

Effectiveness of Technology-Based Flipbook Media in Enhancing Learning Motivation in Social Studies for Grade XI Students

Dilla Sylvia¹, Ponidi²

^{1,2}State Islamic University of North Sumatra, Medan, Indonesia

Article Info

Article history:

Received 2025-09-16

Revised 2025-10-16

Accepted 2025-10-18

Keywords:

Educational Technology

Flipbook Media

Learning Motivation

Social Science Learning

Student Engagement.

ABSTRACT

This study aims to describe the effectiveness of using technology-based Flipbook learning media in increasing students' learning motivation in Social Studies (IPS) subjects in grade XI at SMAS Dharma Utama Medan. The background of the research stems from the low motivation and participation of students in IPS learning, which is still dominated by conventional methods. This study uses a qualitative approach with a case study design to gain an in-depth understanding of students' learning experiences using Flipbooks. The research subjects consisted of IPS teachers and eighth grade XI students, while data were collected through observations, in-depth interviews, and documentation during the period from July to September 2025. The research results indicate a substantial increase in students' motivation and engagement following the implementation of Flipbook media. Students became more active in discussions, were bolder in asking questions, and showed higher interest and learning independence. The use of a Flipbook with text, image, video, and interactive animation features created an engaging and enjoyable learning environment, thereby fostering students' intrinsic motivation to understand social studies material independently. Additionally, Flipbook-based learning also strengthened digital literacy and increased students' active participation in the learning process.

This is an open-access article under the [CC BY-SA](#) license.



Corresponding Author:

Dilla Sylvia

Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatra, Indonesia

Email: dilla0309202032@uinsu.ac.id

1. INTRODUCTION

Education is the main foundation in shaping the quality of human resources that are excellent and competitive in the era of globalization [1]. In facing the rapid development of the times, especially in the era of Industrial Revolution 4.0, the education system is required to continuously innovate in order to adapt to advances in information and communication technology. The digital transformation occurring in various sectors of life also has a

significant impact on the education world, particularly in terms of learning strategies, teaching methods, and the media used to support the teaching and learning process [2].

The paradigm shift in 21st-century education demands a learning process that not only focuses on delivering material but also on developing students' critical thinking, creativity, collaboration, and digital literacy skills [3]. In this context, learning media plays an important role as a means that can bridge the delivery of information in a more engaging, interactive, and relevant way to the needs of today's students. The use of digital technology in learning allows students to learn more actively, independently, and be motivated to achieve optimal learning outcomes [4].

One of the problems that is still often encountered in the field of education is the low learning motivation of students. According to Marwan & Yuliantri, learning motivation is the internal and external drive that moves students to achieve learning goals [5]. Low learning motivation can impact students' lack of attention to lessons, decreased participation in learning activities, and suboptimal learning outcomes. This condition often occurs in subjects considered difficult or less interesting, such as Social Studies (IPS).

At SMAS Dharma Utama, initial observations show that some students still have low interest and motivation in learning social studies subjects. The teaching tends to be conventional, dominated by lectures and the use of textbooks as the main source of information. This approach makes students passive in the learning process and provides few opportunities for independent exploration of the material. As a result, learning interactions become monotonous and fail to stimulate students' enthusiasm and curiosity.

To address this problem, teachers need to implement innovative, interactive learning media that can capture students' attention. One form of learning media innovation that is relevant to current technological developments is the use of technology-based Flipbook media. A Flipbook is an interactive digital book that allows students to read learning materials electronically, as if flipping through the pages of a real book, but with added multimedia elements such as images, videos, audio, and animations. The presence of these multimedia elements can enrich the learning experience, help students understand abstract concepts, and foster interest and motivation in learning.

Various previous studies have shown that Flipbook media can enhance students' motivation and learning outcomes. Research by Anggraeni et al., [6] stated that the use of technology-based interactive Flipbooks is able to increase learning interest as well as clarify students' conceptual understanding. A similar statement was made by Susilo et al., who stated that the use of Flipbook media creates an enjoyable learning environment, increases students' active participation, and makes it easier for teachers to deliver learning materials contextually [7].

Research on technology-based flipbook learning media has shown positive results in improving student learning outcomes [8]. However, most studies still focus on science subjects and have not been widely applied to Social Studies education. In addition, previous research tends to assess learning motivation in general without detailing the dimensions of intrinsic motivation, extrinsic motivation, and self-efficacy [9]. The research design used is generally descriptive, so it is not yet able to explain the causal relationship between the use of flipbooks and the increase in students' learning motivation [10]. Therefore, further

research that is more contextual, experimental, and in-depth is still needed in the context of social studies learning in high schools.

This research presents innovations in social studies learning through the application of technology-based Flipbook media designed to enhance the learning motivation of 11th-grade students. The uniqueness of the study lies in the integration of interactive content such as text, images, videos, and animations that enable students to learn independently, capture attention, and facilitate a deeper understanding of the material. Furthermore, this research emphasizes the social and collaborative aspects of using the Flipbook, where students not only learn individually but also engage in discussions and group work. This approach differs from previous research, which focused more on the general use of digital media without exploring interactivity, intrinsic motivation, and social skill development simultaneously. Therefore, this study offers a new contribution to the digital education literature, particularly in combining technological innovation with learning strategies that can foster both intrinsic motivation and student social interaction simultaneously.

2. METHOD

This research uses a qualitative approach with a case study design to gain an in-depth understanding of the effectiveness of using technology-based Flipbook learning media on students' learning motivation in social studies subjects. The qualitative approach was chosen because it allows researchers to explore the meanings behind participants' behaviors and experiences in a real social context. At the same time, the case study design is suitable for examining contemporary phenomena within the context of real-life situations [11].

The research was conducted at SMAS Dharma Utama in Medan City from July to September 2025. The research subjects included eleventh-grade social studies teachers, eight active students who used Flipbooks, and the vice principal in charge of curriculum as supporting informants. Informant selection was carried out using purposive sampling based on criteria of academic achievement, activeness, gender balance, and willingness to participate [12].

Data collection was conducted through observation, semi-structured interviews, and documentation, including lesson plans (RPP), student assignment results, activity photos, and Flipbook examples. The data were analyzed interactively following the model [13]. This includes data reduction, data presentation, and conclusion. Coding is used to identify the main categories and themes, such as the effectiveness of digital media, learning interactivity, and increased student motivation. Data validity is maintained through source and technique triangulation, as well as member checks to ensure the alignment of the researcher's interpretation with the informants' views. Research ethics are observed by obtaining informed consent, maintaining the confidentiality of identities, and ensuring voluntary participation [14].

3. RESULTS AND DISCUSSION

3.1. Results

3.1.1. Increasing Student Engagement and Active Participation in Learning

Based on the observations in Grade XI at SMAS Dharma Utama, there appears to be an increase in student engagement and active participation after using technology-based flipbook learning media. Before the implementation of this media, most students tended to be passive, merely listening to the teacher's explanations without much interaction. After using the flipbook, the learning atmosphere became more lively. Students seemed enthusiastic about participating in lessons, actively asking questions, providing opinions, and engaging in group discussions. The visual and interactive display of the flipbook captured the students' attention, making it easier for them to understand the material and confidently express their ideas.

In addition, students demonstrate a faster response to teacher instructions and appear to enjoy the learning process. They also begin to learn independently by exploring the materials contained in the flipbook. This indicates that the use of flipbook media not only increases interest but also strengthens students' active participation in classroom learning activities.

In terms of social life, the use of flipbook media also encourages positive interactions among students. They become more open in communicating, exchanging opinions, and collaborating in groups to solve problems presented in the material. This collaborative activity strengthens the sense of togetherness and social empathy among students, while also fostering attitudes of mutual respect and appreciation for differing opinions. Thus, learning through flipbooks not only impacts the improvement of cognitive aspects but also contributes to the development of more harmonious and cooperative social interactions among students in the school environment. The observation results are also in line with the findings from interviews, which the researcher presents below.

Social Studies Teacher

“Before using flipbook media, students seemed less enthusiastic about participating in learning. They only took notes and listened to explanations without much involvement. After the flipbook was implemented, there was a significant change. Students became more active, asked many questions, and were brave in expressing their opinions. Material that was usually difficult to understand became easier because it was presented with interesting images, videos, and animations.”

Student I

“In my opinion, studying with a flipbook is much more enjoyable than before. The flipbook has an attractive layout, with colors, pictures, and even videos, so I do not get bored quickly. I used to ask questions in class rarely, but now I am braver because the material is easy to understand. I can also revisit the flipbook anytime if I want to review the lessons.”

Student II

“Learning with flipbooks makes the classroom atmosphere livelier. We often have discussions because each student can access the material on their own phone. I feel more enthusiastic and active, especially since the flipbook has quizzes and exercises that can be done immediately. It feels like learning while playing, so it does not feel burdensome.”

Principal

“I observed an increase in student participation after the use of flipbook media. Students became more active and enthusiastic in following social studies lessons. This program is also in line with the school's efforts to strengthen digital literacy. Learning is no longer monotonous because students are directly involved in the learning process, not just listening to the teacher's explanations.”

11th Grade Homeroom Teacher

“I have noticed a significant change in students' learning attitudes. They are more disciplined and take the initiative to study on their own. Many students say that the flipbook helps them understand the material quickly and makes learning more interesting. Students who are usually passive are now starting to ask questions actively and take more responsibility for their assignments.”

The use of technology-based flipbook learning media in the 11th grade at SMAS Dharma Utama has proven effective in increasing student engagement and active participation. Students become more enthusiastic, dare to ask questions, and easily understand the material through attractive visual displays. In addition to enhancing cognitive aspects, the flipbook also strengthens students' social life, such as cooperation, communication, and responsibility in learning. Interviews with teachers, students, and school officials indicate that the flipbook creates an interactive and enjoyable learning atmosphere, as well as supports the reinforcement of students' digital literacy and character development.

3.1.2. Enhancing Intrinsic Motivation in Social Studies Learning

The observation results indicate that the use of technology-based flipbook media has a positive impact on increasing students' intrinsic motivation in social studies learning in the 11th grade at SMAS Dharma Utama. Before the implementation of the flipbook, most students seemed to study only to fulfill obligations or the teacher's demands. They quickly became bored and showed little initiative in understanding the material independently. After using the flipbook, changes in students' learning attitudes were clearly visible. Students appeared more enthusiastic in following lessons without always needing motivation from the teacher. They showed greater interest in the content of the material, and the desire to learn emerged from within themselves. Students took the initiative to revisit the flipbook outside of class hours to review the material or seek a deeper understanding.

Flipbook media that combines text, images, colors, and video provides an enjoyable learning experience and sparks students' curiosity. This makes them more focused and

enthusiastic about completing each part of the material. Moreover, students also show a sense of satisfaction after successfully understanding the lesson content through visually appealing and easily accessible presentations. From a social perspective, the implementation of flipbook media also enhances interaction and collaboration among students. They are more active in discussions, help each other understand the material, and work together to complete group tasks. This process fosters a sense of responsibility, solidarity, and good communication skills among students. Therefore, learning using flipbooks not only strengthens intrinsic motivation but also enriches social skills and strengthens interpersonal relationships within the classroom environment.

Overall, learning with flipbook media successfully fosters learning motivation originating from students' internal drive. They learn not only out of obligation but also due to curiosity, interest, enjoyment, as well as positive social interactions in understanding Social Studies material deeply and independently. The observation results are also in line with the findings from the interviews. The interview findings are presented by the researcher below.

Social Studies Teacher

“Before using flipbook media, most students studied only out of obligation. They seemed to get bored quickly and found it difficult to maintain focus during lessons. After I started using flipbooks, students' motivation increased on its own. They appeared more enthusiastic and curious about the content of the material. Often, they even opened the flipbook at home without being asked to review the lesson.”

Student I

“In my opinion, learning social studies with a flipbook makes me more enthusiastic because its appearance is attractive and easy to understand. In the past, I studied just to avoid being scolded by the teacher, but now I want to know more about the material. I often open the flipbook at home because it can be accessed on my phone and can be opened anytime.”

Student II

“Since using the flipbook, I feel that learning is no longer a burden. I am more eager to learn because the look is attractive and the material is not boring. Sometimes I open the flipbook at home to reread or watch the videos. It feels satisfying to understand by myself without having to wait for the teacher's explanation.”

Principal

“I observed a significant change in students' learning motivation after the implementation of flipbook media. Students became more enthusiastic and took the initiative to learn without always being directed by the teacher. They seemed to enjoy the learning process more, not just striving to get good grades. This indicates an intrinsic motivation to learn from within themselves.”

11th Grade Homeroom Teacher

“I often hear from students that they feel more motivated to study social studies because flipbooks make the material easier to understand. They start learning on their own initiative, not due to pressure. Even some students who were previously passive are now becoming more diligent and enjoy reviewing the material at home. This shows that flipbook media successfully fosters intrinsic motivation in students.”

The use of technology-based flipbook media in Grade XI at SMAS Dharma Utama has been proven to enhance students' intrinsic motivation and social life in social studies learning. Students who previously studied out of obligation now show interest and enthusiasm for learning that comes from within themselves. They are more focused, enthusiastic, and take the initiative to study the material independently outside of class hours. In addition, flipbooks also strengthen social interaction and cooperation among students, encouraging more open and collaborative communication in the classroom. With an attractive and easily accessible display, this media makes the learning process more enjoyable, meaningful, and relevant to the learning needs of the 21st century.

Table 1. Summary of Key Findings

Indicator of Learning Motivation	Before Using Flipbook	After Using Flipbook	Observed Changes
Student engagement in class	Students were passive and rarely asked questions	Students actively discussed and asked questions	Significant increase
Interest in social studies material	Less interested, considered the material boring	More interested due to the visual and interactive presentation	Increased learning interest
Learning independence	Tended to rely on the teacher	More independent, sought explanations through the flipbook	Increased independence
Satisfaction with learning	Low, often felt bored	High, felt happy learning with the flipbook	Increased learning satisfaction

3.2. Discussion

3.2.1. Increasing Student Engagement and Active Participation in Learning

The research results indicate that the use of technology-based flipbook learning media has a significant impact on increasing students' motivation and active participation in Social Studies (IPS) learning in the 11th grade of SMAS Dharma Utama. Before using this media, the learning process tended to be conventional, where students only played the role of passive listeners, taking notes on the information delivered by the teacher without showing initiative to ask questions or engage in discussions. However, after the implementation of the flipbook, a noticeable change occurred in the classroom dynamics. Students appeared more active, enthusiastic, and confident in expressing their opinions. They also responded to the teacher's instructions more quickly and were able to learn independently by exploring the material interactively through the available digital features.

This change is in line with the findings of Setiyono & Winandika, who stated that flipbook media can increase students' learning interest because it combines visual, audio,

and interactive elements that capture learners' attention [15]. Learning media that utilize digital technology, such as flipbooks, can create a more vibrant and meaningful learning experience. Students not only receive information in a one-way manner but also actively participate in the learning process.

This is in accordance with the Multimedia Learning theory proposed by Salzabila & Fathurrahman, which states that humans learn more effectively through a combination of words and pictures compared to words alone [16]. In the context of social studies learning, flipbooks allow students to visualize abstract social, economic, and cultural concepts more concretely through images, videos, and animations. Thus, flipbooks play an important role in helping students connect concepts with the social realities they encounter in their daily lives.

In addition, this study also reinforces the findings of Julian & Miaz, who found that the integration of digital media in learning can enhance student engagement by creating a more interactive and communicative learning environment [17]. *Flipbooks* facilitate students to actively engage in learning activities, participate in small group discussions, and answer exercises or quizzes contained within the media. This situation reflects an improvement in students' collaborative skills, which is also one of the demands in 21st-century learning.

Furthermore, the results of this study are also consistent with the findings of Bayat et al., which affirm that digital flipbook media can foster students' learning independence [18]. This is clearly seen in the findings from observations and interviews, where students show initiative to revisit the flipbook material outside of class hours to deepen their understanding. Thus, the flipbook not only functions as a learning aid in the classroom but also as an independent learning resource that extends the learning process beyond the school environment.

The findings of this study also show that the effectiveness of flipbooks is closely linked to the role of teachers in managing technology-based learning. According to Rahmawati et al., teachers' pedagogical readiness in designing and utilizing digital media greatly determines the success of technology-based learning [19]. The social studies teacher at SMAS Dharma Utama demonstrates good ability in guiding students, managing the classroom, and creating a participatory learning environment. This supports the statement by Octaviana et al. that the effectiveness of digital learning greatly depends on how teachers facilitate social and cognitive interactions in both online and face-to-face learning environments [20].

In addition to increasing motivation and participation, the use of flipbooks also contributes to improving students' digital literacy. The principal mentioned that this program aligns with the school's efforts to strengthen digital literacy and create learning that is adaptive to the development of information technology. Thus, the results of this study provide empirical evidence that flipbook media not only enhance cognitive aspects but also foster essential digital literacy competence in the modern era.

This research has important implications for the field of education, particularly in the use of digital media to enhance the quality of learning. Practically, teachers need to be equipped with training on digital pedagogy and the creation of interactive media such as flipbooks so that learning becomes more meaningful and enjoyable. From a policy

perspective, the results of this study emphasize the importance of integrating digital literacy into the curriculum, especially in social studies subjects that can be connected with current social phenomena. Theoretically, this research reinforces the view that the success of digital media depends not only on technology but also on teachers' ability to manage learning interactions effectively.

This study has several limitations. First, the number of participants was limited to a single school, so the results cannot yet be generalized broadly. Second, the short duration of the study did not allow for observing the long-term impact of using flipbooks on students' learning motivation. Third, there is a potential for observer bias since the researcher was also involved in the observation process. These limitations provide opportunities for future research to conduct comparative or longitudinal studies to examine the sustainability of flipbook effects in a broader context.

Researchers realize that the increase in student participation and enthusiasm can be influenced by the novelty effect, which is temporary. In addition, interpretations of student behavior may be affected by the subjectivity of researchers during observation. Therefore, this reflection becomes important to maintain the objectivity of the analysis. The effectiveness of the flipbook will be more optimal if applied consistently, supported by the habit of independent learning, as well as teacher guidance in interpreting each digital learning activity.

Overall, the use of technology-based flipbook learning media has been proven effective in enhancing students' motivation, active participation, and learning independence in social studies subjects. This media is capable of creating an interactive, visual, and collaborative learning environment, while also strengthening students' digital literacy. Therefore, flipbooks are worthy of development as a sustainable pedagogical innovation that is adaptive to the learning needs in the digital era.

3.2.2. Enhancing Intrinsic Motivation in Social Studies Learning

The research results indicate that the use of technology-based flipbook learning media has a significant effect on increasing students' intrinsic motivation in the Social Studies (IPS) learning process in eleventh grade at SMAS Dharma Utama. Before the implementation of this media, students tended to show low learning motivation. They studied only due to academic obligations and external pressures such as teacher demands or exam grades. Learning activities were passive, marked by low participation in discussions and minimal initiative to understand the material in depth.

After the implementation of the flipbook, there was a noticeable change in students' behavior and learning attitudes. Students showed higher enthusiasm, more active engagement, and curiosity towards the material being studied. They began to learn independently outside of class hours, revisiting the flipbook to deepen their understanding, and even exhibited pride and satisfaction when they were able to grasp the material without direct assistance from the teacher. This change indicates the emergence of intrinsic motivation, which is a learning drive that comes from within the students due to interest, curiosity, and satisfaction in understanding the material [21].

This phenomenon aligns with the Self-Determination Theory (SDT) developed by Roemintoyo & Budiarto, which asserts that intrinsic motivation will grow if students' basic psychological needs, namely autonomy, competence, and relatedness, are met through the learning process [22]. Flipbook media, with an interactive visual display that combines text, images, colors, videos, and animations, allows students to learn at their own pace and according to their learning style. Thus, they feel a sense of control over the learning process (autonomy), are able to understand the material more easily (competence), and are connected to enjoyable and meaningful learning experiences (relatedness).

This result is also in line with the research of Pardede et al., which states that digital technology-based learning, such as flipbooks, can stimulate intrinsic motivation through interactive and adaptive learning experiences tailored to students' needs [23]. Similarly, Fadhilah & Mulyani found that flipbook media is effective in increasing engagement and learning independence because it combines visual and narrative elements that enhance conceptual understanding [24]. Meanwhile, Anggono & Setiawan emphasized that the application of interactive digital media can enhance self-regulated learning, where students are able to control learning strategies, set personal learning goals, and evaluate their understanding independently [25].

More broadly, the use of flipbooks also reflects a shift in the learning paradigm from the traditional teacher-centered approach to student-centered learning. Teachers are no longer the sole source of information but serve as facilitators who help students discover knowledge through engaging and easily accessible media. These findings indicate that the integration of digital technology, such as flipbooks, not only enhances learning interest but also strengthens 21st-century competencies, such as independent learning, digital literacy, and critical thinking skills [26].

In addition to influencing intrinsic motivation, the use of flipbooks also has a positive impact on the learning atmosphere in the classroom. Based on the observation results, the classroom atmosphere became more dynamic, interactive, and enjoyable. Students appeared more focused during the lesson and tended to engage in active discussions. This indicates that flipbooks play a role in creating a conducive learning climate, where students feel free to explore and participate actively without pressure. These results support the findings of Mutiani et al. [27] that technology-based learning media can create a more enjoyable learning experience and reduce students' boredom with subjects considered difficult or monotonous.

In summary, the results of this study indicate that the use of technology-based flipbook learning media has significant implications for improving the quality of education in secondary schools. Teachers need to be trained in digital pedagogy to optimally utilize flipbooks to foster students' intrinsic motivation, while schools need to provide adequate technological infrastructure to support effective digital learning. Furthermore, the results of this study can also serve as a reference for guidance and counseling practitioners in developing strategies to enhance learning motivation through technology.

However, this study has limitations because it was conducted at a single school with a limited number of participants, so the results cannot yet be generalized widely. The qualitative nature of the research also allows for interpretive bias and does not account for

individual variations, such as students' learning styles and digital literacy skills. The researcher's reflection indicates that the success of using flipbooks is highly dependent on teacher readiness and school support. Therefore, further research using a mixed-method approach is recommended to gain a more comprehensive understanding. Overall, it can be concluded that technology-based flipbook media is effective in fostering students' intrinsic motivation in social studies learning. This media creates engaging, interactive, and meaningful learning experiences while strengthening students' independence and competencies in facing learning challenges in the digital era..

4. CONCLUSION

Hasil penelitian menunjukkan bahwa penggunaan media pembelajaran flipbook Technology-based learning has a positive influence on increasing students' motivation in Social Studies subjects in class XI at SMAS Dharma Utama. Before the implementation of this media, students tended to be passive, studying only due to the teacher's demands, and showed little initiative in understanding the material. After the use of flipbooks, there was a significant change in students' learning attitudes. They became more active, enthusiastic, and demonstrated a high level of curiosity towards the learning materials. The flipbooks, developed interactively with an attractive display, helped students more easily understand the lesson content. The combination of text, images, and videos made the learning process more enjoyable and not boring. Students also become more independent in learning because they can access flipbooks anytime and anywhere. Consequently, their learning motivation no longer comes solely from external encouragement but grows from within themselves. In addition to enhancing their enthusiasm for learning, the use of flipbooks also encourages students to be more active in classroom activities, such as asking questions, discussing, and expressing opinions. The learning atmosphere becomes more lively and collaborative. Teachers act as facilitators who guide students in exploring the material, rather than merely delivering information. Overall, learning with flipbook media has been proven effective in fostering intrinsic motivation, strengthening independent learning, and increasing active student participation. Flipbooks function not only as visual aids but also as a means to create interactive, meaningful learning experiences that are relevant to educational needs in the digital era.

REFERENCES

- [1] L. S. Sitorus, M. I. Sipahutar, S. N. Nasution, L. Purnama and T. Iskandar, "Literature Review on the Use of Technology-Based Learning Media in the Context of Distance Learning," *Jurnal Medika: Medika*, vol. 4, no. 3, pp. 283-289, 2025.
 - [2] Z. Firdaus, D. Setiawan, S. Sunarmi and P. P. Setiani, "The development of e-flipbook multirepresentative augmented reality in biology cells to enhance technology literacy and student learning outcomes," *AIP Conference Proceedings*, vol. 3106, no. 1, p. 030033, 2024.
 - [3] E. M. W. Salsabila, S. Suryanti, W. Widodo, G. Gunansyah and A. M. I. Puspita, "Flipbook Learning Media On Ipas Learning Outcomes In Elementary School Students," *Jurnal Cakrawala Pendas*, vol. 11, no. 3, p. 596-609, 2025.
 - [4] L. D. Purwati, T. Murwaningsih and K. C. Suryandari, "The Effectiveness of Canva-Based Flipbook Learning Media to Improve Students' Scientific Literacy Abilities," *Social, Humanities, and Educational Studies (SHEs): Conference Series*, pp. 1-16, 2025.
-

- [5] M. Marwan and R. D. A. Yuliantri, "Investigating the Impacts of Flipbook Media on Middle School Students' Learning Interests in History," *AL-ISHLAH: Jurnal Pendidikan*, vol. 15, no. 1, pp. 106-120, 2023.
- [6] T. Anggraeni, Waris and F. Adhim, "Developing Canva-based Flipbook to Enhance Students' Motivation in Primary School," *Jurnal Penelitian Pendidikan IPA*, vol. 11, no. 8, p. 1018–1025, 2025.
- [7] D. R. Susilo, E. Wiyanarti, A. Mulyana and W. Darmawan, "Innovation in Digital based History Learning through Flipbooks for Elementary School Students in Lembang District," *PrimaryEdu : Journal of Primary Education*, vol. 9, no. 1, pp. 33-50, 2025.
- [8] A. Nurhasanah, E. Handoyo, A. Widiyatmoko and R. Rusdarti, "Digital-based learning media innovation: Improving motivation and science learning outcomes," *International Journal on Social and Education Sciences (IJonSES)*, vol. 7, no. 2, pp. 185-194, 2025.
- [9] H. Muzaki, "STUDENT PERCEPTIONS ON THE USE OF FLIPBOOKS AS A LEARNING MEDIUM TO INCREASE FOOD SECURITY AWARENESS," *ISCE:JournalofInnovativeStudiesonCharacterandEducation*, vol. 9, no. 1, pp. 210-226, 2025.
- [10] M. F. Septhyana, B. Genjik and Okiana, "Increasing Student Interest in Learning Using E-Flipbook Learning Media," *International Journal Universal Pedagogy Education*, vol. 1, no. 1, pp. 72-80, 2025.
- [11] L. J. Moleong, *Metode Penelitian Kualitatif*, Bandung: PT. Remaja Rosdakarya, 2000.
- [12] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*, Bandung: CV. Alfabeta, 2022.
- [13] H. Miles and Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, New York: SAGE Publications, 2024.
- [14] J. Creswell, *Desain Penelitian: Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran (edisi ke-4)*, Thousand Oaks: CA: Publikasi Sage, 2020.
- [15] W. Setiyono and G. Winandika, "Development Of Ips-Based Teaching Materials Flipbook Class Vi Material On Geographic, Social And Cultural Conditions Of Asean Countrie," *PROCEEDING AL GHAZALI International Conference*, vol. 1, no. 1, pp. 150-160, 2023.
- [16] P. A. Salzabila and M. Fathurrahman, "Development of Flipbook-Assisted Interactive Teaching Materials to Improve Learning Outcomes," *Jurnal Penelitian Pendidikan IPA*, vol. 10, no. 9, p. 6955–6961, 2024.
- [17] F. Julian and Y. Miaz, "Interactive Electronic Learning Materials in Civic Education: A Technology-Based Approach with Flip PDF Professional," *Jurnal Pedagogi Dan Pembelajaran*, vol. 7, no. 3, p. 447–456, 2024.
- [18] P. A. Bayat, T. Nusantara and O. A. Suciptaningsih, "Development Of Gamification-Based Digital Flipbook Media On Ipas Material (Study On Grade Iv Elementary School)," *International Education Trend Issues*, vol. 1, no. 2, pp. 262 - 275, 2023.
- [19] S. Rahmawati, D. A. Abshor, A. Budianita, F. K. Nisa, U. K. Maysaroh and Mahmudulhassan, "Instructional Design of Local Wisdom-Based Flipbook Teaching Materials on Natural and Social Studies for Elementary School," *Profesi Pendidikan Dasar*, vol. 12, no. 2, p. 133–146, 2025.
- [20] S. Octaviana, A. Widiyono and M. A. Muzakki, "The Effect of Flipbook Media on Improving Critical Thinking Skills of Grade 5 IPAS Students," *MIMBAR PGSD Undiksha*, vol. 13, no. 2, p. 337–345, 2025.
- [21] I. G. A. Tirtawati, I. M. C. Wibawa and P. A. Dharmayanti, "Development of Problem-Solving-Based Flipbook Learning Media to Improve Science Learning Outcomes of Fifth Grade Elementary School Students," *Journal of Education Technology*, vol. 9, no. 2, p. 353–363, 2025.
- [22] R. Roemintoyo and M. K. Budiarto, "Flipbook as Innovation of Digital Learning Media: Preparing Education for Facing and Facilitating 21st Century Learning," *Journal of Education Technology*, vol. 5, no. 1, p. 8–13, 2021.
- [23] E. R. M. Pardede, D. Ruslan and A. Arwansyah, "Development of Flipbook-Based E-Module Teaching Materials to Enhance Independence and Learning Outcomes of High School Students," *Jurnal Paedagogy*, vol. 12, no. 2, p. 434–441, 2025.
- [24] R. Fadhilah and P. K. Mulyani, "Developing Problem-Based Learning Flipbook Media to Enhance Natural Sciences Education in Fifth Grade," *Jurnal Penelitian Pendidikan IPA*, vol. 10, no. 10, p. 7322–7331, 2024.

- [25] W. A. S. Anggono and D. Setiawan, "Development of a Heyzine Flipbook Media Integrated with Problem-Based Learning to Improve Natural and Social Learning Outcomes of Elementary School Students," *Jurnal Pendidikan MIPA (JPMIPA)*, vol. 26, no. 1, pp. 1-14, 2025.
 - [26] L. Amalia and A. Junaedi, "Flipbook Media Based on STAD Model to Improve Social Studies Learning Outcomes of Grade IV Elementary School," *Journal for Lesson and Learning Studies*, vol. 7, no. 2, p. 259–269, 2024.
 - [27] M. Mutiani, S. Syarifuddin, S. Syaharuddin, M. I. b. A. Hassan, J. Jumriani and F. Nur'aini, "The Effectiveness of Flipbook-Based Blanded Learning Technology on Thinking Skills and Student Learning Outcomes," *International Journal of Social Learning (IJSLS)*, vol. 5, no. 1, p. 264–275, 2024.
-