



Needs Study of Interactive Flipbook of Local Wisdom for Reading Skills of Observation Report Text

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ABSTRACT

This study aims to analyze the needs for developing an interactive flipbook incorporating local wisdom to enhance the observation report reading skills of eighth-grade students at SMP Negeri 40 Padang. The background of this research is based on students' low interest in reading and limited ability to comprehend the content of observation report texts, caused by the lack of engaging, interactive, and contextual learning media. As a result, the Indonesian Language learning objectives in the Merdeka Curriculum have not been optimally achieved. This study employs a mixed methods approach, with the research design referring to the Analyze stage in the ADDIE development model. Data were collected through observations, interviews, questionnaires distributed to teachers and students, and curriculum document analysis. The subjects of the study included Indonesian Language teachers and eighth-grade students at SMP Negeri 40 Padang. Quantitative data were analyzed using descriptive percentage analysis, while qualitative data were examined through data reduction, data presentation, and conclusion drawing stages. The results indicate that both teachers and students have a high need for the development of digital learning media in the form of interactive flipbooks that align with student characteristics and local cultural values. Student needs analysis showed an average score of 79.05%, categorized as high, indicating students' enthusiasm for visually engaging and easily understandable digital learning media. Furthermore, curriculum analysis revealed a gap between the learning outcomes of the Merdeka Curriculum and the actual classroom conditions, which are still dominated by conventional teaching materials. Therefore, an interactive flipbook based on local wisdom is considered relevant and promising to be developed as a learning medium capable of enhancing students' learning motivation, reading interest, and meaningful comprehension of observation report texts.

Keywords: interactive Flipbook, local wisdom, reading skills, report text

Studi Kebutuhan *Flipbook* Interaktif Kearifan Lokal untuk Keterampilan Membaca Teks Laporan Hasil Observasi

ABSTRAK

Penelitian ini bertujuan untuk menganalisis kebutuhan pengembangan flipbook interaktif bermuatan kearifan lokal dalam meningkatkan keterampilan membaca teks laporan hasil observasi siswa kelas VIII SMP Negeri 40 Padang. Latar belakang penelitian ini didasarkan pada rendahnya minat baca dan kemampuan siswa dalam memahami isi teks laporan hasil observasi yang disebabkan oleh keterbatasan media pembelajaran yang menarik, interaktif, dan kontekstual, sehingga tujuan pembelajaran Bahasa Indonesia dalam Kurikulum Merdeka belum tercapai secara optimal. Penelitian ini menggunakan metode campuran (mixed methods) dengan desain penelitian mengacu pada tahap Analyze dalam model pengembangan ADDIE. Data penelitian diperoleh melalui observasi, wawancara, penyebaran angket kepada guru dan siswa, serta analisis dokumen kurikulum. Subjek penelitian meliputi guru Bahasa Indonesia dan siswa kelas VIII SMP Negeri 40 Padang. Data kuantitatif dianalisis secara deskriptif persentase, sedangkan data kualitatif dianalisis melalui tahap reduksi data, penyajian data, dan penarikan simpulan. Hasil penelitian menunjukkan bahwa guru dan siswa memiliki kebutuhan tinggi terhadap pengembangan media pembelajaran digital berupa flipbook interaktif yang sesuai dengan karakteristik peserta didik dan nilai-nilai budaya lokal. Analisis kebutuhan siswa menunjukkan rata-rata sebesar 79,05% dengan kategori tinggi, yang mengindikasikan antusiasme siswa terhadap media pembelajaran digital yang menarik secara visual dan mudah dipahami. Selain itu, hasil analisis kurikulum mengungkap adanya kesenjangan antara capaian pembelajaran Kurikulum Merdeka dan kondisi faktual pembelajaran di sekolah yang masih didominasi bahan ajar konvensional. Oleh karena itu, flipbook interaktif berbasis kearifan lokal dinilai relevan dan potensial untuk dikembangkan sebagai media pembelajaran yang mampu meningkatkan motivasi belajar, minat baca, serta pemahaman siswa terhadap teks laporan hasil observasi secara bermakna.

Keywords: Flipbookinteraktif, kearifan lokal, keterampilan membaca, teks laporan

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INTRODUCTION

Learning is a fundamental process that focuses not only on mastering knowledge but also on developing attitudes, skills, and values that shape students' character as citizens (Annur et al., 2023; Madyarini & Wijayanti, 2025; Nurrahmah et al., 2025). One subject that plays a strategic role in achieving this goal is Indonesian. In the Independent Curriculum, Indonesian language learning emphasizes the development of language and literary competencies through an authentic and contextual text-based approach. One type of text taught at the junior high school level is the observational report text, which requires students to read, understand, and summarize information objectively and systematically based on observed phenomena (Baidhawi et al., 2024; Purba et al., 2024; Razak, 2004).

However, the reality on the ground shows that Indonesian students' reading skills remain relatively low. International studies such as PISA and PIRLS reveal the weak reading literacy skills of Indonesian students, influenced by a low reading culture and limited engaging and contextual learning media (Ilma & Ibrohim, 2020; Ronzon et al., 2025; Razak, 2005). A similar situation was also found at SMP Negeri 40 Padang. Based on initial observations, eighth-grade students' reading skills on observational report texts had not yet reached the Minimum Completion Criteria. Low reading interest, difficulty comprehensively understanding text content, and the dominant use of conventional teaching materials are the main factors contributing to the gap between the demands of the Independent Curriculum and actual learning outcomes.

Along with the development of digital technology and the demands of 21st-century learning, the use of digital-based learning media has become an unavoidable necessity. Interactive digital learning media is considered capable of creating a more engaging, meaningful, and participatory learning experience (Rahayu et al., 2021; Gusti Ayu Made Mia Arisandhi et al., 2023). One form of digital media with potential for development is the interactive flipbook, as it can present text, images, audio, and video in an integrated manner. Further-

more, integrating local wisdom into learning media is an important strategy for connecting learning materials to students' real lives and strengthening their cultural identity. West Sumatra, with its rich Minangkabau local wisdom, has great potential to be used as a contextual resource in Indonesian language learning, particularly in observational report texts.

Various previous studies have shown that the use of interactive flipbooks can increase students' learning motivation, reading interest, and comprehension of reading content (Juliani & Ibrahim, 2023; Rakhman et al., 2024). Other research also confirms that integrating local wisdom into teaching materials can make learning more relevant, meaningful, and closer to students' experiences (Ecca et al., 2025; Taufik et al., 2023). However, studies specifically examining the need to develop interactive flipbooks containing local wisdom for reading skills in observational report texts at the junior high school level, particularly in Padang City, are still relatively limited.

Based on the above description, this research problem focuses on the needs of teachers and students for the development of interactive flipbook learning media containing local wisdom and how this media development aligns with the demands of the Independent Curriculum. Therefore, this study aims to analyze the needs of teachers, students, and the curriculum for the development of interactive flipbooks containing local wisdom as a learning medium that supports the improvement of reading skills in observational report texts for eighth-grade students at SMP Negeri 40 Padang. The results of this study are expected to contribute both theoretically by enriching studies on the development of Indonesian language learning media based on local wisdom and digital technology, and practically as a basis for teachers in designing and developing innovative, interactive, and contextual learning media according to student characteristics.

METHOD

This research employed mixed methods as the primary approach. In line with Amadi (2021), this



method integrates qualitative and quantitative techniques in a planned manner to obtain a comprehensive and in-depth picture of the research phenomenon. This approach was chosen because the research not only sought to qualitatively understand the needs of teachers, students, and the curriculum, but also to verify these findings through quantitative data for more accurate results. Data collection was conducted using a survey method. According to Sugiyono (2015), a survey is a technique for obtaining information about the beliefs, views, characteristics, and behaviors of respondents in a specific population. Through this approach, data was collected directly from teachers and students to determine their needs and expectations for the development of digital learning media in the form of interactive flipbooks containing local wisdom that support the improvement of reading skills in observational report texts.

This research design refers to the ADDIE development model, which consists of five stages: Analyze, Design, Development, Implementation, and Evaluation (Hidayat & Nizar, 2021). However, this study focused only on the Analyze stage, as the primary objective of the study was to identify needs as a basis for designing appropriate learning media.

The analysis process was conducted on three main components: teacher needs analysis, student needs analysis, and curriculum analysis. The teacher needs analysis was conducted through observations, interviews, and a questionnaire distributed to eighth-grade Indonesian language teachers at SMP Negeri 40 Padang. This step aimed to identify the obstacles teachers face in using reading skills learning media, particularly for observational report texts. This allowed for more innovative, contextual, and relevant media development solutions tailored to student characteristics.

Next, a student needs analysis was conducted using questionnaires and interviews to determine the types of media preferred, desired features, and students' needs for understanding the material. The findings from this stage formed the basis for

designing an interactive flipbook based on local wisdom, which is expected to increase students' reading interest and understanding of observational report texts.

Furthermore, a curriculum analysis was conducted by reviewing the Learning Outcomes (CP), elements, and learning objectives outlined in the Independent Curriculum. This analysis aimed to ensure that the developed media aligns with curriculum requirements, supports mastery of expected competencies, and can be effectively applied in the learning process at school.

RESULT

This research focused on the Analyze (needs analysis) stage of the ADDIE development model. This stage aims to identify real needs in the field as a basis for developing interactive flipbook learning media containing local wisdom. The needs analysis was conducted on teacher needs, student needs, and curriculum suitability. It was supplemented with an analysis of user potential and media usage time units to ensure comprehensive and applicable results.

Teacher Needs Analysis

The teacher needs analysis was conducted to identify the urgency of developing interactive flipbooks based on local wisdom in Indonesian language learning, specifically for observational report texts at SMP Negeri 40 Padang. The purpose of this analysis was to understand teachers' needs for digital learning media that are relevant to student characteristics and support the implementation of 21st-century learning.

Based on interviews with eighth-grade Indonesian language teachers, it was discovered that learning activities still rely heavily on printed textbooks borrowed from the library. This is due to limited facilities such as LCD projectors and computers, given that the school is categorized as 3T (frontier, outermost, and disadvantaged). Digital learning media, including interactive flipbooks, have never been used in Indonesian language learning, particularly for observational report texts. Teachers believe that developing

interactive flipbooks containing local wisdom will significantly contribute to creating a more engaging and meaningful learning environment. According to teachers, the visual and interactive presentation of this media can foster students' interest in reading and enrich their understanding of the text. Teachers also demonstrated a positive attitude and high enthusiasm for digital media innovations, despite their lack of direct experience using them. They are willing to learn how to operate these media and hope for technical assistance to effectively integrate them into the learning process.

These findings indicate that Indonesian language learning at SMP Negeri 40 Padang remains conventional and fails to foster active student participation. This situation results in low reading interest and comprehension of texts. This is in line with the findings of Afifa & Astuti (2024); Gaol & Sitepu (2020), who emphasized that a variety of learning media significantly influences student learning motivation. Meanwhile, Wekerle et al.'s (2022) perspective suggests that the use of digital technology can create active, collaborative, and meaningful learning experiences.

Thus, it can be concluded that teachers at SMP Negeri 40 Padang are in dire need of interactive flipbook learning media based on local wisdom as a solution to limited learning resources. This media is expected to be an innovative alternative that can increase motivation, strengthen text comprehension, and connect Indonesian language learning to Minangkabau cultural values that are close to students' lives.

Student Needs Analysis

A student needs analysis was conducted to determine the level of student need for engaging and contextual digital learning media for observational report texts. Data were obtained through a questionnaire containing 15 statements administered to 28 eighth-grade students of SMP Negeri 40 Padang, assessed on a Likert scale of 1–4. The questionnaire was then processed into an average score and categorized into three levels: low, medium, and high.

Table 1
Summary of Student Needs Analysis
Questionnaire Results

No.	Statement	Mean (%)	Category
1	Statement-1	83,93	high
2	Statement-2	81,25	high
3	Statement-3	60,71	middle
4	Statement-4	79,46	high
5	Statement-5	84,82	high
6	Statement-6	68,75	middle
7	Statement-7	66,07	middle
8	Statement-8	88,39	high
9	Statement-9	75,00	middle
10	Statement-10	80,36	high
11	Statement-11	85,71	high
12	Statement-12	83,93	high
13	Statement-13	83,04	high
14	Statement-14	83,93	high
15	Statement-15	80,36	high
	Mean	79,05	high

Based on the results in Table 1, the overall average score is high (79.05%), indicating that students have a strong need for the development of innovative digital learning media. The highest score was found in Statement 8 with a score of 88.39%, indicating that students are very enthusiastic about visually appealing and easy-to-understand learning media. Conversely, the lowest score was found in Statement 3 with a score of 60.71%, indicating that there is still a need for improvement in student active engagement when reading and understanding texts through digital media.

These results align with the opinion of Koh & Kan (2021), who stated that current student learning needs tend toward the use of interactive digital media because they can provide a more meaningful and motivating learning experience. Furthermore, needs analysis is an important initial step in developing teaching materials, as the results form the basis for determining the form,



content, and learning media that are appropriate to the characteristics of the students.

Dragseth (2020) stated that interactive digital media can increase student engagement, while Ramadani (2025) emphasized the importance of integrating local wisdom to make learning more contextual. Similarly, Taufik et al. (2023) emphasized that interactive e-books help students connect material to real life. Therefore, developing interactive flipbooks based on local wisdom is considered appropriate for increasing student interest and understanding in reading observational report texts.

Curriculum Analysis

Curriculum analysis was conducted to review the alignment between learning outcomes, learning objectives, and media needs in Indonesian language learning, particularly for observational report texts. Based on the Independent Curriculum, Indonesian language learning at the junior high

school level emphasizes literacy skills, critical thinking, and understanding and interpreting texts. However, conditions in the field indicate a gap between curriculum expectations and students' actual abilities.

A similar situation was observed at SMP Negeri 40 Padang. Observations showed that eighth-grade students' reading skills on observational report texts had not yet reached the Minimum Completion Criteria (KKM). Several contributing factors included low reading interest, difficulty comprehensively understanding the text, and limited engaging and contextual teaching materials. As a result, learning tended to be textual without connecting the reading content to the students' cultural and environmental contexts. The following table presents the results of the analysis of the suitability between learning outcomes (CP), learning objectives (TP), and the need for digital learning media based on local wisdom.

Table 2
 Analysis of Curriculum Suitability and Learning Media Needs

No.	Curriculum Components	Description in the Independent Curriculum	Needs in Field Learning
1	Learning Outcomes (CP)	Students are able to understand the structure and linguistic characteristics of observational report texts and relate them to surrounding phenomena.	Students have difficulty recognizing the structure and summarizing the content of texts because the teaching materials lack context.
2	Learning Objectives (TP)	Develop reading comprehension skills and foster curiosity about the surrounding environment.	Learning has not yet been able to stimulate interest in reading; the media is not yet interactive and engaging.
3	Learning Activities	Project-based learning and exploration of natural/social phenomena.	Learning activities are still dominated by lecture methods; there are no digital media to support exploration.
4	Learning Resources and Media	Can use digital media or interactive visuals to enrich the learning experience.	Teachers have not yet used digital media; teaching materials are still in printed form without local visual elements.
5	Pancasila Student Profile Values	Foster a sense of mutual cooperation, independence, and local cultural identity.	Local cultural values are not reflected in the teaching materials used.

Based on the table above, it is clear that the curriculum emphasizes the importance of developing meaningful and contextual reading skills. However, the reality at SMP Negeri 40 Padang shows that there is still a gap between curriculum demands and learning practices. Therefore, the development of learning media that can bridge this gap is necessary, one of which is through interactive flipbooks containing local wisdom.

A digital media-based approach is considered effective for strengthening student literacy. This aligns with the opinion of Gani et al. (2024), who stated that integrating technology into language learning can increase student participation and comprehension of texts. Furthermore, Said (2023) emphasized that interactive digital media encourages active student engagement because it facilitates experiential learning.

Meanwhile, Ecca & Kasman (2025) added that local wisdom-based learning not only enriches the reading context but also strengthens students' cultural identity. Therefore, developing interactive flipbooks that combine local Minangkabau elements with observational report texts could be a solution to achieve a balance between curriculum demands and real-world conditions in schools.

Student Potential for Using Media

Eighth-grade students at SMP Negeri 40 Padang have quite good potential for using digital learning media. Based on questionnaires and interviews, most students are familiar with using simple digital devices such as smartphones. This provides the initial foundation for the use of interactive flipbooks in learning. With a simple design, engaging visuals, and language appropriate to the students' developmental level, interactive flipbooks have the potential to be used effectively by students.

Teacher Potential for Using Media

Indonesian language teachers have the potential to use interactive flipbooks in learning. Although not yet accustomed to intensive use of digital media, teachers demonstrate readiness and motivation to learn. Training support and technical

assistance are crucial factors in enabling teachers to optimally integrate interactive flipbooks into the learning process.

Media Usage Time Unit

Interactive flipbooks are planned for use within the Indonesian language learning time unit for observational report texts, with a time allocation of 2–3 sessions (2 x 40 minutes each). This media can be used in the introductory stage to build reading interest, the core stage to understand the structure and content of the text, and the closing stage to strengthen student understanding through reflection and practice.

CONCLUSION

This research is a needs study focused on the Analysis stage of the ADDIE development model. The results indicate that both teachers and students at SMP Negeri 40 Padang have a high need for the development of interactive and contextual digital learning media for observational report texts. The student needs analysis yielded an average score of 79.05% (high category), reflecting the students' need and interest in interactive flipbooks containing local wisdom. Furthermore, the curriculum analysis revealed a gap between the demands of the Independent Curriculum, which emphasizes critical literacy and culturally context-based learning, and field learning practices, which are still conventional and less than optimal in utilizing digital media. Therefore, the results of this needs analysis provide a strong foundation for the development of interactive flipbooks based on local wisdom in the next stage, the Design and Development stage, to support learning to read observational report texts in a more contextual and meaningful manner.

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