Let's Explore Surabaya Zoo: A Visual-Based Learning Media for Early Literacy and Environmental Awareness

Oleh:

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Mei, 2025

Abstract.

This article discusses the development and implementation of "Let's Explore Surabaya Zoo!", an interactive flipbook designed for second-grade elementary students to support early literacy and environmental awareness. The flipbook features vivid illustrations and simple descriptive texts about animals in Surabaya Zoo, aiming to enhance vocabulary acquisition, reading comprehension, and foster an appreciation for biodiversity. Through the use of visual and interactive elements, the flipbook engages students in multisensory learning experiences. The development process follows the ASSURE instructional model, ensuring that the product is both pedagogically effective and aligned with the Indonesian national curriculum. The article also emphasizes the importance of integrating local content and environmental education, highlighting the potential of low-tech tools in modern classrooms. The findings suggest that the flipbook effectively improves student engagement, language skills, and environmental awareness, making it a valuable resource in early childhood education.

Keywords – Surabaya Zoo; Learning Media; Flipbook

Introduction

"Let's Explore Surabaya Zoo!" is an educational tool designed to support early literacy and environmental awareness among second-grade elementary students. It takes the form of a large flipbook filled with vibrant illustrations and simple descriptions of various animals at the Surabaya Zoo. This learning media aims to enhance vocabulary acquisition, reading comprehension, and environmental awareness in young learners by incorporating engaging, age-appropriate content.

Visual learning materials, particularly those that integrate images with text, are crucial for young children's development. These materials not only help in understanding concepts but also in retaining new vocabulary and fostering reading skills (Wahyu Taufiq et al., 2021). Moreover, the inclusion of local context—such as animals found in the Surabaya Zoo—helps connect the learning experience with the students' real-world environment, promoting place-based education (Novita et al., 2024; Wahyu Taufiq & Novita, 2021).

This product aligns with the Indonesian national curriculum for English and Science (Pendidikan et al., 2022) and utilizes the Content and Language Integrated Learning (CLIL) approach, integrating both language and subject matter (Meyer, 2010; Wahyu; Taufiq et al., 2021). It encourages young learners to not only learn English but also explore science and environmental topics through the language.

Materials and Tools for the Interactive Animal Flipbook

To create an interactive animal flipbook, the following materials and tools are necessary:

1. Preparation of Materials: Gather basic materials such as paper, glue, scissors, a ruler, and pictures. These tools are essential to making the flipbook both functional and visually appealing.

2. Designing the Cover: Begin by editing the book cover with a printed two-dimensional image that clearly showcases a variety of animals from Surabaya Zoo. This cover will set the tone for the rest of the flipbook.

3. Incorporating Animal Characteristics: Next, paste the animal pictures and describe the characteristics of the animals from Surabaya Zoo. Arrange the animals in the same order as they are encountered in the zoo, from the entrance to the exit. For example, start with the tiger, stating its features: "Hello, I am a tiger. I have stripes, sharp claws, strong teeth, and I am a carnivore." Continue this format through to the final animal, the turtle.

4. Using Color for Visual Appeal: Use thick colored paper, combining shades of green and blue, to give the flipbook an attractive look. These colors not only make the flipbook visually appealing but also help engage elementary school students, encouraging them to explore and learn

Educational Purpose and Impact

The design of the flipbook serves to enhance students' engagement by combining different sensory experiences. The bright illustrations capture attention, while the simple descriptive texts promote reading comprehension. The interactive elements, such as matching words to images and answering questions about the animals, ensure that children are actively involved in their learning process.

By following the natural layout of the Surabaya Zoo, the flipbook also introduces students to local biodiversity, fostering a deeper connection with their environment and encouraging an appreciation for animal conservation. This integration of environmental education aligns with the principles of Education for Sustainable Development (ESD) as outlined by UNESCO (UNESCO, 2020), which advocates for the early introduction of sustainability concepts to nurture ecologically conscious citizens.

Moreover, the simplicity of the language, paired with visual and oral storytelling elements, facilitates a multisensory learning experience. Research by Taufiq supports the idea that students learn best when information is presented in multiple modes, making this flipbook an ideal tool for early learners (Wahyu Taufiq, 2021).

Methodology and Implementation

The development of this flipbook followed a design-based research (DBR) approach, focusing on the practical needs of early learners. The design process adhered to the ASSURE instructional model, which guided the creation of materials tailored to the specific age group and learning objectives. The flipbook was tested in a real classroom setting, where teachers facilitated reading sessions, guided discussions, and interactive tasks.

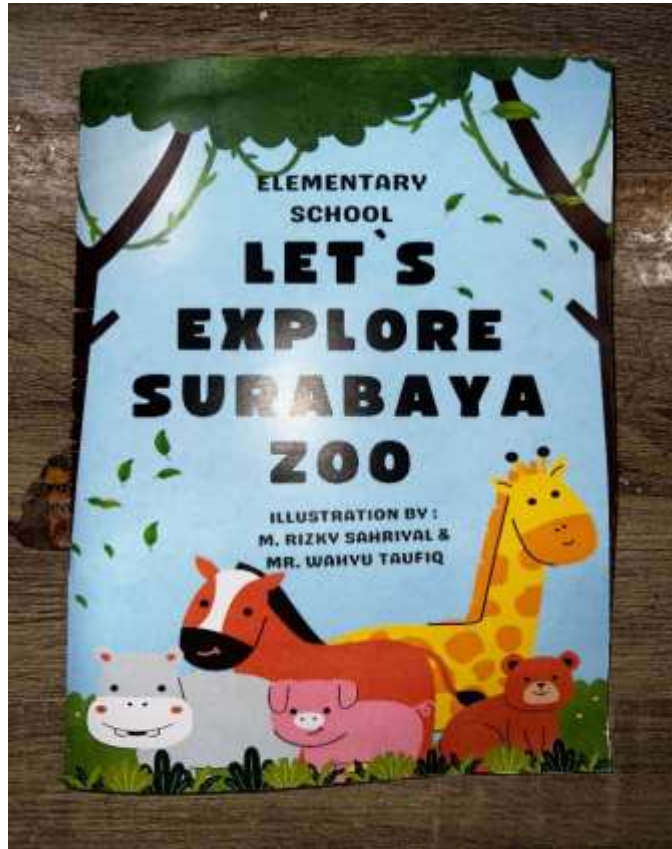# The Interactive Animal Flipbook design can be seen as follows:
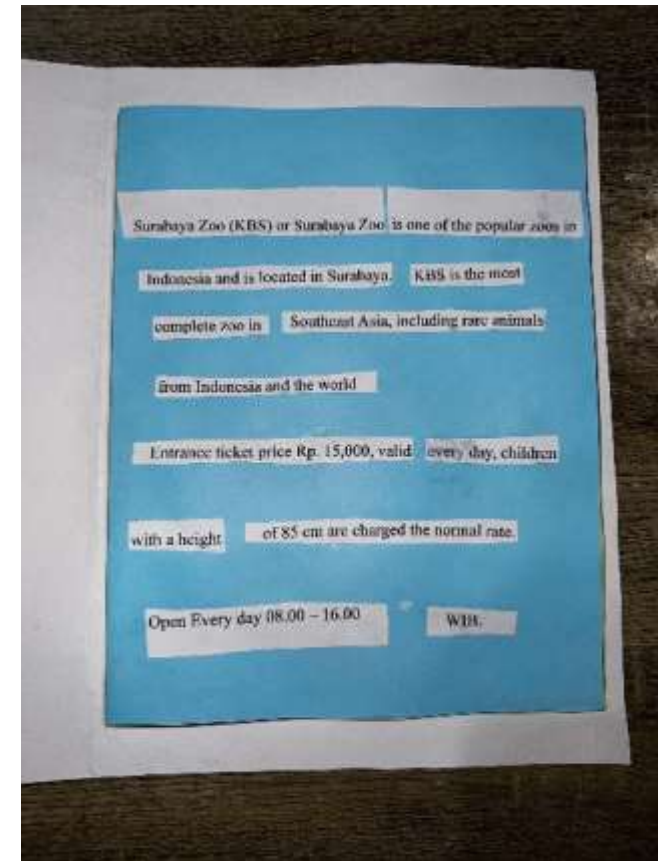

Figure 1. Animal Flipbook seen from the front
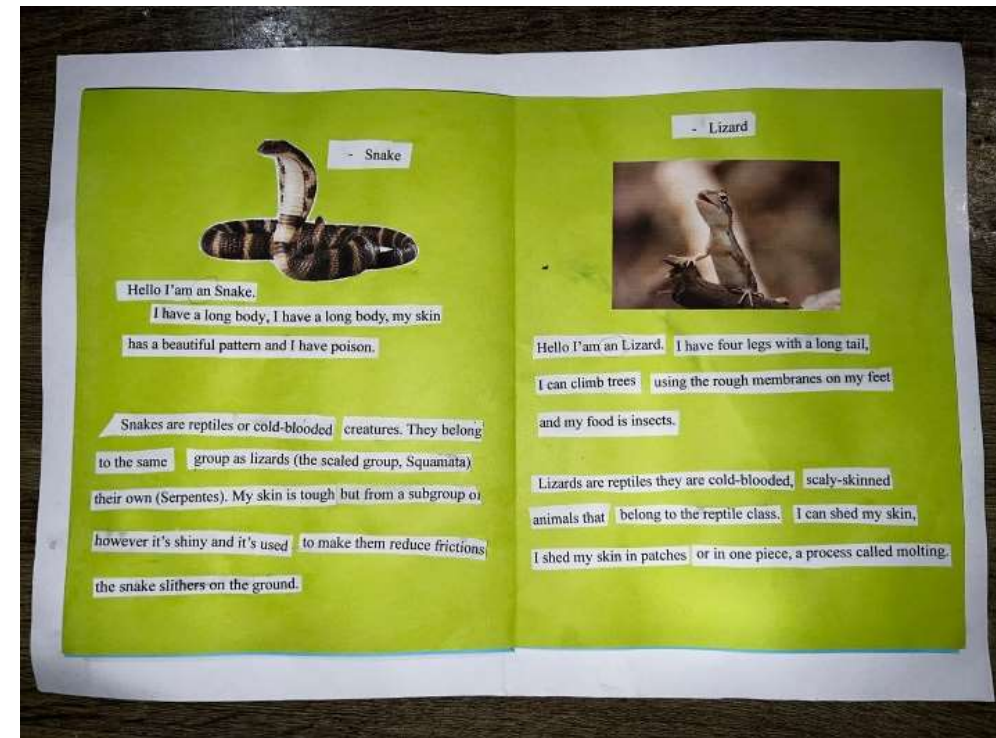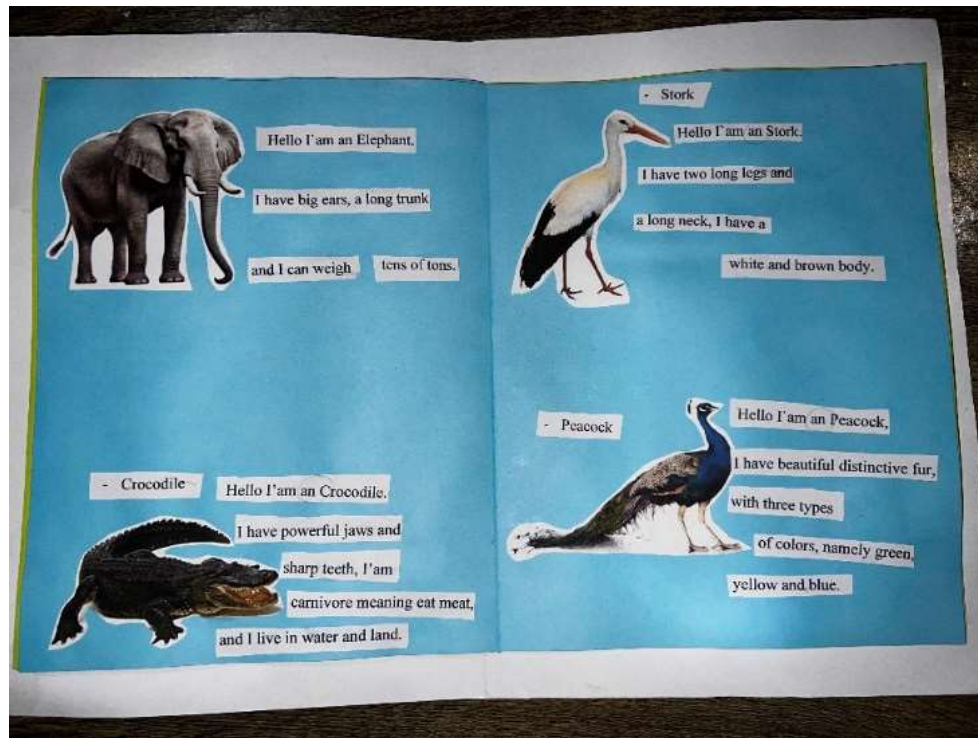

Figure 2. Information about Surabaya Zoo

Figure 3. Content of Flipbook

Figure 4. Animal Cards

Conclusion

"Let's Explore Surabaya Zoo!" is not just a language-learning tool but also a comprehensive educational resource that supports environmental literacy and cultural awareness. By using simple materials and a creative approach, this flipbook demonstrates that even low-tech learning tools can provide rich educational experiences for young learners. This product serves as a model for future development of localized, context-aware educational media in early language learning.

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