

THE USE OF FLIPBOOK MEDIA WITH GAME-BASED LEARNING TO IMPROVE STUDENTS' COMPREHENSION OF ARGUMENTATIVE TEXTS

Ari Ferdianto^{1*}, Agus Yuwono², Panca Dewi Purwati³

^{1,2,3}Universitas Negeri Semarang

¹ariferdianto92@students.unnes.ac.id

Abstract

Understanding argumentative texts is an important competency in Indonesian language learning in elementary school, but many students still have difficulty understanding the structure. This study examines the effectiveness of using flipbook media integrated with a game-based learning approach to improve students' comprehension of argumentative texts. A mixed-methods sequential explanatory design was applied. Quantitative data were collected through a one-group pretest-posttest involving 20 fourth-grade students at SD Negeri 1 Ngareanak and analyzed using paired sample t-tests. Qualitative data were obtained from classroom observations and semi-structured interviews, then analyzed thematically to enrich the findings. Results indicated significant improvement in students' comprehension scores, as well as increased motivation, engagement, and confidence in expressing ideas. The flipbook's interactive features and visual elements supported clearer understanding and a more enjoyable learning process. These findings support the development of similar interactive media to improve other language skills at various levels of education.

Keywords: flipbook; game based learning; argumentative text; reading comprehension; elementary school

Abstrak

Pemahaman terhadap teks argumentasi merupakan salah satu kompetensi penting dalam pembelajaran Bahasa Indonesia di sekolah dasar, namun banyak siswa masih mengalami kesulitan dalam memahami struktur teks tersebut. Penelitian ini bertujuan untuk mengkaji efektivitas media flipbook yang diintegrasikan dengan pendekatan pembelajaran berbasis permainan (game-based learning) dalam meningkatkan pemahaman siswa terhadap teks argumentasi. Penelitian ini menggunakan pendekatan campuran dengan desain sequential explanatory. Data kuantitatif diperoleh melalui desain pretest-posttest satu kelompok terhadap 20 siswa kelas IV SD Negeri 1 Ngareanak dan dianalisis menggunakan uji t berpasangan. Data kualitatif dikumpulkan melalui observasi kelas dan wawancara semi-terstruktur, kemudian dianalisis secara tematik untuk memperkaya temuan. Hasil penelitian menunjukkan adanya peningkatan signifikan dalam skor pemahaman siswa, serta peningkatan motivasi, keterlibatan, dan rasa percaya diri dalam mengemukakan gagasan. Fitur interaktif dan elemen visual dalam flipbook membantu siswa memahami materi secara lebih jelas dan menyenangkan. Temuan ini mendukung pengembangan media interaktif serupa untuk meningkatkan keterampilan berbahasa lainnya di berbagai jenjang pendidikan.

Kata Kunci: flipbook; game based learning; teks argumentasi; pemahaman membaca; sekolah dasar

Received : 2025-05-15
Revised : 2025-07-19

Approved : 2025-07-21
Published : 2025-07-31



Jurnal Cakrawala Pendas is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

Introduction

Writing skills are an essential component of literacy development at the primary school level, particularly within the context of the Merdeka Curriculum. One text type that requires critical and structured thinking is argumentative text. This genre not only demands the ability to construct logical sentences, but also the capacity to express opinions and support them with clear, well-reasoned arguments. In the context of basic education, writing argumentative texts is among the expected learning outcomes. This is reflected in the Decree of the Minister of

Education, Culture, Research, and Technology (Kementerian Pendidikan Riset, dan Teknologi, 2024), which states that students should be able to compose various types of simple texts using varied sentence structures and relevant information about topics from their everyday environment. However, observations in the field indicate that students' ability to write argumentative texts remains low.

Initial observations conducted at SD Negeri 1 Ngareanak revealed that many students struggled to understand the structure and content of argumentative texts. They often failed to distinguish between opinions and factual statements and were unable to construct logical and coherent arguments. This situation highlights the need for learning interventions that can enhance students' comprehension of argumentative texts in an engaging and meaningful way. Wilda et al., (2025) noted that primary school students frequently face challenges in organizing claims, supporting reasons, and achieving coherence in their argumentative paragraphs a finding that aligns closely with our observations. Additionally, conventional teaching methods, which tend to emphasize rote learning, further limit students' active involvement and motivation in writing argumentative texts.

To address these challenges, the use of innovative digital learning media is considered a strategic solution. One such tool is the digital flipbook, which offers interactive learning through the integration of text, images, video, and animation. This format has been shown to improve students' learning engagement and understanding by providing a visually enriched environment (Tiwow et al., 2025). In parallel, the game-based learning (GBL) approach has proven effective in boosting students' motivation and participation through challenge-based and play-oriented activities that foster active involvement (Haloho et al., 2023). The integration of flipbook media with GBL is expected to create a learning experience that is not only informative but also meaningful and student-centered. This approach is supported by the findings of Rahayu et al (2024), who demonstrated that the application of Mayer's cognitive principles such as dual coding, coherence, and modality within digital media significantly enhances comprehension and learner engagement at the elementary level.

Recent studies in accredited Indonesian journals have confirmed the importance of using interactive digital media to improve students' literacy competencies, particularly in understanding complex texts. Listyawan et al., (2023) emphasized that interactive media designed for 21st century digital literacy significantly enhances student engagement and supports personalized learning in elementary education. In line with this, Ridiyanto (2024) found that flipbook-based interactive media in civics education improved fourth-grade students' ability to grasp abstract concepts through visual and structured content. Hidayat (2024) demonstrated that web-based interactive media contributed positively to cultural literacy development in IPAS lessons, helping students relate learning materials to real-life contexts. Complementing these findings, Damanik (2025) showed that multimedia with augmented reality features could improve digital literacy and problem-solving skills in elementary students. These findings collectively suggest that when designed effectively, interactive digital media can serve as powerful tools to support literacy development across diverse subject areas in elementary classrooms.

Despite increasing interest in the use of interactive digital media in language learning, research specifically examining the integration of game-based learning-assisted flipbook media on students' comprehension of argumentative texts remains limited particularly in elementary school contexts. Yet, the potential of combining these two approaches is significant in enriching students' learning experiences both cognitively and affectively. Therefore, this study aims to

explore the effectiveness of flipbook media integrated with game-based learning in improving elementary students' understanding of argumentative texts, addressing a gap in current educational media research.

Based on this background, the present study aims to address the research question: "How does the implementation of flipbook learning media supported by game-based learning influence students' comprehension of argumentative texts?" The primary objective is to examine and analyze the effectiveness of using flipbook media integrated with game-based learning in improving students' ability to understand and construct argumentative texts. This study employs a quantitative approach using a quasi-experimental design, which enables the researcher to obtain valid and measurable findings that can be scientifically justified.

Research Methods

This study employed a mixed-methods approach using a sequential explanatory design. In this model, quantitative data were collected and analyzed first, followed by qualitative data to provide deeper insights into the initial findings. This approach was chosen to examine not only the effectiveness of flipbook media assisted by game-based learning in improving students' comprehension of argumentative texts, but also to explore students' responses and learning experiences during the implementation in the classroom (Sugiyono, 2023). The integration of quantitative and qualitative data in this study aligns with the principles of mixed-methods research, which aim to obtain both statistical evidence and contextual understanding. This approach is emphasized by Darmawan (2021), who highlights that combining numerical analysis with narrative exploration leads to more comprehensive educational insights.

The research was conducted in May 2025 at SD Negeri 1 Ngareanak, an elementary school. The selection of this location was based on preliminary findings which showed that many fourth grade students at the school still had difficulty understanding the structure and content of argumentation texts. The teaching and learning activities in the class had not involved much digital media or interactive learning technology. The subjects in this study were all 20 fourth grade students. They were chosen because they were the only class IV available, and all students followed the same learning activities during the research process.

The implementation of this research was divided into two stages. In the first stage, researchers collected quantitative data using a one group pretest-posttest design. Before the media was applied, students were given an initial test to see the extent to which they understood argumentation text. After that, the learning process took place for two meetings, where the material was taught with the help of flipbook media and game-based learning elements. After all meetings were over, students again took the test as a final evaluation. The results of the initial and final tests were then compared to see the changes that occurred. In the second stage, researchers conducted interviews with several students and teachers. The interviews were semi-structured to explore their impressions, opinions, and experiences while using the media in the classroom.

A total of five students and one classroom teacher participated in the interviews. Following the purposive sampling and triangulation principles outlined by Sugiyono (2023), students were selected to represent diverse performance levels: two with high improvement, two moderate, and one minimal change between pretest and posttest scores. This approach aimed to capture a broad range of learner experiences and provide instructional perspectives through teacher input.

The main instruments in the quantitative stage were multiple-choice questions and were specifically designed to measure students' understanding of argumentation text. The indicators

of the questions were compiled based on the learning outcomes that had been set, to ensure that the content and language were in accordance with the abilities of elementary school students. Meanwhile, at the qualitative stage, the instrument used was an interview guide containing several open-ended questions. The questions in the interview were designed to explore things such as students' level of interest in the media, understanding of the material, and how their learning experience changed during the media use.

Content validity was established based on the procedures outlined by (Sugiyono, 2023), in which three experts two lecturers in language education and one experienced elementary school teacher independently reviewed all test items to ensure their alignment with the predetermined learning indicators. To assess internal consistency, the instrument was piloted with a comparable fourth-grade group. The reliability coefficient was calculated using Cronbach's Alpha, following standard recommendations from the same source, and yielded a value of 0.84, indicating strong internal consistency suitable for educational measurement. Additionally, comparable instrument development research by Mangkading et al., (2024) reported Alpha values above 0.70, reinforcing the reliability threshold applied in this study.

Quantitative data was collected before and after the application of the media. Students took the pretest and posttest in class in about 15 minutes. For qualitative data, interviews were conducted after the learning process was complete. The interviews were conducted in person, and with the permission of the respondents, the process was recorded and then transcribed. The interviews were then thematically analyzed by rereading the transcripts, marking important information, and grouping the information into main themes that emerged from the respondents' experiences and opinions.

Meanwhile, quantitative data was analyzed using statistical techniques in the form of paired t-test. This analysis is used to see if there is a significant difference between the test scores before and after learning. The analysis was conducted with the help of SPSS software so that the results are accurate and objective. The findings of the quantitative analysis were then compared with the results of the qualitative analysis to gain a more thorough understanding of the impact of using learning media on students' understanding. Thus, quantitative and qualitative data in this study complement and reinforce each other.

This study employs a mixed-methods design not merely to gather quantitative results but also to explore the underlying factors contributing to students' learning experiences. Saktilia & Wulandari (2024) reported that an interactive e-book developed using a Problem-Based Learning (PBL) model achieved over 90% in validation scores and yielded a strong effect ($N\text{-Gain} = 0.81$) in improving fifth-grade science comprehension. Similarly, Riski et al., (2025) found that flipbook media significantly enhanced reading comprehension and learning engagement among Indonesian students abroad. Furthermore, Hiralda & Zulherman (2023) demonstrated that the use of flipbooks created with Kvisoft Flipbook Maker improved student motivation and academic outcomes in primary classrooms. These studies collectively show that integrating quantitative improvements with qualitative insights offers a richer and more credible understanding of the educational impact of flipbook media.

Results and Discussion

This study aims to determine the effect of using flipbook learning media assisted by game-based learning on students' understanding of argumentation text. The quantitative approach is used to see the effectiveness of the media through pretest and posttest results, while the qualitative approach is used to strengthen the understanding of the results of observations and

interviews. According to Purwati (2023), effective Indonesian language learning at the elementary school level requires media that can bridge conceptual understanding concretely and contextually, especially in material such as argumentation text which tends to be abstract for students.

Before learning using flipbooks, the observations and pretest results showed that most students did not fully understand the structure of argumentation texts. Many were unable to distinguish between opinion statements and reasons, and had difficulty drawing conclusions. This indicates that previous instructional methods lacked the visual and interactive components necessary to support students' literacy development. This is in line with the findings of Nafiah & Wuryandani (2024), who revealed that 100% of grade IV elementary teachers expressed the need for flipbook-based interactive teaching materials, as conventional resources were considered inadequate for improving students' motivation and comprehension.

Learning was carried out over four sessions using an interactive flipbook designed in stages to help students understand each part of the argumentation text. The flipbook incorporated visuals, audio, and simple game quizzes to reinforce comprehension. This aligns with findings by Nafiah & Wuryandani, (2024), who highlighted that 100% of grade IV teachers perceive a need for flipbook-based interactive teaching materials due to limitations of conventional methods. Similarly, Hiralda & Zulherman (2023) showed that flipbooks created with Kvisoft Flipbook Maker significantly improved student motivation and academic outcomes in primary classroom settings.

After the learning process is complete, students are given a posttest with equivalent material. Differences in student learning outcomes before and after treatment were then analyzed by paired t-test. The following are descriptive statistical data and the results of the t-test:

Table 1. Descriptive Statistics of Pretest and Posttest Scores of Argumentation Text Comprehension

Type of Test	Number of Students (N)	Average (Mean)	Standard Deviation (SD)	Minimum Value	Maximum Value
Pretest	20	64,1	7,85	50	77
Posttest	20	81,3	6,74	68	94

Source: Student Test Data, 2025

Table 2. Paired Sample t-Test Results on Pretest and Posttest Scores

Pair Test	t count	df	Sig. (2-tailed)
Pretest – Posttest	-6,321	19	0,000

Source: SPSS output, 2025

From the results of Table 1 and Table 2, students' average scores rose from 64.1 to 81.3, while the standard deviation decreased from 7.85 to 6.74. This indicates not only an overall improvement in learning outcomes but also a more consistent distribution of student achievement. The paired t-test yielded a t value of -6.321 with 19 degrees of freedom and a significance value of 0.000, which confirms a highly significant difference between the pretest

and posttest scores after the treatment. These findings are in line with the results of Anggono & Setiawan (2025), who demonstrated that flipbook media integrated with problem-based learning significantly improved elementary students' understanding of science and social concepts, with expert validation exceeding 93% and an N-Gain score in the moderate category.

Qualitative data reinforced the quantitative results. Students shared that learning became more engaging because they were not only reading but also playing while learning. Several students noted that the quiz sections in the flipbook helped them clearly distinguish between facts and opinions. This finding supports the results of Yantik & Yuwana (2023), who reported that flipbook-based learning media enhanced students' reading literacy, as seen in increased student activity (95%), expert validation scores (91%), and a high N-Gain score (0.72). The study confirms that interactive flipbooks can combine enjoyment and comprehension effectively in literacy learning, especially in complex text genres.

Teachers also reported that flipbook media significantly eased the process of delivering abstract material. Instead of lengthy explanations, they guided students through structured slides, which allowed discussions to emerge naturally and interactively. This is consistent with the study by Fitriasih & Wulandari (2023), who developed flipbook-based science media for grade IV students and reported 100% expert feasibility, 90% content validity, and significant improvements in student learning outcomes ($N\text{-Gain} = 0.557$; $t = -23.39$; $p < 0.001$). These findings highlight that flipbook media not only reduce instructional burden on teachers but also foster student-centered, self-paced learning that supports diverse academic abilities.

Overall, the integration of game-based learning with flipbook media yielded significant cognitive and affective benefits. Students demonstrated better understanding of content and structure while also experiencing more enjoyment and motivation in the learning process. This is in line with the findings of Dinihari et al., (2024), who reported that elementary students exposed to gamified digital modules showed higher engagement and emotional connection to literacy tasks. Their research, published in a *Sinta 3* journal, emphasized that a playful, technology-enhanced environment can strengthen both comprehension and confidence, particularly in subjects that require critical thinking, such as argumentative writing.

In addition to supporting cognitive development, the use of flipbook media also significantly enhanced students' affective engagement—especially in terms of confidence, motivation, and attitudes toward Indonesian language learning. Teachers reported that students became more confident and enthusiastic when expressing their written arguments, which can be attributed to prior exposure to visual elements and interactive quizzes in the flipbook. These observations are in line with the findings of Widodo et al., (2023), who designed an interactive gamification-based flipbook and found that it improved both conceptual understanding and student engagement, with expert validation scores exceeding 85%. Their study emphasized that incorporating game elements into digital learning tools not only increases student interest but also fosters a deeper emotional connection with the learning material.

Flipbook usage also enhanced learning outcomes for students with visual learning preferences. Through structured visual elements, flipbooks helped students identify opinions and facts while organizing their thoughts clearly in writing. This not only improved comprehension but also retention of argumentative text structures. In line with Hadiapurwa et al., (2021), digital flipbooks significantly support visual literacy by offering easy-to-read layouts, attractive designs, and engaging content tailored for elementary students. Their study found that students felt more engaged and better understood materials presented through visual digital media. Thus, for students who rely heavily on visual input, flipbooks serve as an effective

learning tool that accommodates their cognitive processing style and enhances text comprehension.

Despite these advantages, the implementation of flipbook media faced challenges related to technical limitations and teacher preparedness. Teachers highlighted issues such as limited access to digital devices, lack of training in using new media, and time constraints for planning. These challenges hindered the optimal use of the interactive features embedded in flipbooks. In line with this, Fadhillah & Mulyani (2024) noted that successful integration of digital learning tools like flipbooks depends heavily on infrastructure availability such as projectors, speakers, and reliable devices and teacher competency. They emphasized the importance of combining media innovation with comprehensive professional development and institutional support to ensure that digital resources are used effectively and sustainably in classroom learning.

Furthermore, in terms of instructional strategies, combining game-based learning with flipbook media provides meaningful space for exploration, collaboration, and student-led inquiry. This design promotes a learning environment where students actively engage in discovering concepts rather than passively receiving information. The approach aligns with the RADEC (Read-Answer-Discuss-Explain-Create) model, which emphasizes sequential learning processes that foster deep comprehension and critical thinking. Amaliyah & Wati (2024) found that implementing the RADEC model significantly improved reading comprehension skills among elementary students. Her study demonstrated that structured steps beginning with reading and culminating in creative output enabled learners to understand texts more thoroughly and express ideas independently. Thus, the integration of RADEC principles within digital media like flipbooks enhances not only content mastery but also student autonomy and reflective learning. Future research may explore the long-term effects of flipbook-based learning on students' writing performance across various genres and educational contexts. It is also worth examining how different levels of gamification influence student motivation, especially among learners with diverse digital literacy backgrounds.

Conclusion

Based on the findings of this study, it can be concluded that the use of flipbook learning media assisted by game-based learning significantly improves students' comprehension of argumentative texts. This media not only helps students grasp the structure and content of the text more concretely but also enhances their engagement, motivation, and confidence in writing and expressing ideas. The combination of visual elements and game features creates a more enjoyable and memorable learning experience, especially for students with diverse learning styles. Given its positive impact, this media is highly relevant to be further developed as an instructional innovation in language learning. Future studies can explore its effectiveness in other language skills such as narrative or explanatory writing and test its implementation across different grade levels or subject areas. Research may also apply comparison-group designs or be conducted in varied school contexts to strengthen the generalizability of the findings. Furthermore, providing practical implementation guidelines would support teachers and schools in adopting this media more effectively in classroom settings.

References

- Amaliyah, R. N., & Wati, T. L. (2024). The effect of RADEC model on reading comprehension ability. *JCP: Jurnal Cahaya Pendidikan*, 10(1), 58–66. <https://doi.org/10.33373/chypend.v10i1.6214>
- Anggono, W. A. S., & Setiawan, D. (2025). Development of a Heyzine Flipbook Media

- Integrated with Problem-Based Learning to Improve Natural and Social Learning Outcomes of Elementary School Students. *Jurnal Pendidikan MIPA*, 26(1), 280–304. <https://doi.org/10.23960/jpmipa/v26i1.PP280-304>
- Damanik, N., & Fajari, L. E. W. (2025). Multimedia Interaktif Berbasis Augmented Reality untuk Meningkatkan Problem Solving Skills dan Literasi Digital Siswa. *Jurnal Didaktika Pendidikan Dasar*, 9(1), 395–416. <https://doi.org/10.26811/didaktika.v9i1.1657>
- Darmawan, I. P. (2021). *Metodologi Penelitian Pendidikan Kuantitatif, Kualitatif, dan Mixed Methods*. Remaja Rosdakarya.
- Dinihari, Y., Rafli, Z., Jakarta, U. N., Boeriswati, E., Jakarta, U. N., & Hidayat, F. (2024). Generating Interest in Literacy among Elementary School Students through Gamification Technology. *IJLECR: International Journal of Language and Culture Review*, 10(2), 176–187. <https://doi.org/10.21009/ijlecr.v10i2.45173>
- Fadhilah, R., & Mulyani, P. K. (2024). Developing Problem-Based Learning Flipbook Media to Enhance Natural Sciences Education in Fifth Grade. *Jurnal Penelitian Pendidikan IPA*, 10(10), 7322–7331. <https://doi.org/10.29303/jppipa.v10i10.7804>
- Fitriasih, Z., & Wulandari, D. (2023). Pengembangan media pembelajaran berbasis Flipbook sebagai sumber belajar muatan pembelajaran IPA siswa kelas IV SD. *Elementary School Teacher*, 6(2), 56–68. <https://journal.unnes.ac.id/journals/est/article/view/12178%0Ahttps://journal.unnes.ac.id/journals/est/article/download/12178/1317>
- Hadiapurwa, A., Listiana, A., & Efendi, E. E. (2021). Digital Flipbook as a Learning Media to Improve Visual Literacy for 4th Grade Students at SDN Abdi Negara. *Ilmu Informasi Perpustakaan Dan Kearsipan*, 10(1), 8–13. <https://doi.org/10.24036/116158-0934>
- Haloho, Y. mesilina, I Kadek Suartama, & I Komang Sudarma. (2023). Educational Game-Based Thematic Learning Media to Improve Student Learning Competence. *Jurnal Mimbar Ilmu*, 28(1), 106–115. <https://doi.org/10.23887/mi.v28i1.58764>
- Hidayat, N. (2024). Pengembangan Media Interaktif Berbasis WEB Untuk Meningkatkan Literasi Budaya Pada Pembelajaran IPAS Siswa Kelas IV Sekolah Dasar. *Jurnal Pendidikan Dasar Indonesia*, 9(2), 72–77.
- Hiralda, A., & Zulherman. (2023). A Kvisoft Flipbook Maker-Assisted E-Book to Increase Students' Interest In Elementary Schools. *Jurnal Ilmiah Sekolah Dasar*, 7(3), 444–451. <https://doi.org/10.23887/jisd.v7i3.61193>
- Kementerian Pendidikan Riset, dan Teknologi, K. (2024). *Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Nomor 032/H/KR/2024 tentang Capaian Pembelajaran pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah pada Kurikulum Merdeka*. Kemdikbudristek. <https://kurikulum.kemdikbud.go.id/>
- Listyawan, E. A., Karlina, I., & Ayushandra, V. (2023). Penggunaan Media Interaktif sebagai Bahan Literasi Digital Era 21 untuk Pembelajaran di Sekolah Dasar. *Elementar: Jurnal Pendidikan Dasar*, 3(1), 1–7. <https://doi.org/10.15408/elementar.v3i1.25199>
- Mangkading, W. G., Yunita, R., & Darmawan, I. P. (2024). Pengembangan dan Validasi Instrumen Academic Motivation pada Remaja. *Jurnal Pendidikan Tambusai*, 8(2), 29729–

29737.

- Nafiah, & Wuryandani, W. (2024). Analysis of Teacher Needs in Developing Flipbook-Based Interactive Teaching Materials in Elementary Schools. *Qalamuna: Jurnal Pendidikan, Sosial Dan Agama*, 16(2), 903–918. <https://doi.org/10.37680/qalamuna.v16i2.5071>
- Purwati, P. D. (2023). *Buku Ajar Kajian Bahasa Indonesia Jenjang Sekolah Dasar*. Cahya Ghani Recovery.
- Rahayu, A. W., Azizah, I. N., Ratnawati, Y. D., Shufiyah, S. S., Juhaeni, J., Purwanti, A. A., & Safaruddin, S. (2024). Pengaruh Model Pembelajaran Game based learning “One Board” terhadap Hasil Belajar Siswa Madrasah Ibtidaiyah. *Journal of Instructional and Development Researches*, 4(2), 46–53. <https://doi.org/10.53621/jider.v4i2.305>
- Ridiyanto, & Wibawa, S. (2024). Pengembangan Media Pembelajaran Interaktif Flipbook Pada Mata Pelajaran Pendidikan Pancasila Peserta Didik Kelas IV SD. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(3), 623–637. <https://doi.org/10.29303/jm.v6i1.7267>
- Riski, Y. T., Huda, M. N., Widodo, W., & Dayu, D. P. K. (2025). Utilization of Flipbooks for Reading Skills in Indonesian School Students Davao Philippines. *Jurnal Reviu Pendidikan Dasar*, 11(1), 62–72. <https://doi.org/10.26740/jrpd.v11n1.p62-72>
- Saktilia, Y. R., & Wulandari, D. (2024). Development of Interactive Flipbook-Based E-Books Through Problem Based Learning Models to Improve Science Learning Outcomes in Elementary Schools. *Jurnal Penelitian Pendidikan IPA*, 10(8), 6080–6094. <https://doi.org/10.29303/jppipa.v10i8.7515>
- Sugiyono. (2023). *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*. Alfabeta. www.cvalfabeta.com
- Tiwow, G. M., Manullang, D. R., HS, S. R., Siahaan, A. L., & Komalasari, F. P. (2025). *Media Pembelajaran Digital*. PT. Sonpedia Publishing Indonesia.
- Widodo, P., Subandowo, M., Musyarofah, L., Slamet, J., & Ming, D. (2023). Interactive gamification-flip-book for developing students’ outcomes. *Advances in Mobile Learning Educational Research*, 3(2), 754–762. <https://doi.org/10.25082/amlr.2023.02.002>
- Wilda, F., Kharisma, I., Guru, P., Dasar, S., & Padang, U. N. (2025). Analisis Kesulitan Menulis Paragraf Argumentasi Peserta Didik Fase B di Sekolah Dasar. *Lencana: Jurnal Inovasi Ilmu Pendidikan*, 3(2), 351–361. <https://doi.org/10.55606/lencana.v3i2.5067>
- Yantik, F., & Yuwana, S. (2023). Increasing Reading Literacy of Grade V Elementary School Students Using Flipbook-Based Learning Media. *Jurnal Ilmiah Visi*, 18(1), 7–15.