

Developing an Interactive Live Book for Islamic Religious Education in Elementary Schools: An Expert Validation Study

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Abstract

Technological transformation has given rise to a generation of digital natives, characterized by a significant increase in internet users in Indonesia. This has brought about a new paradigm in the world of education, requiring learning to adapt to these developments. However, in reality, Islamic Religious Education in elementary schools is still dominated by conventional methods. This study aims to develop an interactive medium called Live Book as an innovation in digital literacy. The research method used is Research and Development (R&D) with the ADDIE development model; at this stage, the study is limited to the development phase (expert validation). The expert validation results showed a score of 4.90 for material content, 4.80 for media, and 4.90 for language. Content validity analysis using Aiken's V coefficient yielded values of 0.975 for material, 0.950 for media, and 0.975 for language, all of which exceed the minimum significance threshold of 0.87, confirming that all three instruments are statistically feasible. The reliability of the validation instrument was measured using the Percentage of Agreement (PoA) method, yielding a PoA value of 100% across all the three expert validation (material, media, and language), which fall into the "Very Reliable" category and exceeds the minimum reliability threshold of 75%. This indicates that the development of Live Book has successfully integrated text narration, visual design, and interactive audio, making it highly suitable for use. This medium is designed to accommodate students' visual-auditory learning styles, addressing boredom and enhancing learning motivation.

Keywords: Live Book; Interactive Media; Wudu; Digital Literacy; Islamic Studies.

Abstrak

Transformasi teknologi telah melahirkan generasi digital native yang ditandai dengan meningkatnya pengguna internet di Indonesia. Hal tersebut membawa paradigma baru terhadap dunia pendidikan, sehingga pembelajaran pun dituntut untuk beradaptasi dengan perkembangan. Namun realitanya, Pendidikan Agama Islam di Sekolah dasar masih didominasi dengan metode konvensional. Penelitian ini bertujuan untuk mengembangkan media interaktif bernama Live Book sebagai inovasi literasi digital. Metode penelitian yang digunakan adalah Research and Development (R&D) dengan model pengembangan ADDIE, namun pada tahap ini dibatasi hingga tahap development (validasi ahli). Hasil validasi ahli menunjukkan skor 4,90 untuk bidang materi, 4,80 untuk media, dan 4,90 untuk bahasa. Analisis validitas isi

Diserahkan: 02-01-2026 **Disetujui:** 03-05-2026. **Dipublikasikan:** 22-05-2026

Kutipan: Salma, H., Jamaludin, G. M., & Pratomo, H. W. (2026). Developing an Interactive Live Book for Islamic Religious Education in Elementary Schools: An Expert Validation Study. *Ta'dibuna Jurnal Pendidikan Islam*, 15(3), 368–382. <https://doi.org/10.32832/tadibuna.v15i2.23624>

menggunakan koefisien Aiken's V menghasilkan nilai 0.975 untuk materi, 0.950 untuk media, dan 0.975 untuk bahasa, yang seluruhnya melampaui ambang batas signifikansi minimum 0.87. Reliabilitas instrumen validasi diukur menggunakan metode Percentage of Agreement (PoA), menghasilkan nilai PoA sebesar 100% pada ketiga validator ahli (materi, media, dan bahasa), yang termasuk dalam kategori "Sangat Reliabel" dan melampaui ambang batas reliabilitas minimum sebesar 75%. Hasil ini mengkonfirmasi bahwa instrumen validasi ahli yang digunakan dalam penelitian ini bersifat valid dan reliabel. Hal ini bahwa pengembangan Live Book telah berhasil mengintegrasikan narasi teks, desain visual, serta audio interaktif secara efektif dan sangat layak untuk digunakan. Media ini dirancang untuk mengakomodasi gaya belajar visual-auditori siswa guna mengatasi kebosanan dan meningkatkan motivasi belajar.

Kata kunci : Buku Aksi; Media Interaktif; Wudhu; Literasi Digital; Pendidikan Agama Islam.

I. Introduction

Technological transformation has created a generation of digital natives who are highly familiar with digitalization. This trend is reflected in the increasing use of digital technology in modern life. With internet penetration in Indonesia reaching 79.5% (APJII, 2024), the urgency to strengthen digital literacy has become increasingly evident and important. (Pradana et al., 2024; Wahyudi, 2021). Literacy skills—which range from basic skills like reading to problem-solving—must now evolve with the times. The widespread use of the internet in Indonesia affirms that digital literacy is no longer an option, but a requirement. This challenge demands that teachers act professionally by enhancing their own digital literacy, so they can design effective technology-based learning materials for students (Sholichah et al., 2022). This phenomenon has directly triggered a paradigm shift and significant changes in the world of education (Darmawan & Firdausa, 2024). In this context, education is understood not only as a process of knowledge transfer, but also as a strategic means of preparing a generation capable of adapting to digitalization (Tripitasari, 2024).

Education is a strategic investment that plays a pivotal role in building a nation's civilization (Muhammad et al., 2026; Nur & Kurniawati, 2022). Digital transformation has brought about a paradigm shift and significant changes in the world of education, particularly in Islamic Religious Education (Darmawan & Firdausa, 2024; Mahisarani et al., 2023). Technological advancements have made the quality of education increasingly crucial, as digital innovations have opened the door to the creation of more effective and engaging learning methods (Nur & Kurniawati, 2022). In this regard, teachers bear a great responsibility to foster a learning environment that is not only effective and creative but also innovative and enjoyable. This is key to ensuring that the values of Islamic Religious Education can still be internalized by students amidst the rapid development of science and technology (Muslim & Andrizal, 2018).

Islamic Religious Education is still dominated by the use of the lecture method (Koesoemawati et al., 2025). Low digital literacy among senior educators results in Islamic Religious Education instruction remaining conventional. The lack of consistent

application of interactive learning methods can make the learning atmosphere monotonous, which ultimately results in suboptimal student learning outcomes (Diyaurrahman et al., 2025; Noviyanti et al., 2025). Therefore, in an effort to keep pace with the digital transformation, educators are required to continuously develop their pedagogical competencies through innovations in learning media (Wandani et al., 2023). Learning media itself encompasses all instruments—whether digital, graphic, or mechanical—that serve to process and convey information during learning (Jamaludin et al., 2026; Sofiyatun et al., 2024).

A preliminary study of elementary schools in Majalengka Regency confirmed that this issue is indeed a reality. The results of field observations and needs assessments indicate that 98% of elementary school students have a psychological tendency to be more enthusiastic about audio-visual learning media. This finding confirms that students are more interested in interactive learning processes compared to purely textual approaches. This aligns with the needs analysis data, which showed an average score of 2.69, placing the urgency of developing new media in the high category because current methods are considered outdated.

These conditions indicate that the development of interactive learning media has become a critical need in Islamic Education (Hoerudin et al., 2023; Purnomo et al., 2025). Live books are relevant media to be developed. Live book is a new innovation in digital literacy that combines narrative text with engaging visualizations. The term “live” refers to a digital book that not only presents an attractive visualization but is also equipped with audio, allowing the book to be both seen and heard. Similar to a flipbook, a live book offers a dynamic and interactive reading experience, but it is enhanced with interactive elements and audio to explain and reinforce the content (Aprilia et al., 2024; Sudirman et al., 2025).

The development of flipbooks has shown positive results in supporting the learning process (Hidayat et al., 2024). Related research has concluded that flipbooks—whether in interactive or digital form—are a viable and effective tool capable of improving student learning outcomes and motivation (Fitriana et al., 2024; Meilinda et al., 2024; D. Rahayu et al., 2021). Despite this, the development of innovative media must continue (Tiara Dzulqa et al., 2025). The high demand among students for audiovisual media, coupled with the limitations of conventional media in schools, has created a gap in this research. In addition, learning materials presented in the form of stories make the content easier for students to understand, highlighting the need for an update to learning materials.

The live book represents an innovation in the development of interactive flipbook media, featuring digital book visualizations enhanced with audio to bring the book to life. Presenting material through storytelling makes the content easier to understand and less intimidating. This medium is particularly well-suited for teaching wudhu, as wudhu is a subject that requires visual and audio support, along with a systematic presentation flow.

A needs analysis indicates that the demand for interactive live book media is very high, so it is expected to make a significant contribution to the learning process (Salma & Jamaludin, 2026).

This study specifically aims to develop a valid and practical interactive live book on the topic of wudhu for use in Islamic Education (PAI) courses in elementary schools. This development is focused on creating a digital literacy innovation that combines text, visuals, and audio to provide a more dynamic and systematic learning experience for students. Thus, this study is expected to serve as a technological solution capable of improving students' motivation and contextual understanding of religious practices in digitalization.

II. Research Method

This study used the Research and Development (R&D) method to develop an audio-visual digital book as a learning media in the Islamic Education (PAI) course in elementary schools. The development used the ADDIE model, which consists of Analyze, Design, Development, Implementation, and Evaluation (Branch & Varank, 2009). The selection of this model is based on its strategic position in the field of education, where its orientation focuses on user needs, the production of valid products, and adaptation and implementation procedures that are relatively easy to use (A. Rahayu, 2025). The implementation of this study was limited to the development stage. This limitation was imposed because the primary focus of this research is on the design and development process of a new learning media innovation that specifically integrates visual and audio elements.

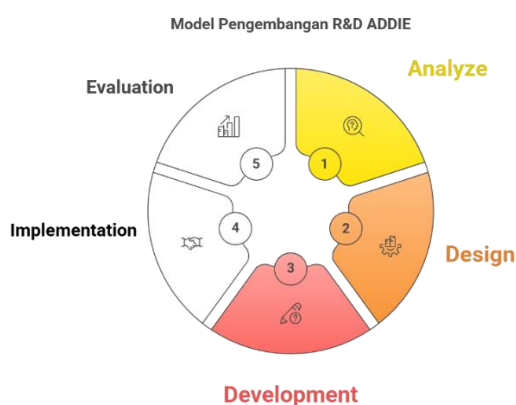


Figure 1. ADDIE Model R&D Method

The first stage involved a needs analysis conducted through the collection of data from field studies and literature reviews. The analysis revealed that the need for interactive media falls into the “very high” category, with an average score of 3.54. These

findings confirm that the development of interactive “live book” media is urgently needed to support teaching and learning activities in schools.

Design constitutes the second phase of this study, which focuses on developing a systematic structure for the media before proceeding to the production process. During this phase, the researcher organizes the material. In addition to the content, the concept of visualization is also determined, including the selection of visual themes, layout, and supporting characters to ensure the media is appealing to students.

The third stage, development, involves the production of the live book using the Canva application, its conversion into a flipbook, and the addition of audio on the Heyzine website. This is subsequently followed by an expert validation process, which involves a comprehensive assessment by media experts, language experts, and subject matter experts. Media expert validation is conducted to test technical feasibility and ensure that the developed instrument aligns with the research objectives and goals. Language validation is carried out to evaluate communicative aspects and ensure that the vocabulary used adheres to the grammatical rules applicable to elementary school students. Meanwhile, content validation aims to ensure the accuracy of the content, the correctness of religious concepts, and the relevance of the wudhu material to the current Islamic Education (PAI) curriculum.

The validation process was conducted by distributing an assessment instrument in the form of a questionnaire to experts in their respective fields to evaluate the suitability of the interactive live book medium. The success of the validity test was assessed using a 1–5 Likert scale, expressed as an average score.

Table 1. Likert Scale Validity Test

Scale	Category	Description
4,21 – 5,00	Very Feasible	Products used without revision
3,41 – 4,20	Feasible	The product can be used with minor revisions
2,61 – 3,40	Fairly Feasible	The product can be used with reasonable revision
1,81 – 2,60	Less Feasible	The product is not yet ready; it requires a complete overhaul
1,00 – 1,80	Not Feasible	The product cannot be used

To ensure the validity and reliability of the expert validation, two complementary statistical analyses were applied. The content validity was quantified using Aiken’s V coefficient, a statistical index that measure the degree of expert agreement on the relevance of each item on an ordinal rating scale (Aiken, 1980). The formula applied is $V = (X - l) / k$, where X is rating score of the experts, l is the lowest possible rating value, and k is the range of scale used. For a study employing a 5-point Likert scale, an item is

considered statistically valid at a significance level of $\alpha = 0.05$ when the Aiken's V coefficient reaches a minimum value of 0.87 (Aiken, 1985).

The reliability of expert agreement was using the Percentage of Agreement (PoA) method, which calculates the proportion of items receiving a score of ≥ 4 out of the total number items evaluated by each expert validator. An instrument is considered reliable when the PoA value reaches minimum threshold of 75% (Davies, 2005).

Table 2. Percentage of Agreement (PoA) Reliability Criteria

PoA Value	Category	Description
76% - 100%	Very Reliable	Expert agreement is highly consistent; instrument is reliable for use
51% - 75%	Reliable	Expert agreement is sufficiently consistent; instrument is acceptable
26% - 50%	Less Reliable	Expert agreement is low; instrument requires revision
0% - 25%	Not Reliable	The product is not yet ready; it requires a complete overhaul

III. Result and Discussion

A. Research Findings

This development research has produced an interactive learning tool in the form of a live book designed to solve the digital literacy challenges at elementary schools. The developed product integrates text with audiovisual elements to create a more attractive learning experience.

1. Student Needs Analysis

Based on the results of a needs analysis carried out in elementary schools in Majalengka, it was found that pedagogical practices currently still indicate that teaching methods and learning media are being used in a conventional approach. This situation contrasts significantly with the high expectations for media innovation. Although schools have provided adequate technological facilities, the learning media currently in use are perceived as insufficiently interactive for students. This has led teachers to hope for new, more interactive learning media to be implemented for elementary school students.

The results of the teacher questionnaire were reinforced by interviews with students, who stated that the current learning process remains insufficiently interactive, leading to boredom and fatigue in the classroom. Through semi-structured interviews, it was revealed that students tend to have a visual-auditory learning style, meaning they require the integration of visual elements and audio support to clarify the material presented. In response to the need for such visual-auditory media, Live Book was developed with a key feature of interactive text integrated with audio narration, which is expected to create a

more enjoyable, attractive, and relevant PAI learning experience for elementary school students (Salma & Jamaludin, 2026).

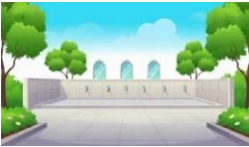
2. Product Design

The design process was conducted with reference to the relevance of the content and the learning objectives of Islamic Religious Education in elementary schools. The content is described in detail to ensure that the developed materials can facilitate the achievement of students' core competencies.

In terms of technical aspects, the interface was designed using storyboards to arrange the layout of visual elements. The product development process consisted of two stages: first, visual elements were created using the Canva platform to ensure a modern, child-friendly design aesthetic. The resulting design was then integrated into the Heyzine platform and converted into a flipbook format. During the finalization stage, interactive audio elements were added to explain the content.

The product's displays the cover and story title, which includes the material's details and the title of the story to be presented. There are two main characters who will serve as the presenters of the material. The book's design was created using the Canva app. The background selection is matched to the theme and storyline to be presented. The layout and content are designed to match the curriculum and the cognitive abilities of elementary school students. Every detail is arranged proportionally to make it visually appealing.

Table 3. Product Board

Showcase		
		
		
Final Product		
		



3. Development

This development was carried out by refining the product design that had been developed during the design phase. Once the product was completed, it underwent validation testing by subject material, media, and language experts to determine its suitability. The subject matter expert involved in this study hold a doctoral degree in Islamic studies with educational background in Islamic Religious Studies, at the undergraduate level, ensuring that the material content is reviewed by a scholar with both academic depth and pedagogical grounding. The media expert is a lecturer whose research track record is specifically focused on the development of learning media, making them well-qualified to assess the technical and instructional design aspect of Live Book. The language expert is a lecturer in Indonesian of correct and standard writing conversation, ensuring that the language used in the media adheres to proper grammatical and communicative standards for elementary school students. The results of the validation by the experts are shown in the table below.

Table 4. Material Expert Validation Results

Aspect	Indicator	Item	Value	Average
Content Suitability	Relevance of the material to the curriculum	3	14	4,67
	substance of the material	3	15	5,00
Preparation	Material clarity	4	20	5,00
Amount		10	49	4,90

The validation results conducted by subject material experts indicate that Live Book falls into the “very feasible” category, with an average score of 4.90. This proves that the integration of the storyline with the material on the procedures for wudu meets the standards for clarity of presentation.

Table 5. Media Expert Validation Results

Aspect	Indicator	Item	Value	Average
Visual Design	Typoghrapi, layout, dan colouring	3	14	4,67
Multimedia Quality	Audio quality	2	9	4,50
Navigation	Product access	2	10	5,00

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	Responsiveness	3	15
			5,00
Amount		10	48
			4,80

On average, the index scored 4.80, indicating that the platform is very feasible. In terms of technical navigation and responsiveness, the score was 5.00, meaning there were no technical issues encountered while using the product.

Table 6. Linguist Validation Results

Aspect	Indicator	Item	Value	Average
Linguistics	Language suitability	3	15	5,00
	Linguistic rules	2	9	4,50
	Precision	3	15	5,00
	Consistency of the storyline	2	10	5,00
Amount		10	49	4,90

This product's linguistic quality, with an average score of 4.90, falls into the “very feasible” category. This achievement confirms that the product not only excels in its visuals and content but also demonstrates strong literary quality. The language used successfully simplifies complex material into light and enjoyable reading.

The content validity of validation instrument was assessed by calculating the Aiken's V coefficient for each item based on scores provided by the material expert validator. The calculation result are presented in the following table.

Table 7. Aiken's V Coefficient Across All Expert Validation Instruments

Validation Instrument	Mean Score	$V = (X-1)/4$	Category
Material Expert	4,90	$(4,90-1)/4 = 0,975$	Feasible
Media Expert	10	$(4,80-1)/4 = 0,950$	Feasible
Language Expert	10	$(4,90-1)/4 = 0,975$	Feasible

Aiken's V coefficient yielded valued of 0,975 for the material validation instrument, 0.950 for the media validation instrument, and 0.975 for the language validation instrument, with an all three coefficients substantially exceed the minimum significance threshold of 0.87 required for studies employing a 5-point Likert scale. These results provide statistically robust evidence that is item demonstrates strong content validity.

The reliability of the expert validation instrument was assessed using the Percentage of Agreement (PoA). The items rated at or above the minimum acceptable score (≥ 4) by each expert validation.

$$\text{PoA} = \frac{\text{Number of items with score} \geq 4}{\text{Total items}} \times 100\%$$

Table 8. Percentage of Agreement (PoA) Reliability Results

Expert Validator	Items	Scoring	PoA	Description
Material Expert	10	10	100%	Very Reliable
Media Expert	10	10	100%	Very Reliable
Language Expert	10	10	100%	Very Reliable
Amount	30	30	100%	Very Realible

Each item score from the expert validation was ≥ 4 , which means that the PoA result obtained cover 100% and fall into the “very reliable” category. This result indicate that the assessment items within each instrument rated consistently and acceptably by respective expert, a PoA value of $\geq 75\%$ is the minimum threshold for an instrument to be deacclared reliable. These finding confirm that the validation instrument employed in this study demonstrate both strong content validity.

B. Discussion

The results of expert validation indicate that the designed Live Book product was rated as highly suitable for use. With an average score above 4.80, the developed product was evaluated as being presented interactively with attractive visualizations that matched students' cognitive abilities. This corresponds with Richard E. Mayer's Multimedia Learning theory, which emphasizes the combination of text and visuals (Mayer, 2002). These findings align with previous research showing that story-based media and interactive visuals can enhance student motivation and comprehension (Fauziyah & Mulyani, 2024; Ismawati et al., 2023; Jamaludin et al., 2026; Millah et al., 2025; Salzabila & Fathurrahman, 2024).

The results of the subject material validation indicate that the content in Live Book has successfully aligned the Sharia aspects of the wudhu procedure with the elementary school curriculum. This alignment reflects the principle of constructive alignment proposed by John Biggs, in which learning objectives, content, and presentation are designed in an integrated manner (Loughlin et al., 2021). Perfect scores on the indicators of content accuracy and clarity confirm that, even though the material is presented in an interactive digital format, important religious values are preserved (Daryanes et al., 2023; Pahlevi & Hafidz, 2025).

Based on design and linguistic aspects, the media and language validation scores indicate that Live Book successfully combines technological functionality with high-quality, communicative content (Rahmawati et al., 2025). Achieving perfect scores on the navigation and responsiveness indicators proves that the use of the Heyzine and Canva

platforms minimizes technical barriers for students, thereby maintaining their focus on learning (Utami et al., 2025). This is reinforced by the use of appropriate vocabulary and a consistent narrative flow, which has proven capable of simplifying the complex subject matter of wudu into a light and easily understandable narrative. This effectiveness aligns with Jean Piaget's (1946) theory regarding the stages of children's cognitive development (Syagif, 2024).

The high scores from experts judgement that Live Book is highly suitable for use as an easily accessible medium for both self-directed and classroom-based learning (Billah et al., 2024; Puspitasari Nasution et al., 2024). In general, this product not only offers technological advancements but also serves as an innovative solution to enhance students' motivation and practical understanding, particularly regarding the performance of wudu in the digitalization (Ernawati et al., 2025).

IV. Conclusion

The development of the Live Book educational media is an innovative and relevant solution to responding to the challenges of digital literacy and the limited variety of media in Islamic Religious Education instruction at the elementary school level. Using the ADDIE model—limited to the development phase—this media successfully integrates visual elements from Canva and interactive audio features from the Heyzine platform to create a more enjoyable learning experience that resonates with the digital native generation. The expert validation result demonstrated that the Live Book achieved an average score of 4.90 for material, 4.80 for media, and 4.90 for language. Content validity analysis using Aiken's V coefficient yielded values of 0.975 for material, 0.950 for media, and 0.975 for language. Experts validation and Aiken's V coefficient exceeding the minimum significance threshold up to 4.00 and 0.87, confirming that all validation instrument are statistically feasible. Additionally the reliability yielded a value of 100% across all three instruments, surpassing the minimum threshold of 75%, thereby classifying as very reliable. The results of this needs analysis and design process demonstrate that the integration of text and audio-visual narratives in the form of a digital book can effectively serve as a solution to enhance students' motivation and understanding of religious practices.

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