

Media Development of *Flipbook* Digital-Based Learning to Increase Fiqh Learning Motivation for Students of Al Mawaddah Warrahmah Kolaka Islamic Middle School

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Abstract

This study aims to develop a Flipbook-based learning medium for the Fiqh subject at SMP IT Al Mawaddah Warrahmah Kolaka and to examine its feasibility, validity, and effectiveness in enhancing students' learning motivation. The research employed a Research and Development (R&D) approach with the ADDIE development model, which consists of five stages: analysis, design, development, implementation, and evaluation. Data were collected through observation, interviews, expert validation questionnaires, student response questionnaires, and achievement tests. The research instruments were validated by two experts—one in media and one in content—to ensure the quality of the developed product. The findings indicate that the Flipbook learning medium was deemed highly valid by the experts, with an average score of 4.85 for the media aspect and 4.94 for the material aspect. These assessments encompassed visual design, student engagement, efficiency, content presentation, conceptual accuracy, and the alignment of test items with the learning material. The Flipbook was proven to effectively capture students' attention, present the material in a structured and communicative manner, and provide an interactive learning experience. Furthermore, trial results demonstrated an improvement in students' learning motivation, particularly in terms of interest and active engagement in understanding Fiqh concepts, especially regarding sujud syukur, sujud sahwi, and sujud tilawah. In conclusion, the Flipbook is a feasible and innovative learning medium that supports 21st-century education. This study recommends the broader use of Flipbook media in other subjects and suggests follow-up experimental research to comprehensively measure its impact on student learning outcomes.

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1. INTRODUCTION

Education is a key pillar in efforts to improve the quality of human resources and the development of a nation. The success of a nation is largely determined by the quality of education implemented, because through education, humans can develop into individuals who are faithful, knowledgeable, have noble morals, and are able to make a positive contribution to society. This is in line with the National Education System Law Number 20 of 2003, Chapter II, Article 3, which states that the goal of national education is to develop the potential of students to become people who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Republic of Indonesia, 2003).

In the context of Islamic religious education, one of the subjects that plays a crucial role is Fiqh (Islamic jurisprudence). Fiqh discusses sharia laws relating to worship procedures and social relationships, thus serving to shape a Muslim personality with noble morals and the ability to apply Islamic values in daily life. Given that Indonesia is a predominantly Muslim country, Fiqh plays a strategic role in developing a generation of faith, knowledge, and Islamic character (Awwaliyah, 2018).

However, the reality on the ground shows that Fiqh learning still faces various obstacles, particularly in terms of the methods and media used. The teaching and learning process is often teacher-centered, with lectures being the primary strategy. This results in students being less active, less motivated, and feeling bored during the learning process. This situation also occurs at SMP IT Al-Mawaddah Warrahmah Kolaka, where the Fiqh learning process is dominated by the use of textbooks without the support of varied learning media (Pratiwi, interview, March 5, 2024).

Learning tools are a set of materials, tools, and media prepared by teachers to facilitate the learning process. Good learning tools can create effective interactions between teachers and students, thereby achieving learning objectives (Hapsari et al., 2018). Among these tools is learning media. Media serves as an intermediary in conveying messages and knowledge from teachers to students, thus facilitating understanding and increasing student engagement (Aida et al., 2020; Ramli, 2015).

Learning media is not limited to textbooks but can also include audiovisual, digital, and interactive technologies. According to Irwan and Yefterson (2024), innovatively developed learning media can build students' learning awareness and broaden their horizons. Therefore, selecting and developing appropriate learning media is crucial for students to learn actively, enjoyably, and motivated.

One relevant media innovation to develop is the Flipbook. A Flipbook is a digital medium in the form of an interactive book that allows students to read, view, and access material in a more engaging way. Previous research has shown that the use of Flipbooks can improve students' creative thinking skills and learning motivation due to their interactive and accessible format (Mulyadi & Wahyuni, 2016). With their vibrant visuals, Flipbooks can facilitate independent learning while supporting technology-based learning processes.

The use of Flipbooks in Islamic Jurisprudence (Fiqh) learning is expected to provide a solution to student boredom and limited media variety. This media can create a more engaging learning environment, allowing students to explore and discover concepts through digital interaction, rather than passively receiving material from teachers. However, it is important to emphasize that the use of learning media, including Flipbooks, cannot replace the role of educators entirely. Law Number 14 of 2005 concerning Teachers and Lecturers affirms that teachers are professionals tasked with developing students' potential to become faithful, pious, and responsible individuals (Republic of Indonesia, 2006).

Based on these issues, the development of flipbook-based learning media for Islamic jurisprudence (Fiqh) is necessary. This media is expected to be an innovation that aligns with technological developments while supporting the achievement of Islamic education goals. Therefore, research on the development of flipbook media for Islamic jurisprudence learning at SMP IT Al-Mawaddah Warrahmah Kolaka is relevant and significant.

2. RESEARCH METHODS

a. Types of research

This research uses an approach **Research and Development (R&D)** with the aim of producing products in the form of Fiqh-based learning media **Flipbook**. Valid, practical, 2139 | **Media Development of *Flipbook* Digital-Based Learning to Increase Fiqh Learning Motivation for Students of Al Mawaddah Warrahmah Kolaka Islamic Middle School** (Nur Azizah Rahmah)

and effective methods are used in the learning process. According to Sugiyono (2018), research and development is a research method used to produce a specific product while simultaneously testing its effectiveness through several stages of validation and trials.

The development model used is **ADDIE** which consists of five stages, namely: (1)*Analysis*(learning needs analysis), (2)*Design* (product planning), (3)*Development*(product development), (4)*Implementation*(product implementation/trial), and (5)*Evaluation*(product effectiveness evaluation) (Pribadi, 2020). This model was selected based on its systematic, flexible nature, and suitability for developing digital learning media.

b. Location and Time of Research

The research was conducted in **Al-Mawaddah Warrahmah IT Middle School, Kolaka**, located at Jl. Pondok Pesantren No. 10, Lamokato Village, Kolaka District, Kolaka Regency, Southeast Sulawesi. This location was selected based on the relevance of the research needs, ease of access, and the availability of research subjects. The research was conducted for three months, from May to July 2024.

c. Research Subjects

The research subjects consist of:

- 1) **Material expert and media expert**, which acts as a product validator.
- 2) **Fiqh subject teacher**, as respondents to find out learning needs
- 3) **Students of class VII of Al-Mawaddah Warrahmah Kolaka Islamic Middle School**, as a product user in a limited trial.

d. Data Collection Techniques

The data collection techniques used to obtain a comprehensive picture are:

1) Observation

Observations were conducted to identify the conditions of Fiqh learning, student characteristics, and the need for learning media in schools. This method allowed researchers to understand problems directly in the field (Sudijono, 2006).

2) Interview

Unstructured interviews were conducted with Fiqh subject teachers to obtain in-depth information regarding media needs, learning constraints, and expectations for the products to be developed (Saat et al., 2019).

3) Product Validation (Expert Questionnaire)

The validation questionnaire was administered to subject matter experts and media experts. Validators assessed the suitability of the content, presentation, language, appearance, and media suitability of the Flipbook. The instrument used a 1–5 Likert scale, where a score of 1 indicates “very invalid” and a score of 5 indicates “very valid” (Sugiyono, 2019).

4) Learning Outcome Test

The test was used to measure students' mastery of Fiqh material after using the Flipbook media. The test results were compared with the minimum completion criteria (KKM) to assess the product's effectiveness.

5) Teacher Response Questionnaire

Teachers provide an assessment of the effectiveness of Flipbook media through a questionnaire that covers aspects of presentation, ease, and the media's contribution to improving the quality of learning.

The data was analyzed in quantitative **descriptive** using the product eligibility percentage based on validation and response scores. The formula used is:

The criteria for interpreting percentages (Sugiyono, 2019) are as follows:

Table 1 Validity Criteria

Score	Achievement Level (%)	Validation Criteria
5	81–100	Very Valid
4	61–80	Valid
3	41–60	Quite Valid
2	21–40	Less Valid
1	0–20	Invalid

3. RESEARCH RESULTS AND DISCUSSION

3.1. Research result

a. Flipbook-Based Learning Media Design

The development of Flipbook-based learning media is carried out by utilizing applications of **Canva** as the main tool for visual design, as well as applications **FlipHTML5** as an interactive digital conversion platform. The design phase begins with the development of a media content framework that includes: *cover*, foreword, table of contents, instructions for use, core competencies, basic competencies, learning objectives, main material (*Sujud thanksgiving, sujud sahwī, and sujud tilawah*), a summary, and evaluation questions. The purpose of this framework is to ensure that the flipbook is not only visually appealing but also meets the curriculum's systematic teaching materials standards.

In addition, to support content integration, the initial design was carried out using **Google Docs** before importing into Canva. This makes it easier to organize content and minimizes editorial errors before the visual design stage. The first prototype is an early **draft focused** on design *cover* and content structure using Canva. This initial layout was simple, dominated by text and static images. Prototype I served as the basis for initial discussions with media and subject matter experts, facilitating the identification of aspects that needed improvement before moving on to full development.

The development phase involved adapting the design plan to a flipbook format. The materials, illustrations, animations, and assessment questions were systematically prepared and uploaded to Canva. The development process involved several steps, including:

- 1) **Content preparation**, in the form of teaching materials, illustrations, pictures, and questions.
- 2) **Initial design**, namely designing the layout, background, and arranging the material in Canva.
- 3) **Export PDF file**, the design results from Canva are saved in PDF format.
- 4) **Convert to Flipbook**, PDF file uploaded to **FlipHTML5** so that it becomes an interactive media with a page turning feature (*flip*).
- 5) **Advanced editing**, including adding text, images, decorative elements, and interactive icons to make it more attractive.
- 6) **Revisions and improvements**, based on the advice of media experts and material experts.

The development results in the form of a Flipbook can be accessed via the following link: <https://online.fliphtml5.com/qjajt/cdgz/>



b. Product Revision

The revision process was carried out after receiving input from media and content experts. The revision focused on:

- 1) Color and layout adjustments for a more consistent and readable appearance.
- 2) Simplification of the editorial material to suit the level of understanding of junior high school students.
- 3) Adding graphic elements to enhance visual appeal.

With this revision, the initially simple Flipbook has developed into a more interactive, communicative, and student-oriented learning medium.

c. Product Validation

The validation stage is carried out to assess **validity, feasibility, and effectiveness** of the developed flipbook media. The validators consisted of two lecturers from Al-Mawaddah Warrahmah Kolaka University, namely:

- 1) **Dr. Suhrah, S.Pd., M.Pd.** (Media Member)
- 2) **Dr. Hartono, M.A.** (Material Expert)

The media validation process aims to assess the quality of the flipbook presentation in terms of visual design, appeal, student engagement, and usability. The results of the media expert assessment are shown in **Table 4.2**.

Table 2 Flipbook Media Validation Results

No	Evaluation Criteria	Score	Category
1	Interest in learning media	4,6	Valid
2	Media display	5,0	Very Valid
3	Student involvement	4,8	Very Valid
4	Efficient use of media	5,0	Very Valid
Rate-rate		4,85	Very Valid

The validation results show that Flipbook obtained an average score of **4,85** which falls into the category *very valid*. This assessment confirms that the media has met the eligibility standards in terms of appearance, function, and ease of use. The appearance and efficiency of use aspects received a perfect score (**5,0**), indicating that the Flipbook is professionally designed with an attractive layout, simple navigation, and is practical for use in both classroom and independent learning.

Interest in media scores **4,6**, shows that Flipbook is quite capable of motivating and increasing interest in learning. Meanwhile, student engagement obtained a score of **4,8**, which means this medium encourages students to actively interact with the material. Thus, Flipbooks are not only suitable for use but also effective in increasing participation and the learning experience.

Flipbook Material Validation

Material validation aims to ensure the accuracy of the substance, systematics, language use, and the suitability of the questions to the material. The results of the material expert validation are shown in **Table 3**.

Table 3. Flipbook Material Validation Results

No	Evaluation Criteria	Score	Category
1	Presentation of material	5,0	Very Valid

2	Conceptual truth	4,7	Valid
3	Emphasis on material	5,0	Very Valid
4	Language compatibility	5,0	Very Valid
5	Suitability of questions to material	5,0	Very Valid
Rate-rate		4,94	Very Valid

The average material validation score is **4,94** by category *very valid*. This score indicates that the material in the Flipbook has met academic and pedagogical standards. Presentation of material (**5,0**) is assessed as being coherent, systematic, and easy to understand. The correctness of the concept gets a score of **4,7**, shows that the scientific substance is accurate even though there are still a few notes for improvement.

Emphasis on key points earns a perfect score (**5,0**), ensuring that the core of the learning is conveyed clearly. The language used is also assessed according to the characteristics of junior high school students (**5,0**), communicative, and easy to understand. The aspect of the suitability of the questions to the material gets a score **5,0**, which means that the evaluation questions are aligned with the learning objectives and competency indicators.

Based on the results of media validation (**4,85**) and material (**4,94**), Digital-based flipbooks are stated **very worthy** used in learning. This media excels in terms of visual design, interactivity, and efficiency of use, while the content has proven accurate, systematic, and tailored to student needs. These results reinforce the belief that Flipbooks can be implemented as an innovative learning resource that effectively supports the achievement of Fiqh competencies.

3.2. Discussion

The results of the study indicate that the Flipbook-based learning media developed has a very high level of validity, both from the media aspect (average score of 4.85) and the material aspect (average score of 4.94). This value proves that Flipbook is not only technically feasible, but also has pedagogical strengths for use in Fiqh learning at SMP IT Al-Mawaddah Warrahmah Kolaka. This advantage is very relevant when compared to previous learning conditions, where teachers tended to still use lecture methods and textbooks that caused students to quickly feel bored. Flipbook is present as an innovative solution that presents Fiqh material more interestingly through a combination of text, images, and interactivity, thereby increasing student engagement in the learning process (Sardi & Muchtar, 2025).

Students' interest in this media is reflected in the "media interest" aspect, which scored 4.6, which is considered valid, while the "student engagement" aspect scored 4.8, which is considered very valid. This means that Flipbooks are able to create a more lively and interactive learning environment. This is in line with cognitive **theory of multimedia learning** Mayer (2009) states that learning that integrates text and visuals can help students process information more effectively, thus encouraging a deeper understanding of concepts. In the context of Fiqh learning, which is usually characterized by normative and abstract concepts, the presence of interactive visual media is very helpful in bridging students' understanding of materials such as prostration of gratitude, prostration of forgetfulness, and prostration of tilawah (Widianingsih & Andini, 2025).

In addition to the visual aspect, Flipbooks have also proven to be efficient, with a perfect score of 5.0 on the efficiency of use indicator. This efficiency includes ease of access, practical use both in class and independently, and media flexibility that can be

accessed at any time by students. This is in line with the view of Latifah & Chairunnisa (2025), who emphasized that digital flipbooks integrated with websites can increase the effectiveness of Islamic Religious Education learning because they are in accordance with the characteristics of the digital generation. Thus, Flipbooks are not only relevant as a learning medium, but also in line with 21st-century competencies that require students to have digital literacy skills (Trilling & Fadel, 2009).

In terms of material, a score of 5.0 on the material presentation and language suitability indicators indicates that the Flipbook's content has been designed systematically, coherently, and communicatively. This is important because Fiqh learning aims not only to transfer knowledge but also to shape students' religious and moral attitudes. Siregar et al. (2024) emphasized that digital media must be presented contextually so that students not only understand Sharia law but are also able to practice it in their daily lives. Material validation with an average score of 4.94 indicates that the developed Flipbook has met these principles, because the material is presented coherently, conceptually correct, and reinforced with evaluation questions that are in line with the learning objectives.

Thus, overall, the Flipbook is not only visually appealing but also functional and substantively accurate. These validation results confirm that Flipbook is a learning medium capable of increasing student motivation, understanding, and active engagement in the Fiqh learning process.

The implications of this research are significant, both theoretically and practically. Theoretically, these findings confirm the validity of multimedia learning theory (Mayer, 2009) and the ARCS motivation model (Keller, 2010) in the context of Fiqh learning. Flipbooks have been proven to be able to attract attention (*attention*), relevant to student needs (*relevance*), building student self-confidence (*confidence*), and provide learning satisfaction (*satisfaction*). These four aspects are important in increasing student motivation, which in the context of religious education will have implications for the understanding of religious values and their application in everyday life.

Practically, this research provides concrete guidance for Fiqh teachers in integrating technology into their learning. Through easily accessible applications like Canva and FlipHTML5, teachers can develop engaging digital media without requiring complex technical expertise. This aligns with the view by Wulandari et al. (2025), that digital flipbook media can increase students' learning motivation in Islamic Education learning.

However, this research is not without limitations. One major obstacle is the availability of infrastructure, particularly internet access and technology devices, which are not evenly distributed across all schools. Siregar, Nasution, & Ihsan (2024) emphasized that digital media is only effective if supported by adequate devices and networks. Furthermore, teachers require ongoing training to develop digital media independently and integrate it with learning strategies (Sardi & Muchtar, 2025). Another challenge is maintaining the accuracy of the Fiqh material, given the small input from the validator regarding the concept, so repeated reviews are needed to ensure that the substance remains in accordance with the rules of fiqh.

When compared with previous research, the results of this study are in line with the findings by Mulyadi & Wahyuni (2016) which shows that Flipbooks are effective in improving the creative thinking skills of junior high school students, as well as research Sasaki and Sudarwanto (2021) which emphasizes the importance of expert validation in ensuring the quality of digital media. This research also expands the study Nurazizah, Damayanti, & Safitri (2025) regarding the development of a Canva and Heyzine-based flipbook for Asmaul Husana learning, by presenting Flipbook as a more interactive and

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flexible medium. Findings from *Widianingsih & Andini (2025)* The role of flipbooks in fostering an Islamic lifestyle is also relevant to this research, as flipbooks can foster religious awareness through more contextual learning experiences.

Thus, this study strengthens the existing literature while offering a new contribution in the form of implementing Flipbooks in Fiqh learning in integrated Islamic schools.

4. CONCLUSION

Based on the results of the research and discussion, it can be concluded that the development of Flipbook-based learning media for the Fiqh subject at SMP IT Al Mawaddah Warrahmah Kolaka is declared very valid, feasible, and effective to be used as a support for the learning process. Media expert validation obtained an average score of 4.85 (very valid) with indicators of appearance, interest, involvement, and efficiency that were assessed as very good. Meanwhile, material expert validation obtained an average score of 4.94 (very valid), indicating that the substance of the Flipbook content has been arranged coherently, accurately, communicatively, and in accordance with the level of development of students. This Flipbook media not only has advantages in visual and interactivity aspects, but also makes a significant contribution to increasing student motivation, involvement, and understanding of Fiqh material.

5. SUGGESTION

Teachers and education practitioners are expected to utilize Flipbooks as an alternative learning medium that can increase student engagement and motivation. Therefore, it is necessary to improve teachers' competency in designing digital media through training, workshops, and independent practice so that Flipbooks can be sustainably developed according to material needs. Support from schools is also crucial, particularly in providing infrastructure such as technological devices and adequate internet connections, so that Flipbooks can be utilized optimally.

For future researchers, it is recommended to expand the research using experimental or mixed-method research designs to more comprehensively measure the effectiveness of Flipbooks, both in terms of learning outcomes and their long-term impact on students' critical thinking skills. Furthermore, Flipbook development should not be limited to Islamic jurisprudence (Fiqh) but should also be applied to other subjects to determine the consistency and effectiveness of this medium in supporting cross-disciplinary learning.

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