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DEVELOPMENT OF A FLIPBOOK OF *CERGAM SIWAK* ABOUT THE APPRECIATION OF *AL-WAHHAB* AND *AL-KABIR* IN GRADE 3 IN ISLAMIC EDUCATION

Anisa Nur Hayati[1], Alya Setiani Sidik[2], NG. Shofi Isis Cofia[3], Ani Nur Aeni[4]
Universitas Pendidikan Indonesia
anisa.nh4@upi.edu, alya5.sidik@upi.edu

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Abstract

Education plays an essential role in the civilization of a nation. However, many students still have difficulty understanding the knowledge delivered by teachers, including in Islamic Education (PAI) subjects, especially the appreciation of *Asmaul Husna Al-Wahhab* and *Al-Kabir*. This research aims to develop a learning media product as a digital flipbook, namely CERGAM SIWAK (Illustration Story of *Al-Wahhab* and *Al-Kabir*). The method used is Design and Development (D&D) with the ADDIE model approach (Analyse, Design, Development, Implement, and Evaluate). This research was conducted on 25 grade 3 students at MI Al-Ishlah Sulambitan, Ganeas, Sumedang, West Java. The research results showed that this flipbook received a media validation percentage of 95% and a material validation of 77.5%. It indicates that this product is very good and worthy of being used as a tool in PAI learning. Thus, CERGAM SIWAK is expected to improve students' appreciation of *Al-Wahhab* and *Al-Kabir* in educational institutions, especially religious education.

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Keywords: Education; Development; Flipbook; Instructional Media; Picture Story

INTRODUCTION

Education has an essential role in determining a nation's development and progress (Ichsan, 2019). The Government of the Republic of Indonesia continues to launch various strategic steps to improve the quality and standard of education in Indonesia. One of them is the regulation contained in Law Number 20 of 2003 concerning the National Education System, Article 1 paragraph (1) that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively increase their potential to have spiritual religious strength, self-regulation, personality, intelligence, noble morals, and skills that are useful for themselves, society, nation and state (Kemendikbud, 2003).

Efforts to improve the quality and standard of education are influenced by the development of the era, which is currently leading to digital existence and is realized in 21st-century learning. Education, as one aspect of life influenced by the current era, also demands the use of technology (Ichsan et al., 2023). Technology development has given freedom to learn old ways into new ways, such as reading books that now do not need a physical form because they can be accessed online more efficiently. This transformation has a positive impact (Nur Aeni et al., 2022). The speed of development of science and technology is one of the characteristics of the 21st century. It has caused a paradigm transformation in education, as seen from changes in media, technology, and curriculum (Rahayu et al., 2022). Not only that, but the influence of the digital era also impacts the characteristics of each individual, including the characteristics of students. One of the characteristics of students in the 21st century is that they are very familiar with technology (Aeni, Hanifah, et al., 2023). Smartphones or mobile phones are no longer foreign items for children of elementary school (SD) or Islamic elementary school (MI) age; in fact, it is not uncommon for children to become addicted to their use, which, of course, has a bad impact (Lestari & Sulian, 2020). This condition can certainly be a risk, but can also be an opportunity for teachers. Starting from this condition, teachers should be able to create solutions, one of which is by making mobile phones a teaching medium that can positively impact students (Andriani & Suratman, 2021).

NEA (National Education Association) states that the media is a tool that can be seen, read, and heard. It can be modified with instruments to be used appropriately in learning so that individuals can easily access it. Media that is used appropriately can influence the success of learning (Zahwa & Syafi'i, 2022). In other words, the presence of media in the learning process greatly supports students in understanding the information conveyed. Based on the stimulated senses, learning media are divided into three types: audio, visual, and audio-visual (Silahuddin, 2022). From the classification, many products are commonly used as learning media, for example, books, teaching aids, interactive multimedia, videos and animations, games, podcasts, e-learning applications, and many more. Of the various products, digital learning media is the most widely used media as a learning tool by teachers today (Novianti et al., 2022).

In integrating technology into learning, teachers must consider several things in its use. The media applied during learning must align with the objectives of the material, characteristics, and needs of students (Putra et al., 2023). Increasing Indonesian students' literacy rate is one of the urgencies of utilizing digital media as a learning medium today. Currently, the literacy rate of students and society in Indonesia tends to be low. Several findings from national and international literacy surveys provide evidence of this. According to the Programme for International Student Assessment (PISA) 2018, Indonesia is ranked 80th out of 85 countries; in other words, Indonesia is in the bottom 5 in terms of literacy. The 2019 Reading Literacy Activity Index (Alibaca), released by the Policy Research Centre, Ministry of Education and Culture, shows the same thing. According to the survey results from the national institution, the literacy rate of the Indonesian people is relatively low, only around 37.32% (Permatasari et al., 2022). Low literacy is inversely proportional to internet usage and various devices. This is supported by the findings of Chalim and Anwas, who studied the level of internet usage of students daily, which showed that, on average, students use the internet for two hours every day (Chalim & Anwas, 2018). If we examine it more deeply, the internet can improve reading skills because there is a reading process involved in using the internet. Students' interest and reading ability in digital media are relatively good, and this is what teachers can use to improve student literacy in the learning process.

One of the digital media products that can be used as a learning medium and to improve student literacy, especially in elementary schools, is a picture story in the form of a digital flipbook. Components that can be included in flipbook learning media include animation, images, podcasts, or audio-video, even interactive games (Masrurroh et al., 2023). Several

previous studies have carried out the development of digital media such as flipbooks, digital picture stories, e-books, and audiobooks. It has become the basis for researchers to develop similar products.

Aini et al developed a product design for learning media entitled ACER (Audio Story). This media was created to foster an attitude of sincerity in giving alms for elementary school students, with satisfactory research results, where the average value of the student satisfaction questionnaire has reached 95%, and the teacher material validation questionnaire is 92.5%. So the ACER e-comic can become one of the learning media that can help facilitate the learning process (Aini et al., 2023). Aeni et al. studied using the KIJUBI E-Book (Amazing Stories of the Prophet) to improve the Understanding of Elementary School Students in Grade V of the Exemplary behaviour of the Prophet Muhammad. The results of the study showed that after reading the KIJUBI e-book by a total of 20 students, five people got a score of 100, 5 people got a score of 90 and 80, 1 student got a score of 70, 60, and 30, and 2 students got a score of 50. Based on these results, the KIJUBI e-book can improve students' understanding of the material on the story of the Prophet Muhammad SAW (Aeni et al., 2022).

In addition, Aeni et al also studied using the Flipbook media of the Prophet Syu'aib Story as a PAI Learning Media to Cultivate an Honest Attitude of Grade 3 Students of Citungku Elementary School. The results of the study showed a positive influence, where the results of the validation test obtained a percentage of 70%, and the results of the product trial obtained a value of 80.5. From both results, it can be concluded that the flipbook entitled "The Exemplary Story of the Prophet Syu'aib" is included in the very feasible category (Aeni, Puspitasari, et al., 2023).

Based on the previous research, the researchers are interested in developing a similar learning media product, namely a Heyzine-based illustrated story flipbook with a focus on Islamic Education subjects for grade 3 of elementary school (SD/MI) on the element of faith, namely the appreciation of *Asmaul Husna Al-Wahhab* and *Al-Kabir*. The researchers chose learning media that can be accessed by each student's gadget rather than in physical form, such as traditional books, because it adapts to the characteristics of students in the digital era who are more dependent on gadgets. It is also driven by the results of surveys and interviews at MI Al-Ishlah, where textbooks still dominate the books used as learning media. In contrast, reinforcement books such as storybooks, short stories, comics, or audiobooks have not been

provided and used. In addition, from the interview results, students' knowledge of *Asmaul Husna Al-Wahhab* and *Al-Kabir* is still limited to the definition. They do not understand the meaning of appreciation for *Asmaul Husna Al-Wahhab* and *Al-Kabir*. Therefore, the focus of this research is to find accurate information related to the effectiveness of using the CERGAM SIWAK flipbook (Illustrated Story of *Al-Wahhab* and *Al-Kabir*) on the appreciation of *Asmaul Husna Al-Wahhab* and *Al-Kabir* in Class 3 of MI Al-Ishlah Sumedang.

METHODS

This research uses the Design and Development (D&D) method with the ADDIE model. This model can be defined as systematic research on design and development evaluation to establish an empirical development basis for product creation and provide instructional and non-instructional tools with new updated models (Fransisca et al., 2022). Based on this opinion, this research focuses on developing a product. Like other research models, several systematic processes must be carried out from the beginning to the end of the research. There are five stages in the Design and Development model process: Analysis, Design, Development, Implementation, and Evaluation (ADDIE).

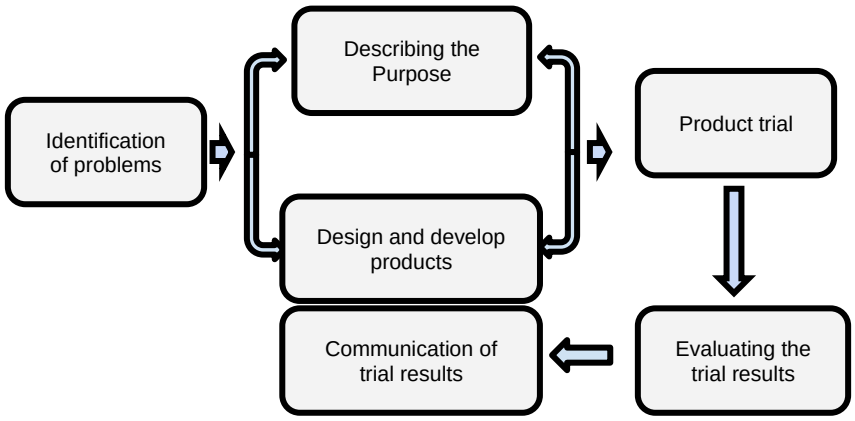


Figure 1. D&D Research Scheme

The subjects of this research were 25 students at MI Al-Ishlah, Sulambitan, Ganeas, Sumedang, West Java. The target subjects in the CERGAM SIWAK flipbook (Illustration Story of *Al-Wahhab* and *Al-Kabir*) research were grade 3 students. Data was collected through observation, interviews, questionnaires, and material validation instruments and media validation. Interviews and provision of material validation instruments were conducted with

teachers, while questionnaires on products were given to students. The method used in this research combines qualitative and quantitative research methods so that the types of data obtained from the results of the SIWAK (Illustration Story of *Al-Wahhab* and *Al-Kabir*) research are quantitative and qualitative. Quantitative data were obtained from questionnaires, product validation instruments and media validation. At the same time, qualitative data were obtained from interviews with students and teachers and direct observation during learning. The questionnaire in the research used a modification of the Likert scale 3 for the questionnaire on the product given to students and a Likert scale 4 for the validation instrument of media and material experts. Both Likert scales are weighted equally with their numerical values.

After finding the research results, the scores obtained are processed, analyzed and presented in percentage form, following the format listed below.

Table 1. Interpretation Interval of Assessment

Interval Value	Qualification
0% - 24,99%	Not good
25% - 49,99%	Pretty good
50% - 74,99%	Good
75% - 100%	Very good

Meanwhile, according to Fiantika, qualitative research is defined as research that presents phenomena that occur in subjects such as behaviour, motivation and other behaviours in descriptive form using natural language (Fiantika et al., 2020). Qualitative data were obtained from interviews with students and direct observations while conducting research in the field.

RESULTS

The flipbook illustrated story product that the researcher developed is entitled SIWAK (Illustrated Story of *Al-Wahhab* and *Al-Kabir*) using the Design and Development (D&D) method with the ADDIE model approach (Analyse, Design, Development, Implement, and Evaluate). The development of this product aims to help students understand the concept of economic activities in the appreciation of *Asmaul Husna Al-Wahhab* and *Al-Kabir* in Islamic

Education learning for grade 3 of elementary school (SD/MI). In designing the SIWAK product (Illustrated Story of *Al-Wahhab* and *Al-Kabir*), the researchers carried out six stages that refer to the Design and Development (D&D) model (Hidayat & Nizar, 2021).

Identifying Problems in the Field

In the problem identification stage, researchers conducted interviews and observations with teachers and students at Madrasah Ibtidaiyah (MI) Al-Ishlah. Through these activities, problems arose regarding the material on the Appreciation of *Asmaul Husna Al-Wahhab* and *Al-Kabir*. It was said that students found it difficult to understand the abstract concept of *Al-Wahhab* and *Al-Kabir* during the learning process. Students already know the meaning of *Al-Wahhab* and *Al-Kabir*, but they still do not understand the meaning and purpose of their appreciation. The use of learning media is also still not optimally given to students, so the learning process only refers to teaching material, such as books. To overcome these problems, it is necessary to create solutions to help students understand the material by utilizing interesting learning media to actively participate in the learning process (Aeni, Khairunnisa, et al., 2023).

Determining Solutions to Existing Problems

From the problems that have been found, researchers try to determine solutions that can overcome these problems. However, in order for the product development process to be more focused and not to spread to things that are not the initial goal, researchers formulate specific research problems that include:

1. What are the stages of development of the CERGAM SIWAK Flipbook?
2. How do experts assess the CERGAM SIWAK Flipbook?
3. How do students respond to the CERGAM SIWAK Flipbook?

After reviewing it again, the core problem in the field lies in the limitations of learning media, so that the material delivered to students is not well absorbed in the learning process. For this reason, it is necessary to create interesting learning aids that can contextualize the material with real-life situations and conditions. Therefore, the researchers designed and developed a Flipbook of illustrated stories, SIWAK (Illustrated Story of *Al-Wahhab* and *Al-Kabir*). Of course, the learning media developed must be designed in detail so that using the

resulting learning media can effectively overcome students' difficulties in understanding the material (Inayah et al., 22024). In addition, the design of learning media must also be aligned with the previously determined learning objectives. The results of the literature study conducted by Chandra stated that using this illustrated story flipbook media was considered very good by material and media experts, so it was considered effective in helping students understand the material, resulting in increased student learning outcomes (Chandra, 2016). Using illustrated story flipbook media is considered effective in improving students' understanding.

Product Design and Development Stages

At the design stage, one can integrate technology into learning media to create a fun and interesting learning environment for students. It can also make it easier for teachers to deliver lesson materials and help students better understand the material presented. Therefore, the researcher named this product SIWAK (Illustration Story of *Al-Wahhab* and *Al-Kabir*). The researchers combined the materials that had been developed in the form of understanding the attributes of Allah through *Asmaul Husna Al-Wahhab* and *Al-Kabir*, understanding the attributes of Allah and examples of implementation in everyday life related to commendable behaviour that reflects faith in the attributes of Allah. After compiling the materials, the researchers began designing flipbook-based picture stories using applications and websites such as IbisPaintX, Canva, and Heyzine as tools and materials to prepare the products created.



Figure 2. Product Creation Support Applications (IbisPaintX, Canva, and Heyzine)

Next, in the development stage, the researcher examines the content of the created illustrated story. Starting from the development and journey of Bian's character as the story's main character, which includes hard work, sincerity, and patience, in facing the test to get what is desired and presented with an interesting concept through images and audio to ensure

that each element and element can present a fun and memorable learning experience for students. Through this learning approach, students are expected to not only gain knowledge but also get joy while learning, as well as foster a sense of sympathy and empathy when faced with a situation similar to the character Bian.

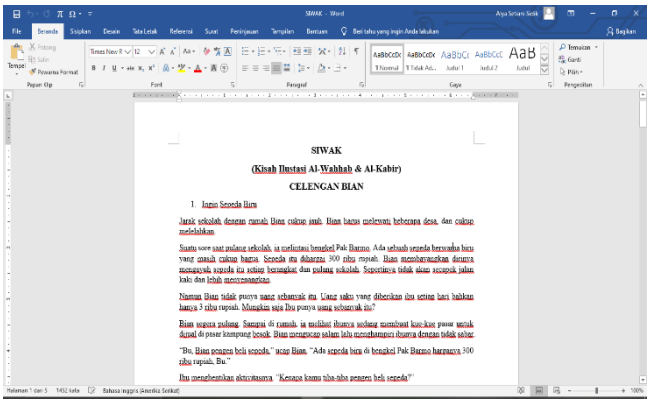


Figure 3. Manuscript Arrangement in Word

After the script is made, the next step is to design the illustration by paying attention to the storyline. The illustration designs are made individually on the IbisPaintX application with a cartoon theme suitable for children. The brushes used in designing the illustration are Coarse Pencil, Crayon mod, Modified Charcoal, Watercolour, and Dip Pen with neutral colours that are adjusted.



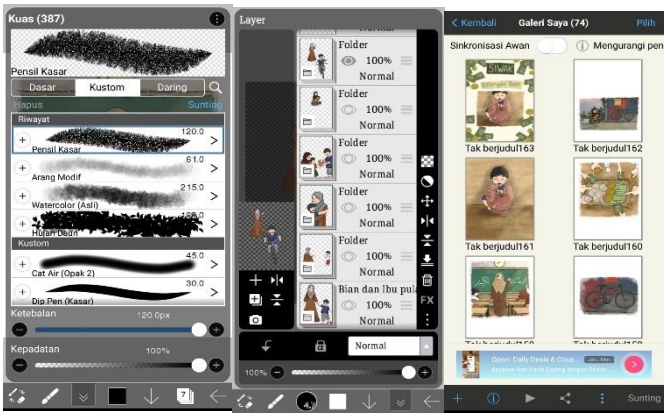


Figure 4. Creating Illustration Design in IbisPaintX

After the illustration designs are created individually, the next step is to edit the illustration layout and manuscript using the Canva application with the size of the e-book cover 512 × 800 pixels.

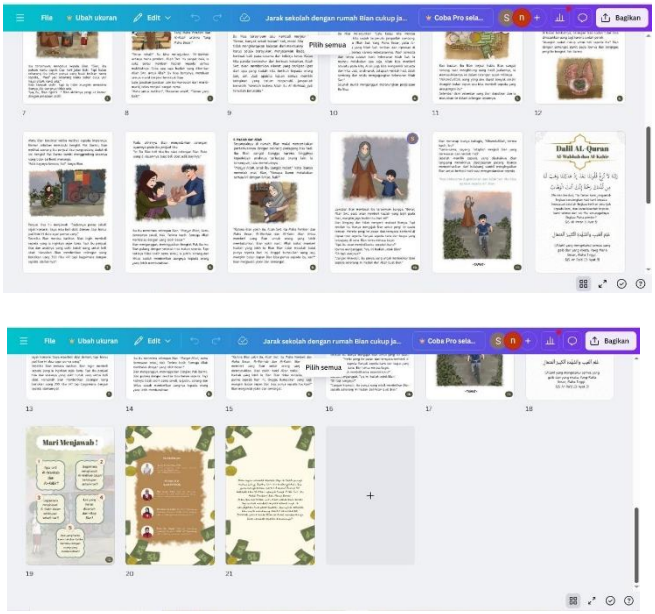


Figure 5. Layout Editing in Canva

The next step in the product development is to download the design in PDF format and import it into the Heyzine website. After that, the researchers added audio recordings of the text to the product to give a real impression in the learning process. The researchers included the voices of each character in the cergam with different intonations according to their circumstances and characteristics so that students can feel what the characters in

the story feel.

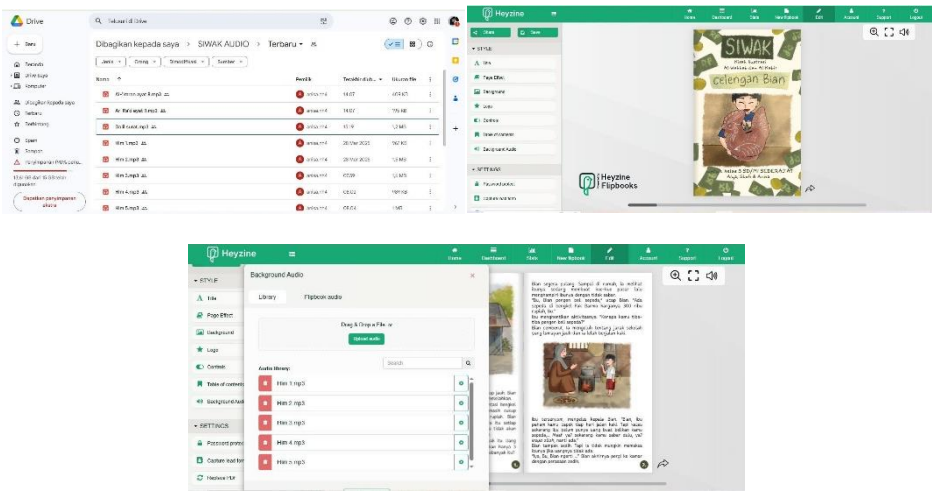


Figure 6. Compiling the CERGAM Flipbook with Additional Audio on Heyzine

The next stage in product development is to conduct a product trial, a validity test by a media expert validator, namely the lecturer in charge of the Islamic Religious Education Seminar course and a material expert validator given to the 3rd grade Islamic Education (PAI) teacher, and the practicality stage by students.

Product validation by media experts aims to find out whether the developed product is suitable for use. The components assessed include product suitability, appearance, ease of access, and good impact. The results of the score calculation from media expert validation of the CERGAM SIWAK flipbook showed a percentage of 95% with a total score of 76 out of a maximum score of 80. Thus, as a medium, this CERGAM SIWAK flipbook product can be categorised as very good for use.

Material experts also validated the product to find out how good the content of the CERGAM SIWAK flipbook is. The components assessed include the suitability of the material, presentation of the material, writing, and good impact. The results of the score calculation from the validation of the material expert on the CERGAM SIWAK flipbook showed a percentage of 77.5% with a total score of 62 out of a maximum score of 80. Thus, regarding its material content, this CERGAM SIWAK flipbook product can be categorized as very good for use. After reviewing the validation results by media and material experts and getting input from both parties, several improvements were made to the CERGAM SIWAK flipbook before it was tested on students.

DISCUSSION

SIWAK Product Trial

Researchers have trialled the SIWAK product (Illustrated Story of *Al-Wahhab* and *Al-Kabir*) at MI Al-Ishlah on January 11, 2025, at 08.00-09.30 WIB, against 25 students in class 3. Students welcomed the arrival of researchers who demonstrated and tested the product. Researchers used classroom facilities as an interactive whiteboard to display this illustrated story flipbook to all students. In this trial, researchers explained the procedures for accessing the SIWAK product via the heyzine link that had been provided. Researchers have also previously stated that the contents of this SIWAK product are *Al-Wahhab* and *Al-Kabir* materials presented with an interesting storyline and pictures, and illustrate the story in it. To make it easier for students to understand the contents of the SIWAK product, researchers present an audio feature that reads the narrative in it, so that with the writing, pictures and audio, it can meet the needs of all different learning styles of students (visual, auditory, and audio-visual learning styles).

During the product demonstration process, students showed their enthusiasm and passion. Students' enthusiasm for SIWAK products can be proven from the formative evaluation results conducted using the Word Wall application. At the end of the learning, the researcher evaluated using an oral test method through questions and answers. Students were divided into five groups, and each group would take turns coming forward to open the questions provided in the Word Wall application by clicking on them on the interactive whiteboard. After being given questions about the *Asmaul Husna Al-Wahhab* and *Al-Kabir* materials, students discussed their answers with their group mates.

Furthermore, the group must communicate their answers to other students. The researchers guided the evaluation by providing understanding and reinforcement of the answers to the questions. Occasionally, the researchers cross-checked or validated the group's answers with other students, in addition to increasing overall understanding. It was done so that two-way communication in learning was maintained. Overall, students could answer and communicate all the questions to all other students.

The effectiveness of using picture stories in improving students' understanding of the material can also be found based on the results of previous studies. Picture stories used in the learning process are considered effective, making the material more interesting and improving students' understanding of the material presented (Arni, 2023). Therefore, the

illustrated story flipbook media that researchers have developed can be an option for educators to improve the quality of learning to be more innovative, creative, and effective in increasing students' learning experiences (Ma'rufah Rohmanurmeta et al., 2024).

Product Trial Result Evaluation

At this stage, the researcher identified the obstacles during the trial process, re-evaluated the suitability of the material presented in the product, and analyzed the level of product effectiveness. The steps used to determine the level of product effectiveness were to provide a satisfaction questionnaire for grade 3 MI Al-Ishlah students.

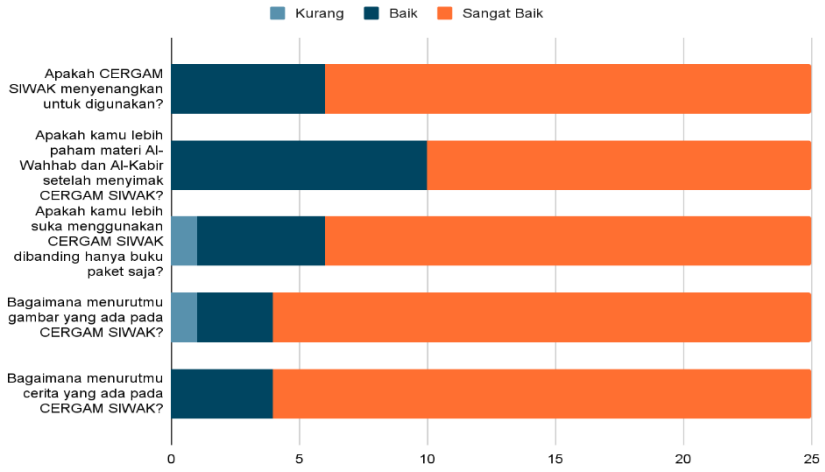


Figure 7. Diagram of Student Satisfaction Questionnaire Results for Products

The results of the satisfaction questionnaire given to students showed that more than half of the students, namely 25, responded very well to the CERGAM SIWAK product after it was demonstrated. This response is directly proportional to the results of the media expert validation and the material expert validation, which showed that this product is very good to use.

Regarding implementation, during the product trial in the classroom, the researchers experienced a few obstacles, namely an unstable Wi-Fi network. It is an evaluation material for the future. A stable network must support the Heyzine application, which includes audio. If the network is unstable, it will hinder the audio playback process, so the audio was paused several times during the implementation. However, during the product trial, the obstacles experienced did not interfere with the concentration of students in listening to this illustrated

story. The researchers advise that if the same thing happens later, product users must prepare another internet connection, such as cellular data, to anticipate if the obstacles continue and interfere with the concentration of students.

Product Trial Results Communication

At this stage, the researchers conducted a presentation to explain the products and findings in the study. In addition, the products that had gone through the evaluation stage by media and material experts were then distributed to grade 3 teachers and grade 3 students at MI Al-Ishlah Sumedang. The researchers hope that this product will not only be used in one school but will also be distributed to other schools so that schools throughout Indonesia can also feel the benefits of this product.

CONCLUSION

In today's era, the use of relevant and suitable learning media designs for student characteristics is digital-based learning media, one of which is illustrated story flipbooks. The CERGAM SIWAK flipbook learning media product (Illustrated Story of *Al-Wahhab* and *Al-Kabir*) is a learning media design that combines visual and audio components that contain content that is relevant to the Merdeka Curriculum for Class 3 in Elementary Schools (SD/MI), namely related to the appreciation of *Asmaul Husna Al-Wahhab* and *Al-Kabir*. The CERGAM SIWAK product obtained a percentage of 95% for media validation and 77.5% for material validation. Both validation results indicate that the product is included in the very good category for use as a learning medium. It is also directly proportional to the results of the student satisfaction questionnaire, which shows that more than the number of Class 3 MI Al-Ishlah students, totalling 25 people, gave a very good response after the trial was conducted. Overall, the CERGAM SIWAK flipbook product can be considered suitable as a supporting learning medium and to help teachers provide different learning experiences to students, especially related to the learning content in Islamic Education subjects in Elementary Schools (SD/MI).

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