



The Influence of Interactive Digital Flipbook Media on Student Learning Motivation in Islamic Religious Education and Character Education

Lukman¹, Imron Burhan^{2*}, Hasbullah Rahman³

Makassar State University

Corresponding Author: Imron Burhan imron.burhan@unm.ac.id

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ABSTRACT

This study aims to analyze students' learning motivation using interactive digital flipbook media and conventional media and to test their influence on Islamic Religious Education and Character Education learning at UPTD SD Negeri 42 Parepare. The novelty of this study lies in the application of interactive digital flipbooks to improve elementary school students' learning motivation. This study uses a quantitative approach with a quasi-experimental design, Unequal Control Group Design. The sample consisted of 40 students selected through purposive sampling. Data were collected using a learning motivation questionnaire at the pretest and posttest stages, then analyzed descriptively and inferentially. The results showed that interactive digital flipbook media significantly increased learning motivation (Sig. 0.000 < 0.05) so it is suitable for implementation in learning.

INTRODUCTION

Islamic Religious Education and Character Education (PAIBP) plays a crucial role in shaping students who are faithful, pious, and have noble character. Success in PAIBP learning is determined not only by mastery of the material but also by students' motivation to learn. Students with high learning motivation tend to be more active, enthusiastic, and able to achieve optimal learning outcomes. Conversely, low learning motivation can hinder student engagement in the learning process and reduce the achievement of educational goals (Rosadi & Karimah, 2021)

In practice, PAIBP instruction in elementary schools still faces various challenges. Teachers still frequently use lecture methods with conventional learning media, resulting in less interactive learning and less ability to engage students (Miranda & Sulaiman, 2022). This situation leads to some students becoming easily bored, passive during learning, and lacking motivation to participate in learning activities.

Observations at three elementary schools in Parepare City indicate that student learning motivation at the UPTD of SD Negeri 42 Parepare is in the sufficient category (66%), lower than at the other two schools. Interviews with PAIBP teachers corroborate these findings, noting that students tend to be less active, easily distracted, and less enthusiastic when learning uses only lecture methods and limited media. This situation highlights the need for innovative learning media that can increase student engagement and motivation.

One medium with the potential to address these issues is the interactive digital flipbook. This medium integrates text, images, animation, audio, and video, creating more engaging, interactive learning experiences that are tailored to the characteristics of elementary school students. The use of technology in the form of digital flipbooks also aligns with the demands of 21st-century learning, which emphasizes the use of technology-based media to enhance the quality of the learning process.

Several previous studies have shown that flipbook media can improve student motivation and learning outcomes (Awwaliyah et al., 2021; Juliani & Ibrahim, 2023; Tati et al., 2024). However, these studies generally focused on user perceptions, learning outcomes, or were conducted in subjects other than PAIBP. Therefore, they have not provided empirical evidence regarding the effect of interactive digital flipbooks on student learning motivation in PAIBP learning in elementary schools through experimental designs. Thus, this study contributes to the development of knowledge by presenting empirical evidence regarding the effectiveness of interactive digital flipbook media in improving student learning motivation in the context of PAIBP learning in elementary schools.

Based on the description, this study aims to analyze students' learning motivation using interactive digital flipbook media and conventional media and to test the effect of using interactive digital flipbook media on students' learning motivation in Islamic Religious Education and Character Education.

LITERATURE REVIEW

Instructional Media

Learning media are various tools or means used to convey learning materials from teachers to students in order to stimulate the thinking process, arouse interest and attention, and develop students' skills during learning activities (Sudatha et al., 2025). Learning media function to facilitate the delivery of material, increase learning motivation, provide clear information, and create more effective and meaningful learning (Nasution et al., 2024). In addition, learning media are useful for attracting students' attention, facilitating material understanding, increasing learning activity, and providing variety in the learning process (Agustira & Rahmi, 2022). Learning media also consists of various types, such as print, audio, visual, projection, human movement, and artificial objects that can be selected according to learning (Magdalena et al., 2023). Therefore, the selection of media must be adjusted to the learning objectives, student characteristics, material, teacher abilities, and learning conditions so that its use can provide optimal results (Miftah & Rokhman, 2022).

Interactive Digital Flipbook

A flipbook is a digital learning medium that presents material in the form of an electronic book with a display resembling a printed book, allowing pages to be flipped virtually. This medium can contain text, images, audio, video, and animation, making learning more engaging and interactive. According to Masitoh (Andini et al., 2024), a flipbook is a digital book designed to increase student enthusiasm and understanding through engaging presentation of material. Furthermore, Malahayati et al., (2025) explain that flipbooks provide a more interactive reading experience than traditional ebooks because users can turn pages digitally, just like reading a printed book. Therefore, flipbooks can be an effective learning medium for increasing student engagement and motivation.

Characteristics of Interactive Digital Flipbooks

Flipbooks have characteristics that distinguish them from other learning media. According to Aprilia (Ulandari & Syawaluddin, 2022) flipbooks provide a reading experience similar to a printed book, with pages that can be flipped digitally. Furthermore, flipbooks can integrate a variety of multimedia components, including images, videos, animations, and audio, making learning materials more interactive, engaging, and easier for students to understand. Flipbooks also feature a search feature that makes it easy for users to find information quickly.

Benefits of Interactive Digital Flipbooks

Flipbooks provide numerous advantages in enhancing the teaching and learning process, especially in elementary school education. According to

Andini et al., (2024), the use of flipbooks can help improve students' listening, reading, viewing, presentation, and writing skills. Furthermore, presenting material in digital format, complemented by text, images, audio, and video, makes learning more engaging and accessible, and encourages teachers' creativity in presenting material. Similarly, (Prihatiningtyas & Sholihah, 2020) stated that flipbooks can support interactive learning, combining various multimedia elements to enhance retention, increase student motivation and engagement, and provide a more engaging learning experience through a digital book display that resembles a printed book.

Advantages and Disadvantages of Interactive Digital Flipbooks

Interactive digital flipbooks have various advantages that support the learning process. According to Andini et al., (2024), flipbooks can present material through a combination of text, images, audio, and video, making learning more engaging, reducing student boredom, and providing a more interactive reading experience. Furthermore, Anggriani et al., (2025) state that flipbooks can be accessed through a browser without installing an application, are easy to share online, can be opened on various electronic devices, and allow the addition of elements such as videos, images, and links. However, flipbooks also have several limitations: they require an electronic device and an internet connection, and not all available features are free.

Previous Research

Research by Awwaliyah et al., (2021) showed that the use of flipbooks can increase student learning motivation through the presentation of engaging, interactive, and easy-to-understand material, creating a more enjoyable learning environment. Furthermore, Juliani & Ibrahim, (2023) found that flipbooks positively influence the learning process by helping students understand the material through structured information presentation, engaging visuals, and easy access. Moreover, the findings of Tati et al., (2024) indicated that the use of flipbooks can increase student learning motivation compared to conventional media because engaging visuals and animations can increase student focus and engagement during learning.

Research Hypothesis

H1: There is no significant difference in the learning motivation of students who are taught using interactive digital flipbooks and those who are taught using conventional instructional media in Islamic Religious Education and Character Education (PAIBP).

H2: There is a significant difference in the learning motivation of students who are taught using interactive digital flipbooks and those who are taught using conventional instructional media in Islamic Religious Education and Character Education (PAIBP).

Students' low learning motivation is attributed to the use of conventional instructional media, which often results in less engaging

learning experiences and limits students' active participation in the learning process. The implementation of interactive digital flipbooks, which present material through a combination of text, images, animation, audio, and video, is expected to foster a more interactive learning environment, promote greater student participation in classroom activities, and improve students' learning motivation in Islamic Religious Education and Character Education.

METHODOLOGY

A quantitative approach with a quasi-experimental design was employed in this study. Quasi-experimental research was chosen because it aims to determine the effect of the use of interactive digital flipbook media on student learning motivation in Islamic Religious Education and Character Education, without conducting full randomization of research subjects. According to Sugiyono, quantitative research is a method founded on the philosophy of positivism that examines a particular population or sample by collecting data through research instruments and applying statistical analysis to test the proposed hypotheses. Meanwhile, according to Cook and Campbell, quasi-experimental research is research that involves providing treatment and measuring results, but does not use random subject assignment so it is more suitable for application in learning situations in schools.

This study utilized a Nonequivalent Control Group Design, consisting of two groups the experimental group and the control group, each of which was given a pretest and posttest. The experimental group received instruction through the use of interactive digital flipbook, whereas the control group was taught using conventional instructional media. The pretest was carried out to determine the initial condition of student learning motivation, whereas the posttest aimed to evaluate the effect of the treatment on students' learning motivation. Through this design, the effect of using interactive digital flipbook media can be determined by comparing the posttest scores of both groups.

The study was carried out at UPTD SD Negeri 42 Parepare during the semester in which the research was conducted. The research population was all 194 students of UPTD SD Negeri 42 Parepare. The study sample comprised of 40 students, consisting of 20 students from class V.A in the experimental group and 20 students from class V.B in the group control. The study employed a purposive sampling technique, in which participants were selected based on specific criteria and considerations relevant to the objectives of the research. Class V was chosen because students at that level have more developed thinking skills, are able to use digital-based learning media, and can provide more objective responses to the learning motivation questionnaire.

The research procedure commenced with the administration of a pretest to both groups to assess their initial levels of learning motivation prior to the implementation of the treatment. Furthermore, the experimental class was taught using interactive digital flipbooks, while the control class received

instruction using textbooks for four sessions. After all treatments were completed, both groups were given a posttest was administered using the same instrument to assess changes in students' learning motivation.

Data collection techniques used a questionnaire designed based on Uno's learning motivation indicators. The questionnaire employed a five-point Likert scale consisting of five response options: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. This instrument was utilized to measure students' learning motivation levels before and after the treatment to determine changes in motivation in each group.

The data were analyzed using both descriptive and inferential statistical techniques with the assistance of SPSS version 25. Descriptive statistical analysis was performed to summarize the characteristics of the data by calculating the mean, median, mode, range, variance, standard deviation, and frequency distribution. In addition, the N-Gain score was calculated to measure the extent of improvement in students' learning motivation. Furthermore, inferential statistical analysis began with prerequisite tests which consisted of a normality test using the Shapiro-Wilk test and a homogeneity test using Levene's test. After all prerequisites were met or the appropriate procedure was selected, hypothesis testing was conducted using the Independent Samples t-test (Welch) was conducted to examine whether a significant difference in learning motivation existed between the experimental and control groups following the treatment.

The study findings were interpreted based on the significance level obtained from the hypothesis testing. The study was declared to show an effect if the significance value (Sig. 2-tailed) was below 0.05, indicating a statistically significant difference in learning motivation between students who learned using interactive digital flipbook media and students who learned using conventional media. Therefore, this research is expected to produce empirical evidence regarding the effectiveness of interactive digital flipbook media in increasing students' learning motivation in Islamic Religious Education and Character Education at the elementary school level.

RESULT AND DISCUSSION

This study employed a quasi-experimental design using a Nonequivalent Control Group Design, which consisted of two groups: an experimental group that received instruction through interactive digital flipbook media and a control group that was taught using conventional instructional media in the form of textbooks. Before and after the treatment, both groups were given a learning motivation questionnaire as a pretest and posttest.

Descriptive Statistical Analysis

Descriptive statistical analysis was carried out to describe student learning motivation before and after the treatment. The results of the analysis are summarized in the table below.

Table 1. Descriptive Statistics of Student Learning Motivation in the Experimental Class and Control Class

Kelas	Test	N	Mean	Sd	Minimum	Maksimum
Eksperimen	Pretest	20	83,50	3,017	78	89
	Posttest	20	94,15	2,943	87	99
Kontrol	Pretest	20	84,00	2,734	80	90
	Posttest	20	87,10	2,551	83	92

Based on table 1, it can be seen that the average learning motivation in the experimental class increased from 83.50 to 94.15, while in the control class it increased from 84.00 to 87.10. The average increase in the experimental class was higher than in the control class.

Analysis of Learning Motivation Increase (N-Gain)

The increase in student learning motivation was analyzed using the Normalized Gain (N-Gain) score with the following equation:

$$N - Gain = \frac{Skor\ Posttest - Skor\ Pretest}{Skor\ Maks - Skor\ Pretest}$$

Next, the N-Gain results are categorized into high, medium, and low as presented in the table below:

Table 2. N-Gain Result Category

Category	N
High	$g > 0,7$
Medium	$0,3 \leq g \leq 0,7$
Low	$< 0,3$

The table below summarizes the distribution of N-Gain categories in the experimental and control groups:

Table 3. N-Gain Category Distribution

Class	High	Medium	Low
Eksperimen	0	8	12
Kontrol	0	0	20

Table 3 shows that in the experimental class, eight students experienced moderate improvement, while 12 students were in the low category. Conversely, all 20 students in the control class were in the low category. These results indicate that the use of interactive digital flipbooks resulted in greater improvements in learning motivation than conventional media.

Research Hypothesis

To assess differences in learning motivation between the experimental and control groups, an Independent Samples t-test was conducted using the N-Gain score. Prior to the t-test, homogeneity of variance was tested using Levene's Test. A summary of the test results is presented in the table on the next page:

Table 4. Results of the Independent Samples t-Test

Levene's Test (Sig.)	t	df	Sig. (2-tailed)	Decision
0,001	13,692	23,279	0,000	H_0 was rejected

The significance value in Levene's Test of 0.001 (<0.05) indicates that the variance of the two groups is not homogeneous so that the interpretation of the test results uses the Equal Variances Not Assumed row. The results of the Independent Samples t-Test show a Sig. (2-tailed) value of 0.000, which is smaller than 0.05. In addition, the calculated t value = 13.692 is greater than the $t_{table} = 2.069$. Thus, H_0 is rejected and H_1 is accepted, so it can be concluded that the use of interactive digital flipbook media has a significant influence on student learning motivation in Islamic Religious Education and Character Education learning.

Student Learning Motivation Using Interactive Digital Flipbook Media

The findings of the study indicated that student learning motivation increased after the intervention using interactive digital flipbook media. These findings indicate that instructional media incorporating various multimedia elements can foster a more engaging learning environment, promote greater student participation, and encourage students to become more actively involved in the learning process. During the learning activities, students demonstrated greater attention to the material, were more enthusiastic about each stage of the learning process, and were more confident in expressing their opinions and engaging in discussions with their peers. This reflects increased student learning motivation in Islamic Religious Education and Character Education.

This increase in learning motivation is influenced by the characteristics of interactive digital flipbook media, which presents material in the form of text, images, audio, video, and animation in an integrated manner. The varied presentation of material can attract students' attention and reduce boredom during the learning process. Furthermore, the interactive features contained in flipbooks provide opportunities for students to interact directly with the material, making learning more meaningful. This condition is in line with the opinion of Masitoh (Andini dkk., 2024) who stated that flipbooks are digital media capable of presenting material in an interesting way through a combination of various multimedia elements, thereby increasing student enthusiasm and understanding during the learning process.

The findings of this study are also supported by Andini et al., (2024) opinion, which explains that the advantage of flipbook media lies in its ability to integrate text, images, video, and audio into a single learning medium, thereby increasing student attention and engagement. Furthermore, Aprilia, in Ulandari and Syawaluddin (2022), states that flipbooks provide a reading experience similar to printed books, but are equipped with various multimedia features that make learning more interactive, engaging, and easy to understand. Accordingly, interactive digital flipbook media can contribute to the creation of a more engaging learning environment, thereby promoting higher levels of students' learning motivation.

Student Learning Motivation Using Conventional Media

The study results showed that student learning motivation using conventional media, such as textbooks, also increased after the learning process began. However, this improvement was not as optimal as learning using interactive digital flipbooks. During the learning process, students continued to participate effectively through reading, discussions, assignments, and presentations. However, the learning experience remained limited because the material was dominated by text and images in the textbooks.

Using textbooks as a learning medium has the advantage of being a systematic and easy-to-use learning resource. However, this medium is limited in providing diverse learning experiences because it lacks the ability to present multimedia elements that can optimally engage students. As a result, learning tends to be more conventional, with students primarily receiving information rather than actively interacting with the learning material.

These findings are in line with the opinion of Simbolong et al. (2021) who stated that textbooks have limitations because most of the material is presented in text form so that it can cause boredom when used for a long time. Apart from that, Jufri et al. (2023) explained that textbooks generally only present text and images so they are less able to provide varied learning stimuli. This condition causes students' attention and involvement during learning to not develop optimally compared to learning that utilizes interactive digital media.

The Effect of Interactive Digital Flipbooks on Student Learning Motivation

Research results indicate that the use of interactive digital flipbooks influences student learning motivation in Islamic Religious Education and Character Education. This influence is evident in the differences in learning motivation between students who learn using interactive digital flipbooks and those who learn using conventional media. These findings demonstrate that learning media that integrates various multimedia elements can create a more engaging learning experience, encouraging students to actively engage in the learning process.

Interactive digital flipbook media allows students to access information through various presentation formats, such as text, images, video, audio, and

animation. This varied presentation of material helps students grasp learning concepts more easily while increasing their attention, curiosity, and interest in learning. When students find learning more engaging and enjoyable, they are encouraged to be more active in learning activities, participate in discussions, and complete assignments given by the teacher. This situation indicates that the use of learning media that is appropriate to student characteristics can optimally increase learning motivation.

The findings of this study support the opinion of Setyorini et al. (2024) who stated that digital flipbook media is effective in increasing student motivation and engagement because it integrates various multimedia elements, making it easier for students to understand learning materials. Furthermore Sari & Ahmad, (2021) explained that flipbook media can increase students' enthusiasm for learning through the presentation of interesting, interactive, and easy-to-understand material. The results of this study also align with the research of Awwaliyah et al. (2021) who showed that the use of flipbook media can increase student learning motivation because it creates a more enjoyable learning atmosphere and encourages students to actively participate in the learning process.

Based on these findings, it can be understood that the use of interactive digital flipbooks not only serves as a medium for delivering material, but also as a means of creating a more meaningful learning experience. Learning experiences that are engaging, interactive, and tailored to student characteristics provide a stronger impetus for students to participate enthusiastically in learning. Therefore, interactive digital flipbooks can be used as an effective alternative learning medium to increase student motivation, particularly in Islamic Religious Education and Character Education subjects in elementary schools.

CONCLUSIONS AND RECOMMENDATIONS

The results of the study indicate that the use of interactive digital flipbook media has a positive influence on student learning motivation in Islamic Religious Education and Character Education. The learning motivation of students who participated in learning using interactive digital flipbook media was in the medium category, while the learning motivation of students who participated in learning using conventional media was in the low category. This difference indicates that the presentation of material through interactive digital flipbook media can create a more interesting, interactive, and meaningful learning experience, thereby encouraging increased student attention, interest, and engagement during the learning process. Furthermore, the results of the study also proved that the use of interactive digital flipbook media has a significant influence on student learning motivation compared to the use of conventional learning media. This finding is supported by the results of research by Awwaliyah et al. (2021) and Setyorini et al. (2024) which stated that digital flipbook media effectively increases student motivation and engagement through the presentation of material that integrates text, images, audio, video, and

animation so that the learning process becomes more interesting and easier to understand.

Based on the results of this study, it is recommended that teachers utilize interactive digital flipbook media as an alternative learning medium to increase student learning motivation, accompanied by good time management and the preparation of interesting materials that are appropriate to student characteristics. Schools are expected to support the implementation of digital learning media by providing adequate facilities and infrastructure so that the learning process can take place effectively and sustainably. Students are also expected to utilize digital media positively to support independent learning and increase engagement in the learning process. In addition, further researchers are advised to develop research on the use of interactive digital flipbook media in subjects, educational levels, and other variables, such as learning outcomes, critical thinking skills, creativity, and student activeness, so that it can enrich the study on the effectiveness of digital learning media in elementary schools.

FURTHER STUDY

This study has several limitations that need to be considered in interpreting the results. First, this study was only conducted in one school with a relatively limited sample size of 40 fifth-grade students, so the results cannot be generalized to a wider population with different school characteristics. Second, this study only examined the effect of interactive digital flipbook media on student learning motivation in Islamic Religious Education and Character Education, so it does not yet describe the effectiveness of this media on other subjects or other learning aspects. Third, the study was conducted over a relatively short period of time, namely four meetings, so the effect of using interactive digital flipbook media on learning motivation in the long term cannot be fully observed. Furthermore, the research instrument used, a learning motivation questionnaire, only measured student perceptions and was not supported by other data, such as more in-depth observations or interviews regarding changes in learning motivation.

Based on these limitations, further research is recommended to involve a larger sample size and come from various schools and educational levels so that the results can have a broader level of generalizability. Future research can also examine the effectiveness of interactive digital flipbook media on other subjects or on different variables, such as learning outcomes, critical thinking skills, creativity, problem-solving skills, and students' digital literacy. Furthermore, research with a longer implementation period is highly recommended so that the impact of interactive digital flipbook media on learning motivation can be observed continuously. Future researchers can also combine quantitative and qualitative approaches (mixed methods) to obtain a more comprehensive picture of how interactive digital flipbook media affects students' motivation and learning experiences during the learning process.

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