

THE URGENCY OF USING FLIPCHART MEDIA AS A SIMPLE AND EFFECTIVE ALTERNATIVE LEARNING MEDIA

Juniarsi Salpia *

PGRI Silampari University

Junillg1@gmail.com

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Abstract: Learning media is an important part of the educational process because it functions as a tool to convey messages from teachers to students so that the material delivered can be received effectively. In the era of digital technology advancement, the use of electronic-based media such as PowerPoint, learning videos and other online learning media is increasingly growing. However, the limited facilities available at some schools require the use of alternative media that are simple, economical, and still effective. This research aims to review the urgency of using flipchart media as an alternative visual learning media that is efficient and remains relevant to be applied in learning, especially in elementary schools. This study uses a literature study approach by analyzing the concept of learning media, flipchart characteristics, usage strategies, integration with active learning methods, and the results of previous research. The study results show that flipcharts have advantages in increasing student motivation, attention, activeness, and learning outcomes. Furthermore, flipcharts have proven effective because they can present material systematically, realistically, and interactively without the need for technological devices. Various previous studies have proven that the use of flipcharts can substantially increase learning completion and student participation. Based on this, flipchart media is suitable for use as an alternative learning media that is simple but effective in supporting the creation of active, interactive, and meaningful learning.

Keywords: learning media, flipchart, visual media, active learning, learning outcomes

Introduction

Learning media is an important component in the educational mechanism which plays a role in supporting success in the teaching and learning process. Media not only functions as a

teaching aid, but also as an instrument to create effective communication between teachers and students so that learning objectives can be achieved optimally. According to Gerlach and Ely (2013) in the latest edition of the book *Teaching and Media: A Systematic Approach*, media in a broad sense includes people, materials, or events that create conditions so that students can acquire knowledge, skills, and attitudes. This definition shows that media has a strategic role in creating meaningful and systematic learning experiences.

In line with this, Oemar Hamalik (2015) in the latest edition of his work explains that learning media are tools, methods and techniques used to make communication and interaction between teachers and students more effective in the educational process. This confirms that media is not just a complement, but an integral part of the learning system. Furthermore, Azhar Arsyad (2019) stated that the use of learning media can clarify the presentation of messages so that they are not merely verbalistic, overcome limitations of space and time, and increase students' attention and learning motivation. The right media will help students understand the material more concretely and make it easier to remember.

The development of information and communication technology encourages the use of digital-based learning media such as PowerPoint, learning videos, interactive animations, and online learning platforms. However, in reality, not all schools have facilities that support the use of digital technology itself. Limited access to electricity, internet networks, electronic devices, and teachers' ability to operate technology are still obstacles in various regions. In this case, another solution is needed to design learning media that is simple, economical, easy to make and still effective to use. One medium that remains relevant is the flipchart. A flipchart is a visual medium consisting of large sheets of paper arranged in a structured manner and flipped through according to the order in which the material is presented. This media utilizes a combination of images and text to convey information or material in a coherent and structured manner. According to Nana Sudjana and Ahmad Rivai (2013), visual media has an important role in attracting students' attention, clarifying concepts, and strengthening memory. This shows that even though it is classified as conventional media, flipcharts still have great potential in improving the quality of learning if they are designed and used appropriately. In addition, Syaiful Bahri Djamarah and Aswan Zain (2018) emphasized that the use of varied learning media is very necessary to avoid

boredom and help students understand abstract material. Media variations will create a more lively, interactive and meaningful learning atmosphere.

Based on this explanation, it can be concluded that learning media has an important role in increasing the success of the teaching and learning process. However, because not all schools have the facilities to support the use of digital technology, a solution is needed to develop offline media that remains interactive and relevant. Flipchart media as a simple visual media that still has a strong influence in increasing students' interest in learning, makes it possible to be a solution that can be used in schools that still have limited facilities in using digital media. Therefore, analysis of the concept, characteristics, usage strategies and effectiveness of flipchart media is important to support the creation of active, interactive and meaningful learning.

Learning Media Concept

The word learning media comes from the Latin *medius* which literally means "middle", "intermediary" or "introduction". In Arabic, media is defined as an intermediary or messenger from the sender to the recipient of the message. Thus, learning media can be understood as a means of bridging the delivery of information in the teaching and learning process. According to Gerlach and Ely, media in a broad sense includes people, materials, or events that create conditions so that students are able to acquire knowledge, skills, and attitudes. Meanwhile, Oemar Hamalik stated that learning media are tools, methods, and techniques used to make communication and interaction between teachers and students more effective in the educational process at school.

In line with this opinion, Suprpto and colleagues explained that learning media is a tool that is used effectively by teachers to achieve predetermined learning objectives. Based on the opinions above, it can be concluded that learning media are tools used by educators to convey material to students in order to stimulate their thoughts, feelings, and interests in the learning process. Learning media has several functions, including:

1. Clarify the presentation of messages so they are not verbalistic.
2. Overcome limitations of space, time, and sensory capacity.
3. Increase student motivation to learn.
4. Increase student activity and participation in learning.

In general, learning media can be grouped into several types, namely: visual media, audio media, and audiovisual media. Meanwhile, Flipchart media is included in the visual media category because it relies on images and writing as the main means of conveying information to students. Flipcharts are picture cards measuring approximately 25 x 30 cm which contain images accompanied by captions to convey learning messages. Flipcharts can be created manually or using existing images or photos, making them a simple, practical, and effective medium for assisting students' learning process.

The Urgency of Using Flipchart Media

The use of flipchart media in learning has a strong urgency as emphasized by various education experts. Arsyad (2017) explains that learning media functions to clarify the presentation of messages so that they are not merely verbalistic, overcome limitations of space and time, and increase students' attention and motivation to learn. In this case, flipcharts as a simple visual medium can help teachers deliver material in a more structured and easy-to-understand manner because the information is presented in stages through systematic sheets. Similarly, Nana Sudjana and Ahmad Rivai stated that visual media plays a crucial role in capturing students' attention, clarifying concepts, and improving memory. Flipcharts are relevant because they can present images, diagrams, and key points that help students understand the material more concretely.

In addition, Oemar Hamalik stated that the use of media in learning can increase learning motivation and create more active interactions between teachers and students. Flipcharts support teachers in explaining material while maintaining direct contact and communication with students, so that the classroom atmosphere becomes more lively and not monotonous. This opinion is supported by Syaiful Bahri Djamarah and Aswan Zain who stated that learning media is needed to avoid boredom and help students understand abstract material. Thus, flipcharts have urgency as an effective, practical, and economical learning medium because they are able to simplify concepts into more concrete visual forms and support the creation of an active and meaningful learning process.

Advantages and Disadvantages of Flipchart Media

According to Susilana and Riyana (2009: 95) the advantages of Flipcard media in learning are as follows.

1. Easy to carry with its small size, Flipcard can be stored on top or even in a pocket, so it does not require a lot of space, can be used anywhere, in class or outside class.
2. Practical in terms of how it is made and used, flipcard media is very practical, in using this media teachers do not need to have special skills, this media also does not require electricity.
3. Easy to remember. The characteristic of flash card media is that it presents short messages on each card presented.
4. Fun Flash card media can be used through games.

Apart from these opinions, there are also several advantages to using flipcard media, namely:

1. Solutions to Limited Facilities

Not all schools have projectors, laptops, or stable internet access. Flipcharts offer a practical solution because they are technology-independent. This medium can be used anytime without technical constraints.

2. Economical and Easy to Make

Flipcharts can be made from cardboard or manila paper at a relatively low cost. Teachers can customize the design to suit the needs of the material.

3. Practical and Flexible

Flipcharts are portable and can be used in a variety of classroom settings, even outdoors. This makes them a flexible medium.

4. Increase Interaction

Using flipcharts allows for two-way communication. Teachers can explain things step by step while interacting with students. The process of turning the pages also stimulates curiosity, increasing student attention.

The weaknesses of flipchart media are: Images only focus on the sense of sight, images that are too complex become less effective for the learning process and the size is limited for application to large groups.

Flipchart Usage Strategy

The use of flipcharts in learning requires a systematically designed strategy to effectively support the achievement of learning objectives. The strategies that need to be implemented are:

1. The contents of the flipchart must be adjusted to the abilities and references in learning so that each sheet includes important points, pictures, charts and illustrations that support the understanding of learning concepts and learning materials arranged in stages and sequences from simple to complex with the aim of young students following the learning flow.
2. Use flipcharts interactively, not just as passive visual aids. Educators can engage students by asking questions on each page, asking them to explain the contents of the images, or predicting the contents of the next page. In this way, flipcharts become not only presentation tools, but also a means of discussion and active participation.
3. Combine flipcharts with appropriate learning methods, such as group discussions, question-and-answer sessions, or problem-based learning. Flipcharts can be used as an initial trigger (apperception), as a core medium for delivering material, or as a reflection tool at the end of the lesson.
4. Pay attention to visual design, such as using clear colors, legible text from a distance, and images relevant to the material. Avoid too much text on a single page to prevent students from feeling overwhelmed by the information.
5. Conducting an evaluation of media use, educators need to reflect on whether the flipchart has been effective in helping students' understanding in the learning process or whether there are still shortcomings that need to be improved both in the content and appearance, namely by looking at students' responses and learning outcomes.

Previous Research Results

Various previous studies have shown that flipchart learning media has a positive contribution to the process and results of student learning. Classroom action research (CAR) conducted by Sari (2020) on fourth-grade elementary school students showed that the use of flipchart media in the life cycle of living things material was able to increase student learning completion from 62% in cycle I to 85% in cycle II. In addition to improving learning outcomes, students also showed greater activeness in asking questions and discussing. Furthermore, experimental research conducted by Pratama (2019) on the influence of flipchart media on

motivation and social studies learning outcomes found that the average value of the experimental class was higher than that of the control class, and there was an increase in student learning motivation from the medium to high category.

Development research conducted by Lestari (2021) regarding the development of image-based flipchart media for elementary school thematic learning also showed that the media developed was in the very feasible category with a validation level above 85%, and was effective in helping students understand the material more systematically. In addition, quantitative descriptive research by Wulandari (2018) on the effectiveness of using flipchart media in increasing student learning activity showed an increase in student participation and interaction during the learning process. Based on these various studies, it can be concluded that flipchart media has proven effective in increasing student motivation, activeness, and learning outcomes, making it suitable for use as a simple yet effective alternative learning media in elementary schools.

Based on these statements, it can be concluded that the application of flipcard learning media has a positive impact on the process and results of student learning. Several studies have shown that flipchart media can improve learning outcomes, motivation, and student activity in learning. In addition, flipchart media is considered appropriate and effective because it helps deliver material in a structured, real, and easy to understand manner through attractive visual displays. With the characteristics of flipcharts, namely practical, economical, and attractive, flipcharts are an alternative learning media that is concrete and relevant to support the formation of active, interactive and meaningful learning.

Conclusion

Based on the theoretical studies and discussions that have been described previously, it can be concluded that flipchart media is a learning alternative that is still very relevant and effective for use in the educational process in this modern era. Although technological developments have brought about various digital-based learning media such as PowerPoint, learning videos, and online platforms, flipcharts still have a strategic role, especially for schools facing limited facilities, internet access, and teachers' ability to operate technology. Flipchart media is included in the group of visual media which utilizes elements of images and writing as a means of conveying information or knowledge to students. Flipcharts have simple, economical, practical and flexible characteristics, making them the right alternative to support the learning process effectively and

efficiently. In addition, flipchart media can be used anytime and anywhere without any obstacles, making flipcharts superior to other digital teaching media that require an internet connection and also a power source.

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