



## Development of a Game-Assisted Flipbook to Enhance Fifth-Grade Students' Conceptual Understanding of Cultural Diversity

Ni Ketut Somantari\*, I Made Citra Wibawa, Ketut Suma

Elementary Education Study Program, Universitas Pendidikan Ganesha, Indonesia.

\*Corresponding Author. Email: [somantarisoso@gmail.com](mailto:somantarisoso@gmail.com)

**Abstract:** This study aims to develop and evaluate the feasibility, practicality, and effectiveness of a game-assisted flipbook on cultural diversity for fifth-grade elementary school students. The study was conducted in Cluster V Tuanku Imam Bonjol, Denpasar, Bali, using the ADDIE development model. The participants included two content experts, two media experts, 12 teachers, and 65 fifth-grade students, comprising 33 students in the experimental group and 32 in the control group. Data were collected using expert validation sheets, teacher and student practicality questionnaires, and pretest–posttest assessments of concept mastery. The data were analyzed using descriptive statistics, percentage conversion, analysis of covariance (ANCOVA), and normalized gain (N-gain). The flipbook was developed using Microsoft Word, Canva, and Heyzine, and featured contextual narratives, cultural illustrations, reflective activities, QR codes, and educational games. The validation results indicated that the product was highly feasible, with a mean score of 3.87 (96.75%) from both content and media experts. Practicality was also rated very highly, with scores of 3.84 (95.88%) from teachers and 3.91 (97.83%) from students. ANCOVA results revealed a statistically significant difference between the experimental and control groups after controlling for pretest scores ( $F = 84.980$ ,  $p < 0.001$ ), with a large effect size (partial eta squared = 0.578). Furthermore, the N-gain analysis showed greater improvement in the experimental group (0.81, high category) compared to the control group (0.51, moderate category). In conclusion, the game-assisted flipbook is highly feasible, practical, and effective in improving students' concept mastery in elementary education.

### Article History

Received: 19-01-2026

Revised: 24-02-2026

Accepted: 12-03-2026

Published: 20-04-2026

### Key Words:

Flipbook; Educational Games; Concept Mastery; Cultural Diversity.

**How to Cite:** Somantari, N. K., Wibawa, I. M. C., & Suma, K. (2026). Development of a Game-Assisted Flipbook to Enhance Fifth-Grade Students' Conceptual Understanding of Cultural Diversity. *Jurnal Paedagogy*, 13(2), 706-716. <https://doi.org/10.33394/jp.v13i2.19371>



<https://doi.org/10.33394/jp.v13i2.19371>

This is an open-access article under the [CC-BY-SA License](https://creativecommons.org/licenses/by-sa/4.0/).



## Introduction

Pancasila Education plays a central role in shaping students' character, morality, and national identity in Indonesia by promoting unity, tolerance, mutual cooperation, and respect for cultural diversity (Siswanti, 2025). At the elementary level, this subject becomes an early foundation for developing responsible citizenship and basic competencies (Anugrah & Rahmat, 2024). However, globalization and rapid technological development have created challenges, as students are increasingly exposed to global cultural influences that may weaken their sense of national identity (Suma & Suastra, 2025). In response, education in the twenty first century demands learning that is not only knowledge based but also contextual, active, and student centered (Rosnaeni, 2021).

The Deep Learning Curriculum emphasizes concept mastery and the development of deep learning competencies such as character, citizenship, collaboration, communication, creativity, critical thinking, self regulation, and computational thinking (Fullan & Langworthy, 2024). One essential topic is cultural diversity in Grade V Pancasila Education and Social Studies, which aims to strengthen national identity, develop tolerance, and foster



appreciation of Indonesia's multicultural richness (Kemdikbud, 2022). Concept mastery in this topic requires students to remember, understand, apply, and analyze cultural information meaningfully, rather than merely memorizing facts (Kemdikbud, 2022). This is important because cultural awareness among students has declined due to globalization, and cultural learning needs to be integrated into education as a contextual resource that supports meaningful experiences (Hikmawati et al., 2024; Suma, 2020; Suma & Suastra, 2025).

Nevertheless, evidence shows that elementary students' concept mastery remains low. Conventional learning practices dominated by lectures and textbooks often make students passive and lead to superficial understanding (Ganjarjati & Pamungkas, 2024; Handayani, 2024). National Assessment data in 2021 also indicate that many students struggle to connect information with real life contexts, including socio cultural literacy (Kemdikbud, 2023). This condition is reinforced by limited use of interactive digital media, even though digital native learners tend to prefer visual and interactive learning environments (Barlian et al., 2022; Susilawati et al., 2020). Interactive digital media have been reported to improve motivation and understanding, yet schools still face constraints in infrastructure and teacher readiness (Maulida, 2024; N. A. Putri, 2024). In addition, assessment practices often emphasize recall rather than deep conceptual understanding, which further limits students' ability to analyze and apply cultural knowledge (Yuliawati et al., 2022).

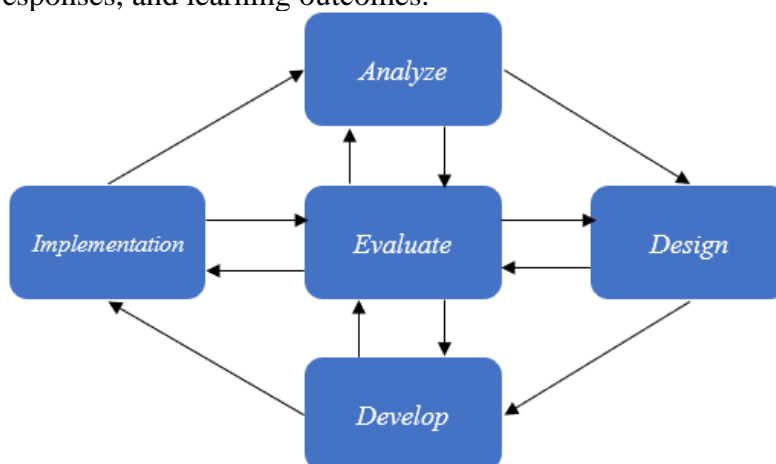
Recent studies highlight that interactive digital learning media and gamification can enhance student engagement and conceptual learning. Educational games integrated into learning media can increase motivation through challenges, feedback, and active participation (Criesthyanie et al., 2021; Dahliana et al., 2024; Firdaus et al., 2023; Lake et al., 2023). Flipbooks are also considered practical digital media because they integrate multimedia elements and support flexible learning across devices (Gicella, 2024; Hayati et al., 2024; Kusumaningtyas & Sunarso, 2024). However, cultural diversity learning in many elementary classrooms still relies on static materials, while game-assisted flipbooks specifically designed to strengthen concept mastery remain limited. The novelty of this study lies in developing a flipbook for fifth-grade cultural diversity learning that integrates educational games into the instructional flow to promote active engagement, immediate reinforcement, and deeper conceptual understanding. Preliminary observations on 11–12 June 2025 in Cluster V Tuanku Imam Bonjol, Denpasar, showed that teaching was still dominated by static visuals and teacher explanation, contributing to low student engagement, reduced motivation, and limited recognition of local cultural elements.

Therefore, this study offers scientific novelty by developing a game assisted flipbook that integrates cultural narratives, visual illustrations, reflective activities, and educational games to support meaningful concept mastery. The research addresses four questions: how the flipbook is developed, how valid it is based on expert judgment, how practical it is based on teacher and student responses, and how effective it is in improving Grade V students' concept mastery in cultural diversity learning. Accordingly, the purpose of this study to develop and evaluate a game assisted flipbook by examining its feasibility, practicality, and effectiveness in improving students' concept mastery in cultural diversity.

## **Research Method**

This study used research and development to produce a game assisted digital flipbook and to evaluate its feasibility, practicality, and effectiveness in improving fifth grade students' concept mastery on cultural diversity. The development model followed ADDIE with five stages: analysis, design, development, implementation, and evaluation (Branch &

Varank, 2009; Safitri & Aziz, 2022). The analysis stage identified curriculum demands, student needs, classroom conditions, and existing media through observation and teacher interviews. The design stage produced a storyboard and layout plan, including learning objectives, core content, interactive activities, and exercises. The development stage created the flipbook draft and prepared all research instruments. The implementation stage conducted expert validation and field testing. The evaluation stage revised the product based on expert feedback, user responses, and learning outcomes.



**Figure 1. ADDIE development procedure**

The study was conducted in Gugus V Tuanku Imam Bonjol, Denpasar, Bali, during the second semester of the 2025/2026 academic year. Participants included 12 elementary school teachers for the practicality test and fifth-grade students for the practicality and effectiveness tests. The effectiveness test involved 32 students in the control group (SD Negeri 2 Pemecutan, Grade V-B) and 33 students in the experimental group (SD Negeri 13 Pemecutan, Grade V-B). Content, media, and language experts validated the product and instruments. Data were collected through questionnaires and a multiple-choice concept mastery test administered as pretest and posttest. The flipbook was developed in Canva and converted using Heyzine. Data were analyzed with IBM SPSS 26 using descriptive statistics, ANCOVA, and N-gain. Assumption tests included normality, homogeneity, and linearity. N-gain was interpreted using Hake's criteria: high ( $>0.70$ ), medium ( $0.30-0.70$ ), and low ( $<0.30$ ).

## Results and Discussion

### Product development results

This study developed a game assisted digital flipbook to improve fifth grade students' concept mastery of cultural diversity in Pancasila Education. The flipbook is accessible via smartphone, laptop, or computer, allowing flexible independent and group learning through a link and QR code. The product was created using Microsoft Word for drafting content, Canva for visual design and cultural illustrations, and Heyzine for converting the PDF into an interactive flipbook with navigation and integrated educational games. Product development results can be seen in Figure 2.



**Figure 2. Product Development Results**

The flipbook was designed to be communicative, attractive, interactive, and appropriate for elementary students by integrating text, visuals, reflection, and game-based activities in one medium. This multimedia format supports attention and retention, in line with findings that digital flipbooks improve conceptual understanding (Juniati et al., 2025; Nurulhusna, 2023), while educational games strengthen engagement and concept mastery through active practice and problem solving (Barlian et al., 2022; Nugrahani, 2024).

The prototype, *Menjelajah Warna Budaya Nusantara*, used a storytelling approach with two characters, Loka and Sari, and covered three subtopics: *Warna-Warna yang Terlupa*, *Budaya Aset Masa Depan*, and *Budaya Harus Dijaga*. Each chapter combined cultural examples, reflection tasks, and games, helping students connect concepts with real-life contexts and reinforcing learning through interactive challenges and feedback, consistent with evidence on game-based flipbook media (Rumahenga et al., 2025; Wahyuni, 2025).

### Feasibility results

The feasibility of the developed learning media was evaluated through expert validation by content experts and media experts to ensure that the game assisted flipbook is not only visually engaging but also meets academic and pedagogical standards for teaching cultural diversity in elementary school. This validation stage is essential in the ADDIE model because it determines whether the product is appropriate for classroom implementation. The feasibility results through expert judgements can be seen in Table 1.

**Table 1. Feasibility Results**

No.	Validity	Expert 1	Expert 2	Mean	Criteria
1	Media Validity	4.00	3.93	3.96	Feasible Without Revision
2	Content Validity	3.87	3.87	3.87	Feasible Without Revision

According to Table 1, the flipbook was categorized as “Feasible without revision” by both expert groups, indicating that it met feasibility standards in content accuracy,

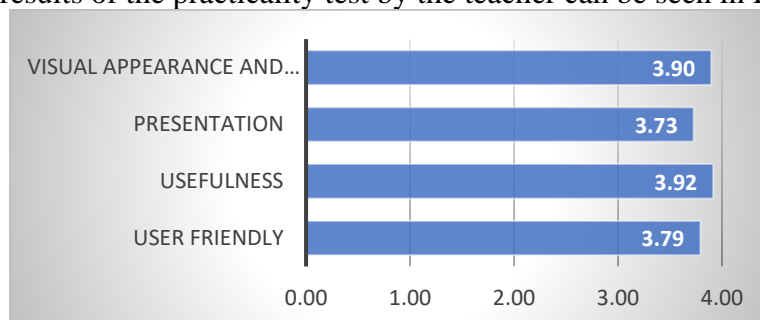


instructional function, and media quality based on BSNP and AECT standards. Media experts gave a mean score of 3.96, showing strong quality in layout, typography, illustrations, consistency, navigation, and technical usability, which supports previous findings that attractive and interactive flipbooks enhance learning interest and engagement (Arisandhi et al., 2023; Firdaus et al., 2023; Susilawati et al., 2020).

Content experts gave a mean score of 3.87, indicating that the flipbook aligned with curriculum outcomes and supported students' understanding of cultural diversity. High ratings on Self Instruction, Self Contained, and User Friendly suggest that the flipbook supports independent learning, provides complete material, and uses language appropriate for fifth-grade students. These findings are consistent with previous studies showing that digital flipbooks improve conceptual understanding through systematic and visual presentation (Juniati et al., 2025; Nurulhusna, 2023; E. Putri, 2020) and support contextual, meaningful learning (N. A. Putri, 2024; Rumahenga et al., 2025).

### **Practicality results**

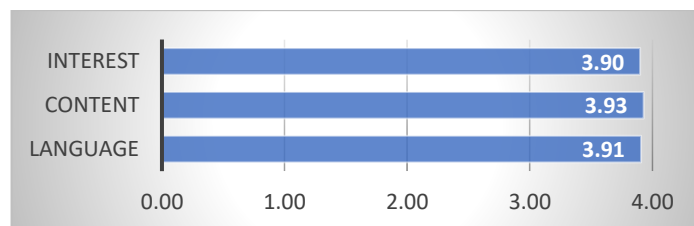
Practicality is a key indicator for determining whether a learning product can be implemented effectively in real classroom settings. A learning medium may be valid in terms of content and design, but it must also be easy to use by teachers and students during actual instruction. The results of the practicality test by the teacher can be seen in Figure 3.



**Figure 3. Practicality Test Results by Teachers**

Based Figure 3, on the practicality test involving 12 teachers and 32 fifth grade students, the developed game assisted flipbook was categorized as highly practical across all assessed aspects, including visual appearance, usefulness, ease of use, and the systematic organization of learning materials. This indicates that the product reflects a user centered approach, where learning media should support teachers' instructional tasks while providing a comfortable learning experience for students (Marlina et al., 2021).

Teacher responses showed that the flipbook contributed to a more structured and engaging learning process. The practicality scores ranged from 3.73 to 3.92, with the usefulness aspect receiving the highest score, suggesting that the flipbook strongly supported teachers in delivering cultural diversity content effectively. This aligns with (Pardomuan et al., 2023), who emphasized that instructional media should function as a tool that helps teachers transfer information more efficiently and improves instructional effectiveness. Teachers also highlighted that the attractive layout, contextual illustrations, and the integration of educational games encouraged more active and participatory classroom learning. In addition, the user friendly aspect was rated very highly because the flipbook could be operated easily without requiring complex technical skills, consistent with AECT recommendations that digital learning media should be accessible and adaptive for users. Furthermore, the results of the practicality test by students can be seen in Figure 4.



**Figure 4. Practicality Test Results by Students**

According to Figure 4, student practicality results also demonstrated very positive responses. Mean scores above 3.90 across all aspects confirm that the flipbook was not only visually appealing but also created an enjoyable and easy to follow learning experience. The content aspect obtained the highest score (3.93), indicating that students found the content understandable due to the smooth storyline, relevant visual examples, and educational games that supported learning through play. Students also reported that the colorful illustrations, the characters Loka and Sari, and the dynamic layout helped maintain attention, which is consistent with Piaget’s view that elementary school students learn effectively through concrete and visually supported experiences. These findings support previous studies showing that digital flipbooks are highly practical because they enhance motivation, focus, and engagement compared to conventional media (Juniati et al., 2025; Nugrahani, 2024; Nurulhusna, 2023).

The practicality of classroom implementation was further strengthened by the ease of navigation and accessibility of the flipbook. Navigation buttons, page control, and compatibility with various devices enabled flexible use both in classroom learning and independent study at home. This is consistent with findings that digital learning media with high flexibility and device compatibility improves usability and effectiveness in elementary school contexts (Dzakiyah et al., 2023; Fitriani, 2024). Overall, these practicality results confirm that the game assisted flipbook is appropriate for teaching cultural diversity and supports both theoretical expectations and prior evidence on the benefits of interactive flipbook-based learning.

**Effectiveness results**

The effectiveness of the developed learning media was evaluated through students’ improvement in concept mastery after using the game assisted flipbook. The following presents the results of a comparison of the results of mastery of the concept of cultural diversity in the experimental and control groups.

**Table 2. Comparison of Concept Mastery Results Based on KKTP**

Statistics	Experimental Group		Control Group	
	Pretest	Posttest	Pretest	Posttest
N	33	33	32	32
Minimum	20,00	70,00	20,00	50,00
Maximum	55,00	100,00	60,00	95,00
Std. Dev.	9,44	7,39	9,25	9,82
Mean	36,21	<b>88,03</b>	36,25	<b>68,91</b>
<b>KKTP</b>	<b>Good</b>		<b>Fair</b>	

Based on Table 2, the findings indicate a substantially higher learning gain in the experimental group compared to the control group. In the experimental group, the mean score increased sharply from 36.21 in the pretest to 88.03 in the posttest. The decrease in standard deviation from 9.44 to 7.39 suggests that the improvement was more evenly distributed, meaning that most students benefited consistently from the intervention. In contrast, the



control group showed a lower improvement, from 36.25 to 68.91, while the standard deviation increased to 9.82, indicating wider variation in students' achievement and less consistent learning outcomes. In terms of KKTP criteria, the experimental group reached the "Good" category, whereas the control group remained at the "Fair" level, strengthening the evidence that the game assisted flipbook produced more optimal learning effects. Prior to conducting ANCOVA, prerequisite tests were performed to ensure the assumptions of parametric analysis were met. The results of the prerequisite tests in this study can be seen in Table 3.

**Table 3. Research Prerequisite Test Results**

No.	Prerequisite Test	Sig.	Results
1	Kolmogorov-Smirnov Test	0,061	Normally Distributed
2	Levene's Test	0,332	Homogeneity Variance
3	Deviation from Linearity	0,677	Linear Relationship

Based on Table 3, The Kolmogorov–Smirnov test showed a significance value of 0.061 ( $> 0.05$ ), confirming that the posttest residuals were normally distributed. Levene's test yielded a significance value of 0.332 ( $> 0.05$ ), indicating homogeneity of variance between groups. The linearity test also confirmed a linear relationship between pretest scores (covariate) and posttest scores, with Deviation from Linearity Sig. = 0.677 ( $> 0.05$ ). These results confirm that all ANCOVA assumptions were satisfied and the effectiveness analysis could be conducted appropriately. The results of the hypothesis testing in this study can be seen in Table 4.

**Table 4. ANCOVA Hypothesis Test Results  
 Tests of Between-Subjects Effects**

Dependent Variable: Posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	6335.836 <sup>a</sup>	2	3167.918	45.261	.000	.593
Intercept	18620.182	1	18620.182	266.030	.000	.811
<b>Pretest</b>	<b>394.140</b>	<b>1</b>	<b>394.140</b>	<b>5.631</b>	<b>.021</b>	<b>.083</b>
<b>Group</b>	<b>5947.973</b>	<b>1</b>	<b>5947.973</b>	<b>84.980</b>	<b>.000</b>	<b>.578</b>
Error	4339.548	62	69.993			
Total	412400.000	65				
Corrected Total	10675.385	64				

a. R Squared = .593 (Adjusted R Squared = .580)

According to Table 4, the ANCOVA results demonstrated a significant treatment effect on posttest scores after controlling for students' initial ability. The class factor produced  $F = 84.980$  with  $Sig. = 0.000$ , indicating a highly significant difference between the experimental and control groups. The pretest covariate was also significant ( $F = 5.631$ ;  $Sig. = 0.021$ ), showing that prior knowledge contributed to learning outcomes, yet the treatment effect remained dominant. Importantly, the Partial Eta Squared value for the class factor was 0.578, which indicates a large effect size according to Cohen's standard. This means that the flipbook intervention had a substantial practical effect on students' concept mastery, not merely a statistically significant one. In addition, the model's  $R^2$  value of 0.593 indicates that 59.3% of the variance in posttest achievement was explained by the model, suggesting a strong contribution of the intervention to students' learning outcomes. Effectiveness was further supported by the N-Gain analysis. The results of the N-Gain test can be seen in Table 4.5.



**Table 5. N-Gain Test Results**

Statistics	Group	
	Experimental	Control
N	33	32
Minimum	0,58	0,09
Maximum	1,00	0,89
Std. Dev.	0,119	0,153
Mean	<b>0,81</b>	<b>0,51</b>
Criteria	<b>Effective</b>	<b>Moderately Effective</b>

Based on Table 4, the experimental group achieved a high mean N-Gain score of 0.81, categorized as “effective,” with values ranging from 0.58 to 1.00 and a relatively small standard deviation (0.119), indicating stable and consistent improvement across students. Meanwhile, the control group reached a mean N-Gain of 0.51, categorized as “moderately effective,” with a wider range (0.09–0.89) and a higher standard deviation (0.153), reflecting inconsistent improvement among students. These findings confirm that conventional learning was less capable of producing uniform conceptual understanding of cultural diversity.

From a theoretical perspective, these results align with constructivist learning principles, particularly Piaget’s view that elementary students learn more effectively through concrete, visual, and interactive experiences. The flipbook provided contextual storytelling, visual representations, and game based challenges that supported active meaning making rather than passive reception of information. This is consistent with previous studies reporting that digital flipbooks significantly improve conceptual understanding because they present learning content in a structured, interactive, and developmentally appropriate format (Dzakiyah et al., 2023; Juniati et al., 2025; Nurulhusna, 2023). Overall, the results confirm that the game-assisted flipbook is highly effective for improving fifth-grade students’ mastery of cultural diversity concepts and can be recommended as an instructional alternative to conventional teaching approaches.

## **Conclusion**

This research concludes that the developed game-assisted flipbook is an effective learning innovation for improving fifth-grade students’ concept mastery in cultural diversity. The product was systematically produced through the ADDIE development stages and designed to match elementary learners’ characteristics by combining contextual storytelling, visual illustrations, reflective activities, and educational games in one interactive digital medium. The feasibility evaluation confirms that the flipbook meets both pedagogical and technical standards, as validated by material and media experts, indicating that the content accuracy, instructional structure, and media design quality are appropriate for classroom implementation. In addition, the practicality results demonstrate that the flipbook is easy to use and beneficial in real learning situations, supporting teachers in delivering lessons more effectively while helping students engage with the material in a more enjoyable way. Most importantly, the effectiveness findings show that learning with the game-assisted flipbook leads to higher and more consistent improvement in students’ concept mastery compared to conventional instruction. Therefore, the flipbook can be recommended as a feasible, practical, and effective digital learning medium for teaching cultural diversity in elementary schools.



## Recommendation

School principals are encouraged to support the wider implementation of digital learning media such as game-assisted flipbooks as part of school-level digital transformation and the implementation of the national curriculum, which emphasizes active, contextual, and technology-integrated learning. This support can be realized by improving ICT facilities, strengthening school policies on digital innovation, and organizing continuous teacher training so that the use of interactive media becomes sustainable and aligned with current curriculum demands. Teachers are recommended to integrate the flipbook into classroom activities to enrich instructional strategies, increase student engagement, and utilize its interactive features to explain cultural diversity concepts more effectively. Students are advised to use the flipbook for both independent and group learning and actively participate in the educational games to strengthen understanding in a more meaningful and enjoyable way. For future research, it is recommended to develop similar flipbook-based media for different topics or grade levels and test its effectiveness using alternative research designs and broader samples. Potential barriers such as limited device availability, unstable internet access, and differences in students' digital literacy should also be considered, as these factors may influence learning outcomes and the consistency of implementation.

## References

- Anugrah, A., & Rahmat, R. (2024). Pendidikan Karakter dalam Perspektif Kurikulum Pendidikan Pancasila dan Kewarganegaraan (PPKn). *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)*, 4(1), 22–34. <https://doi.org/10.53299/jppi.v4i1.403>
- Arisandhi, G. A. M. M., Wibawa, I. M. C., & Yudiana, K. (2023). Flipbook: Media Pembelajaran Interaktif Untuk Meningkatkan Kognitif IPA Siswa Sekolah Dasar. *Mimbar PGSD Undiksha*, 11(1), 165–174.
- Barlian, U. C., Zulfikar, R. R. B., & Risyadah, R. (2022). Penggunaan media flip book interaktif berbasis kvisoft flipbook maker dalam meningkatkan penguasaan konsep pola bilangan pada pembelajaran matematika. *DWIJA CENDEKIA: Jurnal Riset Pedagogik*, 6(3), 779–790.
- Branch, R. M., & Varank, İ. (2009). Instructional design: The ADDIE approach (Vol. 722). Springer. <https://doi.org/10.36088/fondatia.v7i4.4151>
- Criesthyanie, L. M., Suharta, G. P., & Sudiarta, G. P. (2021). Development of Ethnomathematics-Based Digital Flipbooks for Hindu Community Ceremonies in Bali. *International Journal of Science and Research (IJSR)*. <https://doi.org/10.21275/sr21721151441>
- Dahlia, D., Radila, G., & Khairunnisa, E. (2024). Educational Comics Based on Creative Problem Solving With the Aid of Kvisoft Flipbook Maker Pro for Elementary School. *Education Achievement: Journal of Science and Research*. <https://doi.org/10.51178/jsr.v5i1.1737>
- Dzakiyah, M., Shidiq, G. A., & Permana, R. (2023). Development of Flipbook-Based Thematic Learning to Improve Elementary School Students Learning Outcomes. *IJCAR: Indonesian Journal of Classroom Action Research*. <https://doi.org/10.53866/ijcar.v1i1.300>
- Firdaus, F., Fadhli, R., & Abidin, Z. (2023). Promoting Collaborative Learning in Elementary Mathematics through the Use of Gamification Flipbooks: A Mixed-Methods Study. *International Journal of Instruction*. <https://doi.org/10.29333/iji.2023.16454a>



- Fitriani, E. (2024). Pengembangan Flipbook Permainan Engklek Berbasis Tri-N Pada Materi Operasi Hitung Penjumlahan Dan Pengurangan di Sekolah Dasar. *Prosiding Seminar Nasional Pendidikan Dasar*, 2, 26–35.
- Fullan, M., & Langworthy, M. (2024). *A rich seam: How new pedagogies find deep learning*.
- Ganjarjati, N. I., & Pamungkas, A. S. (2024). Introducing Indonesia's Cultural Diversity through Technology: Traditional Attire Education for Elementary Schools. *Ludi Litterarri*. <https://doi.org/10.62872/c1h9c594>
- Gicella, Y. (2024). *Pengembangan Modul PAI & Budi Pekerti Elemen SKI Flipbook Berbasis Problem Based Learning Untuk Meningkatkan Kemampuan Kognitif Siswa Di SMA Negeri 1 Trimurjo Lampung Tengah*. IAIN Metro.
- Handayani, N. (2024). *Upaya Meningkatkan Hasil Belajar Mata Pelajaran Ips Materi Keanekaragaman Budaya Indonesia Dengan Media "Patara Budaya "Siswa Kelas Iv Sd Negeri Pacing 2 Kecamatan Padas*. Universitas PGRI Madiun.
- Hayati, N. M., Tahir, M., Erfan, M., & Ermiana, I. (2024). Pengembangan E-Modul Berbasis Flipbook Materi Sistem Pernapasan Kelas V SDN 22 Ampenan. *Jurnal Pendidikan, Sains, Geologi, Dan Geofisika (GeoScienceEd Journal)*, 5(2), 220–228.
- Hikmawati, H., Suastra, I. W., Suma, K., & Sudiatmika, A. (2024). Online lectures with local wisdom context: Efforts to develop students' higher-order thinking skills. *International Journal of Evaluation and Research in Education (IJERE)*, 13(2), 943.
- Juniati, S. R., Aeni, A. N., & Ismail, A. (2025). Pengembangan Media Flipbook untuk Meningkatkan Pemahaman Konsep Siswa terhadap Materi Organ Tubuh Manusia. *Ainara Journal (Jurnal Penelitian Dan PKM Bidang Ilmu Pendidikan)*, 6(2), 229–242.
- Kemdikbud. (2023). *Peringkat Indonesia pada PISA 2022 Naik 5-6 Posisi Dibanding 2018*. <https://www.kemdikbud.go.id/main/blog/2023/12/peringkat-indonesia-pada-pisa-2022-naik-56-posisi-dibanding-2018>
- Kemdikbud, R. (2022). Buku Saku "Tanya Jawab Kurikulum Merdeka." Kemdikbud RI. *Kemendikbud RI. Repositori Institusi Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi*. [Http://Repositori.Kemdikbud.Go.Id/Id/Eprint,25344](http://Repositori.Kemdikbud.Go.Id/Id/Eprint,25344).
- Kusumaningtyas, H., & Sunarso, A. (2024). Flipbook on Indonesian cultural diversity to enhance learning outcomes for fourth graders. *Research and Development in Education (RaDEn)*. <https://doi.org/10.22219/raden.v4i2.33394>
- Lake, A. C. O. R., Lipikuni, H. F., & Jenahut, K. S. (2023). Pengembangan media pembelajaran flipbook cerita rakyat Nusa Tenggara Timur untuk meningkatkan literasi budaya siswa. *Cakrawala Indonesia*, 8(1), 1–10.
- Marlina, M. P., Wahab, A., Susidamaiyanti, M. P., Ramadana, M. P. I., Nikmah, S. Z., Wibowo, S. E., Indianasari, M. P., Syafruddin, M. P., Putriawati, W., & Ramdhayani, E. (2021). *Pengembangan media pembelajaran SD/MI*. Yayasan Penerbit Muhammad Zaini.
- Maulida, B. (2024). Pengembangan Media Pembelajaran E-Atlas Sistem Ekskresi Manusia Sebagai Penunjang Penguasaan Konsep Siswa Smp Maarif Nu Simanraya Solokuro Lamongan. *Proceeding Umsurabaya*, 1(1).
- Nugrahani, A. M. (2024). *Pengembangan Game Edukasi Berbasis Smart Apps Creator Untuk Meningkatkan Kemampuan Pemecahan Masalah Materi Bangun Ruang Siswa SD*. Universitas Islam Sultan Agung Semarang.



- Nurulhusna, E. V. A. F. (2023). *Pengembangan Media Pembelajaran Flipbook Kehati Berorientasi Dalam Penguasaan Konsep Keanekaragaman Hayati*. Universitas Negeri Jakarta.
- Pardomuan, G. N., Ristua, Y., & Kom, S. I. (2023). *Buku ajar media pembelajaran tepat guna*. Cipta media nusantara.
- Putri, E. (2020). *Pengembangan Modul Elektronik Berbasis kearifan Lokal Tradisi Betangas Menggunakan Aplikasi Kvisoft Flipbook Maker Untuk Kelas V Sekolah Dasar*. Universitas Jambi.
- Putri, N. A. (2024). *Pengaruh Model Learning Cycle 8e Berbantuan E-Modul Flipbook Terhadap Peningkatan Penguasaan Konsep Peserta Didik Sma Pada Materi Kalor Dan Perpindahan Kalor*. Universitas Pendidikan Indonesia.
- Rosnaeni, R. (2021). Karakteristik dan Asesmen Pembelajaran Abad 21. *Jurnal Basicedu*, 5(5), 4341–4350. <https://doi.org/10.31004/basicedu.v5i5.1548>
- Rumahenga, T., Kereh, C. T., & Wattimena, H. S. (2025). Implementasi Model Contextual Teaching and Learning Berbantuan Media Pembelajaran Flipbook Digital untuk Meningkatkan Penguasaan Materi Getaran dan Gelombang Peserta Didik Kelas VIII. *Polygon: Jurnal Ilmu Komputer Dan Ilmu Pengetahuan Alam*, 3(2), 1–16.
- Safitri, M., & Aziz, M. R. (2022). ADDIE, sebuah model untuk pengembangan multimedia learning. *Jurnal Pendidikan Dasar*, 3(2), 51–59.
- Siswanti, R. D. (2025). *Pengembangan Media Flip Book Digital Pendidikan Pancasila (FLIPANCAS) Untuk Meningkatkan Minat Belajar Tentang Keberagaman Budaya di Indonesia Jenjang Sekolah Dasar*.
- Suma, K. (2020). Pengembangan Profesional Guru Dalam Konteks Merdeka Belajar. *Prosiding Webinar Nasional*, 1.
- Suma, K., & Suastra, I. W. (2025). ETHNOSCIENCE AS A LEARNING APPROACH IN ELEMENTARY SCHOOL: RAISING CULTURAL AWARENESS THROUGH SCIENCE. *Proceeding of International Conference on Islamic Education and Science Development*, 3(1), 530–537.
- Susilawati, S., Pramusinta, P., & Saptaningrum, E. (2020). Penguasaan konsep siswa melalui sumber belajar e-modul gerak lurus dengan software flipbook maker. *UPEJ Unnes Physics Education Journal*, 9(1), 36–43.
- Wahyuni, K. A. (2025). *Pengembangan Multimedia Interaktif Game Edukasi Berbasis Problem Based Learning pada Materi Ekosistem untuk Meningkatkan Motivasi Belajar Siswa Kelas V*. Universitas Pendidikan Ganesha.
- Yuliawati, Y., Agustina, T. W., & Hadiansah, H. (2022). Pembelajaran struktur dan fungsi jaringan tumbuhan menggunakan media flipbook terintegrasi ayat-ayat al-quran untuk meningkatkan penguasaan konsep. *Jurnal BIOEDUIN*, 12(1), 33–41.