Development of Flipbook Learning Media in IPAS Subjects to Improve Learning Outcomes

Iliyani Eka Rahmawati[1*], Ali Sunarso[1]

[1] Primary Teacher Education, Semarang State University, Semarang, Indonesia.

Abstract: This study aims to develop learning media in the form of flipbooks to improve the learning outcomes of grade V elementary school students in IPAS (Natural and Social Sciences) subjects, focusing on material about what Indonesia looks like. This research method applies the ADDIE-type Research and Development (R&D) development model which consists of five research stages. Data analysis techniques applied in this study include initial data analysis with the normality test, as well as final data analysis using the T-Test and N-Gain test. The results of this study obtained a score of 94% from media experts and a score of 92% from material experts with very feasible criteria. The effectiveness of using flipbook media is done by calculating the results of pretest and post-test scores using the N-Gain test which obtained a score of 0.6541 which is included in the moderate category and paired sample t-test obtained results of $0.000 < 0.005$ then Ho is rejected and Ha is accepted. These results indicate that flipbook media is feasible to use and can improve student learning outcomes.

Keywords: Earning outcomes; Flipbook learning media; IPAS

Introduction

Education is a process in which knowledge, skills, values, and attitudes are transferred to individuals through various learning methods. The purpose of education is to develop individuals' potential, prepare them for life, and promote personal growth and social progress (Spiel et al., 2018). The process of learning and teaching is an activity in education. Everything that has been programmed will be implemented in the learning process. The meaning of education is also contained in Law No. 20 of 2003 article 1 paragraph 1 which provides an explanation that education is a deliberate and planned effort to create a learning atmosphere and learning process, with the aim that students actively develop their potential, including aspects of spiritual and religious strength, self-control, personality formation, intelligence, high morality, and skills that are useful for themselves, society, nation and state (Harianto, 2016). However, in practice, conventional learning methods are still dominantly applied by educators in the instructional process in the classroom. The learning process is still dominantly teacher-centered and does not involve the use of any media or teaching aids (Alam, 2023).

In fact, teacher-focused learning methods are no longer in accordance with the demands of the modern era and need to be changed to a student-focused approach. Thus, to create the development of students' creativity through learning, it is very important to pay careful attention to the main components of the learning process, namely learning methods and media. According to the opinion of Karo-Karo & Rohani (2018), learning media is a tool that acts as an intermediary between teachers in delivering subject matter to students. Meanwhile, according to Ibrahim et al. (2023), learning media is a device that can improve the teaching and learning process by clarifying the messages conveyed so that educational or learning objectives can be achieved effectively and efficiently. In general, the

---

How to Cite:

Rahmawati, I. E., & Sunarso, A. (2025). Development of Flipbook Learning Media in IPAS Subjects to Improve Learning Outcomes. *Jurnal Penelitian Pendidikan IPA*, *10*(12), 10999–11008. https://doi.org/10.29303/jppipa.v10i12.7921

existence of media in the learning process has significant benefits in reducing the possibility of student misunderstanding of the material presented by the teacher. In addition, learning media also plays an important role in increasing the attractiveness and interactivity of the learning process (Careemdeen, 2024). In IPAS content, especially in social studies subjects, there are materials that are abstract and require concretization. One effective way to concretize the material is through the use of learning media. By using learning media, students can be actively involved in the learning process that supports their increased understanding. In addition, meaningful learning for students will provide a long-lasting impression in their memory (Setiawati et al., 2019). According to Mana (2017), media has three main advantages. First, is fixative ability, which allows the media to capture, store, and then display an object or event again. Second, is manipulative ability, which allows the media to display objects or events again with various modifications as needed. Third, is the distributive ability, which allows the media to reach a wide audience in one simultaneous presentation. With these advantages, media can greatly support the creation of interesting learning. However, the use of media in teaching and learning activities (KBM) requires attention to several aspects. These include the need for adequate facilities and infrastructure for the application of media, the readiness of students in the learning process, and the competence of teachers in operating the media used.

The lack of utilization of learning media in the IPAS subject at SD Negeri 1 Pagentan is a significant problem in the teaching and learning process. This problem can be identified through student learning outcomes in the Daily Assessment of IPAS subjects in the odd semester of the 2023/2024 school year, which shows that some students have not met the Minimum Completeness Criteria (KKM). This is in line with research by Irianisyah et al. (2020) that the tendency of teachers to deliver subject matter is still conventional and textual and rely on available handbooks, has an impact on the low willingness of teachers to use or develop learning media in the teaching and learning process in the classroom. Teachers' understanding of the importance of using learning media is not so good and teachers are less able to determine teaching methods and apply them to learning media so that it can result in low learning outcomes.

Based on further observations, it was revealed that the facilities at SD Negeri 1 Pagentan have reached a good standard, including the availability of adequate internet services and the availability of LCDs that can be utilized in the learning process. With this adequate facility situation, SD Negeri 1 Pagentan has a great

opportunity to implement innovative learning approaches by using media in the teaching and learning process. As a step to overcome the identified problems, it is necessary to develop learning media that is appropriate to the needs, and able to attract students' interest and attention so that they can actively participate in the learning process. Thus, learning objectives that include cognitive, affective, and psychomotor aspects can be achieved optimally. Batubara (2021) explains that media is a means used to convey teaching material from teachers to students with the intention of achieving the learning process. Based on observations at SD Negeri 1 Pagentan, this study aims to develop learning media using Flipbook software to support teaching and learning activities.

Flipbook media is a type of virtual book that resembles an album. Inside there is learning material presented using colorful sentences and organized in columns (Haryanto et al., 2019). Flipbook media is currently designed attractively which aims to increase student interest, involvement, and enthusiasm in participating in the learning process (Roemintoyo & Budiarto, 2021). Flipbook has the advantage of presenting learning material in the form of words, sentences, and images that are complemented by colors to attract students' attention (Haryanto et al., 2019). In addition, Flipbooks are also easy to make, portable, and can increase student learning activities. Flipbooks can also improve students' understanding of abstract concepts or events that are difficult to present directly in the classroom (Widodo et al., 2023). Flipbook is a type of media that resembles a book, with each page equipped with animation or movement (Azzahra et al., 2023). Flipbooks have the ability to include text, animation, images, video, and audio, thus facilitating the creation of interactive learning and being able to motivate students in the learning process (Eliyasni et al., 2021). In addition, Flipbooks can also more effectively stimulate students' memory, which has the potential to improve their learning achievement.

Previous research has supported the use of Flipbook media in improving student learning outcomes. First, research by Sari & Ahmad (2021) found that the results of digital flipbook media in the IPAS field, the beautiful diversity in my country, class IV, are very feasible to be applied as a learning tool. Second, research by Az et al. (2024) found that the flipbook media development that has been made is feasible to be applied in the teaching and learning process and provides a meaningful learning experience in character education. Third, research by Putri & Wahyudi (2022) states that the use of Flipbook media that has been developed has proven effective. This is evident from the significant increase in the percentage of students who reached the level of

learning completeness, which can be seen from the striking difference between pretest and posttest data. The post-test evaluation showed that 94% or 28 students reached the level of completeness with a score above 70, while 6% or 2 students scored below 70.

Based on the description above, researchers are interested in conducting research related to the development of learning media flipbooks for IPAS class V subjects in the hope of improving student learning outcomes. Because it is hoped that with the flipbook learning media, several problems can be resolved, namely, there is a tendency for teachers to deliver subject matter conventionally and textually; the low willingness of teachers to use or develop learning media in the teaching and learning process in the classroom; the lack of teacher skills to find and determine learning methods using the right media that can improve student learning.

Method

In this study, a research and development method are used which is usually referred to as Research and Development (R&D). Research and development or R&D is research used by researchers who aim to produce a product (Martianingtiyas, 2019). The development model in this study uses the stages in the ADDIE model which has five steps, namely Analyze, Design, Develop, Implement, and Evaluate (Hidayat & Nizar, 2021).

Table 1. Format of material expert assessment instrument lattice table

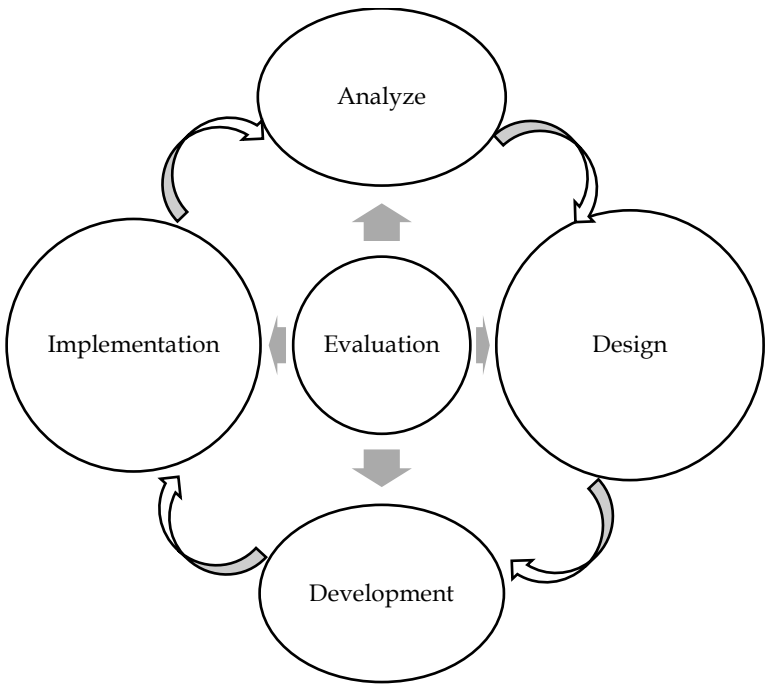| Aspect	Indicator
Compatibility	Media is in accordance with the Learning Outcomes (CP), learning objectives, and learning topics
Completeness	Suitability of material with flipbook media
Media development	Image suitability with material
Evaluation	Appropriateness of questions and assessment of learning outcomes

Figure 1. ADDIE development model (Prasetio & Musril, 2022)

Table 2. Format of media expert assessment instrument lattice table

Aspect	Indicator
Compatibility	Appropriateness of Learning Outcomes (CP), learning objectives, and materials
Use of media	Media is practical and easy to use
Technical quality of visual development	Media display design
Media Advantages	Media can attract the interest and attention of students

The subjects in this study included media experts, material experts, teachers, and 24 fifth-grade elementary school students (Ismawati et al., 2023). Data collection techniques were carried out with tests and non-tests. The test technique utilizes pretests and posttests, while non-test data collection involves the process of interviews, observation, questionnaire preparation, and documentation. The learning media developed is a flipbook, which has been tested by material experts and media experts, who are lecturers from the Elementary School Teacher Education program. The grids of assessment instruments for material experts and media experts can be seen in Table 1 and 2.

Result and Discussion

Results

This research resulted in the development of learning media in the form of flipbooks for IPAS subjects in grade V elementary schools with PBL (Problem-Based Learning) learning models. The stages of developing this media are as follows.

Analyze

In the early stages of the research, the researcher analyzed by observation and interview with the class teacher. From the results of these observations and interviews, the main problem was found to be the low interest of students in the material presented by the teacher. This is due to the teacher's tendency to use the lecture method more often in delivering the material, making students bored quickly. According to Antoro et al. (2023), teachers use conventional methods in conducting the teaching and learning process. It is known that conventional methods adopt the lecture method in the knowledge transfer process. This method only conducts one-way communication in the learning process. Meanwhile, according to Asmedy (2021), this means that the teacher is the focus in transferring knowledge without involving students so that there is a multidirectional interaction in the learning process. The learning model is only centered on understanding concepts, not competencies. There are still educators who use conventional methods with monotonous delivery, resulting in the learning process that takes place less active and boring. The mismatch in the selection of learning methods can sometimes hinder the way students think in understanding the material (Ersa et al., 2023).

Thus, it can be concluded that grade V elementary school students need interactive learning media so that the learning process is not only focused on the teacher but also involves the active participation of students, especially in IPAS subjects.

Design

At the design stage, researchers create a Flipbook learning media design consisting of various components such as a cover, introduction, menu navigation, information, usage guide, learning objectives and achievements, material content, quiz, profile, and bibliography. This design is adjusted to the results of the analysis of student and teacher needs and is realized using the Canva application.

Develop

Researchers developed learning media in the form of flipbooks by using Canva to design designs, which were then uploaded to Heyzine Flipbook. The result is a product that can be used without time and place restrictions. The media that has been developed is tested by material experts and media experts using an assessment instrument to determine the suitability of the media before use. The results of the media and material feasibility test can be seen in Table 3.

Table 3. Expert validation assessment results

Validator	Presentation (%)	Description
Material Expert	92	Very Feasible
Media Expert	94	Very Feasible

The data in Table 3 shows the results of validation conducted by material experts and media experts. The material validation stage obtained a score of 92%, which is categorized as very feasible. The assessment by the material experts confirmed that the suitability, completeness, media development, and evaluation of the flipbook media were very feasible to use. The media validation stage obtained a score of 94% with the criteria of very feasible. Validation from media experts showed that aspects of suitability, use, technical quality, and media excellence were considered very feasible to test but had to be improved first according to the validator's suggestions. Revision notes for the cover section from media experts include: Added the independent curriculum logo, independent learning, independent learning and separated the class information on the front

cover, adding phase descriptions, and separating the class description to the bottom and enlarging it.

Figure 2. Cover before revision

Figure 3. Cover after revision

Notes on the revision of the menu section from media experts include: Change the appearance of the menu to make it more attractive, change the arrangement of submenus, and change the font to be clearer.
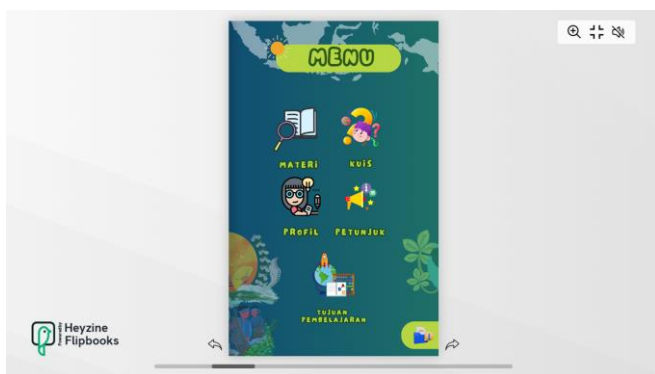

Figure 4. Menu before revision

Figure 5. Menu after revision

Notes for revision of the information section from media experts include: change the arrangement of submenus and change the font to be clearer.
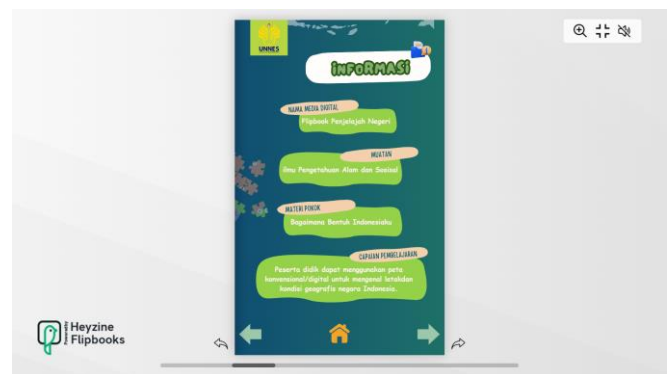

Figure 6. Information before revision

Revision notes for adding slides from material experts only adding examples that are relevant to the area used as research.
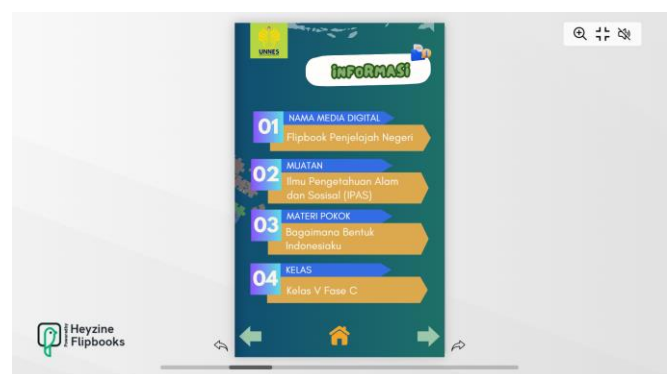

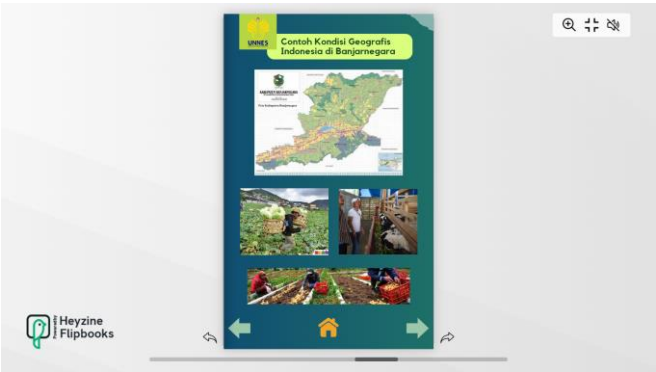**Figure 7.** Information after revision

Figure 8. Slide addition

Implement

In the application stage, researchers tested the effectiveness of flipbook media on fifth-grade students of SD Negeri 1 Pagentan. The test was carried out on two scales: small scale with 6 students and large scale with 18 students, using the assessment of pretest questions before using flipbook learning media and posttest questions after using flipbook media. The researcher then analyzed the data from the post-test and pretest results using the normality test and t-test with SPSS 23 for Windows.

Table 4: Small and large-scale cognitive learning outcomes

Action	Lowest Score	Highest Score	Average
Small-scale			
Pretest	30	65	50
Posttest	70	90	80
Large-scale			
Pretest	30	95	55
Posttest	65	100	84

Based on the data in Table 4, there is an increase in the average student learning outcomes after the application of flipbook media in learning. In the small-scale group, the average student score increased from 50 to 80, while in the large-scale group, the average student score increased from 55 to 84. This finding shows that the use of flipbook media is proven to be effective in improving the learning outcomes of grade V elementary school students. This is in line with research by Pigai & Yulianto (2024) that there was a visible increase in the percentage of KKM completeness in the pretest by 6% and in the posttest by 53%. Thus, there was an increase of 47% after the application of Flipbook learning media. Another study conducted by Edray et al. (2024) stated that there was an increase in cognitive learning outcomes by 18.67% which was carried out in the pre-cycle of 66.18% before using flipbook learning media increased to 84.55% in cycle 1 after using flipbook learning media. Then the student learning outcomes in

cycle 1 were 84.85% and in cycle 2 the amount was 90.29% which increased by 5.44%. It can be concluded that the research was well done and succeeded in improving students' cognitive learning outcomes using flipbook-based learning media. In addition, research conducted by Yassif & B (2024) also stated that the average value of student learning outcomes was 85.23 with a total score of 1,790, the percentage of completeness was 95.23% or 20 students completed and the percentage of incomplete 4.76% or 1 student did not complete. Thus, there is an increase in student learning outcomes by using joyful learning methods assisted with flipbook media.

Table 5. Small Scale Normality Test Results

	Shapiro-Wilk		
	Statistic	df	Sig.
Pretest	0.893	6	.334
Posttest	0.934	6	.614

Table 6. Large-Scale Normality Test Results

	Shapiro-Wilk		
	Statistic	df	Sig.
Pretest	0.919	18	.123
Posttest	0.917	18	.116

Based on Tables 5 and 6, it can be observed that the pretest-posttest significance values on the small scale are 0.334 and 0.614, while on the large scale, they are 0.123 and 0.116. These values exceed 0.05 which indicates that both data have a normal distribution. Furthermore, to test the effectiveness of Flipbook media on the learning achievement of grade V elementary school students in IPAS subjects, researchers used t-test data analysis which resulted in the following data.

Table 7 shows that there is an effect of flipbook media, with a sig (2-tailed) value on a small scale of 0.006 and on a large scale of 0.000. These values indicate that Ho is rejected and Ha is accepted. Therefore, the results of the t-test on a small and large scale conclude that there is a significant difference in student learning outcomes before and after using flipbook media on the material "How My Indonesia Looks" in the subject of Natural and Social Sciences (IPAS) for grade V elementary school. This is in line with the research by Munirah & Mulyani (2024) that the results of the t-test calculation (paired sampe t-test) obtained a sig (2-tailed) of 0.00 < 0.05, so it can be stated that there is a significant difference between the average pretest and posttest scores.

Table 7. Small-scale and large-scale t-test results

Mean	Std. dev	Std. error	Low	Up	t	df	Sig. (2-tailed)
Paired differences							
95% Confidence Interval of the difference							
-32.5	17.2	7.0	-50	-14.3	-4.6	5	.006
-30.0	17.7	4.1	-38	-21.1	-7.1	17	.000

Discussion

The utilization of learning media can contribute to achieving learning success. According to AECT (Association of Education and Communication Technology), "media is any form used for the process of distributing information" (Rambe, 2019). Adopting technology-based media is a wise choice and an urgent need to remain relevant and competitive in today's digital era. Thus, educators can use technology to develop interactive and interesting learning media, one example is flipbooks. Flipbooks are digital books that can display text, images, sounds, and videos with an attractive aesthetic design to increase student enthusiasm and understanding in the learning process (Juliani & Ibrahim, 2023). Students can optimally utilize this flipbook digital media, both in the school environment and at home, with monitoring carried out by teachers and parents (Prasasti & Anas, 2023). Flipbook as one of the learning media has several advantages, including the ability to communicate learning materials briefly and efficiently; Flexibility of use in various environments, both indoors and outdoors; Ease of mobility or portability; and Potential to increase student engagement and interest in learning (Aprilia et al., 2017). However, one of the disadvantages of Flipbook is the limitation in its use only for individuals or small groups, limited to about 4-5 people (Wahyuliani et al., 2016).

Flipbook learning media has been tested by material and media experts. From the results of the material expert test, the flipbook media obtained a score of 92% with a very feasible category. The material is presented completely and clearly and is equipped with interactive quizzes. This causes students to show a high level of enthusiasm in paying attention to the content presented in the flipbook during the research process.

The results of the media expert test showed that Flipbook received a score of 94%, with a very worthy category. Flipbook has the ability to present learning materials in text, sentence, and image formats, accompanied by a choice of color variations to attract student interest. The manufacturing process is simple and the cost is affordable, while its effectiveness in increasing student learning activities has been proven (Rahmawati et al., 2017).

Based on the results of the small group trial in class V, it has been proven that the use of flipbook media has succeeded in facilitating the understanding of IPAS learning materials and increasing students' interest in learning. When tested on a larger group, there was a significant increase in the achievement of learning outcomes, indicating that the use of flipbook media is effective in the learning process. The results of this study are in accordance with the findings contained in previous studies conducted by Sari & Ahmad (2021), Mahendri et al. (2022), Wibowo & Pratiwi (2018), Hanin et al. (2023), Setianingrum et al. (2022), and Yulianti et al., 2023) who agreed that the use of flipbook media is effective and can improve learning outcomes.

Evaluate

At the evaluation stage, researchers used the N-gain test to determine the comparison of the improvement of pretests and posttests, teacher responses, and student responses to Flipbook learning media.

Table 8. Small scale and large-scale N-Gain tests

Action	N	Min	Max	Mean	Std. Deviation
Small-scale					
N-Gain	6	0.50	0.93	0.6402	0.19817
Valid N (listwise)	6				
Large-scale					
N-Gain	18	0.20	1.00	0.6541	0.25325
Valid N (listwise)	18				

Table 8 shows that the use of flipbook learning media can increase the average pretest and post-test results that have been carried out with moderate criteria, namely on a small scale of 0.6402 and on a large scale of 0.6541. This is in accordance with previously conducted research which states that the N-Gain test in small groups can be known that the N-Gain score obtained is 0.60215, this value is < 0.7 so that the category obtained is moderate so that the effectiveness is moderate. while the N-Gain test in large groups is known that the N-Gain score obtained is 0.75215. This value is > 0.7 so that the category obtained is high so that the effectiveness is high. It can be concluded that the use of flipbook media with a problem-based learning model based on the heyzine platform on the material of types of businesses and economic activities is effective (Huwaidi & Ansori, 2024).

Table 9. Teacher and student responses

Subject	Presentation (%)	Description
Class Teacher	96	Very Feasible
Small Group	90	Very Feasible
Large Group	88	Very Feasible

Table 9 shows that the flipbook media received positive responses in the IPAS lesson content, with 96% positive responses from teachers, 90% from students in

small groups, and 88% from students in large groups. This indicates that the flipbook media is categorized as very feasible and effective to be applied in the learning process. This is in accordance with research conducted previously by Salsabilah et al. (2024) which states that the percentage of validation of educational practitioners is 93% with a very feasible category. These results indicate that the material presented can encourage student curiosity. The flipbook made has material that is easy to understand in accordance with the learning outcomes and objectives, the material is presented efficiently because it has been equipped with examples, images, learning videos, projects, and evaluation questions. It can be concluded that PjBL-based flipbook learning media on the theme of renewable energy can be used in schools.

Conclusion

This research shows that the utilization of Flipbook learning media is considered appropriate and useful in supporting learning for grade V elementary school students in IPAS subjects. The validity of this assessment is based on evaluations by media experts and material experts, responses from teachers, and post-test results that show an increase in student learning outcomes.

Conflicts of Interest
The authors declare no conflict of interest.

References

Alam, A. (2023). From Teacher-Centered to Student-Centered Learning: The Role of Constructivism and Connectivism in Pedagogical Transformation. *Conflux Journal of Education*, *11*(2), 154–167. Retrieved from https://www.cjoe.naspublishers.com/2023/04/07/afroz-alam/

Antoro, B., Amelia, M. M., Hakim, L., & Rozi, F. (2023). Inovasi Media Pembelajaran Matematika Menggunakan Puzzle untuk Meningkatkan Minat Belajar Siswa SDN 064024 Medan. *Madaniya*, *4*(1), 399–404. Retrieved from https://madaniya.pustaka.my.id/journals/conte nts/article/view/372

Aprilia, T., Sunardi, S., & Djono, D. (2017). Teknodika 74. *Jurnal Penelitian Teknologi Pendidikan*, *15*(02), 74–82. Retrieved from http://jurnal.fkip.uns.ac.id/teknodika

Asmedy, A. (2021). Perbedaan Hasil Belajar Siswa yang Diajar Menggunakan Model Pembelajaran Soal Terbuka dengan Model Pembelajaran Konvensional. *Ainara Journal (Jurnal Penelitian dan PKM Bidang Ilmu Pendidikan)*, *2*(2), 79–88. https://doi.org/10.54371/ainj.v2i2.36

Az, T. Z., Dewi, R. K., Lestari, D. A., & Nugraha, R. G. (2024). Pengembangan Media Pembelajaran Flipbook "Karakter Anak Bangsa, Indonesia Beradab" untuk Meningkatkan Karakter Siswa Sekolah Dasar. *Jurnal Basicedu*, *8*(1), 615–623. https://doi.org/10.31004/basicedu.v8i1.6998

Azzahra, A. C., Aeni, A. N., & Nugraha, D. (2023). Pengembangan Media Pembelajaran Flipbook pada Materi ASEAN untuk Peningkatan Pemahaman Siswa Kelas VI di Sekolah Dasar. *Jurnal Elementaria Edukasia*, *6*(1), 204–214. https://doi.org/10.31949/jee.v6vi1i.4752

Batubara, H. H. (2021). *Media Pembelajaran Digital*. Bandung: PT. Remaja Rosdakarya.

Careemdeen, J. D. (2024). The Role of Interactive Learning Media in Enhancing Student Engagement and Academic Achievement. *International Seminar on Student Research in Education, Science, and Technology*, *1*(1), 57–67. Retrieved from https://www.researchgate.net/publication/3801 03660

Edray, A. E., Nestity, A., Akhsan, H., & Ribkoh, R. (2024). Peningkatan Hasil Belajar Kognitif Menggunakan Media Pembelajaran Berbasis Flipbook pada Mata Pelajaran Pendidikan Pancasila di Kelas V SDN 002 Palembang. *Indonesian Research Journal on Education*, *4*(3), 136–142. https://doi.org/10.31004/irje.v4i3.759

Eliyasni, R., Habibi, M., Rahmatina, R., & Azima, N. F. (2021). E-Module Flipbook Model for Designing E-Learning Materials in Higher Education. *Proceedings of the 2nd Progress in Social Science, Humanities and Education Research Symposium (PSSHERS 2020)*, *563*(Psshers 2020), 17–23. https://doi.org/10.2991/assehr.k.210618.004

Ersa, M. D., Destiansari, E., Syarifah, S., & Anjani, T. D. (2023). Pengaruh Metode Brainstorming Terhadap Kemampuan Berpikir Kritis Peserta Didik pada Pembelajaran Materi Sistem Pencernaan Manusia. *Bioilmi: Jurnal Pendidikan*, *9*(1), 26–34. https://doi.org/10.19109/bioilmi.v9i1.16780

Hanin, H., Murjainah, M., & Heryanto, A. (2023). Pengembangan Media E-Modul Flipbook Berbasis

Karakter pada Materi Ekosistem Kelas V Sekolah Dasar. *Journal of Educational Review and Research*, *6*(2), 117. https://doi.org/10.26737/jerr.v6i2.4607

Harianto, H. (2016). *National Education Policy Analysis System (Law No. 20 of 2003) About Multicultural Education*. Sekolah Tinggi Teologi Excelcius. Retrieved from https://repository.sttexcelsius.ac.id/62

Haryanto, H., Asrial, A., Ernawati, M. D. W., Syahri, W., & Sanova, A. (2019). E-Worksheet Using Kvisoft Flipbook: Science Process Skills and Student Attitudes. *International Journal of Scientific and Technology Research*, *8*(12), 1073–1079. Retrieved from https://www.ijstr.org/final-print/dec2019/-E-worksheet-Using-Kvisoft-Flipbook-Science-Process-Skills-And-Student-Attitudes.pdf

Hidayat, F., & Nizar, M. (2021). Model ADDIE (Analysis, Design, Development, Implementation and Evaluation) dalam Pembelajaran Pendidikan Agama Islam. *Jurnal Inovasi Pendidikan Agama Islam (JIPAI)*, *1*(1), 28–38. https://doi.org/10.15575/jipai.v1i1.11042

Huwaidi, D. F. N., & Ansori, I. (2024). Pengembangan Media Pembelajaran Flipbook dengan Model Pembelajaran Problem Based Learning untuk Meningkatkan Hasil Belajar Muatan Pelajaran IPS pada Siswa Kelas V SD Negeri 2 Singorojo Kabupaten Kendal. *Jurnal IlmiahPendidikan Dasar*, *9*. Retrieved from https://journal.unpas.ac.id/index.php/pendas/article/view/17640/9055

Ibrahim, F., Hendrawan, B., & Sunanih, S. (2023). Pengembangan Media Pembelajaran PACAS untuk Meningkatkan Hasil Belajar Siswa. *JLEB: Journal of Law, Education and Business*, *1*(2), 102–108. https://doi.org/10.57235/jleb.v1i2.1192

Irianisyah, S., Harapan, E., & Houtman, H. (2020). Supervisi Kepala Sekolah dalam Penggunaan Media Pembelajaran di Sekolah Dasar. *Attractive: Innovative Education Journal*, *2*(3), 1. https://doi.org/10.51278/aj.v2i3.71

Ismawati, I., Parmiti, D. P., & Sudatha, I. G. W. (2023). Interactive Learning Media in Fifth-Grade Indonesian Elementary School Subjects. *International Journal of Elementary Education*, *7*(1), 143–153. https://doi.org/10.23887/ijee.v7i1.57911

Juliani, R., & Ibrahim, N. (2023). Pengaruh Media Flipbook Terhadap Hasil Belajar Bahasa Indonesia Siswa Kelas IV di Sekolah Dasar. *ELSE (Elementary School Education Journal)*, *7*(1), 20–26. http://dx.doi.org/10.3065

Karo-Karo, I. R., & Rohani, R. (2018). Manfaat Media dalam Pembelajaran. *AXIOM: Jurnal Pendidikan dan Matematika*, *7*(1). https://doi.org/10.30821/axiom.v7i1.1778

Mahendri, R. P., Amanda, M., & Latifah, U. (2022). Pengembangan E-Modul Interaktif Berbasis Flipbook sebagai Media Pembelajaran Distance Learning. *J-HyTEL: Journal of Hypermedia & Technology-Enhanced Learning*, *1*(1), 1–14. https://doi.org/10.58536/j-hytel.v1i1.18

Mana, M. (2017). *Dengan Hasil Belajar PKn Kelas V SD Negeri*.

Martianingtiyas, E. D. (2019). Research and Development (R&D): Inovasi Produk dalam Pembelajaran. *Researchgate*, *August*, 1–8. Retrieved from https://www.researchgate.net/publication/335227473

Munirah, S., & Mulyani, P. K. (2024). Pengembangan Media Flipbook Interaktif Berbasis Website untuk Meningkatkan Hasil Belajar Muatan Pembelajaran IPAS Materi Gaya Siswa Kelas IV SDN Pakintelan 01 Kota Semarang. *Jurnal Ilmiah Pendidikan Dasar*, *09*(September). Retrieved from https://journal.unpas.ac.id/index.php/pendas/article/view/16590/7944

Pigai, F. Y. P., & Yulianto, S. (2024). Development of Flipbook Learning Media to Improve Learning Outcomes IPAS. *Jurnal Penelitian Pendidikan IPA*, *10*(8), 5775–5781. https://doi.org/10.29303/jppipa.v10i8.7937

Prasasti, R. D., & Anas, N. (2023). Pengembangan Media Digital Berbasis Flipbook untuk Meningkatkan Kemampuan Berpikir Kritis pada Peserta Didik. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, *4*(3), 694–705. https://doi.org/10.31538/munaddhomah.v4i3.589

Prasetio, I., & Musril, H. A. (2022). Perancangan Media Pembelajaran Fisika Berbasis Android Menggunakan Smart Apps Creator 3. *Jurnal Manajemen Informatika (JUMIKA)*, *8*(2), 408–423. https://doi.org/10.51530/jumika.v8i2.546

Putri, A. L., & Wahyudi, W. (2022). Pengembangan Media Pembelajaran Interaktif Berbasis Flipbook pada Materi Sistem Pencernaan Manusia untuk Meningkatkan Hasil Belajar Siswa Kelas V SD. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, *5*(10), 4504–4509. https://doi.org/10.54371/jiip.v5i10.1053

Rahmawati, D., Wahyuni, S., & Yushardi, Y. (2017). Pengembangan Media Pembelajaran Flash Flipbook pada Materi Gerak Benda di SMP. *Jurnal Pembelajaran Fisika*, *6*(4), 326–332. https://doi.org/10.19184/jpf.v6i4.6213

Rambe, C. N. (2019). Peran Media Pembelajaran dalam Meningkatkan. *Pendidikan*, *3*(4), 333–340.

http://dx.doi.org/10.31219/osf.io/pwgja

Roemintoyo, R., & Budiarto, M. K. (2021). Flipbook as Innovation of Digital Learning Media: Preparing Education for Facing and Facilitating 21st Century Learning. *Journal of Education Technology*, *5*(1), 8. https://doi.org/10.23887/jet.v5i1.32362

Salsabilah, M. D., Agustina, I., Astuti, D., & Andayanti, W. (2024). Pengembangan Media Pembelajaran Flipbook Berbasis Project Based Learning pada Tema Energi Terbarukan. *Prosiding Seminar Nasional Sains Pengembangan Media Pembelajaran Flipbook Berbasis Project Based Learning pada Tema Energi Terbarukan*, *5*(1), 103–109. Retrieved from https://proceeding.unindra.ac.id/index.php/sinasis/article/view/7903

Sari, W. N., & Ahmad, M. (2021). Pengembangan Media Pembelajaran Flipbook Digital di Sekolah Dasar. *EDUKATIF: Jurnal Ilmu Pendidikan*, *3*(5), 2819–2826. https://doi.org/10.31004/edukatif.v3i5.1012

Setianingrum, D. A., Ula, E. M., Pratiwi, S., & Jumadi, J. (2022). Development of Science Module based on Flipbook about Physics in the Respiratory System to Improve Students' Learning Independence. *Jurnal Penelitian Pendidikan IPA*, *8*(6), 2621–2628. https://doi.org/10.29303/jppipa.v8i6.1923

Setiawati, T., Pranata, O. H., & Halimah, M. (2019). Pengembangan Media Permainan Papan pada Pembelajaran IPS untuk Siswa Kelas V Sekolah Dasar. *PEDADIDAKTIKA: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, *6*(1), 163–174. Retrieved from http://ejournal.upi.edu/index.php/pedadidaktika/index

Spiel, C., Schwartzman, S., Busemeyer, M., Cloete, N., Drori, G., Lassnigg, L., Schober, B., Schweisfurth, M., Verma, S., Bakarat, B., Maassen, P., & Reich, R. (2018). The Contribution of Education to Social Progress. *Rethinking Society for the 21*, *3*(January), 753–778. https://doi.org/10.1017/9781108399661.006

Wahyuliani, Y., Supriadi, U., & Anwar, S. (2016). Efektivitas Penggunaan Media Pembelajaran Flip Book Terhadap Peningkatan Hasil Belajar Siswa pada Mata Pelajaran PAI dan Budi Pekerti di SMA Negeri 4 Bandung. *TARBAWY: Indonesian Journal of Islamic Education*, *3*(1), 22. https://doi.org/10.17509/t.v3i1.3457

Wibowo, E., & Pratiwi, D. D. (2018). Pengembangan Bahan Ajar Menggunakan Aplikasi Kvisoft Flipbook Maker Materi Himpunan. *Desimal: Jurnal Matematika*, *1*(2), 147. https://doi.org/10.24042/djm.v1i2.2279

Widodo, J. P., Subandowo, M., Musyarofah, L., Slamet, J., & Ming, D. (2023). Interactive Gamification-Flip-Book for Developing Students' Outcomes.

Advances in Mobile Learning Educational Research, *3*(2), 754–762. https://doi.org/10.25082/AMLER.2023.02.002

Yassif, S., & B, F. (2024). Meningkatkan Hasil Belajar Melalui Metode Joyful Learning Berbantuan Media Flipbook pada Siswa Sekolah Dasar. *PROSA: Jurnal Penelitian Pendidikan Dasar*, *2*(4), 1135–1142. Retrieved from https://jurnal-umbuton.ac.id/index.php/Prosa/article/view/3927

Yulianti, N., Erita, Y., Fitria, Y., & Muhammadi, M. (2023). Development of Merdeka Curriculum Teaching Materials by Using the Kvisoft Flipbook Maker Application to Improve Student's Competence Class IV In Elementary School. *Jurnal Penelitian Pendidikan IPA*, *9*(7), 5198–5204. https://doi.org/10.29303/jppipa.v9i7.4400