

Improving Reading Literacy Competence in Non-Literary Texts through Digital Flipbook-Based Instructional Materials Using the Reading Response Group Strategy Among Middle School Students

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ABSTRACT

This activity aims to improve the literacy competence of reading non-literary texts of junior high school students through the application of strategies. Reading Response Group (RRG) assisted by digital flipbooks. The implementation of activities includes needs analysis, design and development of teaching materials, validation, and implementation and evaluation of learning. The implementation method uses a development approach with the ADDIE model consisting of analysis, design, development, implementation, and evaluation. The activities were carried out in Indonesian language learning for eighth grade students of SMP Negeri 1 Maospati, with data collection through observation, interviews, questionnaires, documentation, and tests. The results showed that the teaching materials obtained an average score of 4.39 with a feasibility percentage of 87.6% and a very feasible category. The implementation of RRG assisted by flipbooks increased students' engagement, understanding, analytical skills, and critical and reflective thinking.

INTRODUCTION

Reading is a crucial skill for every human being. Through reading, a person can acquire a variety of information and knowledge. Reading can also be a form of entertainment. In learning, information obtained through reading is more memorable than information obtained solely through hearing. Therefore, reading is considered the heart of education and is taught from elementary school to higher education (Tantri, 2016). Effective reading learning is not simply passive; it must enable students to actively connect prior knowledge with new information, construct their own meaning, and reflect deeply on the content of the reading. The Independent Curriculum places students as the primary subject in the learning process, thus necessitating various 21st-century, student-centered learning models. Student-centered learning models provide opportunities for students to fully engage in the learning process and enable them to be more independent in exploring learning materials according to their individual needs, fostering creative, critical, collaborative, and communication skills (Sarnoto et al., 2023). Despite this, the results of the Programme for International Student Assessment (PISA) test indicate that Indonesian students' reading literacy skills are still relatively low. PISA measures reading ability in three aspects: finding information, understanding reading content, and evaluating and reflecting on text (Harsiati, 2018). This low achievement indicates that most Indonesian students still have a shallow level of understanding and are not yet able to read critically. This phenomenon of declining literacy is not unique to Indonesia but is a global challenge closely related to the increasing consumption of short and less substantial digital content (Gezgin et al., 2023; Chiossi et al., 2023). So far, research in Indonesia is still rare that measures all three process skills as in the PISA test. Several studies at the elementary school level only include measurements of reading comprehension skills and only involve a very limited number of students (Basuki, 2011; Sarika, 2021; Ambarita et al., 2021; Muliawanti et al., 2022). To date, research on the reading abilities of junior high school students/equivalent has been conducted. In fact, reading literacy is also related to the ability to understand various texts, including those introduced at the secondary education level (Fatonah & Wiradharma, 2018). One crucial component of successful reading instruction is teaching materials. Teaching materials serve as a guide for teachers and a learning resource for students. Teaching materials are a crucial tool because they serve as a reference in learning to improve the quality of learning (Rukiyah et al., 2022; Wero et al., 2021).

These problems were clearly identified during initial observations of Indonesian language learning at SMP Negeri 1 Maospati, Magetan Regency. Interviews with Indonesian language teachers revealed that learning still relied on printed modules as the primary learning resource, while the learning method tended to be dominated by lectures. Students' interest in non-literary texts remained low, and their ability to comprehend and respond deeply to reading material was suboptimal. The needs analysis also showed that 50% of students scored below the Minimum Competency (KKM) of 75. Students tended to be able to comprehend explicit information, but still experienced difficulties in understanding implicit meanings, connecting information with prior knowledge,

providing critical responses, and reflecting on the content of the reading. On the other hand, students showed interest in visual media, group discussion activities, and learning materials accessible through digital devices. These findings demonstrate a gap between student needs and classroom learning practices.

In this context, the Reading Response Group (RRG) strategy developed by Ruddel (1990) offers a relevant and proven effective approach. RRG is a heterogeneous small group discussion-based learning strategy, where students are encouraged to actively respond to reading from three dimensions: their background knowledge, ideas developed from the text, and interpretations that go beyond the text (O'Flahavan, 1989). This strategy is based on two main assumptions: first, the meaning of the text is individual and is constructed through personal transactions between the reader and the text (Rosenblatt, 1978); second, reading comprehension is deepened through social transactions between peers (Vygotsky, 1968). Thus, RRG not only trains individual comprehension, but also develops critical and reflective thinking skills through collaborative dialogue – much-needed 21st-century skills.

Based on these conditions, this study contributes in the form of creating digital teaching materials in the form of flipbooks that combine the Reading Response Group strategy in the learning process of reading literacy of non-literary texts for grade VIII junior high school students. The innovation in this study is to combine flipbook media with the collaborative learning strategy of RRG, so that the teaching materials are not only a tool for delivering material, but also function as a tool that guides the process of reading, discussion, giving responses, and conducting reflection. This product was developed based on the daily needs of students and teachers at SMP Negeri 1 Maospati. This product was developed based on the daily needs of students and teachers at SMP Negeri 1 Maospati. This product contains various types of non-literary texts such as observational report texts, advertisements, slogans, posters, popular scientific articles, and descriptive texts. With these characteristics, this research is expected to help improve the creation of digital teaching materials in Indonesian language learning, especially in the learning process of reading that emphasizes active participation, cooperation and improving critical thinking skills. The product developed in this study is expected to be an alternative choice in learning resources that are more suitable to the characteristics and needs of junior high school students.

Based on the explanation, this study aims to develop digital teaching materials in the form of flipbooks that apply the Reading Response Group strategy in learning to read non-literary texts for eighth grade junior high school students. In addition, the study also aims to evaluate the feasibility of the product through assessments from material experts, media experts, and student responses. Another objective is to determine the potential use of these teaching materials in improving literacy competencies in reading non-literary texts, especially in the ability to understand information, analyze reading content, provide responses, and think critically and reflectively.

LITERATURE REVIEW

In this context, the Reading Response Group (RRG) strategy developed by Ruddel (1990) offers a relevant and proven effective approach. RRG is a heterogeneous small group discussion-based learning strategy, in which students are encouraged to actively respond to reading from three dimensions: their background knowledge, ideas developed from the text, and interpretations that go beyond the text (O'Flahavan, 1989). This strategy is based on two main assumptions: first, the meaning of the text is individual and is constructed through personal transactions between the reader and the text (Rosenblatt, 1978); second, reading comprehension is deepened through social transactions between peers (Vygotsky, 1968). Thus, RRG not only trains individual comprehension, but also develops critical and reflective thinking skills through collaborative dialogue – much-needed 21st-century skills.

One of the important components in the success of reading learning is teaching materials. Teaching materials function as a guide for teachers and learning resources for students. Teaching materials are one of the important tools because they serve as a reference in learning to improve the quality of learning (Rukiyah et al., 2022; Wero et al., 2021). Efforts to improve the quality of the learning process include using appropriate teaching materials (Suratmi et al., 2018). The form of teaching materials, both written and unwritten, is a representation used to assist educators in learning (Achtenhagen, 2019; Ratnathatmaja & Sujana, 2022). According to Kalalo et al., 2021, a flipbook is a series of images that vary from one page to the next. When the page is opened quickly, the image is animated by several other images. The use of this flipbook media is an alternative media that can be used during online learning because students can access reading books easily. Flipbook media is used as a substitute for printed books because flipbooks are digital books.

Learning is a process of interaction between educators and students. Educators play a role in providing learning materials, and students play a role in receiving the material taught by educators. In this context, educators are teachers and students are students. In providing learning materials, teachers require a deeper understanding of the material they teach. Providing learning materials can present challenges for teachers. The lack of learning resources that can support the learning process can be one of these obstacles (Ramadhani et al., 2021). Teachers only use educational materials provided by the school. Less active learning becomes a challenge when available media are limited and teachers often only use textbooks, worksheets, and lectures. As a result, students become bored and tired when learning. This shows that educational media that can actively involve students in the learning process is an important thing that educators must implement during learning.

On the other hand, teaching materials according to Romiszowsky (1988) in Prayitni (2011:18), are all forms of material or materials that are systematically arranged and used to facilitate students in following the learning process. Another definition of teaching materials according to the Directorate of High School Development (2008:6) is all forms of materials used to assist teachers in teaching and learning activities. From the three theories about teaching materials

put forward above, it can be concluded that teaching materials are tools that can be used to help students follow the learning process in order to achieve the desired competencies or learning objectives. Thus, teaching materials can be written or unwritten materials, so it can be interpreted that teaching materials are learning tools used by teachers as learning materials for students and help teachers in carrying out learning activities for students and help teachers in carrying out teaching and learning activities in the classroom. Also explained by Romiszowsky (1998) in Priyatni (2011), teaching materials are grouped into four types, namely teaching materials in the form of facts, teaching materials in the form of concepts, teaching materials in the form of procedures, and teaching materials in the form of activities.

The description of the four types of teaching materials put forward by Romiszowsky are: (1) teaching materials in the form of facts are teaching materials that contain something that can be observed for real, such as place names, people's names, historical events, object names (2) teaching materials in the form of conceptual procedures are teaching materials in the form of understanding or definitions, special characteristics, and components, (3) teaching materials in the form of procedures, namely teaching materials that show the steps of activities to do something systematically or sequentially in doing something, such as steps to operate a photocopier and (4) teaching materials in the form of assignments/activities, namely teaching materials in the form of a series of assignments/activities. Thus, teaching materials can be written or unwritten materials, so it can be interpreted that teaching materials are learning tools used by teachers as learning materials for students and help teachers in carrying out teaching and learning activities in the classroom. In the learning process, one of the factors that contributes to students' low critical thinking skills is the limited availability of teaching materials (Mumrikoh et al., 2023; Ying & Chano, 2025).

METHODOLOGY

In this study using the research and development method or Research and Development (R&D). In the development of digital teaching materials for reading non-literary texts with the RRG strategy for learning Indonesian in class VIII SMP N 1 Maospati, the trial subjects are generally students of class VIII SMP. The selection of class VIII students as subjects is based on the suitability of the material and the level of reading ability that is in accordance with the characteristics of the teaching materials developed with 32 participants. The trial subjects consist of a validator, 1 lecturer who is a material expert, and a lecturer who is an expert in learning media, a small group trial of 10 students of class VIII A who were selected purposively based on variations in learning abilities, a large group trial of 32 students of class VIII A SMP Negeri 1 Maospati. Data collection for the development of digital teaching materials for reading non-literary texts with the RRG (Reading Response Group) strategy in learning Indonesian for class VIII SMP students is carried out in several ways. The following is the data to be collected and the data collection techniques used.

a). Testing Techniques

The test was conducted to determine the effectiveness of developing digital teaching materials for reading non-literary texts using the RRG (Reading Response Group) strategy. The test was given to students to determine their learning outcomes, and was conducted twice as follows:

- a. A pre-test is a test given at the beginning of the lesson before using digital teaching materials for reading non-literary texts using the RRG (Reading Response Group) strategy. This test is conducted to determine the effectiveness of developing digital teaching materials for reading non-literary texts using the Reading Response Group strategy. The pre-test is completed by students individually.
- b. Post-test, which is a test given at the end of learning after using digital teaching materials to read non-literary texts with the RRG (Reading Response Group) strategy. This test aims to determine the development of digital teaching materials to read non-literary texts with the RRG (Reading Response Group) strategy can improve students' understanding of the material on reading non-literary texts. The results are used to compare the results of the students' post-test at the end of the meeting, so that it can be seen whether the learning process carried out has proven effective or not.

b). Non-Test Techniques

a. Observation

Observations were conducted during the learning process to determine the implementation of teaching and learning activities in class VIII. The purpose of this observation was to directly understand the learning process in the classroom, including interactions between students, the teaching materials used, the learning resources provided, the assignments given, and the web-based learning methods currently implemented by the teacher. By conducting observations, researchers can evaluate the effectiveness of the use of digital teaching materials. This observation also aims to observe the entire learning process that takes place in the classroom. Researchers can record interactions between teachers and students, as well as the application of RRG strategies in teaching and learning activities. This observation provides an overview of how the strategy is actually implemented, as well as students' responses to the implementation of the strategy.

b. Interview

Interviews can be conducted with Indonesian language teachers and several students who received the lowest, medium, and high scores. This is to obtain in-depth information about their experiences and using digital teaching materials and RRG strategies in Indonesian language subjects on the material of reading non-literary texts. In the interview questions can include the effectiveness of the strategy, difficulties encountered, and suggestions for improvement. The method of conducting interviews is as follows: (1) preparing a questionnaire containing a list of questions to be asked students (2) determining students who have good, medium, and low learning outcomes in reading non-literary texts to then be interviewed (3) recording and recording the results of the

interview by writing responses to each question item. The students who were interviewed were determined after the researcher knew the test scores of the material ability to read non-literary texts. Interviews were conducted with 3 students, namely students who received high scores, students who received medium scores, and students who received low scores. The three students can represent one class. The students who were interviewed answered honestly the questions asked by the researcher without any feeling of being bound. This was done so that the data obtained were more complete and detailed. From the results of this interview, it is hoped that students' responses to learning and difficulties in learning to read non-literary texts can be known, then the results of the interview.

c. Documentation

Collecting related documents such as learning modules, teaching materials, learning outcomes, and photos. Photo documentation is taken during the learning process, in accordance with the guidelines for data collection through documentation. Student behavior in the process of learning Indonesian language material reading non-literary texts using digital teaching materials and RRG strategies (2) student conduciveness in learning partly using digital teaching materials and RRG strategies (3) student activity in presenting learning outcomes reading non-literary texts (4) the effectiveness of the atmosphere during reflection activities at the end of learning so that students can realize deficiencies during the learning process (5) student enthusiasm when listening to explanations from the teacher (6) student activity in responding, asking, and answering during learning (7) student responsibility for tasks given by the teacher (8) student courage and confidence in learning Indonesian language material reading non-literary texts. So this documentation helps to analyze the process of using digital teaching materials and RRG strategies integrated with the Curriculum.

d. Questionnaire

The questionnaire used to assess the feasibility of the media and materials as the product of this research was a flipbook and the implementation of the RRG strategy that had been created. The questionnaire covered several aspects, namely learning motivation, reading skills, and perceptions of the use of digital teaching materials. This questionnaire was used as an instrument to validate the feasibility of the product and ensure validity in learning. This aims to obtain information on the extent to which the developed learning media is feasible, both in terms of material, appearance, media, and its usefulness in supporting Indonesian language learning at SMP N 1 Maospati, Magetan.

RESEARCH RESULT

This development research produced findings based on each stage passed in the ADDIE model. The research findings are presented systematically including: (1) findings of needs analysis (2) findings of initial product development (3) findings of expert validation results (4) findings of small group

trials (5) findings of large group trials (6) findings of the final product feasibility test. The needs analysis highlighted three main problems in the learning process of reading non-fiction texts in grade VIII. First, the teaching materials used are mostly traditional, such as textbooks and Student Worksheets, which results in a lack of visual aspects and interactivity. This means that student engagement and motivation to learn have not reached the expected level. Second, the learning method applied tends more towards lectures, which results in low active student participation and few opportunities to hone critical thinking skills and in-depth discussions. Third, although students show a strong interest in digital media, their reading skills are limited to basic understanding, while interpretation and evaluation skills have not developed well. These findings underscore the importance of developing digital-based teaching materials in the form of flipbooks that combine the Reading Response Group strategy and Ruddel's Taxonomy as a step to improve the quality of reading learning in line with the needs of the Independent Curriculum.

The results of the initial product development in this study are teaching materials in the form of digital flipbooks and flipbook access guidelines for students and teachers, the development of flipbook teaching materials in this study uses the research and development (R&D) method. In this study using the research and development (R&D) method. According to Sugiyono (2009: 47) with reference to the ADDIE model, which includes five stages, namely Analysis, Design, Development, Implementation, and Evaluation Omega (2021). In the development process, this flipbook was designed by applying the Reading Response Group strategy and is based on Ruddell's taxonomy. The development of digital teaching materials for reading non-literary texts with the RRG strategy for grade VIII junior high schools can use the ADDIE development research model according to Branch (2009). The ADDIE model according to Branch (2009). The development procedure in this study is to use the ADDIE concept as the name suggests, this model involves stages of model development with five steps including Analysis, Design, Development, Implementation, and Evaluation. The selection of the ADDIE model is based on its flexibility and systematic nature, making it suitable for use in developing digital teaching materials that are oriented towards student needs.

The results of product trials at this stage, the results of completed product development, will be validated to determine their feasibility. This validation test consists of two categories: material validation and media validation.

a). Expert Validation

1). Material Expert Assessment

The data collected was obtained by providing an initial product in the form of an interactive Indonesian language learning flipbook along with an evaluation sheet in the form of a questionnaire.

2). Media Expert Assessment

The media validator in this study was Prof. Dr. Kastam Syamsi, M.Ed., a lecturer at the Faculty of Languages, Arts, and Culture, Yogyakarta State

University. He was selected as a media expert based on his expertise and relevant experience in the field of learning media development.

It can be concluded that the Flipbook learning media on the material of observation report results, slogan and poster advertising texts, popular scientific article texts, and descriptive texts in the Indonesian language subject for grade VIII junior high school students.

Table 1. The score Indonesian language subject for grade VIII junior high school students

Validation Aspects	Total Score	Average Score	Presentation	Category
Material Validation 1	55	4.58	91.6	Very Worthy
Media Validation	63	4.20	84%	Worthy

DISCUSSION

In the development process, this flipbook was designed by applying the Reading Response Group strategy and is based on Ruddel's taxonomy. The development of digital teaching materials for reading non-literary texts with the RRG strategy for junior high school grade VIII can use the ADDIE development research model according to Branch (2009). The ADDIE model according to Branch (2009). The development procedure in this study is to use the ADDIE concept as the name suggests, this model involves stages of model development with five steps including Analysis, Design, Development, Implementation, and Evaluation. The selection of the ADDIE model is based on its flexibility and systematic nature, so it is suitable for use in the development of digital teaching materials that are oriented to the needs of students.

Analysis

The analysis stage is the first and most important stage in the research and development of teaching materials for reading non-literary texts in the form of flipbooks with the Reading Response Group (RRG) strategy based on Ruddell's taxonomy used for grade VIII junior high school students.

a). Problem Analysis

Problem analysis is a very important initial step in research and development of teaching materials, with the aim of knowing the difference between the ideal conditions of learning to read non-literary texts and the actual conditions in the field, especially in learning Indonesian for class VIII SMP. From the results of classroom observations, interviews with teachers, and reviews of the learning tools used, several main problems were found which include aspects of students, teaching materials, learning strategies, and learning media. From the student aspect, their interest in following the learning material of reading non-literary texts is still low, seen from the results of field observations of students' daily tests of non-literary texts is still low, seen from the results of observations of students' daily tests of non-literary texts, 50% of students get scores below the Minimum Competency Minimum Skills (KKM) (75), thus affecting their ability to understand

the contents of the text in depth, provide critical responses, and connect information in the reading with previous knowledge and personal experience. From the aspect of teaching materials, learning to read non-literary texts still uses printed textbooks and Student Worksheets (LKS), with materials that are traditional, less diverse, and minimal in visual and interactive elements, so they have not been able to meet various students' reading abilities optimally and do not encourage sustainable learning interest. From the learning strategy aspect, reading activities have not been carried out in a structured and systematic manner according to the stages of reading comprehension, so that learning is still limited to direct understanding and does not encourage students to think critically, provide responses, reflect, and develop meaningful discussions.

b). Needs Analysis

The needs analysis in this research and the development of this teaching material aims to comprehensively understand the learning situation of reading non-literary texts in grade VIII of junior high school, including the needs of students, teachers, and the extent to which it aligns with the applicable curriculum, namely the Independent Curriculum. The results of observations, interviews, and questionnaires indicate that learning still relies on printed textbooks and simple assignment methods, so that the learning process of reading feels monotonous and less challenging, especially for long informative texts. Teachers recognize the importance of improving reading literacy skills, but still face obstacles in providing interactive teaching materials that can actively engage students. Meanwhile, students show low interest in reading and require teaching materials that are visual, contextual, and accessible through devices. The gap between the current learning conditions and the demands of the Independent Curriculum indicates the need for the development of digital teaching materials in the form of interactive flipbooks, integrated with the Reading Response Group strategy to support reading learning that is student-focused, collaborative, and oriented towards the development of critical literacy.

c). Material Analysis

The analysis of the material in this study is based on the real situation of Indonesian language learning at the Junior High School (SMP) level involving teachers and students as the center of learning. In general, the material taught refers to the applicable curriculum, especially Merdeka, but in practice, there is still a mismatch between the reading literacy competency standards and the teaching materials used in class. Based on the results of observations and interviews, it appears that teachers tend to use traditional printed teaching materials, with material presentations that do not fully encourage active student participation, especially in learning to read non-literary texts such as observational report texts, advertising texts, slogans and posters, descriptive texts, and popular articles. The material is generally presented informatively, but has not been developed in a structured manner to train students' critical, responsive, and reflective thinking skills.

d). Analysis of Student Character

Student character analysis was conducted to ensure that the teaching materials developed were in line with the development of thinking, emotional, and social interaction skills of eighth-grade junior high school students who were in their early adolescence. This stage is characterized by increased abstract thinking skills, a desire to interact with others, and the habit of learning collaboratively with peers. Observation and questionnaire results showed that students' reading abilities varied; some were able to understand explicit information, but still had difficulty understanding implied meanings, connecting text content to other situations, and providing critical responses. Therefore, their reading abilities were still predominantly at the level of factual comprehension. From an emotional perspective, students tended to quickly become bored when reading long, non-literary texts presented in a boring manner. They were more interested in learning methods that used visual media, group discussions, and activities that allowed them to speak and express their opinions. Socially, students needed intensive interaction with friends, making group discussions an important means of building and deepening their understanding of reading texts. Furthermore, because students were very close to digital technology, the use of flipbook-style teaching materials was expected to provide an interactive and flexible learning experience and support independent learning in accordance with the principles of the Independent Curriculum.

Design

In the design stage, researchers systematically developed a flipbook-style student module development plan as the basis for product creation. The following are the steps taken in the design stage.

a. Collection and Mapping of Learning Materials

Researchers collected and analyzed non-literary text reading materials which included observation report texts, advertisements/slogans/posters, popular scientific articles, and descriptive texts in accordance with the Merdeka Curriculum, grade VIII, the material was mapped based on achievement indicators, learning objectives, and stages of the Reading Response Group (RRG) strategy.

b. Drafting Flipbook Material

Researchers prepare a draft of learning materials that will be presented in the form of a flipbook in a structured and systematic manner.

c. Designing Flipbooks According to Student Characteristics

Researchers designed the flipbook display by considering the characteristics of grade VIII junior high school students, namely the use of communicative language, attractive layout, comfortable color selection, and easy-to-understand navigation.

d. Preparation of Multimedia Supporting Materials

Researchers prepared various supporting materials needed in developing flipbooks, such as illustrative images. These materials were selected and adapted to the reading material in order to strengthen students' understanding and create a more interactive learning experience.

e. Preparation of Product Validation Instruments

Researchers compiled a validation questionnaire used to evaluate the feasibility of the flipbook. Validation was carried out by two competent validators by reviewing several aspects, namely material aspects and media technology aspects.

Development Stage

a). Teaching Module

The next stage is the development of teaching materials in the form of Flipbooks, with the aim of realizing the product design into a real form in the form of a digital teaching module in the form of a flipbook and a user guide for teachers and students.

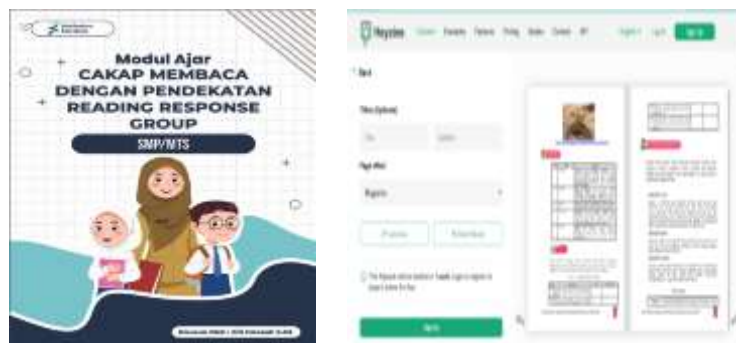


Figure 1. Teaching model

Implementation

At this stage, the developed product undergoes a validation test to evaluate the suitability of the teaching materials before use in learning activities. Validation testing is conducted as a form of assessment to ensure that the developed product meets established quality standards. The validation process encompasses three aspects: material validation, media validation, and product feasibility testing by students.

Evaluation

The evaluation phase is the final stage of research and development, based on the ADDIE model. In this phase, the product undergoes a formative evaluation to provide a basis for improvement and refinement. The evaluation is based on expert reviews and field trials conducted during the implementation phase. The data obtained is then analyzed using two approaches: qualitative and quantitative data analysis.

Product Trial Results

At this stage, the results of the completed product development will be validated to determine its suitability. This validation test consists of two categories: material validation and media validation.

1. Analysis of Expert Validation Results

At this stage, the results of the completed product development will be validated to determine its suitability. This validation test consists of two categories: material validation and media validation.

a) Expert Validation

1). Material Expert Assessment

The data collected was obtained by providing an initial product in the form of an interactive Indonesian language learning flipbook along with an evaluation sheet in the form of a questionnaire.

2). Media Expert Assessment

The media validator in this study was Prof. Dr. Kastam Syamsi, M.Ed., a lecturer at the Faculty of Languages, Arts, and Culture, Yogyakarta State University. He was selected as a media expert based on his expertise and relevant experience in the field of learning media development.

The assessment results conducted by the media validator showed that Flipbook obtained an average score of 4.20. This value is included in the very valid category, so the developed media is considered suitable for use as a learning tool in Indonesian language subjects. The difference in score of 0.80 indicates that there are still several aspects that need to be improved in the development of Flipbook. Therefore, the researcher made improvements and refinements to Flipbook according to the input and suggestions provided by the media validator. Based on the results of the percentage data processing that has been obtained, there is an assessment score of 84%. In the assessment scale criteria table, the percentage is in the range of 71-85 so it can be classified as "Feasible" according to the descriptive analysis criteria used.

Based on the images displayed, it can be concluded that the Flipbook learning media on the material of observation report texts, advertising texts, slogans and posters, popular scientific article texts, and descriptive texts in the Indonesian language subject for grade VIII junior high school students.

Table 2. Summary of Validation Results

Validation Aspects	Total Score	Average Score	Presentation	Category
Material Validation 1	55	4.58	91.6	Very Worthy
Media Validation	63	4.20	84%	Worthy
Final Achievement		4.39	87.6%	Very Worthy

Based on the data in the table, the final results of the validator's assessment of the developed Flipbook showed an average score of 4.39, with a feasibility percentage of 87.6%, so it can be categorized as feasible. Thus, it can be concluded that the Flipbook for learning Indonesian subjects on the material of observation report texts, advertising texts, slogans and posters, popular scientific article texts, and descriptive texts has met the feasibility standards for use in the learning process, with the note that improvements need to be made according to the validator's suggestions before entering the trial stage.

CONCLUSION AND RECOMMENDATIONS

This study created digital teaching materials in the form of flipbooks that combine the Reading Response Group (RRG) strategy in the learning process of reading non-literary texts for eighth grade junior high school students. Product development was carried out by following the ADDIE model which consists of several stages, namely Analysis, Design, Development, Implementation, and Evaluation. This product contains various types of texts such as observation reports. This material was created to assist reading activities, providing responses, discussions, and reflection. The results of the inspection showed that the teaching materials created were quite suitable for use. Validation by material experts obtained an average score of 4.58 with a percentage of 91.6% and entered the very suitable category, while validation by media experts obtained an average score of 4.20 with a percentage of 84% and entered the suitable category. In general, the product obtained an average score of 4.39 with a satisfaction percentage of 87.6%. Therefore, digital flipbook teaching materials using the RRG strategy are considered suitable for use in Indonesian language learning after being improved based on suggestions and validators. The implementation of this teaching material is recommended as one of the learning resource options that can help improve the process of learning to read more actively, collaboratively, and focus on students. Teachers can use flipbooks as additional learning materials from the materials usually used, while combining discussions and responses to texts to improve the ability to understand, analyze, think critically, and think reflectively.

ADVANCED RESEARCH

This study still has several limitations. The product trial was conducted on eighth-grade junior high school students with a limited number of participants and focused on a single school context, so the results cannot be generalized widely to different school characteristics and students. Furthermore, the study emphasized the development and testing of the feasibility of teaching materials, so the study of the product's long-term effectiveness still needs to be expanded. It is recommended that further research involve a more diverse number of students and schools and use a research design that allows for comparison between experimental and control groups. Further research can also test the effectiveness of RRG-based flipbooks on improving reading skills in more specific aspects, such as the ability to find information, understand implied information, evaluate text content, provide critical responses, and conduct reflection. Further development can also expand the types of non-literary texts

and add interactive and multimedia features to make teaching materials more suitable for the needs of digital learning.

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