

Fostering Fairy Tale Literacy for Young Readers: The Flipping Javanese Manuscript's Effectivity

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Abstract

In today's digital era, young children are increasingly exposed to a vast array of apps, games, and videos. Amid this digital abundance, an urgent educational need has emerged, particularly for Javanese youth readers to understand how digital formats influence their literacy skills. This study aims to analyze the effectiveness of digital fairy tale flipping manuscripts in supporting the learning process of reading Javanese script texts. A quantitative experimental method was employed, involving a sample of 60 students. Data were collected using a test instrument and a questionnaire developed by the researchers. The test assessed reading ability, while the questionnaire gathered insights on learners' perceptions and experiences. The findings indicate that the use of digital fairy tales with flipping manuscript features significantly enhances the students' ability to recognize and read Javanese letters. The interactive nature of the digital format was found to increase engagement, comprehension, and retention compared to traditional methods. In conclusion, this study demonstrates that digital flipping fairy tales can effectively support the learning of Javanese script, offering an innovative and engaging medium for preserving and promoting regional literacy in the digital age.

Keywords: Literacy; Flipping Manuscript; Javanese; Fairy Tales; Youth Reader

Introduction

Fostering literacy skills in young readers is an important aspect of education. Fairy tales have been used as a tool for language development and literacy skills development (Sholichah & Purbani, 2018). Fairy tales are stories that have been passed down from generation to generation, and they often contain moral lessons that are relevant to young readers (Robbins, 1994). Fairy tales have been found to be particularly effective in promoting listening and speaking skills among young readers. The use of fairy tales in literacy education has also been found to be effective in promoting critical thinking, communication, and creativity in young learners (Starck, 2023).

Fairy tales are a timeless and universal form of storytelling that have been enjoyed by student for centuries. They can help student develop their literacy skills, learn about different cultures, and explore the human condition. Fairy tales can also help student to develop their imagination and creativity. The fantastical elements in fairy tales, such as talking animals and magical spells, can help student to think outside the box and explore new possibilities. Fairy tales can also help student to develop their empathy. Fairy tales often feature characters who face challenges or adversity. By identifying with these characters, student can learn to understand and appreciate the perspectives of others. Fairy tales can also help student to develop their critical thinking skills. Fairy tales often present moral dilemmas or questions about the meaning of life. By engaging with these issues, student can learn to think critically about their own beliefs and values. In recent years, there has been a growing interest in using fairy tales to teach literacy in digital environments. The use of fairy tales in literacy education has been widely studied and has been found to be effective in have been found to be particularly effective in promoting listening and speaking skills among young readers (Robbins, 1994). The use of fairy tales in literacy education has also been found to be effective in promoting critical thinking, communication, and creativity in young learners (Starck, 2023).

The Javanese language is spoken by over 98 million people in Indonesia (Eberhard et al., 2023). The Javanese language has a rich literary tradition, and there are many Javanese fairy tales that can be used to promote literacy skills development among young readers. The flipping manuscript method will be used to introduce Javanese fairy tales to young readers. The method is designed to be culturally sensitive and will be tailored to the needs of Javanese young readers. One such environment is the flipping manuscript, which is a digital book that allows readers to interact with the text by tapping, clicking, and swiping. The flipping manuscript is an innovative approach to teaching literacy skills to young readers (Bataineh & Al-Sakal, 2021). The method is designed to be engaging and interactive, which will help to keep young readers interested in the stories. The flipping manuscript method involves the use of flip-up books that contain lively stories with delightful illustrations (Vagnozzi, 2007).

Flipping manuscripts have been shown to be effective in engaging young readers and improving their literacy skills (Bataineh & Al-Sakal, 2021). Flipping manuscripts are effective in engaging young readers because they provide interactive experiences that are tailored to student's interests and abilities (Doiron, 2011; Richards, 2015). Students can touch, swipe, and interact with the text and images in a way that is not possible with traditional print books. This can help them to stay focused and engaged in the story.

Flipping manuscripts can also improve student's literacy skills by providing multiple opportunities for practice (Oktarina et al., 2021). Students can repeat words and phrases, answer questions, and solve puzzles. This can help them to develop their vocabulary, comprehension, and critical thinking skills (Hardiansyah, 2016; Nuruliah et al., 2017; Perdana et al., 2021). In a study by Dayu & Anggrasari (2022), students who used a flipping manuscript to read a story by flipbook story media had significantly higher scores on reading skills for novice students in learning Indonesian than student who read the same story in a traditional print book. Similarly, Doiron (2011) found that e-book made his students felt happy to read more story because it is portable, easy to handle, light, and easy on the eyes when reading for a long time.

The problem that happened in Javanese class, especially in the material of reading Javanese letter in university, is there aren't any students' motivation to learn Javanese letter. This phenomenon happened because there aren't multi stories in Javanese letters that can be read by students. In other side, the lower materials of Javanese letters still wrote in the form of traditional manuscript. The old condition of Javanese manuscripts means that they cannot be accessed carelessly, making them less flexible for learning.

Flipping manuscripts are a promising new technology for teaching literacy to young student. They provide an engaging and interactive experience that can help student to develop their literacy skills (Morgan, 2013). The flip-up books will be used to promote reading Javanese letters among young readers. This study investigated the effects of using a flipping manuscript to foster fairy tale literacy for Javanese young readers, especially in reading Javanese letters.

Fairy tales have been used for long as a productive resource in language teaching. Celik & Yavuz (2017) claimed that using fairy tales as a modal is a powerful tool in enhancing learners' writing skills, specifically on organization skill. Besides that, familiar terminology, familiar story line, restricted grammatical structures, lively atmosphere, clearly defined scheme and familiar characters help learners feel positive for the writing process beforehand and feel enthusiastic to produce something.

Romdanih & Yuningsih (2021) also shows that fairy tales are proven to catch the young learners' reading interest as they provide imaginative and enchanting content. It was indicated that affective and cognitive factors influence the students' reading interest. This research also in line with Simon (2022) that fairy tale conventions increase

engagement and understanding in English classes, a deeper look into the cultural and linguistic features is added. Flipbook is a classic animation made of thick paper like a thick book; on each page, a process is described, which later looks moving or animated (Manivannan & Balasubramanian, 2011). Flipbook media is a combination of text, animation, video, sound, and so on, so flipbook media has an advantage in format compared to other learning media (Hayati et al., 2015). The use of flipbooks can be applied in various subjects, one of which is to learn Indonesian. In learning Indonesian, flipbooks may help students practice reading. The material's content on the flipbook can be in the form of a non-fiction text with the adding of several pictures to increase students' motivation to read and understand the text. Using a flipbook can make the deliverance of the material directly.

Flipbooks have the advantage of presenting learning messages concisely and practically to be used indoors and outdoors and it is also able to increase students' reading learning activities (Suryani & Ardianto, 2019). A Flipbook is a collection of composite images meant to be flipped over and give the illusion of animated motion. A flipbook is a sheet of paper that resembles an album or calendar measuring 21 x 28 cm, which is arranged in a row at the top (Dayu & Anggrasari, 2022). A flipbook is a book that can be turned over and consists of a series of pictures that seem to change from page to page (Searmadi & Harimurti, 2016). A flipbook is a classic animation created on a piece of paper, like a thick book, and each article is intended to depict something that seems to make something move when it is opened (Perdana et al., 2021). The flipbook has a page transition effect, which is expected to attract students' motivation to read. The use of a flipbook as a medium to tell a story is hoped to help achieve the objectives of reading learning activities for lower-grade students.

Flipped classroom is essentially an instructional model which combines video-based learning outside the classroom and interactive group learning activities inside it. Learning is sought to happen outside the classroom (Adnan, 2017; Karabulut-Ilgu et al., 2018) in which learners only engage in hands-on practice under the teachers' supervision (Hsieh et al., 2017). In other words, a flipped classroom swaps instruction and homework, as new information is presented to learners, mostly through video, outside the boundaries of the classroom for them to later engage in interactive, learner-centered classroom activities (Chuang et al., 2018). This a priori provision of the content to the learners potentially enables them to pace their learning through pausing, rewinding, and replaying the videos as needed (Hsieh et al., 2017).

Flipped instruction is based upon pillars which range in number between four (viz., FLIP: flexible environment, learning culture, intentional content, and professional educators (Flipped Learning Network, 2014)) and seven (viz., FLIPPED: flexible environment, student-centered learning culture, intentional content, professional educators, progressive networking learning activities, engaging and effective learning activities, and diversified and seamless learning platforms (Chen et al., 2014)). Both the original and expanded sets of pillars address the active learning space in- and outside the classroom which must remain flexible enough for teachers to create small group work stations, individual work areas, and venues to speak to students individually; the shift from teacher-centered into learner-centered classroom, where the teacher is no longer the 'sage on the stage' but rather a facilitator who circulates to check student work, provide feedback, and engage in brief periods of one-to-one instruction; the teacher's decision as to what and how content need be presented through videos; and the professional teacher who is capable of designing instruction, creating learning outcomes, and providing expert student guidance (Bataineh & Al-Sakal, 2021).

Method

This study employed a quasi-experimental research design with a quantitative approach using a pre-test–post-test control group design. The data source consisted of literacy test scores from 60 students of the Javanese Literature Program at Universitas Negeri Semarang, who were selected through simple random sampling and then randomly assigned to the treatment group (using the fairy tale "Kewan Papat" in a flipping book format) and the control group (using the same fairy tale in a traditional print format). The research instruments included (1) reading materials in the form of flipping book and printed texts, and (2) a multiple-choice Javanese literacy test developed by the researchers and previously piloted. Data collection was carried out by administering a pre-test before reading and a post-test after reading to both groups at the same time in a learning laboratory. The test results were recorded, coded, and analyzed descriptively and inferentially using an independent t-test to compare the mean literacy scores between the treatment and control groups, in order to determine the effectiveness of the flipping book in enhancing students' comprehension of the fairy tale.

Results and Discussion

The research was carried out at the Javanese Literature Department of Universitas Negeri Yogyakarta on the subject of reading Javanese letter study. This research involved two classes, namely SJ 2021.1 class and SJ 2021.2 class with 60 students as research objects. The students are divided into 30 classes of SJ 2021.1 and 30 classes of SJ 2021.2. The two classes are detailed as follows; The SJ 2021.1 class is used as a control class uses printed manuscript and a hangout provided by the lecture, while the SJ 2021.2 class is used as an experimental class with the help of Flipping Manuscript with a Reverse Class Approach. The two classes were made different because they tested their influence in using learning. The research was carried out in 16 meetings, where 8 meetings were for the experimental class and 8 times for the control class with a duration of 2 X 50 minutes for each class. During the research activities carried out in both classes, the researcher gave a pre-test first to see the initial abilities of the two classes. While the post-test is given after the learning is complete. Furthermore, the mapping of learning outcomes that the researchers had done in two classes, namely the experimental class and the control class, was carried out as shown in table 1.

Table 1. The Result of Pre-test Control Group and Experimental Group

Class	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Control	30	73	90	82.00	4.0257	16.207
Experiment	30	68	93	80.37	8.422	70.930
Valid N						

Based on the results obtained in table 1, it can be analysed and explained that the average value of the two classes used as research objects tends to be relatively the same, with Sig. = 0.00. This shows that the experimental class and the control class have the same initial ability. The average pre-test score of students in the experimental class is 82.00 with the highest score of 90 and the lowest being 73, while the control class is 80.37 with the highest score of 93 and the lowest being 68. So, it can be concluded that the ability of each student in the experimental class and class controls have the same initial capabilities. Furthermore, the results of the post-test experimental class and control class are shown in table 2.

Table 2. The Result of Post-test Control Group and Experimental Group

Class	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Control	30	75	91	83.37	3.908	15.275
Experiment	30	80	97	89.93	4.601	21.168
Valid N						

The scores of students in the experimental class and control class were different because of the use of learning process using the Flipping Manuscript with the Flipped Classroom Approach for the experimental class and using printed books and hangouts provided by the teacher in the control class, show the difference. Where the experimental class has an average value of 89.93 with the highest score of 97 and the lowest score of 80, while the control class has an average value of 83.37 with the highest score of 91 and the lowest value of 75. On the other hand, the standard deviation of the two classes is the experimental class 3.908 while the control class is 4.601. In analysis, the data that has been obtained in the experimental class and control class shows a significant difference.

The difference shows the difference in the effectiveness of using learning models in the two different classes, which results in different results. If the researcher compares the two classes, of course, it can be clearly seen that there are differences in student learning outcomes in the experimental class and the control class. This shows that the experimental class is better than the control class. Furthermore, the two classes are normally distributed so there is no need to use SPSS v.23 with Kolmogorov Smirnov. The distribution of the two classes is said to be normal after testing to find out how normality is by using One Sample Kolmogorov-Smirnov Test. The test was carried out by looking at the final ability of the two classes after being given learning treatment. For more details see table 3.

Table 3. The Result of Normality Test with One-Sample Kolmogorov-Smirnov Test

		Kolmogorov-Smirnov				Shapiro-Wilk		
	Group	Statistic	df	Sig.		Statistic	df	Sig.
Pre-test	Control	.139	30	.146		.971	30	.568
	Experiment	.156	30	.060		.906	30	.012
Post-test	Control	.129	30	.200		.972	30	.584
	Experiment	.140	30	.138		.921	30	.029

The data obtained in table 3 can be analysed and explained that the post-test significance data for the experimental class is 0.138 and the control class is 0.20 which means the experimental class or control class > 0.05 . So that, H_0 is accepted and known that the experimental class and the control class were normally distributed ($sig. .00 > .05$) and it is accepted to analyse with paired sample t-test. The homogeneity test was then carried out to see the data variance of the two classes as shown in Table 4.

Table 4. The Post-test Result's Test of Homogeneity of Variance

Post-test			
Levene Statistic	df1	df2	Sig.
.380	1	58	.540

The data obtained in Table 4 can be analysed and explained that there is a significant post-test value of 0.540 which means $sig. > 0.05$. This shows that the experimental class and the control class have the same variance. So, it can be concluded that the experimental class using the flipping manuscript with the Inverted Class Approach and the control class using the printed manuscript have the same or homogeneous variants. After testing the two classes, both of the normality test and homogeneity test, then paired sample t test was carried out with the help of the SPSS v.23 program as shown in table 5.

Table 5. The Result of Hypothesis Test with Independent Sample Test

Leven's Test for Equality of Variance		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Post-test	Equalvariance assumed	.380	.540	- 5.958	58	.000	-6.567	1.102
	Equal variance not assumed			- 5.958	56.522	.000	-6.567	1.102

Based on table 5 it can be analysed and explained that the Sig. t count is .000. So, it can be concluded that the value of Sig. t count < 0.05. This means that H_0 is rejected, so that H_a is accepted or it can be said that learning to use the flipping manuscript with the Flipped Classroom Approach is more effective than learning to use printed manuscript for university students of Javanese Literature Department, Universitas Negeri Semarang on the subject of reading Javanese letters.

The flipping manuscript method is an innovative approach to teaching literacy skills to young readers. The method is designed to be engaging and interactive, which will help to keep young readers interested in the stories (Oktarina et al., 2021). The flipping manuscript method is an important contribution to literacy education in Indonesia. The method is designed to be culturally sensitive and will be tailored to the needs of Javanese young readers. The method has the potential to promote literacy skills development among Javanese young readers and to help them develop a love of reading that will last a lifetime.

The flipping manuscript method is used to introduce fairy tales to Javanese young readers. The method involves the use of flip-up books that contain lively stories with delightful illustrations (Diani & Hartati, 2018). The flip-up books will be used to promote listening, speaking, reading, and writing skills among young readers. The flip-up books will be used to promote listening, speaking, reading, and writing skills among young readers. The flip-up books will be used to promote listening skills by encouraging young readers to listen to the stories and to ask questions about the stories. The flip-up books will be used to promote speaking skills by encouraging young readers to discuss the stories with their peers. The flip-up books will be used to promote reading skills by encouraging young readers to read the stories on their own. The flip-up books will be used to promote writing skills by encouraging young readers to write their own stories based on the fairy tales.

Flipbooks can help students to make words and pictures more positive in their minds (Dayu & Anggrasari, 2022). It's very effective in increasing knowledge and facilitating the learning process in the classroom (Jain, 2018). The advantages of using flipping manuscript media used in learning reading Javanese letters activities are: 1) practical and inexpensive, 2) environmentally friendly; 3) the material becomes easy for students to understand because there are animated images 4) increase students' reading interest; 5) make students active and interactive. The use of flipbook learning media is motivated by the suitability factor of students' abilities, characteristics, who are more interested in using tools at class, suitability of learning styles, and suitability of material in the learning. For teachers, flipbook can be an alternative learning media in reading activities in the early class.

The data collection showed the significance result in the experimental class where there was an increase in initial ability and after being given treatment learning through the flipping manuscript with the Flipped Classroom Approach. The findings of this study are in line with the finding from Abror. et al., (2020) that the digital flipbook learning

media have succeeded in gaining a significant increase in students. Flipping manuscript consists of a combination of text, animation, video, sound and so on so that it can provide audio and visual stimuli that will improve memory and can make it easier for students to understand the material (Manurung & Panggabean, 2020). There is a match between the theory and the facts on the ground that learning using flipping manuscript with the Flipped Classroom Approach makes students more enthusiastic about learning because there is an increase after being given treatment. In addition, data collection in the control class only showed a slight increase in initial abilities and after being given treatment using printed books and handouts provided by the teacher. After carrying out the results of the influence of learning using the flipping manuscript with the Flipped Classroom approach, the researchers provide and display the results of observations during the learning process. The results showed that the experimental class that used learning using the flipping manuscript with the Flipped Classroom approach could make students more active and active in learning because the learning was interesting because of the supportive design so that students were active. The Flipped Classroom approach is able to increase student activity in learning (Arrosagaray et al., 2019; Marnita et al., 2020). In addition, learning using flipping manuscript with the Flipped Classroom approach makes students more independent in studying the material and doing the tasks displayed (Tang et al., 2023). So, don't be surprised if the final results obtained are much better than before being treated. Learning using flipping manuscript with Flipped Classroom approach creates interaction between students and lectures (Oktarina et al., 2021). The final score of these students varies according to their respective abilities.

Conclusion

The results of the study showed that the student in the treatment group had significantly higher scores on the literacy test than the student in the control group. The use of flip-up books is an effective way to introduce young readers to fairy tales. The flip-up books contain lively stories with delightful illustrations that will capture the imagination of young readers. This suggests that using a flipping manuscript can be an effective way to foster fairy tale literacy for Javanese young readers. The following are the limitations of the study: 1) the sample size was small; 2) the study was conducted only on one story; 3) the study did not control for other factors that could affect the student's literacy skills, such as their prior knowledge of the story or their motivation to read. Despite these limitations, the study provides preliminary evidence that flipping manuscripts can be an effective way to foster fairy tale literacy for Javanese young readers. Future research should be conducted with a larger sample size and with a variety of stories to confirm these findings.

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