



Utilization of Media GELIBO (*Gemar Literasi dengan Flipbook*) for Fourth Grader at Elementary School

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Article Info	Abstract
Article History Received: 2022-08-11 Revised: 2022-09-22 Published: 2022-12-02 Keywords: <i>Literacy;</i> <i>GELIBO;</i> <i>Writing;</i> <i>Reading.</i>	The lack of motivation for students in fourth grader of SDN Dinoyo 3 Malang is the lack of motivation to read, the low understanding of students about the content of reading, and the lack of existing literacy reading books. GELIBO (<i>Gemar Literasi dengan Flipbook</i>) is one of the media to convey information in digital form, where digital information is the impact of technological advances based on the industrial revolution 4.0. This research purpose to analyze the reading and writing literacy ability of elementary school students. The type of research used in this study is qualitative descriptive research. The data were got from the headmaster and teacher by interview, observation, and documentation studies. This research used analysis techniques from Miles, and described Huberman that contained of Data Collection; Data Reduction; Data View; and conclusion drawing/verification. The results showed that the activity of making <i>Mind Mapping</i> is one of the activities that the author wants to do to overcome the lack of students' interest in reading the existing storybook. The effect of using GELIBO (<i>Gemar Literasi with Flipbook</i>) media can increase students' interest in learning, it caused of the factors: 1). student intelligence ability, 2). student learning motivation, 3). the influence of playmates, 4). the teacher's ability, 5). the facilities and infrastructure in the school are sufficient. The condition after the idea, using mind mapping activities written in the media GELIBO (<i>Gemar Literasi dengan Flipbook</i>) can foster students' interest in reading storybooks in learning at this time. So that this activity can be made a reference to further improve the quality of reading both reading storybooks and reading books reading existing learning materials.
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2022-08-11 Direvisi: 2022-09-22 Dipublikasi: 2022-12-02 Kata kunci: <i>Literasi;</i> <i>GELIBO;</i> <i>Menulis;</i> <i>Membaca.</i>	Kurangnya motivasi siswa kelas IV SDN Dinoyo 3 Malang adalah kurangnya motivasi membaca, rendahnya pemahaman siswa tentang isi bacaan, dan kurangnya buku bacaan literasi yang ada. GELIBO (<i>Gemar Literasi dengan Flipbook</i>) merupakan salah satu media untuk menyampaikan informasi dalam bentuk digital, dimana informasi digital merupakan dampak dari kemajuan teknologi berbasis revolusi industri 4.0. Penelitian ini bertujuan untuk menganalisis kemampuan literasi membaca dan menulis siswa sekolah dasar. Jenis penelitian yang digunakan dalam penelitian ini adalah penelitian deskriptif kualitatif. Data diperoleh dari kepala sekolah dan guru dengan wawancara, observasi, dan studi dokumentasi. Penelitian ini menggunakan teknik analisis dari Miles, dan mendeskripsikan Huberman yang berisi Pengumpulan Data; Pengurangan Data; Tampilan Data; dan penarikan kesimpulan/verifikasi. Hasil penelitian menunjukkan bahwa kegiatan pembuatan <i>Mind Mapping</i> merupakan salah satu kegiatan yang ingin dilakukan oleh penulis untuk mengatasi kurangnya minat siswa dalam membaca buku cerita yang ada. Pengaruh penggunaan media GELIBO (<i>Gemar Literasi with Flipbook</i>) dapat meningkatkan minat belajar siswa, hal ini disebabkan oleh faktor-faktor: 1). kemampuan kecerdasan siswa, 2). motivasi belajar siswa, 3). pengaruh teman bermain, 4). kemampuan guru, 5). sarana dan prasarana di sekolah sudah memadai. Kondisi setelah adanya ide, dengan menggunakan kegiatan mind mapping tertulis di media GELIBO (<i>Gemar Literasi dengan Flipbook</i>) dapat menumbuhkan minat siswa membaca buku cerita dalam pembelajaran saat ini. Sehingga kegiatan ini dapat dijadikan acuan untuk lebih meningkatkan kualitas membaca baik membaca buku cerita maupun membaca buku bacaan bahan ajar yang ada.

I. INTRODUCTION

The culture of literacy in Indonesia is a very interesting issue to be discussed, especially

among students. In the midst of the rise of popular culture, books are no longer a main priority. Students tend to prefer to watch, play,

follow television broadcasts, and online games. In fact, enjoying of reading books has an important role and is one of the keys to creating quality education. The habit of reading books must be instilled from an early age, namely since he was in elementary school. One of the problems in the world of education in Indonesia is the low interest in reading by students. In overcoming this based on the Regulation of the Undang-Undang Sisdiknas Nomor 23 Tahun 2005, the government launched a program, namely the *Gerakan Literasi Sekolah* (GLS). The main purpose of creating the *Gerakan Literasi Sekolah* is to cultivate the ethics of students through the cultivation of the school literacy ecosystem so that they become lifelong learners. So that it can create a culture of reading and writing in the school environment. The teacher has a very important role as *agent of change*.

Literacy comes from the Latin *littera* (letter). It has a definition that includes studying scripts and the conventions that come with them. In this regard, Kern (2000) defines the term literacy comprehensively as follows: This requires at least equal awareness of the relationship between agreement on the text and the context in which it is used, and ideally the ability to be critical of the relationship. Literacy has a purpose, so instead of being static and dynamic, literacy is changing across cultures and communities of discourse. It is built on a variety of cognitive skills, knowledge of written and spoken languages, knowledge of genres, and knowledge of culture. One of the literacy ability is reading skill. Reading is very important, because that is where there is a variety of knowledge that exists in this world. Reading means that a person is learning. Low interest in reading will affect the quality or quality of education. With the cooperation between parents and teachers, it is hoped that the various things that have been pursued can succeed in increasing the interest in reading for students. Interest in reading will influence a person in determining what kind of the mindset is, determining what his future goals will be, because it is a process of development the self gained from the results of reading. Then to make the learning easier for teachers to deliver the material to be taught, including increasing students' interest in reading, learning media is entailed.

The media we know is everything which is used to transfer messages from the source (i.e. the teacher) to the students of the message (i.e. the learner). The definition of media becomes

boarder, because it involves anything used to deliver student learning, the point of learning media can be certainly stated as something (can be in the form of tools or materials) which are used as a communication agent in learning activities. Therefore, three concepts that describe the concept of learning media, namely: communication concepts, system concepts, and learning concepts, (Punaji Setyosari, 2010: 1-2). According to Briggs (1977) learning media is a physical means to convey learning content/materials such as: books, films, videos and so on. The development of science and technology is increasingly encouraging efforts to update the use of technological results in the learning process. In the learning process itself, students understand the development of multimedia-based learning media, one of which is the Flip Book. Flip Book or Flipping Book means a flipping book. The term Flip Book is taken from a children's toy that contains a series of different images, if opened from one page to another it will show that the images seemed to move.

Flip Book is a classic type of animation made from a stack of paper resembling a thick book, on each page is depicted the process of something that later the process looks like move or agitate. Originally only used for displaying animations, the flipbook concept has now been adopted by many vendors for various types of digital applications such as magazines, books, and comics. GELIBO (*Gemar Literasi dengan Flipbook*) is one of the media to convey information in digital form, where digital information is the impact of technological advances based on the era industrial revolution 4.0. GELIBO (*Gemar Literasi dengan Flipbook*) includes reading activities, writing reviews, discussing, and presenting books read. This activity is expected to foster a culture of literacy so as to improve literacy abilities and skills and communicate effectively. This effort is in line with the philosophy stated by Ki Hadjar Dewantara that education must involve all components of society (family, professional educators, government, etc.) in fostering, inspiring or setting an example, encouraging, and encouraging child development. Literacy is indivisible from the world of education. Literacy is a means for students to know, understand, and apply the knowledge they get in school. Literacy is also related to the lives of students, both at home and in the surrounding environment. The government has launched a school literacy movement, but there are still many schools that have not fully implemented

the literacy movement. In the author's observation at SDN Dinoyo 3 Malang City, especially for 27 students of fourth grader, several causes of low student literacy were found, namely lack of motivation to read, low understanding of students's reading content, and lack of existing literacy reading books. Based on these conditions, the author decided to provide a solution, "Utilization of Media GELIBO (*Gemar Literasi dengan Flipbook*) at for Fourth Grader at Elementary School".

II. METHOD

The type of research determined in this learning is qualitative descriptive research. The research syntax contain of, 1) case decision, cases are depending on initial observations corelated to basic literacy; 2) decision of the title; 3) decide the focus of research, the focus of research to be experimented was how to design, execution, and holding up factors and reticence of basic literacy ability; 4) research phases, qualitative descriptive research pointed at describing and exposing and also mapping facts depending on perspective or mind mapping; 4) data gathering step, gathering data using interview data gathering techniques, observation and documentation; and 5) Analysis data, after all, data gathered then directed data analysis, researchers using Miles and Huberman data analysis, which called data reduction, data presentation, and conclusion termination. Data gathered was earned from the headmaster and the teachers. The research data were gathered by interview, observation, and documentation learning. 1) The interview, in interview activity started by ask permission to the headmaster to interview fourth grade teachers and other resource informant, that purposed to get more information about the execution of basic literacy at SDN Dinoyo 3 Malang. 2) Observation, Observation was a data gathering technique managed by seeing objects to be learned, analyzing, and recording the findings at the research site. Researchers will see how designing, executing, and the factor of of basic literacy effect at SDN Dinoyo 3 Malang and 3) Documentation, in this learning, researchers will use documents, videos or photo, note from interviews that can hold up the fact of the interview results.

In this study, we used the analysis method proposed by Miles and Huberman (Sugishirono, 2017), which consisted of 1) data collection, 2) data reduction, 3) data presentation, 4) extraction or checking conclusion. Qualitative research tests include reliability, reliability, dependence,

and certainty. Credibility tests are carried out through extended observation, increased perseverance to study, triangulation, discussions with colleagues, analysis of negative cases, and screening of members. This displacement refers to the extent to which research results can be applied or used in other social contexts and situations. Reliability testing is carried out by auditing the entire research process. Confirmation testing means testing of research findings relevant to the procedure performed. A study meets the criteria for determinism if the results of the study are a function of the process performed.

III. RESULT AND DISCUSSION

A. Result

In general, the basic literacy design at SDN Dinoyo 3 Malang depends on the program designed by the school (called the routine program) and the following schedule. A routine program at SDN Dinoyo 3 Malang is to do reading activities for 15 minutes before the learning process begins. Currently, the social service of SDN Dinoyo 3 Malang is preparing facilities and infrastructure to maintain basic literacy activities at SDN Dinoyo 3 Malang, there is a reading corner (reading corner) in The design of basic literacy skills at SDN Dinoyo 3 Malang can be clarified through the provision of indicators of basic literacy activities, learning design and curriculum consisting of indicators. There are some ways have been implemented to increase children's literacy ability, which one is digital technology (Li et al., 2021). Meanwhile, there is a way to explain literacy habituation in primary schools. Literacy program in schools ought not to be taught separately but ought to be integrated into the general curriculum (Chen &Chen, 2013). For that reason, the literacy program is correctly the school literacy transferability. *Gerakan Literasi Sekolah* (GLS) habituation purposes to: encourage a habituation of reading and writing literacy for students in schools, prepare students with perception of the urgency of literacy habituation, make the school environment child friendly, and hold up further literacy activities by communicating a digital variety of reading books. Literacy program in schools is transferred out to familiarize students, that is the duty of educators in each education which certainly entails reading and writing ability. *Gerakan Literasi Sekolah* (GLS) is executed to

encourage students' interest in reading and increase reading ability to be better learned (Azimah, 2019; Khotimah et al., 2018). Every school has a different method or program for using *Gerakan Literasi Sekolah* (GLS). One of them is the creation of a classroom reading room that is categorized according to students' interests and activities in reading before class and during breaks. (Aswat and Nurmaya G, 2019).

Gerakan Literasi Sekolah (GLS) in schools has a value impact on increasing school literacy ability. The program of *Gerakan Literasi Sekolah* (GLS) affects student interest and learning achievement. This is because the school literacy movement begins with transferring out reading habituation starting with 15 minutes before learning. This case automatically will impact students' concept of knowledge. The program of *Gerakan Literasi Sekolah* (GLS) is related to the value of students' well-being attitude (Labudasari and Rochmah, 2019). *Gerakan Literasi Sekolah* (GLS) can encourage and encourage good characters and good attitude through variety literation learning (Wiratsiwi, 2020). So, with *Gerakan Literasi Sekolah* (GLS), student's literacy ability are increased, but also learning achievement, motivation in learning, interest, and attitude of children. The urgency of *Gerakan Literasi Sekolah* (GLS) is transferred out to increase the standard of education. The activity of making *mind mapping* is one of the activities that the author wants to do to overcome the lack of students' interest in reading the existing storybook. This *mind mapping* activity includes: 1. Exploring important information of a story (intrinsic elements of the story) 2. Create a Mind Mapping/ Concept Map of the important points that have been made and 3. Make a summary of the story (paragraphs either narrative or description of the important points of the story). Students will be directed to load mind mapping on their GELIBO (Gemar Literasi dengan Flipbook) media. Students write one mind mapping every week and write reflections on their literacy activities on each weekend. Reflections can be in the form of expressions of feelings, impressions and messages, comments, or suggestions to teachers while participating in literacy activities during using GELIBO (*Gemar Literasi dengan Flipbook*) media.

The implementation of the study for three weeks showed significant results. In the first week students read a flipbook titled "Buku Cerita Bergambar Anak Teladan" then choose one story title from the 35 story titles provided, then make a mind mapping and write a book review, as well as writing his reflections. Then, in the second week, the students read the flipbook titled "Buku Cerita Bergambar Seri Hadits" then choose one story title from the 11 story title that provided, then make a mind mapping and write a review of the book, as well as write its reflections. Furthermore, in the third week students read a flipbook titled "Buku Cerita Bergambar Seri Binatang" then choose one story title from the 3 story titles provided, then make a mind mapping and write a review book, as well as write his reflections.

B. Discussion

The condition before the idea, what happened at SDN Dinoyo 3 Malang was the lack of interest in reading by fourth grader towards storybooks. This is because they are more interested in playing games or playing Tik Tok to get rid of their boredom during learning and lack of literacy in reading storybooks. If students' interest in reading storybooks has decreased, it will affect the interest in reading textbooks as well. Flipbook is a software application made to convert PDF files to the flip page of a digital publication. This is what makes this medium attractive to students later. After the e-book from the flipbook is done, this is a peculiarity of other flipbook media learning media after being accessible the link or QR code to students on their respective smart-phones or PC. Students can easily be interested in learning, not only in the classroom, but outside the school environment, efficient, not bored, attractive appearance, students have experience from media, good for self-study, while other media for learning are only focused on package books / pdf and learning is not developed with technology, learning becomes bored and rigid. Low student intelligence ability can lead to low literacy ability of students. Therefore, the author observes the condition of students in schools and examines, then analyzes data that the effect of using GELIBO (*Gemar Literasi with Flipbook*) media can increase students' interest in learning. The higher the student's interest in learning, it can also cause a high level of students' literacy skills. Based on the

results of the study, it was found that some fourth grader at SDN Dinoyo 3 Malang who had a high interest in learning literacy, during observations found that some fourth grader took the initiative themselves to read books, be it textbooks, or non-textbooks.

In addition, data was obtained that in addition to intelligence ability and interest in learning, the next factor is student learning motivation. The high motivation of student learning can be said to be one of the effects of high literacy ability of students because based on the results of observations it was found that some students with high learning motivation are students who are included in the category of students with high literacy ability. Learning motivation can be influenced by several things including a conducive place of study or school, school quality, low learning facilities and so on. Based on this, according to the findings during the observation of the school environment, the location of the elementary school located in the middle of the city and close to residential areas makes the school felt comfortable, besides that access to the school is also safe because of the paved roads. This makes students' learning motivation increase so that students are diligent in going to school. In addition, the reduction of access to play smartphone can also result in an increase in students' literacy skills. This is based on the results of interviews with several students that while at home, students spend time studying and playing smartphone on weekends only with a limit on the duration of time. The next factor is the influence of playmates. Playmates are very influential for students, good playmates will definitely invite to do positive things. For example, students with the initials SS are playing outside the classroom, but their group of friends invite them to study in the classroom. This is an example of the influence of playmates.

The next factor is the teacher's ability. There are many abilities that must be mastered by the teacher, as like the ability to manage the classroom, the ability to design learning, prepare interesting learning, the ability to deliver material and so on. The ability of the teacher is one of the factors causing the high literacy ability of the students because the teacher is a facilitator for students. When the teacher's ability is good, the quality of learning will also be good.

Similar to the high literacy ability of literacy in student's literacy, it is possible that the teacher's ability to deliver lessons, the teacher's ability to choose strategies and learning methods makes students' interest, motivation and enthusiasm for learning high, causing high literacy skill. This reasoning is consistent with teachers sharing with fourth grade how they create mind mapping, provide literacy diaries, and provide students with literacy graphs.. In addition, according to the principal, the ability of teachers is an important component in the learning process. Because teachers are educators who will educate and nurture students. If the teacher's ability is good, then the student's learning outcomes will also be good. In addition, based on the observation data, it can be seen that the facilities and infrastructure in the school are sufficient. In the school laboratory, there are 20 PC/ computer units that can be used to access storybooks in the form of flipbooks. The condition after the idea, using mind mapping activities written in the media GELIBO (*Gemar Literasi dengan Flipbook*) can foster students' interest in reading storybooks in learning at this time. So that this activity can be made a reference to further improve the quality of reading both reading storybooks and reading books reading existing learning materials.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

The first effort that can be made by teachers to overcome the problem of low literacy of students is to provide motivation. By providing motivation in the form of support, enthusiasm, advice and so on, it will help students form self-confidence and their learning motivation will increase because they feel that they are supported and get attention. In addition to providing motivation, the effort that teachers can make to overcome these problems is to implement literacy activities. For example, reading a non-lesson book for 15 minutes before the lesson starts. In addition, teachers create innovative ideas in an effort to increase students' interest in reading, for example, the use of mind mapping methods and the procurement of GELIBO (*Gemar Literasi dengan Flipbook*) media. The Activity of Making *Mind Mapping* is one of the activities that the author wants to do to overcome the lack of students' interest in reading the existing storybook.

This *Mind Mapping Activity* includes: 1. Exploring important information of a story (intrinsic elements of the story) 2. Create a Mind Mapping/Concept Map of the important points that have been made and 3. Make a summary of the story (paragraphs either narrative or description of the important points of the story). Students will be directed to load mind mapping on their GELIBO (Gemar Literasi dengan Flipbook) media. Students write one mind mapping every week and write reflections on their literacy activities on each weekend. Reflections can be in the form of expressions of feelings, impressions and messages, comments, or suggestions to teachers while participating in literacy activities during using GELIBO (*Gemar Literasi dengan Flipbook*) media. The effect of using GELIBO (*Gemar Literasi with Flipbook*) media can increase students' interest in learning, it caused of the factors: 1). student intelligence ability, 2). student learning motivation, 3). the influence of playmates, 4). the teacher's ability, 5). the facilities and infrastructure in the school are sufficient. The condition after the idea, using mind mapping activities written in the media GELIBO (*Gemar Literasi dengan Flipbook*) can foster students' interest in reading storybooks in learning at this time. So that this activity can be made a reference to further improve the quality of reading both reading storybooks and reading books reading existing learning materials

B. Suggestion

The author would like to suggest that research which analyzes the causes of low student literacy ability and the impact of media utilization on student literacy ability is still very relevant now. Furthermore, the author recommends for other researchers to examine teachers and students' perceptions of media that can improve students' literacy or interest in reading.

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