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Development of Interactive Flipbook Based Teaching Materials on the Matter of Application of Norms in Life in Grade V Elementary School

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ABSTRACT

This research is motivated by the absence of interactive flipbook-based teaching materials in elementary schools. This study aims to develop teaching materials in the form of interactive flipbooks on the material of the application of norms in life in grade 5 elementary school. This research is a type of R&D (Research and Development) research. The development model used is the ADDIE model (Analyze, Design, Development, Implementation, and Evaluation). The research data consists of qualitative data and quantitative data. The results showed that: 1) The results of the validity test by three validators obtained a percentage of 90% from material experts, 97.5% from media experts, and 82.5% from linguists with a very valid category. 2) The results of the practicality test showed an average percentage of teachers of 92.28% with a very practical category, and the and student practicality tests averaged 96.61% with a very practical category. Therefore it can be concluded that the development of interactive flipbook based on the topic of applying norms in life in grade v elementary school is very feasible to use in the learning process.

1. Introduction

The digital era has significantly changed the face of education, especially in the learning process in schools. The rapid advancement of science and technology not only affects human activities in general but also has a direct impact on learners and their learning process (Maharcika et al., 2021; Annisa & Masniladevi, 2020). The utilization of technology in learning can encourage learners' interest and motivation in learning (Amini, 2020). The use of digital-based learning tools plays an important role in equipping learners with the skills and knowledge needed to adapt in the technological era (Abror et al, 2020).

To accommodate the need for technology integration in education, the Indonesian education system has launched the Merdeka Curriculum as an effort to renew the

previous curriculum. This curriculum aims to create active and innovative learning for teachers and students (Achmad et al., 2022). In its implementation, teachers are required to be more creative and innovative, including in utilizing technology (Kinanti & Masniladevi, 2023). Technology integration in learning has a positive impact, namely increasing teaching effectiveness and maximizing the achievement of learning objectives (Ikashaum et al, 2024).

Based on observations and interviews in January 2025 at SDN 16 Kampung Nan VI, SDN 11 Tanjung Alai, and SDN 06 Pauh in Lubuk Sikaping, several issues were found: the dominance of lectures, limited teaching material variety, and underutilized technology, leading to student boredom and difficulty grasping concepts. Interactive flipbook-based materials address this by making abstract content more engaging through visuals, animations, and simulations. Previous studies support their effectiveness: Santia & Nurmayani (2023) showed student understanding improved from 55.20 to 84; Putra et al. (2023) reported an N-Gain score of 57.21%; and Ridiyanto & Wibawa (2024) found feasibility levels of 82% (material experts) and 83% (media experts).

This study develops interactive flipbook teaching materials on the application of norms in life for Pancasila Education using the ADDIE model. The materials are designed with Flip PDF Professional, which offers interactive publishing, diverse templates, text and audio support, and flexible output formats (Hairinal et al., 2021). Based on this background, the authors titled the study “Development of Interactive Flipbook-Based Teaching Materials on the Application of Norms in Life for Grade 5 Elementary School.”

2. Methodology

This Research and Development (R&D) study uses the ADDIE model (Analyze, Design, Development, Implementation, Evaluation) for systematically developing teaching materials. A preliminary study (January 8–17, 2025) at SDN 06 Pauh, SDN 11 Tanjung Alai, and SDN 16 Kampung Nan VI gathered information through interviews and observations to identify teacher and student needs, particularly in teaching norms in life.

Following ADDIE, the analysis assessed needs; the design phase created the flipbook blueprint; the development phase produced the flipbook using Flip PDF Professional with expert validation; the implementation phase tested it in classrooms; and the evaluation phase measured practicality and effectiveness. Small-scale trials involved VB students at SDN 11 Tanjung Alai and VC students at SDN 06 Pauh, schools representing typical Merdeka Curriculum contexts but with technology integration challenges.

The study combined qualitative data (validator and teacher feedback, analyzed descriptively) and quantitative data (expert and user questionnaires, analyzed statistically) to assess validity and practicality. For data collection, instruments included a material expert validation questionnaire evaluating content feasibility,

alignment with learning outcomes, content accuracy, material relevance, and curiosity-stimulating elements, as detailed in Table 1.

Table 1. Material Expert Validation Questionnaire Grid

Aspect	Indicator	Instrument
Content feasibility	Appropriateness of content with learning outcomes	1. Discussion of the material is in accordance with learning achievements and objectives 2. Digital flipbook teaching materials have discussions and image displays that are in accordance with the content and learning and teaching objectives.
	Accuracy of content	3. The weight of the material is sufficient to achieve learning objectives 4. The accuracy of the concepts and definitions of the material
	Up to Date matter	5. Suitability of the material to the development of science 6. The material presented is in accordance with the learning outcomes and objectives
	Encourage curiosity	7. Encourages to seek further information about the topic 8. The level of difficulty of the questions is in accordance with the topic
Feasibility of presentation	Presentation technique	9. Teaching materials have a good systematic presentation of the topic 10. The evaluation provided is in accordance with the learning matter.

Source : (Nabila et al., 2021)

The language expert validation questionnaire focused on aspects such as accuracy of language use, appropriateness for learner development, and compliance with linguistic rules. Table 2 presents the detailed grid for this instrument, highlighting the importance of clear, appropriate, and error-free language in educational material.

Table 2. Language Expert Validation Questionnaires Grid

Aspects to be assessed	Indicator	Instruments
Eligibility Language	Accuracy of language use	1. The language used is appropriate and appropriate 2. Use of words that do not contain double meanings 3. Accuracy in the use of signs in writing 4. Appropriateness of language use with the discussion material and images 5. The text/writing in the teaching materials is understandable and easy to read.
		6. The language used is following the level of thinking of grade V elementary school students
		7. The language used is understandable to the learners.
	Appropriateness for learner development	

Compliance with linguistic rules	8. Appropriateness of word/term selection 9. The language used uses the right and appropriate sentence structure 10. The language used is sequenced in the flow of thought of the discussion.
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Source : (Nabila et al., 2021)

For media aspects, the validation questionnaire assessed elements such as ease of use, simplicity, size, and attractiveness. As detailed in Table 3, this instrument evaluated the technical and aesthetic aspects of the interactive flipbook, ensuring it was user-friendly and visually appealing.

Table 3. Media Expert Validation Questionnaire Grid

Aspects to be assessed	Indicator	Instruments
Media Feasibility	Ease of use and simplicity	1. The use of interactive flipbook teaching materials is easy and not difficult 2. Practicality in using interactive flipbooks in the teaching and learning process 3. Appropriate positioning of learning activity titles 4. Ease of accessing interactive features in flipbooks
	Size	5. Ease of accessing evaluation questions 6. Writing on the material to be clearly and not blurry 7. The suitability between font size and images with the content.
	Attractiveness	8. The size composition of layout elements (titles, illustrations, logos and so on) is proportional and balanced. 9. The overall content of teaching materials as well as illustrations and discussion of material on teaching materials is interesting 10. The color of the layout elements is harmonious and clear

Source : (Nabila et al., 2021)

To gather feedback from students, a response questionnaire was developed covering aspects of content adequacy and teaching material feasibility. Table 4 shows the grid for this instrument, which focused on students' perceptions of understanding, attractiveness, and usability of the interactive flipbook

Table 4. Grid of Learner Response Questionnaire

Aspects to be assessed	Indicator	Instruments
Content adequacy aspect	Understanding of the content of the material and questions	1. The flipbook teaching material is easier to understand 2. The display of the images provided in the flipbook teaching materials is interesting 3. The images presented in the flipbook are in accordance with the material 4. The language presented is easy to understand

Aspects of the feasibility of teaching materials	Attractiveness	5. Evaluation questions are in accordance with the material that has been learned
		6. Learning activities using flipbooks are more interesting
		7. Learning activities using flipbooks are fun
		8. This flipbook teaching material is easy to use
		9. The selection of text presented is clear and not blurry
		10. Learning to use flipbooks helps in understanding learning material

Source : (Nabila et al., 2021)

For teachers, a practicality questionnaire was designed to assess the content feasibility of the interactive flipbook from an educator's perspective. Table 5 presents the grid for this instrument, which evaluated aspects such as content suitability, accuracy, currency, and ability to stimulate curiosity.

Table 5. Teacher's Practicality Questionnaire Instrument Lattice

Aspects to be assessed	Indicator	Instruments
Content feasibility	The suitability of the content with the achievements and objectives of the indicators	1. The discussion of the material aligns with the learning achievements and objectives.
		2. Digital flipbook teaching materials have discussions and image displays that follow the content and learning objectives
		3. The material presented is free from errors
		4. The terms used in the teaching materials are by the field of science
	The accuracy of the content	5. The material presented contains the latest information in this field of science.
		6. This teaching material supports the achievement of learning objectives by the Merdeka curriculum
	The currency of the content	7. This teaching material makes students more curious about the material being taught
		8. This teaching material increases students' interest and enthusiasm for the learning material

Source: modified from (Hikmah et al., 2020)

Data Analysis Techniques

In this data analysis technique, qualitative data and quantitative data will be obtained. Qualitative data is obtained from suggestions and comments given by the validator in descriptive form. While quantitative data is obtained from the results of the questionnaire, which will then be analyzed with descriptive statistics, to determine whether the resulting product is feasible or not.

For data analysis, different scales and formulas were used. The validity questionnaire used a 5-point assessment scale ranging from "Very Good" (5) to "Very Poor" (1), as shown in Table 6.

Table 6. Validity Questionnaire Assessment Scale

Score	Category
5	Very Good
4	Good
3	Average
2	Poor
1	Very Poor

Modification: (Vawanda & Zainil, 2023)

Based on the scores obtained, it can be calculated using the following formula:

$$Value = \frac{Total\ scores\ obtained \times 100\%}{Total\ Score}$$

Source : (Hikmah et al., 2020)

Meanwhile, to measure the final results of validity, you can use the formula:

$$\bar{x} = \frac{\sum x}{n}$$

$\bar{x}$ = average score

$\sum x$ = Total scores

n = Number of respondents

The average validity score was calculated using the formula: $x = \sum x/n$, where x is the average score, $\sum x$ is the total scores, and n is the number of respondents. The interpretation of validity scores followed the criteria presented in Table 7.

Table 7. Validity Categories of Teaching Materials

Percentage	Criteria
81%-100%	Very Valid
61%-80%	Valid
41%-60%	Quite Valid
21%-40%	Less Valid
0%-20%	Not Valid

Modification : (Vawanda & Zainil, 2023)

For the practicality assessment, a 5-point scale was used as shown in Table 8, ranging from "Very Practical" (5) to "Not Practical" (1). The practicality score was calculated using the formula: $NA = R/SM \times 100\%$, where NA is the expected percentage value, R is the score obtained, and SM is the maximum score

Table 8. Teacher and Student Questionnaire Assessment Scale

Level of Practicality	Score	Description
Very Practical	5	Very Good
Practical	4	Good
Quite Practical	3	Moderate
Less Practical	2	Less Good
Not Practical	1	Very Less Good

Modification by Annisa Aulia and Masniladevi (2021)

The final value of the calculation of the practicality questionnaire score can be calculated using the formula: $NA = \frac{R}{SM} \times 100\%$

NA : Expected percentage value

R : Score obtained

SM : Maximum Score

The category of practicality of teaching materials based on the calculation of the final value can be seen in the following table:

Table 9. Category of Practicality of Teaching Materials

Percentage	Category
86%-100%	Very Practical
76%-85%	Practical
60%-75%	Quite Practical
55%-59%	Less Practical
0%-54%	Not Practical

Source : (Annisa & Masniladevi, 2020)

3. Result and Discussion

Validation Test Results

The Validation Test Results The validation process was conducted to ensure the quality of the developed interactive flipbook. Three aspects were validated: material, media, and language. The validation was carried out by experts in their respective fields. The results of the validation tests are presented below. For the material aspect, the validation was conducted twice with improvements made based on the feedback from the first validation. As shown in Table 10, the initial validation resulted in a score of 32 out of 40 (80%), which falls under the "Valid" category. After revisions, the second validation yielded a score of 36 out of 40 (90%), placing it in the "Very Valid" category. This improvement indicates that the revisions significantly enhanced the quality of the material content in the interactive flipbook.

Table 10. Material Validation Test Results

No.	Assessed Aspects	Initial Score (Validation 1)	Final Score (Validation 2)
1.	Discussion of the material is by the learning achievements and objectives	3	3
2.	Digital flipbook teaching materials have discussions and image displays that follow the content and learning objectives	3	3
3.	The weight of the material is sufficient to achieve learning objectives	2	3
4.	Accuracy of concepts and definitions of the material	3	4
5.	Suitability of the material with the development of science	4	4

6.	The material presented is following the learning achievements and objectives	3	3
7.	Encourages seeking further information about the material	3	4
8.	The level of difficulty of the questions is in accordance with the material	3	4
9.	The teaching materials have a good writing system	4	4
10.	The evaluation given is per the learning material	4	4
Total		32	36
Percentage		80%	90%
Category		Valid	Very Valid

Sumber : (Nabila et al., 2021)

For the media aspect, the validation results were highly positive. As presented in Table 11, the media validation test yielded a score of 39 out of 40 (97.5%), placing it in the "Very Valid" category. This high score indicates that the technical and aesthetic aspects of the interactive flipbook were exceptionally well designed, making it an effective and engaging learning tool

Table 11. Media Aspect Validation Test Results

No.	Assessment Indicator	Score
1.	The use of an interactive flipbook is easy and not difficult	4
2.	Practicality in using interactive flipbooks in the teaching and learning process	4
3.	Placement of appropriate activity titles	4
4.	Ease of accessing interactive features in flipbooks	4
5.	Smoothness and ease of accessing evaluation questions	3
6.	The writing on the teaching materials is clear and not blurry	4
7.	Suitability between font size and images and contents	4
8.	The composition of the size of the layout elements (titles, illustrations, logos, and so on) is proportional and balanced	4
9.	The entire content as well as illustrations and discussion of the material in the teaching materials are interesting	4
10.	The color of the layout elements is harmonious and clear	4
Total		39
Percentage		97,5%
Category		Very Valid

Source: Nabila et al, (2021)

Similar to the material aspect, the language aspect validation was conducted twice with improvements made based on the feedback from the first validation. As shown in Table 12, the initial validation resulted in a score of 25 out of 40 (62.5%), which falls under the "Valid" category. After revisions, the second validation yielded a score of 33 out of 40 (82.5%), placing it in the "Very Valid" category. This improvement indicates that the revisions significantly enhanced the linguistic quality of the interactive flipbook

Table 12. Results of Language Aspect Validation Test

No.	Assessed Aspects	Initial Score (Validation 1)	Final Score (Validation 2)
1.	The language used is appropriate	2	3

2.	Use of words that do not contain double meanings	3	3
3.	Accuracy in the use of punctuation in writing	2	3
4.	Appropriateness of language use with discussion topics and images	2	3
5.	Text/writing in teaching materials is clear and easy to read	3	4
6.	The language used is appropriate to the level of thinking of grade V elementary school students	2	3
7.	The language used is clear and easy to understand by students	3	3
8.	Appropriateness between word/term selection	3	4
9.	The language used has an appropriate sentence structure	3	4
10.	The language used is ordered in the discussion flow	2	3
Total		25	33
Percentage		62,5%	82,5%
Category		Valid	Very Valid

Source: (Nabila et al., 2021)

The overall results of the validation tests for all three aspects are summarized in Table 13. The material aspect received a validation score of 90%, the media aspect 97.5%, and the language aspect 82.5%, resulting in an overall average of 90%. This places the interactive flipbook-based teaching materials in the "Very Valid" category, indicating that it is highly suitable for use in the learning process.

Table 13. Results of the Material, Media and Language Aspect Validation Test Overall

No.	Validated Aspect	Percentage	Category
1.	Material	90%	Very Valid
2.	Media	97,5%	Very Valid
3.	Language	82,5%	Very Valid
Overall average		90%	Very Valid

Practicality Test Data Analysis

The interactive flipbook demonstrated high practicality through teacher assessments at SDN 11 Tanjung Alai practicality questionnaire yielded 96.87%, placing it in the "Very Practical" category, confirming the flipbook as an effective and user-friendly teaching tool for achieving learning objectives.

Table 14. Results of Teacher Response Questionnaire at SDN 11 Tanjung Alai

No.	Assessment Indicator	Score
1.	Discussion of contents is in accordance with learning achievements and objectives	4
2.	Digital flipbook have discussions and image displays that are following the content and learning objectives	4
3.	The contents presented is free from errors	4

4.	The terms used in the teaching materials are in accordance with the field of science	4
5.	The material presented contains the latest information in this field of science	3
6.	This teaching material supports the achievement of learning objectives in accordance with the Merdeka curriculum	4
7.	This teaching material makes students more curious about the material being taught	4
8.	This teaching material increases students' interest and enthusiasm	4
Total		31
Percentage		96,87%
Category		Very Practical

Source: modified from (Hikmah et al., 2020).

At SDN 11 Tanjung Alai, students responded very positively to the interactive flipbook, with questionnaire results showing 98.15%, placing it in the "Very Practical" category, indicating students found it engaging, understandable, and helpful for learning.

Table 15. Results of Student Response Questionnaire Analysis at SDN 11 Tanjung Alai

No.	Student Name	Respondents to the statement										Total Score
		1	2	3	4	5	6	7	8	9	10	
1.	ADM	4	4	4	4	4	4	4	4	4	4	40
2.	ARM	4	4	4	4	4	4	4	4	4	4	40
3.	AKF	4	4	4	4	3	4	4	4	4	4	39
4.	AS	3	4	4	4	4	3	4	3	4	3	36
5.	AM	4	3	4	4	4	4	4	4	3	4	38
6.	AAZ	4	4	4	4	4	4	4	4	4	4	40
7.	AN	4	4	4	4	4	4	4	4	4	4	40
8.	CMT	4	4	4	4	4	4	4	4	4	4	40
9.	EDH	4	4	4	4	4	4	4	4	4	4	40
10.	FMR	4	4	3	4	3	4	4	4	4	4	38
11.	KDP	4	4	4	4	4	4	4	4	4	4	40
12.	KAA	4	4	4	4	4	4	4	4	4	4	40
13.	MAW	4	4	4	4	4	4	4	4	4	4	40
14.	MZP	4	4	4	4	4	4	4	4	4	4	40
15.	RAP	4	4	4	4	4	4	4	4	4	4	40
16.	SP	3	4	4	3	4	4	4	4	4	3	37
17.	SRH	4	4	4	4	4	4	4	4	4	4	40
18.	SS	3	4	4	4	4	4	4	4	3	4	38
19.	UZ	4	4	4	4	4	4	4	4	4	4	40
Total												746
Maximum Score												760
Percentage												98,15%
Category												Very Practical

At SDN 06 Pauh, the teacher's response to the interactive flipbook was also highly positive. As shown in Table 16, the teacher's practicality questionnaire yielded a score of 30 out of 32 (93.75%), placing it in the "Very Practical" category. This indicates consistency in teachers' perceptions of the interactive flipbook's practicality across different schools

Table 16. Results of Practicality Test Analysis by Teachers at SDN 06 Pauh

No.	Assessment Indicator	Score
1.	Discussion of contents is in accordance with learning achievements and objectives	4
2.	Digital flipbook have discussions and image displays that follow the content and learning objectives	4
3.	The contents presented is free from errors	3
4.	The terms used in the teaching materials are in accordance with the field of science	3
5.	The material presented contains the latest information in this field of science	4
6.	This teaching material supports the achievement of learning objectives in accordance with the Merdeka curriculum	4
7.	This teaching material makes students more curious about the material being taught	4
8.	This teaching material increases students' interest and enthusiasm	4
Total		30
Percentage		93,75%
Category		Very Practical

Source: modified from (Hikmah et al., 2020).

Similarly, the students at SDN 06 Pauh responded very positively to the interactive flipbook. As presented in Table 17, the student response questionnaire yielded an overall score of 930 out of 960 (96.87%), placing it in the "Very Practical" category. This high score further confirms the consistency in students' perceptions of the interactive flipbook's practicality across different schools

Table 17. Results of Student Response Questionnaire Analysis at SDN 06 Pauh

No.	Student Name	Respondents to the statement										Total Score
		1	2	3	4	5	6	7	8	8	10	
1.	ABJ	3	4	4	4	4	4	4	4	4	4	39
2.	ASA	3	4	4	3	4	4	4	4	4	4	38
3.	AS	4	4	3	4	3	4	4	4	3	4	37
4.	BUR	4	4	4	4	4	3	3	4	4	4	38
5.	DMA	3	4	4	4	4	4	4	4	4	4	39
6.	FKA	3	4	4	4	4	3	4	4	4	4	38
7.	FAA	4	4	4	4	4	4	4	4	4	4	40
8.	FAK	4	4	4	4	4	4	4	4	4	4	40
9.	GAM	4	4	4	4	4	4	4	4	4	4	40
10.	HZP	4	4	4	4	4	4	4	4	4	4	40
11.	HFK	4	4	4	4	4	4	4	4	4	4	40
12.	KRY	4	4	4	4	4	4	4	4	4	4	40
13.	LZ	4	4	4	4	4	4	4	3	4	4	39
14.	MRA	3	4	4	4	4	4	4	4	4	4	39
15.	MRDS	4	4	4	4	4	4	4	4	4	4	40
16.	MRAR	4	3	3	3	4	4	4	4	4	4	37
17.	MS	4	4	4	3	3	4	4	4	4	4	38
18.	NAW	3	4	4	4	4	4	4	4	4	3	38
19.	NFD	3	4	4	4	4	4	4	4	4	4	39
20.	RKS	4	4	4	4	3	4	4	3	4	3	37
21.	TCS	4	4	4	4	4	4	4	4	3	3	38
22.	WRJ	4	4	4	4	4	4	4	4	4	4	40
23.	ZA	3	4	4	4	4	4	3	4	4	4	38

No.	Student	Name	Respondents to the statement										Total Score
			1	2	3	4	5	6	7	8	8	10	
24.	AFNI		4	3	3	4	4	4	4	4	4	4	38
Total													930
Maximum Score													960
Percentage													96,87%
Category													Very Practical

Discussion

Development of interactive flipbook-based teaching materials on the application of norms in life in grade V of elementary school according to the ADDIE development model. This study was conducted in 5 stages according to the stages of the ADDIE development model, which consist of (1) Analyze, Design, Development, Implement and Evaluate suggested by ((Rob) Branch & Stefaniak, 2019).

The analysis identifies teacher and student needs through observations, interviews, and questionnaires. The design stage develops interactive flipbook materials using Flip PDF Professional. The development stage involves validity testing and revisions until approved. The implementation stage applies the validated materials in class, and the evaluation stage assesses practicality through teacher and student questionnaires.

The teaching materials were designed to support independent learning through engaging multimedia, with a cover (Figure 1) that uses appealing visuals for elementary students while clearly presenting the subject matter.



Figure 1. Cover Display of Teaching Materials

The teaching materials focused on norm applications with examples relevant to students' daily experiences. Figure 2 shows content that helps students relate theoretical concepts to practical scenarios.



Figure 2. Material on Examples of Norms Application

The teaching material, validated by experts, is designed using Flip PDF Professional and focuses on norms. It includes images, learning videos, and evaluation questions accessible to students, enabling independent learning anytime and anywhere.

Validity of Interactive Flipbook Teaching Materials

The interactive flipbook teaching materials on applying norms in grade V elementary school were rated very valid, with material validity at 90%, media validity at 97.5%, and language validity at 82.5%, resulting in an overall validity score of 90%.

Practicality of Interactive Flipbook Teaching Materials

Practicality tests were conducted using questionnaires at SDN 11 Tanjung Alai and SDN 06 Pauh. At SDN 11 Tanjung Alai, teacher responses scored 96.87% and students 98.15%, both in the very practical category. At SDN 06 Pauh, teacher responses scored 93.75% and students 96.87%, also very practical. These results show that the flipbook teaching materials received excellent responses from teachers and students, proving to be very practical, engaging, and helpful for student understanding.

4. Conclusion

The interactive flipbook materials for teaching norms application in grade V elementary school demonstrated high validity through expert assessment and excellent practicality based on teacher and student responses. This indicates that interactive flipbook-based materials serve as an effective learning resource for elementary social studies education, particularly for teaching normative concepts.

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