



DIGITAL FLIPBOOK MEDIA ON PANCASILA VALUES MATERIAL TO IMPROVE READING LITERACY OF GRADE II ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

This study aimed to develop a digital flipbook media containing Pancasila values for second-grade elementary school students that is valid, practical, and effective. The study employed a development research method by adapting the Borg and Gall development model, resulting in a digital flipbook entitled "Aku Anak Pancasila; Ayo, Jadi Hebat Dengan Lima Sila!". Media validity was assessed by experts in media, content, and language. The practicality of the media was evaluated by six elementary school teachers, three students in individual trials, and ten students in small-group trials. The effectiveness test used a one-group pretest-posttest design involving 20 second-grade students. Data were analyzed using qualitative and quantitative techniques with a Likert scale. The results showed that the overall validity score reached 96.72%, categorized as very valid. The practicality scores were 95.5% from teachers and 91.1% from students, both categorized as very practical. The effectiveness test using a paired-sample t-test yielded a significance value of 0.002, indicating that the media is effective. In conclusion, the digital flipbook media is feasible and effective for improving students' reading literacy.

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1. INTRODUCTION

The values of Pancasila are fundamental guidelines in the life of the nation and state, and are reflected in various current Indonesian laws and regulations. Pancasila functions as a moral as well as a regulatory reference for society in behaving and acting in accordance with applicable norms (Monika & Suastika, 2023). A nation with a strong character will show noble values such as honesty, integrity, responsibility, the spirit of mutual cooperation, a democratic attitude, and a high sense of nationalism (Maryam, 2023). Therefore, Pancasila Education learning is seen as an important instrument to instill these values so that students have morality, ethics, and quality that are able to answer the challenges of the times (Lestari & Suastika, 2021; Maharani et al., 2025). A nation where the people have strong character will reflect noble values such as integrity, honesty, responsibility, mutual cooperation, democracy and high nationalism (Maryam, 2023). This makes Pancasila Education learning positioned as an instrument in instilling the values of Pancasila to the younger generation, shaping students into individuals with good ethical morality and quality to face challenges (Mahaswari et al., 2022; Utamiani et al., 2022)

However, instilling an abstract concept of Pancasila values in elementary school students, especially grade II who are still in the early stages of cognitive development, is not easy. It requires a learning approach that is innovative, fun, and in accordance with the child's development (Juliatni et al., 2025). Character education from an early age plays a key role in producing a superior generation and being ready to face future challenges (Dewi et al., 2025). The internalization of Pancasila values in elementary schools is also closely related to student literacy. Literacy is understood as a complex process that involves the initial knowledge, culture, and experience of individuals to build new knowledge as well as deeper understanding. Thus, literacy not only functions as reading and writing skills, but also as a means for students to think critically, share information, and actively participate in democratic social life (Parmiti et al., 2022).

Literacy itself undergoes the development of meaning. Initially, it was only seen as limited to reading and writing skills, then expanded to include listening, speaking, and critical thinking skills (Purwa et al., 2025). Currently, literacy covers a wider dimension as information and communication technology develops, as well as the digitalization process. Literacy is defined as a person's ability to access, understand, evaluate, and use information effectively in various forms and contexts (Sepriyanti et al., 2022). A high level of interest in literacy gives individuals the ability to contribute more actively and competitively in various aspects of life (Ahyar, 2023). However, based on a survey conducted by the Program for International Student Assessment (PISA) released by the Organization for Economic Co-operation and Development (OECD) in 2019, Indonesia ranks 62nd out of 70 countries, or is the bottom 10 countries with low literacy rates (Novianti et al., 2022).

UNESCO data in 2012 shows that the reading literacy level of the Indonesian people is still very low, which is only 0.001%. This means that out of every 1,000 residents, there is only one person who has a habit of reading (Lestari et al., 2021). Similar results were also obtained from the World's Most Literate Nations Ranked study conducted by Central Connecticut State University in 2016, where Indonesia occupies the 60th position out of 61 countries in terms of reading interest, just below Thailand (59). Ironically, in terms of the availability of reading supporting infrastructure, Indonesia actually ranks better than a number of countries in Europe. This fact shows that reading literacy in Indonesia, especially at the elementary school level, still needs serious attention (Yusran, 2024). This low achievement can be caused by a lack of understanding of the basic literacy concept and weak motivation to read.

Some of the factors that cause the low interest and literacy of reading in elementary school students based on the results of initial observations include lack of access to interesting reading materials as learning resources, monotonous reading teaching methods, and lack of use of digital technology as a medium in reading learning. In elementary schools, reading learning usually relies heavily on conventional textbooks with a less interactive approach, so students tend to feel bored and less motivated to read (Wulandari et al., 2023). Books as reading materials and learning resources available are often less varied and not in accordance with students' interests and cultural backgrounds. Students struggle to feel connected to the material presented. On a practical level, teaching reading in primary schools often faces various challenges that hinder the development of effective reading skills among students. Therefore, it is necessary to procure reading materials that are connected to the material, in accordance with the age level and cultural background of the students, renewable and interesting to foster students' reading literacy (Alsubaie, 2022).

One of the main problems in improving reading literacy is the use of conventional methods in teaching that are often monotonous and do not attract students' interest in reading. Methods such as lectures or reading together without enough active student interaction tend to make the learning process boring and unpleasant (Alsubaie, 2022). As a result, students become passive, less engaged and less motivated to improve their reading skills. The limitations of interactive and visual learning media can cause students at the elementary school level to feel bored and have difficulty relating abstract material to everyday experiences. Therefore, innovation is needed in the provision of learning media that is able to accommodate the learning characteristics of elementary school students who tend to be visual and kinesthetic. Learning media has good benefits, especially in supporting a learning process (Anugrah et al., 2022). For teachers, the existence of learning media is expected to be able to make it easier to deliver learning materials to students. Students are expected to be able to make it easier to understand the material delivered by their teachers during the learning process (Tarisna et al., 2023).

The development of digital technology today presents a great opportunity in creating a more interactive and fun learning media. One potential innovation is the use of digital flipbooks, which are electronic books that are enriched with animations, images, audio, and video so that they can increase student engagement during the learning process. Digital flipbooks can be an alternative to overcome the limitations of conventional media because they present material in a more visual and contextual way, especially in learning Pancasila values. With the multimedia display on a flipbook, students can understand the content of the material faster than if it is only presented in the form of text. Grade II elementary school students, who are on average 7-8 years old, are at the stage of concrete operational development according to Piaget's theory. At this stage, students have begun to be able to think logically about real objects, but still have difficulty in understanding abstract concepts. Students learn

more effectively through hands-on experience, concrete interactions, and need visual and kinesthetic stimulation to stay focused. An interactive learning environment is an important key to cognitive growth as well as the formation of students' character (Marinda, 2020). Digital flipbooks are suitable for use as a learning medium that can attract students' interest in reading.

The results of previous research showed that the use of flipbooks based on local toys was proven to be valid and feasible to improve the reading literacy of elementary school students in Palaan Village. Flipbook media was declared very suitable for use in learning, which was in the high category. These findings prove that digital flipbooks are effective in supporting the improvement of students' reading literacy skills (Rizki & Purwati, 2025). Actually, there has been research on flipbook learning media in elementary schools, but there is no digital flipbook media to improve reading literacy of grade II students and contain Pancasila values. So, it is necessary to have a digital flipbook that contains Pancasila values to improve the reading literacy of elementary school grade II students. The development of this medium is based on the assumption that the attractive visual display and interactive features in a digital flipbook will motivate students to more actively read and understand the material. In addition, the digital format allows for a more concise, structured, and accessible presentation of material by students. This research aims to develop a digital flipbook media of Pancasila values for grade II elementary school students that is valid, practical, and effective.

2. RESEARCH METHODS

This research uses a research and development (R&D) model. Borg and Gall stated that research and development is an industry-based development model where research findings are used to design new products and processes that are then systematically conducted field trials, evaluated, and refined until the research findings meet the criteria of effectiveness, certain qualities or certain standards (Siregar & Bahri, 2024). Holding the main product trial is a step to test a product that has been developed by researchers. This stage is a large-scale trial stage involving the assessment of flipbook learning media by grade II elementary school students as research subjects. Answering pretest questions and posttest reading literacy questions by students II at SD No. 1 Pangsan. The research design used is one group pre-test-post test design, which is research that is carried out on one selected group and no stability and clarity test of the group state is carried out before being given treatment. The research design of one group pre test and post test design was measured using a pretest that was carried out before being treated and a posttest that was carried out after being treated with digital flipbook learning media.

The object of this media development research trial consists of the validity, practicality, and effectiveness of flipbooks on Pancasila values material to improve reading literacy of grade II elementary school students. The subject of this study is a digital flipbook product tested for feasibility/validity by two 22 content experts (material), two linguists (language) experts and two learning media experts. Content experts, linguists and learning media experts are lecturers at Ganesha Education University who are experts in their fields. Students and teachers who use digital flipbook media to test the practicality and effectiveness of the media.

The data collection techniques used in the research on the development of digital flipbook learning media are in the form of observations, questionnaires (questionnaires), interviews, documentation, and tests. The availability of instruments is used to determine the validity, practicality and effectiveness of the developed learning media. The instruments used in this study can be seen in Tables 1, 2, 3, 4 and 5.

Table 1. Material Expert Instrument Grid

Yes	Assessment Aspects	Indicator	Instrument Details	
1.	Eligibility of the content of the material with the curriculum	1.	Conforms to the demands of the elementary school curriculum	1,2,3,4
		2.	Suitability of teaching materials with learning objectives	
		3.	Right on the learning goal	
		4.	Compliant with assessment in learning	
2.	Fill in the Media Display	1.	Clarity of discussion from each sub chapter	5,6,7,8
		2.	Clarity of the material according to the student's cognitive level	
		3.	Clarity of material accompanied by supporting images	
		4.	Balance of presentation of ideas	
3.	Eligibility to Support the Learning Process	1.	Digital flipbook media is appropriate for use in the classroom	9,10,11,12
		2.	Creating an active and fun classroom atmosphere	
		3.	Helps remember material you've already learned	
		4.	Adaptive content or feedback can be run in learning	

4.	Eligibility for Language Material Presentation	1. Presentation of material according to the level of child development 2. The use of images in the material is clearly Visible 3. The use of language in the material is easy to understand and in accordance with the development of the student	13,14,15
Number of Instrument Items			15

Table 2. Language Expert Instrument Blueprint

No.	Assessment Aspect	Indicators	Item Numbers
1.	Language Usage	The flipbook uses simple and easily understandable sentences. Sentences are written clearly.	1, 2, 3
2.	Language Accuracy	There are no spelling or grammatical errors. Proper use of spelling and punctuation. Sentences are constructed appropriately. Word choice and sentence structure are clear and accurate.	4, 5, 6
3.	Readability and Communicativeness	Sentence length is appropriate to students' level of understanding. Sentence structure matches students' level of understanding. The flipbook reading content is easy to understand for second-grade elementary school students. The reading content encourages student discussion.	7, 8, 9, 10
Total Number of Items			10

Table 3. Media Expert Instrument Grid

Yes	Assessment Aspects	Indicator	Instrument Details
1	Media Display	1. Orderly in laying 2. Simple yet neat 3. Color appeal used 4. Attractiveness in media packaging 5. Clarity of information conveyed	1,2,3,4,5
2	Format Isi	1. Image illustration suitability 2. Fit of the content layout 3. Clarity of material 4. Choice of words used in <i>digital</i> flipbooks	6,7,8,9
3	Media Effectiveness	1. Able to invite students to be involved in the use of media 2. Suitable for Primary School students 3. Easy for students to understand	10,11,12
4	Media Selection	1. Easily accessible to students 2. Not outdated	13,14
5	Practicality of Media Use	1. Easy to use 2. The order of use in the media is easy to use	15,16
Number of Instrument Items			16

Table 4. Media Practicality Instrument Grid

Yes	Assessment Aspects	Indicator	Item Instruments
1	Ease of Understanding	1. The digital flipbook presented can increase students' knowledge about Pancasila values 2. This digital flipbook learning media makes it easier for students to understand the material of Pancasila values 3. Being able to tell the values of Pancasila in daily life 4. The pictures presented can add understanding and provide convenience.	1,2,3,4
2	Learning Independence	1. Giving students the opportunity to learn according to their abilities 2. Attract students' interest in learning and reading digital flipbook media 3. It can be used as a learning medium wherever you are.	5,6,7
3	Digital flipbook media presentation	1. To make it easier for teachers to teach 2. Text is clear and easy to read 3. The images presented attract the attention of students 4. Use simple language	8,9,10,11
4	Use of digital flipbook media (practicality)	1. This digital flipbook makes it easier for students to learn 2. Easy to use without the help of others 3. Can be used anywhere 4. As entertainment and learning media.	12,13,14,15
Number of Instrument Items			15

Table 5. Grid - Student Reading Literacy Test Grid

No.	Indicator	Competencies	No Question
1.	Accessing and obtaining information from text,	1. Access and search for information related to the text of Pancasila values	1,2,3,4
		2. Selecting relevant information related to the text of Pancasila values	5,6,7,8
2.	Understand and interpret the content of the reading	1. Understanding the text of Pancasila values	9,10,11,12
		2. Explain behaviors related to reading Pancasila values	13,14,15,16
3.	Reflect on and evaluate the content and form of the text	1. Assessing the quality and credibility of the content on the values of Pancasila	17,18,19,20
		2. Reflecting on the Pancasila values material to make choices, make decisions, and relate the material to personal experience	21,22,23,24
Number of Questions			24

Uji The validity of the content states the suitability of the content of the instrument with the teaching material. This test uses a formula proposed by Gregory. Students' reading literacy tests are needed to determine the achievement of the learning goals that have been set. Field test data was collected using one group pretest and posttest. The data was used to determine the increase in students' reading literacy after and before using digital flipbook learning media on the Pancasila values material for grade II elementary school students. The next steps are carried out 1) Statistical Descriptive Analysis, 2) N-Gain Analysis, 3) Analysis Prerequisites Test (Data Normality and Homogeneity), and 4) Hypothesis Test. The assessment approach was carried out with N-gain analysis to determine the increase in the pretest and posttest results of the reading literacy test. After the N-gain results are obtained, it is continued to calculate the student's score using the N-gain category in the following table.

Table 6. Criteria for Improving Reading Literacy Test Results

N-gain value	Interpretasi
$-1.00 \leq g < 0.00$	There is a decline
$g = 0.00$	There is no decline
$0.0 < g < 0.30$	Low
$0.30 \leq g < 0.70$	Medium
$0.70 \leq g < 1.00$	Height

3. RESULT AND ANALYSIS

The final result of this development research is in the form of a digital flipbook media containing material on Pancasila values for grade II elementary school students, which is developed through the stages of needs analysis, planning, design, and product development. The needs analysis shows that learning is still conventional, students' reading literacy is relatively low, and visual media that is interesting, interactive, and easy to understand is needed; students are more interested in color illustrated readings with short texts, while curriculum analysis refers to the Independent Curriculum with the strengthening of divine values, humanity, unity, democracy, and social justice. The planning stage includes setting goals, reading literacy indicators, preparing content frameworks, selecting software, and preparing assessment instruments. The design of the media is comprehensively prepared with an attractive cover, instructions for use, short text materials supported by illustrations, videos, as well as reading exercises and comprehension questions. The product is developed using Canva, Flip PDF Professional, and Heyzine with a child-friendly design and simple language, featuring interactive quizzes via Quizizz or Wayground. The digital flipbook media entitled "I am a Child of Pancasila: Come on, Be Great with the Five Precepts!" is presented in the form of links and barcodes so that it can be accessed through various devices.



Figure 1. Digital Flipbook Media for Pancasila Values Material

Based on the results of the validation recapitulation and practicality test, the digital flipbook media obtained a high average score from all assessing subjects. Assessments by media experts, subject matter experts, and linguists show that digital flipbook media is in the category of being very valid. Meanwhile, the results of assessments by teachers, individual trials, and small group trials show that digital flipbook media is in the very practical category, so this media is suitable for use as a learning medium in elementary schools (Mahmuzah et al., 2025).

Table 7. Recapitulation of Validation Results and Practicality of Digital Flipbook Media

Yes	Assessor Subject	Average Score (%)	Category
1	Media Member	97,50	Highly Valid
2	Material Expert	92,67	Highly Valid
3	Linguist	100	Highly Valid
4	Teacher	95,5	Very Practical
5	Students (Individual)	90,7	Very Practical
6	Students (Small Groups)	91,1	Very Practical

The N-Gain Score test was used to find out how much students' reading literacy skills improved after being treated using digital flipbook media. This analysis compares pretest and posttest scores to see the effectiveness of individual and group learning. Students' N-Gain scores range from 0.4 to 0.8, which means that all students experience an increase in reading literacy skills after participating in learning using digital flipbook media. Of the 20 students, 3 students were in the high category, 17 students were in the medium category and no students were

in the low category. The average N-Gain value is 0.5, which falls into the medium category. This shows that digital flipbook media is very effective in improving the reading literacy of elementary school grade II students. The increase that occurred was not only individual, but also showed consistent group improvement. Before conducting a hypothesis test using a paired sample t-test, an analysis prerequisite test is first carried out to ensure that the data meets parametric statistical assumptions. The prerequisite tests used include normality tests and homogeneity tests. The normality test was used to find out whether the pretest and postes data were normally distributed, while the homogeneity test was used to see if the variance of the two data groups was in a homogeneous (equivalent) condition. Both of these prerequisite tests were performed using IBM SPSS Statistics software.

The results of the normality test of the distribution of effectiveness test data in this study are shown in Table 8.

Table 8. Normality Test Results

Your	Shapiro-Wilk		
	Statistic	df	Say.
Nilai Pretest	0.941	20	0.248
Nilai Posttest	0.943	20	0.277

Based on the results of the normality test using Shapiro-Wilk presented in Table 4.15, it is known that the significance value for the pretest data is 0.248, while the significance value for the posttest data is 0.277. Both significance values are greater than the significance limit of 0.05. This shows that both pretest and posttest data have a normal distribution. Thus, it can be concluded that the assumption of normality in both data groups is met.

The data homogeneity test was carried out using the Levene's Test statistical technique. The homogeneity test was carried out using pretest and posttest value data.

Table 9. Homogeneity Test Results

Pretest and Postest Scores			
Levene Statistic	df1	df2	Say.
0.023	1	38	0.880

Based on the results of the homogeneity test using Levene's Test, it showed a significance value of 0.880. This value is greater than the significance level of 0.05, so it can be concluded that the variance between the pretest and posttest values is homogeneous. In other words, there was no significant difference in variance between the two data groups. This condition is eligible to continue the analysis by using the paired sample t-test as a hypothesis test at the next stage.

Hypothesis testing can be done using the one sample t-test in the IBM SPSS 23.00 for windows program through paired sample t-test analysis. So that a table of one sample t-test is obtained which will be used to make decisions.

Table 10. Paired Sample T-Test Results

Paired Samples Test								
Paired Differences								
Mean	Hours of deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)	
			Lower	Upper				
29.250	6.742	1.508	32.406	26.094	19.401	19	0,002	

Based on the results of the paired sample t-test in Table 4.17, a significance value (Sig. 2-tailed) of 0.002 was obtained, which is smaller than the significance limit of 0.05. These results show that there is a very significant difference between students' pretest and posttest scores. The average posttest score of students is much higher than the pretest score, so the increase that occurs is due to the use of digital flipbook media in the learning process. Thus, H_0 was rejected and H_1 was accepted, so it can be concluded that the digital flipbook learning media on Pancasila values material is effective in improving the reading literacy of grade II elementary school students at SD No. 1 Pangsang.

The use of flipbook media is legitimate in Pancasila education

Based on the findings of development study that demonstrated a high degree of validity from material and media specialists, the usage of interactive flipbook learning media has been shown to be valid and viable to adopt in Pancasila Education courses. Students' engagement and participation in the subject were greatly enhanced by the flipbook (Emilia et al., 2024). Unlike traditional open materials, flipbooks provide contemporary learning with eye-catching visuals that boost student motivation and interest in learning through interactive features. Furthermore, flipbooks facilitate quick access, encourage self-directed learning, and enhance comprehension of

Pancasila Education content topics in a more useful manner. Consequently, Flipbooks are a creative and successful way to maximize student learning outcomes (Sumarmi et al., 2021). Flipbooks combat poor learning interest while also facilitating teachers' dynamic delivery of content. Flipbook uses digital packaging, it has engaging content that makes learning fun for pupils and improves their motivation, engagement, and learning outcomes (Isnaini et al., 2024; Usman et al., 2024).

The use of practical flipbook media in learning Pancasila education in elementary schools

Flipbooks' application in Pancasila Because it streamlines the delivery of abstract or verbal content into a more participatory and visual style, education learning in elementary schools is seen as extremely practical. Teachers can engage students' learning interests by combining text, photos, videos, and even quizzes into a single digital book that has a page-turning experience like to a physical book using this digital platform. Its accessibility is another indication of its usefulness; students can use digital devices to study ethnic diversity or Pancasila values at any time and from any location. Because it fosters an enjoyable and stimulating learning environment for elementary school-aged students, the use of this medium has been successful in enhancing learning results and fortifying student character. Flipbook learning materials have the benefit of being highly appropriate for self-directed learning activities and preventing pupils from becoming disinterested due to their greater variety. The teaching and learning process can be made more dynamic and vivid by utilizing flipbook media, which can also boost students' motivation, interest, and learning results. In addition to emphasizing writing, flipbook learning materials can incorporate motion animation, video, and audio, making them engaging and dynamic learning tools that never get boring (Bunari et al., 2024).

The use of flipbook media improves elementary school students' literacy in learning Pancasila education in elementary schools

Flipbooks are essential for educational purposes. Flipbooks have the advantage of being portable, having eye-catching colors, and presenting educational content in both text and graphics. Additionally, flipbooks can include audio and video elements that enhance student learning. This study suggests that flipbooks can boost students' motivation to learn and help them comprehend the course materials. Students' cognitive abilities are undoubtedly improved by this (Arisandhi et al., 2023; Maryani et al., 2022). Previous studies conducted using Flipbook learning media showed that students' meta cognitive and self-regulation learning outcomes were in a good category (Syah et al., 2025). Flipbooks' application in Pancasila Through interactive and visual information presentation, education learning in primary schools successfully enhances kids' literacy skills. With realistic page transitions and the use of multimedia like pictures and videos, this medium has been shown to boost children' interest in literacy. Students' reading, writing, and computer literacy are strengthened by this digital format, which makes theoretical content like Pancasila values and cultural diversity easier to comprehend and interesting to read frequently. Additionally, kids can study the content at any time thanks to the practicality of digital device access, which eventually improves learning outcomes and helps them comprehend the nature of the country at a young age.

4. CONCLUSION

The conclusion of this study shows that the digital flipbook media "I am a Child of Pancasila: Let's Be Great with the Five Precepts" developed has met the criteria of being very valid, very practical, and effective for use in learning literacy to read Pancasila values in elementary school students. Validation by media experts, material experts, and linguists proves that media is suitable for use in terms of appearance, content, and language, while the results of practicality tests by teachers and students show that media is easy to use, attractive, and supports students' active involvement in learning. The results of the effectiveness test showed that there was a significant increase in students' reading literacy skills after using digital flipbook media, so that this media was able to become an innovative and meaningful learning solution. Based on these results, it is recommended to elementary school teachers to use digital flipbook media as an alternative to reading literacy learning media, to schools to support the development and utilization of digital-based learning media, and to future researchers to develop similar media in different materials and levels to expand its benefits in the world of education.

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