PENGARUH PENGGUNAAN MEDIA FLIPBOOK TERHADAP KETERAMPILAN MENULIS PARAGRAF DESKRIPSI IMAJINATIF PADA SISWA SEKOLAH DASAR PERTIWI MEDAN

JURNAL (ARTIKEL)

Diajukan guna Memenuhi Syarat Mencapai Gelar Sarjana Pendidikan (S.Pd.) pada Program Studi Pendidikan Guru Sekolah Dasar

Oleh

ELVIN DEA MITHA
NPM. 2002090050

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
MEDAN
2024

BERITA ACARA

Ujian Mempertahankan Artikel Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Selasa, Tanggal 13 Agustus 2024, pada pukul 08.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama Lengkap	:	Elvin Dea Mitha
NPM	:	2002090050
Program Studi	:	Pendidikan Guru Sekolah Dasar
Judul Artikel	:	The Effect of Using Flipbook Media on Imaginative Description Paragraph Writing Skills in Elementary School Students

Dengan diterimanya artikel ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : ( ) Lulus Yudisium
( ) Lulus Bersyarat
( ) Memperbaiki Skripsi
( ) Tidak Lulus

PANITIA PELAKSANA

Ketua   Sekretaris

Dra. Hj. Syamsuyurnita, M.Pd.   **Dr. Hj. Dewi Kesuma Nst, M.Hum.**

ANGGOTA PENGUJI:

1. Amin Basri, S.Pd.I., M.Pd.   1.

LEMBAR PENGESAHAN ARTIKEL

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Artikel ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap   : Elvin Dea Mitha

NPM   : 2002090050

Program Studi   : Pendidikan Guru Sekolah Dasar

Judul Artikel   : The Effect of Using Flipbook Media on Imaginative Description Paragraph Writing Skills in Elementary School Students

Sudah layak disidangkan.

Medan,   Agustus 2024
Disetujui oleh:
Pembimbing

Amin Basri, S.Pd.I., M.Pd.

Diketahui oleh:

Dekan

Ketua Program Studi

Dra. Hj. Syamsuyurnita, M.Pd.

Suci Perwita Sari, S.Pd., M.Pd.

PERNYATAAN KEASLIAN ARTIKEL

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Saya yang bertandatangan dibawah ini :

Nama	:	Elvin Dea Mitha
NPM	:	2002090050
Prog. Studi	:	Pendidikan Guru Sekolah Dasar
Judul Artikel	:	The Effect of Using Flipbook Media on Imaginative Description Paragraph Writing Skills in Elementary School Students.

Dengan ini saya menyatakan bahwa artikel saya yang berjudul "The Effect of Using Flipbook Media on Imaginative Description Paragraph Writing Skills in Elementary School Students." adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Univesitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenar-benarnya.

Medan, 9 Agustus 2024
Hormat Saya
Yang membuat pernyataan,

Elvin Dea Mitha

LETTER OF ACCEPTANCE
Nomor: 925/Edu/NA/VI/2024

Meulaboh, May 06, 2024

Dear Author/s

On the behalf of Edunesia: Jurnal Ilmiah Pendidikan, we are pleased to inform you that your paper with registration number "ID – 920", entitled:

The Effect of Using Flipbook Media on Imaginative Description Paragraph Writing Skills in Elementary School Students

Written by:

Elvin Dea Mitha[1*]; Amin Basri[2]

[1,2]*Primary teacher education Study Program, Universitas Muhammadiyah Sumatera Utara, Indonesia*
[1*]*Corresponding email:* elvindeamitha11@gmail.com*, Phone Number: 0812 xxxx xxxx*

Has been **ACCEPTED** and will proceed to be published in Edunesia : jurnal ilmiah pendidikan volume 5 issue 2, June 2024.

We congratulate on your achievement. The technical issues about the publication will be informed later. Thank you very much for participating.

Kindest Regards
Editor in Chief

Zainal Abidin Suarja, M.Si

Indexed by :

Terakreditasi S4
sinta

INDEX COPERNICUS INTERNATIONAL   GARUDA   neliti   Google Scholar   ADVANCED SCIENCE INDEX   DRJI Directory of Research Journal Indexing

WorldCat   Indonesia OneSearch   ROAD   BASE   MORAREF   Microsoft Academic Search

Dimensions   doi Crossref EScience Press   ISJD INDONESIAN SCIENTIFIC JOURNAL DATABASE Database Jurnal Ilmiah Indonesia   RESEARCHBIB ACADEMIC RESOURCE INDEX   Scilit   CiteFactor

The Effect of Using Flipbook Media on Imaginative Description Paragraph Writing Skills in Elementary School Students

Elvin Dea Mitha[1*]; Amin Basri[2]

[1,2]Primary teacher education, Universitas Muhammadiyah Sumatera Utara, Indonesia
[1]Corresponding Email: elvindeamitha18@gmail.com, Phone Number: 0812 xxxx xxxx*

How to cite:
Mitha, E. D., & Basri, A. (2024). The Effect of Using Flipbook Media on Imaginative Description Paragraph Writing Skills in Elementary School Students. *Edunesia : Jurnal Ilmiah Pendidikan, 5*(3), 1271-1281.

Abstract: Generally, the problem in the learning process is the application of the lecture method in the delivery of learning material by the teacher. The teacher also leads students to complete assignments, discussions, exercises, and question-and-answer activities like general learning methods. An alternative way of looking at students' writing skills is by using flipbook media. This research aims to determine the influence of flipbook media on imaginative descriptive paragraph writing skills at Pertiwi Elementary School, Medan. The type of research used is quasi-experimental with a nonequivalent control group design research design. The samples used were class IV A students at Pertiwi Medan Elementary School as the control class and class IV B students at Pertiwi Medan Elementary School as the control class, with 24 students in each class. Data collection techniques use test and observation techniques. Meanwhile, data analysis techniques use instrument and data analysis tests using research results using IBM SPSS for Windows 20 and Excel. Based on the research results, the flipbook media significantly influences the imaginative descriptive paragraph writing skills of Pertiwi Elementary School students in Medan, and the results of the comparison of the average pre-test score were 51.88 and post-test 85.83.

Abstrak: Umumnya permasalahan dalam proses pembelajaran yaitu ditemukan penerapan metode ceramah dalam penyampaian materi pembelajaran oleh guru. Selain itu, guru juga memimpin siswa untuk melakukan pembagian tugas, diskusi, latihan, juga kegiatan tanya jawab seperti metode pembelajaran pada umumnya. Adapun alternatif dalam melihat keterampilan menulis siswa yaitu dengan menggunakan media flipbook. Tujuan penelitian ini untuk mengetahui adanya pengaruh penggunaan media flipbook terhadap keterampilan menulis paragraf deskriptif imajinatif pada SD Pertiwi Medan. Jenis penelitian yang digunakan yaitu quasi eksperiment dengan rancangan penelitian nonequivalent control group design. Sampel yang digunakan yaitu siswa kelas IV A SD Pertiwi Medan sebagai kelas kontrol dan siswa kelas IV B SD Pertiwi Medan sebagai kelas kontrol dengan jumlah masing-masing kelas yaitu 24 siswa. Teknik pengumpulan data menggunakan teknik tes dan observasi. Sementara itu, teknik analisis data meggunakan uji instrumen dan uji analisis data hasil penelitian menggunakan bantuan IBM SPSS for windows 20 dan Exceel. Berdasarkan hasil penelitian bahwa media flipbook memiliki pengaruh yang signifikan terhadap keterampilan menulis paragraf deskriptif imajinatif pada siswa SD Pertiwi Medan, serta di peroleh hasil perbandingan nilai rata-rata pre tes yaitu 51,88 dan post tes 85,83.

A. Introduction

Learning Indonesian at the elementary/MI level, there are 4 components contained in language skills and literary skills, including listening, speaking, reading and writing. These skills are closely related to the processes underlying language. Language is a form of implementation of a person's thoughts. language skills are in line with the clarity of a person's way of thinking. One way to acquire skills is by increasing practice, because with practice, skills can be acquired. Practicing language skills is the same as practicing thinking skills. Indonesian needs to be applied to students in elementary schools to sharpen students' sensitivity to feelings, train creative thinking and imagination and communicate well. One of the skills that will be learned at the elementary school education level is writing skills, which are the most important skills (Alawiya, 2019).

During the learning process at school, learning activities must be systematic, enjoyable, and active so that students develop knowledge, interests, and talents. Bahasa Indonesia subject is a compulsory subject in elementary school. There are important assignments for Bahasa Indonesia subjects in elementary school to provide and develop students' Indonesian language skills (Pinasti et al., 2018). Bahasa Indonesia has an important role in the environment, especially in the school environment, students have begun to be introduced to Indonesian language subjects starting from class I to class VI because when we learn Indonesian there are many things we learn related to learning good communication, knowledge, creativity, skills, and attitudes. There are four aspects used in language skills in the curriculum at school, namely: listening, speaking, reading, writing (Aski et al., 2024).

Writing is the activity of conveying messages using written language as a tool or medium (Idarliati, 2018). Message is the content or content contained in a piece of writing. Writing is a symbol or symbol of language that can be seen and agreed upon in its use. Writing is not something foreign to us. Articles, essays, reports, reviews, literary works, books, comics and stories are examples of written language forms and products that are familiar to life. The writing presents in a coherent and interesting manner the ideas, ideas and feelings of the author. Meanwhile, according to the authors in Solchan et al.'s book, learning to write is expected to be able to direct students to efforts to develop their resources and make learning to write more meaningful and valuable for students. Furthermore, it is hoped that it can lead students to become good, as well as independent, writers and thinkers (Hartono et al., 2021).

Writing skills are one of the language skills that students must master. The culture of expressing students' thoughts or ideas in written form can be developed through education. However, unfortunately this habit has not been taken seriously in the education system, so the writing culture among students is still low and many students still have difficulty writing stories. The aim of writing skills in schools is for students to have Indonesian language skills so they can develop ideas in writing through the essays they write. In the process of writing activities here, the teacher determines several titles/topics, then assigns students to choose one title as the basis for writing. The priority is the product

in the form of writing. Essay discussions are rarely carried out and the use of media is still very lacking and interesting. With learning activities like this, students experience difficulties in writing because they have to comply with the title/topic that has been determined by the teacher. This means that students' creativity cannot develop optimally. In essence, the difficulty of writing is related to what to write and how to express it in written form. The negative impact of this learning model is the lack of student motivation to write so that students' writing skills are low (Dayu & Anggrasari, 2017).

One way that can be done to teach students to be skilled at writing is through activities write imaginative descriptive paragraphs in poetry material. According to Afifah and Hasanudin (2023) that Writing skills are skills that require high creativity. This is in line with According to Sholeh & Afriani (2016), writing skills are the activity of voicing opinions or thoughts through writing. According to Muthowiatin (2020) writing skills are an important activity that can be done developed through various media. Writing skills are an aspect of language learning seems very complicated.

Several factors make writing skills seem complicated and require special attention. Writing is said to be complicated because it comes from language skills (Tarigan, 2021). Apart from that, all the senses are also involved in the writing process. Writing requires a good thought process because when writing, every word and sentence written must be clear and structured so that it is easily understood by the reader (Putri et al., 2022). This is what causes writing skills to be in little demand and occupy the lowest position compared to other language skills (Ghazali & Arief, 2020)

Based on observations made in class IV of SD Pertiwi Medan during the learning process, it was found that the lecture method was applied in the delivery of learning material by the teacher. Apart from that, the teacher also leads students to carry out assignment assignments, discussions, and exercises, as well as question-and-answer activities like general learning methods. This often makes students bored and in the end, can make students passive when learning. There needs to be systematic action to increase students' enthusiasm for learning, such as using unique and interesting learning media. Sholeh & Prapanca (2023) explain that learning media needs to be prepared by teacher educators to support learning activities, making it easier for teachers to teach lessons and making it easier for students to absorb and understand the lessons that have been delivered. Learning media can be in the form of modules, animated videos, images, audio, and much more.

Based on these considerations, one medium that can be used to help students gain their knowledge directly is flipbook media in the form of pictures. According to Rahmawati et al (2017) explained that flipbook media is a visual learning medium consisting of sheets of paper containing images and text that are tied at the top so that they can be turned over. Flipbook media can be used to convey learning material directly. This material is in the form of non-fiction text presented in a flipbook supported by several pictures so that it can increase students' motivation to read, understand, and process any information they have obtained easily.

According to Sari & Ahmad (2021) added that Flipbook is a media created in a structured manner that contains writing, sound images displayed in digital format with multimedia elements so that it makes users more active. The benefits of Flipbook media for students can make it easier for students to understand fictional story texts, discover elements of fictional story texts, therefore it is very important to apply Flipbook media in increasing students' reading interest in fictional story text material so that learning is more meaningful, communicative, interactive and effective. So that students can improve their ability to read fiction text well because the Flipbook media design is appropriate to the child's character, there are pictures, colors, sounds so that the Flipbook media can adapt the learning style to the material that will be presented by the teacher. There are several advantages of Flipbook learning media, namely 1) it can convey learning material briefly and clearly 2) it can be used anywhere 3) it is practical 4) it can increase students' enthusiasm and interest in learning. It can be concluded that the advantages of Flipbook media are that it conveys material more concisely and clearly, can be accessed anywhere, and is easy to carry everywhere (Aprilia et al, 2017).

The use of flipbook media can be applied in various subjects, one of which is Indonesian. In learning Indonesian, flipbook media can be used to help students develop their writing skills. According to Mulyadi et al (2016) explains that through writing activities, students can convey their ideas and information accurately. This is by cybernetic theory which states that children will be able to develop their understanding of the concepts and information they obtain easily through the information processing process. Based on cybernetic theory, the information processing process aims to make students' memory capacity for the information they obtain strong.

The research in this article uses flipbook media in one learning implementation and pays attention to imaginative descriptive paragraph writing skills, namely: students must carry out scientific activities. The flipbook media used is: in the form of images. Apart from that, this research also supports the realization of the character profile of paragraph writing skills, especially critical reasoning in students. This is the novelty of the topic and the advantage of this research. This research was conducted with the aim of analyzing the influence of flipbook media on students' imaginative descriptive paragraph writing skills, and analyzing the influence of flipbook media on students' critical reasoning abilities. From the description of the objectives and novelty of the research, it is hoped that this research can provide various contributions, namely: (1) making this research a reference for teachers and researchers who will study flipbook media, imaginative descriptive paragraph writing skills and critical reasoning student profiles; (2) provide experiences for teachers and students regarding imaginative school thinking that supports learning outcomes; and (3) improve students' imaginative descriptive paragraph writing and critical reasoning skills using flipbook media.

B. Method

This research is a quantitative research type. The research design used is Quasy Experimental Design, namely: Quasy Experimental research or not really, because not all variables are controlled even though in this research there is a control group and an experimental group which are not chosen randomly and are not part of a complete group. (Sugiyono, 2017). The dependent variable in this research influences the independent variable without paying attention to external variables. The skill of writing imaginative descriptive paragraphs in this research acts as the dependent variable, and image-based Flipbook media is the independent variable.
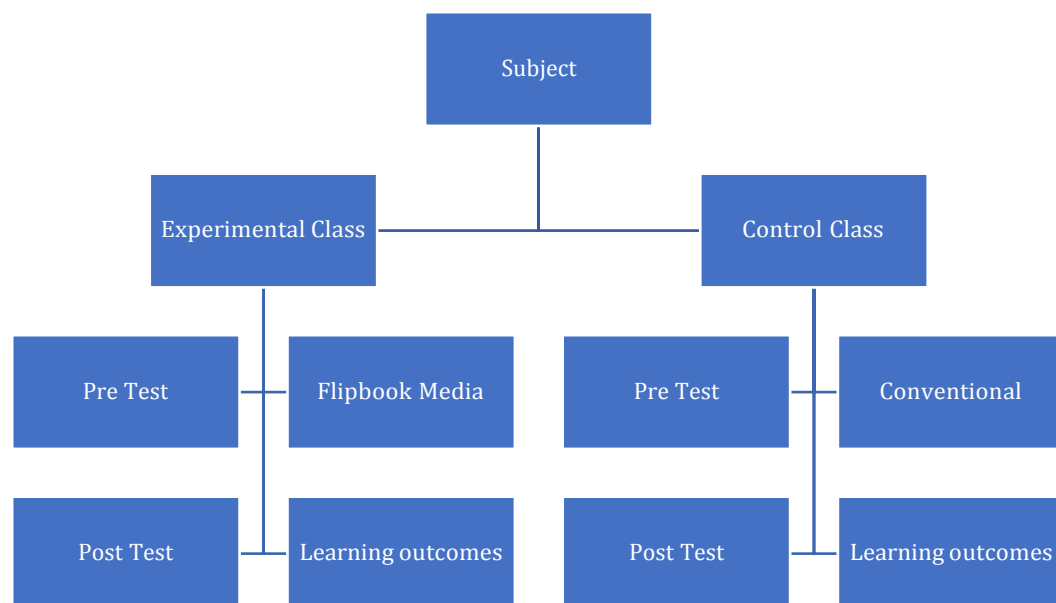
Figure 1. Research design flow

Sampling in this research used purposive sampling, namely determining the sample based on certain considerations. The considerations for determining the sample in this research are (a) schools that implement the Independent Curriculum because the research will measure imaginative descriptive paragraph writing skills; (b) student characteristics; and (c) permission from the school to carry out research, both teachers and school principals. One of Pertiwi Medan Elementary Schools that implements the Independent Curriculum is Pertiwi Medan Elementary School. This school is implementing the Independent Curriculum in the 2023/2024 academic year for classes I, II, IV, and V because it is by the Minister of Education and Culture's regulations for implementing the Independent Curriculum in stages. Researchers are only permitted to conduct research in class IV provided they do not interfere with students' learning activities, and follow the roster and ongoing lesson material. The sample in this study was class IV students at SD Pertiwi Medan using 2 classes and each class had 24 students, so the population used was 48 students.

From the description above, the research design used is one group pretest-posttest. The research design is presented in Table 1:

Table 1. Research Design

Desain *Nonequivalent Control Group Design*			
Group	**Pre Test**	**Treatment**	**Pos Test**
Experiment	O2	X	O2
Control	O3	-	O4

Information:

A   =   Experimental group
B   =   Control group
O1 =   Pre-Test experimental group
O2 =   Posttest experimental group
O3 =   Pre-Test control group
O4 =   Posttest control group
X   =   Flipbook media treatment based on animated images in imaginative descriptive paragraph writing skills

The data collection technique used is a test. The test is used to measure science process skills before and after using flipbook media. The test data is then measured by the average percentage score to be used as the student's final skill or ability to be analyzed using descriptive and inferential statistics. The test instrument grid is arranged based on indicators of imaginative descriptive paragraph writing skills.

Analysis of quantitative research data uses statistical procedures or statistical analysis. Statistical analysis used in quantitative research is divided into two functions, namely: descriptive statistics and inferential statistics. Data analysis in this research also uses descriptive statistics to provide a general description of the data collection found, and inferential statistics to answer research hypotheses and draw generalizations. The inferential statistical tests used to answer the hypothesis in this research are The normality Test and the Independent Sample T-test, but if the data is not normally distributed, the Mann-Whitney test is carried out as a substitute for the Independent Sample T-Test. All statistical tests in this research will use SPSS to prevent calculation errors and avoid errors in the inference of research results.

C. Result and Discussion

Result

Data analysis was carried out using the SPSS version 20 program.

Normality Test

The normality test is the initial step in data analysis. The significance value must be greater than 0.05 to meet the normality test requirements. The Shapiro-Wilk Normality Test

is applied as a prerequisite for the Independent Sample T-test process. The results of the Shapiro-Wilk normality test are as follows:

Table 2. Normality Test Results of *Pre-Test* and *Post-Test*
Class Data Tests of Normality

Class	Shapiro-Wilk		
	Statistic	**df**	**Sig.**
Pre Tes Class	,878	24	,008
Post Tes Class	,896	24	,018

Source: SPSS Data Processing Test (2024)

Table 1 explains that the *pre-test* and *post-test* classes have a *Shaoiro-Wilk* normality value of sig. Smaller than 0,05%, so it is said that the *pre-test* and *post-test* data are not normally distributed. This means that the Independent Sample T-test cannot be carried out, so it is carried out using the Mann-Whitney test.

Mann-Whitney Test

Based on the normality test results, the hypothesis testing was continued using IBM SPSS Statistics 20 for Windows, specifically employing the Mann-Whitney test. The Mann-Whitney test aims to determine whether the Flipbook media impacts the skills of writing imaginative descriptive paragraphs at Pertiwi Elementary School in Medan. The results of the Mann-Whitney test calculations and the comparison of pre-test and post-test class scores are presented in Tables 2 and 3.

Table 3. *Mann-Whitney Test* Test Statistics

	Flipbook Media Result
Mann-Whitney U	0,000
Z	-5,996
Asymp. Sig. (2-tailed)	,000
a. Grouping Variable: Kelas	

Source: SPSS Data Processing Test (2024)

Based on the output of the Mann-Whitney test, the Asymp. The Sig (2-tailed) value obtained from SPSS data analysis is 0.000. Given that the table value is 0.05 and 0.000 < 0.05, $H0$ is rejected, and $H1$ is accepted, indicating that the Mann-Whitney test shows a significant effect. Therefore, the research results demonstrate the impact of Flipbook media on

Indonesian language learning outcomes for fourth-grade students. In the IVB control class, where conventional media were used, students lacked focus and found the learning process boring. Conversely, in the IVA experimental class, where Flipbook media with animated images was utilized to teach imaginative descriptive paragraph writing skills, students were enthusiastic and active. This enthusiasm was due to their participation in using the Flipbook media, which positively influenced their learning outcomes. Consequently, there were notable differences between the experimental class using Flipbook media and the control class using conventional media.

Flipbook media benefits students with its attractive appearance, making students active because they participate in trying Flipbook media. Students can more effectively understand the material being studied, concentration becomes focused on Flipbook media, and learning becomes more important and essential so that students stay energized during the learning experience.

Table 4. Comparison of *Pre*-Test and *Post-Test Class Scores*

	Class	N	Mean	Std. Deviation
Flipbook Media Result	*Pre Tes Class*	24	51,88	6,223
	Post Tes Class	24	85,83	6,703

Source: SPSS Data Processing Test (2024)

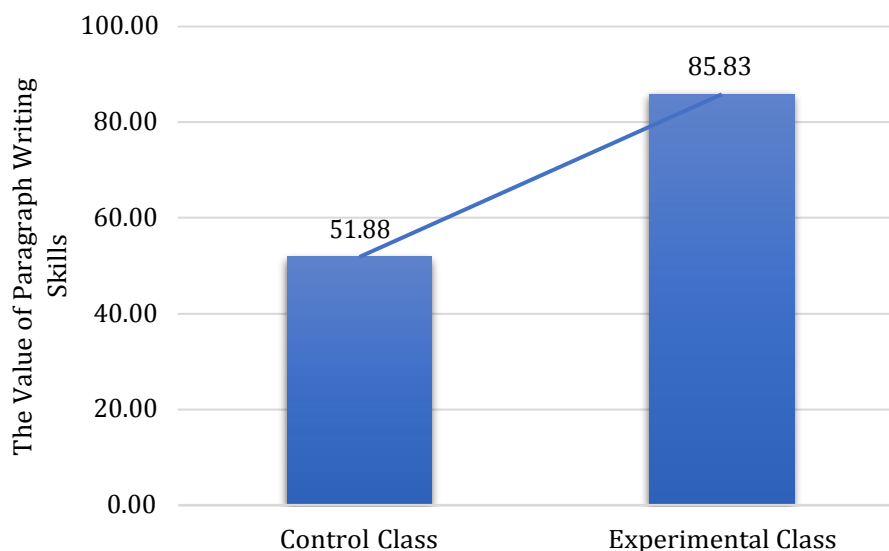Based on the research results, the average class scores for the pre-test and post-test can be seen in Figure 2.

Figure 2. Average Value of Control and Experimental Classes

Based on Figure 1, the average score for writing imaginative descriptive paragraphs in the pre-test class was 51.88, while the average in the post-test class was 85.83. Hypothesis testing using SPSS 20 for Windows follows the criterion: if Sig < 0.05, then Ha is accepted.

According to Table 2, the statistical analysis test results show Sig. 0.00 < 0.05, indicating that Flipbook media significantly impacts imaginative descriptive paragraph writing skills at Pertiwi Elementary School, Medan.

Discussion

This research was carried out at Pertiwi Medan Elementary School in classes IV A and IV B with different treatments where class IV A was the control class using independent curriculum teaching materials and class IV B was the experimental class using Flipbook media. This research was conducted to determine imaginative descriptive paragraph writing skills through the results of pre-test and post-test data. Then to find out the differences in imaginative descriptive paragraph writing skills before and after implementation using Flipbook media. The measuring tool in this research is a test instrument. For test instruments, before use, a normality test is carried out. In the initial stage, the instrument consisted of 20 questions which were tested in the control and experimental classes and obtained data with an abnormal distribution, so the Mann-Whitney test was carried out to determine whether the Flipbook media had an effect or not. Based on the research results, indicates that the Mann-Whitney test has an asymp value. Sig 0,00 < 0,05, meaning that the Flipbook media used has a significant effect on the skill of writing imaginative descriptive paragraphs. Based on Figure 1, the average score for the post-test class for paragraph-writing skills is higher than the average for paragraph-writing skills in the pre-test class. The average student skills result in the post-test class was 85,83 and in the pre-test class it was 51,88.

Based on the description above, this means that there are differences in the results of imaginative descriptive paragraph writing skills taught using media and without using media. Flipbook media is an alternative for developing interest and making it easier for students to develop imaginative descriptive paragraph writing skills in Indonesian poetry lessons. This is by Sholichah & Rukmi's (2018) statement that students can remember better if the information presented is visual, verbal, or both. When students learn with the help of flipbook media, students can observe information in the form of text and images visually and verbally, making it easier for them to process the information they have obtained. Based on the results of this research, it can be concluded that flipbook media influences descriptive paragraph writing skills. imaginative fourth-grade students at Pertiwi Elementary School, Medan.

Based on information, Rahmawati et al (2017) added that teaching and learning activities using interesting media can increase student activity and learning outcomes. Student learning activities while using flipbook learning media have increased. According to Kodi et al (2019) that flipbook media has a significant effect on student learning activities. It is suspected that the existence of flipbook media makes it easier for students to carry out learning and increases students' knowledge and creativity in writing imaginative descriptive paragraphs on poetry material. Flipbooks also have several advantages, including being able to present learning material in the form of words, sentences and

images, can be equipped with colors so that they attract students' attention, are easy to make, easy to carry anywhere, and can increase student learning activities.

Learning media has a big influence on the learning process because learning media can be a reference about whether students understand or not through learning media. Teachers can easily explain the material being taught to students. If the media created by the teacher is interesting, students are very happy when participating in learning and students are very happy when learning. easy to understand the material taught and delivered by the teacher in class. One of the media used is a flipbook, According to Nuryani & Abadi (2021) that this Flipbook media is designed to be as attractive as possible using a combination of beautiful colorful columns so that students are more interested, active, and enthusiastic in participating in learning activities. Haryanto et al (2019) adding that flipbook also have several advantages, including being able to present learning material in the form of words, sentences and pictures, can be equipped with colors so that they attract students' attention, are easy to make, easy to carry anywhere, and can increase student learning activities. Flipbook are also able to improve students' mastery of abstract things or events that cannot be presented in class.

The influence of Flipbook media on Indonesian language learning outcomes is similar to the results of research Wardhany (2019), it is known that the pretest score in the control class was 51.88 and the experimental class was 85.83. It is suspected that the influence on student learning outcomes using Flipbook media was more optimal than using conventional media. This research is also strengthened by the results of previous research Masitoh (2022), the initial measurement (pre-test) was 51.88, while the final measurement (post-test) was 85.83. Based on this data, there was an increase of 33.95 scores.

Strengthened by the results of previous research by Nuryani & Abadi (2021) this development produces a product in the form of Flipbook learning media using imaginative descriptive paragraph writing skills at SD Pertiwi Medan. Based on the results of the validity test carried out by experts and from the results of individual tests, a percentage score (98%) with very good qualifications was obtained, the results of the learning media expert assessment obtained a percentage score (93%) with very good qualifications, the results of the learning design expert assessment obtained a percentage score (92.5%) with very good qualifications, and from individual test subjects students obtained a percentage score (95%) with very good qualifications. So it can help in overcoming learning problems.

This research is relevant to Ulandari's research (2018) which stated that the Flash Flipbook media had an influence on student learning outcomes in the experimental class. The average score of student learning outcomes increased from a pre-test score of 11.33 to 16.50 in the post-test score with a completion percentage of 86.67%. Meanwhile, in the control class, the average score of student learning outcomes increased from the pre-test score of 10.87 to 14.68 in the post-test score with a completion percentage of 51.61%. There was an influence on student learning outcomes using Flipbook media which was better than using conventional media. And the results of observations (Setiadi et al., 2021) in science subjects at SDN Cemara Dua Surakarta, SDN Mangkubumen Lor No. 15 Surakata, and SDN

Mangkubumen Kidul No. 16 Surakarta class V in this Simple Forces and Planes material can be used optimally that there is an influence of Flipbook media on class student learning outcomes. Based on the results of research conducted by researchers, it shows that the Flipbook media used by fourth grade students in Indonesian language subjects on the skill of writing imaginative descriptive paragraphs has an influence on student learning outcomes using Flipbook media which is better than using conventional media.

The use of flipbook media can be applied in various subjects, one of which is Indonesian. In learning Indonesian, flipbook media can be used to help students develop their writing skills. Through writing activities, students can convey their ideas and information accurately. This is in accordance with cybernetic theory which states that children will be able to develop their understanding of the concepts and information they obtain easily through the information processing process (Thobroni, 2015). Based on cybernetic theory, the information processing process aims to make students' memory capacity for the information they obtain strong. According to Sholichah & Rukmi (2018) students can remember better if the information presented is visual, verbal, or both. When students learn with the help of flipbook media, students can observe information in the form of text and also images visually and verbally, making it easier for them to process the information they have obtained.

Based on the results of research conducted by researchers, it shows that the Flipbook media used by fourth grade students in the Indonesian language subject on descriptive imaginative paragraph writing skills has an influence on student learning outcomes using Flipbook media which is better than using conventional media. Ha; This is in accordance with the statement by Juliani & Ibrahim (2023) that Flipbook media has its own benefits for students with its attractive appearance, making students active because students participate in trying Flipbook media. Students can more effectively explore the material being studied, student concentration becomes focused on the media. Flipbook, learning becomes more important and essential so that students do not get tired easily during the learning experience. It can be concluded that the advantages of Flipbook media are that it conveys material more concisely and clearly, can be accessed anywhere, and is easy to carry anywhere.

D. Conclusion

Based on the research results, it can be concluded that the response to flipbook media has an influence on the skills of writing imaginative descriptive paragraphs at SD Pertiwi Medan. This can be seen from the increase in the average pre-test and post-test scores of Imaginative Descriptive Paragraph Writing Skills among students after using media flipbook. This means that flipbook media has a very important role in the learning process. This research aims to describe interactive media in increasing the influence of using flipbook media on imaginative descriptive paragraph writing skills in elementary school students.

The student response to flipbook media has an influence on the skills of writing imaginative descriptive paragraphs at SD Pertiwi Medan. This can be seen from the increase

in the average pre-test and post-test scores after using flipbook media. The students' response to the flipbook media which was carried out by trial on fourth grade elementary school students obtained a percentage of 86% in the very good category. This shows that the flipbook media received a very good and positive response from students and teaching staff. So that the flipbook media for imaginative descriptive paragraph writing skills has been effective and can improve student learning outcomes. The suggestion for further research is to apply flipbook media to other subjects to create an interesting, enjoyable learning atmosphere and make students more critical in understanding learning.

Suggestions for further research are that teachers can apply flipbook media to the Imaginative Descriptive Paragraph Writing Skills of Elementary School Students and pay more attention to learning process skills so as to create an interesting, interactive learning atmosphere, reducing the amount of learning time and making it fun and improving the quality. student learning and the learning process. can foster students' interest and motivation in learning and be more critical in understanding learning so that students are more enthusiastic about learning and interested in learning activities. For other researchers who will conduct research on the use of flipbpok media on Imaginative Descriptive Paragraph Writing skills in students, it is recommended that they pay more attention to students during observations so that they can observe students more optimally.

Acknowledgment

References

Afifah, D. N., & Hasanudin, C. (2023). Pemanfaatan Aplikasi Quizizz sebagai Media Evaluasi Pembelaja beran Keterampilan Menulis di Perguruan Ting. *Jurnal Bahasa, Sastra, dan Pengajaran*, 2(1).

Aprilia, T., Sunardi, & Djono. (2017). Penggunaan Media Sains Flipbook dalam Pembelajaran IPA di Sekolah Dasar. *Jurnal Penelitian Teknologi Pendidikan*, 15(02), 74-82.

Alawia, A. (2019). Penerapan Media Gambar Lingkungan Sekitar Dalam Meningkatkan Kemampuan Menulis Karangan Deskripsi di Sekolah Dasar. *Pedagogik Journal of Elementary School*, 2(2), 147-158.
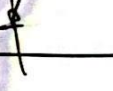
Dayu, D. P. K., & Liya, A. A. 2017. Pengaruh Penggunaan Media Big Book Writing Terhadap Keterampilan Menulis Bahasa Indonesia Siswa Kelas 5 Sd Negeri 1 Pilangbango Madiun. *Jurnal Pendidikan Dasar Islam*, 9(1), 1-31.

Ghazali, A. M., & Arief, E. (2020). Korelasi Keterampilan Membaca Pemahaman dengan Keterampilan Menulis Teks Berita Siswa Kelas VIII SMP Negeri 9 Padang. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 9(1), 10-15. https://doi.org/10.24036/108258-019883.

Hartono, B., Rahum, A. R & Akhir, M. (2021). Efektivitas Penggunaan Topik Bebas dalam Menulis Karangan Deskripsi Siswa Kelas VII SMP Negeri 2 Budong-Budong. *Jurnal Riset dan Inovasi Pembelajaran*, 1(3), 25-37.

Haryanto, Asrial, M., Ernawati, D. W., Syahri, W., & Sanova, A. (2019). E-Worksheet Using Kvisoft Flipbook: Science Process Skills And Student Attitudes. *International Journal Of Scientific & Technology Research*., 8(12), 1073-1079.

Idarliati, I. (2018). Peningkatan Keterampilan Menulis Karangan Deskripsi Dengan Menggunakan Media Gambar. *Pedagogik Journal of Islamic Elementary School*, 1(1), 57-72. https://doi.org/10.24256/pijies.v1i1.380

Juliani, R & Ibrahim, N. (2023). Pengaruh Media Flipbook terhadap Hasil Belajar Bahasa Indonesia Siswa Kelas Iv Di Sekolah Dasar. *Journal Elementary School Education*, 7(1), 19-26.

Kodi, A. I., Hudha, M. N., & Ayu, H. D. (2019). *Pengembangan Media Flipbook Fisika Berbasis Android untuk Meningkatkan Prestasi Belajar Pada Topik Perpindahan Kalor*. Seminar Nasional Pendidikan Fisika. Universitas PGRI Madiun. http://e-journal.unipma.ac.id/index.php/snpf.

Masitoh, A. (2022). Pengaruh Model Pembelajaran Jigsaw Menggunakan Media Flipbook Terhadap Hasil Belajar IPS Kelas V. *Jurnal Belaindika :Pembelajaran Dan Inovasi Pendidikan*, 4(1), 21-27.

Mulyadi, D. U., Wahyuni, S., dan Handayani, R.D. 2016. Pengembangan Media *Flash Flipbook* untuk Meningkatkan Keterampilan Berfikir Kreatif Siswa dalam Pembelajaran IPA di SMP. *Jurnal Pembelajaran Fisika*, 4(4), 296-301.

Muthowiatin, A., Sutrimah, & Hasanudin, C. (2020). Penerapan Metode Quantum: Bagaimana Siswa Menulis Teks Negosiasi. *Tabasa: Jurnal Bahasa, Sastra Indonesia, dan Pengajarannya,* 1(1), 35-47. Retrieved from https://ejournal.uinsaid.ac.id/in-dex.php/tabasa/article/view/2590.

Nuryani, N. L., & Abadi, I. B. G. S. (2021). Media Pembelajaran Flipbook Materi Sistem Pernapasan Manusia pada Muatan IPA Siswa Kelas V SD. *Jurnal Ilmiah Pendidikan dan Pembelajaran*, 5(2). http://dx.doi.org/10.23887/jipp.v5i2.

Pinasti, D. A., & Kustanti, E. R. (2018). Hubungan Antara Empati Dengan Adiksi Smartphone pada Mahasiswa Fakultas Ilmu Budaya dan Fakultas Sains dan Matematika Universitas Diponegoro Semarang. *Jurnal Empati*, 6(3), 183-188. https://doi.org/10.14710/empati.2017.19747.

Putri, N. A., Warsiman, W., & Hermiati, T. (2022). Peningkatan Keterampilan Menulis Teks Eksposisi Melalui Model Problem Based Learning dengan Media Gambar. *Jurnal Metamorfosa*, 10(1), 11-21. https://doi.org/10.46244/metamor-fosa.v10i1.173.

Rahmawati, D., Wahyuni, S., & Yushardi. (2017). Pengembangan Media Pembelajaran Flipbook pada Materi Gerak Benda di SMP. *Jurnal Pembelajaran Fisika*, (6(4), 326-332.

Sari, W. N., & Ahmad, M. (2021). Pengembangan Media Pembelajaran Flipbook Digital di Sekolah Dasar. *EDUKATIF : Jurnal Ilmu Pendidikan*, 3(5), 2819-2826. https://doi.org/10.31004/edukatif.v3i5.1012.

Setiadi, M. I., Muksar, M., & Suprianti, D. (2021). Penggunaan Media Pembelajaran Flipbook Untuk Meningkatkan Aktivitas Dan Hasil Belajar Siswa. *JISIP (Jurnal Ilmu …,* 5(4), 1067-1075. http://ejournal.mandalanursa.org/index.php /JISIP/article/view/2542.

Sholeh, K., & Afriani, S. (2016). Teknik Mind Mapping sebagai Upaya untuk Meningkatkan Keterampilan Menulis Cerpen pada Siswa SMA. *Jurnal Pendidikan Surya Edukasi (JPSE),* 2(2), 27-45. Retrieved from http://ejournal.umpwr.ac.id/index.php/surya/article/view/3462.

Sholeh, A. N., & Prapanca, A. (2023). Pengembangan Media Pembelajaran Berbasis Video Animasi Infografis pada Mata Pelajaran Teknik Animasi 2 Dimensi dan 3 Dimensi Kelas Xi Multimedia di SMKN 1 Driyorejo. *Jurnal IT. EDU*. 08(01): 17-25.

Sholichah, N., & Rukmi, A. S. (2018). Pengaruh Penggunaan Media Flipbook terhadap Keterampilan Menulis Teks Nonfiksi Siswa Kelas IV SDN di Lakarsantri Surabaya. *Jurnal Pendidikan Guru Sekolah Dasar*, 06(03), 394-403.

Tarigan, S. (2021). Meningkatkan keterampilan berbahasa Indonesia siswa melalui penerapan pembelajaran berbasis proyek. *Indonesia Journal of Educational Development*, 2(1), 148-157. https://doi.org/10.5281/zenodo.4781878.

Thobroni M. 2015. *Belajar & Pembelajaran:Teori dan Praktik*. Yogyakarta:Ar-Ruzz Media.

Ulandari, Ariyati, E., & Titin. (2018). Pengaruh Flash Flipbook terhadap Hasil Belajar Siswa di SMP Negeri 11 Pontianak. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, 7(12), 1-10.

Wardhany, R. O., & Indihadi, D. (2021). Analisis Tulisan Teks Deskripsi Peserta Didik melalui Pengalaman Membaca Cerita Fiksi. *Pedadidaktika: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 8(3), 575-583.

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ
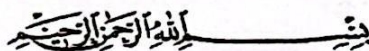
BERITA ACARA BIMBINGAN JURNAL

Nama Lengkap   : Elvin Dea Mitha

NPM   : 2002090050

Program Studi   : Pendidikan Guru Sekolah Dasar

Judul Jurnal   : The Effect of Using Flipbook Media on Imaginative Description Paragraph Writing Skills in Elementary School Students

Tanggal	Materi Bimbingan	Paraf
01 Mei 2024	Revisi Jurnal bagian Abstrak, introduction, Method (metode)	
13 Mei 2024	Revisi Jurnal bagian Conclusion.	
07 Agustus 2024	ACC Sidang	

Medan,   Agustus 2024

Ketua Program Studi   Dosen Pembimbing
Pendidikan Guru Sekolah Dasar

<u>Suci Perwita Sari, S.Pd., M.Pd.</u>   <u>Amin Basri, S.Pd.I., M.Pd.</u>

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website :http://www..fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

UMSU
Unggul | Cerdas | Terpercaya

Yth   : Ketua dan Sekretaris
Program Studi Pendidikan Guru Sekolah Dasar
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :
Nama Mahasiswa : Elvin Dea Mitha
N P M   : 2002090050
Program Studi   : Pendidikan Guru Sekolah Dasar
Kredit Komulatif : 119   IPK = 3 , 7 5

Persetujuan Ketua/ Sekretaris Prog. Studi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	Pengaruh Penggunaan Media *Flipbook* Terhadap Keterampilan Menulis Paragraf Deskripsi Imajinatif Pada Siswa Sekolah Dasar Pertiwi Medan	
	Penggunaan Model Pembelajaran Kooperatif Tipe *Two Stay Two Stray* Berbantuan Media *Flipchart* Terhadap Keterampilan Berpikir Kritis Muatan Bahasa Indonesia Pada Siswa Kelas IV SD Pertiwi Medan	
	Penggunaan Model Pembelajaran Discovery Learning Berbantuan Media Realia Terhadap Kemampuan Berpikir Kritis Muatan Bahasa Indonesia Pada Siswa Kelas IV SD Pertiwi Medan	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 20 Oktober 2023

Hormat Pemohon,

Elvin Dea Mitha

Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua Prodi
- Untuk Mahasiswa yang bersangkutan

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. KaptenMukhtarBasri No.3 Telp.(061)6619056 Medan 20238
Website :http:/www..fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

==

KepadaYth :   Ketua dan Sekretaris
Program Studi Pendidikan Guru Sekolah Dasar
FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama	: Elvin Dea Mitha
NPM	: 2002090050
ProgramStudi	: Pendidikan Guru Sekolah Dasar

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

"Pengaruh Penggunaan Media Flipbook Terhadap Keterampilan Menulis Paragraf Deskripsi Imajinatif Pada Siswa Sekolah Dasar Pertiwi Medan"

Sekaligus saya mengusulkan/menunjuk Bapak sebagai :

Dosen Pembimbing : Amin Basri, S.PdI., M.Pd

Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya.
Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya.
Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Medan, 20 Oktober 2023
Hormat Pemohon,

Elvin Dea Mitha

Dibuat Rangkap3 :
- Untuk Dekan/Fakultas
- Untuk Ketua Prodi
- Untuk Mahasiswa yang bersangkutan

Nomor   : 3573 / II.3-AU//UMSU-02/ F/2023
Lamp   : ---
H a l   : **Pengesahan Proyek Proposal**
                Dan Dosen Pembimbing

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.

Nama   : **Elvin Dea Mitha**
N P M   : 2002090039
Program Studi   : Pendidikan Guru Sekolah Dasar
Judul Penelitian : **Pengaruh Penggunaan Media *Flipbook* Terhadap Keterampilan Menulis Paragraf Deskripsi Imajinatif Pada Siswa Sekolah Dasar Pertiwi Medan**

Pembimbing   : **Amin Basri, S.Pd,I.,M.Pd**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **26 Oktober 2024**

Medan, <u>11 Rabi'ul Akhir</u>   <u>1445 H</u>
            26 Oktober   2023 M

Wassalam
Dekan

Dra.Hj.Syamsuyurnita.,M.Pd
NIDN. 0004066701

Dibuat rangkap 5 (lima) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Dosen Pembimbing
4. Mahasiswa Yang Bersangkutan
WAJIB MENGIKUTI SEMINAR