PROCEEDINGS
International Conference on Education
Faculty of Tarbiyah | UIN Syekh Wasil Kediri
E-ISSN: 3025-6828

Volume 3, 2025

Developing Interactive Arabic Teaching Materials Based on *Heyzine Flipbook* for Junior High School Students

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Abstract:
This research was conducted in response to the limited availability of effective and engaging Arabic language teaching materials at MTs. Raudlatut Thalabah. The existing instructional resources primarily consisted of student worksheets (LKS), with minimal use of multimedia tools, leading to low student engagement and difficulty in understanding the material, particularly the topic of *at-ta'aruf*. The purpose of this research was to develop Arabic teaching materials using *Heyzine Flipbook* and to evaluate their strengths and weaknesses. The research employed a Research and Development (R&D) approach using the ADDIE instructional design model, which includes the stages of Analyze, Design, Development, Implementation, and Evaluation. Data collection methods involved observation, interviews, documentation, questionnaires, and tests. The final product was an interactive *flipbook* enriched with audio, video, and quizzes. Validation results indicated that the material was highly valid in terms of content (90.5%) and media (82.7%). Feedback from teachers and students was also very positive, with response rates of 85.6% and 89.2%, respectively. Additionally, the effectiveness of the material was demonstrated by an normalized gain (N-gain) score of 76.5%, categorized as effective. The advantages of the developed material include its digital format, online accessibility, multimedia support, and interactive quizzes with automatic scoring. However, limitations remain, such as the material's focus on a single topic (*at-ta'aruf*) and its reliance on an internet connection, which restricts offline accessibility.

Keywords: Teaching Materials; Heyzine Flipbook; Arabic Language

Article History:
Received : 27 July 2025
Revised : 24 August 2025
Accepted : 08 October 2025

Introduction

In the digital era, the transformation of conventional learning into digital-based instruction has been rapidly expanding across Indonesia (Maksum & Fitria, 2021). This shift aims not only to equalize access to education but also to bridge the digital divide in the education sector (Anita & Astuti, 2022). For students, digitalization facilitates access to diverse and engaging learning resources, while for teachers, it offers opportunities to enhance interactivity and instructional quality (Maulida, 2024). Nevertheless, many Indonesian educators still face challenges in the learning process, particularly in terms of methods, curriculum, and media, including the utilization of technology. This condition has led to the limited availability of high-quality technology-based learning materials (Faiqoh & Baity, 2024).

This limitation is particularly evident at MTs. Raudlatut Thalabah Ngadiluwih Kediri, where Arabic language instruction continues to rely heavily on printed worksheets (Lembar Kerja Siswa, LKS) and lecture-based methods. Students often find Arabic challenging—especially the "*At-Ta'aruf*" topic, which involves grammatical components such as *mubtada'* and *khabar* (Maftukin, 2024). These constraints have contributed to passive learning behaviors and low engagement. Interviews with Arabic teachers and students reveal an urgent need for interactive and flexible teaching resources. Although mobile phones are occasionally permitted for learning purposes, the absence of digital materials equipped with audio, video, and interactive features significantly limits students' opportunities for independent learning outside the classroom.

Previous research has investigated the use of flipbook-based media for Arabic learning. Mahira (2023) developed interactive e-books using *Heyzine Flipbook* for high school Arabic, obtaining high validity, practicality, and effectiveness ratings. Similarly, Nurul Huda et al. (2021) and Thoriq Zia Al Fariz (2019) utilized *Kvisoft Flipbook Maker* to create Arabic e-books, which received positive expert and learner evaluations. At the junior high school level, Shilla Rahmi (2024) designed a *Flipbook PDF* for *muhadatsah* learning, while Hasna Fatha Qonita (2023) and Yuli Imawan (2023) developed multimedia-enriched Arabic e-books using *Flip PDF Corporate* and *Flip PDF Professional*, respectively—both reporting improvements in student engagement and learning outcomes. However, these studies primarily focused on senior high school or higher education contexts, different skill areas, or alternative flipbook platforms. None specifically addressed Arabic learning in Indonesian Islamic junior high schools that target the "*At-Ta'aruf*" topic through *Heyzine Flipbook* integration.

Addressing these gaps, the present study aims to develop Arabic language teaching materials using Heyzine Flipbook for MTs. Raudlatut Thalabah. Guided by the ADDIE model, the research seeks to produce effective and interactive digital materials and to evaluate their feasibility, practicality, and effectiveness for Arabic language learning in a digital context.

Methods

This study employed a Research and Development (R&D) approach using the ADDIE model, which consists of five systematic phases: Analyze, Design, Development, Implementation, and Evaluation (Rachma, Tuti Iriani, & Handoyo, 2023).

Figure 1. ADDIE Model Development Phases
Source: Alvina Fadia Rachma et al., 2023

The research was conducted with 28 seventh-grade students at MTs. Raudlatut Thalabah as participants in the trial phase. Data collection involved observations, interviews, questionnaires, achievement tests, and documentation, while data analysis employed both qualitative and quantitative techniques.

Qualitative data were primarily derived from interviews with teachers and experts, as well as feedback from validators. These data were used to identify learning challenges and to guide improvements in the instructional materials. Meanwhile, quantitative data focused on assessing the validity, practicality, and effectiveness of the teaching materials. Validity was evaluated by material and media experts using a 5-point Likert scale (Satria & Imam, 2024), and the results were converted into percentage scores based on Arikunto's criteria to determine the feasibility of the materials (Ramadhani & Putra, 2021).

The practicality of the developed materials was assessed by analyzing teacher and student responses collected through questionnaires. These responses were calculated descriptively as percentages to categorize the level of practicality during actual learning activities. To assess effectiveness, pre-test and post-test scores were analyzed. The normality of the data was first tested using the Shapiro-Wilk test. For data that were not normally distributed, the Wilcoxon Signed Rank Test was applied to examine significant differences between pre-test and post-test results (Fadilatunnisyah, Fakhirah S, Fasha, Putri, & Putri, 2024).

Furthermore, learning improvement was quantified using the normalized gain (N-gain) formula, with scores interpreted according to Hake's criteria, classifying gains into high, medium, or low effectiveness (Anggraeni, Alpian, Prihamdani, & Winarsih, 2021). All statistical computations were performed using IBM SPSS Statistics software version 26.0, while qualitative findings were analyzed through descriptive methods.
This comprehensive methodological framework allowed for a rigorous evaluation of the *Heyzine Flipbook*-based Arabic teaching materials, demonstrating their feasibility and practicality, as well as their significant contribution to enhancing student engagement and improving learning outcomes in the *At-Ta'aruf* topic.

Results and Discussion

Development Process of Teaching Materials Using the ADDIE Model

The results of this study indicate that the development of Arabic teaching materials based on *Heyzine Flipbook* for the "*At-Ta'aruf*" topic at MTs. Raudlatut Thalabah Ngadiluwih Kediri successfully followed all stages of the ADDIE model, which consists of analyze phase, design phase, development phase, implementation phase, and evaluation phase (Rawe, 2021).

Analyze Phase

The analysis phase aimed to identify learning needs, students' characteristics, and challenges faced by teachers in Arabic language instruction at MTs. Raudlatut Thalabah. Observations, interviews with Arabic language teachers, and questionnaires to 28 seventh-grade students revealed that the primary learning resources were student worksheets (LKS) with minimal use of multimedia tools. This situation caused low student engagement and difficulty in understanding material, especially the "*At-Ta'aruf*" (self-introduction) topic which contains grammatical concepts such as *mubtada'* and *khabar*. Students also showed passive attitudes and low engagement (Sasmita & Harjono, 2021).

The teacher reported that the absence of interactive and visually appealing materials reduced students' motivation to learn. This aligns with the findings of Deritawati, Muhajir, and Huda (2025), who stated that monotonous learning resources could decrease students' interest. Moreover, students' varied learning styles—visual, auditory, and kinesthetic—were not optimally accommodated by existing materials.

The curriculum applied at MTs. Raudlatut Thalabah is the Kurikulum Merdeka, which emphasizes student-centered learning and encourages technology integration (Kemendikbud, 2021). In addition, the Merdeka Curriculum is considered an appropriate curriculum choice because it is regarded as more flexible, allowing for greater exploration of the diversity of students' learning styles (Baity & Faiqoh, 2024). Thus, developing Heyzine Flipbook-based Arabic teaching materials was considered an appropriate solution to address the identified needs, ensuring interactive and engaging learning experiences.

Design Phase

In the Design Phase, the researcher began to develop the design of Heyzine Flipbook-based teaching materials by referring to the curriculum implemented at the madrasah, namely the Kurikulum Merdeka. The learning objectives were formulated based on SK Dirjen 3211, covering students' competencies in listening, speaking, reading, writing, and understanding *qowaid* related to the "*At-Ta'aruf*" topic.

In addition, the researcher also created a concept design to facilitate the product development process, consisting of three main components: Introduction: cover, foreword, table of contents, introduction, user instructions, learning objectives. Content/Material: listening, speaking, reading, writing and grammar. Closing: glossary, references, author biography, which were supplemented with interactive media such as audio, video, and exercises using Quizizz and Wordwall.

Development Phase

During the development phase, the teaching materials were realized as digital modules converted into Flipbooks via the Heyzine application. The primary media used were Canva and Heyzine Flipbook. Additionally, the researcher employed other media to create content, including animated videos produced using Plotagon, audio recordings through TTSMaker.com and Luvvoice.com, audio editing with MP3 Cutter, and quiz exercises Wordwall and Quizizz.

Figure 2. Product Cover

Figur3. Preface and Table of Contents

Figure 4. User Intructions and Learning Objective

Figure 5. Product Content

Figure 6. Audio and Animated Video

Figure 7. Student Final Assessment

Figure 8. Glossary

Figure 9. Closing Page

Implementation Phase

The implementation phase was conducted in class VII C at MTs. Raudlatut Thalabah. Students participated in learning activities using the developed Flipbook. The implementation showed increased student enthusiasm, with dialogue practice, vocabulary games, and audio-visual media enhancing peer interaction and understanding of the material. During the implementation activities, the researcher also administered pre-test and post-test questions to measure the effectiveness of the instructional materials. In addition, student response questionnaires and teacher response questionnaires were used to assess the practicality of the instructional materials in the learning process.

The pre-test was given before using the Heyzine Flipbook-based instructional materials, while the post-test was administered after using the Heyzine Flipbook-based materials in Arabic language learning. The same procedure applied to the student and teacher response questionnaires.

Figure 10. Product Implementation

Evaluation Phase

Evaluation is the final stage of the ADDIE development model. At this stage, the researcher evaluates various aspects of the Heyzine Flipbook-based instructional materials that have been developed and validated by media and content experts. In addition to validation by the expert validators, the evaluation is conducted by administering student and teacher response questionnaires, as well as pre-test and post-test questions to the students after implementation, as previously described. Before

administering the pre-test and post-test questionnaires, a validity test of the questions is conducted, specifically using content validity carried out by the expert validators.

Validation of Heyzine Flipbook-Based Teaching Materials

Before implementation, the product was validated by experts in matwrial and media. Validity was assessed using a 5-point Likert scale and calculated as a percentage (Arikunto, 2013).

Table 1. Material Expert Validation Results

No	Assessment Aspect	Percentage	Criteria
1	Material Content	95%	Very Valid
2	Material Presentation	93.3%	Very Valid
3	Language Use	83.3%	Valid
Total		90.5%	Very Valid

Source: Research Data, 2025

Table 2. Media Expert Validation Results

No	Assessment Aspect	Percentage	Criteria
1	Media Cover Design	86.6%	Very Valid
2	Content Design	65%	Quite Valid
3	Accessibility	96.6%	Very Valid
Total		82.7%	Valid

Source: Research Data, 2025

The data visualization of the expert validation results is also presented in the form of a bar chart, as follows:

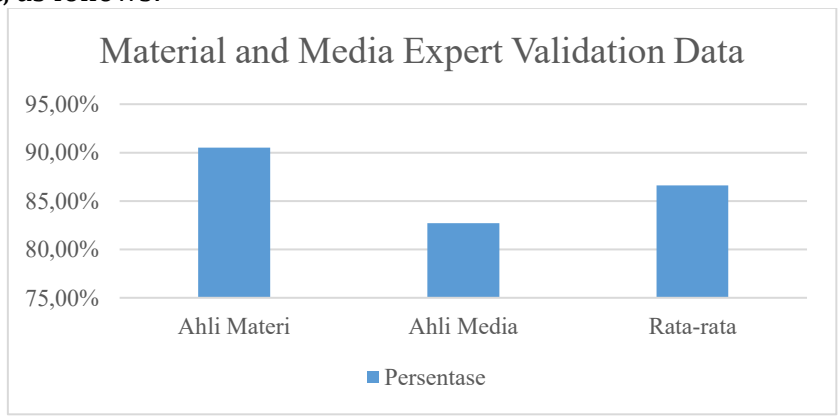

Figure 11. Material and Media Expert Validation Data

Based on the data above, the validation results indicate that the Heyzine Flipbook–based teaching materials are highly feasible for use. The validation by the material expert obtained a score of 90.5%, categorized as “very valid,” while the media expert validation obtained a score of 82.7%, categorized as “valid.” Thus, the mean validation score is 86.6%, falling into the “very valid” category according to the ≥85% standard (Ramadhani & Putra, 2021). This is consistent with Nieveen (2013), who stated that an educational product is considered valid if the expert evaluation score exceeds 85%. A validation score above 85% also indicates high feasibility (Susanto et al., 2024).

Practicality Test of Heyzine Flipbook-Based Teaching Materials

The practicality of the teaching materials was measured through student and teacher response questionnaires using a 5-point Likert scale. The results of the student and teacher response questionnaires are presented as follows:

Table 3. Student Response Questionnaire Results

No	Respondents																										
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
1.	77,1	88,5	85,7	88,5	77,1	80	80	91,4	91,4	100	77,1	97,1	85,7	80	74,2	100	97,1	80	94,2	74,2	77,1	85,7	82,8	82,8	100	71,4	85,7	91,4
2.	76	96	92	96	84	60	80	88	88	100	80	96	72	80	80	100	96	72	96	88	68	80	76	80	100	88	80	88
3.	73,3	86,6	100	93,3	80	80	80	86,6	93,3	100	73,3	86,6	93,3	80	73,3	100	100	86,6	93,3	86,6	73,3	80	86,6	73,3	100	86,6	73,3	100
Mean	**85,6%**																											

Source: Research Data, 2025

Table 4. Teacher Response Questionnaire Results

No	Assessment Aspect	Percentage
1	Interest	85.7%
2	Material	90%
3	Language	91.9%
Mean		**89.2%**

Source: Research Data, 2025

The visualization of the students' and teacher's responses is also presented in the form of a bar chart as follows:

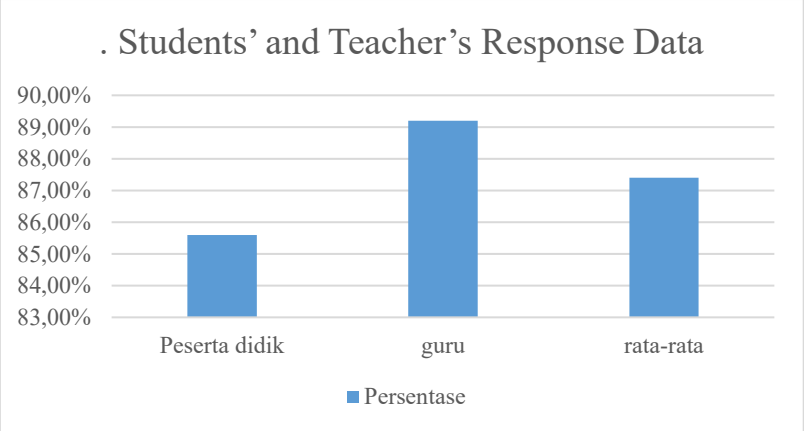

Figure 12. Students' and Teacher's Response Data

Based on Figure 12 above, it can be seen that students' and teacher's responses to the teaching materials were highly positive, as indicated by the student response questionnaire score of 85.6% and the teacher response score of 89.2%. Thus, the mean response score was 87.4%, which falls into the "very practical" category according to the ≥85% standard. Similar research by Sri & Wulan (2024) also demonstrated that students' responses to the teaching materials they developed were highly positive, with a score of 93.2%.

The high practicality score reflects ease of use, clear instructions, and a positive learning experience. Teachers also stated that the flipbook facilitated the delivery of

materials and saved preparation time, while students found learning more enjoyable due to the interactive and multimedia features. Several students admitted that they found it easier to remember Arabic vocabulary through the use of audio and animated illustrations.

Effectiveness Test of Heyzine Flipbook-Based Teaching Materials

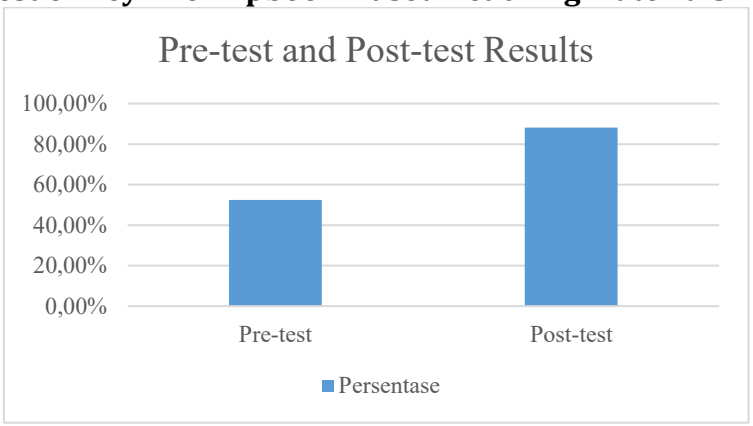

Figure 13. Pre-test and Post-test Results

The pre-test results showed that the majority of students scored below the Minimum Mastery Criteria (KKM), with an mean score of 52.5, whereas the post-test results indicated a significant increase, with almost all students scoring above the Minimum Mastery Criteria and an mean score of 88.21. This finding aligns with Nieveen's view that effectiveness is also determined by students' mastery learning, which is achieved when students meet the Minimum Mastery Criteria (Mahardika, Purba, & Permana, 2022).

The pre-test and post-test results were then analyzed using the Shapiro–Wilk normality test, the Wilcoxon Signed Rank Test, and the N-Gain test. The Shapiro–Wilk test was applied because the number of respondents in this study was fewer than 50. The normality test results showed that the pre-test had a significance value of 0.111 > 0.05, indicating that the data were normally distributed. In contrast, the post-test significance value was < 0.001 < 0.05, indicating that the data were not normally distributed. Therefore, it can be concluded that the overall normality test results showed that the data were not normally distributed. The normality test results for the pre-test and post-test are presented as follows:

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	,154	28	,086	,940	28	,111
posttest	,383	28	<,001	,754	28	<,001

a. Lilliefors Significance Correction

Figure 14. The normality test results

The next test used was the non-parametric Wilcoxon Signed Rank Test, as the data were not normally distributed. The results of the Wilcoxon Signed Rank Test showed that the negative ranks had a mean rank value of 0.00, indicating that there was no decrease in scores from the pre-test to the post-test. In contrast, the positive ranks had a mean

rank value of 14.50, indicating an increase in scores from the pre-test to the post-test. The results of the Wilcoxon Signed Rank Test are presented as follows:

Ranks

		N	Mean Rank	Sum of Ranks
post-test - pre-test	Negative Ranks	0[a]	,00	,00
	Positive Ranks	28[b]	14,50	406,00
	Ties	0[c]		
	Total	28		

a. post-test < pre-test

b. post-test > pre-test

c. post-test = pre-test

Figure 15. The Results of the Wilcoxon Signed Rank Test

Subsequently, the N-Gain test was conducted to assess the effectiveness of the Heyzine Flipbook-based Arabic language teaching materials for the topic "At-Ta'aruf" at MTs. Raudlatut Thalabah Ngadiluwih Kediri, using pre-test and post-test scores. The N-Gain calculation yielded a score of 76.5%, which is categorized as "effective." Therefore, it can be concluded that the Heyzine Flipbook-based teaching materials are effective for Arabic language instruction at MTs. Raudlatut Thalabah Ngadiluwih Kediri. The N-Gain test results are presented as follows:

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain	28	,50	1,00	,7656	,11697
Ngain_persen	28	50,00	100,00	76,5561	11,69740
Valid N (listwise)	28				

Figure 16. The N-Gain Results

This finding is also supported by the reliability test results. Reliability refers to the extent to which a test yields consistent measurements when administered repeatedly to the same subjects under identical conditions (Sanaky et al., 2021). This test was conducted to ensure that the improvement in students' learning outcomes resulted from the use of the Heyzine Flipbook-based teaching materials rather than other factors. The Cronbach's alpha value obtained was 0.675, indicating that the data are reliable, as 0.675 > 0.60 (Rosita et al., 2021). The reliability test results are presented in the following table:

Table 13. Reliability Test Results

Reliability Statistics

Cronbach's Alpha[a]	N of Items
,675	10

Note. Table generated from SPSS Statistics version 26.0 output.

Overall, this research and development study demonstrates that Arabic language teaching materials based on Heyzine Flipbook are highly feasible, practical, and effective for use in the learning process. Teaching materials are considered feasible if they meet three aspects: validity, practicality, and effectiveness (Kurniawan, Sugiarta, & Suweken,

2019). The advantages of flipbooks, which can integrate various supporting media such as videos, audio, and quizzes, make learning more contextual and engaging. This also indicates that the use of technology in Arabic language learning can serve as a solution to enhance the quality and effectiveness of learning at the madrasah level.

This study also reinforces the findings of previous research, which stated that the integration of digital learning media can significantly improve student learning outcomes. This is in line with the demands of 21st-century learning, which emphasize the use of technology, interactivity, and learner autonomy as part of the development of digital literacy and students' overall competencies (Sholikin, 2024).

Analysis

The development of Arabic teaching materials for the "At-Ta'aruf" topic at MTs. Raudlatut Thalabah Ngadiluwih Kediri was guided by the ADDIE model, consisting of Analysis, Design, Development, Implementation, and Evaluation (Rawe, 2021). The initial analysis revealed that students relied primarily on conventional worksheets (LKS) with minimal multimedia support, resulting in low engagement and difficulties in mastering grammatical structures such as *mubtada'* and *khabar* (Sasmita & Harjono, 2021). Teachers reported that monotonous materials decreased student motivation, which is consistent with prior findings indicating that non-interactive resources reduce learning interest (Deritawati, Muhajir, & Huda, 2025). Considering that Kurikulum Merdeka emphasizes student-centered learning and technology integration (Kemendikbud, 2021), the development of interactive Flipbook-based materials was appropriate to enhance student engagement and learning outcomes.

The design phase involved formulating learning objectives covering listening, speaking, reading, writing, and Arabic grammar in line with SK Dirjen 3211. Instructional materials were structured into introduction, content, and closing sections, incorporating audio, video, and quizzes. Mayer's Cognitive Theory of Multimedia Learning (2009) informed the integration of visual and auditory elements, ensuring deeper comprehension and retention. The materials were developed using Canva and converted into Heyzine Flipbooks, supplemented with animated videos via Plotagon, audio from TTSMaker and Luvvoice, and interactive quizzes on Wordwall and Quizizz. Visual cues and multimedia elements were designed to accommodate diverse learning styles, facilitating more active and meaningful student engagement.

Implementation in class VII C demonstrated significant improvement in student enthusiasm and participation, with dialogue practice, vocabulary games, and multimedia exercises promoting peer interaction and comprehension. Pre-test and post-test results showed an mean score improvement from 52.5 to 88.21, indicating substantial learning gains. Expert validation rated material content at 90.5% and media at 82.7%, yielding an overall feasibility score of 86.6% (Ramadhani & Putra, 2021; Nieveen, 2013; Susanto et al., 2024), while student and teacher responses meand 87.4%, confirming practicality (Sri & Wulan, 2024). Non-parametric Wilcoxon Signed Rank and N-Gain tests further verified the effectiveness of the materials, and reliability testing with Cronbach's alpha of 0.675 indicated consistent measurement (Sanaky et al., 2021; Rosita et al., 2021).

Overall, the findings indicate that Heyzine Flipbook-based Arabic teaching materials are highly feasible, practical, and effective. Multimedia integration not only enhances engagement and supports mastery of grammatical concepts but also aligns with 21st-century learning principles that emphasize technology, interactivity, and learner autonomy (Sholikin, 2024). This study confirms that interactive digital media can

improve both motivation and learning outcomes, providing a model for enhancing Arabic language instruction in madrasah settings.

Conclusion

This research and development aimed to produce Arabic language teaching materials for the "*At-Ta'aruf*" topic at MTs. Raudlatut Thalabah Ngadiluwih Kediri by utilizing the Heyzine Flipbook platform. The development process followed the ADDIE model, consisting of five systematic phases: Analyze, Design, Development, Implementation, and Evaluation. The analyze phase identified the main problem: Arabic learning rarely utilized digital media, making the learning process monotonous, reducing students' interest, and causing difficulties in understanding the material, particularly in the *at-ta'aruf* topic. The design phase involved detailed planning, including setting learning objectives, structuring content, and integrating multimedia elements such as audio, video, animation, and interactive quizzes. The development phase focused on creating the *Heyzine Flipbook*-based teaching materials using various digital tools such as Canva, Plotagon, Quizizz, Wordwall, and Luvvoice.com. In the Implementation phase, the teaching materials were tested in a limited trial with seventh-grade students. And the Evaluation phase was conducted through validation, revision, and measurement of students' learning outcomes.

The validity aspect of the teaching materials was confirmed through expert assessments. Validation by material experts achieved a score of 90.5% "very valid", while media experts gave 82.7% "valid", with an overall mean of 86.6%, indicating a high level of feasibility. According to Kurniawan, Sugiarta, and Suweken (2019), a validity score above 85% is considered highly feasible, meaning the developed product meets quality and suitability standards for classroom use. The practicality aspect was measured through student and teacher response questionnaires after the implementation. The results showed student responses at 85.6% and teacher responses at 89.2%, with an overall mean of 87.4%, classified as "very practical." This indicates that the teaching materials are easy to use, well-structured, and engaging. Teachers reported that the flipbook format simplified lesson preparation and delivery, while students stated that multimedia features such as pronunciation audio and visual animations significantly enhanced their vocabulary comprehension and material retention. The effectiveness aspect was measured using pre-test and post-test scores. The mean pre-test score of 52.5 increased to 88.21 in the post-test. The Wilcoxon Signed Rank test showed no *negative ranks* and a *mean positive rank* of 14.50, indicating a significant improvement. The N-Gain calculation yielded 76.5%, which falls into the "effective" category. The reliability test resulted in a Cronbach's alpha value of 0.675, exceeding the minimum threshold of 0.60, confirming that the improvement in students' learning outcomes was consistent and attributable to the developed teaching materials.

Overall, the *Heyzine Flipbook*-based Arabic teaching materials developed in this study successfully addressed the initial problem of limited use of digital media in Arabic learning, which had resulted in monotonous lessons, low learning interest, and difficulty in understanding the material. The product proved to be valid, practical, and effective, aligning with the *Kurikulum Merdeka* principles and the demands of 21st-century learning that emphasize technology integration, interactivity, and learner autonomy. The integration of multimedia elements proved capable of enhancing engagement, comprehension, and retention, thus contributing to the improvement of Arabic learning quality in madrasah. This innovation has the potential to be adopted more widely in

similar educational contexts as a flexible and engaging solution for modernizing language learning and improving student achievement.

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