

Development of Interactive Learning Media Using Heyzine Flipbook on Indonesian Language Learning in Elementary School

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ABSTRACT

The development of interactive learning media plays a crucial role in enhancing students' learning experiences. This study investigates the development, feasibility, and effectiveness of Heyzine Flipbook as an interactive learning medium in Indonesian language learning for elementary school students, particularly in improving early reading skills. A Research and Development (R&D) approach was used, following the Borg & Gall model, implementing 7 out of 10 stages. The study involved 21 first-grade students from SDN Cipinang Besar Selatan 20 Pagi. The Heyzine Flipbook, an open-access platform for converting PDFs into interactive digital books with multimedia components (audio, video, and web links), was utilized. The feasibility of the Heyzine Flipbook was validated by experts, with scores of 82.86% from media experts, 95.24% from material experts, and 95% from language experts, indicating high feasibility. The effectiveness was assessed through pre-test and post-test scores. The average pre-test score was 78.33, which increased to 89.33 in the post-test, demonstrating a significant improvement in early reading skills. The results indicate that Heyzine Flipbook is an effective interactive learning medium for elementary students, enhancing engagement and comprehension in Indonesian language learning. The study confirms that Heyzine Flipbook is a feasible and effective tool for improving early reading skills in elementary schools. Further research is recommended to explore its application in other subjects and grade levels.

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1. INTRODUCTION

Reading and writing are fundamental skills that every child should acquire during primary school, as they are essential for communication and daily life. However, some students face challenges in early reading, which can hinder their progress in language learning (Nurani et al., 2021). Language acquisition consists of four core skills: listening, reading, speaking, and writing (Idham, 2014). The primary goal of language learning is to develop students' ability to communicate effectively, both orally

and in writing. Early literacy is built upon three essential pillars: reading, writing, and archiving (M. Rahma & Dafit, 2021). Developing reading skills from an early age plays a crucial role in a child's future literacy proficiency.

Elementary school students, particularly in the early grades, undergo the early reading stage, where they learn the fundamental principles of reading (Kumullah et al., 2019). Reading proficiency reflects a child's language development and academic progress (Made et al., 2021). Learning to read involves recognizing and sequencing letters to form words, syllables, and sentences. The process begins with distinguishing between vowels and consonants, followed by forming syllables, which eventually lead to word and phrase construction.

Despite its importance, the elementary school curriculum often lacks adequate support for students with reading difficulties, particularly those requiring special attention (Rohman et al., 2022). Reading is a complex cognitive process that involves writing, comprehension, psycholinguistics, and metacognition (Septiana Soleha et al., 2021). Interactive learning media such as Heyzine Flipbook can enhance the learning experience by incorporating images, colors, and sounds, making reading more engaging and accessible.

Many first-grade students struggle with recognizing letters, arranging them correctly, and pronouncing words fluently. Common difficulties include letter reversals, word omissions, stammering, misinterpretation of punctuation, and lack of comprehension and concentration. These challenges create significant obstacles in early reading development. By integrating Heyzine Flipbook, educators can provide an interactive and visually appealing learning experience that enhances students' reading abilities, making language learning more effective and engaging.

Based on observations of Class I-A SD Negeri Cipinang Besar Selatan 20 Pagi, the problems found are that there are students who cannot read at the beginning, do not recognize letters optimally such as distinguishing the letters B and D (upside down), have not been able to identify sentences (stuttering reading) and so on. Problems and difficulties in Class I-A of Cipinang Besar Selatan 20 Pagi Public Elementary School must be resolved as early as possible so that the learning process runs well so that the learning objectives are achieved. Helping elementary school students, especially those in first grade, overcome early reading difficulties is possible through a variety of strategies. Among the strategies are the following: (1) giving students who are struggling to start reading extra time in class; (2) giving students who are struggling to start reading extra attention in class; (3) using letters as musical instruments to help students who have difficulty recognizing letters (M. Rahma & Dafit, 2021).

Learning media is one of the tools used to convey messages in the learning process given by teachers to students (Linggasari & Rochaendi, 2022). In today's increasingly developing era, the use of learning media has become very important. Media is a tool that helps students understand what they are learning. It is clear that tools, methods, and techniques known as learning media are needed to improve communication and attract the attention of teachers and students during the learning process at school (Hamalik, 2011).

Based on interviews with the homeroom teacher and students in class I-A at SD Negeri Cipinang Besar Selatan 20 Pagi, East Jakarta regarding the problems and needs for learning media in beginning reading in class I-A, teachers have not fully implemented active, creative, and innovative learning. Educators and students only rely on textbooks provided at school for teaching and learning activities. Teachers also do not utilize the presence of media in the form of LCD in schools. This has an impact on the learning process which results in students being less active in the learning process.

Given these challenges, it is evident that first-grade students at SD Negeri Cipinang Besar Selatan 20 Pagi require an effective learning medium to enhance their early reading skills in Indonesian language learning. To address this need, interactive learning media using Heyzine Flipbook was developed. This digital tool incorporates structured reading stages, including Recognizing Alphabets and Vowels, Reading Sentences Per Syllable, Reading Three-Letter Words, Constructing Simple Sentences, and Learning to Read Words with 'ng'. These stages help students focus on letter recognition and develop fluency in reading, making the learning process more structured and engaging.

Several studies have demonstrated the effectiveness of Heyzine Flipbook in enhancing learning outcomes across various subjects. Research has shown that Heyzine Flipbook-based learning media improves academic achievement in elementary school students (Manzil et al., 2022). Additionally, its implementation in creative dance lessons for elementary students has proven to be highly effective and engaging (N. R. Rahma & Kusnadi, 2023). Furthermore, Heyzine-based interactive e-books have been found to enhance students' conceptual understanding of Indonesian legal principles through engaging and feature-rich presentations (Dewi Tri Lestari, 2024). These findings indicate that Heyzine Flipbook is a versatile and effective learning tool applicable across different subjects and grade levels.

This research aims to develop and evaluate the effectiveness of interactive media using Heyzine Flipbook for Indonesian language learning in first-grade students at SD Negeri Cipinang Besar Selatan 20 Pagi, East Jakarta. The study seeks to improve students' initial reading skills while assessing the feasibility and effectiveness of this interactive learning media. Theoretical and practical benefits of this research include the use of video media as an independent learning resource, enabling students to learn anytime and anywhere. Additionally, Heyzine Flipbook can assist teachers in delivering lessons more effectively, accelerating letter recognition, and increasing students' motivation in reading activities. Implementing appropriate learning strategies with interactive media support is crucial in overcoming reading difficulties and achieving desired educational goals (Zahwa & Syafi'i, 2022).

This study, therefore, aims to develop, validate, and assess the feasibility and effectiveness of Heyzine Flipbook as an interactive learning tool in Indonesian language instruction for elementary school students. By doing so, it seeks to contribute to the enhancement of early reading skills and provide a more engaging and effective learning experience for young learners.

2. METHODS

This research uses research and development (Research & Development). R&D is a type of research and development that aims to create certain products, programs, or designs through a process of design, testing, and revision to meet certain standards and quality (Kamal, 2019). The development model used is the Borg & Gall model which consists of 10 stages which are presented in Figure 1.

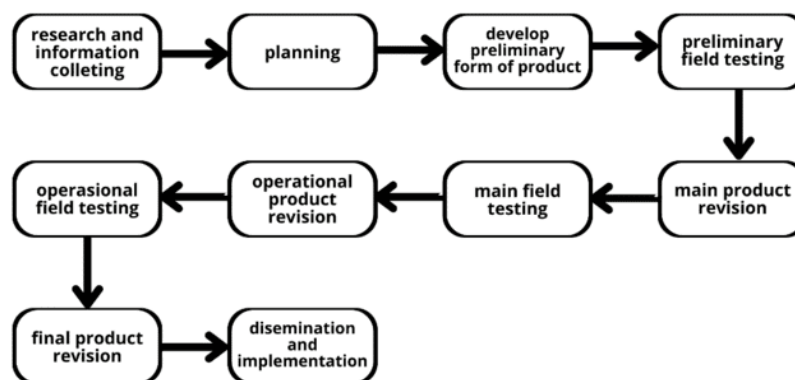


Figure 1. Model stages Borg & Gall

Based on the research results, it is known that the Borg and Gall model research and development (R&D) method has 10 stages or work steps, but in reality, in research, guidance, and counseling, many studies modify the method to only a few stages according to the needs of the research itself. Below, the researcher attaches previous research that used a modification of the Borg and Gall R&D method.

Table 1. Stages of Research and Development (R&D) Modifications in Studies Using the Borg & Gall Model

No	Research Title	Step Modification RnD Borg & Gall
1	Development of Online Learning Evaluation Model in School Vocational High School (Ali & Sukardi, 2021)	5 stages, namely: (a) Analyzing the product to be developed; (b) development of the initial product; (c) validation by experts and then revision; (d) field trials on a small scale and product revision; I field trials on a large scale and final product. and then revision; (d) field trials on a small scale and product revision; I field trials on a large scale and final product.
2	Development of Motion Graphics Animation Video Media on Science Subjects at SDN PandanRejo 1 Malang Regency (Efendi et al., 2020)	7 stages, namely research and initial information gathering, planning, initial product format development, initial trial, product revision, field trial, and product revision.
3	Development of Video Presentation Media in Hydrology Course at Jakarta State University	5 stages, namely 1) preliminary research 2) Product planning; 3) Product development; 4) Field testing through validation of material and media experts, as well as giving questionnaires to students as respondent assessments; 5) Revision of products developed based on suggestions from material experts, media experts and input from students as research targets.

Based on development, research can be done at levels 5, 7, or 10, adjusted to needs and dependent on circumstances. So, the researcher believes that in this research the researcher used 7 stages in the research process. These seven stages will be implemented in stages so that creating products interactive media use *Heyzine Flipbook*.

In essence, researchers are allowed to use or modify research stages according to the needs and objectives of the research itself. In the description of the Borg and Gall stages in stage 6, the development research steps state that main field testing, conducting wider trials in 5 to 15 schools involving 30 to 100 test subjects to carry out large trials requires a minimum of 30 students, while in reality there are only 21 students in one class.

Research subjects at the product validation stage in this development research included a material expert (homeroom teacher at SDN 20 Cipinang Besar Selatan), a media expert, and a language expert. The data taken in this research is quantitative. This data describes product quality, which includes aspects of content and instructions for implementing learning media. In the descriptive analysis, the quantitative data obtained is searched for the average score and then converted based on the five-scale conversion table.

Data collection instruments are tools used by researchers to collect data. The instrument used in this research is a questionnaire in the form of questions related to the learning media used *Heyzine Flipbook* (Parnabhakti et al., 2021). The feasibility and effectiveness of video-based learning media is discussed in the questionnaire. This research collects data about the feasibility of products being developed to produce quality products through reviews by media experts, material experts, and language experts. These data are used to assess the media as a whole (Phafiandita & Permadani, 2022). To determine the validity of the appropriateness of using learning media *Heyzine Flipbook* Experts are needed to assess the media.

Table 2. Grid of Media Expert Validation Sheet

No	Indicator	Question Point Number
1	Attractiveness of Front Cover	1
2	Appropriateness of Book Cover	2
3	Appropriateness of title layout	3
4	Appropriateness of color and background	4,5
5	Appropriateness of illustration	6
6	Ease of words on the media	7,8
7	The attractiveness of the design	9
8	Sufficiency of introductory words	10
9	Clarity of instructions for using the media	11
10	Clarity of exercise instructions	12
11	Image suitability	13
12	Image attractiveness	14
13	Clarity of the picture	15
14	Ease of picture	16
15	Image size	17
16	Appropriateness of font size	18
17	Readability of letters	19
18	Contrast of background color with letters	20
19	Appropriateness of page layout	21
20	Attractive	22, 23
21	Graded	24
22	Contextual	25
23	Auto correction	26
24	Auto education	27, 28

To ensure the quality and effectiveness of the Heyzine Flipbook interactive learning media, expert validation was conducted to assess the feasibility of the material. The validation process involved evaluating key aspects such as accuracy, clarity, language appropriateness, and media effectiveness. Material experts assessed the content based on specific criteria to determine whether the learning media aligns with educational standards and effectively supports students' reading development. The validation sheet grid, as presented in Table 3, outlines the aspects evaluated and the corresponding question points used in the assessment.

Table 3. Material Expert Validation Sheet Grid

No	Aspect	Question Point Number
1	Accuracy of Material	1, 2, 3, 4, 5
2	Breadth and Clarity of Material	5, 7, 8
3	Appropriateness of Language Aspects	9, 10, 11, 12, 13, 14, 15, 16
4	Accuracy and Usefulness of Media	17, 18, 19, 20, 21

To evaluate the linguistic quality of the Heyzine Flipbook interactive learning media, a language expert validation was conducted. This assessment focused on ensuring that the language used in the material is clear, communicative, interactive, developmentally appropriate, and adheres to proper language rules. Additionally, the evaluation considered the use of terms, symbols, and icons to enhance comprehension and engagement for elementary school students. The validation sheet grid, presented in Table 4, details the aspects assessed along with the corresponding question points.

Table 4. Grids of Language Expert Validation Sheets

No	Aspect	Question Point Number
1	Straightforward	1, 2, 3
2	Communicative	4
3	Dialogical and Interactive	6, 7
4	Appropriateness to Learner Development	8, 9
5	Conformity with Language Rules	10, 11
6	Use of Terms, Symbols or Icons	12, 13

Experts' validity test of the instrument shows that the instrument is suitable for testing the results of using interactive media development *Heyzine Flipbook* for class I-A students at SD Negeri 20 Cipinang Besar Selatan 20 Pagi for further testing. This research collects data using quantitative descriptive analysis techniques that describe the results of product development in the interactive media *Heyzine Flipbook*. Test the validity of the product to be applied to the development of interactive media using *Heyzine Flipbook* in Indonesian language learning in elementary schools for feasibility in improving initial reading skills. Conditions used to declare whether interactive media is suitable or not suitable for the use of *Heyzine Flipbook*.

Table 5. Likert Scale Score

No	Interval	Category
1	81 – 100%	Very good
2	61 – 81%	Good
3	41 – 60%	Fairly Good
4	21 – 40%	Not Good
5	0 – 20%	Very Poor

Source: (Pradana & Mawardi, 2021)

3. FINDINGS AND DISCUSSION

This study develops interactive learning media using Heyzine Flipbook for Indonesian language learning in elementary schools, specifically to enhance the beginning reading skills of first-grade students at SD Negeri Cipinang Besar Selatan 20 Pagi. The Borg & Gall model was employed in the development process to ensure a structured and systematic approach.

The research and information-gathering stage revealed that students' early reading skills were still underdeveloped. Common challenges included letter recognition difficulties, lack of reading fluency, hesitant reading, and improper intonation. Observations also indicated that the homeroom teacher primarily relied on textbooks and did not utilize innovative media to foster students' enthusiasm for learning. This lack of engaging materials contributed to students' struggles in developing early reading proficiency. Therefore, the need for an interactive and engaging medium became evident to stimulate students' interest and improve their reading abilities.

During the planning stage, a structured reading framework was developed to guide the creation of video-based learning materials. At the development stage, the initial form of the interactive media

was designed using Canva, integrating visual and auditory elements to enhance engagement. A preliminary assessment was conducted by distributing a questionnaire to six students to evaluate whether the product met their learning needs.

Based on student feedback, the product was revised and further evaluated by media experts, material experts, and language experts to ensure its feasibility and effectiveness. The revised version of the Heyzine Flipbook interactive media incorporated improvements based on expert recommendations, refining aspects such as content clarity, user engagement, and instructional design. The final validity test results for media suitability are presented in Table 7, while specific product revisions can be seen in Table 6. These findings confirm that Heyzine Flipbook is a viable tool for enhancing early reading skills in Indonesian language learning for elementary school students.

Table 6. Comparison of Media Design Before and After Revision

Before revision	After Revision

Table 7. Product Validity Test Results

No	Expert	Validity Result	Skala Likert
1	Media	82.86%	Very Good
2	Material	95.24%	Very Good
3	Linguists	95%	Very Good

Experts provide valuable comments, suggestions, and input to enhance the quality and effectiveness of the interactive learning media, *Heyzine Flipbook*. These evaluations cover aspects such as content accuracy, user engagement, language clarity, and media functionality to ensure that the product meets educational standards and students' learning needs. The feedback from media experts,

material experts, and language experts is carefully analyzed and used as the basis for product improvements and revisions. By incorporating these expert recommendations, the Heyzine Flipbook is refined to provide a more interactive, engaging, and effective learning experience for elementary school students. The specific modifications made based on expert input are documented in the revision table to highlight the improvements made in response to their feedback.

Discussion

The development of interactive learning media using Heyzine Flipbook was designed to enhance early reading skills among first-grade students at SDN Cipinang Besar Selatan 20 Pagi. This digital learning tool incorporates audio components, images, colors, and engaging typography to create an immersive reading experience. Heyzine Flipbook offers various features, including the ability to add links, images, videos, audio, and web integration (Saraswati et al., 2021). Compared to traditional printed modules, this platform provides a richer, multimedia-based learning environment that can be accessed via smartphones and PCs, making it a flexible and user-friendly resource for both teachers and students.

Heyzine Flipbook is a free, online PDF-to-Flipbook conversion tool that transforms static documents into interactive, book-like experiences, allowing students to turn pages as if reading a physical book. Unlike conventional textbooks, which primarily contain text and static images, the Heyzine Flipbook e-module integrates dynamic elements to enhance engagement and comprehension. The reading stages embedded in this interactive media—including Recognizing Alphabets and Vowels, Reading Syllables, Constructing Simple Sentences, and Learning to Read 'ng' Sentences—are structured to gradually develop students' foundational reading skills.

A preliminary study was conducted through observations and interviews with students and homeroom teacher Mrs. Edihat Primasari, M.Pd. The findings revealed significant reading difficulties among first-grade students, including letter recognition struggles, poor fluency, and incorrect intonation. The primary teaching materials used were standard textbooks, which lacked engaging content and were not tailored to students' varying reading abilities. Teachers expressed challenges in adapting lesson plans to accommodate students at different reading levels. Additionally, traditional teaching methods were often monotonous and one-directional, lacking interactive elements that could enhance students' motivation and participation.

Observations further indicated that teachers primarily relied on blackboard instruction and did not introduce specialized media or teaching techniques to facilitate reading comprehension. Students repeatedly used package books, which provided limited explanations of alphabet recognition—a crucial step in early reading. This contributed to learning difficulties, particularly for students who were still unfamiliar with letters, words, and sentence structures. The lack of interactive and visually appealing learning tools made the reading process less engaging and more challenging for struggling students.

An initial analysis was conducted on the 21 students in the class to assess students' reading proficiency. The results showed that only 11 students were able to read sentences fluently, while the remaining 10 students struggled with letter recognition, spelling long words, and reading fluently. This finding reinforced the need for an interactive learning tool tailored to beginner readers. Thus, the research objective was established: to improve students' early reading skills through the development and implementation of Heyzine Flipbook-based interactive media.

To measure the effectiveness of this interactive learning media, the researchers developed assessment instruments and conducted pre-tests and post-tests. The evaluation tools included written tests to measure reading improvement after using Heyzine Flipbook. Given that reading and writing are closely interconnected, the ability to read effectively plays a crucial role in acquiring writing skills (Novrizta, 2018). This research underscores the strong relationship between reading proficiency and literacy development, emphasizing that effective reading instruction is foundational to academic success.

Despite its contributions, this development research had certain limitations. The study was conducted exclusively with first-grade students at SDN Cipinang Besar Selatan 20 Pagi, limiting its generalizability to broader populations. The validity test was carried out with evaluations from media, language, and material experts, but no extensive field trials were conducted. Furthermore, the research only focused on improving early reading skills, without addressing other language skills such as writing or speaking.

Additionally, the Borg & Gall research and development model was implemented only through seven out of ten stages, omitting Main Field Testing, Final Product Revision, and Dissemination & Implementation. These stages were not completed due to time and financial constraints, which restricted the scope of the study. Moreover, the Heyzine Flipbook interactive media was specifically designed to enhance early reading skills, making its application limited to this particular area of learning. Future research should explore the long-term effects of interactive media on other language skills and consider expanding its use to different grade levels to assess its broader impact on literacy development.

4. CONCLUSION

This study developed interactive learning media using Heyzine Flipbook based on the Borg & Gall R&D model, focusing on enhancing early reading skills in elementary school students. Due to time and financial constraints, the research only implemented 7 out of the 10 stages of the development model. The resulting interactive media integrates colors, letters, and images, along with visual learning tools designed to support students' reading development. The Heyzine Flipbook-based learning media is compatible with projectors, electronic devices, and other digital platforms, with Canva serving as a key supporting tool for creating engaging content that motivates students to learn.

The feasibility of Heyzine Flipbook interactive media was validated by experts, with media experts rating it at 82.86%, material experts at 95.24%, and language experts at 95%, indicating that the media is highly suitable for classroom use. The effectiveness of this interactive learning tool was assessed through pre-test and post-test evaluations. The pre-test results showed a lowest score of 18, a highest score of 100, and an average score of 78.33. After implementing the Heyzine Flipbook media, the post-test results improved significantly, with a lowest score of 52, a highest score of 100, and an average score of 89.33. This increase confirms that Heyzine Flipbook is an effective tool for improving early reading skills.

However, this research had limitations, including the restricted sample size, focusing only on first-grade students at SDN Cipinang Besar Selatan 20 Pagi, and incomplete implementation of the full R&D model. Future research should expand the study to other grade levels, explore long-term effects on literacy development, and integrate additional interactive features to further enhance student engagement and learning outcomes.

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