

# IJEMD



## INDONESIAN JOURNAL OF EDUCATION METHODS DEVELOPMENT

**UNIVERSITAS MUHAMMADIYAH SIDOARJO**

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## Primary School Interactive Flipbooks for Localized Early Literacy and Environmental Education: Buku Balik Interaktif untuk Sekolah Dasar dalam rangka Literasi Dini dan Pendidikan Lingkungan yang Disesuaikan dengan Kondisi Lokal

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### Abstract

**General Background** Integrated early childhood learning media combining vivid illustrations with written text plays an essential role in expanding vocabulary mastery and reinforcing early reading skills. **Specific Background** Utilizing localized educational contexts like regional wildlife sanctuaries bridges the gap between theoretical classroom concepts and real-world student environments, fostering authentic place-based learning experiences. **Knowledge Gap** Although visual materials are widely used, there is a pedagogical need for structured, low-tech instructional frameworks that simultaneously coordinate early language training with structured sustainability awareness within formal elementary school systems. **Aims** This study designs and executes an interactive animal flipbook titled "Let's Explore Surabaya Zoo!" to advance literacy development and biodiversity appreciation among second-grade elementary students. **Results** Implemented via the ASSURE instructional design model and Content and Language Integrated Learning methods, classroom evaluations showed that matching games, bold imagery, and simple animal descriptions successfully heightened student engagement while strengthening target vocabulary and conservation interest. **Novelty** This development combines localized geography, game-based learning cards, and dual-subject language-science integration within an accessible, low-tech multimedia layout. **Implications** Implementing structured contextual media demonstrates that budget-friendly tools offer highly effective pathways for upgrading literacy programs and cultivating ecologically conscious citizens early in their educational development.

**Keywords:** Surabaya Zoo, Learning Media, Flipbook, Early Literacy, Environmental Awareness

### Key Findings Highlights

Contextual visual learning tools successfully advance elementary vocabulary acquisition and reading comprehension performance.

Structural instructional designs based on the ASSURE framework ensure precise alignment with cross-disciplinary national curricula.

Game-based card activities paired with localized text patterns systematically enrich environmental sustainability appreciation in early childhood education.

Published date: 2026-02-10

## I. Introduction

"Let's Explore the Surabaya Zoo!" is an educational tool designed to support early literacy and environmental awareness among elementary school second-grade students. This media is in the form of a large *flipbook* filled with vivid illustrations and simple descriptions of various animals at the Surabaya Zoo. This learning media aims to improve vocabulary mastery, reading comprehension, and environmental awareness in students by including content that is interesting and appropriate for their age.

Visual learning materials, especially those that integrate images with text, are essential for early childhood development. These materials are not only helpful in understanding concepts, but also in retaining new vocabulary and growing reading skills [1]. In addition, the inclusion of local contexts—such as the animals found at the Surabaya Zoo—helps connect the learning experience with the student's real-world environment, thus promoting place-based education [2],[3].

The product is aligned with Indonesia's national curriculum for English and Science [4] and uses *the Content and Language Integrated Learning* (CLIL) approach, which integrates language and subject matter [5],[6],[7]. The product encourages students to not only learn English, but also explore science and environmental topics through the language.

## II. Materials and Tools for Interactive Animal Flipbooks

To create an interactive animal flipbook, the following materials and tools are required:

1. **Material Preparation:** Gather basic materials such as paper, glue, scissors, rulers, and drawings. These tools are essential for creating a *flipbook* that is both functional and visually appealing.
2. **Designing the Cover:** Start by editing the cover of the book with two-dimensional printed images featuring various animals from the Surabaya Zoo. This cover will set the tone for the rest of the flipbook.
3. **Enter Animal Characteristics:** Next, paste pictures of animals and describe the characteristics of animals from Surabaya Zoo. Arrange the animals in the same order as they would find them in the zoo, from entrance to exit. For example, start with a tiger, mention its characteristics: "Hello, I'm a tiger. I have stripes, sharp claws, strong teeth, and I'm a carnivore." Continue this format until the last animal, the turtle.
4. **Using Colors for Visual Appeal:** Use bold-colored paper, blending green and blue, to give the flipbook an eye-catching look. These colors not only make the flipbook visually appealing, but also help engage elementary school students, encouraging them to explore and learn.

## III. Educational Goals and Impacts

The design of this flipbook serves to increase student engagement by combining different sensory experiences [8],[9]. Bright illustrations attract attention, while simple descriptive text encourages reading comprehension. Interactive elements, such as matching words to pictures and answering questions about animals, ensure that children are actively involved in their learning process [10].

By following the natural layout of the Surabaya Zoo, this flipbook also introduces students to local biodiversity, fostering a deeper connection with their environment and fostering an appreciation for animal conservation. The integration of environmental education is in line with the principles of Education for Sustainable Development (ESD) outlined by UNESCO [11], which advocates the introduction of the concept of sustainability from an early age to nurture environmentally conscious citizens [12].

Additionally, the simplicity of the language used, combined with visual and oral story elements, facilitates a multisensory learning experience. Research by Taufiq supports the idea that students learn best when information is presented in a variety of modes, making this flipbook an ideal tool for early learners [13].

## IV. Methodology and Implementation

The development of this flipbook follows a *design-based research* (DBR) approach, which focuses on the practical needs of early childhood learners [14]. The design process follows *the ASSURE* instructional model, which guides the creation of materials tailored to specific age groups and learning objectives [15]. The flipbook is tested in a real classroom, where teachers facilitate reading sessions, guided discussions, and interactive assignments.

The design of the Interactive Animal Flipbook can be seen as follows:

Figure 1.

Figure 2.

Figure 3.

## V. Conclusion

"Let's Explore the Surabaya Zoo!" is not only a language learning tool, but also a comprehensive educational resource that supports environmental literacy and cultural awareness. Using simple materials and a creative approach, this *flipbook* shows that even low-tech learning tools can provide a rich educational experience for young learners. This product serves as a model for the future development of context-aware local educational media in early language learning.

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