skills scores between Cycles I and II, which showed an average of 0.550. According to Hake's index, this value falls within the moderate category (between 0.3 and 0.7).

Therefore, the use of the digital flipbook "Children's Story Collection" as a learning media is quite effective in improving early reading skills. Improvements were observed in aspects such as identifying vowel letters, identifying consonant letters, pronouncing single vowels (a, i, u, e, o), pronouncing single consonants (b, c, d, f), pronouncing double consonants (ny, ng, tr), pronouncing diphthongs (ai, au, ei), pronouncing words, reciting syllables, reciting simple sentences, reading with correct intonation, and reading smoothly without faltering.

Enhancement Cycle I to Cycle II
Students' Early Reading Skills

To determine whether there was an improvement in student learning outcomes from Cycle I to Cycle II, refer to the following table.

Table 7. Comparison of Students' Early Reading Skills in Cycle I and Cycle II

Mark	Cycle I	Cycle II	Go on	%
Average	77.40	87.25	9.85	13.37
Lowest	54.55	65.91	2.27	2.78
Highest	86.36	95.45	27.27	44.44

After using the learning model with the digital flipbook "Children's Story Collection" up to Cycle II, student learning outcomes showed improvement. Compared to the test results in Cycle I, the test results in Cycle II increased. The average student learning score increased by 9.85 points, or 13.37%. The lowest increase was 2.27 points, or 2.78%, while the highest increase reached 27.27 points, or 44.44%. Thus, the learning outcomes in Cycle II were better than those in Cycle I.

Student Learning Motivation in Learning

To determine the improvement in students' learning motivation during the early reading lessons using the digital flipbook "Children's Story Collection" from Cycle I to Cycle II, refer to the Table 8 below.

Table 8. Comparison of Students' Learning Motivation from Cycle I to Cycle II

Mark	Cycle I	Cycle II	Go on	%
Average	79.56	86.67	7.11	8.90
Max Score	84	94	12	15
Min Score	74	78	4	5

Table 8 shows that students' learning motivation scores in Cycle II increased compared to Cycle I. The average motivation score increased by 7.11 points, representing an 8.90% rise. The lowest increase was 4 points, or 5%, while the highest increase reached 12 points, or 15%. Thus, it can be seen that students' learning motivation in Cycle II was better than in Cycle I.

Discussion
Digital Flipbook "Children's Story Collection" can Improve Students' Early Reading Skills
Based on the research results described above, the digital flipbook model "Children's Story Collection" can improve the early reading skills of first-grade students at Karangnongko Klaten 1 Elementary School. This finding supports the study by Roemintoyo and Budiarto (2021), which concluded that developing and implementing digital-based flipbook learning media facilitates the learning process and makes it easier for students to understand lesson materials.

Previous studies have also highlighted the suitability and effectiveness of flipbook media in thematic learning. Maharcika et al. (2021) found that flipbooks have a high level of appropriateness for thematic lessons, while Hidayatulloh (2019) reported very high suitability of flip media books. Tambunan et al. (2021) confirmed that flipbook media is valid and feasible for use in lower-grade learning. Additionally, Lakapu et al. (2023) demonstrated that students were enthusiastic about participating in learning activities using flipbook media, which in turn increased their interest in learning.

As a digital learning medium, flipbooks offer an interactive reading experience that resembles real books, with page-turning effects enhanced by multimedia elements such as sounds, images, animations, and videos (Belia et al., 2022). This multimedia integration makes learning more engaging compared to conventional textbooks, which tend to be static and prone to physical damage (Amanullah, 2020; Jain, 2017). The flexibility of flipbooks, including portability and affordability, allows students to access learning materials anytime and anywhere, supporting learning in the technological era (Valdmane et al., 2020). Moreover, flipbooks support the development of abstract concepts by visually and audiovisually presenting materials that are difficult to convey through traditional books (Amanullah, 2020). This aligns well with the contextual learning approach, which connects lesson materials to students' real-life experiences, encouraging meaningful learning (Octavyanti & Wulandari, 2021).

In the context of early reading skills development, flipbooks serve as effective tools that help students voice written words and understand meanings, which facilitates letter recognition and reading fluency (Kalalo et al., 2021). As digital books, flipbooks are excellent alternatives to printed books, especially during online learning, since they are easy to access and can increase children's motivation and activity during learning (Yuliani & Setiawan, 2024). Supporting these findings, Kusumawati et al. (2022) found that e-module media, including flipbooks created with Next Flipbook Maker, effectively enhance students' literacy abilities. E-modules, as electronic versions of traditional modules, are accessible via various devices, including computers, tablets, and smartphones, and are often created using software such as Microsoft Word (Serevina et al., 2018).

Reading skills is a vital skill in education and daily life, enabling individuals to acquire new knowledge and keep updated with information (Wahyuningsih & Kiswaga, 2019). Reading also supports other productive skills such as speaking, writing, and presenting, which are essential in social and cultural contexts (Irawan, 2017). Hence, the role of books, including flipbooks, is especially important for elementary school students who obtain much of their knowledge and skills through reading (Ismajli & Neziri, 2019; Cokuk & Kozikoglu, 2020).

Books not only serve as essential learning resources for students but also provide teachers with guidance in delivering knowledge effectively (Aji & Pujiastuti, 2022; Yang et al., 2017). Big book media, which can be likened to flipbooks in terms of visual appeal, has proven effective in improving reading literacy among elementary students and can be used as an alternative learning medium (Dayu & Setyaningsih, 2022).

Digital Flipbook "Children's Story Collection" Can Increase Students' Learning Motivation

Based on the research results explained above, the digital flipbook model, Kanak-Kanak Story Collection, can increase the learning motivation of first-grade students at Karangnongko 1 Elementary School. Learning media serve as tools or devices that facilitate learning activities for both educators and students (Schneider et al., 2020). Flipbook learning media, when combined with a scientific approach, can enhance the quality of learning (Sunaryo et al., 2022). Digital literacy media, assisted by flipbooks, is particularly suitable for online learning environments, fostering students' curiosity, high motivation, obedience, discipline, and appreciation for local culture (Andriani et al., 2023).

Learning with flipbooks is often implemented through a collaborative learning model or study groups. Primadiati and Djukri (2017) concluded that collaborative learning has a positive and significant impact on student learning motivation. Similarly, Ingwarni (2018) found significant differences in learning motivation and critical thinking skills between students who use learning modules and those who do not.

In the educational context, motivation plays a reciprocal role in the learning process. Deep learning motivation significantly influences the achievement of learning objectives, while low motivation can have a negative impact on learning outcomes. Conversely, the learning process also influences the quality of students' motivation (Sari, 2018). Teaching style and learning motivation have a significant positive relationship with learning achievement (Atma et al., 2021). Picture book media, such as flipbooks, have been shown to effectively improve students' motivation and early reading skills (Utomo, 2018). Cudney and Ezzell (2017) stated that motivation is a crucial factor in education because it encourages students to produce meaningful work and fosters a desire for lifelong learning. Learning motivation is the internal drive that pushes individuals to achieve optimal learning outcomes.

The use of technology-based teaching materials, such as flipbooks, can facilitate the learning process and make it more engaging. This is important because using traditional textbooks in the classroom can sometimes be monotonous for students (Divayana et al., 2019). E-modules, such as flipbooks, have also been shown to increase students' learning motivation, ensuring that the learning process runs smoothly (Triwahyuningtyas et al., 2020).

Conclusion

The results of this study indicate that the use of the digital flipbook media "Children's Story Collection" significantly improved the early reading skills of first-grade students. From Cycle I to Cycle II, students showed noticeable progress in their reading abilities, culminating in all students achieving the Minimum Competency Assessment by the end of Cycle II. This improvement is supported by the score average of 0.550, placing the effectiveness of the media in the moderate category. In addition to enhancing reading skills, the digital flipbook also positively impacted students' learning motivation. Throughout the learning process, students expressed happiness and engaged actively in a classroom environment that fostered cooperation and mutual respect. The learning was no longer solely dependent on the teacher but also encouraged interaction among students, which helped reduce egoistic tendencies and promoted constructive teamwork. By the end of Cycle II, a majority of students, 94%, demonstrated very high motivation in participating in the lessons. Overall, the findings suggest that the digital flipbook media is an effective tool not only for improving early reading skills but also for boosting students' enthusiasm and motivation to learn.

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