# DEVELOPING KEMUKUS MOUNTAIN FLIPBOOK INTEGRATED WITH TaRL APPROACH IN IMPROVING STUDENTS' COMPREHENSION OF DESCRIPTIVE TEXTS

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| Article Info | Abstract |
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| *Article History*<br>Received: October 2024<br>Revised: November 2024<br>Published: January 2025<br><br>*Keywords*<br>*Media flipbook;*<br>*e-learning media;*<br>*Description text;*<br>*TaRL approach;*<br>*Learner understanding;* | *Teachers have not optimally used technology-based learning media and have not implemented a Teaching at the Right Level-based learning approach. causing students' understanding of descriptive text to be low. This study aims to develop, test the feasibility, and effectiveness of Teaching at the Right Level-based flipbook learning media to improve the understanding of fifth grade students. This type of research is research and development with the Borg and Gall model. The subjects of this study were 30 fifth grade Elementary students. Data collection techniques used tests (pretest and posttest) and non-tests (observation, interview, questionnaire). Data analysis techniques using normality test, t test and N-Gain test. The results showed: (1) Teaching at the Right Level-based flipbooks were developed using the canva application; (2) the results of the validity test of material experts, media experts, teachers, and students received a very feasible category; (3) effectiveness is shown from the results of analy-ing pretest and posttest scores. The results of the t test get a sig. (2-tailed) value of 0.00 <0.005. The conclusion in this study shows that the development of learning media flipbooks based on Teaching at the Right Level was successfully developed, very feasible, and effectively used to improve the understanding of descriptive text for fifth grade Elementary students.* |

## INTRODUCTION

The increasing concern regarding low reading interest and poor comprehension of descriptive texts among elementary school students highlights a pressing need for innovative educational interventions. In many elementary schools, students struggle to engage with descriptive texts, often resulting in minimal retention and difficulty grasping key content (Ali, 2020; Kusuma & Fadiana, 2024). This challenge is further exacerbated by teaching methods that fail to align with students' comprehension levels and individual needs. Traditional methods, which often rely heavily on teacher-centered instruction and static learning materials, do not adequately cater to the diverse learning paces and styles found within a typical classroom (Batdi, 2015). Consequently, this gap underscores the necessity for the development of interactive and adaptable learning tools that can bridge this divide and promote deeper engagement with reading materials.

One promising innovation is the integration of flipbooks into the classroom, specifically designed to align with the Teaching at the Right Level (TaRL) approach. Flipbooks are interactive and visually appealing educational tools that break down complex information into manageable, engaging segments (Dewi & Wibawa, 2024; Irwan et al., 2024). The TaRL approach, an evidence-based educational framework, focuses on assessing and addressing students' individual learning gaps by tailoring instruction to their current knowledge and skills (Muammar et al., 2023; Susanti et al., 2025). Rather than adhering strictly to age or grade-level

expectations, TaRL emphasizes skill-based progression, ensuring that students master foundational concepts before advancing to more complex material (Maruyama & Igei, 2024; Sawada et al., 2024). When flipbooks are integrated into this approach, they provide a multisensory learning experience that not only captivates students' interest but also reinforces their comprehension of descriptive texts.

Descriptive texts, which are fundamental to language learning, require students to visualize and articulate detailed information about various subjects such as people, places, objects, and events. Mastery of descriptive texts is crucial for the development of literacy skills, as it enhances students' ability to express ideas clearly and creatively (Ali, 2020). However, many students encounter difficulties in comprehending descriptive language, often failing to identify essential details or understand the nuances of descriptive passages. Flipbooks, with their sequential and illustrated formats, offer a solution to this issue by presenting descriptive texts in an interactive, visual format. Each segment of the flipbook corresponds to specific portions of the text, allowing students to link visual representations with descriptive language (Apridar et al., 2024), thereby improving retention and comprehension.

The novelty of this study lies in the development of a flipbook centered around Kemukus Mountain, a culturally significant landmark, integrated with the TaRL approach to enhance students' comprehension of descriptive texts. The selection of Kemukus Mountain as the focal point for the flipbook leverages local heritage and familiar content to foster greater student engagement. By grounding the descriptive texts in local culture and history, the study not only aims to improve literacy skills but also to cultivate a sense of cultural identity and pride among students (Dewi & Wibawa, 2024). This dual benefit addresses a significant research gap, as existing studies on flipbook integration in language learning often focus on generic or universally known subjects, neglecting the potential impact of localized content.

Furthermore, the integration of flipbooks with the TaRL framework introduces a differentiated instructional model that accommodates the varied learning levels present in elementary classrooms (Sari & Ahmad, 2021' Masitoh, 2022). Students who demonstrate lower literacy levels can engage with simpler, more visually oriented flipbooks, while more advanced students can work with complex, text-heavy versions that challenge their comprehension and analytical skills. This flexible approach ensures that all students, regardless of their initial proficiency, receive the support necessary to progress at their own pace. This aspect of the study represents another point of novelty, as few interventions simultaneously address skill-based differentiation and localized content in the context of language learning.

In Indonesian elementary schools, language instruction begins as early as first grade and continues through the fourth grade, highlighting the importance of developing strong foundational language skills during these formative years (Arisandy et al., 2019). Indonesian language education encompasses the development of speaking, listening, reading, and writing abilities, all of which contribute to overall literacy (Ali, 2020). Despite this emphasis, many teachers rely on traditional, lecture-based methods that limit opportunities for active student participation and fail to leverage interactive media effectively. This traditional approach often results in passive learning environments, where students struggle to apply language skills beyond rote memorization (Kusuma & Fadiana, 2024; Nurrita, 2018). Descriptive texts, a crucial component of the Indonesian language curriculum, are particularly challenging for students to master without interactive and engaging learning tools.

By introducing the Kemukus Mountain flipbook, the study seeks to address these instructional deficiencies and create a more dynamic learning environment. The flipbook can serve as a bridge between abstract descriptive language and concrete visual representation, allowing students to better visualize the subject matter. Additionally, the incorporation of the TaRL approach ensures that the flipbook is adaptable to different learning levels, providing a scalable solution that can be implemented across diverse classroom settings (D'Agostino et al.,

2024; Mustafa et al., 2024). The ultimate goal is to enhance students' comprehension of descriptive texts, thereby improving their overall literacy skills and fostering a more engaging, student-centered learning experience.

In this context, the research gap is evident in the lack of studies that combine culturally relevant flipbook content with the TaRL approach to improve language comprehension among elementary school students. While previous research has explored the use of interactive media in education, few studies have investigated the synergistic effects of localized content and differentiated instruction within the framework of descriptive text comprehension (Ali, 2020; Syafitri & Muntahanah, 2024; Kusuma & Fadiana, 2024). This study aims to fill this gap by developing and evaluating the Kemukus Mountain flipbook as a tool for enhancing students' engagement and comprehension.

The primary objectives of this study are to design and assess the effectiveness of the Kemukus Mountain flipbook, integrated with the TaRL approach, in improving students' comprehension of descriptive texts. By leveraging local culture and history, the study seeks to create a more relatable and immersive learning experience that resonates with students. The anticipated outcomes include improved reading comprehension, greater interest in reading, and enhanced ability to articulate descriptive information. Furthermore, the study aims to provide educators with a practical, adaptable tool that can be seamlessly incorporated into existing language curricula. The following research questions guide this study: What does the Kemukus Mountain Flipbook integrated with the TaRL approach look like in improving students' comprehension of descriptive texts? And How is the quality of the Kemukus Mountain Flipbook integrated with the TaRL approach in improving students' comprehension of descriptive texts?

Through these research questions, the study investigate both the design and the pedagogical effectiveness of the flipbook, offering insights into best practices for integrating interactive media and differentiated instruction into language education. By addressing this research gap, the study aims to contribute to the broader discourse on innovative teaching methods and the role of culturally relevant content in enhancing literacy outcomes.

## RESEARCH METHOD
### Research Design

The research and development (R&D) approach forms the foundation of this study, aligning with the objective of creating innovative educational tools and assessing their effectiveness in the classroom. R&D, as described by Sugiyono (2017), is a structured process aimed at developing new products and refining them through systematic evaluation. This study fits within the domain of development research, focusing on the creation of learning materials specifically designed for Indonesian language learners. The primary output of this endeavor is the Kemukus Mountain flipbook, an interactive tool that enhances students' comprehension of descriptive texts. The development process is iterative and involves several essential stages to ensure the quality and relevance of the final product. Initially, potential opportunities and challenges are identified through observation and needs analysis. This phase highlights the gaps in current teaching methods and the necessity for engaging instructional media. Following this, data collection involves gathering information on student learning preferences, existing instructional materials, and the local context surrounding Kemukus Mountain to inform the content of the flipbook.

The next stage focuses on material design, where the flipbook's structure, layout, and content are conceptualized to align with the TaRL framework. Validation follows, involving subject matter experts and educators who assess the flipbook's alignment with curriculum standards, cultural relevance, and educational value. Feedback from the validation process informs product revisions to address any identified shortcomings. Subsequently, the revised

flipbook undergoes field testing in classroom settings, allowing for real-time observation and data collection on student engagement and comprehension. This hands-on evaluation ensures that the flipbook meets the diverse learning needs of students. A final round of revisions, based on field testing outcomes, leads to the development of the completed Kemukus Mountain flipbook. This systematic and iterative R&D process ensures that the final product is not only innovative but also pedagogically effective, promoting the comprehension of descriptive texts in a culturally relevant and engaging manner.

**Research Participants**

Elementary school students' involvement is crucial in studies examining the creation of Gunung Kemukus flipbook media in order to assess the viability and efficacy of precise educational tools. Students in the fifth grade at Nglorog 1 Sragen State Elementary School made up the study's population. The study's sample consisted of thirty grade V students, six of whom took the small-scale test and twenty-four of whom took the large-scale test. These students were selected because they were examining how to comprehend description texts, which made them perfect candidates to evaluate how new media is affecting this specific field of study. A thorough feasibility validation test was carried out in order to guarantee the quality and efficacy of the Gunung Kemukus Flipbook learning resources. There are numerous crucial steps in this procedure. First, the overall quality of the instructional materials is assessed by media specialists. Media professionals evaluate a range of factors, including language in the media, media usage, and media design. To make sure that the media is appealing and simple for students to understand, this assessment is crucial.

This study includes material experts who carry out a comprehensive material testing procedure in addition to media experts. This stage is crucial for evaluating the reliability and applicability of the educational resources contained in the flipbook media. The media's content was examined by subject matter experts to make sure it complied with educational standards and successfully achieved the learning goals. This study guarantees that the flipbook medium is successful in enhancing students' understanding of description text by incorporating media specialists, subject matter experts, and a sample of students. The media's suitability for educational usage in meeting the demands of educators and students is ensured by a rigorous review procedure.

**Research Instruments**

The data collection process for this study incorporates a combination of test and non-test methods to ensure a comprehensive evaluation of the flipbook's effectiveness. These methods include the use of questionnaires, interviews, document analysis, and various forms of documentation. This multifaceted approach allows for the gathering of both qualitative and quantitative data, providing a holistic understanding of student engagement and learning progress. Data analysis involves several stages to ensure the accuracy and reliability of the findings. Validity and reliability tests are conducted to confirm the consistency and credibility of the instruments used. Additionally, assessments of item difficulty and discrimination indices are carried out to evaluate the appropriateness and fairness of the test items. This ensures that the tests accurately reflect the learning objectives and can effectively measure student performance.

The pretest and posttest data undergo a normality test to determine whether the data distribution meets the assumptions required for further statistical analysis. By verifying the normality of the data, researchers can apply parametric tests confidently. To measure the improvement in student learning outcomes, the study utilizes the T-test, which compares pretest and posttest results to identify significant differences. The N-Gain analysis further quantifies the extent of improvement, offering insights into the effectiveness of the intervention. Expert evaluations are integral to the development and refinement of the flipbook. Media specialists

and experienced material experts assess the flipbook's content, design, and overall viability. Their feedback is essential in validating the quality and ensuring that the product meets pedagogical standards. This rigorous process ensures that the flipbook is not only engaging and interactive but also a reliable and effective tool for enhancing students' comprehension of descriptive texts.

**Data Analysis**

This study employs both qualitative and quantitative data to comprehensively evaluate the effectiveness of the developed flipbook media. Qualitative data consists of insights, feedback, and recommendations from media and material experts, while quantitative data is derived from media and material validation, teacher and student questionnaire responses, and pretest and posttest results. By combining these data sources, the study assesses the appropriateness and impact of the flipbook in enhancing students' comprehension of descriptive texts. A thorough analysis of the data collected from expert validation questionnaires is critical to determine the quality and feasibility of the media. The analysis uses specific formulas to generate accurate evaluations. The acceptability of the media is calculated by applying a percentage formula to the scores provided by media and material specialists. This involves dividing the total score awarded by the highest possible score and multiplying the result by 100. For example, if a media expert assigns a score of 88 out of 100, the media's acceptability is determined to be 88%. This straightforward yet effective approach provides a clear, numerical evaluation of the media's quality. Material expert scores are calculated in the same way, ensuring consistency in the evaluation process.

Once the percentage score is obtained, it is assessed against a classification system to determine the level of feasibility. Scores between 90-100% typically indicate high suitability and effectiveness, suggesting the media is ready for implementation. Scores within the 70-89% range reflect general appropriateness but may require minor adjustments, while scores below 70% indicate the need for significant revisions. This systematic evaluation ensures that the flipbook aligns with pedagogical standards and meets the educational needs of students. In addition to expert evaluations, questionnaires are distributed to teachers and students to gather their perspectives on the practicality of the flipbook media. This data is analyzed to determine how well the media functions in real classroom settings. Pretest and posttest analyses are conducted to measure the extent to which the flipbook improves grade V students' comprehension of descriptive texts. A learning completeness criterion of 70 is applied, representing a value higher than the minimum passing score established by the school. This ensures that the flipbook not only meets basic requirements but also enhances overall student performance, reflecting its potential as an effective educational tool.

**RESEARCH FINDINGS AND DISCUSSION**
**Research Findings**

This study's primary focus is on using flipbook media in conjunction with appropriate instruction to enhance students' comprehension. The following will be among the findings of this study: 1) Product development outcomes; 2) Product viability assessment; and 3) Product efficacy evaluation in enhancing students' comprehension.

**Product Development Result**

The goal of this research and development is to improve the fifth-grade pupils at Nglorog 1 Sragen State Elementary School's comprehension of descriptive text content by creating a flipbook that tells the tale of Mount Kemukus in Indonesian. Following a feasibility validation process by media and material specialists, this product is deemed very practical for usage. Remember to gain a favorable response from the trial's pupils as well.

The first step in the product development process for this study was to analyze the needs of the instructors and students at the research site, SD Negeri Nglorog 1 Sragen, by distributing

a needs questionnaire. Creating learning materials with descriptive text is essentially the outcome of creating flipbook learning materials.
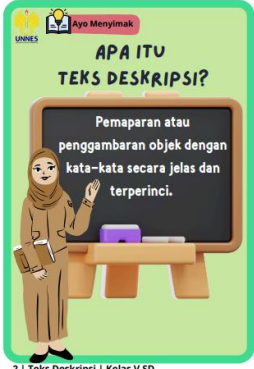
**Product Feasibility Result**

The findings of validity tests conducted by media experts, material experts, teacher replies, and student responses are used to assess the viability of Teaching At The Right Level-based Flipbook learning materials on the subject of comprehending descriptive texts. Using a modified questionnaire assessment sheet, material and media experts conducted a validity test to determine whether learning media Flipbook based on Teaching At The Right Level is feasible (Fadzilah & Isnawati, 2024). (1) Material aspects; (2) Display or presentation aspects; (3) Language aspects; (4) Media display aspects; and (5) Material usefulness are some of the elements of the material expert tool. The media expert assessment tool has three components: (1) language; (2) media consumption; and (3) physical features. The results of the validity test of material experts and media experts are presented in Tabel 1.
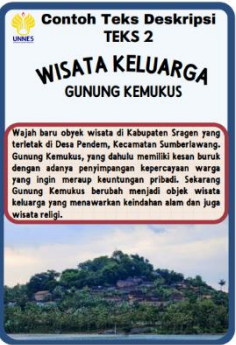
Tabel 1
Material Expert and Media Expert Validity Test Results

| No | Responden | Presentase | Category |
|----|-----------|------------|----------|
| 1. | Material expert | 88.63 | Very worthy |
| 2. | Media expert | 84.72 | Very worthy |

Table 1 shows that the validity test results for the Flipbook learning media based on Teaching At The Right Level from material experts were 88.63% with a very worthy category, while from media experts they were 84.72% with a very worthy category.

Tabel 2
Media Revision Result

| MEDIA BEFORE REVISION | | MEDIA AFTER REVISION | |
|---|---|---|---|
| Picture | Description | Picture | Description |
|  | According to the teacher response questionnaire data, it was preferable to substitute a more appropriate character for the owl on the page because it was deemed inappropriate. |  | The following is the result of the revision of the teacher questionnaire. The owl character was replaced with a relevant character, namely the teacher character. |

| | | | |
|---|---|---|---|
|  | The results of the teacher response questionnaire stated that the graphic design on this page was too complicated and could not be read clearly by students. |  | The following are the results of the revision of the teacher questionnaire. The graphic design on this page is redesigned as simple as possible so that it can be read clearly by students. |
|  | The results of the teacher response questionnaire stated that the cover design on the sample descriptive text 2 to be made more attractive again. |  | The following are the results of the revision of the teacher questionnaire. The cover design on the sample descriptive text 2 has been redesigned with a more attractive design. |

The flipbook media area that needs to be updated is displayed in Table 2. The effectiveness of Teaching at the Right Level-based flipbook media in enhancing students' comprehension of descriptive text material for learning the Indonesian language must be evaluated after the flipbook media design has been evaluated by experts and deemed highly feasible. There are two phases to Teaching at the Right Level-based flipbook media testing: small-scale and large-scale assessments. In order to gauge the success of Teaching at the Right Level-based flipbook media in terms of student learning outcomes, two components are used: the pretest and the posttest. Table 3 displays the findings of the pretest and posttest conducted during the small-scale test phase.

Tabel 3
Small Scale Pretest and Posttest Result

| | Pretest | | Posttest | |
|---|---|---|---|---|
| Score Criteria | Number of Learners | Total Value | Number of Learners | Total Value |
| 91-100 | 0 | 0 | 0 | 0 |
| 81-90 | 0 | 0 | 3 | 263 |
| 70-80 | 1 | 73 | 3 | 226 |
| 0-69 | 5 | 245 | 0 | 0 |
| Total | 6 | 318 | 6 | 489 |
| Average | 53 | | 81,5 | |

According to the small group trial's findings, the average learning outcomes increased by 28.5 points between the pretest score of 53 and the posttest score of 81.5 using the created

medium. Based on these statistics, it can be said that the Flipbook learning materials based on Teaching At The Right Level had a moderately high average increase in small group trials.

Tabel 4
Teacher and Learner Response Result

| No | Respondents | Presentase | Category |
|----|------------|-----------|----------|
| 1. | Teacher | 88.72 | Very Worthy |
| 2. | Learners | 90.67 | Very Worthy |

Table 4 displays the percentage of responses from both teachers and students. The percentages for the teacher's and pupils' responses were 90.67% and 88.72%, respectively. The Teaching at The Right Level-based Flipbook learning media is very viable to use in learning, according to the findings of the validity test conducted by material experts, media experts, teacher replies, and student responses.

**Product Effectiveness**

Pretest and posttest results are analyzed to ascertain how well Flipbook learning materials based on Teaching At The Right Level content help students comprehend descriptive texts. Table 5 displays the results of the pretest and posttest.

Tabel 5
Large Scale Pretest and Posttest Result

| No | Aspek | Pretest Score | Posttest score |
|----|-------|---------------|----------------|
| 1. | Average | 66,3333 | 80,6666 |
| 2. | Highest score | 80 | 95 |
| 3. | Lowest score | 40 | 70 |

Table 5 shows that the average learning outcomes increased by 14.3333 from the pretest average, which was initially 66.3333, to the posttest average, which was 80.6666. The SPSS 22 software was utilized to assist in the data analysis procedure for this investigation. The normalcy test is used as the first data analysis, while the t and N-Gain tests are used as the last data analysis. To ascertain whether or not the research data is regularly distributed, the normality test is employed. SPSS 22 software with Shapiro-Wilk was employed to assist with the normalcy test in this investigation. 8 displays the findings of the normalcy test.

According to the normality test criteria, data is considered normally distributed if the sig. value is greater than 0.05, and not normally distributed if the sig. value is less than 0.05. The sig. value of the pretest data is 0.581, and the posttest data is 0.070, according to table 3, which deals with the Shapiro-Wilk test. Both the pretest and posttest results had significance values greater than 0.05. Thus, it may be said that the research data from the pretest and posttest are regularly distributed. After the normality test is carried out, then the t test can be carried out, namely the Paired Sample T-test using SSPS 22 to determine the effectiveness of learning media. The results of the Paired Sample T-test are presented in Table 6.

Tabel 6
Paired Sample T-test Result

| No | Aksi | Std. Deviation | Std. Error Mean | Sig. (2-tailed) |
|----|------|----------------|-----------------|-----------------|
| 1. | Pretest - Posttest | 8.78217 | 1.60340 | .000 |

According to the Paired Sample T-test test criterion, there is no significant difference between the pretest and posttest data if the sig value (2-tailed) is greater than 0.05. Table 4 shows that the sig value (2-tailed) is 0.0000 <0.05, which indicates that there is a significant

difference between the pretest and posttest findings if the sig value is less than 0.05. Thus, it can be said that Flipbook learning materials based on Teaching At The Right Level are useful for learning, particularly when it comes to Indonesian language courses that employ descriptive text as their basis.

**Discussion**

The research conducted on the development of the Kemukus Mountain flipbook integrated with the Teaching at the Right Level (TaRL) approach highlights significant advancements in addressing the challenges associated with students' comprehension of descriptive texts. This study emerges from a well-recognized gap in educational media that can cater to the diverse needs of elementary students, particularly those with limited proficiency in the Indonesian language. Many elementary school students demonstrate low interest in reading, coupled with inadequate comprehension skills when engaging with descriptive texts (Ali, 2020; Kusuma & Fadiana, 2024). Traditional teaching methods often fail to address these disparities, leaving many students behind and exacerbating learning inequalities.

The novelty of this study lies in its dual integration of localized content and differentiated instruction. The selection of Kemukus Mountain, a culturally significant landmark, grounds the learning experience in familiar and relatable content, fostering greater student interest and engagement. This approach not only enhances comprehension but also strengthens cultural awareness and identity (Dewi & Wibawa, 2024; Syafitri & Muntahanah, 2024). The integration of the TaRL framework further distinguishes this research by ensuring that the material aligns with students' individual proficiency levels, allowing for personalized learning trajectories. While previous studies have investigated the effectiveness of interactive media in language learning, few have combined culturally relevant content with skill-based, tailored instruction.

The Kemukus Mountain flipbook, designed for primary school students, features a comprehensive layout that guides learners through descriptive texts in an engaging and structured manner. The design includes elements such as a visually appealing cover, clear learning objectives, concept maps, learning materials, evaluation questions, and instructions for use. These components ensure that both teachers and students can navigate the material effectively, fostering a seamless learning process. It is in line with Usman et al. (2024) who found that flipbook media enhances student engagement by integrating text with vivid illustrations, making abstract descriptions more tangible and easier to comprehend. This format not only supports reading comprehension but also stimulates visual learning, accommodating various learning styles and promoting retention.

One of the primary advantages of the flipbook is its alignment with the TaRL approach, which emphasizes tailoring educational content to students' current comprehension levels. Students who experience difficulties in understanding descriptive texts benefit significantly from this personalized approach (Yi-Ming et al., 2025; Pitorini et al., 2024). The TaRL methodology focuses on helping students progress by addressing their specific learning gaps, thereby fostering an inclusive learning environment. Research by Airini et al. (2022) underscores the importance of enabling students to learn at their own pace, which directly correlates with improved comprehension and academic outcomes. The Kemukus Mountain flipbook exemplifies this principle by structuring content in a way that is accessible and engaging for students across varying proficiency levels.

The effectiveness of the flipbook was demonstrated through comprehensive testing and feedback from educators and students. Materials were carefully designed to align with primary students' language and reading levels, ensuring that the flipbook is developmentally appropriate. Teachers reported that the flipbook simplified the process of teaching descriptive texts, providing a practical and engaging resource that could be seamlessly integrated into the classroom (Van Norman & Forcht, 2024; Li et al., 2025). Students, particularly those struggling with Indonesian language comprehension, found the flipbook and the TaRL approach to be

helpful. By focusing on each student's level and proficiency, the flipbook enabled learners to progress steadily, reinforcing their confidence and improving their overall performance.

Visual media, such as flipbooks, significantly enhance the learning experience by combining textual and visual elements (Bachiri et al., 2024; Machkour et al., 2024). This combination allows students to engage multiple senses, thereby deepening their understanding of descriptive texts (Vettori et al., 2025; Ali, 2020). It aligns with Sarpiyah (2019) informs that visual media fosters an interactive learning environment, encouraging collaboration and participation. Students are more likely to remain engaged and retain information when lessons are presented in a visually stimulating format. The flipbook's ability to present stories in an eye-catching manner makes it an effective tool for improving reading comprehension while maintaining students' interest and motivation. Despite the evident benefits, the study acknowledges certain challenges associated with the use of flipbook media. The successful implementation of flipbooks relies on adequate teacher training and familiarity with the medium. Without proper training, the full potential of flipbook media may not be realized, limiting its impact (Irwan et al., 2024). Additionally, the technical infrastructure required to support digital flipbooks, including computers, projectors, and internet access, may pose challenges for schools with limited resources. These barriers highlight the need for ongoing professional development and investments in educational technology to ensure equitable access to innovative learning tools.

Nevertheless, the intrinsic motivation fostered by interactive learning media significantly influences student outcomes. Hasibuan et al. (2024) emphasize that students' increased engagement in the learning process enhances their overall performance, suggesting that the investment in flipbook media yields long-term educational benefits. The Kemukus Mountain flipbook represents a forward-looking approach to language education, addressing both current educational challenges and the evolving needs of students in the digital age. In response to the research questions posed, the Kemukus Mountain flipbook integrated with the TaRL approach is designed as an interactive, visually enriched learning tool tailored to the comprehension levels of primary school students. The flipbook incorporates culturally relevant content, combining descriptive texts about Kemukus Mountain with vibrant illustrations and structured learning pathways. This design not only enhances the readability and engagement of students but also ensures that the material is accessible to learners with varying degrees of language proficiency.

Regarding the quality of the flipbook, evaluations conducted by media and material experts, alongside feedback from teachers and students, affirm its effectiveness in improving descriptive text comprehension. The structured format, alignment with TaRL principles, and incorporation of visual aids contribute to its high educational value. Validation data from experts indicate that the flipbook meets pedagogical standards, achieving high appropriateness scores and demonstrating its feasibility as a classroom resource. Teachers reported increased student engagement and improved comprehension, further supporting the flipbook's quality and efficacy in real-world classroom settings.

Finally, the development of the Kemukus Mountain flipbook integrated with the TaRL approach addresses a critical gap in educational media by combining localized content with differentiated instruction. This innovative tool not only enhances students' comprehension of descriptive texts but also promotes inclusive learning, ensuring that all students, regardless of their proficiency level, can engage meaningfully with the material. The study contributes to the growing body of research advocating for culturally relevant, student-centered learning interventions, paving the way for future advancements in language education.

## CONCLUSION

The research and development of the Kemukus Mountain flipbook integrated with the Teaching at the Right Level (TaRL) approach highlights the transformative potential of

culturally relevant, student-centered educational media in addressing comprehension challenges in primary school language learning. This study underscores the importance of integrating local heritage and visual media to create engaging and accessible learning experiences that resonate with students. By incorporating Kemukus Mountain as the focal point, the flipbook not only enriches students' understanding of descriptive texts but also nurtures a deeper connection to their cultural environment. The TaRL framework further enhances the effectiveness of this educational tool by ensuring that the content is tailored to individual learning needs, fostering inclusivity and improving overall learning outcomes. This dual integration addresses critical gaps in existing educational practices, which often fail to consider both the diverse proficiency levels of students and the potential of localized content in boosting engagement and comprehension.

The study's findings demonstrate that the Kemukus Mountain flipbook significantly improves students' ability to comprehend descriptive texts by merging visual and textual elements in a structured, interactive format. Feedback from educators and learners, coupled with expert validation, affirms the high quality and effectiveness of the flipbook in enhancing classroom learning. While certain challenges, such as teacher training and technological infrastructure, remain pertinent, the overall results suggest that the benefits far outweigh these limitations. The flipbook model, as presented in this study, serves as a valuable template for future educational interventions aimed at improving literacy through innovative, culturally grounded approaches. Ultimately, the Kemukus Mountain flipbook exemplifies the potential of combining modern pedagogical frameworks with interactive media to create inclusive and effective educational resources that respond to the diverse needs of learners, contributing meaningfully to the advancement of language education.

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