



Development of Reading Materials based on *Assamaturu* Local Wisdom with the Help of the *Heyzine Flipbooks* Application to Improve the Reading Comprehension Skills of Class IV Students in Primary Schools

Rahmat Satria Arafa¹, Sulfasyah², Tarman A. Arif³

Universitas Muhammadiyah Makassar^{1,2,3}

Rahmatstria26@gmail.com¹, sulfasyah@unismuh.com², tarman@unismuh.ac.id³

Receive: 11/02/2024	Accepted: 11/02/2024	Published: 01/03/2024
----------------------------	-----------------------------	------------------------------

Abstrak

Penelitian ini bertujuan untuk mengembangkan dan mengevaluasi kevalidan, kepraktisan dan keefektifan bahan bacaan berbasis kearifan lokal *Assamaturu* berbantuan aplikasi *Heyzine Flipbooks*. Tujuan utama dalam penelitian ini memberikan kontribusi dan manfaat nyata dalam pembelajaran khususnya dalam meningkatkan pemahaman membaca siswa kelas IV dalam konsteks kearifan lokal yang ada di Kabupaten Gowa. Secara akademis, Penelitian ini akan memberikan kontribusi pada literatur pendidikan dengan memperluas pemahaman tentang pengembangan bahan bacaan berbasis budaya lokal *assamaturu* dalam konteks pendidikan dasar. Model pengembangan yang digunakan dalam penelitian ini adalah model pengembangan 4- D (*four D models*). Adapun tahap-tahap model 4-D antara lain pendefinisian (*define*), perancangan (*design*), pengembangan (*develop*), dan penyebaran (*disseminate*). Adapun temuan penelitian ini berdasarkan analisis validitas yang di lakukan oleh pakar ahli atau validator 1 dan validator 2 diatas menunjukkan bahwa Instrumen penelitian dinyatakan valid dengan nilai rekapitulasi yaitu 3,7. Selanjutnya hasil analisis kepraktisan dengan data angket respon guru dan siswa menunjukkan bahwa bahan bacaan berbasis kearifan lokal *Assamaturu* berbantuan aplikasi *Heyzine Flipbooks* dinyatakan sangat praktis dengan nilai presentasi yaitu 92%. Kemudian hasil analisis keefektifan berdasarkan hasil tes pemahaman membaca yaitu secara keseluruhan rata-rata nilai siswa yaitu 87 dengan presentasi ketuntasan 90% dengan ini dapat disimpulkan bahwa bahan bacaan berbasis kearifan lokal *Assamaturu* berbantuan aplikasi *Heyzine Flipbooks* sangat baik dalam meningkatkan keterampilan membaca pemahaman siswa kelas IV di Sekolah Dasar. Dengan demikian bahan bacaan berbasis kearifan lokal *Assamaturu* berbantuan aplikasi *Heyzine Flipbooks* valid, praktis dan efektif dalam meningkatkan keterampilan membaca pemahaman siswa kelas IV.

Keywords: Bahan Bacaan, *Assamaturu*, *Heyzine Flipbooks*, Membaca Pemahaman.

Abstract

This research aims to develop and evaluate the validity, practicality and effectiveness of reading materials based on local *Assamaturu wisdom* using the *Heyzine Flipbooks application*. The main

objective of this research is to provide real contributions and benefits in learning, especially in improving the reading comprehension of class IV students in the context of local wisdom in Gowa Regency. Academically, this research will contribute to educational literature by expanding understanding of the development of reading materials based on local *Assamaturu culture* in the context of basic education. The development model used in this research is the 4-D development model (*four D models*). The stages of the 4-D model include *defining*, *designing*, *developing* and *disseminating*. The findings of this research are based on the validity analysis carried out by experts or validator 1 and validator 2 above, showing that the research instrument is declared valid with a recapitulation value of 3.7. Furthermore, the results of the practicality analysis using questionnaire data from teacher and student responses showed that reading materials based on local Assamaturu wisdom assisted by the Heyzine Flipbooks application were declared very practical with a presentation score of 92%. Then the results of the effectiveness analysis based on the results of the reading comprehension test are that the overall average student score is 87 with a completeness presentation of 90%. It can be concluded that reading materials based on local Assamaturu wisdom assisted by the *Heyzine Flipbooks application* are very good in improving the reading comprehension skills of fourth grade students in Elementary school. Thus, reading materials based on local *Assamaturu wisdom assisted by the Heyzine Flipbooks application* are valid, practical and effective in improving the reading comprehension skills of class IV students.

Keywords: Reading Materials, *Assamaturu*, *Heyzine Flipbooks*, Reading Comprehension.

INTRODUCTION

Reading is a core skill that benefits students at all levels of education. According to Risnawa et al (Lukman et al, 2023) reading also has many benefits, reading skills apart from being useful for increasing knowledge can also increase the reader's interest, the amount of vocabulary mastered will influence fluency in writing. Reading skills are one of the important skills because students' learning success is determined by their mastery of reading skills (Alamsah et al, 2023).

Despite the importance of reading comprehension, a number of studies show that elementary school students in Indonesia do not yet have adequate reading comprehension skills (Sulfasyah, Ernawati, & Fatmawati, 2022; Nurvitriawati & Sulfasyah, 2018; Wahid S, Sulfasyah, Rubianto, 2016;). This is in line with the PISA survey released by the OECD in 2019, where Indonesia was ranked worryingly, namely 62nd out of 70 countries with an average score of 379, a decrease compared to the 2015 PISA achievements (Firdiawan, Cahyani, Nisa & Khosiyono 2023).

This is in line with the results of the initial analysis, two problems were found, firstly, the school did not have reading materials that covered local aspects about one of the cultures of the people of Gowa district, namely *assamaturu*.

Second, the level of students' reading comprehension is still low, based on the initial analysis carried out by researchers that out of 40 students in class IV, there are 16 students who are still in the sufficient category. The level of reading skills is at a percentage of 51%, where this result means that these students are still classified as lacking.

The aim of developing reading materials assisted by the *Hayzine Flipbooks application* is to produce a reading material product based on local *Assamaturu wisdom* that can be accounted for. Apart from that, with the development of reading materials assisted by the *Heyzine Flipbooks application*, it is hoped that it will be able to improve and develop the reading comprehension abilities of elementary school students, especially in Gowa Regency.

The reading material product produced is in the form of reading material based on local *Assamaturu wisdom with the help of the Heyzine Flipbooks application*. So the reading material developed by researchers can be packaged into 2 forms, namely in printed form and in file form. So, this reading material can be used directly (*offline*) and can be applied *online*. The reading material developed is printed reading material (a book) whose aim is so that students can learn independently and also with guidance from the

teacher. Then the reading material developed by researchers can be in the form of a PDF file so that it can be run using the *Heyzine Flipbooks application* so that the delivery of this teaching material can be conveyed to students by sharing links or *scanning barcodes* of reading material to students with the help of other learning applications such as the *Whatsapp* and *Google Classroom applications*.

Several relevant studies have been carried out related to the development of reading materials, namely Ningsih (2022), with the results of product validation tests for English reading materials based on Ende-Lio local wisdom by material experts, language and media experts, the Good category was obtained with a score of 90%. The similarities with research conducted by researchers are in the aspect of developing reading materials based on local wisdom. Then, research conducted by Wildasari (2022), with validation test results of media expert assessments with an average score percentage of 87.5% in the very feasible category, material expert assessments with an average score percentage of 93.7% in the very feasible category, and the average percentage score is 90.6% in the very decent category. The similarities with this research lie in the development of reading materials and also in the development model used, namely the ADDIE model consisting of five stages, namely Analysis, Design, Development, Implementation, Evaluation.

Based on the problems that have been identified, the researcher wants to develop reading materials based on the local wisdom of *Assamaturu with the help of the Heyzine Flipbooks application* to improve the reading comprehension of Class IV Elementary School Students.

METHOD

Development research or *Research and Development* is a method used to develop and

RESULTS AND DISCUSSION

Stage development reading materials based on local wisdom *assamaturu'* done through four The stages are *define, design, develop*, and *disseminate*. At the *define stage* there are three stages, namely initial analysis, student analysis and goal specification. The first stage of initial analysis found two problems. First, the school did not have reading materials that covered local aspects about one of the cultures of the people of

validate a Borg & Gall educational product (Risal et al, 2022:2). Furthermore, according to Sugiono (2019:297), research and development methods or in English *Research and Development* are research methods used to produce certain products, and test the product's effectiveness. The development model used in this research is the 4-D development model (*four D models*). According to Sugiyono (2008:404) the stages of the 4-D model include: *defining*, *designing*, *developing* and *disseminating*.

Product validation is carried out by expert validators to assess reading materials based on local wisdom *assamaturu'* Then give suggestion For repair as well as validate if learning media is ready to use. Test reading material used by students to find out how students respond to reading materials based on local wisdom *assamaturu'* Which has developed. Subject test try product is student class IV in Bontokamase State Elementary School which will use reading materials in the learning process.

The data collection instruments used in this research were validation sheets, questionnaires, And test. Technique analysis data Which done that is analyze appropriateness product which is produced through expert validation results and analyzing the level of compatibility between validators. Next, an analysis of student and teacher responses to reading materials based on the local wisdom of *Assamaturu' was carried out*. And finally, carry out an analysis of the effectiveness of reading materials based on the local wisdom of *Assamaturu*.

The dissemination process (*Dissiminate*) is the final stage of development. The aim of this stage is to disseminate the research products that have been produced. At this stage, the use of reading materials based on the local wisdom of *Assamaturu'* has been developed. Deployment is done with load in educational electronic journal

Gowa district, namely *Assamaturu*. Second, the level of students' reading comprehension is still low, based on the initial analysis carried out by researchers that out of 40 students in class IV, there are 24 students who are still in the sufficient category. The level of reading skills is at a percentage of 51.00%, where this result means that these students are still classified as poor. The second stage, namely student analysis, researchers

examined the type of reading material they were interested in and the level of students' reading comprehension. The third stage, objective specification, namely the formulation of objectives adapted to the Phase B learning objectives (TP) and reading comprehension indicators.

Stage *design* has three stages, namely media selection, initial design and test preparation. The first stage of media selection in this research was *Canva* as a medium for designing reading materials and *Heyzine flipbooks* as a container for reading materials in learning. *Heyzine flipbooks* is an application that allows users to easily create digital *flipbooks*. With *heyzine flipbooks* users can convert PDF files into *flipbook form* via *Canva*. The second stage, initial design at this stage is the prototype of the reading material that will be designed using *Canva*, namely in the form of reading material based on the local wisdom of *Assamaturu*. The third stage of test preparation at this stage is the preparation of test questions

based on the content of the *Assamaturu* reading material and indicators of reading comprehension skills according to Barrett's taxonomy.

develop stage has five stages, namely validation, revision I, small-scale test, revision and small-scale test. The first stage, namely validation, was carried out to determine the suitability of the research instrument. The research instrument that was validated was reading material based on the local wisdom of *Assamaturu* assisted by the *Heyzine Flipbooks* application. Apart from that, the researcher also validated the teacher and student response questionnaires, teaching modules, and reading comprehension test questions. The reading material based on the local wisdom of *Assamaturu*, assisted by the *Heyzine Flipbooks* application, was validated by 2 experts or validators who are experts in the fields of Indonesian and the development of reading materials and media. The validation results can be seen in the table below.

Table 1. Reading Material Validation Results

No	Aspect	V ₁	V ₂	Average	Information
1	Media Quality	3.8	3.9	3.8	alid
2	Material Quality	3.8	3.9	3.9	alid
Overall average				3.8	alid

Based on the table above, it shows that the overall average results of the validation of reading materials based on local wisdom in *Assamaturu* are in the valid category with an overall score of 3.8. For each aspect, including the media quality

aspect of the reading materials presented, an average of 3.8 was obtained, with a valid category, then looking at the quality aspect of the teaching materials, an average of 3.9 was obtained with a valid category.

Table 2. Teaching Module Validation Results

No	Aspect	V ₁	V ₂	Average	Information
1	Teaching Module Format	3.7	4	3.9	Valid
2	Contents of the Teaching Module	3	4	3.5	Valid
3	Language	3	4	3.5	Valid

4	Time	3	3	3	Valid
5	Method	3.5	4	3.8	Valid
Overall average				3.5	Valid

Based on the table above, it shows that the overall average of the teaching module validation results is in the valid category with an overall average score of 3.5. For each aspect, including the photography aspect of the teaching module, an average score of 3.9 was obtained in the valid category, then, for the content aspect of the teaching module, an average score of 3.5 was

obtained in the valid category, after that, the language aspect was obtained an average score of 3.5 with the valid category, then in the time aspect an average score of 3 was obtained with a very valid category, then looking at the method aspect an average score of 3.8 was obtained with the valid category. So it can be concluded that the teaching module is declared valid.

Table 3. Grid and Test Validation Results

No	Aspect	V ₁	V ₂	Average	Information
1	Grid and Test Format	3.8	4	3.9	Valid
2	Fill in the Grid and Test	3.8	4	3.9	Valid
3	Language	3.5	4	3.8	Valid
Overall average				3.8	Valid

Based on the table above, it shows that the overall average results of the validation grids and questions are in the valid category with an overall average score of 3.8. For each aspect, including the format of the grid and questions, an average score of 3.9 was obtained in the valid category, for the aspect of

the content of the grid and questions, an average score of 3.9 was obtained in the valid category, then for the language aspect, the average score was obtained. average 3.8 with valid category. So it can be concluded that the grid sheet and questions are declared valid.

Table 4. Validation Results Questionnaire Teacher Response

No	Aspect	V ₁	V ₂	Average	formation
1	Questionnaire Format	4	3	3.5	Valid
2	Contents	4	4	4	Very Valid
3	Construction	3	4	3.5	Valid
4	Language	4	4	4	Very Valid

Overall average	3.8	Valid
------------------------	-----	-------

Based on the table above, it shows that the overall average results of the teacher response questionnaire validation are in the valid category with an overall average score of 3.8. For each aspect, including the teacher response questionnaire format aspect, an average score of 3.5 was obtained in the valid category, the content

aspect of the teacher response questionnaire obtained an average score of 4 in the very valid category, the construction aspect obtained an average score of 3.5 in the valid category. , then the language aspect obtained an average score of 4 with a very valid category. So it can be concluded that the grid sheet and questions are declared valid.

No	Aspect	V ₁	V ₂	Average	Information
1	Questionnaire Format	4	3	3.5	Valid
2	Contents	3.5	4	3.8	Valid
3	Construction	3	4	3.5	Valid
4	Language	3	4	3.5	Valid
Overall average				3.6	Valid

Table 5. Validation Results Questionnaire Response Student

Based on the table above, it shows that the overall average of the student response questionnaire validation results is in the valid category with a score of 3.6. For each aspect, including the format aspect of the student response questionnaire, an average score of 3.5 was obtained with a valid category, the content aspect of the student response questionnaire obtained an average score of 3.8 with a very valid category, the construction aspect obtained an average score of 3.5 with valid category, then the language aspect obtained an average score of 3.5 with the valid

category. So it can be concluded that the grid sheet and questions are declared valid

The second stage, namely receipt I, at this stage is carried out after the validation stage by the validator. The validation results are then used to correct weaknesses or shortcomings in the research instrument.

Furthermore, reading materials based on local wisdom *assamaturu* ' offer high levels of practicality increase ability read understanding And independence Study student fourth grade in elementary school. Can be seen in the table below:

Table 6. Questionnaire Results Teacher Response

No	Respondent	Average	Presentation	Information
		Teacher Response	(%)	
1	Teacher at Bontokamase State Elementary	1	87%	Very Practical

School, Somba
 Opu District,
 Gowa Regency

Based on the table above, it shows that the average overall teacher response is 1 with 87% of presentations in the very practical category.

Table 7. Questionnaire Results Response Student

No	Respondent	Average Student Response	Presentation (%)	Information
----	------------	--------------------------	------------------	-------------

1	40 Class IV students at Bontokamase State Elementary School, Somba Opu District, Gowa Regency	1	98%	Very Practical
---	---	---	-----	----------------

students at
 Bontokamase State
 Elementary School,
 Somba Opu
 District, Gowa
 Regency

Based on the table above, it shows that the overall average of student responses is 1 with 98% of presentations in the very practical category.

the small scale trial stage carried out with 10 fourth grade students at SD Negeri Bontokamase, Somba Opu District, Gowa Regency, consisting of 5 boys and 5 girls to see the effectiveness of the local wisdom-based reading materials that were developed . After that, a small-scale trial, then multiple choice test questions were given to determine students' reading comprehension skills in capturing each content of the *Assamaturu local wisdom-based reading material* with the help of the Heyzone Flipbook application . Next, the fourth stage, namely revision II, at this stage the revision is carried out after small-scale trials. If the results of revision I in a limited trial reveal deficiencies and weaknesses in the reading material, these deficiencies will then be corrected in revision II.

The results of revision II are a better product and are ready to be used for testing on a wider scale. Then the final stage in *development* , namely the wide-scale trial stage. At this stage, the reading material based on the local wisdom of *Assamaturu* will be tested widely involving 30 fourth grade students at Bontokamase Elementary School, Gowa Regency, consisting of 13 boys and 17 girls. The aim is to see the effectiveness of the reading material. developed. After that, students will be given test questions to see the extent of their reading comprehension skills. The aim of the wide-scale trial is to obtain a final reading material product that is suitable for use in the ongoing learning process by students in class IV. The results of the analysis of small scale and large scale trials can be seen in the following table:

Table 8. Test Results Understanding Read

Test Results	Small Scale Test	Wide Scale Test	Average
Highest Score	100	100	100

Lowest Score	84	64	74
Complete	10	29	20
Not Completed	-	1	1
Percentage	93%	87%	90%

Based on the table above, the highest average score on the small scale test is 100, then the student's lowest score is 84. Furthermore, the highest average score on the wide scale test is 100, then the student's lowest score is 64. Overall the average score students, namely 87 with a completeness presentation of 90%, thus it can be concluded that reading materials based on local *Assamaturu wisdom assisted by the Heyzine Flipbooks* application are very good in improving the reading comprehension skills of class IV students in elementary schools.

disseminate stage is the dissemination stage and is the final stage of this research and development stage. In this stage, distribution is carried out by promoting reading material products based on local wisdom in *Assamaturu with the help of the Heyzine Flipbooks* application, namely by publishing them in scientific journals.

CLOSING

Based on the results of the research and development that has been carried out, it can be concluded that first, reading materials based on local *Assamaturu wisdom assisted by the Heyzine Flipbooks* application are declared valid. This can be seen based on the validation results of interactive multimedia-based Indonesian language module teaching materials with a validator score of 1 and validator 2 with an overall average score of 3.7 in the valid category. Second, reading materials based on local *Assamaturu wisdom assisted by the Heyzine Flipbooks* application are stated to be practical. This can be seen based on the results of the teacher response questionnaire and student response questionnaire with an average score of 1 with a percentage of 87% in the very practical category. Third, reading materials based on local *Assamaturu wisdom assisted by the Heyzine Flipbooks* application were declared effective. This can be seen based on the results of the reading comprehension test.

Developing wider reading materials by conducting more research to create various reading materials that cover various aspects of local wisdom in various areas, especially in Gowa Regency. The principal, as the holder of education policy in schools, may be able to provide encouragement and facilities to teachers in developing innovative and varied reading materials to improve the quality of education in elementary schools. To teachers, to be able to be motivated to develop interesting, creative, innovative reading materials, especially those that contain local aspects of culture so that students can enrich their knowledge about culture. This reading material development research can be used as a reference in developing more interesting local wisdom-based reading materials and learning media.

REFERENCE LIST

- Alamsah, D., Arif, TA, & Haslinda, H. (2023). The Influence of the Synthetic Analytical Structural Method (SAS) Assisted by Audio Visual Media on the Reading and Writing Skills of Elementary School Students. *Cokroaminoto Journal of Primary Education*, 6 (2), 119-126. Doi: <https://doi.org/10.30605/cjpe.622023.2478>
- Lukman, FA, Arif, TA, & Asnidar, A. (2023). Improving Reading Comprehension Skills Using the Sustained Silent Reading Method in Class IV UPT SPF SD Inpres Kelapa Tiga 1 Makassar. *Arjuna Journal: Publication of Education, Language and Mathematics*, 1 (5), 198-210. Doi: <https://doi.org/10.61132/arjuna.v1i5.274>
- Ningsih, N., & Kara, YMK (2022). Development of English Reading Materials Based on Local Ende-Lio Culture for Middle School Students. *Educative: Journal of Educational Sciences*, 4 (1), 289-297. Doi: <https://doi.org/10.31004/edukatif.v4i>

[1.1719](#)

- Risal, Z. , Hakim, R., Abdullah, RA (2022).
Research and development methods:
Research and development (r&d).
Malang: *Eternal Archipelago
Literacy*
- Sugiyono. (2008). Quantitative Qualitative
Research Methods and R&D.
Bandung: Alfabeta
- Sugiono. (2019). Research methods:
Quantitative, qualitative, and R&D.
Bandung: *Alfabeta* .
- Sulfasyah, S., Ernawati, E., & Fatmawati,
F. (2022, January). Profile of
Teaching Reading Comprehension
for Elementary School Students: Are
You Ready to Lead Students Towards
Society 5.0? In *Proceedings of the
National Seminar on Basic Education*
.
- Wildasari, A. (2022). Development of Initial
Reading Materials Using the
Institutional Word Method for Class I
Elementary School Students. *Journal
of Educational Progress* , 1 (2), 101-
110. Doi:
<https://doi.org/10.33578/kpd.v1i2.36>.