

The Effectiveness of *E-Flipbook* as PAI Learning Media to Improve Student Learning Outcomes

Azizah Rabiah Kalam^{1*}, Amin Fauzi²

Universitas Muhammadiyah Prof. Dr. Hamka, Indonesia^{*1,2}

^{*1}email: azizahrabiahkalam@uhamka.ac.id

Abstract

The purpose of this study was to measure the impact of the use of learning media through the E-Flipbook application on improving student learning outcomes in class XI, and to compare the values and learning outcomes of students who use E-Flipbook media with those who use conventional book media. This study used a quantitative method with an experimental design of One Group Pretest and Posttest, which was conducted at SMK Muhammadiyah 9 Jakarta in September with research subjects consisting of 44 students of class XI Dkv II and XI MP. Data were collected through Pre-test and Post-test conducted using the Kahoot application, both for the experimental group and the control group. Data analysis was carried out using the SPSS parametric test, including descriptive analysis, normality test, homogeneity test, paired sample t-test, and independent t-test. The results of the parametric analysis showed that the average value of the experimental group reached 85.55, while the control group obtained an average value of 77.55. These findings indicate that the use of E-Flipbook learning media has a significant influence on student learning outcomes and their involvement in the learning process. Therefore, the results of this study provide a strong basis for teachers to integrate technology, such as E-Flipbook, into their teaching methods in order to achieve better learning outcomes.

Keywords: Learning Outcomes; Learning Media; Islamic Religious Education; E-Flipbook.

Artikel Info

Received:

March 11, 2025

Revised:

April 12, 2025

Accepted:

May 23, 2025

Published:

June 10, 2025

Abstrak

Tujuan penelitian ini adalah untuk mengukur dampak penggunaan media pembelajaran melalui aplikasi E-Flipbook terhadap peningkatan hasil belajar siswa di kelas XI, serta membandingkan nilai dan hasil belajar siswa yang menggunakan media E-Flipbook dengan mereka yang

menggunakan media buku konvensional. Penelitian ini menggunakan metode kuantitatif dengan desain eksperimen One Group Pretest dan Posttest, yang dilaksanakan di SMK Muhammadiyah 9 Jakarta pada bulan September dengan subjek penelitian yang terdiri dari 44 siswa kelas XI Dkv II dan XI MP. Data dikumpulkan melalui Pre-test dan Post-test yang dilakukan menggunakan aplikasi Kahoot, baik untuk kelompok eksperimen maupun kelompok kontrol. Analisis data dilakukan dengan menggunakan uji parametrik SPSS, mencakup analisis deskriptif, uji normalitas, uji homogenitas, uji paired sample t-test, dan uji independent t-test. Hasil dari analisis parametrik menunjukkan bahwa nilai rata-rata kelompok eksperimen mencapai 85,55, sementara kelompok kontrol memperoleh nilai rata-rata 77,55. Temuan ini mengindikasikan bahwa penggunaan media pembelajaran E-Flipbook memberikan pengaruh signifikan terhadap hasil belajar siswa dan keterlibatan mereka dalam proses pembelajaran. Oleh karena itu, hasil penelitian ini memberikan dasar yang kuat bagi para guru untuk mengintegrasikan teknologi, seperti E-Flipbook, dalam metode pengajaran mereka demi mencapai hasil belajar yang lebih baik.

Kata Kunci: Hasil Belajar; Media Pembelajaran; Pendidikan Agama Islam; E-Flipbook.

A. Introduction

Information and communication technology has undergone rapid development along with the globalization process (Seminar et al., 2019). This development is characterized by rapid advances in hardware, software, and network systems that allow communication and information dissemination to occur quickly and widely. Education in the digital era focuses on implementing effective learning by utilizing science and

technology. In this era, technologies such as the internet, computers, smartphones and various educational applications are used to improve the effectiveness, efficiency and flexibility of learning. The learning process is no longer limited to classrooms or direct face-to-face meetings between teachers and students. Now, learning can be done anytime and anywhere. In formal education, there are various subjects taught, one of which is Islamic Religious Education which is given at every level

of education. At school, this subject is known as Islamic Religious Education (Lazwardi & Paisal, 2022). In formal education in Indonesia, Islamic Religious Education (PAI) is one of the compulsory subjects taught at every level, from elementary to senior high school. This subject aims to form students who have faith, piety, and noble character through the teaching of Islamic values such as belief, worship, morals, Islamic history, and understanding of the Qur'an and Hadith. In schools, PAI plays an important role in building students' character and morals, helping them understand and practice Islamic teachings in daily life, as well as instilling an attitude of tolerance and responsibility as part of a pluralistic and modern society. Islamic religious education is the process of teaching organized by teachers or educational institutions to provide discussions about Islam to those who are interested in deepening their understanding of Islam (Syafirin et al., 2023). Islamic Religious Education (PAI) is an important element in the form of education in Indonesia that intends to shape student characteristics in harmony with Islamic teachings. As a subject that

aims to guide children towards perfection in faith, good deeds, and noble behavior, this subject also aims to make them useful for the community, nation, and state (Rifa'i et al., 2022). Islamic Religious Education (PAI) not only intends to express insight into religious teachings but also plays a role in shaping a generation that is intellectually, morally, and ethically intelligent. PAI teachers need to improve their competence in facing the challenges of religious diversity in the classroom. This includes classroom management, material delivery, and establishing good relationships with parents (Bancin, 2024). Although challenges often arise in the learning process of PAI, the main thing is to maintain students' interest in the subject matter and foster their understanding of the fundamentals taught. In the context of ongoing education, the application of technology in the teaching and learning process is increasingly crucial to attract students' attention and foster better interaction in learning. The application of technology in learning Islamic Religious Education is the right step and relevant to the demands of the times. By integrating technology, we can create a

learning experience that is more interactive, engaging and in line with the preferences of today's digital generation (Sulaiman et al., 2024). In this era of globalization, it is important for the world of education to continue to adapt through the growth of technology in order to foster education. Among the aspects that need to be considered is the utilization of information and communication technology on the way of teaching (Lailan, 2024). The application of technology in education remains the main focus in the development of education until now. However, it is also considered to be able to speed up the work process when teaching. This kind of change should be a concern for educators in the field of Islamic Religious Education. If these aspects are underestimated, then forever religious subjects will be seen as something out of date (Aziz et al., 2024). We can notice the structure of technology through the hard and soft tools available to teachers and students. In today's digital age, conventional learning methods that only rely on lectures and printed books are starting to feel less effective in arousing students' interest in learning. Students often feel

bored and demoralized when following conventional learning, which causes their understanding of Islamic Religious Education (PAI) learning materials to be low. Conventional methods, also known as traditional methods, are approaches that have been used for a long time. This method is used by teachers as a means to deliver material to students. Until now, conventional methods are still used in the learning process as a communication tool for teachers to discuss material in class (Fitria & Darwis, 2024). Learning is now not only confined to blackboards and textbooks, but also utilizes a variety of digital media such as videos, interactive images, and electronic reading materials. E-Flipbook is a kind of electronic book that can be utilized as one of the learning resources in online activities. This book was created using the flipbook maker application (Awwaliyah et al., 2021). One type of digital learning media that is currently in demand is E-Flipbook, a type of electronic book designed to allow users to 'flip' pages in a similar way to a physical book. E-Flipbooks usually contain interactive elements, such as animation, sound and video, which can enhance the learning experience by

presenting it in an interesting and easy-to-understand manner. The use of teaching materials should not only be centered on teacher involvement, but also encourage students to be overly active in the learning process. Although the use of digital media has become widespread in many fields of study, research on how effective E-Flipbooks are in PAI learning is still limited. Many previous studies have centered on the use of digital learning media for exact sciences or vocational skills, while its positive impact on students' understanding in PAI subjects has not been explored in depth. In fact, there are still problems related to students' boredom in PAI lessons in class (Ningsih et al., 2022). Meanwhile, in PAI lessons, apart from the cognitive aspects, there are moral and spiritual values that students need to understand. It is important to deliver this material in an interesting way so that students can absorb these values. Based on his research conducted (kodi et al.2019), it is concluded that digital E-Flipbook has advantages and peculiarities that distinguish it from other learning media. The use of content or media plays an important role in the implementation of

learning. This can help students to better understand the meaning of the material taught (Pada & Pai, 2024). The reason is the ability of E-Flipbook digital media to display a combination of text display through images, video or sound that makes the teaching module look stunning compared to other media. Flipbook allows users to integrate various types of files, such as images, videos, and animations. In addition, flipbooks are equipped with attractive template designs, control buttons, navigation bars, hyperlinks, and backsound. All these features make the resulting flipbook-based e-modules more interesting and interactive (Pipit Mulyah et al, 2020). Several studies have found that using digital media in the learning process can boost students' enthusiasm and interest in learning, and help them to understand concepts more efficiently. Creativity in the use of learning media plays a crucial role in achieving educational goals. One example of creative media that can be used is flipbooks, which are a development of e-books. This flipbook can be an interesting alternative in learning Islamic Religious Education (PAI) (Und, 2003). The utilization of technology that adapts to

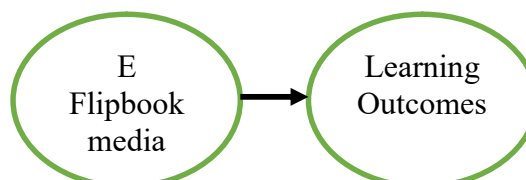
the learning styles of today's children can improve and efficiency in the learning process. This study aims to fill the gap by examining how effective the use of E-Flipbook is in PAI learning, especially in increasing students' understanding and involvement in understanding the material. The research intends to examine the extent to which the use of E-Flipbook can support students in embedding PAI values and whether the media can play a significant role in achieving learning objectives. Specifically, this study will evaluate students' understanding before and after using E-Flipbook as a learning tool, as well as examine the factors that influence the success of using this media in PAI learning. By considering these factors, the alternatives that can be applied by teachers to increase the effectiveness and attractiveness of students in the learning process include the utilization of media in teaching (Susilo et al., 2023). With this research, it is hoped that the results can provide positive participation for the development of PAI teaching methods that are relevant and effective in today's educational situation. Hopefully, the findings of his research can help

educators and educational institutions in determining and designing learning media that are suitable for technological advances and student needs in the digital era. At SMK Muhammadiyah 9 Jakarta, there are problems related to the level of student learning outcomes that are still minimal and the absence of learning media used by teachers has an impact on student understanding and interest in learning. In PAI subjects, students have not reached the minimum standard of completeness when working on evaluation questions. This is an interesting challenge in encouraging student interest in PAI learning due to monotonous teaching methods. Therefore, the research intends to assess how the application of E-Flipbook media can affect students' understanding and interest in learning in classes XI DKV II & XI MP. This research is expected to show how effective E-Flipbook is in learning PAI. It is expected to help students understand concepts as well as scores on a daily basis. This is expected to be achieved by using quantitative approach and systematic data analysis.

B. Methods

This study applied quantitative methodology using a pre-test and post-test design on groups. This type of research is classified as a pre-experimental design, specifically in the form of a one group pretest-posttest design (Maghfiroh et al., 2021). Measurements, calculations, formulas and certainty of numerical data are used in research for planning, procedures, methodology, data analysis and conclusion drawing. When using the One-Group Pre-test-Post-test design, the dependent variable is assessed as a group both before and after treatment (pre-test and post-test). After the treatment, a comparison is made between the pre-and post-treatment values of the group. The benefit of this experiment is that the scores of the same subjects can be compared before and after the treatment (therapy) using the same measurement tool (William & Hita, 2019). The research site was located at SMK Muhammadiyah 9 South Jakarta and the subjects were 22 students from each class XI. DKV II and XI. MP which was conducted on September 5, 2024. Pre-Test test at the beginning of teaching and Post-Test test at the end of learning were

used to collect data. Variable X serves as E-Flipbook media and variable Y serves as student learning outcomes.



The figure .1 confirms the link between the E-Flipbook tool through student learning findings.

In this approach, a Pretest-Posttest One Group model was used. The quantitative method was used in the study to find the differences and effects between the treatment and control groups. The PAI subject knowledge test was used to collect the data both before and after the experimental and control groups.

Table 1. One group design

O	X	O
Pre-Test	Treatment	Pre-Test

Tabel 2. Pos-test dan Pre-test

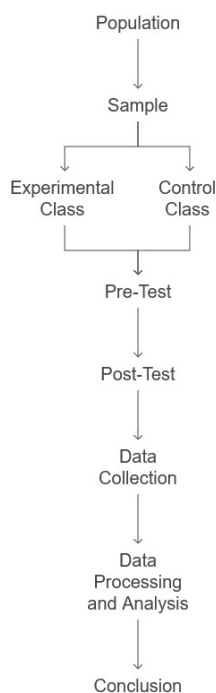
Measurement <i>Pre-Test</i>	Treatment <i>Treatment</i>	Measurement <i>Post-Test</i>
Measuring the students knowledge related to PAI Chapter 3 Class XI learning materials. The questions consist of 15 multiple choice questions.	Teaching PAI subjects using E-Flipbook media for approximately 1 month in class.	Measuring the students knowledge related to PAI Chapter 3 Class XI learning materials. The questions consist of 15 multiple choice questions.

O1 X O2

O3 X O4

Description:

XI. DKV II experimental group class XI. MP control group class O1. The experimental group received the first test (pre-test) before treatment X, or treatment. Experimental group O2 received the last test (pos-test) after the treatment. Experimental group O3 received the first test (before treatment) of the treatment of the control group. Control group O4 receives the last test or post-test (during the treatment).

Research Steps**Fig.2 Research steps**

Research steps: An initial test O1, or pre-test, will be conducted in class XI. The experimental group's research results before learning PAI will be obtained through the use of E-Flipbook. The purpose of the initial test is to find out the initial creativity of students and get initial results. O2 (after test) to the research group. The test will be conducted after the treatment. Carrying out the O1 Initial exam (Pre-test) will be carried out in class XI. DKV II experimental group research results before PAI learning is carried out using E-Flipbook media. The initial test is given at the beginning of learning to measure students' initial creativity and collect initial findings. The O2 final test was given to the experimental group. The final test or end test will be given after the treatment to assess its efficacy. The control group completed the first O3 test (initial test) for XI MP before learning PAI with book media. To measure the understanding of basic skills, the initial test was given at the beginning of the learning. Next, the control group was given the book media and given the O4 test (final test). After the therapy, the final test was given to ascertain the students' final performance.

C. Results and Discussion

Experimental research is a type of research that is carried out to find out how a separate decision has an impact. Therefore, descriptive analysis of normality test, homogeneity, simple t-test, and independent sample analysis test will be used to analyze the data.

1. Descriptive analysis

Descriptive analysis is the collection of basic data for descriptive purposes only, drawing conclusions or making predictions (Riyanto & Arini, 2021) total, maximum, minimum, average and other scores in the study can be described using descriptive analysis.

Tabel 3. Analisis Deskriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Eksperimen	22	56	77	67.77	6.332
Post-Test Eksperimen	22	80	92	85.55	3.582
Pre-Test Kontrol	22	55	84	67.55	7.915
Post-Test Kontrol	22	67	89	77.55	5.369
Valid N (listwise)	22				

The following table shows an overview using SPSS, showing that two classes, one experimental class and one control class have minimum, maximum and median scores. Each class had 22 students as samples. The minimum and

maximum results of Pre-Ex (56 and 77), and post-Ex (80 and 92), PreCon (55 and 84), and PostCon (67 and 89). The mean findings of Pre-Ex (67.77), and Post-Ex (85.55), and PreCon (67 and 77.55).

2. Normality Test

The normality test determines whether the data on the two variables X and Y are normally distributed. Because the number of samples is less than 50, this test refers to the Shapiro Wilk test. The following are the findings of the normality test using the SPSS application (Kania et al., 2024) To ensure the results of the study were distributed in an orderly manner, a normality test was performed.

Table 4. Normality Test

Tests of Normality						
Kelas		Kolmogorov-Smirnov ^a			Shapiro-Wilk	
		Statistic	df	Sig.	Statistic	Sig.
Hasil Belajar Siswa	Pre-Test Eksperimen (E-Flipbook)	.170	22	.098	.895	.024
	Post-Test Eksperimen(E-Flipbook)	.233	22	.003	.781	.000
	Pre-Test Kontrol (Konvensional)	.141	22	.200 [*]	.953	.355
	Post-Test Kontrol (Konvensional)	.195	25	.015	.937	.126

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

The results displayed in the table above show that the significance value (sig) for the experimental class is 0.024 on the

Pre-Test and 0.000 on the Post-Test. Meanwhile, for the control class, the sig value on the Pre-Test is 0.335 and on the Post-Test is 0.126. Thus, if the results show a sig value > 0.05 , the data is considered normally distributed. Conversely, if the sig value is < 0.05 , the data distribution is considered abnormal (Pramono et al., 2021)

3. The Homogeneity

The homogeneity test was applied with the intention of knowing whether or not there was variance between the experimental and control groups. Furthermore, this homogeneity test uses the comparison method between the largest variant and the smallest variant (Pramudya et al., 2021). The homogeneity test can be used to find whether the variation of the population is the same. If the data groups appear to be fairly distributed, a homogeneity test can be performed based on predetermined standards. Independent assessment of the test is done through using Anova and simple t test. Sample is not homogeneous if the significance score is less than 0.05 (< 0.05).

Tabel 5. The Homogeneity

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	1.038	1	42	.314
	Based on Median	1.037	1	42	.314
	Based on Median and with adjusted df	1.037	1	32.319	.316
	Based on trimmed mean	1.037	1	42	.314

The table above shows a Sig value of $0.314 > 0.05$. This indicates that the data in this study are homogeneous. If the significance level is > 0.05 , then the data is considered to have the same variance or homogeneous. Conversely, if the sig value < 0.05 then the data is considered different or not homogeneous (Aliyah & Purwanto, 2022).

4. The Paired Sample t Test

To understand the changes that occurred after the treatment for the learning model, a hypothesis test was conducted. One of the requirements that need to be met in hypothesis testing is to conduct a normality test on the data used, namely the paired sample t-test (Dewanda & Dwikoranto, 2022). The normalization test was performed after the results were obtained. From this, parametric tests, especially paired t tests, were used. The determination is based on an estimated score that is greater ($>$)

in the table and is not affected by the findings before and after the test; conversely, if the calculated value is smaller ($<$) in the table, the results before and after the test are affected.

Tabel 6. The Paired Samples Test

Paired Samples Test									
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pre-Test Eksperimen - Post-Test Eksperimen	-17.773	7.764	1.655	-21.215	-14.330	-10.737	21	.000
Pair 2	Pre-Test Kontrol - Post-Test Kontrol	-10.000	5.855	1.248	-12.596	-7.404	-8.010	21	.000

There is a difference in students' learning findings both before and after PAI learning using the E-Flipbook tool is implemented in the classroom, according to the output pair 1, and the Sig. (2-tailed) score is $0.000 < 0.05$. Therefore, there is evidence that the implementation of PAI learning model using E-Flipbook media has an impact on students' learning outcomes. In the conventional design, the students' learning findings for the control class Pre-Test and the control class Post-Test were different on average. As a result,

the Sig. (2-tailed) of $0.000 < 0.05$ was obtained from the pair 2 output.

Tabel 7. Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Eksperimen	67.77	22	6.332	1.350
	Post-Test Eksperimen	85.55	22	3.582	.764
Pair 2	Pre-Test Kontrol	67.55	22	7.915	1.687
	Post-Test Kontrol	77.55	22	5.369	1.145

Student learning outcomes in the experimental class before the test averaged 67.77 but after the test averaged 85.55 then in the control class before the test averaged 67.55 but after the test 77.55, showing an increase. By using E-Flipbook media, the application of PAI teaching design can foster student learning findings.

5. The Independent Simple t Test

Based on data analysis conducted through an independent sample t-test, the results showed that the significance value (sig) < 0.05 (Baidowi et al., 2015). After the data has been proven to be normally distributed and homogeneous, the data has now met the requirements for analysis in hypothesis testing. Thus, we can proceed to the independent sample t-test (Nuryana & Sunardin,

2020). The Independent Simple t Test can be used to evaluate the effect of PAI learning materials using E-Flipbook media on student learning findings, through its significance level <0.05 .

Tabel 8. The independent samples Test

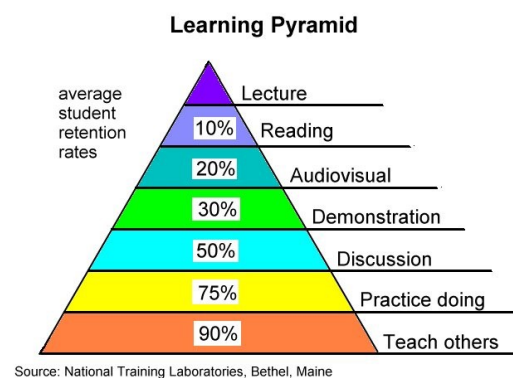
Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	1.038	.314	5.813	42	.000	8.000	1.376	5.223	10.777
	Equal variances not assumed			5.813	36.602	.000	8.000	1.376	5.211	10.789

Based on the results above, the Sig. (2-tailed) of $0.000 < 0.05$, if the Sig tailed value is $0.000 < 0.05$, then the Independent Sample T Test is considered to have a difference, which means there is a difference in student learning findings in PAI teaching through E-Flipbook media compared to PAI learning with conventional model book media. Since the data is homogeneous, we use the equal variances assumed (Sig.) value of 0.000 because it refers to the output of the same variation that is estimated

Tabel 9. Average learning outcomes

Group Statistics					
Kelas		N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Siswa	Post-Test Kelas Eksperimen (E-Flipbook)	22	85.55	3.582	.764
	Post-Test Kelas Kontrol (Konvensional)	22	77.55	5.369	1.145

The results show that the use of E-Flipbook media in PAI learning is better than the conventional teaching model that uses books. The average score of students for the experimental class using E-Flipbook media was 85.55, while the average score for the control post-test with conventional design was 77.55 The findings of this study corroborate the research findings by wahyuliani that experimental class students showed a significant increase in learning ability after following the learning process using flipbook media (Wahyuliani et al., 2016)



There is an interesting condition contained in Edgar Dale's cone of experience, where each learning style in the cone reflects the learning media that can be utilized (Fahmi, n.d.). The learning media that can be used, such as reading for symbolic experience, seeing pictures for visual experience, to direct practice for real experience, show that the closer to direct experience, the greater the effectiveness of learning in helping students understand and remember the material. This is in line with Hapsari's research that flipbook learning media that are valid and feasible to use in learning activities have the ability to increase students' enthusiasm for learning (Hapsari et al., 2023). Because E-Flipbook presents material in an interesting, interactive and accessible way, it creates a more enjoyable and meaningful learning experience. In accordance with the objectives of this study, E-Flipbook has the potential as a creative, interesting and useful educational tool to improve the learning process. The use of Flipbook not only functions as a tool in learning activities, but can also have a positive impact on the self-development of students. This flipbook is an interactive three-

dimensional book that has pages that can change the appearance of the screen (Yuliawati et al., 2022). Teachers can use E-Flipbook as teaching materials in class. Teachers show great enthusiasm and interest in developing skills in using digital applications, such as Canva and Heyzine (Talitha et al., 2023). Teachers who have skills in creating learning media will strive to develop learning media that is interesting and in accordance with their needs as well as the condition of the students he teaches (Aprianis et al., 2022) Because they understand that each student has a different learning style and level of understanding, so the right media can increase student motivation, engagement, and understanding, while creating a fun learning atmosphere.

D. Conclusion

The learning process in the subject of Islamic Religious Education (PAI) in grade XI can be improved through the use of E-Flipbook as a teaching medium. The results of the analysis showed that the experimental class, which used the E-Flipbook, recorded an average score of 85.55, while the control class only reached 77.55. The use of E-Flipbook in

the learning process provides many benefits, especially in attracting students' interest and deepening their understanding of the material being taught. When used wisely according to the material presented and equipped with creativity from teachers, E-Flipbook becomes an effective and fun tool in supporting learning. The interesting visualizations presented by the E-Flipbook are able to attract students' attention and encourage them to participate more actively in the teaching and learning process. Overall, the E-Flipbook is very feasible to implement, and the content is in line with the PAI material for grade XI students at SMK Muhammadiyah 9 Jakarta. The application of this innovative learning tool shows great potential in improving student learning outcomes. This indicates that the E-Flipbook has a significant opportunity to be widely adopted, with the aim of improving the quality of education, especially in the field of Islamic Religious Education in Vocational High Schools.

E. Bibliography

- Aliyah, A. A., & Purwanto, S. E. (2022). Pengaruh Media Pembelajaran Powtoon Terhadap Hasil Belajar Matematika pada Materi Perkalian Siswa Kelas II Sekolah Dasar. *Ideas: Jurnal Pendidikan, Sosial, Dan Budaya*, 8(3), 921. <https://doi.org/10.32884/ideas.v8i3.946>
- Aprianis, A., Novalia, N., Anum, A., & Dharmawan, D. (2022). Pelatihan Pembuatan Media Pembelajaran Berbantuan Aplikasi Flipbook Bagi Guru SMAN 2 Negeri Katon. *Dikmas: Jurnal Pendidikan Masyarakat Dan Pengabdian*, 2(1), 127. <https://doi.org/10.37905/dikmas.2.1.127-136.2022>
- Awwaliyah, H., Rahayu, R., & Muhlisin, A. (2021). Pengembangan E-Modul Berbasis Flipbook Untuk Meningkatkan Motivasi Belajar Siswa Smp Tema Cahaya. *Indonesian Journal of Natural Science Education (IJNSE)*, 4(2), 516–523. <https://doi.org/10.31002/nse.v4i2.1899>
- Aziz, A. H., Fahrurrazi, F., Akimmusolah, A., Rahmah, A. N., & Jaenullah, J. (2024). Problematika Pembelajaran PAI Di Era Digital. *PPSDP Undergraduate Journal of Educational Sciences*, 1(1), 36–43. <http://ejournal.ppsdp.org/index.php/pujes/article/view/94>
- Baidowi, A., Sumarmi, S., & Amirudin, A. (2015). Pengaruh Model Pembelajaran Berbasis Proyek

- terhadap Kemampuan Menulis Karya Ilmiah Geografi Siswa SMA. *Jurnal Pendidikan Geografi*, 20(1), 48–58.
<https://doi.org/10.17977/um017v20i12015p048>
- Bancin, R. (2024). *Tantangan Guru PAI dalam Mengajar Siswa Sekolah Dasar dengan Berbagai Latar Belakang Agama*. 2(2), 477–482.
- Dewanda, G. P., & Dwikoranto, D. (2022). Pengaruh Model Inkuiri Terbimbing Berbasis Blended Learning Materi Teori Kinetik Gas dalam Meningkatkan Hasil Belajar dan Minat Belajar. *Jurnal Penelitian Pembelajaran Fisika*, 13(2), 191–200.
<https://doi.org/10.26877/jp2f.v13i2.12442>
- Fahmi, M. (n.d.). *Efektivitas Teori Kerucut Pengalaman*. 150–170.
- Fitria, N., & Darwis, M. (2024). Pengaruh Metode Pembelajaran Konvensional dan Pembelajaran Berbasis Teknologi Terhadap Pemahaman Materi PAI di SMPN 1 Randuagung. *Kitabaca : Journal of Islamic Studies*, 1(1), 51–63.
- Hapsari, H. T., Riyadi, R., & Budiharto, T. (2023). Pengembangan media pembelajaran berbasis e-flipbook melalui canva pada materi satuan waktu untuk peserta didik kelas III sekolah dasar. *Didaktika Dwija Indria*, 11(4), 1–6.
<https://doi.org/10.20961/ddi.v11i4.76724>
- Kania, I., Drajat, M., Syaprudin, D., Mukti, S., & Wulandari, D. (2024). Hubungan Kemampuan Membaca Al-Qur'an terhadap Kualitas Hafalan Al-Qur'an Juz 30. *Paedagogie: Jurnal Pendidikan Dan Studi Islam*, 5(02), 173–190.
<https://doi.org/10.52593/pgd.05.2.05>
- Lailan, A. (2024). Peran Teknologi Pendidikan Dalam Pembelajaran. *SENTRI: Jurnal Riset Ilmiah*, 3(7), 3257–3262.
<https://doi.org/10.55681/sentri.v3i7.3115>
- Lazwardi, D., & Paisal, A. (2022). Implementasi Penilaian Sikap Pada Mata Pelajaran Pendidikan Agama Islam (PAI). *Jurnal Kajian Pendidikan Islam*, 1, 200–209.
<https://doi.org/10.58561/jkpi.v1i2.36>
- Maghfiroh, F. L., Amin, S. M., Ibrahim, M., & Hartatik, S. (2021). Keefektifan Pendekatan Pendidikan Matematika Realistik Indonesia terhadap Kemampuan Literasi Numerasi Siswa di Sekolah Dasar. *Jurnal Basicedu*, 5(5), 3342–3351.
<https://doi.org/10.31004/basicedu.v5i5.1341>
- Ningsih, D., Aprison, W., & Salmiwati, J. (2022). Strategi Guru Dalam Mengatasi Kejenuhan Belajar Pai Pada Siswa Kelas Xi Di Sman 1 Tigo Nagari Kabupaten Pasaman.

- Jurnal Multidisiplin Ilmu*, 1(3), 773–778. <https://doi.org/10.46799/jsa.v3i8.471>
- Nuryana, N., & Sunardin, S. (2020). Pengaruh Strategi Ice Breaking Giving Terhadap Motivasi Belajar Siswa. *Cokroaminoto Journal of Primary Education*, 3(2), 80–86. <https://doi.org/10.30605/cjpe.322020.374>
- Pipit Mulyah, Dyah Aminatun, Sukma Septian Nasution, Tommy Hastomo, Setiana Sri Wahyuni Sitepu, T. (2020). *Journal GEEJ*, 7(2).
- Pramono, A., Tama, T. J. L., & Waluyo, T. (2021). Analisis Arus Tiga Fasa Daya 197 Kva Dengan Menggunakan Metode Uji Normalitas Kolmogorov-Smirnov. *Jurnal RESISTOR (Rekayasa Sistem Komputer)*, 4(2), 213–216. <https://doi.org/10.31598/jurnalresist0r.v4i2.696>
- Pramudya, L. N., Nurtamam, M. E., & Siswoyo, A. A. (2021). Pengaruh Metode Permainan Berdasarkan Teori Diesnes Terhadap Motivasi Dan Hasil Belajar Siswa Kelas Iv Sdn Grabagan Sidoarjo Lucia. *Seminar Pendidikan Matematika UMM*, 1–11.
- Rifa'i, A., Kurnia Asih, N. E., & Fatmawati, D. (2022). Penerapan Kurikulum Merdeka Pada Pembelajaran PAI Di Sekolah. *Jurnal Syntax Admiration*, 3(8), 1006–1013.
- Riyanto, A., & Arini, D. P. (2021). Analisis Deskriptif Quarter-Life Crisis Pada Lulusan Perguruan Tinggi Universitas Katolik Musi Charitas. *Jurnal Psikologi Malahayati*, 3(1), 12–19. <https://doi.org/10.33024/jpm.v3i1.3316>
- Seminar, P., Pendidikan, N., Pascasarjana, P., & Pgri, U. (2019). *Prosiding seminar nasional pendidikan program pascasarjana universitas pgri palembang 03 mei 2019*. 628–638.
- Sulaiman, M., Rukhmana, T., Al Haddar, G., & Supriyanto, A. (2024). Riau 28289 2 STKIP Muhammadiyah Sungai Penuh. *Sempaja Sel., Kec. Samarinda Utara*, 06(02), 75243.
- Susilo, A., Ardianto, B., Romlah, S., Wirdaini, M., & Musta'inah, M. (2023). Penerapan Media Pembelajaran Digital Flipbook Untuk Meningkatkan Hasil Belajar Siswa. *Seminar Nasional Pendidikan*, 5(5), 1–7.
- Syafrin, Y., Kamal, M., Arifmiboy, A., & Husni, A. (2023). Pelaksanaan Pembelajaran Pendidikan Agama Islam. *Educativo: Jurnal Pendidikan*, 2(1), 72–77. <https://doi.org/10.56248/educativo.v2i1.111>

- Talitha, S., Rosdiana, R., Mukhtar, R. H., & Suhilman. (2023). Pengembangan Bahan Ajar Digital Flipbook Dalam Meningkatkan Kompetensi Guru Mgmp Bahasa Indonesia Sma Kota Bogor. *SWARNA: Jurnal Pengabdian Kepada Masyarakat*, 2(1), 169–177.
<https://doi.org/10.55681/swarna.v2i1.314>
- Und, H. (2003). L -m -u m. *Perkembangan Program Pendidikan Anak Usia Dini Sugiarto*, 1(01), 73–93.
- Wahyuliani, Y., Supriadi, U., & Anwar, S. (2016). Efektivitas Penggunaan Media Pembelajaran Flip Book Terhadap Peningkatan Hasil Belajar Siswa Pada Mata Pelajaran Pai Dan Budi Pekerti Di Sma Negeri 4 Bandung. *TARBAWY: Indonesian Journal of Islamic Education*, 3(1), 22.
<https://doi.org/10.17509/t.v3i1.3457>
- William, & Hita. (2019). Mengukur Tingkat Pemahaman Pelatihan PowerPoint. *JSM STMIK Mikroskil*, 20(1), 71–80.
- Yuliawati, E. P. T., Abadi, I. B. G. S., & Suniasih, N. W. (2022). Flipbook sebagai Media Pembelajaran Fleksibel pada Muatan IPA Materi Daur Hidup Hewan untuk Siswa Kelas IV SD. *Jurnal Pendidikan Dan Konseling*, 4(3), 95–105.