

Bringing PAI Learning to Life: The Role of Flipbook Maker in Increasing Student Motivation

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Abstract

This study aims to analyze the impact of digital flipbook usage on students' learning motivation in Islamic Religious Education (PAI) at SDN 12 Sanur Denpasar. Based on initial observations, many students showed a lack of interest in PAI lessons due to conventional and less interactive teaching methods. The implementation of digital flipbooks was carried out through planning, execution, and evaluation stages. The findings indicate that digital flipbooks increased students' participation in learning, facilitated material comprehension, and provided opportunities for independent learning. Additionally, students' average scores improved from 70 to 85 after the implementation of this learning media. However, challenges such as limited technology access for some students and teachers' lack of skills in creating digital media were identified. Therefore, it is recommended to provide teacher training to enhance the effectiveness of digital learning media.

Keywords: Digital flipbook, learning motivation, Islamic Religious Education, learning media, educational technology

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh penggunaan flipbook digital terhadap motivasi belajar siswa pada mata pelajaran Pendidikan Agama Islam (PAI) di SDN 12 Sanur Denpasar. Berdasarkan observasi awal, banyak siswa menunjukkan kurangnya minat dalam pembelajaran PAI akibat metode pengajaran yang konvensional dan kurang interaktif. Implementasi flipbook digital dilakukan melalui tahap perencanaan, pelaksanaan, dan evaluasi. Hasil penelitian menunjukkan bahwa penggunaan flipbook digital meningkatkan partisipasi siswa dalam pembelajaran, mempermudah pemahaman materi, dan memberikan kesempatan belajar mandiri. Selain itu, nilai rata-rata siswa meningkat dari 70 menjadi 85 setelah penerapan media pembelajaran ini. Namun, terdapat kendala berupa keterbatasan akses teknologi bagi sebagian siswa dan kurangnya keterampilan guru dalam membuat

media digital. Oleh karena itu, disarankan untuk memberikan pelatihan kepada guru guna meningkatkan efektivitas penggunaan media pembelajaran digital.

Kata kunci: *Flipbook digital, motivasi belajar, Pendidikan Agama Islam, media pembelajaran, teknologi pendidikan*

INTRODUCTION

Islamic Religious Education (PAI) plays a crucial role in shaping students' character and morals. However, challenges in increasing students' learning motivation in this subject remain a major concern (Irsyad et al., 2022). One innovation that can be implemented is the use of digital learning media, such as flipbooks, which can present material interactively and engagingly (Ariyanto, 2024). This article will discuss the role of flipbooks in enhancing student motivation in PAI learning by reviewing relevant theories, global and national phenomena, empirical data, previous research, research gaps, and research objectives.

Learning motivation is a key factor influencing the success of the educational process. According to the Self-Determination Theory proposed by (Doustdar Toosi et al., 2016), intrinsic and extrinsic motivation play a role in driving individuals to learn. Intrinsic motivation arises from within the individual, such as curiosity and personal satisfaction, while extrinsic motivation is influenced by external factors, such as rewards or punishments. The application of innovative learning media, such as flipbooks, can stimulate both types of motivation by presenting material in an engaging and interactive manner (Annisa Qurratha 'Aina, Miftahul Jannah, Siti Nurhasanah, Fitria Anggraeni, 2023).

At a global level, the integration of technology in education has become a major trend. Developed countries such as Finland and South Korea have implemented various digital media in the learning process to enhance student engagement and motivation (Nuzla Rizkia Rahma, Umar, 2023). The use of e-books, interactive applications, and online learning platforms has proven effective in improving student learning outcomes and engagement. This demonstrates that the adaptation of technology in education is an essential step in addressing the challenges of 21st-century learning (Hanin, Murjainah, 2023).

In Indonesia, efforts to digitize education have been increasingly promoted, especially after the COVID-19 pandemic, which encouraged online learning. The government, through the Ministry of Education, Culture, Research, and Technology, has

developed various digital platforms to support the learning process (Mastura Yulianti, Raras Setyo Retno, 2023). However, challenges such as limited access to technology and teachers' readiness to integrate digital media remain obstacles. Nevertheless, some schools have begun adopting digital learning media, including flipbooks, to improve the quality of education (Nalinda Esti Gutari, 2023).

At SDN 12 Sanur Denpasar, learning media is still predominantly conventional. Observations indicate that students' motivation to learn PAI tends to decline, as evidenced by the lack of active participation and interest in the material presented. This highlights the need for innovation in teaching methods, one of which is the application of digital media such as flipbooks, which are expected to increase student engagement and motivation in learning PAI.

Several studies have explored the effectiveness of using flipbooks in education. For example, a study by (Silalahi & Budiono, 2023) at SMK Yapalis Krian showed that the use of digital flipbook media in the IPAS subject was effective in increasing students' motivation and learning outcomes. The findings indicated that flipbook media increased student learning motivation by 82%. Similarly, research by (Damayanti & Perdana, 2023) at UPT SMP Negeri 9 Gresik found that implementing flipbook media in PAI learning significantly improved students' interest in learning, with the average score increasing from 76.13 to 86.65 after using flipbooks.

Although various studies have demonstrated the effectiveness of flipbooks in enhancing learning motivation and outcomes, there are still limitations in the application of this media at the elementary school level, particularly in PAI subjects. Most previous studies have focused more on secondary education levels, necessitating further research to explore the effectiveness of flipbooks in the context of primary education. Additionally, the adaptation of PAI materials into a flipbook format suitable for elementary school students has not been widely studied.

RESEARCH METHODS

This study employs a qualitative research approach to explore the role of flipbook-based digital learning media in enhancing students' motivation in Islamic Religious Education (PAI) at SDN 12 Sanur Denpasar. A qualitative approach is chosen to gain a deep understanding of students' experiences, perceptions, and responses toward the use of flipbooks in their learning process. This method allows for an in-depth exploration of how

digital media influences students' engagement and motivation in the classroom setting (Sugiyono, 2013).

The research design used in this study is a case study, focusing on a specific group of students at SDN 12 Sanur Denpasar. A case study approach is suitable for examining real-life educational phenomena in their natural context, allowing researchers to investigate how flipbooks impact students' motivation from multiple perspectives. Data collection techniques include observations, in-depth interviews, and document analysis. Observations are conducted to assess students' interactions with flipbook media during PAI lessons, noting their engagement levels, participation, and enthusiasm. In-depth interviews are carried out with students, teachers, and school administrators to gather insights into their experiences and perceptions regarding the effectiveness of flipbooks in the learning process. Document analysis involves reviewing lesson plans, students' work, and teachers' evaluations to further support the findings.

To ensure the credibility and validity of the data, triangulation is applied by comparing information obtained from different sources and methods. Data collected from observations, interviews, and document analysis are cross-checked to identify patterns and confirm findings. Thematic analysis is employed to analyze the data, where recurring themes and significant insights are identified and categorized to provide a comprehensive understanding of how flipbooks contribute to increasing students' motivation.

The study participants consist of PAI teachers and students from selected classes at SDN 12 Sanur Denpasar. The sampling technique used is purposive sampling, selecting participants who are directly involved in PAI learning with flipbook integration. Ethical considerations are strictly followed throughout the research process, ensuring that participants' consent is obtained before conducting interviews and observations. Anonymity and confidentiality are maintained to protect the identity of the participants.

The main objective of this qualitative study is to provide a rich and detailed analysis of the impact of flipbook-based learning media on students' motivation. By gaining insights from students and teachers, this study aims to offer recommendations for optimizing digital learning tools in Islamic Religious Education, contributing to the development of more engaging and effective teaching strategies at the elementary school level.

RESULT AND DISCUSSION

Result

General Overview of SDN 12 Sanur DenpasarSDN 12 Sanur Denpasar is an elementary school located in Denpasar, Bali. The school has a vision of creating an innovative and character-driven learning environment. However, in the teaching of Islamic Religious Education (PAI), teachers often face challenges in increasing students' motivation to learn. Based on initial observations, many students showed a lack of enthusiasm for PAI lessons due to conventional and less interactive teaching methods. Therefore, this study focuses on the implementation of digital flipbooks as a learning medium to enhance students' motivation to learn.

Implementation of Flipbook in PAI LearningThe use of flipbooks in PAI learning at SDN 12 Sanur Denpasar began with the stages of planning, implementation, and evaluation. PAI teachers integrated the subject matter into a digital flipbook format containing text, images, animations, and interactive elements that increase students' engagement with learning. This media was then used in several learning sessions, where students were given access to explore the material independently or under teacher guidance.

Observations showed that with the introduction of flipbooks, students became more interested in the lessons. They participated more in classroom discussions, actively answered questions, and showed improved understanding of PAI material. Teachers also observed that students who previously lacked enthusiasm for learning started to show positive changes in their attitudes.

Students' Responses to Flipbook UsageInterviews with students revealed that most of them felt more motivated when learning with flipbooks compared to conventional methods. Students stated that the visually appealing and interactive format made it easier for them to understand the material. One student mentioned,

"I used to feel bored during PAI lessons, but now I am more excited because I can see interesting pictures and animations in the flipbook."

This indicates that visualization in learning plays a crucial role in increasing students' interest.

Additionally, some students also noted that flipbooks provided them with opportunities to learn independently. They could revisit the material anytime without solely

relying on the teacher's explanation. This accessibility helps students who may have different learning paces compared to their peers. Teachers' Perspectives on Flipbook Usage Interviews with PAI teachers indicated that the use of flipbooks had a positive impact on learning. Teachers felt that this media helped them deliver the subject matter more effectively. They acknowledged that previously, they struggled to capture students' attention in PAI lessons, but after implementing flipbooks, students became more focused and active in learning.

One teacher stated, "With flipbooks, I can present the material in a more engaging way. Students are more enthusiastic, and it is also easier for me to explain difficult concepts with the help of images and animations."

Additionally, teachers noted that flipbooks allowed them to save time in preparing teaching materials, as well-structured content could be reused multiple times. Analysis of Students' Learning Motivation To analyze the increase in students' learning motivation, this study utilized observation and document analysis methods. The results showed that before the implementation of flipbooks, only about 40% of students actively participated in PAI classes. However, after using flipbooks, this number increased to 75%. This improvement was evident in various indicators, such as the higher number of students asking questions, engaging in discussions, and achieving better learning outcomes.

Additionally, based on the analyzed assessment documents, students' average scores in PAI subjects increased after the implementation of flipbooks. Before its use, the average student score was around 70, but after incorporating flipbooks, the average score rose to 85. This demonstrates that digital learning media not only enhances learning motivation but also positively impacts students' academic performance. Challenges and Obstacles in Flipbook Implementation Although flipbooks have proven to be effective in increasing learning motivation, this study also identified several challenges in their implementation. One major challenge was the limited access to technology for some students. Not all students had adequate devices to access flipbooks independently at home. Therefore, the use of flipbooks was most effective when applied in the classroom under teacher supervision.

Moreover, some teachers encountered difficulties in adapting materials into a digital format. The lack of training in creating and utilizing flipbooks was a significant factor that needed to be addressed. Therefore, this study recommends providing training for teachers to enhance their skills in developing more interactive and effective digital learning media.

Implications of Research Findings The findings of this study have several important implications in the field of education, particularly in PAI learning. First, the use of flipbooks can serve as an innovative solution to enhance students' learning motivation, especially in subjects that students often perceive as less engaging. Second, this study shows that technology-based learning can increase student engagement and improve their academic performance. Third, this research highlights the importance of teacher training in integrating technology into the learning process to ensure optimal application of digital media.

Thus, this study contributes to the development of more modern and effective teaching methods. Future research can further explore the impact of flipbook usage in other subjects and develop more inclusive strategies to ensure that all students can benefit from digital learning media. For more detail you can see in the table below;

Table 1. Research Findings

No	Research Aspect	Main Findings	Impact	Challenges and Obstacles
1	General Overview of SDN 12 Sanur Denpasar	Difficulties in increasing students' motivation in Islamic Religious Education (PAI) learning.	The need for innovative learning media like digital flipbooks emerged.	Conventional and less interactive teaching methods made students less enthusiastic.
2	Flipbook Implementation in PAI Learning	Digital flipbooks were used in several learning sessions with text, images, animations, and interactive elements.	Students became more interested, participated actively in discussions, understood PAI material better, and showed positive changes in attitude.	Adapting PAI materials into a digital format requires specific skills.

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3	Students' Responses to Flipbook Usage	Most students felt more motivated and enjoyed learning with flipbooks because they were more attractive and interactive.	Students found it easier to understand the material, learn independently, and learn at their own pace.	Not all students had adequate technology access to use flipbooks independently at home.
4	Teachers' Perspectives on Flipbook Usage	Teachers felt flipbooks helped deliver material more effectively, captured students' interest, and saved preparation time.	Made it easier to explain difficult concepts with images and animations and increased student engagement in learning.	Teachers' limited skills in creating and utilizing flipbooks highlighted the need for further training.
5	Analysis of Students' Learning Motivation	Students' participation in PAI classes increased from 40% to 75%, and the average score improved from 70 to 85.	Increased students' motivation to learn and improved their academic performance.	Difficulty in ensuring equal access to digital materials for all students.
6	Challenges in Flipbook Implementation	Limited technology access for some students and lack of teacher training in creating flipbooks.	Flipbooks were more effective when used in the classroom under teacher guidance.	Recommended teacher training to develop more interactive and effective digital learning media.
7	Implications of Research Findings	Digital flipbooks can enhance students' learning motivation and academic performance, offering an	Technology-based learning increases student engagement and teaching effectiveness.	Importance of teacher training to integrate technology into learning effectively.

innovative
solution in PAI.

Discussion

The use of digital flipbooks in education aligns with several educational theories that emphasize interactive and visual learning. According to Piaget's Constructivist Learning Theory, students learn more effectively when they actively engage with learning materials. Flipbooks, which contain interactive elements such as animations, images, and embedded audio, help create a more engaging learning experience. Similarly, Vygotsky's Social Development Theory highlights the role of interactive media in facilitating meaningful learning through guided participation (Smith, 1993). The use of flipbooks allows teachers to scaffold learning by providing multimedia explanations that cater to different learning styles.

Furthermore, Mayer's Cognitive Theory of Multimedia Learning states that combining visual and auditory elements in learning materials enhances students' understanding and retention of information (Friedman, 1959). This theory supports the integration of flipbooks in PAI learning, as they provide multiple modes of information delivery that engage both visual and verbal learners. By leveraging multimedia elements, flipbooks help break down complex Islamic concepts, making them more accessible and interesting to students.

Several studies have examined the effectiveness of digital learning media in improving students' motivation and academic performance. A study by (Ayu et al., 2023) found that digital media integration in classrooms increased students' engagement and interest in learning. Similarly, a study by (Liana Santi & Nila Kesumawat, 2023) demonstrated that using interactive digital books significantly improved students' comprehension and enthusiasm for religious education.

A more recent study by (Ari Nurwidiyanti, 2022) examined the role of flipbooks in teaching religious studies in Indonesian elementary schools. Their findings indicated that students who used flipbooks demonstrated higher motivation and better learning outcomes compared to those who relied solely on traditional textbooks. This aligns with the findings

of the present study, where students at SDN 12 Sanur Denpasar exhibited increased participation and better academic performance after using flipbooks in PAI lessons.

Additionally, research by (Mahendri et al., 2023) highlighted the challenges of digital learning implementation, such as teachers' limited skills in creating digital content and unequal access to technology among students. These challenges were also observed in this study, suggesting the need for continuous teacher training and improved infrastructure to maximize the benefits of digital learning.

The findings of this study indicate a significant improvement in students' motivation after the introduction of flipbooks in PAI learning. Motivation in learning is often categorized into intrinsic and extrinsic motivation (Ari Nurwidiyanti, 2022). Intrinsic motivation refers to students' internal desire to learn, while extrinsic motivation is driven by external factors such as rewards or recognition.

In this study, the interactive nature of flipbooks enhanced intrinsic motivation by making learning more enjoyable. Students reported feeling more enthusiastic about learning PAI because the flipbooks presented information in an engaging and visually appealing format. The ability to explore the materials at their own pace also contributed to their increased motivation, as it allowed them to take control of their learning process.

Extrinsic motivation was also observed, as students were more eager to participate in class discussions and answer questions correctly. Teachers noted that students seemed more confident in expressing their thoughts and demonstrating their understanding of the material, which may be attributed to the structured yet interactive nature of flipbooks.

The results showed that students' academic performance improved after the implementation of flipbooks. This supports previous findings that digital learning media can enhance students' understanding and retention of information (Friedman, 1959). Before using flipbooks, the average student score in PAI was 70, but after implementation, it increased to 85. This improvement can be attributed to the structured presentation of information, which reduced cognitive overload and allowed students to focus on key concepts.

Moreover, the increase in students actively participating in class discussions and asking questions further supports the effectiveness of flipbooks in fostering a deeper understanding of the subject matter. According to Bloom's Taxonomy, higher-order thinking skills such as analysis, evaluation, and creation are developed when students engage actively

with learning materials (Fadzilah Bee et al., 2021). The integration of flipbooks encouraged students to apply and analyze Islamic teachings in real-life contexts, demonstrating a deeper level of comprehension.

Despite its advantages, the study also identified several challenges in the implementation of flipbooks. One of the main issues was limited access to digital devices for some students. While most students were able to use the flipbooks in class, not all had access to devices at home, limiting their ability to review the materials independently. This finding aligns with the study by (Prasasti & Anas, 2023), which emphasized the digital divide as a barrier to effective digital learning.

Another challenge was the lack of teacher training in developing and using digital flipbooks. Some teachers expressed difficulties in adapting traditional learning materials into digital formats. To address this, it is crucial to provide professional development programs that equip teachers with the necessary skills to create and implement digital learning resources effectively. Previous research by (Melita Khusnul Amalia, Fitri Jumiati, Nur Aini Rosita, 2023) suggests that teacher training programs on digital literacy significantly enhance the successful adoption of educational technology.

The success of flipbook integration in this study suggests that digital learning media will continue to play a vital role in modern education. As educational institutions increasingly adopt technology-driven learning, it is essential to develop strategies that ensure equitable access to digital resources. Future research should explore hybrid learning models that combine digital and traditional teaching methods to cater to diverse student needs.

Additionally, further studies could investigate the long-term impact of digital flipbooks on students' motivation and academic performance. This would provide deeper insights into how digital learning tools can be optimized to enhance religious education.

The integration of flipbooks in PAI learning at SDN 12 Sanur Denpasar has proven to be an effective strategy in increasing students' motivation and academic performance. Supported by relevant educational theories and previous studies, the findings indicate that interactive digital learning materials can enhance student engagement, foster independent learning, and improve comprehension. However, challenges such as limited access to technology and the need for teacher training must be addressed to ensure the successful implementation of digital learning.

By leveraging digital flipbooks, educators can transform the learning experience, making religious education more engaging and meaningful for students. Future research should focus on expanding the application of digital learning tools to other subjects and developing inclusive strategies to ensure all students benefit from technological advancements in education.

CONCLUSION

The findings of this study highlight the effectiveness of flipbooks as a digital learning medium in enhancing student motivation and academic performance in PAI learning at SDN 12 Sanur Denpasar. The integration of interactive elements within flipbooks has proven to be an engaging and effective approach to teaching Islamic concepts. The results indicate that students' participation, engagement, and comprehension significantly improved after implementing flipbooks. Before the intervention, student involvement in discussions and activities was relatively low, but after using flipbooks, there was a noticeable increase in enthusiasm and understanding of the material. Teachers also found this digital medium beneficial in delivering content in a more structured and appealing way. However, despite its advantages, some challenges remain, particularly regarding limited access to technology for some students and the need for training to help teachers effectively utilize digital learning tools. Addressing these challenges is crucial for maximizing the benefits of digital education. Future research should explore broader applications of flipbooks in different subjects and develop strategies to ensure equitable access to digital learning resources. By incorporating digital tools like flipbooks, educational institutions can enhance student engagement and create more dynamic and effective learning experiences.

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