

Utilization of Flipbook Media in Indonesian Language Learning at Elementary School

Aryani Widhiyastuti, Slamet Subiyantoro, Septi Yulisetiani

Universitas Sebelas Maret
aryaniwidhiyastuti@student.uns.ac.id

Article History

accepted 1/11/2024

approved 1/12/2024

published 1/2/2025

Low learning outcomes due to a less meaningful and less enjoyable learning atmosphere for students require teachers to be more innovative and creative in carrying out learning in the classroom. The purpose of this study was to determine how the implementation of learning using digital flipbook media and how students' learning motivation after using flipbook media. The research method used is a qualitative case study method with participants in class IV students in one of the public elementary schools in Polokarto. Data collection methods used by observation and interviews. The results showed that digital flipbook media resulted in "very good" implementation. Students look enthusiastic in participating in learning and more easily understand the material provided using Flipbook media so that learning proves effective and efficient. In addition, the flipbook features can stimulate the enthusiasm of students to take part in the learning process as evidenced by the results of the student motivation interview which showed 90% in the very good category

Keywords: *Flipbook media, student motivation*

Abstrak

Rendahnya hasil belajar karena suasana pembelajaran yang kurang bermakna dan kurang menyenangkan bagi peserta didik menuntut guru untuk lebih inovatif dan kreatif dalam melaksanakan pembelajaran di kelas. Tujuan penelitian ini yaitu untuk mengetahui bagaimana pelaksanaan pembelajaran menggunakan media flipbook digital dan bagaimana motivasi belajar peserta didik setelah menggunakan media flipbook. Metode penelitian yang digunakan adalah metode kualitatif studi kasus dengan partisipan peserta didik kelas IV di salah satu sekolah dasar negeri di Polokarto. Metode pengumpulan data yang digunakan dengan observasi dan wawancara. Hasil penelitian menunjukkan bahwa media flipbook digital menghasilkan keterlaksanaan dengan hasil "sangat baik". Peserta didik terlihat semangat dalam mengikuti pembelajaran dan lebih mudah memahami materi yang diberikan menggunakan media Flipbook sehingga pembelajaran terbukti efektif dan efisien. Selain itu Fitur-fitur flipbook dapat merangsang antusiasme peserta didik untuk mengambil bagian dalam proses pembelajaran terbukti dengan hasil wawancara motivasi peserta didik yang menunjukkan angka 90% pada kategori sangat baik.

Kata kunci: *media Flipbook, motivasi peserta didik*



INTRODUCTION

Indonesian language learning includes four aspects of skills namely listening, speaking, reading and writing. Reading skills have an important role both in the teaching and learning process at school and in everyday life. In the Indonesian language and literature curriculum, the teaching objectives are listed, one of which is that students know what they are learning, so that they are able to communicate it both orally and in writing, and for that it is necessary for a student to read. Through reading a person will know about something that will increase his knowledge, while in the school environment, by diligently reading it will be easy to understand the lessons taught by the teacher (Rahmi, Y., & Marnola, I, 2020).

Data from reading comprehension research that has been conducted. The 2022 *Program for International Student Assessment (PISA)* research results were announced on December 5, 2023, and Indonesia ranked 68th with scores in math (379), science (398) and reading (371). In the survey results through *The Program for International Student Assessment (PISA)*, it is known that there is an increase and also a decrease in Indonesia's PISA ranking. The average results for the three subjects; math, reading, and science in 2022 showed a decrease (*learning loss*) of 12-13 points compared to 2018. In general, reading literacy at the international level in Indonesia has decreased (Schleicher, 2023). So it can be interpreted that the literacy skills of students are still low. The results of the PIRLS study placed the reading achievement of Indonesian fourth grade elementary school students at 41 out of 45 participating countries, with an average score of 428 points. Fourth grade students in Indonesia have a low ability to answer questions related to reading comprehension. This identifies that the low level of reading comprehension among grade IV learners in Indonesia continues to be a major concern in the country's education system. (Nurmalasari, 2023) (Khaerawati et al., 2023). From the results of the data obtained, it shows that the reading ability of students in Indonesia tends to be low. This results in weak insight possessed by students.

During the learning process at school, every student is expected to be able to do reading comprehension activities well. By doing reading comprehension activities, students will be able to obtain explicit and implicit information in reading material (Anugerah, et.al 2021). However, in reality, there are many students who read fluently but do not understand the content of the reading material that has been read.

The success of students in reading skills can be assessed by the extent of their understanding of the content of the reading material they have read. That is, reading activities require high thinking skills so that a person knows the meaning of a reading, especially during the teaching and learning process. In addition, the ability to read comprehension will always exist in every subject. This proves that the importance of reading comprehension skills for students.

According to Rahayu (2018), "reading comprehension skills can be interpreted as the process of reading seriously to obtain the meaning or essence of a reading". Reading learning that can provide experience to students is by directly involving students in the learning process such as the use of media that can involve students. Teachers need to provide interesting learning in order to attract students' interest in learning. Learning media is one that is used as a means of conveying learning materials used by teachers so as to create an effective and efficient learning atmosphere (dede mufliha, et all. 2023). Learning media can take various forms, ranging from printed materials, audiovisual, to computer-based technology. Learning media that can be used in the 21st century is digital-based learning media, which is media that follows the all-technology era, packaged in an interesting and diverse way to keep students interested in learning and motivated to continue learning (Hendraningrat & Fauziah, 2021).

One of the digital learning media innovations is in the form of a digital flipbook (Fikriansyah et al., 2023). Flipbook is a learning media used for teaching materials for students whose embodiment is the same as a book but in digital form (Narestuti et al., 2021). This digital flipbook is practical to use and can be opened via cellphone or laptop (Mahmud et al., 2022). Flipbook media can be presented clearly, meaningfully and easily understood by students. Flipbook media can help students be more active, learning is more interesting and impressive especially students in elementary school because they still think concretely. What all teachers explain or convey must be shown clearly in front of the eyes. This flipbook media is very helpful in the teaching and learning process carried out by teachers and can increase students' motivation, interest and learning activities (Sugianto in Redita Nur A, 2021).

There are several advantages of flipbook learning media. Digital flipbook media can improve students' visual literacy. Learners find it easier to read text, understand the material presented, and feel interested and happy when using digital flipbooks (Angga Hadiapurwa et al., 2021). The use of flipbook media can increase students' interest in learning. Research shows that students who use flipbook media have a higher interest in learning than those who do not use it (M. Marwan et al., 2023). Flipbook media has proven effective in improving students' learning outcomes. Research shows that experimental classes that use flipbooks have a higher average score than control classes (T. Fatmawati et al., 2023). Digital flipbooks can be accessed easily through gadgets or laptops, making them practical for use by learners in various situations (Marsiana Wibowo et al., 2019). The use of flipbooks in learning makes learners more enthusiastic and actively involved in the learning process. This can be seen from the positive response of students to the use of flipbooks in learning (T. Fatmawati et al., 2023).

Based on the description of these problems, there are several studies related to learning media used for reading comprehension. Research conducted (Madeamin, 2023) the use of storybook media can improve students' reading comprehension skills which is characterized by an increase in reading comprehension skills possessed during the learning process, students also become more active in paying attention to the explanation which is characterized by feedback between students and teachers. Another study (Hijriyah, et.al, 2022) said application of scrapbook media stated that this media was very helpful in understanding the contents of the reading because it was easy to understand, interesting and gave pleasure when using scrapbook media. Research (Wusqo et al., 2021) says research shows that interventions using crossword games are effective in improving students' reading skills, it can be seen from the level of student involvement during the learning process is also considered high, this shows that this learning approach succeeds in creating an active and interesting learning environment for students.

From the observations made, researchers conducted research by applying learning media using *Flipbook* media in Indonesian language subjects for grade IV students to motivate teachers to utilize learning media and can increase student motivation in participating in learning. This research is different from some of the previous research, this research is more focused on improving students' reading comprehension skills using *Flipbook* learning media. *Flipbook* learning media is expected to improve mastery of reading comprehension skills. Based on the above background, this study aims to determine how the implementation of learning using digital flipbook media and how students' learning motivation after using flipbook media.

METHODS

a. Research Design

This research uses descriptive research with a qualitative approach. This approach is generally used in the context of qualitative research that focuses on

the description of a phenomenon and aims to provide an in-depth understanding of the research questions posed (Yuliani, 2018). Descriptive research is directed to provide an overview of the phenomena observed, especially related to the use of learning media for Indonesian language learning in class IV elementary schools. The choice of a qualitative approach was considered to facilitate an in-depth and comprehensive analysis of the phenomenon.

b. Participants

The research subjects used were fourth grade students in one of the schools in Polokarto sub-district in Sukoharjo Regency. The number of fourth grade students is 15 children consisting of 10 female students and 5 male students. Sample selection using purposive sampling method. The sample size in qualitative research tends to be uncertain, because the emphasis is on the completeness and depth of data that can be explored as needed to understand research problems (Creswell, 2012).

c. Data Collection Techniques.

Data collection techniques use questionnaire, interview and observation methods. Observation techniques in qualitative research include observation of time and events. This observation was carried out when the Indonesian language learning process was taking place. The interview technique used is an in-depth interview with grade IV students regarding the motivation of students after using *Flipbook* media in learning.

The interview calculation uses a Likert scale where variables are measured and translated into indicators.

Table 1. Likert Scale Rating

Assessment Score	Assessment
1	Not good
2	Less Good
3	Good enough
4	Good
5	Very good

Interviews were used by researchers to find out the motivation of students after using Flipbook media. With the Likert scale calculation in table 1, the percentage of results is obtained. Based on the respondent's assessment, to obtain a percentage of media feasibility can be calculated by formula:

$$\text{Percentage eligibility} = \frac{\text{Jumlah Skor Total}}{\text{Jumlah Skor Maksimal}} \times 100\%$$

The results of the data analysis were interpreted into the criteria listed in Table 2.

Table 2. Score Data Interpretation

Percentage (%)	Criteria
0 - 20	Very Poor
21 - 40	Less Good

41 - 60	Good enough
61 - 80	Good
81 - 100	Very good

d. Data Analysis Technique

The data analysis technique uses an interactive model proposed by Miles and Huberman which includes data collection, data reduction, data presentation, and conclusion drawing. Data validity was obtained through triangulation of sources and techniques. Source triangulation is done by checking the data obtained through several informant sources (Sugiyono, 2020). Researchers in this study used source triangulation by comparing and reconciling the truth of data obtained from grade IV teachers and grade IV students. Technical triangulation is done by examining data from the same source using different techniques (Sugiyono, 2020).

In this study, researchers checked data from each source through three techniques, namely interviews, observation and document content analysis. This research compares the results of data obtained through interviews related to learning observation activities, interviews with informants including teachers and grade IV students and documentation related to the discussion in the study in order to strengthen information so that complete data is obtained. In this study, the observation technique was carried out repeatedly to obtain credible data regarding the implementation of Indonesian Language Learning, especially reading skills.

RESULTS AND DISCUSSION

In the research process, it was directly observed the process of face-to-face learning activities using *Flipbook* media in Indonesian language learning. This observation aims to determine the effectiveness of the use of Flipbook media during learning, as well as to find out how much motivation students learn with the use of Flipbook media. After that, a questionnaire was distributed to class IV students on the learning that had been done using *Flipbook* media, this aimsto find out the response of students in using *Flipbook media*. The next stage is to conduct interviews with class IV students directly (face to face) which aims to find out more clearly the motivation of students to use *Flipbook* media during learning.

1. Implementation of Learning Using Flipbook Media

Learning implementation is divided into 3, namely the initial, core, and final activities (Junedi et al., 2020). To see the results of the implementation of learning using digital flipbook media that has been carried out by teachers and students, the observer observes the teacher, namely the VI homeroom teacher and students based on observation guidelines that are adjusted to the indicators as follows.

Table 3. Data on Teacher Observation Results in Implementing Learning Using Digital Flipbook Media

No	Aspects observed	Teacher activity in class	Criteria			Findings
			SB	B	C	
1.	Planning Learning	Teachers prepare teaching modules	<input type="checkbox"/>			Before learning activities, teachers have prepared teaching modules in advance according to the expected

Social, Humanities, and Educational Studies

SHEs: Conference Series 8 (1) (2025) 266 – 275

						learning objectives.
2.	Implementati on Learning (Activity Initial Learning	The teacher asks the class leader to lead the prayer before learning	<input type="checkbox"/>			<ul style="list-style-type: none"> In the implementation of early stage learning, the teacher looks very good guiding students to pray before learning. Learners look solemn in prayer
		The teacher starts the lesson by setting up a laptop, projector, or cell phone	<input type="checkbox"/>			Teachers are very good at preparing for learning with set up laptops, projectors,
		Teacher prepares digital flipbook as learning media used	<input type="checkbox"/>			The teacher looks very good In preparing digital flipbook for support the process learning
		Before learning begins by inviting students to sing anational song to increase their love for the country.	<input type="checkbox"/>			<ul style="list-style-type: none"> The teacher is very good at inviting students to sing national songs to increase their love for the country. Learners are very good at singing the national song.
		The teacher motivates the students so that they are excited to learn.	<input type="checkbox"/>			The teacher looks very good In providing motivation to students so that students are eager to participate in learning
		The teacher asks a triggering question	<input type="checkbox"/>			<ul style="list-style-type: none"> The teacher is very good at giving triggering questions Students look enthusiastic answering questions given by the teacher
		Teacher conveys learning objectives	<input type="checkbox"/>			<ul style="list-style-type: none"> The teacher is very good at conveying learning objectives Learners are very good at listening to the learning objectives conveyed by the teacher.
3	Core learnin gactivities	The teacher conveys the learning material	<input type="checkbox"/>			<ul style="list-style-type: none"> The teacher is very good at delivering learning materials. Students look very good in listening to the explanation of the material presented by the teacher.
		The teacher forms groups heterogeneously	<input type="checkbox"/>			<ul style="list-style-type: none"> The teacher is very good at forming study groups Learners look enthusiastic about forming learning groups.
		The teacher provides reading with flipbook media	<input type="checkbox"/>			The teacher looks very good giving readings with flipbook media

		The teacher distributes the LKPD to each group	<input type="checkbox"/>		The teacher looks very good distributing the LKPD to each group
		Learners work together to complete the LKPD	<input type="checkbox"/>		<ul style="list-style-type: none"> • The teacher is seen directing learners for group work. • Students enthusiastically work in groups to complete the LKPD given by the teacher
		Learners present the results of their group discussions	<input type="checkbox"/>		<ul style="list-style-type: none"> • The teacher looks very good in directing students to present the results of their group work. • Participants were very good at presenting the results of the discussion.
		Other groups respond	<input type="checkbox"/>		<ul style="list-style-type: none"> • The teacher is very good at directing the discussion • Learners look very good in responding to the results of discussions from other groups
4	Closing activities	The teacher directs students to summarize the material learned	<input type="checkbox"/>		<ul style="list-style-type: none"> • The teacher looks very good in directing students in summarizing the learning material
		Learners work on evaluation questions individually.	<input type="checkbox"/>		<ul style="list-style-type: none"> • The teacher is very good at guiding the children in doing the evaluation.
		Learners together with the teacher reflect on the learning that has taken place	<input type="checkbox"/>		Teachers are very good at conducting end-of-learning reflections
		The teacher gives reinforcement to the learners	<input type="checkbox"/>		The teacher is very good at reinforcing learning

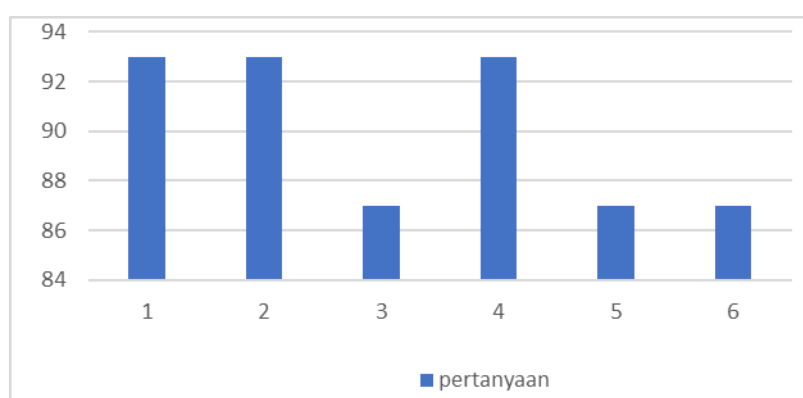
Based on table 1. above, the results of teacher observations in the implementation of learning using digital flipbook media resulted in "very good" results. It can be concluded that the teacher succeeded in implementing learning by using digital flipbook media very well because it fulfills all learning criteria using digital flipbook media. Students look enthusiastic in participating in learning using *Flipbook* media. Learners find it easier to understand the material provided by the teacher. This proves that the use of flipbook media in learning Indonesian, especially reading comprehension, is effective and efficient.

This is in line with research conducted by (Angga Hadiapurwa et al., 2021) that digital flipbook media can improve students' visual literacy. Students find it easier to read text, understand the material presented, and feel interested and

happy when using digital flipbooks. The results of this study also support previous research which shows that flipbook learning media can increase student engagement and learning outcomes (Evenddyet al., 2021; Gusman et al., 2021; Maynastiti et al., 2020; Ristanto et al., 2020; Roemintoyo & Budiarto, 2021).

2. Students' learning motivation after using Flipbook media

Boredom of something monotonous can happen anytime and anywhere. Therefore, creating and innovating in learning media needs to be done to foster interest and motivation in students. When students begin to lose their enthusiasm and motivation in learning, the task of educators must be able to restore students' interest and motivation. One of the things we can do is to use Flipbook learning media.



The results of the students' learning motivation interview after using Flipbook media

Here is the list of Interview Questions:

- Question 1 : Does learning Bahasa Indonesian using *Flipbook* make learners curious?
- Question 2 : What do you feel and does using the *Flipbook* application foster a sense of enthusiasm in learning?
- Question 3 : Is learning Indonesian using *Flipbook* able to improve your learning outcomes?
- Question 4 : Are you very interested in using *Flipbook* in this lesson?
- Question 5 : Does the *Flipbook* media in this material make you feel motivated to learn?
- Question 6 : Can *Flipbook* media have a high willingness to learn?

Based on the graph above, it shows that the use of Flipbook media is proven to increase student motivation in learning Indonesian. This can be seen from the overall assessment average of 90%. Therefore, the use of Flipbook media can be used as an effective strategy in increasing students' learning motivation in learning Indonesian. This is in accordance with the advantages of flipbook media, namely that this digital flipbook media not only contains text and images but can be audio or video so that it can increase students' learning motivation (Hadiyanti, 2021). The flipbook features stimulate the enthusiasm of students to take part in the learning

process (Susanto et al., 2020). This is also in line with efforts to increase learning motivation, one of which is planning creative and varied ways or methods or learning media (Ananda & Hayati, 2020).

CONCLUSION

Based on the results of teacher observations in the implementation of learning using digital flipbook media, the results were "very good". It can be concluded that the teacher succeeded in implementing learning by using digital flipbook media very well because it fulfills all learning criteria using digital flipbook media. Students look enthusiastic in participating in learning and more easily understand the material provided using Flipbook media so that learning proves to be effective and efficient. In addition, the flipbook features can stimulate the enthusiasm of students to take part in the learning process as evidenced by the results of student motivation interviews which show a figure of 90% in the verygood category.

REFERENCES

- Ananda, R., & Hayati, F. (2020). Variabel Belajar: Kompilasi Konsep. In CV. Pusdikra MJ.
- Angga H, Annisa L, Erika E. (2021). Digital Flipbook as a Learning Media to Improve Visual Literacy for 4th Grade Students at SDN Abdi Negara. *Jurnal Ilmu Informasi Perpustakaan dan Kearsipan*, 10(01). <http://ejournal.unp.ac.id/index.php/iipk/index>
- Anugerah Agung Pohan, Yunus Abidin, & Andoyo Sastromiharjo. (2021). MODEL PEMBELAJARAN RADEC DALAM PEMBELAJARAN MEMBACA PEMAHAMAN PESERTA DIDIK. *Seminar Internasional Riksa Bahasa*, 250-258. Retrieved from <http://proceedings2.upi.edu/index.php/riksabahasa/article/view/1354>
- Dede Mufliha, et. All (2023). Analisis Kesulitan Penggunaan Media Flipbook pada Guru Dan Peserta didik Kelas III Mata Pelajaran Bahasa Indonesia. *Pendas : Jurnal Ilmiah Pendidikan Dasar*. Volume 08, no 02.
- Evenddy, S. S., Hamer, W., Pujiastuti, H., & Haryadi, R. (2021). The Development of 3D Flipbook E-Learning Module of English Mathematics Profession. *IOP Conference Series: Earth and Environmental Science*, 1796(1), 0–8. <https://doi.org/10.1088/1742-6596/1796/1/012017>
- Fikriansyah, D. A., Al Maliki, M., Salendu, F. S., & Fadillah, R. (2023). Flipbook sebagai Inovasi Media Pembelajaran Digital: Mempersiapkan Pendidikan Menghadapi dan Memfasilitasi Pembelajaran Abad 21. *Jurnal Literasi Digital*, 3(3), 221–229. <https://doi.org/10.54065/jld.3.3.2023.369>
- Gusman, F., Apriliya, S., & Mulyadiprana, A. (2021). Digital Flipbook-Based Teaching Material for Writing Poetry in Elementary School. *Indonesian Journal of Primary Education*, 5(1), 70–81. <https://doi.org/10.17509/ijpe.v5i1.35570>
- Hadiyanti, A. H. D. (2021). Pengembangan Modul Pembelajaran IPA Digital Berbasis Flipbook Untuk Pembelajaran Daring di Sekolah Dasar. *Jurnal Elementaria Edukasia*, 4(2), 284–291. <https://doi.org/10.31949/jee.v4i2.3344>
- Hijriyah, S. A., Djuanda, D. D., & Karlina, D. A. PENGARUH MEDIA SCRAPBOOK UNTUK MENINGKATKAN KETERAMPILAN MEMBACA PEMAHAMAN SISWA KELAS III PADA PEMBELAJARAN BAHASA INDONESIA. *Jurnal Pena Ilmiah*, 4(2).
- Halus Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(1), 58–72. <https://doi.org/10.31004/obsesi.v6i1.1205>
- Hendraningrat, D., & Fauziah, P. (2021). Media Pembelajaran Digital untuk Stimulasi Motorik

- Juliani, R., & Ibrahim, N. (2023). Pengaruh Media Flipbook Terhadap Hasil Belajar Bahasa Indonesia Peserta didik Kelas IV Di Sekolah Dasar. *ELSE (Elementary School Education Journal)*, 7(1), 20–26. <http://dx.doi.org/10.3065>
- Junedi, B., Mahuda, I., & Kusuma, J. W. (2020). Optimalisasi keterampilan pembelajaran abad 21 dalam proses pembelajaran pada Guru MTs Massaratul Mut'allimin Banten. *Transformasi: Jurnal Pengabdian Masyarakat*, 16(1), 63–72. <https://doi.org/10.20414/transformasi.v16i1.1963>
- Khaerawati, Z., Nurhasanah, N., & Oktavianti, I. (2023). Level Kemampuan Membaca Peserta didik Sekolah Dasar di Kelas Tinggi. *Jurnal Educatio FKIP UNMA*, 9(2), 637–643. <https://doi.org/10.31949/educatio.v9i2.4521>
- Mahmud, D. R., Mahmudi, Sri Wahyuni, Herawati Susilo, & Ratna Ekawati. (2022). Analisis Kebutuhan Pengembangan Digital Book “Hai Si IPA” Untuk Meningkatkan Literasi Sains di Kelas V Sekolah Dasar. *Jurnal Sains Dan Teknologi (SAINTEK)*, 1(2), 47–57. <https://doi.org/10.58169/saintek.v1i2.76>
- Maynastiti, D., Serevina, V., & Sugihartono, I. (2020). The development of flip book contextual teaching and learning-based to enhance students' physics problem solving skill. *Journal of Physics: Conference Series*, 1481(1), 0–8. <https://doi.org/10.1088/1742-6596/1481/1/012076>
- Narestuti, A. S., Sudiarti, D., & Nurjanah, U. (2021). Penerapan Media Pembelajaran Digital Flipbook untuk Meningkatkan Hasil Belajar Peserta didik. *Bioedusiana: Jurnal Pendidikan Biologi*, 6(2), 305–317. <https://doi.org/10.37058/bioed.v6i2.3756>
- Nurmalasari, W. (2023). PENILAIAN AUTENTIK PADA PEMBELAJARAN MEMBACA PEMAHAMAN PESERTA DIDIK KELAS IV SEKOLAH DASAR. *Jurnal Pendidikan DEWANTARA: Media Komunikasi, Kreasi Dan Inovasi Ilmiah Pendidikan*, 9(1), 30–43. <https://doi.org/10.55933/jpd.v9i1.488>
- Rahayu, A. R. dkk. (2018). Keterampilan Membaca Pemahaman Dengan Metode PQ4R (Preview, Question, Read, Reflect, Recite, Review) Peserta didik Sekolah Dasar Kelas Tinggi. *Jurnal Pendidikan Guru Sekolah Dasra*. 3, (1). Hlm 2.
- Rahmi, Y., & Marnola, I. (2020). Peningkatan Kemampuan Membaca Pemahaman Siswa Melalui Model Pembelajaran Cooperative Integrated Reading and Compoition (Circ). *Jurnal basicedu*, 4(3), 662-672.
- Ristante, R. H., Rusdi, Mahardika, R. D., Darmawan, E., & Ismirawati, N. (2020). Digital Flipbook Imunopedia (DFI) A Development in Immune System e-Learning Media. *International Journal of Interactive Mobile Technologies*, 14(19), 140–162. <https://doi.org/10.3991/ijim.v14i19.16795>
- 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>
- Redita Nur A. 2021. Pengaruh Penggunaan Media Flipbook Terhadap Keaktifan Belajar Peserta didik Di SMP N 34 Tebo. Skripsi. Fakultas Tarbiyah dan Keguruan: Unuversitas Islam Negeri Suklthan Thata Saifuddin Jambi.
- Schleicher, K. E. (2023). *Search for lepton-flavour violating decays of the Higgs boson with the ATLAS detector* (Doctoral dissertation, Dissertation, Universität Freiburg, 2023).
- Susanto, R., Afandi, A., & Irmawati, F. (2022). The Effectiveness of Flipbook Learning in Sports Physiology Courses Improves Student Achievement In the course of the Pandemic. *JUMORA: Jurnal Moderasi Olahraga*, 2(1), 67–76. <https://doi.org/10.53863/mor.v2i1.411>