

Analyze flipbook-based interactive learning management survey conducted by teachers on elementary school students

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Abstract

This study investigates the extent to which elementary school teachers implement digital-based learning management using flipbook applications. As the educational landscape rapidly shifts towards the integration of technology, interactive tools like flipbooks are gaining attention for their potential to enhance learning outcomes by making content more engaging and visually appealing. However, there is limited research on the adoption of flipbook-based digital learning management in schools. This study addresses this gap by conducting a survey involving 378 elementary school teachers. The research employs a descriptive quantitative method, utilizing an online questionnaire distributed via Google Forms to gather data on teachers' familiarity with, experience in designing, and implementation of digital learning using interactive flipbooks. The findings reveal that 33.07% of the respondents are not familiar with flipbook-based digital learning management, with only a small percentage (7.67%) indicating high familiarity. The survey also highlights that 45.50% of teachers have never designed digital learning management using interactive flipbooks, and 67.20% have never implemented it in the classroom. Despite the recognized benefits, such as improved student engagement and motivation, the results suggest a considerable gap in both awareness and usage of flipbook applications. The study concludes that targeted professional development and better access to digital resources are essential for increasing the adoption of flipbook-based learning management. Recommendations include offering training programs to enhance teachers' skills in designing and implementing digital-based learning management using flipbook applications.

Keywords: Flipbook, Learning, Management, Elementary School

INTRODUCTION

The current development of learning is marked by the use of technology. The development of today's learning is characterized by the use of digital technology. One part of learning that has

changed is in the preparation of books/teaching materials, students shift from manual to electronic. e-books are very important to develop to make it easier for students at the early childhood, elementary and high school levels to improve their literacy skills. Based on the results of the 2019 PISA report, the reading/literacy score of Indonesian children is ranked 72 out of 77 countries. Learning management is one way to improve the quality of learning in schools. In this digital age, how do we have to follow digital developments? So, digital-based learning management needs to be developed.

Learning management refers to the process of managing learning activities, encompassing tasks such as planning, organizing, supervising, and evaluating. In the context of online-based learning, this involves the activities of planning, organizing, implementing, directing, and assessing online learning sessions. Learning management refers to the process of managing learning activities, encompassing tasks such as planning, organizing, supervising, and evaluating. In the context of online-based learning, this involves the activities of planning, organizing, implementing, directing, and assessing online learning sessions (Nafiah et al., 2022). The statement defines learning management as a structured process involving key managerial functions: planning, organizing, monitoring, and evaluating. These functions are essential in creating a systematic approach to delivering effective learning experiences. Planning ensures that educational goals are set and resources are allocated efficiently. Organizing involves arranging resources and tasks to optimize learning delivery. Monitoring provides ongoing oversight to track progress and ensure learning objectives are being met. Evaluating serves to assess the outcomes, identifying strengths and areas for improvement. When applied to online-based learning, the concept extends to the digital environment. Online learning management adds another layer of complexity due to the technology involved. Planning in an online setting includes selecting appropriate digital tools, organizing involves structuring virtual classrooms, implementing involves the actual delivery of content via online platforms, directing ensures the learners stay engaged, and evaluating assesses not only learner outcomes but also the effectiveness of the digital tools and platforms used. This highlights the need for adaptability in management approaches when transitioning from traditional to online learning environments, where technology plays a critical role in each stage of the process. One of the digital teaching materials that can be used is interactive digital flipbook teaching materials.

Existing previous research is related to classroom management and learning management systems. There is no research that directly discusses digital learning management using the Flipbook application. The novelty of this research is that no one has previously carried out research on digital learning management based on Flipbook applications. One of the digital learning management tools used to improve learning is called a learning management system. Previous research states that learning management systems are tools to improve learning outcomes (Chippis et al., 2015). Learning management systems serve as platforms for delivering, managing, and tracking educational content and experiences. They centralize learning resources, streamline communication, and automate administrative tasks like grading and progress tracking. This allows educators to focus more on teaching and personalized interventions.

Another previous research states that one of the main tasks of the instructor is managing the class, which is maintaining optimal learning conditions (Nurchasanah et al., 2020). Classroom management is crucial for maintaining an environment where students can learn optimally. It involves not just discipline but also fostering engagement, addressing diverse needs, and maintaining a balance between order and active participation. The effectiveness of an instructor in this area can have a profound impact on learning outcomes.

This research is important to conduct to analysed the extent to which digital-based learning management based on flipbook applications is carried out by elementary school teachers as a basis for further research in making prototypes to create flipbook-based digital learning management models for teachers of elementary school students. This research aims to assess how effectively elementary school teachers implement digital-based learning management using Flipbook applications. The

findings from this study will serve as a foundation for future research to develop prototypes, ultimately leading to the creation of flipbook-based digital learning management models specifically tailored for elementary school teachers.

The use of this flipbook has a positive effect because it makes students happy in reading books and increases students' learning motivation by having an attractive book display for students. Previous research on flipbooks also showed the results of expert assessments and the responses of teachers and students were very satisfactory, so the e-module using the kvisoft flipbook application produced was considered feasible so that it could be developed (Wibowo and Pratiwi, 2018). The use of flipbooks in educational settings is considered highly beneficial, as they enhance student engagement by making the reading experience enjoyable and visually appealing. The increased learning motivation observed among students is attributed to the interactive and attractive nature of flipbooks. Research on the effectiveness of flipbooks supports these findings, showing positive evaluations from both experts and educators. These studies indicate that the use of tools like the Kvisoft flipbook application in e-modules leads to satisfactory outcomes, making such resources feasible for further development and broader application in learning environments. The key factors in the success of flipbooks include their ability to transform traditional text-based content into a more dynamic and engaging format, encouraging students to interact more with learning materials. Consequently, they can be an important tool for improving educational outcomes, especially in contexts where student motivation and engagement are crucial for learning success.

Interactive flipbooks are part of electronic-based teaching materials that attract students. The use of electronic learning is likely to replace classroom learning by increasing the interactivity and personalization of the system, and for" continuous engagement of the learners. The possibilities of E-Learning Replacing classroom learning to enhance system interactivity and personalization and for the continuous engagement of the learners (Bhat et al., 2018). The text highlights the growing role of interactive flipbooks and electronic-based teaching materials in education, emphasizing their appeal to students. One key point is that electronic learning (e-learning) has the potential to replace traditional classroom learning by enhancing system interactivity and offering more personalized learning experiences. This shift is driven by the continuous engagement of learners, which is facilitated by interactive digital tools like flipbooks. The personalization aspect refers to the ability of e-learning platforms to adapt to individual learner needs, providing tailored content and feedback. Additionally, the interactivity offered by digital tools fosters more active involvement from students, encouraging them to engage continuously with the learning material. This dynamic can potentially make learning more effective, as it accommodates different learning styles and paces, unlike the one-size-fits-all approach of traditional classrooms. In essence, the analysis suggests that e-learning, with the use of tools such as interactive flipbooks, is not only an alternative but also a complement to classroom learning, potentially transforming how education is delivered by making it more engaging, adaptive, and student-centered. One of the uses of creative media is flipbook media which is the development of e-books as an alternative learning media (Diani and Hartati, 2018). Flipbook is one type of classic animation made from a stack of paper resembling a thick book, on each page, a process is described as something that later the process looks moving or animated (Kurniawan et al., 2015). The tool used to create Flipbook Maker is a reliable software designed to convert PDF files to digital publication flip pages or digital books (Mulyaningsih and Saraswati, 2017). Flipbook is made using an application that can be done online via the link <https://flippingbook.com/>. The book that has been designed and created in pdf form is then entered into the application and added to the video that has been made in the real laboratory. So that when the book is opened it will appear real through the video.

The use of flipbooks can be presented in an electronic format that is capable of displaying interactive simulations by combining animation, text, video, images, audio, and navigation that makes students more interactive, so that learning can take place more fun and attract the attention

of students (Diani and Hartati, 2018). Using flipbooks will make students reading more enjoyable. stated, "Previous studies have previous studies have developed a kvisoft flipbook maker-based learning medium that is considered feasible with a percentage of media validation results kvisoft flipbook maker obtaining 86.67%"(Fonda, Sumargiyani, et al., 2018). Flipbook also has several advantages including; can present learning material in the form of words, sentences, and pictures can be equipped with colors so that it is more attractive to students, easy to make and inexpensive, easy to carry everywhere, and can increase student learning activities (Rahmawati et al., 2017). Another advantage of flipbooks is that they help increase students' mastery of abstract things or events that cannot be presented in class. The use of teaching materials in the form of interactive books is still largely undeveloped because no guide can be used by teachers in compiling virtual reality-based flipbooks for early childhood, elementary, and middle school students. The results of preliminary studies in several early childhood schools, elementary and middle schools are still many teachers who can make interactive flipbook teaching materials. Based on these problems, the faculty of teaching and education at UNUSA will develop learning innovations in the form of developing interactive flipbooks for early childhood, elementary, and high school students.

The aim of this research is to conduct a survey regarding flipbook-based digital learning management carried out by teachers for elementary school students. The study seems to explore the use of flipbook-based digital learning as a part of learning management. This could imply the study is interested in how teachers use digital.

MATERIALS AND METHOD

2.1 The Research Design

The method that will be used is Descriptive quantitative, this type of research uses a survey type. A survey design provides a quantitative description of trends, attitudes, and opinions of a population, or tests for associations among variables of a population, by studying a sample of that population (Creswell, 2018). Survey design is a powerful tool for collecting and analyzing quantitative data that describes trends, attitudes, opinions, or associations within a population. By studying a representative sample, researchers can make inferences about the larger population, providing valuable insights into various phenomena. The use of statistical analysis allows for objective, data-driven conclusions that can guide decision-making and future research.

2.2 The Data Collection Techniques

Data collection techniques use questionnaire by internet survey. Questionnaires were used to obtain teacher information learning Management Survey Conducted by Teachers on Elementary School Students. The number of respondents who filled out the internet survey was 378 teachers. Many online survey templates and services are accessible, typically for free. The accompanying page lists websites that offer these services, and many Internet survey designs can make use of them. As of this writing, popular providers include Google Forms, Smart Survey, Free Online Surveys, SurveyMonkey, and Survey Planet. On the companion website, we offer these and other websites(Cohen et al., 2018). The internet survey conducted in this research used the Google form.

2.3 The Research Data Analysis

Data analysis techniques used in this research descriptive statistics. Frequencies, measures of central tendency (means, modes, and medians), measures of dispersal (standard deviation), crosstabulations, and standardized scores are examples of descriptive statistics (Cohen et al., 2018). he use of descriptive statistics such as frequencies, central tendency measures, dispersion metrics, crosstabulations, and standardized scores allows for an effective summary and interpretation of data in this study. These techniques help in understanding trends, relationships, and general tendencies within the dataset, making them valuable tools for educational research based on survey responses

RESULT AND DISCUSSION

3.1 Result

The survey could include questions asking about the perceived impact of using flipbook-based digital learning management on student engagement and learning outcomes. This might cover aspects like how interactive flipbooks enhance visual learning, student participation, and retention of material. The analysis would conclude that while flipbook-based digital learning management has the potential to enhance elementary school students' learning experiences, its adoption is currently limited due to various barriers. Recommendations for increasing usage could include offering professional development programs, improving access to digital tools, and addressing the technical challenges faced by teachers. The following are the results of a survey of 378 teachers conducted online

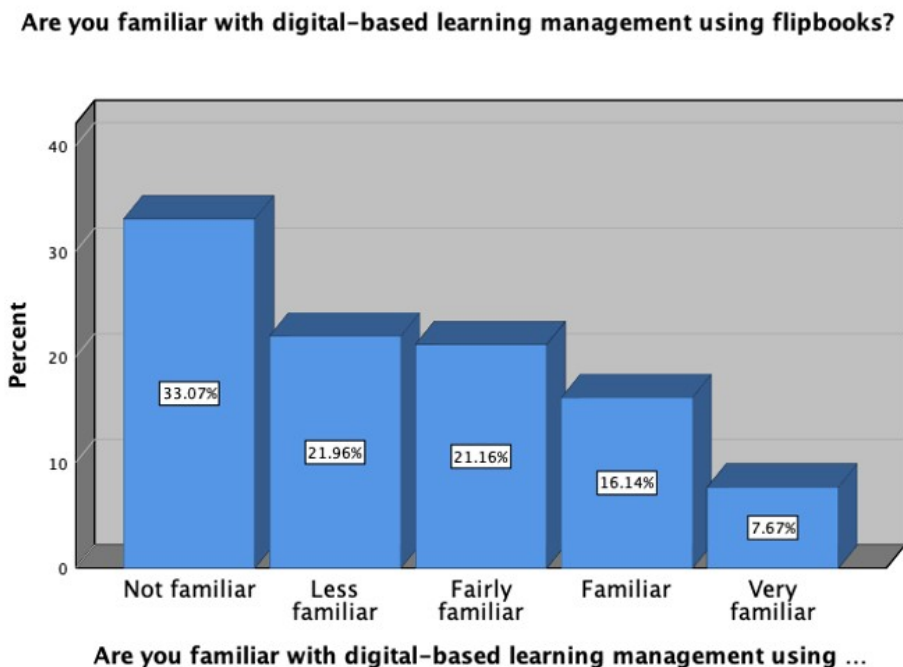


Figure 1. The use of digital learning management using flipbook

Based on Figure 1 show that the bar chart shown in the image represents a survey result on familiarity with digital-based learning management using flipbooks. Based on Picture 1 show that Not familiar:33.07%, Less familiar 21.96% Fairly familiar, 21.16% Familiar 16.14% , Very familiar: 7.67%. Majority unfamiliar: The largest group of respondents (33.07%) indicated that they are "Not familiar" with digital-based learning using flipbooks. Moderate levels of familiarity: The combined percentage of those who are "Less familiar" (21.96%) and "Fairly familiar" (21.16%) is significant, representing almost half of the respondents. Lower familiarity: Only 16.14% indicated they are "Familiar," and a small portion (7.67%) are "Very familiar" with this type of learning management. The chart suggests that there is generally low to moderate familiarity with digital-based learning management using flipbooks among the respondents. Only a small percentage of respondents have high familiarity with this technology, indicating a potential gap in awareness or usage that could be addressed through training or exposure.

Based on the Figure 2 show that the bar chart in the image represents a survey question regarding the respondents' experience in designing digital learning management using interactive flipbooks.

Have you ever designed digital learning management with interactive flipbooks?

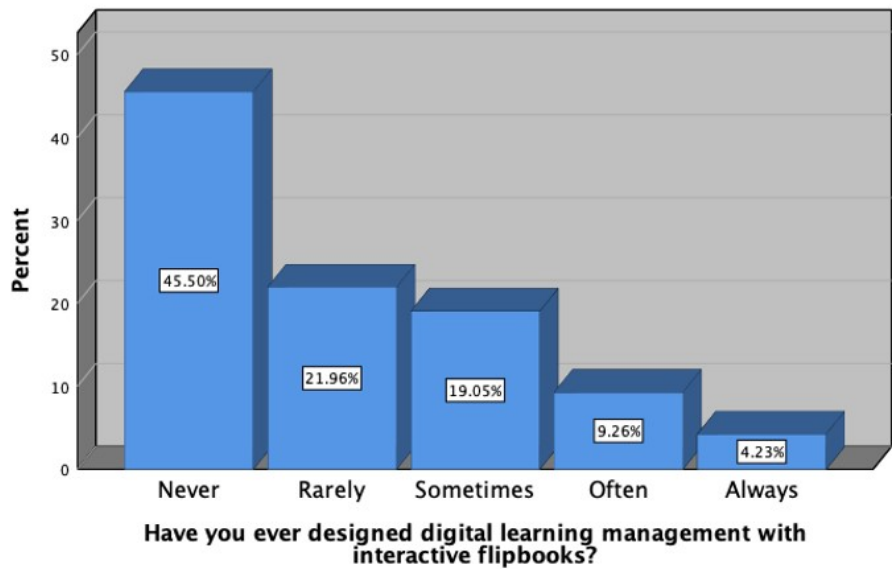


Figure 2. regarding the respondents' experience in designing digital learning management using interactive flipbooks

Never 45.50% Rarely 21.96% Sometimes 19.05% Often 9.26% Always 4.23%. The largest portion of respondents (45.50%) indicated that they have never designed digital learning management using interactive flipbooks. This highlights a significant portion of the audience with no experience in this area. A notable percentage of respondents have rarely (21.96%) or sometimes (19.05%) engaged in designing such systems, indicating that almost half of the respondents have had limited experience. Only a small fraction of the respondents indicated they design interactive flipbooks often (9.26%) or always (4.23%). This shows that frequent use of this design tool is quite low among the participants. This chart suggests that there is a substantial lack of experience or exposure to designing digital learning management using interactive flipbooks, with the majority of respondents either never having done so or having done so infrequently. This highlights a potential opportunity for targeted professional development or training programs to enhance educators' skills in this area. The low percentage of frequent users suggests a need for more resources or motivation to engage with this technology.

Have you ever implemented digital learning management with flipbook application?

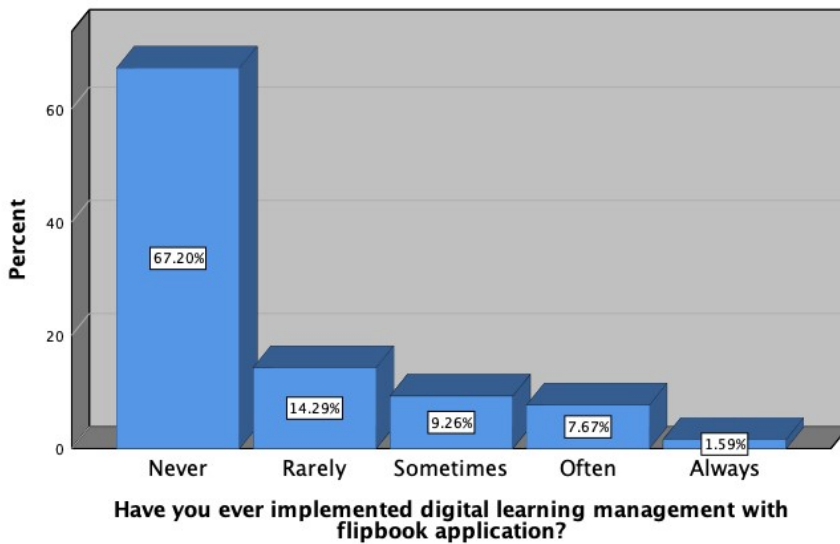


Figure 3. the respondents' experience in implementing digital learning management with a flipbook application

Based on Figure 3 show that the bar chart in the image represents a survey question regarding the respondents' experience in implementing digital learning management with a flipbook application. Never: 67.20% Rarely 14.29% Sometimes: 9.26% Often: 7.67% Always: 1.59%. Majority with no implementation experience, the overwhelming majority of respondents (67.20%) indicated that they have never implemented digital learning management using a flipbook application. This shows a significant gap in the practical application of flipbook technology in digital learning environments. Infrequent implementation, a smaller portion of respondents rarely (14.29%) or sometimes (9.26%) implemented the flipbook application, indicating some degree of usage, though still on the lower side. Low frequent use: Only a small percentage of respondents indicated that they implemented this technology often (7.67%) or always (1.59%). This highlights that the regular or consistent use of flipbook applications in digital learning management is very limited among the surveyed group. The data suggests that there is very little use of flipbook applications for digital learning management, with the majority of respondents having no experience in implementation. The relatively low percentages for more frequent use further suggest that this is an emerging area, which could benefit from greater awareness, training, or encouragement for adoption within educational or professional settings.

Have you ever used digital learning management design with interactive flipbook application in learning activities for students?

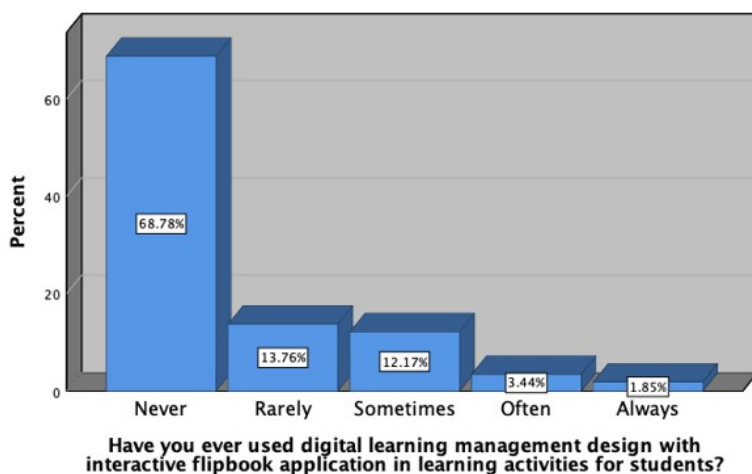


Figure 4. the respondents' use of digital learning management design with interactive flipbook applications in learning activities for students.

Based on Figure 4 show that the bar chart in the image represents a survey question regarding the respondents' use of digital learning management design with interactive flipbook applications in learning activities for students. Never: 68.78% Rarely: 13.76% Sometimes: 12.17% Often: 3.44% Always: 1.85%.. Majority with no usage: The majority of respondents (68.78%) indicated that they have never used digital learning management design with interactive flipbook applications in student learning activities. This highlights a significant gap in the integration of flipbook applications in educational practices. Infrequent use: A moderate percentage of respondents have rarely (13.76%) or sometimes (12.17%) used flipbook applications in student activities. This suggests that while some educators have experimented with this tool, regular use remains low. Low frequent use: Only a small percentage of respondents indicated that they used flipbook applications often (3.44%) or always (1.85%). This suggests that frequent use of flipbook applications in student learning activities is very limited among the participants. This chart suggests that there is very little integration of digital learning management design with flipbook applications in student learning activities. The majority of respondents have never used this tool, and those who have tend to do so infrequently. These findings indicate an opportunity for more training, support, or motivation to incorporate flipbook applications into educational practices to enhance student engagement.

3.1 Discussion

Based on the result of this research showed that that respondents generally have a low to moderate level of familiarity with digital-based learning management using flipbooks. Only a small proportion demonstrate a high level of familiarity, suggesting a possible gap in awareness or utilization that could be improved through training or increased exposure. This gap is caused by low understanding of technology. Technology has a very important role in flipbook-based digital learning management. Technology has revolutionized learning by making education more accessible, engaging, and personalized. However, challenges such as the digital divide, teacher readiness, and over-reliance on technology must be addressed to maximize its benefits. By investing in infrastructure, teacher training, and ethical technology use, educational institutions can fully harness the power of technology to enhance learning outcomes and prepare students for the future. Maximizing the benefits of technology Information in learning is one of the impacts of progress technology.(Huda et al., 2021).

The problem of implementing online learning management at the planning stage is due to the low ability of teachers to plan learning activities using digital applications (Nafiah et al., 2022). The statement highlights a critical barrier in online learning management teachers' limited digital skills at the planning stage. Addressing this requires a combination of training, institutional support, and user-friendly digital tools to enhance teachers' ability to plan effective online learning experiences. Technology has revolutionized education, but its full potential can only be realized if challenges such as the digital divide, teacher readiness, and over-reliance on technology are addressed. By investing in infrastructure, teacher training, and responsible technology use, educational institutions can create an effective, inclusive, and engaging digital learning environment that prepares students for the future.

Student behaviour in digital-based learning is influenced not only by internal factors but also by the role of teachers and parents in facilitating the learning process (Aprilia et al., 2024). Environment and parents also factor into the success of students' online learning activities (Mutiarra and Emilia, 2022). The influence of student behaviour on digital-based learning is a complex interaction of internal factors (motivation, self-regulation, digital literacy) and external influences (teachers, parents, and technology access). The success of digital-based learning depends on a balanced integration of internal and external factors, including student motivation, teacher facilitation, parental support, and access to technology. By addressing these factors, educators, parents, and institutions can create a more effective and engaging digital learning experience for students, ultimately leading to better academic outcomes and long-term success.

There is a significant gap in experience or familiarity with designing digital learning management using interactive flipbooks, as most respondents have either never engaged in it or have done so only rarely. This indicates a valuable opportunity to implement targeted professional development or training programs to improve educators' competencies in this field. The small proportion of regular users suggests a need for increased resources or incentives to encourage greater adoption of this technology. Teaching materials come in different forms, including both printed and digital resources (Asrial and Ernawati, 2020). Digital teaching materials serve as a support for blended learning, allowing access through electronic devices such as computers, mobile phones, or other gadgets. These materials provide a digital version of instructional content, enhancing learning flexibility and accessibility (Simatupang et al., 2020). Teaching materials play a crucial role in the learning process, serving as essential resources for educators and students. One of digital teaching material is using flipbook. The high percentage of unfamiliarity may indicate a lack of exposure, training, or perceived relevance of flipbooks as an effective learning tool. One of the challenges in learning is that some teachers have limited digital literacy due to age-related factors and the perception that digital technology is complex. Their difficulty arises from a lack of understanding of the necessary steps and procedures for effectively using digital tools (Suryani, Ardianto, et al., 2019). Flipbooks are easy to create, cost-effective, portable, and foster increased student engagement in learning activities (Nafiah et al., 2023). A digital flipbook is a structured presentation of self-directed learning materials, systematically organized into smaller learning units to facilitate the achievement of specific learning objectives (Ly et al., 2024). While flipbooks offer promising benefits in digital learning, their effectiveness is limited by the lack of familiarity and digital literacy among educators. Providing adequate training and resources can bridge this gap, making digital teaching materials more accessible and impactful in modern education. Digital teaching materials, particularly flipbooks, offer significant advantages in blended learning by enhancing accessibility, engagement, and structured learning. However, challenges such as lack of familiarity and digital literacy among educators must be addressed. By investing in teacher training, institutional support, and awareness campaigns, digital teaching materials can become more effective and widely used in modern education.

These findings align with recent research highlighting challenges in the adoption of digital learning tools among educators. Emphasizes that while interactive digital materials can enhance learning

outcomes, their implementation is often hindered by a lack of familiarity and experience among teachers (Agustini et al., 2022). Flipbooks can enhance students' motivation and eagerness to learn as they are designed in a creative and innovative manner, ultimately leading to a positive impact on their learning outcomes (Saktilia and Wulandari, 2024). While digital learning tools, including flipbooks, present valuable opportunities for enhancing education, their successful implementation depends on overcoming barriers related to digital literacy and experience among educators. By addressing these challenges through training and institutional support, educators can leverage interactive materials to create more engaging and effective learning experiences for students. While digital learning tools, including flipbooks, present valuable opportunities for enhancing education, their successful implementation depends on overcoming barriers related to digital literacy, teacher training, and institutional support. By addressing these challenges through structured training programs, technological investment, and gradual adoption strategies, educators can effectively leverage interactive materials to create more engaging and effective learning experiences for students.

The use of flipbook applications in student learning activities remains minimal among participants. The data suggests that digital learning management design incorporating flipbook applications is rarely integrated into educational practices. Most respondents have never utilized this tool, while those who have tend to use it only occasionally. These findings highlight the need for additional training, support, or incentives to encourage the adoption of flipbook applications, ultimately enhancing student engagement. Effective learning takes place when students actively construct their understanding through exploration and hands-on experience. Interactive flipbooks create opportunities for independent learning, aligning with the discovery learning approach, which encourages students to acquire knowledge through self-directed exploration of the material (Nasmansyah et al., 2024). The integration of interactive flipbooks in learning aligns with the principles of active learning, discovery learning, and self-directed exploration. By addressing these aspects, interactive flipbooks can become a powerful tool to foster independent, engaging, and effective learning experiences. Interactive flipbooks align with active learning and discovery-based education, fostering independent, engaging, and effective learning experiences. They enhance student motivation and comprehension by integrating multimedia, interactive exercises, and self-paced exploration.

CONCLUSION

Flipbook-based digital learning management has the potential to enhance the learning experience for elementary school students, its adoption among teachers is currently limited due to low familiarity, lack of design experience, and minimal classroom implementation. To increase the use of flipbook technology in education, it is recommended that schools and educational institutions. Offer professional development programs to help teachers gain familiarity and experience with digital learning tools like flipbooks. Provide access to digital resources and tools that enable teachers to design and implement interactive learning materials. Support teachers with technical guidance to overcome challenges in using and integrating flipbook-based digital learning management into their daily teaching practices. Through these measures, the use of flipbooks as a digital learning tool can be increased, resulting in better student engagement, participation, and learning outcomes.

Based on the conclusions that have been described, the suggestions that can be given by researchers related to the results of this study are: So that researchers conduct trials on the main field scale and operational field and disseminate the findings. For teachers, they can develop digital learning management design with interactive flipbook applications in learning activities for students. So that all teachers in both private and public schools can further improve their ability to design digital learning management with interactive flipbook applications in learning activities for students.

AUTHOR CONTRIBUTION STATEMENT

N conducted the research and formulated the issue. S.H. helped to develop the theoretical framework and evaluate the research methods. P.M. evaluated the results that have been done. K.

D. N. R and S.P helped to improve this article. All authors have contributed to the writing of this article.

DECLARATION

The authors of this study certify that they have NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent–licensing arrangements), or non–financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript.

DATA AVAILABILITY

The dataset generated during and/or analysed during the current study are available from the corresponding author on reasonable request.

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