

**DEVELOPMENT OF A FLIPBOOK PICTURE STORYBOOK ON HERO
MATERIAL FOR GRADE IV OF MIS KADUAJA ELEMENTARY SCHOOL,
TANA TORAJA**

Hera Pazaziran*

*Institut Agama Islam Negeri Palopo, Indonesia

heraelvira007@gmail.com

Firman

Institut Agama Islam Negeri Palopo, Indonesia

firman@iainpalopo.ac.id

Lilis Suryani

Institut Agama Islam Negeri Palopo, Indonesia

lilis_suryani@iainpalopo.ac.id

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Abstract

Learning media are instruments that help deliver knowledge or messages by using the senses of sight, sound, and touch. Learning resources are crucial for assisting students in picking up new knowledge and abilities. The dearth of educational media in schools often makes it difficult for students to increase their enthusiasm in learning. Analyzing the requirements, viability, and usefulness of creating Picture Story Book (Flipbook) learning materials for the Heroes curriculum for Grade IV at MIS Kaduaja Tana Toraja is the goal of this study. Using the ADDIE development model, this study employs an R&D (Research and Development) methodology. The five phases of the ADDIE development model are as follows: (1) analysis; (2) design; (3) development; (4) implementation; and (5) evaluation. Twenty pupils and a teacher served as the study's subjects. A picture story book (Flipbook) with presentation-style learning materials about Tana Toraja heroes was created as a result of this study, which was carried out at MIS Kaduaja Tana Toraja. Tests, questionnaires, interviews, and observations were the methods utilized to collect the data, which were subsequently subjected to both qualitative and quantitative analysis. According to the study's findings, students require a picture book with vibrant illustrations. According to the criteria, the flipbook storybook media satisfies the requirements for validity and has reached a practical level. Picture Story Book (Flipbook) was validated by three experts as validators including language experts 70% (Valid), material experts 86%

(valid), and design experts 72.5% (valid). Meanwhile, for the practical results involving 20 students and a fourth grade homeroom teacher as research subjects obtained very positive values with results of 78.3% of students and 90.38% of fourth grade teachers with a very practical level of practicality.

Keywords: Picture Story Book, Flipbook, Heroes

Abstrak

Media pembelajaran merupakan instrumen yang membantu penyampaian pengetahuan atau pesan dengan menggunakan indera penglihatan, pendengaran, dan peraba. Sumber belajar sangat penting untuk membantu peserta didik memperoleh pengetahuan dan keterampilan baru. Minimnya media pembelajaran di sekolah seringkali menyulitkan peserta didik untuk meningkatkan semangat belajarnya. Tujuan penelitian ini adalah menganalisis kebutuhan, kelayakan, dan kemanfaatan pembuatan bahan ajar Buku Cerita Bergambar (Flipbook) untuk kurikulum Pahlawan Kelas IV di MIS Kaduaja Tana Toraja. Penelitian ini menggunakan metodologi R&D (Research and Development) dengan model pengembangan ADDIE. Lima fase pengembangan model ADDIE adalah sebagai berikut: (1) analisis; (2) desain; (3) pengembangan; (4) implementasi; dan (5) evaluasi. Subjek penelitian adalah dua puluh peserta didik dan satu guru. Hasil penelitian ini adalah buku cerita bergambar (Flipbook) dengan bahan ajar gaya penyajian tentang pahlawan Tana Toraja. Metode pengumpulan data yang digunakan adalah tes, angket, wawancara, dan observasi, yang selanjutnya dianalisis secara kualitatif dan kuantitatif. Berdasarkan hasil penelitian, siswa membutuhkan buku cerita bergambar dengan ilustrasi yang menarik. Berdasarkan kriteria tersebut, media buku cerita flipbook memenuhi syarat validitas dan telah mencapai tingkat kepraktisan. Buku Cerita Bergambar (Flipbook) divalidasi oleh tiga orang ahli sebagai validator meliputi ahli bahasa 70% (Valid), ahli materi 86% (valid), dan ahli desain 72,5% (valid). Sementara itu, untuk hasil kepraktisan yang melibatkan 20 siswa dan seorang wali kelas IV sebagai subjek penelitian diperoleh nilai sangat positif dengan hasil 78,3% siswa dan 90,38% guru kelas IV dengan tingkat kepraktisan sangat praktis.

Kata Kunci: Buku Bergambar, Flipbook, Pahlawan

INTRODUCTION

Education is all efforts to develop the potential of each individual. Education is a place that can broaden one's horizons. Educational institutions are able to provide alternative understanding in expanding knowledge. The success of education includes several factors, namely educators, students, curriculum, facilities, infrastructure, costs and the environment (Firman, 2019). These factors can facilitate the running of the education system and can improve the quality of education.

The development and improvement obtained by students can be said to be a success in the world of education. Learning success will show the quality of individuals who pursue formal education (Wahyu and Firosalia, 2021). Learning success can be obtained through available means such as interesting learning media. Learning media can increase students' learning motivation. Based on this, students' potential can develop effectively and optimally.

Learning media is a tool used to deliver learning materials, stimulate students' interest in

learning, and grow students' understanding more quickly. Learning media is a medium for delivering learning material content (Hasirul, 2021). Learning media is used to convey messages contained in learning materials, in addition, media can also be used to convey abstract concepts in materials that are difficult to understand (Indah, 2021).

There are 4 types of learning media, namely, visual media that rely on the sense of sight such as books, journals, pictures and others, audio media that rely on the sense of hearing such as radio, audiovisual media, and multimedia (Asyar in Agni Era Hapsari, 2019). The development of interesting learning media can foster students' interest in learning and create conducive learning conditions. Learning media are tools or teaching materials that help teachers in delivering learning materials. Learning media are created as creatively and attractively as possible to foster students' interest in learning (Masyinta, 2022).

One of the learning media that can develop students' thinking skills is flipbook media (Nunung, 2023). Flipbook media is a picture story book media (Indah, 2021). The use of flipbook media can provide students with a good understanding of the material so that they achieve maximum learning outcomes (Hidayatullah & Rakhmawati, 2016). The flipbook that was developed is a flipbook in the form of a book that is designed as attractively as possible to support students' learning interests.

Flipbook is a learning media that can help teachers in delivering materials. Flipbooks that are developed contain materials about heroes. Hero material is one of the materials contained in Social Sciences (IPS) subjects. Many students still find it difficult to understand IPS learning materials, especially on Hero material. This is due to the lack of learning media that support students in understanding hero material in IPS subjects.

Based on pre-observation in class IV MIS Kaduaja Tana Toraja, students have difficulty in increasing their interest in learning because there are no learning media, the absence of learning resources owned by the school and the application of learning paradigms that sometimes only focus on discussion exercises and lectures without creativity mentioned by the homeroom teacher IV. References for the information taught are still inadequate because the teaching materials obtained are still limited to textbooks and teacher's handbooks. Only the school library has learning resources and the number is insufficient. Therefore, the researcher came to the conclusion that the use of inappropriate learning models and the lack of learning resources are two factors that cause students to pay less attention to the subject matter. Therefore, the use of appropriate learning models in the learning process is as important as the use of innovative teaching materials.

The purpose of this study was to determine the analysis of students' needs for the development of flipbook picture story books on the material of Heroes of class IV students of MIS Kaduaja Tana Toraja, and to determine the validity of students' needs for the development of flipbook picture story books on the material of heroes of class IV students of MIS Kaduaja Tana Toraja, To determine the practicality of developing flipbook picture story books on the material of heroes of class IV students of MIS Kaduaja Tana Toraja,

A teacher can carry out the learning process more easily and help students learn with the help of teaching materials, which are known to be very important components in implementing learning in schools. Textbooks are one type of textual learning source; their contents provide a more comprehensive picture of the curriculum. One effort that can be made is to create media in the form of flipbook picture story books. Flipbook picture story books help students develop

speaking skills that are in line with linguistic and non-linguistic elements. In addition, this study can involve students in the learning process and be useful for teachers. can offer alternative learning methods that can be used to teach the concept of heroes that are appropriate to the circumstances of students and schools, and provide instructions on how to utilize flipbook picture story books. My Hero so that it can be used as research material to create flipbook picture story books that can be used in the teaching and learning process carried out by schools and teachers. As a standard for knowing how to help students become more proficient with flipbook picture stories. (Mifahul Jannah, 2023). according to the circumstances of students and schools, and provide instructions on how to utilize flipbook picture story books. My Hero so that it can be used as research material to create flipbook picture story books that can be used in the teaching and learning process carried out by schools and teachers. As a standard for knowing how to help students become more proficient with flipbook picture stories.

Research (Siswi Pawestri Apriliani, 2022) "Development of Illustrated Storybook Learning Media to Increase Reading Interest of Grade 2 MI Students" This kind of research is included in the development or R&D category. The purpose of this project is to provide illustrated storybook learning resources that will increase reading interest of grade 2 MI students. Based on the results of the study, teachers only use printed books as learning resources, which makes students less enthusiastic and get bored more quickly when asked to read. In this study, the book *Asyiknya Saling Menolong* was developed to increase the interest of MI grade 2 students. The validation results of Material Expert I showed a score of 82% included in the very high category. The validation results of Material Expert II showed a score of 69% included in the high category. Thus, this study uses the same R&D methodology and increases student interest by using picture story books. The similarity of this study is developing picture story book learning media (flipbook), while the differences are seen in teaching materials, learning time, learning methods, learning locations, and subjects. (Nur Azizah, 2020 "Development of Picture Book Learning Media in Indonesian Language Subject for Poetry Writing Material for Class III of Madrasah Ibtidaiyah Darussalamah Tajinan Malang". The development of this picture book learning media has produced results that meet the validity standards, with a learning expert validity level reaching 100% and a material expert validity level reaching 80%. The main field trial reached a validity level of 91%, which shows the effectiveness and attractiveness of picture book media. In contrast, students' pre-test scores were 63.33 and post-test scores were 80.33 in the application of classroom learning. The t-test analysis produced a t count of 2.069, which shows that the t count is greater than the t table. 7.798 and t table. Thus, it can be said that the poetry production skills of grade 3 students of MI Darussalamah differ significantly between before and after utilizing picture story book media. The development of picture story book teaching materials (flipbooks) is where this research is compared, but the research materials, time, techniques, locations, and topics are different. (Pramaishella Saraswati, 2022) "Creating Picture Book Media to Improve Student Learning Outcomes in Social Studies Subjects in Class V of Dr. Mawardi Elementary School, Kaliwungu District, Kendal Regency Based on the research results, (1) picture book media that has been made has met the needs of teachers and students. (2) Based on confirmation from teachers, journalists, and subject matter experts, the picture book media is suitable for use. (3) The proportion of students and instructors in making picture book media has been in accordance with the needs of teachers and students. The reaction to the use of traditional picture book media was 100% positive, and the children's reaction was 98.9% positive. The three research findings show

how well picture books function as teaching tools. Making picture story book learning materials (flipbooks) is something that can be compared to this research, but the research materials, time, techniques, locations, and subjects are different..

Researchers offer learning innovations that can improve students' understanding of hero content based on background descriptions. Making flipbook picture story book teaching materials based on hero content can foster creativity and motivation in the educational process.

METHODS

Research and development, or research and development (R&D), is the type of research used in this study. Analysis, Design, Development, Implementation, and Evaluation are the steps that make up the ADDIE model. As a result of this study, a flipbook picture story book will be the final output. The picture story book has a visually appealing layout. It is expected that this picture book will attract students' interest. Students' motivation to learn will increase as a result of their interest. To improve the learning motivation of fourth grade children, a picture story book was made at MIS Kaduaja, Tana Toraja Regency. The data collection method used was a questionnaire to determine students' responses to the flipbook picture story book teaching material and teacher interviews to analyze the needs of teaching materials. Researchers use observation as a data collection tool in making flipbook picture story book media. Researchers conducted observation exercises to observe every action taken by students during the learning process. To collect information about the needs of teachers and students in the learning process about heroic figures in Tana Toraja, teacher interviews were conducted. Teachers were interviewed. Questionnaires were distributed to teachers or educators to obtain information on whether the products produced by researchers had met the practical category. Meanwhile, the questionnaire given to students is used by researchers to obtain information on the analysis of hero learning needs and to obtain student feedback on the practicality of the flipbook picture story book teaching materials. Researchers also use documents in the form of files, images, and writings to support the validity of the study. Lesson plans, images, printed materials, and more can all be included in the document. In addition, the findings of the analysis will be consulted when the product is revised. On a Likert scale of 1 to 4, each validator will receive a validation sheet by marking the following:

- Score 1 :Invalid (cannot be used)
- Score 2 : Less Valid (can be used with major revisions)
- Score 3 :Fairly Valid (can be used with minor revisions)
- Score 4 : Valid (can be used without revision)

To determine the results of product validation, researchers use the following formula:

$$\text{Percentage} = \times 100\% \text{ (Lilis Suryani et al., 2022)} \frac{\sum s}{m}$$

Based on the percentage results, they are then categorized according to the following

table:

Table 1. Validation Categorization

Score Interval	Category
0-20	Invalid
21-40	Less valid
41-60	Quite Valid
61-80	Valid
81-100	Very Valid

After conducting a validation test to determine the level of product validity, the researcher will conduct a practical test to determine the level of practicality of the product being developed. The following is a calculation formula to obtain the practicality category, namely:

$$\text{Percentage} = \times 100\% \text{ (siagian, nd2022)} \frac{s_p}{s_m}$$

Table 2. Practicality Categories

Score Interval	Category
0 – 20	Not Practical
21 – 40	Less practical
41 – 60	Quite Practical
61 – 80	Practical
81 – 100	Very Practical

RESULTS AND DISCUSSION

1. Analysis Of The Need For Flipbook Picture Story Books On The Material Of Heroes For Grade IV

Before creating the Picture Story Book (Flipbook) teaching material, the researcher first conducted a needs study. For the purpose of designing and developing the product program, a needs analysis was conducted. The stages of analysis carried out are as follows:

(Delpita dola, 2023) Based on the results of the needs analysis conducted by the researcher, the performance analysis revealed that many students still have difficulty understanding the material about heroes because teaching resources, such as textbooks, have not been used optimally. Meanwhile, data from the student questionnaire showed that the teaching materials provided by the teacher were not diverse enough so that students had difficulty absorbing the lesson material, especially the material about heroes. Data obtained from the student questionnaire showed that students preferred group learning over individual learning in the topic of heroes. In addition, students preferred the use of various learning models during the learning process, especially when studying material related to heroes.

The availability of teaching materials in the form of Picture Story Books (Flipbooks) can improve understanding and increase student interest in the learning process, based on the results of the student needs study. Based on the results of the student opinion poll, students also stated that they preferred teaching materials in the form of Picture Story Books containing essay and multiple choice questions.

a. Performance Analysis

As the homeroom teacher of grade IV MIS Kaduaja, Mr. Muhammad Chaidir Yunus L, S.Pd. provided the results of the needs analysis to the researcher. He stated that the use of flipbooks as teaching materials is very suitable for use in systematic reading teaching materials, especially if the flipbook is innovative and interesting for students, so that it will increase students' interest in learning (Chaidir, 2023) Next, the researcher gave a questionnaire to students to find out their opinions about the fundamental problems found during the learning process, especially related to the use of flipbook teaching materials on hero material. The following are the findings from the information collected using the student needs analysis questionnaire:

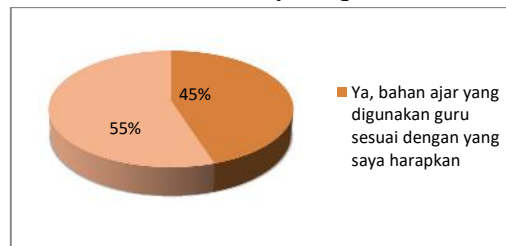


Diagram 1. Suitability Of Teaching Materials Used By Teachers

As seen in the image above, the data obtained from the student questionnaire shows that out of 20 fourth grade students of Mis Kaduaja Tana Toraja, 55% or 11 students stated that the use of teaching materials by teachers was not in accordance with expectations, while the remaining 45% or 9 students stated that the use of teaching materials by teachers was in accordance with expectations.

The researchers then conducted a survey to determine the proportion of students who understood the hero-related content presented by the teacher. The following diagram provides further information:

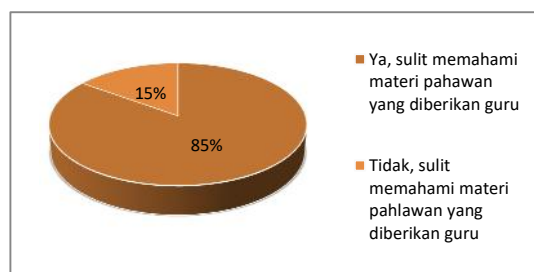


Diagram 2. Difficulty Understanding The Hero Material

As many as 85% of the 20 students in class IV Mis Kaduaja Tana Toraja, or 17 students, stated in the picture above that they had difficulty understanding the material about heroes presented by the teacher. The remaining 15%, or 3 students, stated that they did not have difficulty understanding the material presented by the teacher.

The student survey findings obtained from the multiple-choice exam are as follows:

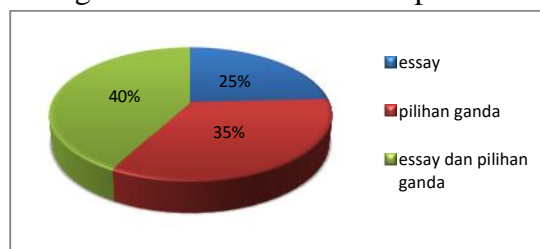


Diagram 3. The Form Of Questions That Students Like

Based on the results of the questionnaire mentioned above, five students, or 25% of the

twenty students, preferred the essay question format, seven students, or 35%, preferred the multiple-choice question style, and eight students, or 40%, preferred both the essay and multiple-choice question formats.

b. Analyze the direction of task functions

Based on the results of the needs analysis using the results of interviews regarding the tasks given to students, it is known that there are still many students who are unable to understand the material when working on assignments due to the use of less varied learning models and teaching materials that only rely on textbooks.

c. Constructing performance assessments

Based on the results of the interview with Mr. Muhammad Chaidir Yunus L, S.Pd., the researcher found that various factors including the use of teaching materials that were less interesting and varied as well as the classroom environment and conditions made it difficult for students to understand the material and sometimes caused the assignments given not to meet the expected competency standards.

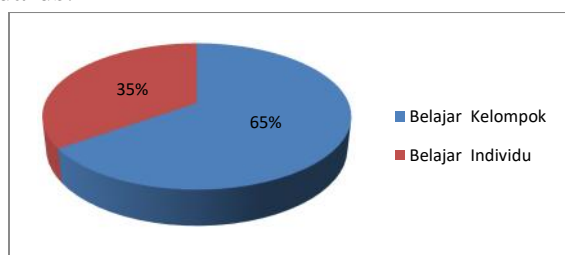


Diagram 4. Learning That Students Love

Based on the images and information obtained from the questionnaire filled out by 20 students, 13 students or 65% of the total students stated that they prefer to study in groups, while 7 students or 35% of the total students stated that they prefer to study alone or independently. Meanwhile, the following image will provide an explanation of the results of the student questionnaire related to the use of interesting learning resources:

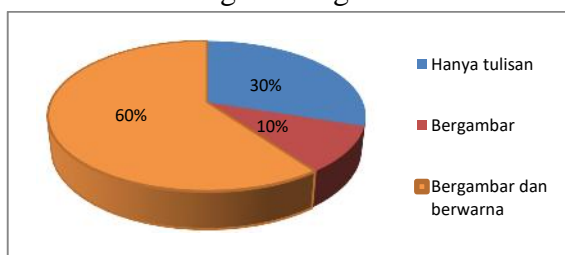


Diagram 5. Picture Story Books That Students Love

Based on the survey results above, students' favorite picture story books are 20 percent, which means 6 students prefer text only, 10%, or 2 students, prefer picture books, and 60%, or 12 students, prefer colored and illustrated books. Based on the questionnaire results, students usually prefer learning resources in the form of books with illustrations and color schemes rather than books that only contain text.

To determine whether students were more enthusiastic about learning with visual narrative books (Flipbooks), the researchers also gave them a questionnaire.

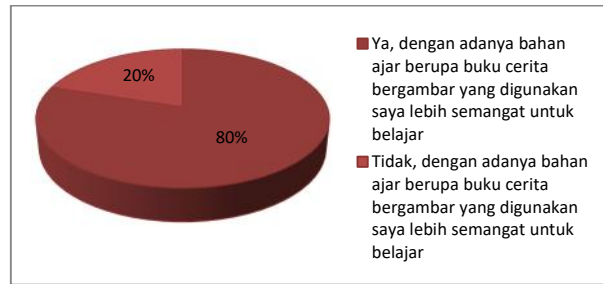


Diagram 6. The Picture Story Books Used Are More Enthusiastic To Learn

As many as 80% of students or 16 people were enthusiastic about the teaching materials in the form of picture story books, while 20% or 4 students were not enthusiastic. The results of the student questionnaire above show that students are more enthusiastic in learning when using Picture Story Books (flipbooks). The researcher also gave a questionnaire to find out whether the instructor used various teaching sources when delivering the topic of heroes or not. As seen in the picture:



Diagram 7. Students Like The Variety Of Picture Story Book Formats

Twenty students, or 100% of the sample, liked various teaching materials on the hero material, while zero percent did not like it, according to the results of the questionnaire given to the students above. This shows that teachers do not use various teaching materials on the hero material. Students generally like to use various learning resources, not dislike them, according to the results of the questionnaire. To determine whether teachers only use student books in the teaching and learning process, the researcher then gave a questionnaire. Further information is shown in the attached figure:



Diagram 8. Diagram Of The Results Of The Questionnaire On Teaching Materials That Students Like

Based on the results of the questionnaire given to students, teachers only use books written by their students. Of that number, 20 students or 75% of the population like the use of books in the learning process, while 4 people or 25% of the population do not like the use of books. From the answers to the questionnaire, it can be seen that students generally prefer the use of books as a learning resource in the learning process compared to not using books as a learning resource. To find out whether students complete their assignments on time, especially for hero material, the

researcher also provides a questionnaire. The following figure shows more information:

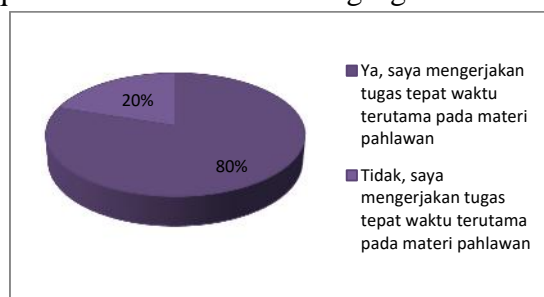


Diagram 9. Diagram Of Questionnaire Results In Completing Tasks On Time On Hero Material

Based on the results of the questionnaire given to the students above, 80% of students or 17 people completed their assignments on time, especially on the hero material. However, as many as 20% of students or 3 people did not complete their assignments on time, especially on the hero material. Based on the results of the questionnaire, it can be seen that students usually complete their projects on time, especially when involving hero material, compared to not completing them on time.

d. Objective Analysis

Researchers developed a test on the subject of heroes based on the findings of students' cognitive assessment of their understanding.

then the researcher shared it with the students by obtaining the test results presented in the following diagram.

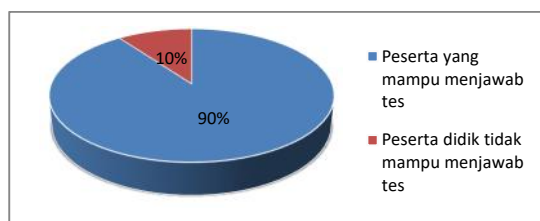


Diagram 1. Results Of The Student Understanding Test Questionnaire

Of the 20 students who took the hero material comprehension test, only 10% or 2 students were able to answer the test questions and the remaining 90% or 18 students were unable to answer, based on the results of the student questionnaire used to measure the level of student understanding of the hero material that had been taught.

e. Instructional setting analysis

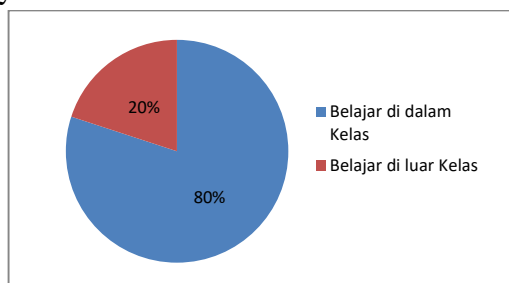


Diagram 2. Diagram Of Student Questionnaire Results On Preferred Learning Environment

Four students or 20% of the total students stated that they were satisfied with the learning process carried out in the classroom, while sixteen students or 80% stated that they were satisfied with the learning process carried out outside the classroom, according to the results of the student questionnaire on the learning environment. These findings indicate that, in terms of the teaching and learning process, fourth grade students prefer teaching and learning activities carried out

outside the classroom than those carried out by teachers in the classroom.

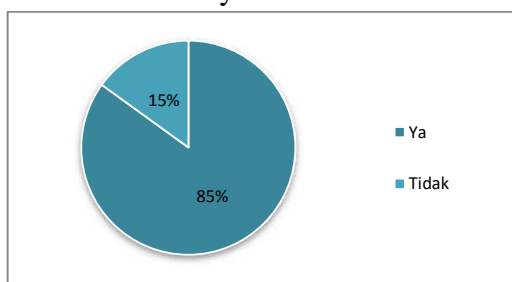


Diagram 3. Diagram Of The Results Of The Questionnaire On Ease Of Understanding The Material

Based on the results of the student questionnaire, out of 20 students, 17 people or 85% of the total students stated that the use of teaching materials in the form of picture story books (flipbooks) made them more enthusiastic in following the learning process, while 3 students or 15% of the total students stated that they were less enthusiastic in using the teaching materials.

Validity Of Flipbook Picture Story Books On Grade IV Hero Material

Flipbooks, or picture story books, are validated by researchers before being used in the field. To ensure the level of authenticity of the product made according to its function, testing is carried out. According to Tussaadah et al. (2021), one way to determine the validity of a test is to look at its etymology, which comes from the word validity, which refers to how well the measuring instrument performs its role as it should.

In 2021, Niluh Nuryani Picture story books (flipbooks) are said to be valid if they meet the validity test criteria that have been completed before testing to determine the desired objectives. This means that the validity of a measuring instrument is determined by its capacity to meet the desired measurement objectives.

The picture book (flipbook) that was made met the valid criteria, based on the results of the validity test conducted by three experts or validators in their respective fields. The design of the picture book was considered acceptable because the use of color, typeface, font, image layout, illustrations, and other elements was very good.

After the product is planned and produced, three experts—a material expert, a design expert, and a language expert—are involved as validator experts to conduct validation tests. The purpose of this step is to assess the level of validity of the resulting product. The following validation expert table shows the names of the validators:

At this stage, input from each validator is used to update the Illustrated Storybook Media (Flipbook) that has been created and to recheck the product design, starting from word selection, image arrangement, and typing according to KBBI.

a. Linguist validation

The product will be verified first by a language specialist before being considered valid and suitable for use.

No.	Rated Aspect	Weight Evaluation	Notes
1.	utilize straightforward sentence forms and communicative language appropriate to the age, reading level	3	Relevant

	and proficiency of each student.		
2	Clear numbering	3	Relevant
3	Completeness and clarity of information in picture story books (flipbooks)	3	Relevant
4	Using writing, spelling and punctuation that conforms to EYD	1	Not relevant
5	Using terms that are appropriate and easy for students to understand	3	Relevant
6	Using good and correct Indonesian	2	Quite relevant
7	Can be used by students with varying learning speeds	3	Relevant
8	Use clear directions and instructions, so as not to cause multiple interpretations	3	Relevant
9	The formulation of communicative questions uses simple language, easy for students to understand.	3	Relevant
10	The order of the material is clear and easy to understand.	3	Relevant
Total Score			28
Average Score			2.8
Percentage Score			70%
Category			Valid

Based on the validation results of the language experts, the Picture Story Book (Flipbook) that was created obtained an average score of 2.8. The degree of validity qualification where 70% of the validation results of the language experts fall into the valid category.

b. Subject matter expert validation

Products will be verified first by material experts before they are considered valid and suitable for use.

No.	Rated Aspect	Weight Evaluation	Notes
1.	Compliance of materials with competency standards and basic competencies	4	Very Relevant
2	The suitability of the title of the picture book (flipbook) with the material presented	4	Very Relevant
3	Suitability of materials to student development	2	Quite Relevant

4	The truth of the substance of the learning material	4	Very relevant
5	Consistency of the sequence of materials	4	Very Relevant
6	Ease of understanding the material contained in the picture story book (flipbook)	4	Very relevant
7	The questions presented support the involvement and ability of students to be active.	4	Very Relevant
8	Questions emphasize process skills to discover concepts.	3	Relevant
9	The material is presented simply and clearly	2	Quite Relevant
10	Compliance with the characteristics and principles of the contextual approach	4	Very Relevant
11	Compliance with the characteristics and principles of the contextual approach	3	Relevant
Total Score		38	
Average Score		3.45	
Percentage Score		86%	
Category		Very Valid	

Based on the validation results of the material experts, the picture story book (flipbook) that was created obtained a percentage value of 86%. The very valid category is a qualification of the level of validity based on the validation results of the material experts.

c. Design Expert Validation

The product will be verified first by a design specialist before being considered valid and suitable for use.

No.	Rated Aspect	Weight Evaluation	Notes
1.	Use of type and size of letters	3	Relevant
2	The media is appropriate and in accordance with the material	3	Relevant
3	Image color	2	Quite Relevant
4	The media created is able to foster feelings curious learners	3	Relevant
5	Design of illustrated storybook media (flipbook) is interesting and easy to understand	3	Relevant

6	Ssound, images/characters, text and animations presented clearly and in accordance with the material	3	Relevant
7	Media is safe if used by students	3	Relevant
8	Easy to use media	3	Relevant
9	Media displayed clearly	3	Relevant
10	Clarity of images in the hero material in the picture story book (flipbook)	3	Relevant
Total Score			29
Average Score			2.9
Percentage Score			72.5%
Category			Valid

Based on the validation data from design experts, the picture story book (flipbook) that was created obtained a percentage value of 72.5%. This book is included in the valid group according to the design expert's assessment of the level of validity of the validation results.

3. Practical Test of Flipbook Picture Story Books on Grade IV Hero Material

Practicality test was conducted to determine the usefulness of learning media. After three experts who assessed the product stated that it was feasible, a practicality test was conducted. In this practicality test, teachers and students were given an assessment questionnaire related to the learning materials that had been created. Flipbook learning media met the practicality criteria, based on the results of the tabulation of student responses to flipbook learning media on the main material after the implementation test was conducted.

(Trisna Nugraha and Palupi Mutiasih, 2021). The results of the practicality test conducted by asking 20 students to answer the picture story book made by the researcher. The picture story book was considered practical because it was able to attract students' interest in the learning process, especially in terms of physical appearance and content. On the other hand, educators considered the book practical Because the researcher's picture story book was considered effective, creative, efficient, interactive, and interesting to use in the learning process - especially regarding the hero material - practitioners also reported that the learning models and methods used were effective because they used a new learning model that made the material interesting for students and inspired them to learn it.

The next stage is the product practicality test. To determine the level of product practicality based on the perceptions of research subjects, teachers, and students, a small group product practicality test was conducted. A total of 20 grade IV MIS students were given items in the form of Picture Story Books (Flipbooks) on hero material as part of a small group trial or practicality test. Kaduaja Toraja Tana. The trial was conducted by the researcher himself.

No.	Respondent Coding	Total Score Obtained	Maximum Score Amount	Level of Practicality	Category
1	I	35	48	72%	Practical
2	FA	35	48	72%	Practical
3	AM	39	48	81%	Very practical
4	R	41	48	85%	Very practical
5	A	43	48	89%	Very practical
6	F	35	48	72%	Practical
7	A	37	48	77%	Practical
8	N	35	48	72%	Practical
9	AI	34	48	70%	Practical
10	A	39	48	81%	Very practical
11	R	38	48	79%	Practical
12	A	38	48	79%	Practical
13	L	39	48	81%	Very practical
14	J	39	48	81%	Very practical
15	A	39	48	81%	Very practical
16	MS	41	48	85%	Very practical
17	NR	38	48	79%	Practical
18	MS	38	48	79%	Practical
19	MR	34	48	70%	Practical
20	A	39	48	81%	Very practical
Average				78.3%	Practical

Regarding the flipbook picture story book teaching material, the data from the practical work by practitioners in this case the fourth grade teacher of MIS Kaduaja Tana Toraja obtained a percentage of 100% with a very practical category.

CONCLUSION

Based on the research results, a flipbook picture story book with a hero theme for grade IV students of SD MIS Kaduaja, Tana Toraja was developed. A needs analysis including questionnaires, interviews, and instruments was conducted. Three experts, namely language experts, material experts, and design experts, as well as a teacher's practicality test, verified the validity of the product.

Based on the results of the needs analysis conducted in class IV at Mis Kaduaja Tana Toraja, a new innovation is needed in the learning process that occurs there, especially related to teaching materials in the form of books, in this case the Flipbook Picture Story Book on the topic of heroes for class IV. Three experts, namely language experts, material experts, and design experts, assessed the feasibility of the product as a learning medium for the Picture Story Book (flipbook) on the topic of heroes. The valid category was obtained by 70% of language experts, the very valid category was obtained by 86% of material experts, and the valid category was obtained by 72.5% of design experts. Meanwhile, the usefulness of the picture story book (flipbook) for class IV heroism with a final value of the practicality test of 78.3% with a practical category based on limited trial responses with 20 students and 1 educator, namely the class IV teacher of Mis Kaduaja Tana Toraja obtained very positive and satisfying results. The results of the practicality test also showed a final value of 90.38% with a very practical category. This study was limited to the practicality testing stage. Therefore further research is needed to proceed to the effectiveness testing phase to comprehensively assess the impact of the developed product.

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