

DEVELOPMENT OF E-BOOK BASED FLIPBOOK OF RECOUNT TEXT MATERIAL TO IMPROVE STUDENTS READING SKILL

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ABSTRAK

Motivasi dan keterampilan membaca merupakan aspek penting yang harus diperhatikan oleh pendidik khususnya dalam pembelajaran bahasa Inggris. Salah satu upaya untuk meningkatkan keterampilan membaca siswa kelas XI SMK Negeri 7 Pekanbaru adalah melalui pengembangan buku elektronik berbasis flipbook yang berfokus pada teks recount. Penelitian ini bertujuan untuk mengevaluasi efektivitas penggunaan buku elektronik berbasis flipbook dalam meningkatkan motivasi dan keterampilan membaca siswa. Subjek penelitian terdiri dari 30 siswa kelas XI SMK Negeri 7 Pekanbaru tahun ajaran 2024/2025. Pengumpulan data menggunakan angket motivasi dan pretest serta posttest untuk mengukur peningkatan keterampilan membaca. Metode yang digunakan adalah Research and Development (R&D) dengan penerapan model ADDIE yang terdiri dari beberapa tahap, sedangkan analisis data menggunakan nilai N-Gain dan persentase respon siswa. Hasil penelitian menunjukkan adanya peningkatan yang signifikan dengan nilai rata-rata N-Gain sebesar 0,8509 yang termasuk dalam kategori "tinggi" dan persentase respon siswa positif mencapai 84,13%. Berdasarkan hasil temuan tersebut dapat disimpulkan bahwa penggunaan buku elektronik berbasis flipbook terbukti efektif dalam meningkatkan motivasi dan keterampilan membaca siswa kelas XI di SMK Negeri 7 Pekanbaru.

Kata Kunci: Buku Elektronik, Teks Recount, Membaca.

ABSTRACT

Motivation and reading skills are important aspects that must be considered by educators, especially in learning English. One effort to improve the reading skills of grade XI students of State Vocational High School 7 Pekanbaru is through the development of flipbook-based e-books that focus on recount texts. This study aims to evaluate the effectiveness of using flipbook-based e-books in improving students' motivation and reading skills. The subjects of the study consisted of 30 grade XI students of State Vocational High School 7 Pekanbaru in the 2024/2025 academic year. Data collection used a motivation questionnaire and pretest and posttest to measure the improvement in reading skills. The method used is Research and Development (R&D) with the application of the ADDIE model consisting of several stages, while data analysis uses the N-Gain value and the percentage of student responses. The results of the study showed a significant increase with an average N-Gain value of 0.8509 which is included in the "high" category and the percentage of positive student responses reaching 84.13%. Based on these findings, it can be concluded that the use of flipbook-based electronic books has proven effective in increasing the motivation and reading skills of class XI students at State Vocational High School 7 Pekanbaru.

Keywords: E – Book, Recount Text, Reading.

1. INTRODUCTION

English learning in Indonesia continues to face numerous challenges, especially in improving students' reading skills. According to the Programme for International Student Assessment (OECD, 2023), the reading literacy of Indonesian students remains below the average of OECD countries. This situation reflects the urgent need for more effective and engaging learning strategies. Try (Wijayanti, 2022) stated that students' low reading achievement is caused by limited reading interest and the use of unappealing learning media. Traditional printed textbooks are often perceived as outdated and uninteractive, making them less suitable for students growing up in the digital age (Fadlilah & Khanifah, 2025).

Reading is a fundamental skill in English language learning and plays a key role in achieving overall language competence. It involves more than decoding letters and words it requires the ability to understand and interpret meaning from texts (Grabe & Stoller, 2019). Among various English text types, recount text is essential as it helps students narrate past events in chronological order. According to (Setiawan and Rahmat, 2021), mastering recount texts contributes not only to reading comprehension but also to students' critical thinking and understanding of linguistic structures. However, (Hardianto, 2020) observed that about 65% of students face difficulty in grasping the structure and language features of recount texts, which affects their overall reading ability.

One of the main causes of students' struggles with recount texts is the limited engagement with traditional learning materials. Printed media are often considered monotonous and fail to spark students' interest. Furthermore, teacher-centered instruction dominates the classroom, which restricts student

participation. Emphasized that effective instruction should actively involve students and foster enjoyable learning experiences (Harmer, 2007). Hence, there is a growing need for learning media that are both innovative and interactive to enhance student motivation and comprehension.

A promising innovation in learning media is the development of flipbook-based e-books. E-books provide several advantages over printed materials by incorporating multimedia and interactive elements (Prasetyo, 2020). Flipbooks simulate the experience of reading a printed book while enhancing it with digital features such as audio, video, animations, and hyperlinks (Hidayatullah, 2021). Found that the use of flipbook-based e-books increased students' reading interest by 78% and improved their comprehension by 42% compared to traditional textbooks (Amalia et al., 2022). This makes flipbooks a relevant and effective tool for enhancing reading skills in English classrooms.

Several studies have confirmed the effectiveness of flipbook media in increasing learning outcomes. Demonstrated that using flipbook-based e-books in English classes significantly boosts student engagement and achievement (Nugroho, 2023). Added that flipbooks accommodate diverse learning styles visual, auditory, and kinesthetic which makes them more inclusive for students with different preferences (Wibowo, 2018). This adaptability allows flipbooks to meet various learners' needs more effectively than conventional media. Their dynamic content and accessibility make them an excellent choice for modern classrooms. Therefore, flipbook media can play a strategic role in enhancing the learning process.

The effectiveness of flipbook-based e-books is supported by Mayer's

multimedia learning theory, which emphasizes the importance of engaging multiple sensory modalities in learning. Cited that combining audio, visual, and interactive components enhances cognitive processing and improves learning outcomes (Rahayu et al., 2021). In the context of recount texts, such multimedia elements help students better visualize events and understand text structures. Also stated that interactive multimedia-based learning can improve understanding of text structure by up to 56% (Ratnasari et al., 2024). These findings strengthen the rationale for using flipbooks to support English reading instruction.

The development of flipbook-based e-books aligns with 21st-century learning competencies, particularly in promoting digital literacy. Emphasized that digital skills, including managing and integrating information, are crucial in today's educational landscape (Aswan, 2023). Digital media enhance both subject comprehension and students' digital literacy for lifelong learning (Fitri et al., 2024). These tools empower students to learn independently while navigating digital environments. Thus, flipbooks support both academic and digital development simultaneously.

In the Indonesian context, flipbook-based e-books complement the Merdeka Curriculum, which promotes student-centered and problem-solving approaches. These digital tools allow teachers to integrate critical thinking tasks and real-life applications into reading lessons. According to (Anggreni et al., 2025), such media support the achievement of the Pancasila Student Profile, especially in developing critical and independent learners. The use of flipbooks also fosters creativity and collaboration in the learning process. Therefore, flipbooks are compatible with the principles of current national curriculum reforms.

The COVID-19 pandemic accelerated the digital transformation in education, creating a lasting demand for flexible learning tools. Although face-to-face classes have resumed, the need for digital learning remains essential. Observed that the experience of remote learning shifted educational paradigms, highlighting the value of digital materials that can be accessed anytime, anywhere (Widodo and Nursaptini, 2021). Flipbooks meet this demand as versatile digital resources for both online and offline instruction. Their accessibility helps bridge the gap between traditional and modern learning methods.

Field observations revealed that students struggle to emotionally connect with reading materials, especially when the content seems irrelevant or unengaging. This lack of connection reduces their enjoyment and motivation, which in turn lowers their reading comprehension. Stated that learning media, whether hardware or software, serve as essential tools for delivering content effectively (Magdalena et al., 2021). Therefore, selecting appropriate media that engage students emotionally and cognitively is crucial. E-books offer an interactive platform where texts are enhanced by multimedia features to support deeper understanding.

An interview on February 13, 2025, showed that State Vocational High School 7 Pekanbaru has sufficient technology infrastructure, including internet access and computer labs. However, this potential is not fully utilized in English instruction. Stated that the presence of technology must be accompanied by relevant and engaging digital content to be impactful (Anggun, 2023). Developing a flipbook-based e-book for recount texts is a step towards optimizing technology use in the school. Interviews with teachers on January 7, 2025, confirmed that while the Merdeka Curriculum is implemented, learning still

heavily depends on textbooks, which students find less interesting.

During school-based observations, several learning challenges were identified. Students lacked motivation to read due to overreliance on traditional printed materials. They also faced difficulty in understanding recount texts' structure and grammar, especially past tense usage and action verbs. Moreover, the absence of multimedia content limited their engagement with the materials. Additionally, limited opportunities for independent practice restricted students from applying the concepts they learned. Teaching methods remained largely monotonous and teacher-centered, making learning less dynamic.

Compared to previous studies that focus primarily on the general advantages of digital media, this study offers a specific and practical development of a flipbook-based e-book tailored to the recount text material. While (Amalia et al., 2022; Nugroho, 2023; Ratnasari et al., 2024) have demonstrated the effectiveness of flipbooks, none have contextualized their application within the Merdeka Curriculum in vocational schools, especially in recount text learning. This study also integrates field data such as teacher interviews, school observations, and curriculum analysis, making it contextually rich and practically relevant. In addition, this research contributes to bridging the gap between available school technology and its pedagogical implementation. The urgency of this study lies in answering the specific needs of vocational high school students, who often require more engaging and practical media to master foundational English skills.

Given these issues, it is evident that learning media have a strategic role in improving English instruction. Developing a flipbook-based e-book for recount text is an innovative solution aimed at increasing students' motivation, comprehension, and participation. The

multimedia features offer flexibility for independent learning and foster interactive engagement. Emphasized that such digital books provide both accessibility and pedagogical benefits (Novianti et al., 2024). Therefore, this research seeks to offer a practical and scalable model for modern English education.

This study aims to develop a flipbook-based e-book for teaching recount texts to Grade XI students at State Vocational High School 7 Pekanbaru. It is expected to provide insights into effective media implementation and contribute to improving reading comprehension. The e-book is designed to enhance interactivity, relevance, and learning outcomes through digital tools. Theoretically, the study adds to literature on multimedia learning, while practically it supports teachers in designing engaging instructional strategies. In the long term, the findings could inform broader digital media adoption in Indonesian vocational education.

Ultimately, this study is expected to contribute both academically and practically. Academically, it offers a reference for researchers and educators in designing interactive digital media. Practically, it addresses real classroom challenges and proposes solutions relevant to current educational needs. The results of this study could support not only local educational improvement but also be adapted in other similar contexts nationally and internationally. By aligning with curriculum goals and student needs, this research promotes more inclusive, effective, and future-oriented English learning practices.

2. METHOD

This study uses a Research and Development (R&D) approach to design and test a digital learning product in the form of a flipbook-based e-book. According to (Sugiyono, 2019), the R&D method aims to produce a particular

product and test its effectiveness through systematic stages that can be scientifically accounted for. The purpose of this study is to develop digital learning media that support students' reading skills, especially in understanding recount texts.

To ensure that product development runs in a structured manner, the researcher applied the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). This model provides a systematic learning design flow and allows evaluation to be carried out continuously at each stage (Branch, 2009).

Research Procedures

a. Analysis

At the analysis stage, the researcher conducted direct observation and interviews with English subject teachers to identify student needs, obstacles in learning to read recount texts, and the availability of supporting facilities and infrastructure. The findings from this stage are an important foundation in designing a flipbook-based e-book that is appropriate to the learning conditions in class XI of State Vocational High School 7 Pekanbaru.

b. Design

After completing the analysis stage, the researcher continued to the design stage as the initial step in the process of developing a recount text-based e-book flipbook. At this stage, the researcher began to compile the structure and content of the learning by referring to the findings during field observations and adjusting it to the English learning material for class XI at State Vocational High School 7 Pekanbaru.

The structure of the e-book is designed systematically and attractively to increase student interest and participation in reading recount texts. Some of the main components arranged in the e-book

design include: Learning Objectives, Learning Benefits, E-book Usage Guide, Material to be Studied, and Reasons for the Importance of This Material. The core part of the material includes the Basic Concept of Recount Text, General Structure of Recount Text, Language Features, and Examples of Recount Texts.

To encourage active student participation, the researcher added interactive features such as Discussion Forums and Online Quiz that can be used as a means of reflection and reinforcement of the material. The visual aspect is also a major concern, starting from the selection of colors, illustrations, to the type of font used, so that the appearance of the e-book is comfortable to read and easy to access via digital devices. This initial design was then used as the basis for the next product development stage. An overview of the media can be seen in Figure 1.

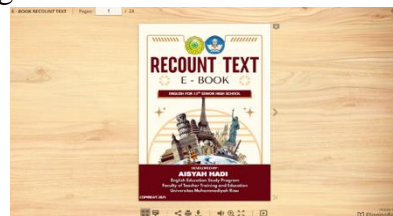


Figure 1. Overview of the Media

c. Development

The development stage included creating an e-book using Flipbook and Canva software. This product contains readings, interactive exercises, and visual illustrations that support student understanding. The initial product was then validated by experts, both in terms of material content and design media. Input from the validators was used as a basis for revising and refining the e-book before being tested.

d. Implementation

In the implementation stage, the e-book was tested in grade XI

Animation of State Vocational High School 7 Pekanbaru consisting of 30 students. As part of the effectiveness of the media, students were given tests before (pre-test) and after (post-test) using the e-book to measure their improvement in reading skills. Links to access the e-book media can be found here: <https://heyzine.com/flip-book/6c016b735f.html>

e. Evaluation

The evaluation stage includes formative and summative evaluations. Formative evaluation is carried out at each stage of development, while summative evaluation is carried out through analysis of student learning outcomes, validation scores from experts, and student responses through questionnaires. The assessment of the recount text-based e-book flipbook was carried out using a questionnaire consisting of 10 statements. Each statement is equipped with five answer choices using a Likert scale, namely: Very Poor (1), Less (2), Enough (3), Good (4), and Very Good (5).

Each answer is given a value weight to measure the quality and level of suitability of the learning media. The results of the questionnaire were then analyzed to determine the extent to which the media met the criteria for effectiveness and usefulness in the learning process. Referring Arikunto (2013) opinion the total score obtained from all respondents (students, media expert, and material expert) was used as the basis for determining the level of product suitability with the following formula.

Table 1.
Formula for Calculating The Average Score

$P = \frac{\sum x}{n} \times 100\%$
Description :
P = Percentage of eligibility

$$\frac{\sum x}{\sum xi} = \text{Total score obtained}$$

$$\sum xi = \text{Ideal score}$$

Source : (Arikunto, 2013)

Table 2.
Validity Criteria for Teaching Materials

Percentage	Qualification	Validity criteria
90-100	Very good	Very valid, no need to revise
75-89	Good	Valid, no need to revise
65-74	Good enough	Good enough, need to revise
55-64	Not good	Not valid, need to revise
0-54	Very bad	Not valid, total revision

Source: (Akbar, 2013)

After the development stage of the e-book flipbook learning media based on recount text was completed, the researcher applied the media in the learning process for class XI Animation students at State Vocational High School 7 Pekanbaru. Before the treatment was given, the researcher first administered a pre-test to students to measure their initial ability in understanding recount texts. After the learning process took place using e-books as media, the researcher again gave the same post-test. This step aims to determine the extent to which students' abilities in understanding the material have increased after using the learning media.

To obtain a more objective picture of the improvement of student learning outcomes, researchers used the N-Gain (Normalized Gain) calculation developed (Hake, 1999). N-Gain is used as a tool to measure the effectiveness of the learning media that has been developed, by looking at the extent to which student scores have increased from pre-test to post-test. The formula used to calculate N-Gain is as follows:

Table 3. The calculation formula

$$N - \text{Gain} = \frac{\text{post test score} - \text{pretest score}}{\text{ideal score} - \text{pretest score}}$$

Source : (Hake, 1999)

Participants and Research Location

This research was conducted at State Vocational High School 7 Pekanbaru, which was selected based on the results of initial observations that showed the need for innovative learning media to support reading learning activities. The research subjects were 30 grade XI students who were selected purposively. Data collection was carried out through validation sheets, student response questionnaires, and learning outcome tests.

3. RESULT AND DISCUSSION

This research produces a digital learning media in the form of a recount text-based e-book flipbook developed through the stages of the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). This media is specifically designed to support the improvement of reading skills of grade XI students at State Vocational High School 7 Pekanbaru.

Media Expert Validation

The media expert validation was conducted by providing the developed e-book flipbook to a media expert along with an assessment sheet containing 8 indicators. The evaluation used a Likert scale consisting of five options: 5 (Strongly Agree), 4 (Agree), 3 (Neutral), 2 (Disagree), and 1 (Strongly Disagree).

Table 4.
The results of the feasibility test

No.	Indicator	Total Score	Eligibility Percentage	Category
1	Image Quality	34/35	97.14%	Very Valid
2	Narrative Quality	24/25	96%	Very Valid
3	Quality of Interaction	15/15	100%	Very Valid

The validation results by media experts showed that the image quality obtained a feasibility percentage of 97.14%, the narrative quality of 96%, and the interaction quality reached 100%. With an average feasibility of 97.71%, the media was considered very valid and suitable for use without revision.

Material Expert Validation

The material expert validation was conducted by providing the developed e-book flipbook to a media expert along with an assessment sheet containing 3 indicators. The evaluation used a Likert scale consisting of five options: 5 (Strongly Agree), 4 (Agree), 3 (Neutral), 2 (Disagree), and 1 (Strongly Disagree).

Table 5.
The results of the feasibility test

No.	Indicator	Total Score	Eligibility Percentage	Category
1	Compliance with English Learning Achievements	14 / 15	93.33%	Very Valid
2	Accuracy of Content / Material	35 / 40	87.50%	Very Valid
3	Clarity of Material	20 / 20	100%	Very Valid

The validation results from material experts show that the English learning achievement indicator obtained a percentage of 93.33%, the accuracy of the content/material was 87.50%, and the clarity of the material was 100%. Overall, the learning media was declared very valid and appropriate for use in the teaching and learning process.

Analysis of Pre Test and Post Test Score

To assess the effectiveness of the developed e-book flipbook, students were given a pretest before learning and a posttest after using the media. Both tests were designed with the same type of questions to measure students' comprehension of recount texts. After

that, each student's N-Gain score was calculated, then averaged to determine the overall level of media effectiveness.

Table 6.
N – Gain Criteria

Percentage	Qualification	Validity criteria
> 0.7	High	Very effective
0.3-0.7	Medium	Effective
< 0.3	Low	Less effective

Source : (Hake, 1999)

To support the effectiveness of the e-book flipbook statistically, the researcher conducted a paired sample t-test using SPSS (Statistical Package for the Social Sciences) software. This test is used to compare the average of two related groups, namely the pretest and posttest results, to determine whether there is a statistically significant difference between the two.

Table 7.
N – Gain Score
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
N - Gain Score	30	.41	1.00	.8509	.15864
Valid (listwise)	N30				

Based on the results of data analysis, the average N-Gain value of 0.8509 indicates that the increase in student learning outcomes is in the “high” category. This finding indicates that the use of e-book flipbooks based on recount text can significantly improve the reading skills of grade XI Animation students at State Vocational High School 7 Pekanbaru. The learning process carried out systematically through the ADDIE model approach also contributed to this success. Thus, the learning media developed can be declared effective in strengthening students' understanding of recount text material.

Student Response Analysis

Student responses were obtained through a questionnaire consisting of 10

multiple-choice statements with five answer options, namely: Very Poor (1), Poor (2), Sufficient (3), Good (4), and Very Good (5). This questionnaire was designed to evaluate student perceptions of the developed flipbook-based e-book, especially in terms of attractiveness, usefulness, ease of use, and clarity of the material. The result was then analyzed using the descriptive percentage formula:

Table 8.

Students Response

$$P = \frac{1893}{2250} \times 100\% = 84,13 \%$$

The total score obtained from all student responses was 1,893, with an ideal maximum score of 2,250 (based on 30 students \times 15 items \times 5 as the highest score per item). Based on the interpretation criteria according to Akbar (2013), the percentage range of 75%–89% is included in the "Good" category. Thus, the percentage score of 84.13% indicates that students gave a positive response to the learning media used.

Most students considered that the e-book had an attractive appearance, was easy to access, and was effective in helping them understand the structure and linguistic features of the recount text. These results reinforce that the developed flipbook-based e-book was well received and feasible to be used in classroom learning activities. In addition, positive responses from students also indicate that this media has succeeded in increasing students' motivation and interest in reading, in line with the objectives of developing the learning product.

4. CONCLUSION

The use of learning media has a strategic role in increasing the effectiveness of the teaching and learning process. Along with technological advances, opportunities to develop innovations in delivering materials are increasingly open, one of which is through the use of interactive e-books based on flipbooks. This media integrates

text, visuals, and interactive features that can attract students' attention and increase their motivation in understanding recount text material. Research findings show that the application of e-book flipbooks has a positive impact on improving students' reading skills. This is evidenced by the increase in scores between the pre-test and post-test as well as students' positive responses to the media used, which reflects the effectiveness of the media in helping to achieve learning objectives.

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