



# Flipbook Maker-Based Teaching Materials of thematic Learning for grade II Elementary School Students

Ni Kadek Putriani<sup>1\*</sup>, Maria Goreti Rini Kristiantari<sup>2</sup> 

<sup>1,3</sup>Department of Primary school Education, Ganesha University of Education, Singaraja, Indonesia

## ARTICLE INFO

### Article history:

Received May 18, 2022

Accepted July 28, 2022

Available online August 25, 2022

### Kata Kunci:

Pengembangan, Bahan Ajar, Flipbook Maker

### Keywords:

Development, Teaching Materials, Flipbook Maker



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2022 by Author. Published by Universitas Pendidikan Ganesha.

## ABSTRAK

Saat ini masih banyak sekolah yang hanya fokus pada buku pelajaran tanpa adanya inovasi dan kreativitas guru dalam menyiapkan bahan ajar, sehingga sangat berpengaruh terhadap proses pembelajaran. Tujuan penelitian ini adalah untuk mengembangkan rancang bangun serta kelayakan bahan ajar berbasis Flipbook Maker. Subjek uji coba pada penelitian ini yaitu ahli isi, desain, media pembelajaran, dan siswa kelas II SD. Penelitian ini menggunakan model pengembangan ADDIE (Analyze, Design, Development, Implementation, Evaluation). Data dikumpulkan dengan menggunakan metode observasi, wawancara dan metode kuesioner/angket. Teknik analisis data yang digunakan adalah teknik analisis deskriptif kualitatif dan deskriptif kuantitatif. Sehingga memperoleh hasil analisis data sebagai berikut. (1) Rancang bangun e-bahan ajar berbasis Flipbook Maker yang terdiri dari lima tahapan yaitu tahap analisis (Analyze), tahap desain (Design), tahap pengembangan (Development), tahap implementasi (Implementation), dan tahap evaluasi (Evaluations). (2) Bahan ajar berbasis Flipbook Maker dinyatakan berkualitas berdasarkan hasil review ahli isi mata pelajaran menunjukkan skor 96%, hasil review ahli desain pembelajaran menunjukkan skor 100%, hasil review ahli media menunjukkan skor 95%, hasil uji perorangan menunjukkan skor 97,6% dan hasil uji coba kelompok kecil menunjukkan skor 99% sehingga dengan keseluruhan skor menunjukkan kategori sangat baik. Disimpulkan bahwa bahan ajar berbasis flipbook maker layak digunakan dalam pembelajaran.

## ABSTRACT

Currently, there are still many schools that only focus on textbooks without the innovation and creativity of teachers in preparing teaching materials, so that it is very influential for the learning process. The purpose of this study was to develop design and feasibility of teaching materials based on Flipbook Maker application. The test subjects in this study were content experts, designs, instructional medias, and second grade elementary school students. This study uses the ADDIE development model (Analyze, Design, Development, Implementation, Evaluation). Data were collected using observation, interview and questionnaire methods. The data analysis technique used is descriptive qualitative and quantitative descriptive analysis techniques. However the results of data analysis as follows. (1) Design of Flipbook Maker-based e-teaching materials which consists of five stages, namely the analysis stage (Analyze), the design stage (Design), the development stage (Development), the implementation stage (Implementation), and the evaluation stage (Evaluations). (2) teaching materials which are based on the Flipbook Maker have a good quality based on the results of the review of subject matter experts showing a score of 96%, the results of the learning design expert review showing a score of 100%, the results of the media expert review showing a score of 95%, the results of the individual test showing a score of 97.6% and the results of the small group trial showed a score of 99% so that the overall score showed a very good category. It is concluded that flipbook maker-based teaching materials are suitable used for learning.

## 1. INTRODUCTION

The government always tries to improve the quality of education in Indonesia in line with the needs and developments of the world. Education allows humans to develop themselves to deal with changes that occur due to advances in science and technology (Aada, 2020; Weriyanti et al., 2020; Wibowo

& Pratiwi, 2018). The quality of learning is made possible by the availability of adequate learning tools. Learning support tools should be provided by government, schools and teachers as the main gate of education. Teachers must be able to use the tools provided by the school and it should be possible that these tools are suitable with the recent times (Fonda & Sumargiyani, 2018; Yulando et al., 2019). Every school needs to be able to design and prepare the learning process carefully and always be considering the needs of each student in the school concerned (Rachmadtullah et al., 2020; Yati & Amini, 2020).

Elementary schools currently have implemented the 2013 curriculum. The improvement of the 2013 curriculum focuses more on thinking, curriculum management, research and improvement of materials, justification for learning activities, as well as the habits of people which depend on obtaining this knowledge produced according to its original purpose (Dewi & Maemonah, 2022; Ahsani, 2020). The curriculum 2013 for Elementary Schools (SD) is designed using integrated thematic learning (Ellya Novera, Daharnis, Yeni Erita, 2021; Oktavia & Agustin, 2019). One of the requirements of the curriculum 2013 is that the teacher acts as a facilitator and motivator for the students. So that the learning process in the Curriculum focuses 2013 on students and educators only as facilitators (Aisyah, 2019; Ariani, 2020; Lestari et al., 2021). The purpose of the learning process is to improve and add to what is learned (Masriani & Mayar, 2021; Eliyanti et al., 2020). Learning tools are things that need to be prepared before the learning process occurred, educational materials are one component of the totality to achieve learning objectives (Nurjanah & Hakim, 2018; Prastitasari et al., 2021). The supply of the learning tools must be in accordance with the characteristics of the students, especially for the elementary school students who really need learning aids in the form of both teaching materials and learning media. Learning in elementary schools is identical to teaching materials that are coherent and the same for every students in different schools. The teaching materials availability are generally only textbooks and worksheets. Teachers should be wise to create a conducive learning atmosphere in their environment by choosing the right method and teaching materials, so that a positive learning environment will be created (Andani & Yulian, 2018; Hendy, 2020). Teaching materials are one component of the learning system that plays an important role in helping students achieve competency standards and core competencies or learning objectives that have been determined. It is very important for teachers to develop teaching materials using appropriate strategies to help students achieve the expected competencies (Gopalan et al., 2022; Rijal & Egok, 2019). Providing teaching materials cannot be done arbitrarily, teaching materials can be accounted for and have scientific knowledge or meet the requirements of achieving learning objectives close to students' daily lives, using the latest techniques, enabling fun learning. (Y. Sari & Yustiana, 2021; İlhan et al., 2021). Elementary school students should be given the opportunity to become the main actors in learning as individuals who can construct their own knowledge through experience. However, there are still many elementary school students who are passive and only receive knowledge from what is conveyed by the teacher due to the lack of teaching materials that are able to motivate students.

Based on the results of observations applied on October 20, 2021, it was found that grade II students were less active in participating in the learning process. This is because in the learning process the teacher only uses student books and the speech method without supporting interesting teaching materials. This causes students to feel bored in joining the learning process. Therefore, it is necessary to develop teaching materials that can help the teachers in delivering learning materials and help make it easier for students to understand the learning materials taught by teachers. Sources of teaching materials that only focus on textbooks without teacher innovation and creativity in compiling teaching materials, so that it is very influential for the learning process (Fahmi et al., 2019; Hayatun Nupus, Agus Triyogo, 2021). Teaching materials are a set or learning tools that contain learning materials, learning methods, methods, limitations, and ways of evaluating that are designed systematically and attractively in order to achieve the goals that are expected to support the learning process (Kurniasari, 2020; Magdalena et al., 2020; Yulandari, 2021). Through teaching materials, teachers will find it easier to convey learning materials and students will be more assisted and easier in understanding the learning. The use of teaching materials is one of the determining factors for the success of the learning process so that an effective learning process will arise so that the students really feel the benefits of teaching materials after studying them (Apriati et al., 2021; Husada et al., 2020).

One of the softwares that can be used to create interesting teaching materials is flipbook maker. Flipbook Maker is a software that can display educational materials in PDF format as a digital book like a flipbook. The flipbook referred in case is not made of paper but uses an application namely a flipbook maker. This software can create PDF files in more interesting text, images, audio, and videos to help students become more interested, active and involved in learning activities. The reason we choose flipbook maker is because this offline software does not require special skills to operate, it is very easy to use and packed with great features and the most important is it does not require a lot of money. We need to know that nowadays, all information can be easily obtained through social networks and internet, even

in learning activities, it is strongly influenced by technological sophistication as it is today (Saraswati et al., 2019; Nova Irawati, 2020). Therefore, the presentation of teaching materials is broad and the creativity in its manufacture is limitless. With this, it is hoped that the resulting teaching materials can overcome the problems faced by students. So as to generate interest in student learning and students become active in learning activities.

The research result of previous studies stated that the use of flipbook media as a support in conveying material and it is easy to understand by students (Amanullah, 2020; Aperta et al., 2021). Another study by previous researcher stated that the development of flipbook-based media is appropriate to be used as a learning resource in the learning process, motivating students to learn (Candra & Susilowibowo, 2021; Maharcika et al., 2021; Putri et al., 2020; W. N. Sari & Ahmad, 2021). So it can be concluded that the development of flipbook maker-based teaching materials will have a positive impact on being used as supporting teaching materials in the learning process. It is hoped that the flipbook maker-based teaching materials can stimulate student interest in learning so that students do not feel bored and in following the learning process. Therefore the researcher are interesting to develop design and feasibility of teaching materials based on Flipbook Maker application .

## 2. METHOD

This type of research is research and development. Product development in this study uses the ADDIE model, namely Analyze, Design, Development, Implementation, and Evaluation. The selection of the development model used for product development in this study is based on the fact that the ADDIE model is suitable being used in multimedia product development which includes the development of learning modules (Sumber: Tegeh, I. M, Jampel, I., & Pudjawan, 2014). There are three subjects in this study including the experts, namely material content experts, learning design experts, learning media experts and 9 grade students of elementary school. This research was conducted at SD Negeri 1 Batubulan Kangin. This study only reached the stage of small group testing, covering 9 students. In the small group trial process, students were divided into 3 groups where each group consisted of 3 students. The division of groups is carried out according to student learning outcomes. Group 1 is a group of students with high learning outcomes, group 2 consists of students with moderate learning outcomes and group 3 consists of students with low learning outcomes. Product trials to students were carried out offline by implementing health protocols and accompanied by class teachers and the principal of SD Negeri 1 Batubulan Kangin because they were constrained by the Covid-19 Pandemic situation in schools which did not allow fully collecting students to school. The method used to collect data in this study is the method of observation, interviews, and questionnaires. Observations are carried out by observing directly or indirectly about things that need to be observed and recording them for research purposes. Interviews were conducted to collect data/information related to opinions, attitudes or perceptions and opinions of a person through a list of questions. Then the questionnaire is useful for collecting data in product validation testing. This development research used the form of a closed-ended questionnaire, where the questionnaire provided to the research subjects was limited according to the existing questions (Gustiani, 2019; Suartama, 2016). The grid of instruments used in this study are show in Table 1, Table 2, Table 3, and Table 4.

**Table 1.** Grid of Instruments of learning Material Expert

No.	Aspect	Instruments	Numbering	Numbers
1.	Material	1) Instruments	1	3
		2) Instruments	2	
		3) Instruments	3	
2.	Language	4) Instruments	4	2
		5) Instruments	5	
3.	Evaluation	6) Instruments	6	2
		7) Instruments	7	
<b>Total numbers</b>				<b>7</b>

**Table 2.** Learning Design Expert Instrument Grid

No.	Aspect	Indicator	Numbering	Numbers
1	Aim	1) Clarification of learning objectives	1	2
		2) Conformity between objectives, materials, and evaluation	2	
2	Material	3) Learning activities can motivate students	3	5

No.	Aspect	Indicator	Numbering	Numbers
3	Evaluation	4) Delivering of material in learning media can increase student learning independence	4	3
		5) Provide logical steps in delivering material	5	
		6) Delevering of material attracts students' attention	6	
		7) Reflecting students on previous learning	7	
		8) Providing evaluation questions to test students' understanding	8	
		9) The questions presented are in accordance with the learning indicators	9	
		10) Clarity in providing instructions for working on questions	10	
<b>Numbers</b>				<b>10</b>

**Table 3.** Grid of Learning Media Expert Instruments

No.	Aspects	Indicator	Numbering	Numbers
1.	Material	1) Accuracy in choosing a theme	1	8
		2) The text used is appropriate and understood by students	2	
		3) Correct use of font size	3	
		4) Accurate use of writing spaces	4	
		5) Image placement accuracy	5	
		6) Use of images in Flipbook Maker to support learning	6	
		7) Use of images in Flipbook Maker to support learning	7	
2.	Accuracy	8) The screen display is harmonious and balanced	8	3
		9) The material in Flipbook Maker is precise and accurate	9	
		10) The maetrial in Flipbook Maker is The latest and greatest ones	10	
		11) The material in digital Flipbook Maker is easy to understand	11	
3.	Operation	12) Media can help students understand the material	12	4
		13) Media can improve students motivation	13	
		14) Media can be used repeatedly	14	
		15) Simple using Flipbook Maker media media	15	
<b>Numbers</b>				<b>15</b>

**Table 4.** Student Instrument Grid

No.	Aspect	Indicator	Numbering	Numbers
1.	Design/Display	1) The shape of the character of the teaching materials is interesting	1	3
		2) The Appropriate of the text size and clarity	2	
		3) The right composition and color combination	3	
2.	Subjects	4) The scope of the material in teaching materials	4	4
		5) Media is able to increase the student learning motivation	5	
		6) The teaching materials is easy to understand	6	
		7) The media used is interesting	7	
3.	Operation	8) The Ease of use	8	1

No.	Aspect	Indicator	Numbering	Numbers
4.	Evaluation	9) The Questions on the media are in accordance with the material	9	2
		10) Instructions for working on questions are given	10	
<b>Numbers</b>				<b>10</b>

**3. RESULT AND DISCUSSION**

**Result**

In this development research, the design of the resulting product is flipbook maker-based teaching materials in thematic learning for grade II elementary school. This development uses the ADDIE development model which includes five stages, namely analysis (analyze), design (design), development (development), implementation (implementation), and evaluation (evaluation). The first stage is analysis. The analysis aims to obtain information about the needs needed and later will be used as a guide in solving the problems found. The analysis was carried out using the interview method which included content analysis, environmental analysis, and facilities owned by the school. Interviews were conducted with the second grade classroom teacher. The teachers are required to be able to carry out the learning process in a different way than usual. With these demands, the teacher must be able to provide solutions to existing problems. Therefore, there is a need for supporting infrastructure such as more creative and innovative learning media. The problem which found by researchers at SD Negeri 1 Batubulan Kangin is the lack of varied and interesting learning media that can be a solution to existing problems. Therefore, it is necessary to have an interesting media, one of them is flipbook maker-based teaching materials that can be a solution to existing problems.

The second stage is design. After analyzing and finding the problems, the researcher developed an educational material product based on a flipbook production machine. Of course, before developing a product, researchers must have a product design that has been developed. Product design is carried out at the design stage in the development of this flipbook maker-based teaching material, of course there are designs and procedures or steps taken to make the product. The design and steps of making this flipbook media are visualized in the form of communicative flowcharts and storyboards. Making flowcharts and storyboards aims to make it easier to understand the workflow and manufacturing procedures of the developed flipbook media. Then of course this flipbook media also has a design that needs to be prepared. In addition, the researchers also developed a payload device, namely a payload implementation plan (RPP) which was used as a guide to carry out the loading process. Researchers must also prepare a questionnaire that is used to determine the validity of the developed product. Questionnaires will be distributed to content experts, instructional design experts, content media experts and product trials, namely individual trials. The third stage is the development stage, in this development stage the activities carried out are designing teaching materials by flipbook maker where the media design in the form of flowcharts and storyboards is realized as a product, especially as educational materials for teaching materials based on real flipbook makers. Before students simulate the teaching materials, firsts the students are instructed to listen to the instructions for using the teaching materials, then students can use them according to their learning needs and generate their interest in learning. The results of the development of flipbook maker-based teaching materials is show in Figure 1.



**Figure 1.** the Results of the Development of Flipbook Maker-Based Teaching Materials

The fourth stage is implementation. Products that have gone through the design and development stages, proceed to the testing or implementation stage. This implementation stage is a continuation of the

development stage, where in this stage the product is tested to determine the response from product users. Before the implementation stage, the product is validated first to determine its feasibility. The product is validated by experts including: thematic learning content experts, learning media experts, and instructional design experts. Considering the limitations of the situation and conditions during the pandemic, product implementation is only carried out on individual tests and small group tests. The fifth stage is evaluation. After the product is tested on the subject, then the product is reviewed again at the evaluation stage. The evaluation stage is a review activity of the product that has been developed. Evaluation is carried out in non-test way to improve and make the product perfect. Through evaluation, researchers can reveal the strengths and weaknesses of the products developed, so that they can make improvements to the products that are developed more. Percentage of validity results for flipbook media development is show in [Table 5](#).

**Table 5. Percentage of Validity Results for Flipbook Media Development**

No	Trial Subject	Validity result (%)	Information
1	Subject Content Expert Test	96%	Very good
2	Instructional Design Expert Test	100%	Very good
3	Learning Media Expert Test	95%	Very good
4	Individual Trial test	97,6%	Very good
5	Small Group Trial test	99%	Very good

Based on [Table 5](#) shows that the percentage of the validity results of the development of flipbook maker-based teaching materials, namely (1) the subject matter expert test achieved a score of 96% which is very good in qualification, (2) the instructional design expert test achieved a score of 100% which is excellent in qualifications. (3) learning media expert test is 95% that is good in qualification, (4) individual trial is 97.6% that is good in qualification, and (5) small group trial is 99% that is good in qualification. Based on the score results obtained, flipbook maker-based teaching materials are suitable used in learning.

## Discussion

In this development research, the product produced is flipbook maker-based teaching materials for class II thematic learning at SD Negeri 1 Batubulan Kangin. This flipbook maker-based teaching material was developed to overcome the problems in the thematic learning process, especially Theme 4 Clean and Healthy Living, Sub-theme 1. Based on the results of expert reviews and trials, students got very good qualifications. So that the product is declared to be suitable used in the learning process. Based on the review from a thematic learning content expert, it is known that this flipbook maker-based teaching material is in very good qualification, namely 96%. According to the content expert's assessment, the material presented is in accordance with the basic competencies (KD), indicators, and learning objectives. The use of sentences and communicative language is adjusted to the characteristics of students so that they are easily understood by students. So that the teaching materials used in the learning process can give meaning to learning to students ([Antara & Dewantara, 2022](#); [Fahmi et al., 2019](#); [Rokhim et al., 2020](#)). Based on the results of the review from an instructional design expert, it is known that this flipbook maker-based teaching material has a 100% achievement rate percentage and it is in very good qualification. According to instructional design experts, the suitability of the use of the presented objectives, strategies, and evaluation aspects. Submission of the material in learning media is able to increase student learning independence. The steps given are logical in delivering the material, so it increases student learning motivation. Based on the results of a review from learning media experts, it is known that this flipbook maker-based teaching material has a 95% achievement rate percentage and is in very good qualification. According to learning media experts, the products developed are in accordance with the needs analysis that has been carried out from the use of images in Flipbook Maker to support learning and ease the operation of the resulting media. So that the teaching media is feasible to be implemented to students ([Sastradika et al., 2021](#); [Susanto et al., 2019](#)).

After passing the results of expert reviews, namely thematic subject content experts, instructional design experts, and learning media experts, then this flipbook maker-based teaching material was tested for the grade II students of SDN 1 Batubulan Kangin. This trial phase was carried out only in individual trials and small group trials. From the results of the validation review in individual trials, the percentage is 97.6% that is in very good qualifications. From the results of the validation review in the small group trial, the percentage was 99% that is in very good qualifications. According to students, the media provided was easy to use and the material presented was interesting. In addition, it also provided different learning

variations so that the media used can increase the interest in learning and motivate students to learn (Hilda Hadian et al., 2018; Prawiyogi et al., 2020).

Based on the results obtained from this study, the use of flipbook maker-based teaching materials on theme 4 clean and healthy living sub-theme 1 for the class II students at SDN 1 Batubulan Kangin has achieved very good qualifications, so the product is suitable to be used in learning. The results of this study are also supported by the results of previous studies, namely the material presented is easily understood by students (Amanullah, 2020; Aperta et al., 2021). As a learning resource that can motivate students to learn (Candra & Susilowibowo, 2021; Wibowo & Pratiwi, 2018). The students can maximize their learning in the classroom through the facilities provided by the classroom teacher to support the teaching and learning process. The advantages of the products presented are attractive and in accordance with the learning needs of lower grade students. This research is limited to the material for Theme 4 Sub-theme 1 for second grade elementary school students, so it is hoped that other researchers can develop better products in other lessons. The implications of this research as a learning medium that can attract students' attention and make learning more diverse. This research is limited to flipbook maker-based teaching materials on Theme 4 Clean and Healthy Living Sub-theme 1 for second grade elementary school students, so it is hoped that other researchers can develop better products for learning other themes. Teachers should use more interesting teaching materials in the learning process it doesn't seem monotonous.

#### 4. CONCLUSION

Based on the results of data analysis, the development of flipbook maker-based teaching materials obtained a very good category from the results of expert tests and product trials on students. It was concluded that flipbook maker-based teaching materials were suitable to be used in the learning process. The students can maximize their learning in the classroom through the facilities provided by the classroom teacher to support the teaching and learning process.

#### 5. REFERENCES

- Aada, K. (2020). Insight on Planning and Assessing the Teaching-Learning Process. *International Journal on Social and Education Sciences*, 2(2), 88–96. [https://scholarworks.utrgv.edu/wls\\_fac/14/](https://scholarworks.utrgv.edu/wls_fac/14/).
- Aisyah. (2019). Pengembangan Bahan Ajar Local Instructional Theory Kelas V Sekolah Dasar Topik Perkalian Pecahan Berbasis Realistic Mathematics Education (RME). *Jurnal Basicedu*, 3(2), 524–532. <https://doi.org/10.31004/basicedu.v5i6.1725>.
- Amanullah, M. A. (2020). Pengembangan Media Pembelajaran Flipbook Digital Guna Menunjang Proses Pembelajaran Di Era Revolusi Industri 4.0. *Jurnal Dimensi Pendidikan Dan Pembelajaran*, 8(1), 37. <https://doi.org/10.24269/dpp.v0i0.2300>.
- Andani, D. T., & Yulian, M. (2018). Pengembangan Bahan Ajar Electronic Book Menggunakan Software Kvisoft Flipbook Pada Materi Hukum Dasar Kimia di SMA Negeri 1 Pantou Reu Aceh Barat. *Jurnal IPA & Pembelajaran IPA*, 2(1), 1–6. <https://doi.org/10.24815/jipi.v2i1.10730>.
- Antara, I. G. W. S., & Dewantara, K. A. K. (2022). E-Scrapbook: The Needs of HOTS Oriented Digital Learning Media in Elementary Schools. *Journal for Lesson and Learning Studies*, 5(1), 71–76. <https://doi.org/10.23887/jlls.v5i1.48533>.
- Aperta, M., Amini, R., Guru, P., & Dasar, S. (2021). Pengembangan Media Pembelajaran Tematik Terpadu Bebas Kvisoft Flipbook Maker Pro di Kelas IV SD. *Jurnal Pendidikan Tambusai*, 5(1), 1024–1030. <https://www.jptam.org/index.php/jptam/article/view/1066>.
- Apriati, L., Mulawarman, W. G., & Ilyas, M. (2021). Pengembangan Bahan Ajar Menyimak Berbasis Multimedia Interaktif pada Pelajaran Tematik dengan Tema “Indahnya Kebersamaan” untuk Siswa Kelas IV Sekolah Dasar. *Diglosia: Jurnal Kajian Bahasa, Sastra, Dan Pengajarannya*, 4(1), 13–22. <https://doi.org/10.30872/diglosia.v4i1.73>.
- Ariani, T. (2020). Analysis of Students' Critical Thinking Skills in Physics Problems. *Kasuari: Physics Education Journal (KPEJ)*, 3(1), 1–17. <https://doi.org/10.37891/kpej.v3i1.119>.
- Candra, A. M., & Susilowibowo, J. (2021). Pengembangan bahan ajar e-book berbasis flipbook sebagai pendukung pembelajaran administrasi pajak dengan kompetensi dasar pph pasal 21. *Edukatif: Jurnal Ilmu Pendidikan*, 3(5), 2217–2231. <https://doi.org/10.31004/edukatif.v3i5.784>.
- Dewi, D. T., & Maemonah, M. (2022). Analisis bahan ajar kurikulum 2013 berbasis kecerdasan majemuk tema 8 kelas III sekolah dasar. *Jurnal Ilmiah Pendidikan Dasar*, 9(1), 15. <https://doi.org/10.30659/pendas.9.1.15-30>.

- Ellya Novera, Daharnis, Yeni Erita, A. F. (2021). Pengembangan Bahan Ajar Tematik Berbasis Model Picture and Picturedi Sekolah Dasar. *Jurnal Basicedu*, 5(6), 6349-6356. <https://doi.org/10.31004/basicedu.v5i2.814>.
- Fahmi, S., Priwanto, S. W., Cahdriyana, R. A., Hendroanto, A., Rohmah, S. N., & Nisa, L. C. (2019). Interactive Learning Media Using Kvisoft Flipbook Maker for Mathematics Learning. *Journal of Physics: Conference Series*, 1188(1). <https://doi.org/10.1088/1742-6596/1188/1/012075>.
- Fonda, A., & Sumargiyani, S. (2018). The Developing Math Electronic Module With Scientific Approach Using Kvisoft Flipbook Maker Pro for Xi Grade of Senior High School Students. *Infinity Journal*, 7(2), 109. <https://doi.org/10.22460/infinity.v7i2.p109-122>.
- Gopalan, C., Daughrity, S., & Hackmann, E. (2022). The Past, the Present, and the Future of Flipped Teaching. *Advances in Physiology Education*, January, 331-334. <https://doi.org/10.1152/advan.00016.2022>.
- Gustiani, S. (2019). Research And Development (R&D) Method As A Model Design In Educational Research And Its Alternatives. *Holistics*, 11(2). <https://jurnal.polsri.ac.id/index.php/holistic/article/view/1849>.
- Hayatun Nupus, Agus Triyogo, A. V. (2021). Pengembangan Bahan Ajar Buku Pendamping Tematik Terpadu Berbasis Kontekstual pada Siswa Sekolah Dasar. 5(5), 6. <https://doi.org/DOI:https://doi.org/10.31004/basicedu>.
- Hendy, M. (2020). The Effect of Using Hendy's 4Cs Model on Acquiring some Vocational Concepts and Social Skills for Primary School Students. *International Journal on Social and Education Sciences*, 2(2), 81-87. <https://eric.ed.gov/?id=EJ1263947>.
- Hilda Hadian, L., Mochamad Hadad, S., & Marlina, I. (2018). Penggunaan Media Big Book Untuk Meningkatkan Keterampilan Membaca Kalimat Sederhana. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 4(2), 212-242. <https://doi.org/10.36989/didaktik.v4i2.73>.
- Husada, S. P., Taufina, T., & Zikri, A. (2020). Pengembangan Bahan Ajar Pembelajaran Tematik dengan Menggunakan Metode Visual Storytelling di Sekolah Dasar. *Jurnal Basicedu*, 4(2), 419-425. <https://doi.org/10.31004/basicedu.v4i2.373>.
- Ilhan, G. O., Kaba, G., & Sin, M. (2021). Usage of Digital Comics in Distance Learning During COVID-19. *International Journal on Social and Education Sciences*, 3(1), 161-179. <https://doi.org/10.46328/ijonses.106>.
- Kurniasari, A. (2020). Analisis Efektivitas Pelaksanaan Belajar Dari Rumah (Bdr) Selama Pandemi Covid-19. *Jurnal Review Pendidikan Dasar: Jurnal Kajian Pendidikan Dan Hasil Penelitian*, 6(3), 1-8. <https://doi.org/https://doi.org/10.26740/jrpd.v6n3.p246-253>.
- Lestari, F., Ekok, A. S., & Febriandi, R. (2021). Pengembangan Bahan Ajar Matematika Berbasis Problem Based Learning Pada Siswa Sekolah Dasar. *Jurnal Basicedu*, 5(1), 394-405. <https://doi.org/10.31004/basicedu.v5i1.628>.
- Magdalena, I., Sundari, T., Nurkamilah, S., Nasrullah, & Amalia, D. A. (2020). Analisis Bahan Ajar. *Nusantara: Jurnal Pendidikan Dan Ilmu Sosial*, 2(2), 311-326. <https://doi.org/https://doi.org/10.36088/nusantara.v2i2.828>.
- Maharcika, A. A. M., Suarni, N. K., & Gunamantha, I. M. (2021). Pengembangan Modul Elektronik (E-Modul) Berbasis Flipbook Maker Untuk Subtema Pekerjaan Di Sekitarku Kelas Iv Sd/Mi. *PENDASI: Jurnal Pendidikan Dasar Indonesia*, 5(2), 165-174. [https://doi.org/10.23887/jurnal\\_pendas.v5i2.240](https://doi.org/10.23887/jurnal_pendas.v5i2.240).
- Masriani, M., & Mayar, F. (2021). Pengembangan Bahan Ajar dalam Pembelajaran Tematik dengan Menggunakan Metode Mind Mapping di Sekolah Dasar. *Jurnal Basicedu*, 5(5), 3513-3519. <https://doi.org/https://doi.org/10.31004/basicedu.v5i5>.
- Nova Irawati, S. and E. S. (2020). The effectiveness of using flipbook maker to improve the chemistry learning outcomes of senior high school students. *Jurnal Pendidikan Kimia*, 12(1), 26-33. <https://doi.org/10.24114/jpkim.v12i1.17710>.
- Nurjanah, E., & Hakim, D. (2018). Pengembangan Bahan Ajar Materi Mencerna (Menyimak Cerita Anak) Berbasis Cerita Anak Majalah Bobo Pada Siswa Kelas VI MI Darun Najah 1 Jatirejo Mojokerto. *Jurnal Bidang Pendidikan Dasar*, 2(1), 69. <https://doi.org/10.21067/jbpd.v2i1.2201>.
- Oktavia, A., & Agustin, H. (2019). Umbul Card: A Traditional Game as Nutrition Education Media among Elementary School Students. *International Journal of Educational Research Review*, 5(1), 1-9. <https://doi.org/10.24331/ijere.646821>.
- Prastitasari, H., Annisa, M., Sari, R., Prasetyo, A. R., Jannah, F., & Habibi. (2021). Pelatihan Pengembangan Perangkat Pembelajaran Berbasis Pendekatan Kontekstual Lahan Basah Bagi Guru SD Negeri Pemurus 2 Kabupaten Banjar Kalimantan Selatan. *ESJ (Elementary School Journal)*, 11(3), 266-274. <https://doi.org/https://doi.org/10.24114/esjpsd.v11i3>.



- Prawiyogi, A. G., Fitri, A., & Suhardiman, S. (2020). Use Of Big Book Media Towards Interest In Reading Elementary School Students. *International Journal of Theory and Application in Elementary and Secondary School Education*, 2(1), 8–11. <https://doi.org/10.31098/ijtaese.v2i1.164>.
- Putri, I. P., Yuniasih, N., & Sakdiyah, S. H. (2020). Pengembangan E-Modul Berbasis Kvisoft Flipbook Maker Perjuangan Para Pahlawan di Kelas IV Sekolah Dasar. *Seminar Nasional PGSD UNIKAMA*, 4(1), 523–530. <https://conference.unikama.ac.id/artikel/index.php/pgsd/article/view/553>.
- Rachmadtullah, R., Yustitia, V., Setiawan, B., Fanny, A. M., Pramulia, P., Susiloningsih, W., Rosidah, C. T., Prastyo, D., & Ardhian, T. (2020). The Challenge of Elementary School Teachers to Encounter Superior Generation in the 4.0 Industrial Revolution: Study Literature. *International Journal of Scientific and Technology Research*, 9(4), 1879–1882. [https://www.researchgate.net/profile/Reza-Rachmadtullah/publication/340886839\\_The\\_Challenge\\_Of\\_Elementary\\_School\\_Teachers\\_To\\_Encounter\\_Superior\\_Generation\\_In\\_The\\_40\\_Industrial\\_Revolution\\_Study\\_Literature/links/5ea2b9a492851c87d1b1066f/The-Challenge-Of-Ele](https://www.researchgate.net/profile/Reza-Rachmadtullah/publication/340886839_The_Challenge_Of_Elementary_School_Teachers_To_Encounter_Superior_Generation_In_The_40_Industrial_Revolution_Study_Literature/links/5ea2b9a492851c87d1b1066f/The-Challenge-Of-Ele).
- Rijal, A., & Ekok, A. S. (2019). Pengembangan Bahan Ajar Membaca Berorientasi Strategi Pq4R Di Kelas Iv Sekolah Dasar. *Jurnal Basicedu*, 3(2), 355–371. <https://doi.org/10.31004/basicedu.v3i2.13>.
- Rokhim, D. A., Widarti, H. R., & Fajaroh, F. (2020). Pengembangan Bahan Belajar Flipbook pada Materi Redoks dan Elektrokimia Berbasis Pendekatan STEM-PjBL Berbantuan Video Pembelajaran. *Kwangsan: Jurnal Teknologi Pendidikan*, 8(2), 234–250. <https://doi.org/http://doi.org/10.31800/jtp.kw.v8n2.p234--250> PENGEMBANGAN.
- Saraswati, S., Linda, R., & Herdini, H. (2019). Development of Interactive E-Module Chemistry Magazine Based on Kvisoft Flipbook Maker for Thermochemistry Materials at Second Grade Senior High School. *Journal of Science Learning*, 3(1), 1–6. <https://doi.org/10.17509/jsl.v3i1.18166>.
- Sari, W. N., & Ahmad, M. (2021). Pengembangan Media Pembelajaran Flipbook Digital di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 3(5), 2819–2826. <https://doi.org/https://doi.org/10.31004/edukatif.v3i5.1012>.
- Sari, Y., & Yustiana, S. (2021). Efektivitas bahan ajar cerita bergambar bemuatan religius terhadap prestasi belajar siswa kelas 1 sekolah dasar. *Jurnal Ilmiah Pendidikan Dasar*, 8(2), 175 – 185. <https://doi.org/10.30659/pendas.8.2.175-185>.
- Sastradika, D., Iskandar, I., Syefrinando, B., & Shulman, F. (2021). Development of animation-based learning media to increase student's motivation in learning physics. *Journal of Physics: Conference Series*, 1869(1). <https://doi.org/10.1088/1742-6596/1869/1/012180>.
- Suartama, I. K. (2016). *Evaluasi dan Kriteria Kualitas Multimedia Pembelajaran*.
- Susanto, A., Sujalwo, & Sukirman. (2019). *Media Pembelajaran Berbasis Game Menggunakan Construct 2 untuk Pengenalan Bentuk Angka dan Huruf pada Siswa PAUD*. 22–46. <http://eprints.ums.ac.id/id/eprint/71227>.
- Tegeh, I. M., Jampel, I. N., & Pudjawan, K. (2014). *Model penelitian pengembangan*. Graha Ilmu.
- Weriyaniti, W., Firman, F., Taufina, T., Taufina, T., & Zikri, A. (2020). Pengembangan Bahan Ajar Tematik Terpadu dengan Strategi Question Student Have di Sekolah Dasar. *Jurnal Basicedu*, 4(2), 476–483. <https://doi.org/10.31004/basicedu.v4i2.374>.
- Wibowo, E., & Pratiwi, D. D. (2018). Pengembangan Bahan Ajar Menggunakan Aplikasi Kvisoft Flipbook Maker Materi Himpunan. *Desimal: Jurnal Matematika*, 1(2), 147. <https://doi.org/10.24042/djm.v1i2.2279>.
- Yati, W., & Amini, R. (2020). Pengembangan Bahan Ajar Dengan Pendekatan Cooperative Learning Tipe Turnamen Di Sekolah Dasar. *Jurnal Basicedu*, 4(1), 158–167. <https://doi.org/10.31004/basicedu.v4i1.335>.
- Yulandari, D. M. (2021). Pengembangan Handout Tematik Berbasis Model Inkuiri di Sekolah Dasar. *Jurnal Basicedu*, 5(3), 6. <https://doi.org/https://doi.org/10.31004/basicedu.v5i3.935>.
- Yulando, S., Sutopo, S., & Franklin Chi, T. (2019). Electronic Module Design and Development: An Interactive Learning. *American Journal of Educational Research*, 7(10), 694–698. <https://doi.org/10.12691/education-7-10-4>.