



Journal of Educational Sciences

Journal homepage: <https://jes.ejournal.unri.ac.id/index.php/JES>



P-ISSN
2581-1657

E-ISSN
2581-2203

Bridging Technology and Islamic Studies: Digital Flipbook for Enhancing EFL Learners' Public Speaking Skills in Islamic Higher Education

Diana Purwati^{*1}, Ilyas Yasin², Ainol Mardiah³, Wulandari⁴

^{1,4}English Education Program, STKIP Yapis Dompus, Dompus, 84253, Indonesia

²The History Educational Program, STKIP Yapis Dompus, Dompus, 84253, Indonesia

³English Education Program, Universitas Bunu Persada, Lhokseumawe, Aceh, 2435, Indonesia

ARTICLE INFO

Article history:

Received: 20 July 2025

Revised: 23 Aug 2025

Accepted: 03 Sept 2025

Published online: 15 Sept 2025

Keywords:

Digital Flipbook,
Public Speaking,
English for Islamic Studies,
EFL Learners,
Islamic Higher Education

* Corresponding author:

E-mail: dianapurwati1801@gmail.com

Article Doi:

<https://doi.org/10.31258/jes.9.5.p.4388-4402>

This is an open access article under the [CC BY-SA](#) license.



ABSTRACT

Public speaking is an essential competence for EFL learners in Islamic higher education, particularly in related to English for Islamic Studies. However, EFL learners tend to pose psychological problems to enhance their public speaking. Traditional materials often fail to support students in overcoming speaking anxiety, enhancing fluency, and integrating Islamic perspectives into English learning. This study aims to develop and evaluate a digital flipbook as an innovative learning medium to enhance students' public speaking skills. Using a Research and Development (R&D) design with the 4 D model, the study involved twenty seven students from one of rural islamic higher institutions. The digital flipbook was designed to integrate interactive content, Islamic values, and deep learning features to provide adaptive feedback. Validation by media and material experts indicated high feasibility ($\geq 85\%$). Students' public speaking performance, assessed through pre- and post-tests, showed significant improvement across fluency, vocabulary, pronunciation, and confidence. Furthermore, students reported positive perceptions of the flipbook, noting increased engagement, motivation, and alignment with their academic and religious needs. The findings highlight the potential of digital flipbooks to bridge technology and Islamic education, providing an effective tool to support EFL learners' speaking development in Islamic higher education.

1. Introduction

The proliferation of technology in the globalization era has transformed the way EFL learners acquire English, particularly their public speaking skills (Pham, 2022). In the context of Islamic higher education, particularly, the ability to communicate effectively in English has become a key competence for students in Islamic higher education. Among the four language skills, speaking, particularly public speaking, is essential for learners who are expected to become preachers,

educators, leaders, or professionals with global engagement. However, public speaking is perceived as the cause highest level of anxiety (Chen, 2022). Almadhah and Suryani (2025) found that EFL learners in Islamic institutions, especially, struggle with speaking anxiety, limited vocabulary, and lack of interactive resources that integrate both linguistic and Islamic values.

English for Islamic Studies (EIS) is the branches of English for Specific Purpose (ESP) which highlights teaching materials that meet with students in Islamic institution (Abudhahir & Ali, 2018). In EFL learning, the incorporation of EIS could be done by compiling the Islamic vocabulary, Islamic text, and others (Warda & Dalimunte, 2022). The main aim of developing English materials based on English for Islamic Studies (EIS) is to enhance EFL students' speaking skill that highlight the Islamic values, characters, and histories (Al-Jarf, 2021). Therefore, using this principle (English for Islamic Studies) for developing English teaching materials would give a positive impact for EFL teachers at Islamic Schools to expand their experiences in teaching English based on Islamic values.

Technology-enhanced learning has been widely recognized as an effective strategy to address these challenges. Digital flipbooks, as interactive and multimedia-based learning resources, provide students with engaging materials that combine text, images, audio, and video (Wulandari et al., 2022). Furthermore, the immersive and multimedia-rich nature of flipbooks supports deeper engagement and motivation among learners (Hamidah & Asrohah, 2025). These resources enable learners to access content flexibly supporting learner autonomy and continuous practice (Puspitarini & Hanif, 2019). In particular, flipbooks effectively integrate multimedia elements like animations and videos, which enrich contextual understanding and support interactive speaking practice (Wulandari et al., 2022). Moreover, when integrated with deep learning technology, digital flipbooks have the potential to offer adaptive feedback, improve students' learning experiences, and enhance their speaking performance.

Based on the initial observation conducted by the researchers in the Public Speaking course at STKIP Yapis Dompu, it was noticed that the students experienced difficulties in enhancing their public speaking skills due to several factors. One of the major factors was the unavailability of supporting interactive learning resources. The students seemed to rely heavily on conventional materials such as printed handouts and lecture notes, which provided limited opportunities for practice and engagement. As a result, their speaking practice was often restricted to classroom activities, leaving them with insufficient exposure to authentic contexts and interactive media. Furthermore, many students expressed feelings of low confidence and anxiety when delivering speeches, partly because they lacked access to models, audiovisual aids, and self-paced practice platforms. These conditions highlighted the urgent need for an innovative, technology-enhanced learning resource that could integrate Islamic content with interactive features to better support the development of learners' public speaking competence.

Digital flipbooks have emerged as effective tools in language education, offering interactive multimedia features that support learners in enhancing their public

speaking skills. Darmawan et al. (2022) found that using flipbooks in English for Specific Purposes (ESP) courses enhanced student engagement, providing dynamic and student-centered learning environments. Similarly, Usman et al. (2023) reported that both lecturers and students perceived flipbooks positively in facilitating English learning, noting improvements in speaking and listening through multimedia-supported content delivery. Furthermore, flipbooks have been widely used in other English subjects and have shown positive impacts on EFL learners. The study conducted by Yosintha et al., (2024) regarding developing a flipbook for introduction to English Grammar Course with Project-Based learning approach. This study has clearly found that using flipbook has positive impacts on students' understanding in English Grammar Course.

Previous studies have examined the role of flipbook in improving speaking skill, English Grammar Course and other English skills, but limited research has focused on the integration of digital flipbooks with Islamic Studies to support EFL learners in public speaking at the Islamic higher educational contexts. This study seeks to fill this gap by developing a digital flipbook for English for Islamic Studies and examining its effectiveness in enhancing public speaking competence. The research addresses the following questions: How feasible is the digital flipbook for teaching English for Islamic Studies based on expert validation?

2. Methodology

Employing a Research and Development (R&D) design, this study utilized the 4-D model including four steps: Define, Design, Develop, and Disseminate. The R&D approach was chosen because the primary aim of the study was to design, develop, and evaluate a digital flipbook as a supplementary material for enhancing public speaking skills that integrate with English for Islamic Studies. The research process involved several steps, including needs analysis, design, development, implementation, and evaluation of the digital flipbook (Thiagarajan, Semmel, & Semmel, 1974; Borg & Gall, 1983)

In the need analysis stage, the researchers interviewed the EFL students regarding their learning needs in Public Speaking course, including their needs in using technological enhancement. Define stage, a validation sheet was prepared and reviewed by two experts to ensure the appropriateness and accuracy of the flipbook content. During the Design stage, the structure, layout, and multimedia elements of the flipbook were organized to align with both EFL learning objectives and Islamic values. The Develop stage involved producing the digital flipbook, incorporating expert feedback, and revising the materials based on initial observations. Finally, in the Disseminate stage, the flipbook was implemented in the Public Speaking course, and its effectiveness was examined through classroom observation and semi-structured interviews with students and the lecturer.

Subject of Research

The study was conducted at STKIP Yapis Dompu, West Nusa Tenggara, Indonesia, during the 2025 academic year. Participants consisted of 27 EFL learners enrolled in the English Education Department, specifically those taking a Public Speaking course. A purposive sampling strategy was applied, as these students represented learners in need of improved English public speaking skills within the context of Islamic higher education.

Data Collection

The data collection in this study employed multiple instruments to ensure validity and comprehensiveness. A needs analysis through semi structure interview was conducted to identify students' speaking challenges, expectations, and preferences for technology-enhanced materials. An observation checklist was used during classroom sessions to monitor students' engagement and interaction while using the flipbook. To measure the effectiveness of the intervention, a pre-test and post-test were conducted, focusing on key aspects of speaking performance such as fluency, vocabulary, pronunciation, and accuracy. In addition, semi-structured interviews were carried out with both students and the lecturer to obtain more in-depth insights into the practicality, challenges, and perceived benefits of integrating the digital flipbook into the Public Speaking course. To analyze the data, it used several key steps, such as thematic analysis, content validation from experts, and summative assessment. Table 1 is the summary of data collection instruments and their roles:

Table 1. Data Collection Instruments and Their Roles

Instrument	Purpose	Focus / Role
Needs Analysis (Semi-structured Interview)	To identify students' speaking challenges, expectations, and preferences for technology-enhanced materials.	Provides baseline data on learners' needs and context.
Observation Checklist	To monitor students' engagement and interaction during classroom sessions using the flipbook.	Captures behavioral data and participation level.
Pre-test and Post-test	To measure the effectiveness of the digital flipbook intervention.	Evaluates speaking performance in terms of fluency, vocabulary, pronunciation, and accuracy.
Semi-structured Interviews (Students & Lecturer)	To obtain in-depth insights into practicality, challenges, and perceived benefits of using the flipbook.	Provides qualitative data on user experiences and acceptance.
Expert Validation	To ensure the content and design of the flipbook are pedagogically and contextually appropriate.	Confirms content validity and alignment with instructional goals.
Pretest and Posttest	To assess overall learning outcomes after implementation.	Measures the achievement of learning objectives.

Data Analysis

The data collected in this study were analyzed both quantitatively and qualitatively to ensure a comprehensive understanding of the digital flipbook's effectiveness in enhancing EFL learners' public speaking skills within the context of Islamic higher education. Quantitative data were obtained through expert validation sheets and students' responses on questionnaires using a Likert scale (Table 2 and Table 3). The feasibility and validity of the digital flipbook were calculated using the percentage formula.

Table 2. The Scala Likert Criteria

Score	Description
5	Excellent
4	Good
3	Satisfactory
2	Less Good
1	Not Good

Source: (Hidayat & Nizar, 2021)

The formula used in the feasibility test is the percentage formula:

$$P = (F / N) \times 100\%$$

Explanation:

P = Percentage

F = Score obtained

N = Maximum

The validation criteria was used the following criteria :

Table 3. Expert Validation Qualification Level

No	Achievement Level	Qualification / Note
1	81–100 %	Highly valid / Highly eligible
2	61–80 %	Valid / Eligible
3	41–60 %	Fairly valid / Fairly eligible
4	21–40 %	Less valid / Less eligible
5	< 20 %	Highly invalid / Highly ineligible

3. Results and Discussion

At the define stage, needs analysis was conducted through semi structure interviews to students and the lecturer. The aim of need analysis was to check the students' needs in learning public speaking course, particularly dealing with the technological advances in learning the subject. Latif (2019) argues that conducting need analysis plays an essential rule in assisting EFL teachers develop appropriate learning materials for EFL students, particularly in Islamic contexts, such as pesantren and Islamic schools. The findings showed that the majority of students show a high interest in using digital flipbook in supporting their public speaking skills. Both students and the lecturer expressed a strong need for learning materials that

integrate English language learning with Islamic content, supported by technology to make learning more interactive. A Digital Flipbook, for instance. These findings also supported by the interview results of the students :

Excerpt 1 : ‘... we tend to rely on our lecturer’s note to support our public speaking knowledge. I hope there will be another supportive learning resources, like using videos, digital book, and etc...(NA, interviewed)’

Excerpt 2 : ‘...I’m from Islamic college, yet I don’t know some Islamic terms in my speaking’ (DL, interviewed)

From the excerpts, these highlight that students still heavily depend on lecturers’ notes as their primary source of knowledge in public speaking. The participant explicitly expressed a desire for supportive materials such as videos and digital books, which indicates students’ readiness to engage with technology-enhanced learning. This result is consistent with previous studies emphasizing the role of multimodal resources in improving students’ speaking performance (Almusharraf & Khahro, 2020; Rahman et al., 2021). Integrating digital materials into public speaking courses could therefore enrich the learning process, cater to different learning styles, and reduce overdependence on teacher-centered instruction. This findings allign with previous studies emphasizing the effectiveness of digital learning tools in enhancing class engagement and motivation in language learning (Alzubi, 2022; Hidayati & Husna, 2023).

This finding indicates a mismatch between students’ existing knowledge in Islamic studies and their ability to transfer this knowledge into English-speaking contexts. Similar challenges have been reported in studies that stress the importance of contextually relevant materials to bridge students’ content knowledge and language learning (Mahmud, 2019; Sutrisno & Susanti, 2022). This also supports the theory of the importance of contextual and culturally relevant resources in Islamic higher education. According to Cahyono and Mutiaraningrum (2020), contextualized learning materials increase authenticity and relevance, enhancing learners’ willingness to participate in communicative tasks. However, the learning analysis need shows that learners faced difficulties in public speaking due to limited vocabulary, lack of fluency, and low confidence.

At the design stage, the researchers started developing a prototype the digital flipbook by using the result of learning analysis needs. The flipbook included modules focusing on Islamic themes such as sermons, Islamic history, and moral values, combined with English public speaking tasks and theories. It was equipped with supporting theories, including audio-visual materials, speech practice activities, and self-assessment and reflection. Moreover, the prototype not only contextualized language learning but also provided cultural and religious relevance for learners in Islamic higher education. This approach is consistent with Tomlinson’s (2018) view that effective teaching materials should be meaningful, contextually relevant, and capable of engaging learners at both cognitive and affective levels. Moreover, the integration of Islamic values within the design can contribute to holistic education by simultaneously nurturing language competence

and spiritual development. These highlight the findings of previous studies (e.g., Arifin, 2020; Purwati & Yasin, 2024), which emphasize that embedding religious perspectives in EFL materials can motivate learners, reinforce identity, and make language learning more authentic. The following is the cover of digital flipbook:



Figure 1. The Cover of Digital Flipbook

Next, the develop stage. The feasibility of the developed digital flipbook was assessed through expert validation involving two validators in English language teaching and instructional technology and the practicality of the book which was assessed by the lecturer and twenty seven students. Three main components of digital flipbook had been assessed : content relevance, linguistic appropriateness, and book validity. This research used Likert scale which has been categorized as follows : 1.Strongly Disagree (STS), 2.Disagree (TS), 3.Neutral (N), 4.Agree (S), and 5.Strongly Agree (SS). Table 4 is result of validation from the first validator :

Table 4. Validation Results : English Language Teaching Validator

No	Aspect	Statements	Score
1.	Content Relevance	The flipbook integrates Islamic Studies content with English appropriately.	5
		The material is relevant to learners' academic and religious context.	5
		The speaking tasks are aligned with the objectives of English for Islamic Studies.	4
		The examples provided reflect authentic Islamic discourse.	5
		The topics selected are meaningful and useful for learners.	5
2.	Linguistic Appropriateness	The language level matches students' proficiency.	4
		Grammar and vocabulary use are accurate and appropriate.	5
		Instructions and tasks are clearly formulated.	5
		The flipbook supports the development of public speaking skills.	5

3. Book Validity	The spelling, punctuation, images, and tables are comprehensible	4
	This book presents information in a clear and easy-to-understand way.	4
	The content of this book is relevant to the current curriculum.	4
	This book covers important topics for understanding the material.	5
	The sources used in this book are reliable and up-to-date.	5
	The structure of the book is very detailed.	5
Overall		4.6

The validation results from the English Language Teaching expert indicated that the digital flipbook is both contextually relevant and pedagogically appropriate. In terms of content relevance, the material effectively integrates Islamic Studies with English and provides meaningful topics and authentic examples, although minor refinements were suggested in task alignment. The linguistic appropriateness dimension demonstrated that grammar, vocabulary, and task instructions were accurate and supportive of public speaking development, with only slight weaknesses noted in spelling, punctuation, and the use of visuals. Furthermore, the validity of the flipbook was confirmed through its clarity, curriculum relevance, comprehensive coverage, and reliable sources. Overall, the expert's evaluation produced an average score of 4.6, categorizing the flipbook as *very feasible* for use in teaching English for Islamic Studies.

Based on the findings, the validation results from an English Language Teaching (ELT) expert revealed that the digital flipbook is both contextually relevant and pedagogically appropriate for English for Islamic Studies (EIS). In terms of content relevance, the expert affirmed that the flipbook successfully integrates Islamic Studies with English, delivering meaningful topics and authentic examples that foster learner engagement (Expert, 2025). Although some minor refinements were suggested regarding task alignment, the overall integration was deemed highly effective. This finding aligns with literature on content-based instruction, which emphasizes the importance of authentic, meaningful subject-matter integration for motivation and linguistic development (Brinton, 2003; Snow, 2010).

Regarding linguistic appropriateness, the expert evaluation highlighted that grammar, vocabulary, and task instructions were accurate and well-designed to support public speaking skill development. Minor weaknesses were noted in spelling, punctuation, and the visual elements of the flipbook. While these aspects did not significantly undermine pedagogical effectiveness, they indicate areas for further revision—particularly given research showing that surface-level errors and poorly designed visuals can distract learners or reduce credibility (Mayer, 2009; Sweller et al., 2011). From the teacher's perspective, the flipbook was rated as highly practical. The instructor reported that the resource was easy to integrate into classroom activities, provided clear learning instructions, and allowed for flexibility in both synchronous and asynchronous learning. The teacher also emphasized that the integration of Islamic Studies content into speaking tasks increased the relevance of the material for learners in an Islamic higher education context.

Similarly, students expressed positive perspectives regarding the practicality of the flipbook. Most students agreed that the flipbook was user-friendly, engaging, and accessible across different devices. They highlighted that the multimedia features. For example, audio models, visuals, and interactive tasks which are features to help them to better understand and practice public speaking skills. Moreover, students valued the inclusion of Islamic themes, which enhanced their motivation and confidence to participate in speaking activities. Minor challenges were found, particularly regarding internet connectivity for some students, but these did not significantly hinder the use of the flipbook. This results had also been found in Fadhilah et al.'s (2025) observations regarding limited internet access as a barrier in vocational school settings and aligns with Usman et al.'s (2024) note of technical issues in e-learning contexts. These parallels reinforce the importance of addressing infrastructure limitations when implementing digital resources in diverse educational environments. Overall, the practicality assessment indicated that both the teacher and students found the digital flipbook to be highly practical, with positive feedback on its usability, accessibility, and relevance to the learners' academic and religious context. This result is also supported by the second validator whose the technical expert. The result can be clearly seen in Table 5.

Table 5. Validation Results from the Second Expert

No	Statements	Score
Design Quality		Average:
1	The layout of the flipped book is attractive, easy to read, and consistent	5
2	The use of colors and fonts enhances readability and attracts readers.	4
3	The flipped book is free from major typographical or formatting errors	5
4	The pictures and illustrations in this flipped book are relevant to the material.	5
5	The integration of multimedia (audio, images, videos) supports learning effectively.	4
Aesthetic Aspects		Average:
6	The choice of colors on the book cover is able to attract readers' attention.	4
7	The selection of images in the book grabs readers' attention.	5
8	In terms of design, aesthetics, and usability, this flipped book is suitable for classroom use.	4
9	The flipped book loads easily and can be accessed with limited internet.	5
10	In terms of design and aesthetics, this book is suitable for use in the learning process.	4
Overall Total Average		4.5

The validation results from the second expert showed that the flipped book has good quality in both design and appearance. For the design quality, the book got an average score of 4.6. The expert said that the layout is clear, easy to read, and well-organized. The pictures and illustrations are also very relevant to the material, and there are no major errors in the text. The use of multimedia such as audio, images, and videos helps students in learning, although it can still be improved to give a better experience.

For the aesthetic aspects, the book received an average score of 4.4. The expert found that the images and design could attract students' attention, and the book can be accessed easily even with a slow internet connection. However, the expert suggested that the cover design and overall appearance could still be made more

interesting. Overall, the flipped book got an average score of 4.5, which means it is very valid and suitable to be used as a learning material for public speaking. Based on the two experts' validation results, it was clearly shown that the evaluation of the digital flipbook for English Language Teaching within the Islamic Studies context highlight the evidence of its validity, contextual relevance, and pedagogical feasibility. According to expert validation data, the flipbook demonstrated high scores averaging 4.6 and 4.5 out of 5 across dimensions of clarity, curriculum relevance, comprehensive coverage, and reliability of sources, design, and aesthetic aspects.

Findings align with emerging research highlighting the effective integration of subject-specific content into digital flipbook materials. For instance, Fadhilah, Adibah, and Matori (2025) found that flipbooks designed for Islamic Religious Education significantly enhanced student engagement and comprehension through multimedia integration but also the implementation of this digital flipbook faced challenges, such as limited internet access and varying levels of digital literacy. Similarly, Usman et al. (2024) observed that despite the challenges, both lecturers and students regarded flipbooks and e-learning tools as effective for presenting complex English subject matter.

It is also highlighted that grammar, vocabulary, and task instructions were generally accurate to public speaking practice align with the broader literature on context digital learning materials. For example, Yosintha et al., (2024) affirmed that a flipbook developed for teaching English grammar with a Project-Based Learning (PBL) approach had proved feasible and motivated learners by embedding language within real-world scenarios. The feasibility of digital flipbook was also supported by the pre-test and post-test results (Table 6).

Table 6. The Pre-Test and Post-Test Result of Public Speaking Course

Level of Range	Range of Marks (%)	Number of Students (Pre-Test)	Number of Students (Post-Test)
Excellent	80–100	0	13
Good	60–79	8	15
Moderate	40–59	10	2
Weak	20–39	5	0
Very Weak	0–19	4	0
Average	-	55	82

The table shows the distribution of students' performance before and after the public speaking course. In the pre-test, no student achieved an excellent score, while the majority were in the moderate (10 students) and good (8 students) categories. A notable portion of students also fell into weak (5 students) and very weak (4 students) levels, indicating limited speaking competence. The students' public speaking skills were assessed based on four criteria: vocabulary, fluency and coherence, lexical resources, grammatical range, and pronunciation (British Council, 2020; Hughes, 2003; Luoma, 2004; Brown, 2000).

In contrast, the post-test results demonstrated a substantial improvement. Thirteen students reached the excellent category, and 15 were in the good category. Only two students remained in the moderate level, while none were categorized as weak or very weak. The average score increased markedly to 82, highlighting the effectiveness of the public speaking course in enhancing students' speaking skills and reducing the number of low-achieving students.

The improvement from pre-test to post-test is consistent with studies that emphasize the role of structured instructional design and contextualized learning materials in developing speaking skills (Rahman et al., 2021; Sutrisno & Susanti, 2022). The integration of supportive resources, as suggested in the needs analysis stage, likely contributed to learners' increased confidence and competence in performing public speaking tasks. Furthermore, the course design that linked English with Islamic content provided contextual relevance, which has been found to strengthen both language proficiency and content knowledge (Mahmud, 2019).

Moreover, the flipbook's integration of Islamic terms and themes addressed the gap noted by students who struggled to express Islamic concepts in English. By practicing with contextually relevant examples, students were able to bridge their content knowledge with linguistic competence. This finding highlighted the study conducted by Sutrisno and Susanti (2022), emphasizing the importance of contextualized materials in Islamic higher education, and Mahmud (2019), who argued for integrating Islamic values into English learning to strengthen both language and identity.

Despite its promising results, this study has several limitations. First, the sample size was relatively small, only twenty seven students and limited to one rural Islamic higher education institution, which restricts the generalizability of the findings. Second, the study primarily focused on public speaking, leaving other essential language skills such as listening, reading, and writing underexplored. Third, the evaluation relied on short-term outcomes; therefore, the long-term impact of the digital flipbook on learners' speaking performance remains uncertain.

Future research should involve larger and more diverse samples from multiple institutions to strengthen the generalizability of the results. Additionally, extending the scope of the digital flipbook to cover other English skills could provide a more comprehensive learning tool. Longitudinal studies are also recommended to assess the sustained impact of the flipbook on students' language proficiency and confidence. Furthermore, integrating advanced technologies such as artificial intelligence, gamification, or virtual reality could enrich learners' engagement and provide personalized feedback, making the digital flipbook even more effective in supporting Islamic higher education.

Conclusion

This study concludes that a digital flipbook designed with interactive features, Islamic values, and adaptive feedback can serve as an effective medium for enhancing EFL learners' public speaking skills in Islamic higher education. The

validation results, which indicated high feasibility, alongside the significant improvements in fluency, vocabulary, pronunciation, and confidence, confirm the practicality and effectiveness of this innovation. Moreover, students' positive perceptions demonstrate that the digital flipbook not only addresses their linguistic needs but also reduces speaking anxiety, increases motivation, and strengthens the integration of Islamic perspectives in English learning. These findings highlight the digital flipbook's potential to bridge technology with Islamic education, offering a contextually relevant and engaging solution for learners, particularly in rural Islamic institutions. Given the limited number of participants recruited from a single Islamic higher education institution, it is recommended that future research involve a larger sample drawn from multiple Islamic higher education institutions

Acknowledgement

This research was funded by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia *under Penelitian Dosen Pemula* scheme. The author gratefully acknowledges this support, which has made the completion of this study possible.

References

- Abudhahir, R. A. S., & Ali, A. M. (2018). English for islamic studies: should i learn english?—from the eyes of islamic studies students. *LSP International Journal*, 5(1). <https://doi.org/10.11113/lspi.v5n1.65>
- Almawaddah, N., & Suryani, I. (2025). Effectiveness of Islamic Counseling with Dhikr in Reducing Public Speaking Anxiety among Eighth-Grade Students. *Journal of General Education and Humanities*, 4(3), 1359–1368. <https://doi.org/10.58421/gehu.v4i3.671>
- Almusharraf, N., & Khahro, S. H. (2020). Students' satisfaction with online learning experiences during the COVID-19 pandemic. *International Journal of Emerging Technologies in Learning (iJET)*, 15(21), 246–267. <https://doi.org/10.3991/ijet.v15i21.15647>
- Alzubi, A. A. F. (2022). Digital learning tools and EFL learners' speaking skills: A review of literature. *Arab World English Journal (AWEJ)*, 13(1), 381–396. <https://doi.org/10.24093/awej/vol13no1.25>
- Arifin, M. (2020). Integrating Islamic values in English language teaching: A case study in Indonesian Islamic higher education. *Journal of Education and Learning*, 14(2), 245–253. <https://doi.org/10.11591/edulearn.v14i2.15975>
- Boud, D., Lawson, R., & Thompson, D. G. (2013). Does student engagement in self-assessment calibrate their judgement over time? *Assessment & Evaluation in Higher Education*, 38(8), 941–956. <https://doi.org/10.1080/02602938.2013.769198>
- Brinton, D. (2003). *Content-based instruction in language teaching*. University of Michigan Press.
- British Council. (2020). *IELTS speaking band descriptors (public version)*. British Council, IDP: IELTS Australia and Cambridge Assessment English.

-
- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. Pearson Education.
- Cahyono, B. Y., & Mutiaraningrum, I. (2020). Indonesian EFL teachers' beliefs about digital learning resources and their practices. *Studies in English Language and Education*, 7(2), 323–343. <https://doi.org/10.24815/siele.v7i2.16446>
- Cakir, I. (2021). The use of technology in English language teaching: A literature review. *International Journal of Education and Literacy Studies*, 9(2), 59–64. <https://doi.org/10.7575/aiac.ijels.v.9n.2p.59>
- CAST. (2018). *Universal design for learning guidelines version 2.2*. <http://udlguidelines.cast.org>
- Chen, Y. chen. (2022). Effects of technology-enhanced language learning on reducing EFL learners' public speaking anxiety. *Computer Assisted Language Learning*, 37(4), 789–813. <https://doi.org/10.1080/09588221.2022.2055083>
- Darmawan, I., Heriyawati, D. F., Mustofa, M., & Romadhon, M. G. E. (2022). *Flipbook as a learning medium: A study on Indonesian ESP students*. *Voices of English Language Education Society*, 8(1). <https://doi.org/10.29408/veles.v8i1.25137>
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.
- Expert, E. L. T. (2025). *Validation report of the digital flipbook for English for Islamic Studies*. [Unpublished internal report].
- Fadhilah, R. U., Adibah, I. Z., & Matori. (2025). *Digital Innovation in Islamic Religious Education Learning: A Study of Flipbook Implementation*. *Ta'dib: Jurnal Pendidikan Islam*, 30(1), 39–52.
- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second-language learning*. Newbury House.
- Hidayat, F., & Muhamad, N. (2021). Model Addie (Analysis, Design, Development, Implementation and Evaluation) Dalam Pembelajaran Pendidikan Agama Islam Addie (Analysis, Design, Development, Implementation and Evaluation) Model in Islamic Education Learning. *J. Inov. Pendidik. Agama Islam*, 1(1), 28–37.
- Kane, M. T. (2013). Validating the interpretations and uses of test scores. *Journal of Educational Measurement*, 50(1), 1–73. <https://doi.org/10.1111/jedm.12000>
- Hidayati, T., & Husna, A. (2023). The use of digital media in EFL classrooms: Opportunities and challenges. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 7(2), 361–377. <https://doi.org/10.21093/ijeltal.v7i2.1553>
- Hughes, A. (2003). *Testing for language teachers* (2nd ed.). Cambridge University Press.
- Latif, H. A. (2019). Needs analysis of English for specific purposes on Islamic boarding school students. *Voices of English Language Education Society*, 3(2), 136–144.
- Luoma, S. (2004). *Assessing speaking*. Cambridge University Press.
-

-
- Mahmud, M. (2019). Integrating Islamic values in English language teaching: An Indonesian context. *Journal of English Education and Linguistics Studies*, 6(1), 1–20. <https://doi.org/10.30762/jeels.v6i1.792>
- Marisda, D. H. (2025). Developing and validating an interactive flipbook e-book for modern physics. *TWIST Journal*.
- Mayer, R. E. (2009). *Multimedia learning* (2nd ed.). Cambridge University Press.
- Messick, S. (1995). Validity of psychological assessment: Validation of inferences from persons' responses and performances as scientific inquiry into score meaning. *American Psychologist*, 50(9), 741–749. <https://doi.org/10.1037/0003-066X.50.9.741>
- Pham, T. C. (2022). Effects of using technology to engage students in learning English at a secondary school. *International Journal of Language Instruction*, 1(1), 86–98.
- Purwati, D., & Yasin, I. (2024). Developing English Speaking Materials for Islamic High School Students: Learning Needs and Practicality. *INTERACTION: Jurnal Pendidikan Bahasa*, 11(2).
- Rahman, M. M., Pandian, A., & Kaur, M. (2021). The role of digital technologies in supporting students' learning during the COVID-19 pandemic in Bangladesh. *International Journal of Learning, Teaching and Educational Research*, 20(1), 258–273. <https://doi.org/10.26803/ijlter.20.1.14>
- Schumann, J. H. (1997). *The neurobiology of affect in language*. Blackwell.
- Setiyani, T. N., & Purwati, P. D. (2025). Developing Kemukus Mountain Flipbook Integrated with TaRL Approach in Improving Students' Comprehension of Descriptive Texts. *Journal of Languages and Language Teaching*, 13(1), 281–293. <https://doi.org/10.33394/jollt.v13i1.13431>
- Snow, M. A. (2001). Content-based and immersion models for second and foreign language teaching. *Teaching English as a Second or Foreign Language. Third Edition*. Boston, MA: Heinle & Heinle Thompson Learning.
- Subekti, A. S. (2018). Investigating the relationship between foreign language anxiety and oral performance of non-English major university students in Indonesia. *Dinâmicas Educativas*, 1(1), 87–104. <https://doi.org/10.26583/ded.v1i1.8>
- Sutrisno, A., & Susanti, E. (2022). Contextualizing English materials with Islamic values: A study of English for Islamic studies at Indonesian universities. *Indonesian Journal of Applied Linguistics*, 12(1), 93–104. <https://doi.org/10.17509/ijal.v12i1.41257>
- Sweller, J., Ayres, P., & Kalyuga, S. (2011). *Cognitive load theory*. Springer.
- Thiagarajan, S., Semmel, D. S., & Semmel, M. I. (1974). *A sourcebook*. Indiana University.
- Tomlinson, B. (2018). *Materials development in language teaching* (3rd ed.). Cambridge University Press.
- Usman, H., Lestari, I., Siregar, Y. E. Y., Rafiq, S., & SENTRYO, I. (2024). Flipbook and e-learning for teaching English to elementary school teacher education students. *Studies in English Language and Education*, 11(2), 919–935.
- Usman, H., Lestari, I., Siregar, Y. E. Y., Rafiq, S., & SENTRYO, I. (2023). *Flipbook and e-learning for teaching English to elementary school teacher education students*. *Studies in English Language and Education*. Retrieved from <https://jurnal.usk.ac.id/SiELE/article/view/35476>
-

- Warda, Z., & Dalimunte, A. A. (2022). Students' perceptions on English learning materials: need analysis of Islamic studies students. *Indonesian Journal of Islamic Education Studies (IJIES)*, 5(1), 51-66. <https://doi.org/10.33367/ijies.v5i1.2476>
- Wulandari, S., Kusumaningrum, S. R., & Dewi, R. S. I. (2022). Using Flipbook To Enhance The Students Performance In Speaking. *Sentri: Jurnal Riset Ilmiah*, 1(4), 1151–1157. <https://doi.org/10.55681/sentri.v1i4.365>
- Yosintha, R., Rekha, A., Nugrahaeni, D. A., & Maulani, F. (2024). Developing A Flipbook for Introduction to English Grammar Course with Project-Based Learning Approach. *Langkawi: Journal of The Association for Arabic and English*, 66–82. <https://doi.org/10.31332/lkw.v0i0.7880>

How to cite this article:

Purwati, D., Yasin, I., Mardiah, A., & Wulandari. (2025). Bridging Technology and Islamic Studies: Digital Flipbook for Enhancing EFL Learners' Public Speaking Skills in Islamic Higher Education. *Journal of Educational Sciences*, 9(5), 4388-4402.
