

The Utilization of Digital Flipbooks to Improve Early Childhood Receptive Language Skills

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ABSTRACT

This study aims to develop and utilize digital flipbook media to improve the receptive language skills of early childhood education students at Aisyiyah Early Childhood Education Centers throughout Jember Regency. The research method used is Research and Development (R&D) with the 4D model (Define, Design, Develop, Disseminate). The research subjects consisted of 62 early childhood education teachers and 5 children as a small-scale trial. Data collection techniques included questionnaires, observations, and tests with quantitative and qualitative descriptive analysis. The results of the needs analysis showed that 85.5% of Aisyiyah PAUD teachers had never used digital flipbooks in learning, while 50% of teachers only occasionally used Android devices based on digital media, and 43.5% of teachers often used video media downloaded from YouTube. The validation results show that the digital flipbook media was deemed highly valid by subject matter and media experts with an average score of 90%, practical for use by teachers with a practicality rating of 88%, and effective in improving children's receptive language skills with a 32% increase in pretest-posttest scores. The digital flipbook media was developed using Canva Pro with audiovisual features, animations, and attractive illustrations in accordance with the characteristics of early childhood. These findings confirm that the use of digital flipbooks can increase children's participation, motivation, and understanding of instructions, as well as serve as an alternative innovative digital-based learning media at the early childhood education level.

Keywords: digital flipbook, digital learning media, early childhood, receptive language.

INTRODUCTION

The development of information technology requires the world of education to adjust learning strategies to be more interactive and interesting. At the Early Childhood Education (PAUD) level, the use of digital learning media is a solution in training children's language skills, especially receptive language. Receptive language is a child's ability to understand instructions, stories, and conversations that are the basis of communication. Children with receptive language barriers often have difficulty understanding messages, are easily frustrated, and have difficulty adjusting socially.

The phenomenon that occurs in the field shows that students who experience developmental delays usually occur because they have a history of failed efforts in teaching situations. This happens from many facts, one of which is the family and the school environment. For the efforts made by teachers, they will try to teach skills to students who they consider to be children who fail to learn spontaneously. While commendable, it also means that students have experienced frustration with failure and that the task is too demanding. At the Early Childhood Education (PAUD) level, interactive learning is needed so that learning media is needed as a bridge to train their receptive language skills.

Language skills in early childhood education must always be trained by teachers so that students are cognitively skilled as well as language skills, both receptive and expressive. Discussing language skills, it is necessary to first understand what language is. Language is a form of communication both oral, written and signed based on a system of symbols. Language is made up of the words used by a community and the rules for varying and

combining them. A person needs language to talk to others, listen to others, read and write (Santrock, 2011). Receptive language is the ability of the recipient of the message to understand the message being conveyed (Demchack, Elquist, & Rickard 2002; *Expressive Communication Help Organization [ECHO]* 2003). A normally developed receptive language can be seen from the appropriateness of behavior or verbal response to the message conveyed (Goldstein & Wetherby 1984). Receptive language is important because it underlies all the use of communication functions (asking for objects, asking someone to take action, asking for information, giving statements, responding to yes and no questions (Avello & Muñoz, 2023). Receptive language is also interpreted as an important thing and a basic foundation for students at the PAUD level to build communication skills (Seol et al., 2014). Early childhood children who show difficulties in receptive language are very likely to experience errors in interpreting communication, inability to ask questions to clarify, become frustrated and confused, damage things, behave aggressively, withdraw or self-harm.

According to (Maljaars et al., 2012), children who experience receptive language disorders have difficulty understanding speech or what others say to them. Although their hearing is normal, children with this disorder cannot understand sounds, words or statements. In some severe cases, the child is unable to understand basic vocabulary or simple sentences, and is also likely to experience an inability to process sounds, and difficulty understanding symbols. Speaking skills can have a great impact on a person to be able to express thoughts and feelings verbally.

Efforts to train receptive language skills at the PAUD level require media in its implementation. The appropriate media used in training receptive language skills in PAUD is media associated with digital technology such as digital *flipbooks*. Learning media in the 21st century emphasizes digital-based learning media which is an all-technology media packaged in an attractive and diverse way to keep people interested in learning and motivated to continue learning (Hendraningrat & Fauziah, 2021). Another role in learning media is useful for improving the quality of learning for students and teachers (Fitri et al., 2021).

One of the innovations in digital learning media is in the form of digital *flipbooks* (Fikriansyah et al., 2023). *Flipbooks* are learning media used for student teaching materials that have the same embodiment as books but in digital form (Narestuti et al., 2021). This digital *flipbook* can be opened through a mobile phone or laptop (Mahmud et al., 2022). There are a number of advantages of *flipbook learning media* (Juliani & Ibrahim, 2023), including 1) being able to be used anywhere as long as there is adequate internet coverage, 2) being able to provide learning materials concisely and clearly, 3) practical, *practical flipbooks* are carried, used wherever students are, 4) being able to increase students' enthusiasm and motivation to learn. Judging from the appearance and variety of the images presented, *the flipbook* is able to increase the enthusiasm and motivation of students, especially at the PAUD level. In addition, other positive impacts of the use of this digital flipbook are that PAUD children are able to understand explanations from teachers receptively and receptive language skills can be applied in their daily lives, for example, children are able to read daily prayers with correct pronunciation, are able to imitate prayer movements correctly and correctly, and simple instructions that reflect Islamic values.

Conditions in the field show that PAUD teachers are still dominant using conventional methods or videos from YouTube without structured digital innovation. In fact, interactive media such as digital flipbooks can increase children's interest in learning and understanding. A digital flipbook is a version of an electronic book that is equipped with animation, image, and audio features that can be accessed through digital devices. Therefore, this study focuses on the development of digital flipbooks as a learning medium to improve early childhood receptive language skills in Jember Regency.

RESEARCH METHODOLOGY

This research uses *the Research and Development (R&D)* method with a 4D model consisting of four stages: 1) *Define*, analyzing the needs of early childhood teachers, children's characteristics, and appropriate learning materials; 2) *Design*, making an initial design of a digital *flipbook* using Canva Pro, including storyboards, visual displays, and interactive features; 3) *Develop* (Development), validating media experts, linguists, and material experts to ensure the practicality and effectiveness of the product, as well as a trial limited to five PAUD children; and 4) *Disseminate*, products that have been valid are disseminated to PAUD Aisyiyah teachers

throughout Jember Regency to be implemented in teaching and learning activities. Data were collected using a needs questionnaire, a children's activity observation sheet, and a receptive language ability test (*pretest–posttest*). Data analysis was carried out in a quantitative descriptive manner using the Likert scale and qualitative descriptive to interpret the results of interviews and observations.

RESULTS AND DISCUSSION

The result of the research entitled "The Utilization of Digital Flipbooks to Improve Early Childhood Receptive Language Skills" is the development of learning media in the form of digital flipbooks. Based on the results of the analysis of the needs of PAUD Aisyiyah teachers in Jember, East Java, it is stated that 50% of teachers only occasionally use android devices that are used as learning based on digital media, 43.5% often use but only videos downloaded from YouTube, and the rest do not use Voidigital-based learning media. The following are the results of the needs questionnaire filled out by PAUD Aisyiyah Teachers in Jember.

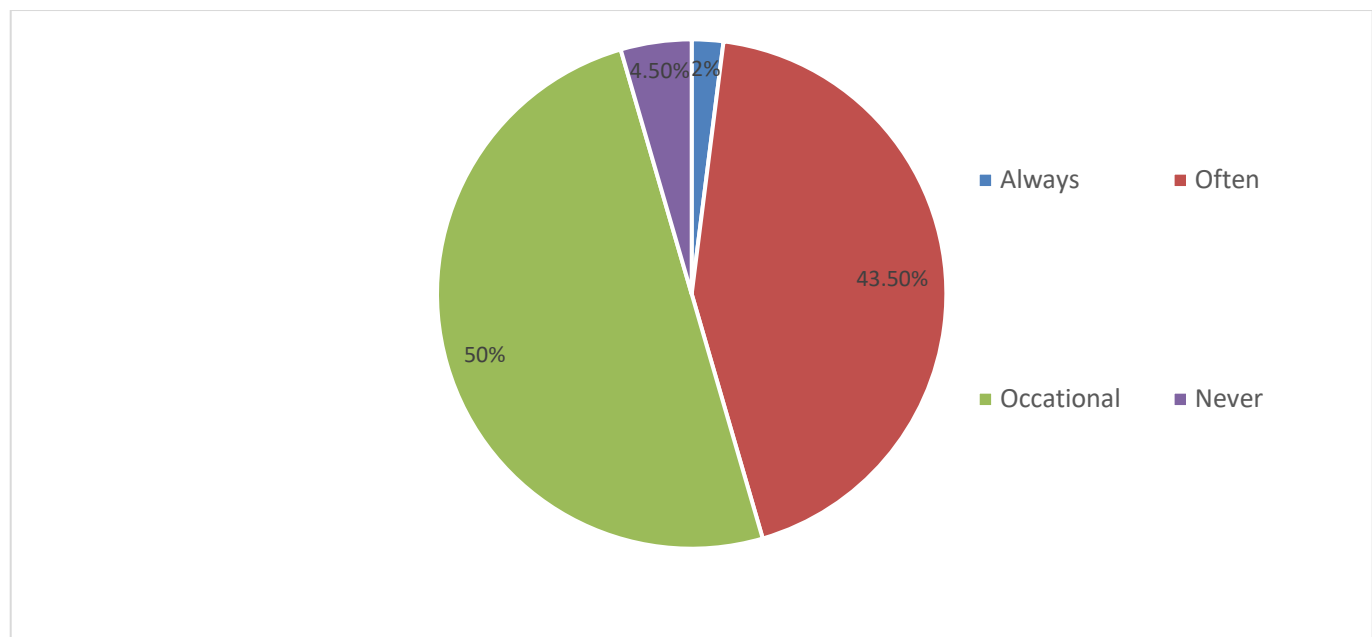


Figure 1. Initial Analysis or Needs Analysis Questionnaire

After the initial needs analysis was carried out, the development of the digital flipbook was carried out according to the stages of the 4D model, namely: Define, Design, Develop, and Disseminate.

Definition

At this *definition stage*, an initial analysis is carried out starting from the analysis of needs, analysis of the characteristics of PAUD children, concept analysis and task analysis which is used as a goal specification in the preparation of tests and the preparation of media.

Design

At the design stage, the selection of digital media formats is carried out and continued by making a *storyboard* or the initial design of digital flipbook media.

Develop

This *development stage* takes a long time where when the digital flipbook media has been designed at this stage of development validation is carried out. The validation is carried out with the aim that the digital flipbook media developed can become a learning medium that is feasible to use, practical and effective. There are two validations carried out, namely material and language validation and media validation. The selected validators are also people who are competent in their fields.

Disseminate

In the final stage or deployment, this is carried out in stages starting from a small scale in Aisiyah PAUD schools around the campus, then a large scale is carried out in Aisiyah PAUD throughout Jember Regency.

The results of this study are based on the needs of PAUD Aisiyah Jember teachers who are constrained or lacking in the use of digital media as an interesting, innovative and creative learning medium for PAUD children.

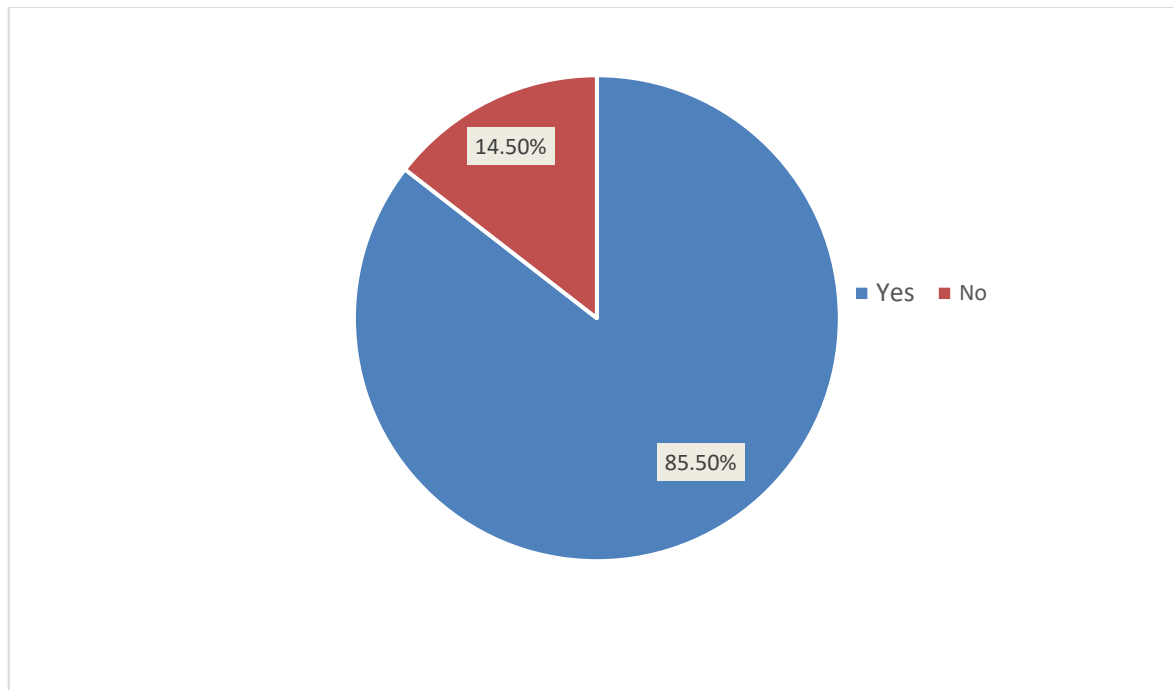


Figure 2. Usage of Flipbook

From the results of the questionnaire, 85.5% of Aisiyah PAUD teachers have never used digital flipbook media in their classroom learning. One of the factors that causes this is the lack of training in making learning media by utilizing digitalization in a sustainable manner.

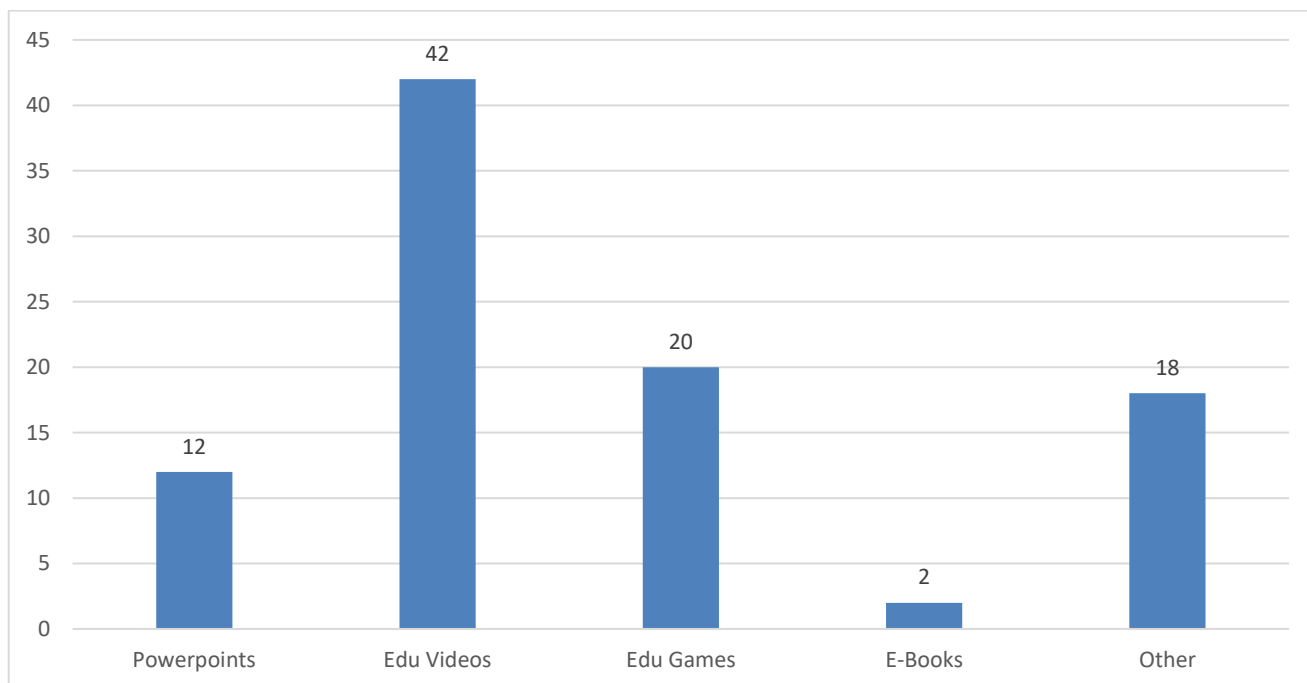


Figure 3. Preferred Media

Based on the data obtained from the research, most PAUD teachers use learning video media downloaded from youtube because it is considered effective and easy. Meanwhile, many teachers want to upgrade their skills to be able to develop more innovative and creative learning media using digitalization. Teachers also have the determination to learn to develop digital media independently according to the needs of their classes, one of which is this digital *flipbook*, along with content data or content expected in *flipbook* media for receptive language learning in early childhood.

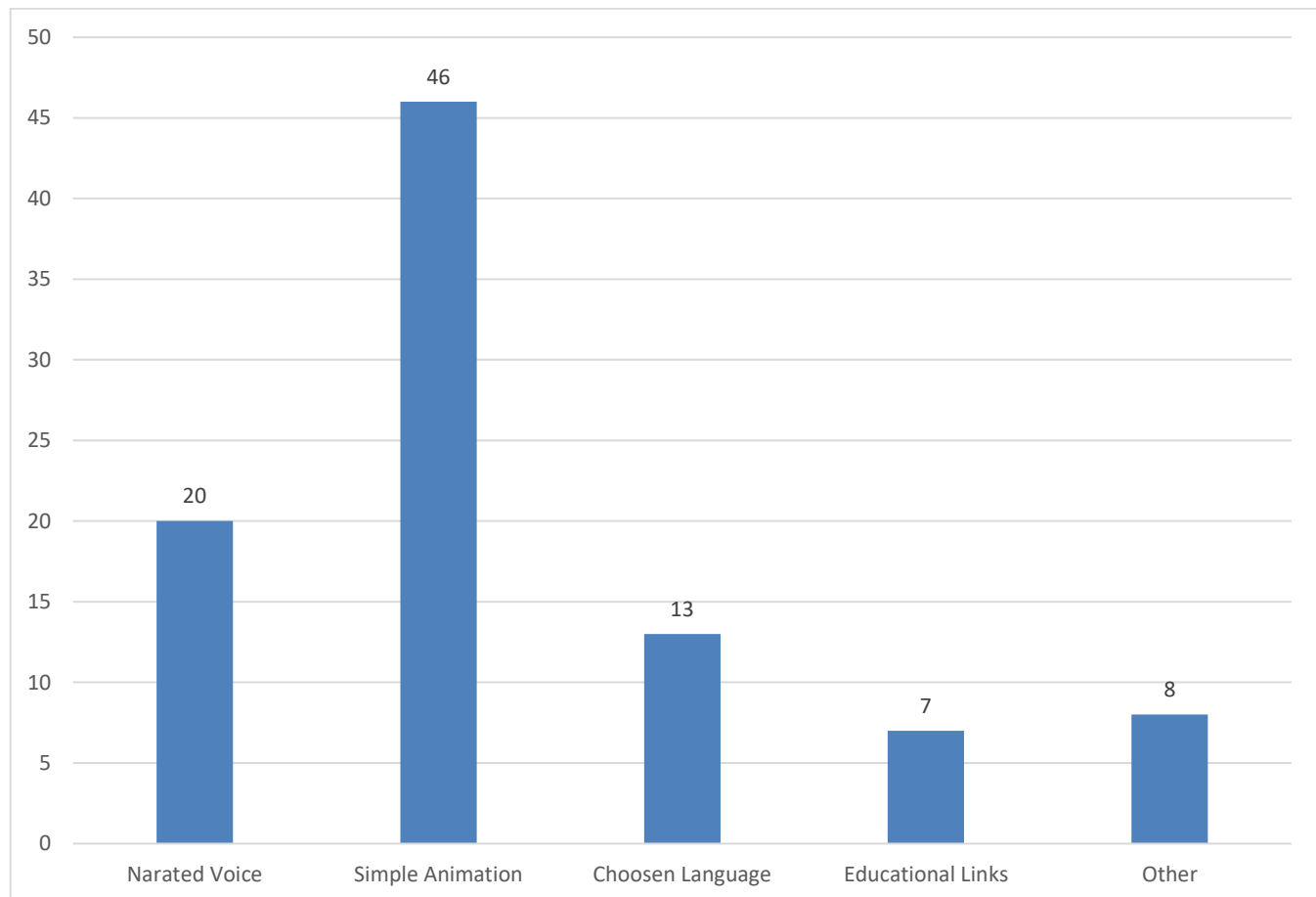


Figure 4. Learning Media

The results of the study showed that 85.5% of Aisyiyah PAUD teachers had never used digital flipbooks as a learning medium. After the training and application of this media, there was a significant increase in children's receptive language skills. Children become more able to understand instructions, be able to imitate prayers and worship movements correctly, and show improvements in responding to simple questions and conversations. The stages of developing a digital flipbook involve validation of materials, language, and media by experts. The validation results show that the flipbook is feasible to use with a high level of practicality and effectiveness. Teachers also responded positively because this media is easy to use, interactive, and relevant to the needs of early childhood. The final product is an interactive digital flipbook that displays a combination of text, images, animations, and sounds that are appropriate to the context of Islamic learning and local culture.

CONCLUSIONS AND IMPLICATIONS

This study proves that the use of digital flipbooks can effectively improve early childhood receptive language skills. Through the 4D model development approach, this media is declared valid, practical, and efficient to be used in early childhood learning. Digital flipbooks are innovative learning tools that are able to foster interest in learning, enrich children's language experiences, and strengthen teachers' ability to implement technology-based learning. It is suggested that further research expand the implementation of this media in various PAUD institutions and integrate artificial intelligence-based interactive features to support the personalization of children's learning.

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