

## Utilization of Flipbooks for Reading Skills in Indonesian School Students Davao Philippines

**Yunia Tiara Riski**✉, Universitas Negeri Surabaya

**Muhammad Nur Huda**, University of the Immaculate Conception

**Wahono Widodo**, Universitas Negeri Surabaya

**Dian Permatasari Kusuma Dayu**, Universitas Negeri Surabaya

✉ 24010855006@mhs.unesa.ac.id

**Abstract:** This study explores the use of the Flipbook platform as an instructional medium to enhance reading skills among students at the Indonesian School of Davao, Philippines. The need for effective and engaging learning media is crucial, particularly for students with unique characteristics, such as learners of Bahasa Indonesia for Foreign Speakers (BIPA), participants in the Basic Indonesian Knowledge Course (KPDI), and those newly introduced to Bahasa Indonesia. The study employed a qualitative descriptive approach, focusing on understanding how Flipbook can support reading comprehension and language acquisition. Data were collected through observations, interviews, and document analysis to examine the learning process and its effectiveness. The findings reveal a series of structured steps for implementing Flipbook in Bahasa Indonesia instruction, highlighting its role in improving students' engagement, comprehension, and overall reading proficiency. The study demonstrates that Flipbook facilitates interactive and visually enriched learning experiences, making language acquisition more accessible and enjoyable. The results contribute to the development of innovative teaching strategies within the BIPA program, KPDI, and Overseas Indonesian Schools (SILN). This study underscores the potential of digital learning media in fostering literacy and offers practical implications for educators seeking to enhance reading skills in Bahasa Indonesia instruction.

**Keywords:** Basic Indonesian Knowledge Course, Flipbook, Indonesian for Foreign Speakers, Overseas Indonesian School, Reading Skills

**How to Cite:** Author 1 & Author 2. (2024). Template for Manuscript of Jurnal Reviu Pendidikan Dasar: Jurnal Kajian Hasil Penelitian. *Jurnal Reviu Pendidikan Dasar: Jurnal Kajian Pendidikan dan Hasil Penelitian*, 11(1), 62-72. <https://doi.org/10.26740/jrpd.v11n1.p62-xxx>

© The Author(s) 2025

### Article Info:

Received: 29 December 2024; Accepted: 9 February 2025; Published Online: 28 February 2025

## INTRODUCTION

Indonesian language learning in Indonesian Schools Abroad (SILN) is designed to maintain cultural and linguistic identity among Indonesian students living abroad. Bahasa Indonesia must be used as the language of instruction in all educational activities in Indonesia, as stipulated in Article 33 Paragraph (1) of Law No. 20 of 2003 and reinforced by Article 25 of Law No. 24 of 2009. Meanwhile, SILN is recognized as a formal education unit that provides education services for Indonesian students abroad, following the joint regulation of the Indonesian Minister of Foreign Affairs and the Indonesian Minister of Education and Culture (Numbers 1 and 7 of 2015). SILN has a crucial role in ensuring the continuity of national curriculum-based education for Indonesian citizens living abroad. One example is the Indonesian School Davao, located in the Indonesian Consulate General Davao City complex. Sekolah Indonesia Davao carries out an important mission in providing education that is equivalent to education in Indonesia for Indonesian children living in Mindanao, Southern Philippines ([Riski et al., 2022](#)).

In practice, educational services at Sekolah Indonesia Davao (SID) are supported by facilities and assistance from the Consulate General of the Republic of Indonesia (KJRI) Davao City, as well as the Office of the Education and Culture Attaché (Atdikbud) in Manila. One form of such support is the organization of the Indonesian Basic Education Course (KPDI), which aims to motivate people of Indonesian descent, provide them with opportunities to learn more about Indonesia, and teach them the Indonesian language. KPDI activities also provide opportunities for children of Indonesian descent in Indonesian citizen communities to attend the Indonesian School Davao. Meanwhile, an active program for teaching and disseminating the Indonesian language and culture is the Indonesian Language Guidance Program for Foreign Speakers (BIPA). BIPA aims to develop participants' Indonesian language skills, both in oral and written contexts, while introducing them to various aspects of Indonesian culture.

Indonesian language learning in Overseas Indonesian Schools (SILN), Indonesian Basic Education Courses (KPDI), and Indonesian Language Guidance for Foreign Speakers (BIPA) has challenges in its implementation. Based on observations in the field, students often face obstacles in reading skills, characterized by limited vocabulary, inadequate mastery of grammar, and difficulty in understanding complex texts. This is

also what often happens to Indonesian School Davao students in general at the elementary level and to new students.

Reading skills are a fundamental aspect of literacy development that is influenced by various factors, such as comprehension strategies, phonemic awareness, language background, digital literacy, and assessment methods. Language skills, including vocabulary, grammar, listening comprehension, and perspective-taking, contribute directly or indirectly to reading comprehension through complex pathways that develop over time (Kim, 2020). In the context of digital literacy, reading skills include not only the ability to understand text but also skills in searching, understanding, and utilizing digital information to support learning (Pratolo & Solikhati, 2020). Digitalization in teaching BIPA level 1 can improve reading skills through a more structured and interesting reading display (Siahaan et al., 2023). In addition, learning using teaching modules and information and communication technology (ICT) can create an interactive learning environment for new students in learning Indonesian at Indonesian Schools Abroad (SILN), including the Davao Indonesian School (Riski et al., 2024).

One of the potential digital media in language learning is Flipbook, which can replace printed books with a more interactive digital format. Flipbooks combine text, images, audio, and video to increase student engagement in learning (Roemintoyo & Budiarto, 2021). As a flexible learning media, Flipbooks allow students to access materials anytime and anywhere, thus increasing the effectiveness of their understanding of reading (Rini et al., 2021). In the context of reading literacy, Flipbooks have also been proven effective in improving the abilities of elementary school students (Mirnawati & Fabriya, 2022). However, research on the utilization of Flipbooks in reading learning for students with unique characteristics, such as level 1 BIPA learners, KPDI participants, and SILN students, is still limited. Therefore, this study aims to explore the utilization of Flipbook as a medium for learning Indonesian at Sekolah Indonesia Davao in the hope that it can contribute to the development of teaching strategies in BIPA, KPDI, and SILN programs.

Most of the students at Sekolah Indonesia Davao were born and raised in the Philippines, so they face fundamental difficulties in using Bahasa Indonesia (Riski et al., 2024). Mastery of Indonesian is a challenge because they have never studied it at the previous level of education (Riski et al., 2023). These students can be classified as BIPA

A1 learners and KPDI participants who still need a basic understanding of Indonesia and Indonesian. The Indonesian School Davao teaches students various language skills, including reading, which is a very important basic skill for acquiring knowledge. Reading skills have a vital role in learning success and need to be developed optimally (Tarigan, 2008).

BIPA and KPDI learners at the basic level (A1) have minimal Indonesian language competence. Therefore, teaching reading at this level requires a special design. Reading as a receptive skill is an important foundation in second language learning. Reading is a very important language skill. Students can enrich their vocabulary, understand sentence structures, and improve their overall language skills through reading activities. A broad vocabulary will facilitate effective social and academic interactions. In addition, regular reading also contributes to the internalization of grammar and proper language usage.

## METHODS

This research uses descriptive qualitative research. This research aims to explore an in-depth understanding of the Indonesian language learning process. Qualitative research aims to understand social phenomena in depth (Fadli, 2021). By using qualitative methods, this research seeks to provide a narrative description of how students learn Indonesian at the Indonesian School Davao. This research was conducted in December 2024. The research subjects were elementary school students at the Indonesian School Davao who have unique characteristics, namely including BIPA level 1 learners, KPDI participants, and Indonesian School Davao students who are new to Indonesian because they have never studied it before. The data collection techniques in this study combine direct observation during the classroom learning process and systematic note-taking.

The results of the observations were then described in depth to describe the steps of implementing Indonesian language learning with Flipbook media at the Indonesian School Davao. The analysis technique used in this research is the interactive analysis of Miles and Huberman (1994), which consists of three main stages, namely data reduction, data presentation, and conclusion drawing. Data reduction was done by sorting and summarizing important information from observations and systematic recording. Furthermore, the data that has been reduced is presented in the form of narrative descriptions to provide a clear picture of the Indonesian language learning process with Flipbook media at Sekolah Indonesia Davao. Finally, conclusion drawing is done by

interpreting the research findings in depth to understand the learning patterns and strategies applied and their impact on students' understanding in learning Indonesian.

## RESULTS

The utilization of Flipbook in Indonesian language learning at Sekolah Indonesia Davao has a positive impact on students' reading skills. Indonesian language guidance in Indonesian Overseas Schools (SILN), especially at the Indonesian School Davao, plays an important role in maintaining students' language skills and national identity. Flipbooks, as an innovative learning media, can increase interest in reading with interactive displays and more interesting material. In addition, Flipbook also helps students understand reading texts better through the integration of three main elements, namely BIPA 1 (Indonesian for Foreign Speakers), Indonesian Phase A, and KPDI A (Indonesian Enrichment and Support Class).

**Table 1.** Learning Objective Flow  
(BIPA 1, Bahasa Indonesia Fase A, KPDI Tingkat A)

Principal	Learning Outcomes	Indicator	Activity	Information
<b>BIPA 1</b>	Learners can learn basic words to explain their identity (SKL 16)	Learners can read discourse about introductions.	Through Flipbook, learners can learn basic words to explain their identity well.	Material: Introduction  Time: 2 JP  Media: Flipbook
<b>Bahasa Indonesia Fase A</b>	Learners can read simple stories and description texts (2-3 words) displayed.	Learners identify the information read with the media displayed.	Through reading activities, students can identify the words they encounter appropriately.	
<b>KPDI</b>	Learners can recognize the Indonesian flag and the concept of Indonesianness	Learners can recognize Indonesia.	Through Flipbook, learners can recognize the Indonesian flag and Indonesian insights well	

Sumber: Permendikbud No. 27 Tahun 2017 (SKL BIPA), Kemdikbud (CP dan ATP Fase A), dan KJRI Davao City (Manual Book of KPDI).

Learning with Flipbook is designed in a structured way, starting from the introduction of the material, demonstration, reading practice, and evaluation of comprehension. Teachers also use triggering questions to encourage students to think critically. However,

observations showed that students' reading skills still varied. Although there are students who are already quite fluent, most are still in the early stages of learning Indonesian and need more intensive reading practice. Therefore, continuous reading practice and periodic evaluation are needed so that students can improve their understanding of reading texts and better master the rules of the Indonesian language. Overall, the utilization of Flipbook proved to be effective in improving students' reading skills, but it is still necessary to strengthen learning strategies so that all students can achieve an optimal level of understanding.

The learning activities carried out focus on improving meaningful understanding with several learning objectives implemented. First, improving the ability to read words and simple words related to introductions (BIPA Materials). Second, improving the ability to identify information read through the media displayed (Indonesian Phase A Materials). Third, to broaden the insight of Indonesianness (KPDJ program material A). Trigger questions such as “How do I greet a new friend?”, “How many objects are in the picture?” (in the Flipbook in the section on reading and observing pictures) and “What color is the Indonesian flag?” can be used to encourage students to think critically and understand the material better. The learning activities contained in the Flipbook include understanding grammar, Indonesian insights, vocabulary, language activities, and reflection.

### Display of Learning Media Using Flipbook



**Figure 1.** Display of Flipbook Media

The media developed in this lesson adapts the characteristics of second language learning. One of the challenges in using the target language as the language of instruction is that



many teachers still need the support of students' first language to convey the subject matter effectively. Seeing this phenomenon, the development of this Flipbook is specifically designed to present material that has been equipped with assistance from the students' native language. The purpose of developing such Flipbook media is to reduce errors when students translate from the target language to their native language during learning.

### **Stages of Learning Conducted**

The stages of learning that have been carried out are by utilizing Flipbook for reading skills in Indonesian School Davao Philippines students. Learning is conditioned in a pleasant atmosphere with the following steps:

- a) Lessons conducted in utilizing Flipbook for reading skills in students of Sekolah Indonesia Davao, Philippines. The following is a description of the lesson steps taken: The teacher starts the learning activity with an opening greeting, then asks one of the student representatives to lead the prayer together.
- b) The teacher greets the students, followed by an example of self-introduction and an opportunity for students to introduce themselves.
- c) The teacher then conveys the learning objectives briefly and clearly and provides triggering questions displayed on the Flipbook.  
Link: <https://online.fliphtml5.com/aanln/ssni/?1733129393989>
- d) After the students respond, the teacher gives an example of how to read the vocabulary in the introduction and asks the students to repeat the words through the Flipbook display.
- e) The teacher also shows pictures of Indonesian insights and explains the flag, as well as Indonesian characters.
- f) Then students are asked to read the reading text in the Flipbook displayed.
- g) Students who skillfully read well and accurately are given appreciation by the teacher. Then, students are introduced to new vocabulary related to the text. Exercises in the form of questions are given to measure students' understanding,
- h) The learning activity ends with a reflection conducted by the teacher with students and concluding.
- i) The teacher ensures students' understanding by giving evaluation questions.
- j) The lesson is closed with prayer and greetings.

## DISCUSSION

Indonesian language guidance in Indonesian Schools Abroad (SILN), particularly in the Indonesian School Davao, has a strong practical, theoretical, and philosophical basis to maintain students' language skills and national identity (Riski et al., 2024). Indonesian language tutoring facilities are considered capable of strengthening students' understanding of language skills. Language skills in communication are very important basic skills for students in the 21st century. By integrating communication skills into daily learning and providing support that suits students' needs, teachers can improve students' effective communication skills to face challenges in their future lives (Widodo & Wardani, 2020). The utilization of Flipbook for reading skills in Indonesian School Students Davao Philippines is carried out through the stages of planning, implementation, and reflection as part of activity evaluation activities.

The use of appropriate media in teaching BIPA Level 1 can display reading in a more interesting and structured manner (Siahaan et al., 2023). There is a need for a structured learning program with teaching modules and ICT to improve learning effectiveness at Sekolah Indonesia Davao (Riski et al., 2024). Reading skills are influenced by factors such as comprehension strategies, digital literacy, and assessment methods (Kim, 2020) the importance of the ability to search, understand, and utilize digital information in reading literacy (Pratolo & Solikhati, 2020). Flipbook, as an interactive digital media, is considered effective in distance learning because it combines text, images, audio, and video (Kalalo et al., 2021; Roemintoyo & Budiarto, 2021). The effectiveness of Flipbook in improving reading literacy was also proven, but research related to its use in the context of BIPA and Indonesian Schools abroad is still limited (Mirnawati & Fabriya, 2022; Rini et al., 2021). Therefore, this study aims to explore the utilization of Flipbook in improving the reading skills of Davao Indonesian School students with unique characteristics as BIPA learners, KPDI participants, and speakers of Indonesian as a second language.

Flipbook is an electronic book innovation that utilizes digital technology to create a more engaging and effective learning experience (Safitri et al., 2024). With Flipbook, students can access subject matter through various electronic devices flexibly. The platform used in creating Flipbook media is fliphtml5. The process involves uploading the design that has been created to the fliphtml5 website. After the design is uploaded,



the platform will convert it into a Flipbook (Mirnawati & Fabriya, 2022). Flipbooks are designed to make students more interested in reading and understanding learning materials through interesting stories. In addition, the utilization of Flipbook can help students build a deeper understanding of the reading text through relevant reading (Nurdiansah, 2022).

Language skills at school include listening, speaking, reading, and writing. It is further explained that reading is the process of understanding the meaning contained in a reading text (Tarigan, 2008). To develop the ability and interest in reading from an early age, it is recommended to use technology (Dzambiyah et al., 2024). By utilizing technology, learning to read can be more fun for students through electronic books or interactive story applications. Therefore, through this research, we develop skills and interest in reading skills at the Indonesian School Davao with the utilization of Flipbook. Reading skills in Indonesian language learning have an important role in capturing messages, selecting and understanding the meaning contained in written text.

According to the table above, the flow of lesson objectives that integrate three elements of Indonesian learning content, namely BIPA 1, Indonesian Language Lesson Phase A, and KPDI A. In it, learning outcomes and output indicators of learners, students, or learners are described. The indicators include the ability to read simple texts, read discourse about introductions, identify information read through displayed media, and recognize the Indonesian flag and Indonesian insights. Learning is done by explanation through the display of material using Flipbook. Flipbooks, as a digital learning media, can help students understand the material better through an attractive and interactive display (Mirnawati & Fabriya, 2022). In addition, the use of Flipbooks can improve reading skills by presenting text in a format that is easier for students to access and understand (Nurdiansah, 2022). During learning activities, students are asked to re-read the text with clear pronunciation. Reading is the process of understanding the meaning contained in a reading text, so repeated reading practice can help improve students' understanding and language skills (Tarigan, 2008).

The observation shows that students' reading ability in learning is uneven. Although some students are already fluent, most are still in the early stages of learning Indonesian. Of the eight students, only some students are quite fluent in reading. The rest still need improvement in mastering the understanding of text content and answering evaluation

questions. Therefore, intensive and continuous reading practice is needed so that students can improve their understanding of reading texts and master the rules of the Indonesian language well.

## CONCLUSION

Indonesian language instruction at Sekolah Indonesia Davao has a strong foundation in maintaining students' language skills and national identity. The utilization of Flipbook as a learning medium is proven to improve students' reading skills by presenting the material in a more interesting and interactive format. Although there are differences in students' reading abilities, the use of technology such as Flipbooks can help enrich the learning experience and improve comprehension of reading texts. However, to achieve more optimal results, more intensive and continuous reading practice is needed so that students can understand the content of the text well and improve their language skills.

## REFERENCES

- Dzambiyah, A., Rakhman, P. A., & Rokmanah, S. (2024). Analisis Kesulitan Siswa SD Dalam Mengidentifikasi Ide Pokok Paragraf Di SDN Sempu 2. *Jurnal Review Pendidikan Dasar: Jurnal Kajian Pendidikan Dan Hasil Penelitian*, 10(1), 17–23. <https://doi.org/10.26740/jrpd.v10n1.p17-23>
- Fadli, M. R. (2021). Memahami desain metode penelitian kualitatif. *Humanika, Kajian Ilmiah Mata Kuliah Umum*, 21(1), 33–54.
- Kalalo, R. J. P., Lumenta, A. S. M., & Paturusi, S. D. E. (2021). The Effects of Interactive Online Learning Using Flipbook on The Process and Results of Blended Learning. *Jurnal Teknik Informatika*, 16(2), 165–174.
- Kim, Y.-S. G. (2020). Hierarchical and dynamic relations of language and cognitive skills to reading comprehension: Testing the direct and indirect effects model of reading (DIER). *Journal of Educational Psychology*, 112(4), 667–684. <https://doi.org/10.1037/edu0000407>
- Mirnawati, L. B., & Fabriya, R. A. V. (2022). Penerapan Media Flipbook untuk Meningkatkan Literasi Membaca Siswa SD. *Jurnal Pemikiran Dan Pengembangan Sekolah Dasar (JP2SD)*, 10(1), 22–38. <https://doi.org/10.22219/jp2sd.v10i1.19837>
- Nurdiansah, Y. (2022). MENINGKATKAN MINAT DAN AKTIVITAS MEMBACA SISWA DENGAN MENGGUNAKAN MEDIA FLIPBOOK KELAS II SD. *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, 6(5), 1585. <https://doi.org/10.33578/pjr.v6i5.8834>
- Pratolo, B. W., & Solikhati, H. A. (2020). Investigating teachers' attitude toward digital literacy in EFL classroom. *Journal of Education and Learning (EduLearn)*, 15(1), 97–103. <https://doi.org/10.11591/edulearn.v15i1.15747>

- Rini, D. R., Ratnawati, I., & Wulandari, R. T. (2021). The Development of a Flip Book as an Online Learning Media. *KnE Social Sciences*, 263–270. <https://doi.org/10.18502/kss.v5i6.9209>
- Riski, Y. T., Huda, M. N., & B. Tejero, E. P. (2024). PENERAPAN PENDEKATAN COMPUTATIONAL THINKING UNTUK MENINGKATKAN KEMAMPUAN MENULIS TEKS BERITA PADA KELAS VIII SEKOLAH INDONESIA DAVAO, PHILIPPINES. *Jurnal Pendidikan Bahasa Indonesia*, 12(1), 51. <https://doi.org/10.30659/jpbi.12.1.51-58>
- Riski, Y. T., Huda, M. N., Coralde, M. J. C., & Andajani, S. J. (2023). Descriptive Study: Implementation Of Character Education In The Dormitory Of The Indonesian School Of Davao, Philippines. *Metodik Didaktik*, 18(2), 65–74. <https://doi.org/10.17509/md.v18i2.50236>
- Riski, Y. T., Huda, M., Purwoko, B., & Gunansyah, G. (2024). Landasan Filosofis Bimbingan Keterampilan Berbahasa Indonesia Bagi Siswa Sekolah Indonesia Davao Filipina. *AIJER: Algazali International Journal Of Educational Research*, 7(1), 56–63.
- Riski, Y. T., Musa, J. D., Huda, M. N., & Sukartiningsih, W. (2022). OPTIMIZATION OF BLENDED LEARNING WITH OBS STUDIO ASSISTED BY DOMINO MULTIPLICATION MEDIA. *Metodik Didaktik*, 18(1), 22–29. <https://doi.org/10.17509/md.v18i1.43768>
- 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), 8–13.
- Safitri, N., Nuriman, N., Alfarisi, R., & Setya, C. (2024). Model Problem Based Learning Berbantuan Media Flipbook Terhadap Hasil Belajar Matematika Siswa SD. *Jurnal Review Pendidikan Dasar: Jurnal Kajian Pendidikan Dan Hasil Penelitian*, 10(3), 248–254. <https://doi.org/10.26740/jrpd.v10n3.p248-254>
- Siahaan, L., Wiranata, V., Zai, K., & Nasution, J. (2023). KETERAMPILAN MEMBACA PADA PENGAJARAN BIPA MENGGUNAKAN MEDIA DIGITALISASI. *JOURNAL OF SCIENCE AND SOCIAL RESEARCH*, 6(1), 160. <https://doi.org/10.54314/jssr.v6i1.1186>
- Tarigan, H. G. (2008). Membaca sebagai suatu keterampilan berbahasa. *Bandung: Angkasa*.
- Widodo, S., & Wardani, R. K. (2020). Mengajarkan keterampilan abad 21 4C (communication, collaboration, critical thinking and problem solving, creativity and innovation) di sekolah dasar. *MODELING: Jurnal Program Studi PGMI*, 7(2), 185–197.