

Optimizing Interactive Flipbooks as a Literacy Learning Media in Elementary School

Khusnul Fatonah^{1*}, Ahmad Muzaki²

¹ Faculty of Teacher Training and Education, Universitas Esa Unggul, Indonesia

² Balai Bahasa Provinsi Jawa Tengah, Indonesia

Email: khusnul.fatonah@esaunggul.ac.id^{1*}, ahmad.muzaki@kemdikbud.go.id²

*Corresponding author: khusnul.fatonah@esaunggul.ac.id

Abstract. *This research aims to optimize the use of interactive flipbooks as a literacy learning media in elementary schools. Interactive flipbook media offers an innovative approach in the learning process, combining engaging visualization, interactivity, and digital accessibility that meets the needs of 21st-century students. The method used in this research is a literature review involving the collection, analysis, and synthesis of various literature related to the use of interactive flipbooks in the context of primary education. The results indicate that interactive flipbooks can enhance reading interest, literacy skills, and student comprehension through a combination of text, images, audio, and animation. This media also allows students to learn independently and collaboratively by utilizing interactive features. In addition, interactive flipbooks have proven effective in supporting thematic and integrative learning, which is often implemented in elementary schools. This study recommends the development of curriculum-based interactive flipbooks, teacher training in their use, and the integration of this media into teaching strategies. With proper optimization, interactive flipbooks can become an innovative solution to improve the literacy quality of elementary school students.*

Keywords: *Interactive flipbook, learning media, elementary schools's literacy.*

1. INTRODUCTION

The number of aspects of life, including education, have seen substantial changes as a result of the rapid developments of information and communication technology. Teachers now have a great chance to produce imaginative and unique learning materials because to this development. Printed books and traditional teaching aids are no longer the only forms of learning material; more interactive digital formats have replaced them. Since the teacher is no longer the only focus of education, the usage of interactive technology can increase students' excitement for learning. (Nikmati, 2024). Interactive flipbooks are one type of digital media that could be used in education. This media combines a variety of elements, such as visual, audio, and animated elements, which make learning engaging and effective (Rahayu et.al., 2021).

Besides an aid in teaching and learning activities, interactive flipbooks also play an important role in strengthening students' literacy through the elements or features contained within them (Mirnawati and Fabriya, 2022). An Interactive flipbook is not only present material visually but can also incorporate interactive elements such as quizzes, educational games, and simulations, all of which contribute to strengthening students' literacy. Strengthening literacy needs to be done early, especially in elementary school.

Elementary school students, who are at a critical stage of cognitive and emotional development, need learning media that can stimulate interest, imagination, and critical thinking skills. At this age, students begin to recognize and develop reading, writing, and deeper information comprehension skills. Interactive flipbooks can provide an engaging and enjoyable learning experience, which not only enhances material understanding but also trains students to think critically, creatively, and analytically (Velinda et al., 2024). To sum up, the literacy skills that need to be developed not only include the ability to read and write but also to understand, analyze, and interpret information.

In the context of the Merdeka Curriculum implemented in Indonesia, literacy has become one of the important elements in the development of the Pancasila Student Profile (Profil Pelajar Pancasila). However, various reports and studies indicate that the literacy levels of students in Indonesia are still relatively low. The results of the Programme for International Student Assessment (PISA) survey often place Indonesia at the bottom ranks in terms of reading ability. (Napitupulu, 2023; Santi et al., 2022; Hafizha and Rakhmania, 2024). One of the causes is the lack of relevant, engaging, and needs-based learning media for students. Therefore, interactive flipbooks can be used by teachers as a solution to address this issue.

The use of interactive flipbooks also aligns with teachers' needs to develop innovative and relevant learning media. Teachers often face challenges when delivering complex literacy materials (Nafiah and Wuryandani, 2024). Interactive flipbooks can help teachers design engaging and interactive learning materials, thereby facilitating the process of knowledge transfer and students' understanding of the taught material. Based on that background, this research aims to optimize the use of interactive flipbooks as a literacy learning medium in elementary schools. This research is expected to make a tangible contribution to strengthening literacy learning in elementary schools.

2. LITERATURE REVIEW

In research, literary analysis is a crucial tool for providing theoretical, contextual, and referential information about the issues being studied. In the context of this study, literature will focus on three main areas: interactive flipbooks, digital learning materials, and literacy learning in traditional classrooms.

a. The Concept of Interactive Flipbook

In a few works of literature, flipbooks are described as interactive digital learning tools that can facilitate the learning process by presenting more engaging and interactive content than traditional text books (Vargas, 2019). Flipbooks can integrate many multimedia elements to

increase students' engagement in the learning process. Through flipbooks, students can learn in a more creative and active way.

Students' characteristics at Elementary School are increasingly more visual and kinesthetic. In general, elementary students are more engaged with diverse and engaging learning materials, which might help them feel more at ease and content. With the help of flipbooks, teachers may provide more in-depth, engaging lessons and assist students in understanding abstract concepts through the use of illustrations, text, and engaging videos (Fatonah et al., 2024).

Based on the previously mentioned study, it can be concluded that an interactive flipbook is a technologically based learning tools in the form of a digital book that can incorporate various interactive elements, such as images, audio, video, animation, links, and other multimedia elements, with the aim of making learning easier for students.

b. Digital Education Media

Digital learning media is a tool or platform that uses digital technology to present learning materials in a more engaging and interactive manner. This media includes a variety of formats, including digital books (e-books), videos, animations, and interactive applications. This type of media can be used in elementary school to increase students' motivation, interest, and zeal for learning, facilitate their understanding of abstract concepts, and enhance their literacy (Gunawan, 2021).

Proper use of digital media can help students develop their ability to read and comprehend text in a more engaging way. For example, when explaining folklore to students, teachers can use YouTube video to access a variety of animated or illustrated videos (Turnbull, 2022). In addition, teachers can use applications like Kahoot, Wordwall, or Quizizz to create interactive lessons that encourage students to learn while playing (Afra, 2024). If the material is intended to be created as a book, the instructor can create an interactive flipbook that includes many necessary features, such as images, audio, video, and links specifically for various types of written materials. These days, there are growing numbers of teachers in elementary schools using interactive flipbooks as teaching tools (Purida et al., 2024). This is because the aforementioned media can provide educational materials in an engaging and entertaining way by incorporating text, images, audio, video, and also a special URL for many quiz forms. As of the now, more and more elementary school teachers are using interactive flipbooks as teaching tools (Wuryandani and Nafiah, 2024). This is because educational materials can be presented in an engaging and entertaining way by incorporating text, images, music, video, and other interactive elements onto a single platform. Additionally, students can access this

flipbook using digital devices like tablets or computers, enabling flexible learning that keeps up with technological advancements.

c. Literacy Learning in Elementary Schools

At the moment, the concept of literacy can be understood in a broad sense, not just in terms of the ability to write and read. According to Alberta (in Palupi, et al., 2020), literacy is defined as an activity that enhances knowledge and understanding, critical thinking skills to solve problems, and effective communication abilities to be applied in everyday life. Conversely, according to UNESCO (The United Nations Educational, Scientific and Cultural Organization), literacy is the ability to recognize, understand, comprehend, create, communicate, and understand via the use of written and spoken language related to various contexts.

Furthermore, as stated by The Ministry of Education and Culture of Republic of Indonesia (2016), literacy is the ability to understand, comprehend, and use something in a certain way through a variety of activities, such as reading, writing, observing, and interacting with others. Based on the information mentioned earlier, it can be understood that literacy is an activity that people engage in by using various language skills to understand, comprehend, and use information from various sources to solve problems in their daily lives and to participate in society.

In elementary schools, literacy learning can be done through a fun approach, such as using story books, educational games and interactive media. The literacy learning implemented can refer to the six basic literacies established by the government, there are reading and writing literacy, numeracy literacy, scientific literacy, financial literacy, digital literacy, and cultural and civic literacy.

Teachers can use various learning media when teaching literacy, one of which is an interactive flipbook. Through interactive flipbooks, teachers can teach various aspects of literacy, such as reading, writing, understanding stories, and increasing students' vocabulary. In reading material for instance, flipbooks are able to present a picture stories equipped with voice narration to help students who still have difficulty reading on their own. For writing activities, flipbooks can provide interactive pages that allow students to fill in parts of the story or answer questions directly on the platform.

In addition, interactive flipbooks can also be used to integrate literacy activities with technology, such as providing links to online quizzes, educational games, or additional learning resources. With these features, students not only learn literacy in the traditional sense, but also develop digital literacy skills that are important in the modern era. This media is a practical

solution for teachers in creating learning that is more creative, interactive and relevant to students' current needs.

3. METHODS

This type of research is qualitative using the literature study method. The aim of this method is to collect, analyze and summarize various sources of relevant information (Hennink et al., 2020). The selection of library sources is based on several criteria, such as being relevant to the research topic, verified and credible, and having a publication range for the last five years in 2019-2024.

The research data is in the form of study results from various literature, such as scientific articles, books, research reports, and other sources that discuss the optimization of interactive flipbooks as a media for literacy learning in elementary schools. This data was analyzed in depth to explain the optimization of interactive flipbooks as a learning medium for various types of literacy. The analysis was carried out by comparing and synthesizing information from various sources to provide a comprehensive and evidence-based view of the use of interactive flipbooks in literacy learning in elementary schools.

The steps that will be taken in this research include data collection, selection of library sources, analysis and data synthesis. The validity of the data was carried out by triangulating theory and researchers. Theoretical triangulation aims to provide a broader point of view and strengthen the validity of the findings by analyzing data from various theoretical perspectives. Meanwhile, researcher triangulation was carried out by researchers to increase the validity of findings by minimizing subjective bias and enriching data analysis through collaboration between researchers.

4. RESULTS

According to a few studies, interactive flipbooks are an important teaching tool for students' literary development in elementary school. The focus of this study is on basic literacy that was established by the World Economic Forum (2015) and the literature education guidelines established by Ministry of Education and Culture of (gln.kemdikbud.go.id). These include six basic literacy; literacy, numerical, science, financial, digital, and culture and civic education.

Mirnawati and Fabriya's (2022) study explains how flipbooks might be optimized for literacy instruction in elementary using *Fliphtml5*. *Fliphtml5* is the platform used to create this flipbook material. A bold method of student learning is to use Google Meet for 15 to 30

minutes before learning process. The results of the research explain that the flipbook used has been proven to improve the reading literacy of second-grade students, with a learning success percentage of 94.44% and a reading literacy test score of 82.35%.

On the other hand, Rosmiati et al., (2024) has also developed a flipbook that maximizes the audio feature to support learning in second grade, Flipbook audio features include the following: user interface, learning objectives, menu, reading list, five main-reading text, worksheet page, QR page for digital book link, and developmental profile. In addition, Microsoft Word 2019, Canva Pro, Voice Recorder, Google Drive, Capcut Pro, Veed.io, Ilovepdf compressed, Uppbeat.io, and Heyzine Flipbook are some of the applications used to develop this product. The results of this study show that flipbook audio meets the criteria for medium and material with very valid interpretations and yields very good responses from students and classroom teacher.

In relation to writing literacy, Septi et al. (2024) conducted research using flipbook learning media in the form of a collection of character-based fables. The flipbook used contains various features, such as text (a collection of stories), images, and URL links. As a result, the flipbook used proved effective in improving narrative writing skills among fifth-grade elementary school students. Through this medium, students can easily develop story ideas and construct narratives in a more structured manner.

Interactive flipbooks can also enhance students' numeracy literacy, especially in the 4th grade at SD Negeri 1 Tampaksiring. (Apriyanti et al., 2024). The research developed a 33-page flipbook in HTML5 format combined with Canva and Heyzine. The interactive elements presented are images, simple experiment videos, and several links. The researcher also included various clear usage instructions so that students can easily use them on their own particularly for 4th grade of SD Negeri 1 Tampaksiring. The result is that the flipbook is suitable for improving students' learning outcomes, particularly in numeracy literacy.

Science literacy learning can also be conducted using interactive flipbooks. In their research, Nurwidiyanti and Sari (2024) developed a science literacy-based flipbook learning media to be applied to fourth-grade elementary school students. Some of the applications used include Canva for creating and editing the flipbook media and Web Anyflip for accessing the flipbook media. The results of this study explain that the science literacy-based flipbook learning media for 4th-grade elementary school science lessons on the life cycles of various living organisms is suitable for use and can enhance students' science literacy skills.

Unlike some previous explanations, financial literacy education using interactive flipbook media is very rarely conducted. In fact, over the past five years (2019-2024), existing research has been limited to the development of financial literacy teaching materials (Maulana and Kurniasih, 2023), teaching modules (Darmansyah et al., 2023), and the implementation of financial literacy activities in elementary schools. (Laila et al., 2019; Krisdayanthi and Wijaya, 2023).

However, the use of interactive flipbooks has great potential to help students understand basic financial concepts in an engaging and easily comprehensible manner. With this medium, materials such as money management, the importance of saving, and the concepts of needs and wants can be presented through visualization, simulation, and interactive activities. In addition, the quiz or game features included in the flipbook can enhance student engagement while also reinforcing their understanding of financial literacy concepts. The application of this media also allows teachers to integrate project-based learning, such as creating a simple budget plan, which can help students apply financial literacy in their daily lives. Thus, the interactive flipbook has the potential to be an effective learning tool in building financial awareness from an early age.

Moreover, learning with interactive flipbooks provides a learning experience relevant to the digital world. Students are invited to explore information through various media, such as videos and animations, which are integrated within the flipbook. This helps them understand how various digital information sources can be accessed and integrated to build knowledge. Thus, students not only learn academic literacy but also digital literacy, which includes the ability to manage information, think critically, and use technology ethically.

The optimization of interactive flipbooks can further be used in cultural literacy and citizenship education. In their research, Lake et al. (2023) used folklore material from East Nusa Tenggara (NTT) with a focus on NTT's local wisdom to be developed in the form of a flipbook. The features used in the flipbook include text, images, videos, and animations to make the presented folktales more engaging. The results of the research explain that the flipbook is very suitable to be used as a learning medium to support cultural literacy for fourth-grade students.

Based on the results of this literature study, it can be concluded that interactive flipbooks have great potential to become effective literacy learning media in elementary schools. The advantages of this media can enhance motivation, understanding of the material, and various skills in literacy learning. The research also concluded that currently, students tend to prefer

digital-based learning media that are easily accessible through gadgets and connected to the internet.

5. DISCUSSION

a. Flipbook as an Innovation in Literacy Learning Media in Elementary Schools

Literacy learning in elementary schools plays an important role in forming the foundation of reading, writing, and other cognitive skills. One of the innovations in literacy learning is the use of interactive flipbooks. The media integrates digital technology with interactive elements that can attract students' interest and enhance their understanding of the learning material.

Interactive flipbooks serve as a solution that can combine visual, audio, and direct interaction elements, facilitating students' understanding of texts and enhancing their literacy skills. The use of interactive flipbooks in literacy education not only teaches reading and writing skills but also helps students develop digital literacy skills necessary for interacting with technology and other digital media. (Anderson, 2019).

Interactive flipbooks have great potential to enhance students' literacy skills in elementary school. Based on research conducted by Lee et al. (2021), students who use interactive media tend to be more actively engaged in the learning process because they can directly interact with the material through visual and audio elements. This engagement encourages students to be more interested in studying literacy topics, which in turn can accelerate their understanding.

However, to optimize the use of this media, several practical steps must be taken. One of them is the development of relevant and engaging content for students. Interactive flipbooks should be designed with consideration for the diversity of students' learning styles, providing clear text, engaging illustrations, and interactive elements that allow students to interact with the material. Some students may find it easier to understand the material through text, while others may rely more on images or audio to comprehend the information. By combining various learning elements, interactive flipbooks provide opportunities for students to learn according to their individual styles and paces, thereby enhancing the overall effectiveness of literacy education. In this case, the flipbook functions as an adaptive and flexible tool, allowing students to learn independently yet still in a guided manner.

b. Challenges in the Use of Interactive Flipbooks

Although interactive flipbooks offer many advantages, there are several challenges that need to be addressed in order for this medium to be optimized in literacy learning in elementary schools. One of the biggest challenges is the accessibility of technology. In many areas,

especially more remote ones, access to technological devices such as tablets, laptops, or computers is still limited. Many schools are still unable to provide adequate technological devices for all students. This limitation of devices will certainly hinder the uniform use of interactive flipbooks across all elementary schools. In addition, the limited technological skills of teachers also pose a significant challenge.

As found in the research by Sari and Yuniarti (2021), although many teachers recognize the importance of technology in learning, most of them are not yet skilled in developing and utilizing digital media in teaching. Therefore, more intensive training and mentoring need to be conducted to enhance teachers' skills in using interactive flipbooks. Without these skills, the use of interactive flipbooks as a literacy learning medium will not be effective.

Time and kind of curriculum also pose another obstacle in the implementation of interactive flipbooks. The dense and structured elementary school curriculum often makes it difficult for teachers to allocate enough time for the use of technology in learning. Learning with interactive flipbooks requires additional time for preparation, teaching, and evaluation, which often conflicts with the existing time constraints. Therefore, the integration of interactive flipbooks must be adjusted to the available time in the curriculum without compromising the quality of the literacy material being taught.

6. CONCLUSION

Based on the literature review conducted, it can be concluded that interactive flipbooks are a highly potential learning medium to optimize the literacy learning process in elementary schools. The use of interactive flipbooks in the context of literacy education offers various significant benefits, both in terms of student motivation, active involvement in the learning process, and the development of various literacy learning skills.

However, to optimize its use, challenges related to technology access, teacher skills, and a dense curriculum must be addressed. Therefore, efforts to enhance teacher training, provide equitable technology access, and develop relevant content are essential to achieve optimal results in literacy learning using interactive flipbooks.

LIMITATION

Overall, although this research provides a useful overview of the potential of interactive flipbooks as a medium for literacy learning in elementary schools, the existing limitations must also be considered when evaluating the findings of this research. These limitations are related to access to the latest literature on the use of interactive flipbooks in various types of literacy

learning in elementary schools. Most of the available studies do not specifically describe the developed flipbook products and the learning outcomes of each type of literacy are unclear.

Another limitation faced in this study is related to the constraints of the local context. Although many relevant studies have been conducted in developed countries, the context and conditions in Indonesia, such as access to technology, teacher skills, and different educational infrastructure, can affect the optimization of interactive flipbooks in elementary schools.

This research is more of a literature review or study, meaning that the analysis relies on secondary sources, namely existing articles, books, journals, and research reports. The findings in this research are not based on primary data collected through experiments or direct field studies. Although literature reviews are very useful for understanding existing theories and practices, the lack of primary data can limit the ability to provide in-depth insights into the optimization of interactive flipbook usage in elementary schools. Therefore, further studies involving field research and primary data analysis are necessary to provide deeper and more applicable insights into the optimization of interactive flipbooks in elementary schools.

REFERENCES

- Adventyana, B. D., Salsabila, H., Sati, L., Galand, P. B. J., & Istiqomah, Y. Y. (2023). Media pembelajaran digital sebagai implementasi pembelajaran inovatif untuk sekolah dasar. *Jurnal Pendidikan dan Konseling (JPDK)*, 5(1), 3951-3955. <https://journal.universitaspahlawan.ac.id/index.php/jpdk/article/view/11640>
- Afra, S. F. (2024). *Students Perception on the Use of Quizizz and Kahoot! As Learning Media* (Doctoral dissertation, Universitas Islam Indonesia). <https://dspace.uui.ac.id/handle/123456789/51027>
- Apriyanti, L. G. E., Putrayasa, I. B., & Sudiana, I. N. (2024). Pengembangan E-Book Berorientasi Literasi Numerasi pada Materi Perubahan Wujud Zat. *PENDASI Jurnal Pendidikan Dasar Indonesia*, 8(1), 40-53. https://ejournal2.undiksha.ac.id/index.php/jurnal_pendas/article/view/3047
- Bastian, R. D., Alfi, C., & Fatih, M. (2024). Pengembangan Flipbook Berbantuan Canva Materi Bagian Tumbuhan Untuk Meningkatkan Literasi Digital Siswa Kelas IV SDN Sumberasri 02. *Al-Madrasah: Jurnal Ilmiah Pendidikan Madrasah Ibtidaiyah*, 8(4), 1826-1841. <https://www.jurnal.stiq-amuntai.ac.id/index.php/al-madrasah/article/view/4108>
- Bhayangkari, I. P., Sintiani, D. P., & Aeni, A. N. (2024). Penggunaan Flipbook Pintar dalam Meningkatkan Minat Literasi Siswa Sekolah Dasar. *Al-Madrasah: Jurnal Ilmiah Pendidikan Madrasah Ibtidaiyah*, 8(3), 935-946. <https://jurnal.stiq-amuntai.ac.id/index.php/al-madrasah/article/view/3524>

- Darmansyah, A., Susanti, A., & Rahman, A. A. (2023). Pengembangan Modul Ajar Berbasis Problem Based Learning untuk Meningkatkan Literasi Finansial Siswa Sekolah Dasar. *Jurnal Basicedu*, 7(6), 3630-3645. <https://jbasic.org/index.php/basicedu/article/view/6349>
- Fatonah, K., Wiradharma, G., & Fadli, M. R. (2024). The Implementation of Interactive Flipbook Learning Media in Elementary School Penggilingan 01 Jakarta. *ABDIMAS: Jurnal Pengabdian Masyarakat*, 7(4), 1487-1499. <https://journal.umtas.ac.id/index.php/ABDIMAS/article/view/5489>
- Hafidhi, N. M., Hanafi, Y., Hadi, S., Suyitno, I., & Anggraini, A. E. (2024). Literasi Digital Siswa Sekolah Dasar: Penggunaan Bahan Ajar Berbasis Digital pada Pembelajaran Bahasa Indonesia. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(2), 3019-3030. <https://journal.unpas.ac.id/index.php/pendas/article/view/13690>
- Hennink, M., Hutter, I., & Bailey, A. (2020). *Qualitative research methods*. Sage.
- Krisdayanthi, A., & Wijaya, I. K. W. B. (2023). Menumbuhkembangkan Literasi Finansial Siswa Sekolah Dasar. *Jurnal Simki Pedagogia*, 6(2), 319-326. <https://www.jipred.org/index.php/JSP/article/view/276>
- Laila, V., Hadi, S., & Subanji, S. (2019). *Pelaksanaan pendidikan literasi finansial pada siswa sekolah dasar* (Doctoral dissertation, State University of Malang). <https://www.neliti.com/publications/486125/pelaksanaan-pendidikan-literasi-finansial-pada-siswa-sekolah-dasar>
- Lake, A. C. R., Lipikuni, H. F., & Jenahut, K. S. (2023). Pengembangan media pembelajaran flipbook cerita rakyat nusa tenggara timur untuk meningkatkan literasi budaya siswa. *Cakrawala Indonesia*, 8(1), 1-10. <https://jurnal.umsrappang.ac.id/cakrawala/article/view/872>
- Maulana, R. W., & Kurniasih, K. (2021). Pengembangan Bahan Ajar Untuk Meningkatkan Kemampuan Literasi Finansial Siswa Sd. *Jurnal Pedagogik Pendidikan Dasar*, 8(2), 116-124. <https://ejournal.upi.edu/index.php/jppd/article/view/40532>
- Mirawati, L. B., & Fabriya, R. A. V. (2022). Penerapan Media Flipbook untuk Meningkatkan Literasi Membaca Siswa SD. *Jurnal Pemikiran Dan Pengembangan Sekolah Dasar (JP2SD)*, 10(1), 22-38. <https://ejournal.umm.ac.id/index.php/jp2sd/article/view/19837>
- Nafiah, N., & Wuryandani, W. (2024). Analysis of Teacher Needs in Developing Flipbook-Based Interactive Teaching Materials in Elementary Schools. *QALAMUNA: Jurnal Pendidikan, Sosial, dan Agama*, 16(2), 903-918. <https://ejournal.insuriponorogo.ac.id/index.php/qalamuna/article/view/5071>
- Nikmati, H. A. S. E. (2024). Pemanfaatan Media Ajar Interaktif Berbasis Digital dalam Meningkatkan Berfikir Kritis Peserta Didik. *Aksiologi: Jurnal Pendidikan dan Ilmu Sosial*. <https://aksiologi.pubmedia.id/index.php/aksiologi/article/view/270>
- Nurwidiyanti, A., & Sari, P. M. (2022). Pengembangan media pembelajaran flipbook berbasis literasi sains pada pembelajaran IPA sekolah dasar. *Jurnal Basicedu*, 6(4), 6949-6959. <https://jbasic.org/index.php/basicedu/article/view/3421>

- Purida, A. R., Annisa, C., Kartikasari, A. D., & Tanti, Y. K. (2024, November). Development of Flipbooks-Based E-Book Media Based to Improve Learning Outcomes for IV Mathematics Subjects on Plane Structures in Elementary Schools. In *Proceeding International Conference on Education* (pp. 329-341). <https://jurnalfaktarbiyah.iainkediri.ac.id/index.php/proceedings/article/view/3958>
- Rahayu, D., Pramadi, R. A., Maspupah, M., & Agustina, T. W. (2021). Penerapan Media Pembelajaran Flipbook Interaktif untuk Meningkatkan Hasil Belajar Siswa. *Indonesian Journal of Mathematics and Natural Science Education*, 2(2), 105-114. <https://mass.uinkhas.ac.id/index.php/mass/article/view/66>
- Rosmiati, S., Iswara, P. D., & Djuanda, D. (2024). Pengembangan Media Flipbook Audio sebagai Media Pembelajaran Membaca Nyaring di Kelas II SD. *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra*, 10(3), 2909-2920. <https://www.e-journal.my.id/onoma/article/view/3985>
- Septi, S. W., Fitriana, E., & Al Masjid, A. (2024, August). Penerapan Media Flipbook untuk Meningkatkan Kemampuan Menulis Narasi pada Siswa Sekolah Dasar. In *Prosiding Seminar Nasional Pendidikan Dasar ISSN: XXXX-XXXX* (Vol. 2, pp. 262-270). https://seminar.ustjogja.ac.id/index.php/semnas_dikdasUST/article/view/2483
- Turnbull, J. (2022). Popularizing diversity for children in videos on YouTube. *Token: A Journal of English Linguistics*, 15. <https://openurl.ebsco.com/openurl?sid=ebsco:plink:scholar&id=ebsco:gcd:171299065&crl=c>