

DEVELOPMENT OF DIGITAL FLIPBOOK TEACHING MATERIALS BASED ON LOCAL HISTORY OF THE GUNUNG SAHILAN KINGDOM TO INCREASE INTEREST IN LEARNING HISTORY OF CLASS X STUDENTS OF SMAN 2 TAMBANG.

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ABSTRACT

This research aimed to develop digital flipbook teaching materials based on the local history of the Gunung Sahilan Kingdom to increase students' interest in learning history. The study was motivated by the lack of engaging teaching media in history classes, especially at SMAN 2 Tambang, where students were observed to be less interested in conventional materials such as textbooks and PowerPoint slides. Utilizing the ADDIE development model, Analysis, Design, Development, Implementation, and Evaluation the research followed a structured and systematic process. In the analysis phase, the needs and challenges in history learning were identified through interviews and classroom observations. The flipbook content was designed according to curriculum standards and incorporated local historical sources, images, and videos. The product was validated by experts and tested in small (10 students) and large groups (30 students). Results showed that the media was highly feasible, with expert validation scores of 96% and 98%, and student response scores of 91% and 94%. Furthermore, students' interest in learning history significantly increased, from 44% to 88% in the small group and from 47% to 89% in the large group after using the digital flipbook. This study concludes that digital flipbooks based on local history are an effective and innovative teaching medium that supports contextual, engaging, and technology-integrated learning in history education.

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INTRODUCTION

Education is a conscious effort by the community and the government to ensure the sustainability of the next generation who advances the nation by developing the potential of students comprehensively, including spiritual aspects, personality, intelligence, morals, and skills. Education also forms character according to applicable values, so the government's serious attention is very important so that a superior generation is born who are able to play a role in the life of society, nation, and state (Ahmal, *et.al.*, 2020).

Ki Hajar Dewantara defines education as an effort to guide all the potentials that exist in children so that they can grow into whole human beings and are able to live happily both as individuals and as part of society. Education is not only about intelligence but also about building children's character, morals, and abilities to achieve a good life.

Learning is an effort made consciously by educators to convey knowledge, organize and create a conducive and fun learning environment with various methods. The goal is for students to be able to learn effectively and efficiently, and achieve optimal results according to their respective potentials (Festiawan, 2020).

According to Widja, history learning is a teaching and learning process that discusses past events related to the present and future. Through history, students are invited to look back at past events to understand and face the challenges of the times. They also learn to assess, choose, and develop values that are still relevant. This process emphasizes active learning that encourages critical thinking, creativity, and student involvement physically and mentally (Hartono & Huda, 2019).

History is one of the subjects that plays an important role in shaping the character of the nation. However, public awareness of the importance of history is fading. Many forget that history is an important element to maintain the unity and identity of the nation. As said by the first President of Indonesia, Ir. Sukarno, a nation that appreciates the services of its heroes is a great nation. This phrase affirms that the progress and prosperity of a nation is impossible to achieve without learning from past history (Sukardi, 2020).

The past holds many events that shape human life to the present day. Every incident that occurs brings valuable lessons to society, nation, and state. Therefore, it is important to introduce history from generation to generation so that the events that have occurred are not forgotten and the mistakes of the past are not repeated in the future (Subandi, *et al.*, 2024).

Teaching materials are learning media that play an important role in delivering material more easily and systematically. With teaching materials, the material has been structured so as to help teachers in teaching and facilitate the achievement of basic competencies that have been determined (Ningtiyas, 2025).

Development is the process of creating and testing the effectiveness of a product through needs analysis, design, and testing so that it can be widely used in society. This process is carried out in stages and aims to produce better products and according to the needs of users (Scott, 2013).

In this study, the development focuses on teaching materials as a product that supports interactive learning. With teaching materials, the role of teachers is no longer the only source of information, but as a facilitator who guides students. Students are also encouraged to become active learners by studying the material first before learning in class takes place (Mayval, 2023).

Flipbook is a digital book that has pages like a printed book but is equipped with animation, video, images, and interactive audio features in it. This makes it different and more interesting than regular printed books (Ulandari *et al.*, 2022). *Digital Flipbook* is a media that is structured to contain material in the form of text, images, and sound, and presented in digital format. This media integrates multimedia elements, allowing users to interact more actively with the content of the material (Sari *et al.*, 2021).

With the existence of digital flipbooks, it is hoped that teachers and students will gain new experiences and insights in learning. A more practical presentation of the material, complemented by interactive images and illustrations, can capture students' attention and increase interest in learning. This makes the learning process more active, creative, and fun (Rahmawati *et al.*, 2023).

Interest in learning is a motivation that provides the motivation for a person to achieve learning goals. It comes from within a person to do things that are interesting and fun for him. Interest in learning also involves focusing attention that is influenced by naturally occurring feelings, joys, tendencies, and desires that make a person active in receiving things from the surrounding environment (Ariani *et al.*, 2022).

Local history is an event or event that occurs in an area with a smaller scope. Local history needs to be developed as a form of learning because basically local history is also part of national history. This aims to provide a deeper understanding to the Indonesian people so that they can know and understand the history of their own region while realizing the importance of local history in the context of nationality (Hasibuan *et al.*, 2023).

Kampar is one of the areas in Riau Province that holds many historical relics including the Kingdom of Mount Sahilan. The Kingdom of Mount Sahilan emerged in the 16th to 17th centuries as a subordinate kingdom and developed into an independent kingdom after the collapse of Pagaruyung in the 18th century due to the impact

of the Padri War. This kingdom not only serves as a seat of government but also illustrates the beauty of traditional Malay architecture. The historical heritage in this kingdom is a witness to the splendor and glory of the Gunung Sahilan Kingdom and needs to be preserved as part of the cultural identity of the community, especially in Riau (Mayval) *et al.*, 2021).

Based on some of the opinions above, it can be concluded that the potential of students can be grown through various activities that support their development. In the world of education, each subject has an important role in shaping students' insight and character. One of the subjects that plays a big role is history. Providing an understanding of history learning, especially local history, can help students understand the events happening around them. In addition, with the development of *digital flipbooks*, history learning can be presented in a more interactive and interesting way, so that it can increase students' interest in learning.

Based on the results of observations and interviews, the teaching materials that are often used in learning history in class X of SMAN 2 Tambang are printed books or package books, as well as presentations using *powerpoint*. The use of these teaching materials is common. SMAN 2 Tambang has implemented the Independent Curriculum, where students are allowed to use mobile phones as a learning aid. This is done because the material in printed books is often incomplete and printed books are limited, so students use mobile phones to find additional information. The use of this mobile phone is carried out with permission and under the supervision of the teacher. In addition to printed books, teachers also use digital media such as *powerpoint* in classroom learning activities. It is known that students are more interested in using digital media such as *powerpoint* rather than relying solely on printed books. In fact, students find it easier to understand historical material when using digital media because they can see directly photos or images of historical objects displayed through laptops. This helps students connect more with the material being learned rather than just reading the description of a printed book. However, in its application there are obstacles such as electrical disturbances that sometimes hinder the learning process. This causes a low interest in learning students in learning history. The lack of innovation in the development of teaching materials is a challenge that needs to be overcome so that learning is more interactive and relevant. Therefore, teaching materials are needed that are not only in accordance with the needs of students and the times, but also able to arouse curiosity and increase students' interest in learning effectively.

The author chose SMAN 2 Tambang as the research location based on observations and interviews with history teachers in class X. The teacher explained the conditions of history learning at school, stated that he had learned to make ebooks, was interested in trying new teaching materials, and assessed digital flipbooks as an effective medium to increase teaching creativity and students' interest in learning.

The use of *digital flipbooks* in the historical relics of the Kingdom of Mount Sahilan will be linked to history learning materials at school. This material will later be associated with learning in schools, especially about the Entry of Islam into the archipelago, as well as Islamic Kingdoms.

Based on the problems that have been described above, the author is interested in conducting research with the title "Development of Digital Flipbook Teaching Materials Based on Local History of the Gunung Sahilan Kingdom to Increase Interest in Learning History of Class X Students of SMAN 2 Tambang."

METHOD

This research method uses the *Research and Development* (R&D) approach with the ADDIE development model, which consists of five main stages: Analysis, Design, Development, Implementation, and Evaluation. This model was chosen because it has a systematic and procedural approach that allows researchers to design, develop, and evaluate teaching materials in a structured manner. Mulyatiningsih (in Rusmayana, 2021) stated that the ADDIE model is a logical and comprehensive approach that can be used in various learning product developments. In line with that, Slamet (2022) explained that the systematic design contained in this model provides procedural guidance in the development of learning materials, including texts, audiovisual media, and digital materials such as flipbooks.

This research was carried out at SMAN 2 Tambang, which is located in Tambang District, Kampar Regency, Riau Province. The time for the implementation of the research began after the issuance of a permit from the Dean of the Faculty of Teacher Training and Education, University of Riau. The first stage, analysis, is carried out through direct observation in the classroom and interviews with teachers to identify needs and problems in

history learning, especially in the use of teaching materials. Researchers identified that students need more interactive and engaging learning media, which can increase their interest in learning history.

The second stage is design, where researchers begin to design digital-based teaching materials in the form of flipbooks. The design began with the collection of materials from various sources such as books, journals, and documents of the historical heritage of the Kingdom of Mount Sahilan which were then associated with relevant curriculum materials, such as the entry of Islam into the archipelago and the development of Islamic kingdoms. The researcher then creates a *storyboard* that includes a content structure such as titles, instructions for use, table of contents, materials, glossary, and bibliography. In addition, at this stage, an instrument was also prepared in the form of a questionnaire used for validation by material and media experts, as well as a questionnaire on students' responses and learning interests.

The development stage is carried out after the design is prepared. Digital flipbook products are developed through *the Heyzine Flipbooks* and Canva platforms, where materials that have been compiled in PDF format are converted into interactive media. Validation is carried out by material experts, namely lecturers who are competent in the field of history, to assess the suitability and feasibility of the material, and by media experts to assess the appearance, presentation, and comprehension of the design. The revision is carried out based on input from these experts so that the final product can meet the feasibility standards. At the implementation stage, the teaching materials were tested in two stages: a small group trial on 10 students of class X and a large group on 30 students of the same class. This test aims to see how effective digital flipbooks are in increasing students' interest in learning history.

The evaluation stage is the final part of the development process. Evaluation is carried out through measurement and analysis of data obtained during implementation, both in the form of student responses and expert assessments. Florensa et al. (2023) define evaluation as a systematic process to assess the level of achievement of learning objectives. The evaluation in this study includes qualitative and quantitative data analysis. Qualitative data was obtained from documentation, interviews, and observations that described student responses and expert input on teaching materials. According to Sugiyono (2013), qualitative data is not presented in the form of numbers but in the form of narratives, schemas, or images. Meanwhile, quantitative data was obtained from validation questionnaires and student responses which were analyzed using the Likert scale. This scale allows researchers to measure students' perceptions of the quality of teaching materials and changes in their learning interests (Sugiyono, 2013).

The questionnaire used is divided into several parts: the material expert validation questionnaire, the media expert validation questionnaire, the student response questionnaire to the teaching material, and the history learning interest questionnaire. Each questionnaire is compiled based on predetermined indicators, such as content suitability, language clarity, and visual appearance. This instrument is systematically compiled to ensure the validity of the data obtained. Quantitative analysis is carried out using the percentage analysis technique as described by Arikunto (2020) in Mayval (2023), namely by comparing the scores obtained to the maximum score, then converted into eligibility categories based on the classification table. The results of this analysis will show the success rate of the teaching materials developed in meeting the eligibility criteria and in increasing students' interest in learning history lessons, especially in local history materials about the Kingdom of Mount Sahilan.

RESULTS AND DISCUSSION

Result

The results of this study show that the development of *digital flipbook teaching materials* based on the local history of the Gunung Sahilan Kingdom has successfully gone through all stages in the ADDIE model, starting from the analysis stage to evaluation. In the analysis stage, the researcher identified the problems that arose at SMAN 2 Tambang, namely the limitation of printed teaching materials and the lack of innovation in history learning media that made students bored quickly. Although the school has implemented the Independent Curriculum which allows the use of mobile phones as a learning aid, complex historical materials and minimal visualization remain obstacles to learning. For this reason, a digital flipbook media was developed that combines narratives, images, and videos as a form of adaptation to school conditions and student preferences.

Furthermore, at the *design stage*, the researcher compiled material based on Basic Competencies 3.7 and 4.7 for class X, with the topic of the Entry of Islam into the archipelago and Islamic Kingdoms. The material is

systematically arranged through a *storyboard* that contains components such as covers, table of contents, concept maps, content of materials, glossary, and bibliography. The research instruments were also designed to include a validation questionnaire for media experts, material experts, student response questionnaires, and learning interest questionnaires. The *development stage* is carried out by compiling and editing materials through Canva and converted into digital *flipbooks* using the Heyzine platform. As seen in the following image.

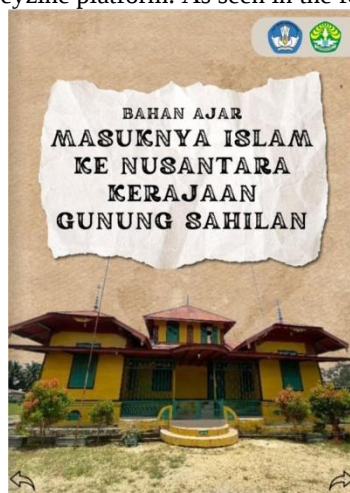


Figure 1. Flipbook Cover Display



Figure 2. Flipbook Material Content Display

The product is then validated by two experts, namely a material expert and a media expert. The results of the validation of the subject matter experts showed that the teaching materials obtained a score of 48 out of the maximum total score, with a percentage of 96% classified as "Very Good" or "Very Feasible" to be tested. Validation by media experts also gave higher results, namely a score of 54 with a percentage of 98%, also categorized as "Very Feasible".

The validated products were then implemented in small group trials (10 students) and large groups (30 students) in class X9 of SMAN 2 Tambang. In the small group trial, students showed enthusiasm in understanding the contents of the flipbook, with the results of the student response questionnaire scoring a total score of 362 out of the maximum score, or 91% which is also classified as "Very Good". A similar positive response was shown by the large group, with a total score of 1132 from the questionnaire given, resulting in a percentage of 94%, which was also categorized as "Excellent".

In addition, this study also assesses the level of students' interest in learning before and after the use of digital flipbooks. In the small group, students' interest in learning increased from a score of 220 (44%) to 443 (88%), rising from the "Medium" category to "Very High". Meanwhile, in the large group, the learning interest score increased from 700 (47%) to 1330 (89%), also moving from the "Medium" to "Very High" category. This increase indicates that digital flipbook media is able to provide a more interesting learning experience and arouse students' curiosity about local history materials. Overall feasibility assessments from various parties—subject matter experts, media experts, and students in small and large groups—also showed consistent results, ranging from 91% to 98%, which can be summarized as "Very Feasible" to be used in learning.

A summary of eligibility is shown in Table 1 below which presents the validation results of each stage.

Table 1 Overall Media Eligibility Results

Yes	Assessment Level	Total Score	Percentage	Feasibility
1	Expert Assessment	48	96%	Highly Worth It
2	Media Expert Ratings	54	98%	Highly Worth It
4	Small Group Student Assessment	362	91%	Highly Worth It
5	Large Group Student Assessment	1132	94%	Highly Worth It
Average				Highly Worth It

These results strengthen the conclusion that the digital flipbook teaching materials based on local history developed are not only feasible in terms of content and appearance, but are also able to increase student participation and interest in learning. This is in line with the opinion of Arikunto (2014), who stated that products with a score percentage above 81% are included in the "Excellent" category and do not require revision. Therefore, the teaching materials developed have met the criteria for the quality of learning media that are effective, innovative, and adaptive to technological developments and student needs in the context of the Independent Curriculum.

Discussion

The discussion in this study raises the development of digital flipbook teaching materials based on the local history of the Gunung Sahilan Kingdom as an innovative effort to increase students' interest in learning history subjects, especially in class X of SMAN 2 Tambang. This research is motivated by a classic problem in history learning, namely low interest and student participation due to the dominance of lecture methods and the use of conventional teaching materials that are textual and monotonous. This is in accordance with the findings in the results of field observations that history teachers at this school still use media in the form of printed books and PowerPoint presentations which are less able to arouse students' curiosity. On the other hand, the implementation of the Independent Curriculum provides opportunities for teachers and students to use digital devices in learning, including smartphones that can be accessed by students with teacher supervision. This opportunity is used by researchers to develop teaching materials that are not only interesting in terms of appearance, but also touch on local contextual aspects that are relevant to students' lives.

The use of the ADDIE model in this study provides a systematic framework in the media development process. The analysis stage provides a clear picture of the needs of students and the shortcomings of existing learning media, so that media development can be directed to specific goals, namely increasing students' interest and understanding of Islamic history materials and Islamic kingdoms in the archipelago. In the design stage, the researcher compiles a storyboard that contains content structures such as instructions for use, identity of teaching materials, concept maps, material content, to glossaries and bibliographies. This shows that the teaching materials developed have a complete, informative, and appropriate structure for students in the digital era.

The selection of the local history of the Kingdom of Mount Sahilan as the basis for material development is a strategic step because it functions as a bridge between the national curriculum and the local context of students. In this case, it shows that local history has great potential in fostering students' identity and sense of belonging to the history of their nation. By introducing local history that is close to students' lives, such as the Kingdom of Mount Sahilan in Kampar Regency, Riau, students can feel the relevance of learning to their daily reality. This shows that a locally-based contextual learning approach can increase students' active participation and meaning of subject matter.

In the development stage, the teaching materials are compiled using the Canva application and converted into a digital flipbook format using the Heyzine platform. Presentation in digital form allows for flexible access as well as more engaging visual presentations through the integration of images, videos, and narrative text. The validation of the product was carried out by two experts, namely material experts and media experts, who gave an assessment with a percentage of 96% and 98%, respectively, which were included in the "Very Feasible" category. This assessment reflects that from the substantive and technical aspects, the media developed has met pedagogical and aesthetic standards.

The implementation stage was carried out on two scales, namely small group trials (10 students) and large groups (30 students). In these two groups, digital flipbooks were tested in learning material on the entry of Islam into the archipelago and Islamic kingdoms. The results show that this teaching material is very liked by students, as evidenced by the results of the student response questionnaire with scores of 91% and 94%, respectively. This shows that presenting material in digital form with powerful visualizations can increase student attention, understanding, and engagement. This shows that visual-based digital media is able to attract students' attention, stimulate curiosity, and improve the quality of learning interactions in the classroom.

The feasibility of teaching materials is also reviewed from the aspect of effectiveness in increasing students' interest in learning. The researcher conducted an assessment by comparing the score of the learning interest questionnaire before and after the use of digital teaching materials. In the small-group trial, student interest increased from 44% to 88%, and in the large group it increased from 47% to 89%. This significant increase shows that local history-based digital flipbook teaching materials are not only technically feasible and content-based, but also pedagogically effective in fostering interest in learning history. These findings can be concluded that local and digital-based learning teaching materials have a positive influence on students' motivation and participation in history learning.

In addition to increasing interest, this teaching material also has an impact on the classroom atmosphere. Before the use of digital media, classroom conditions tended to be passive, and there were even students who fell asleep during the learning process. However, after the use of digital flipbooks, the class became more lively, students were more active in discussions, and showed a high curiosity about the content of the material. This shows that learning media that is packaged interactively can overcome the problem of boredom that often occurs in history lessons. As has been explained, digital teaching materials have the advantage of creating a more fun and immersive learning atmosphere.

In terms of material content, this flipbook contains two major parts, namely the process of entering Islam into the archipelago and a discussion of the five Islamic kingdoms in the Sumatra region, namely Siak, Indragiri, Pelalawan, Riau-Lingga, and Mount Sahilan. The selection of local content is based on the goal that students have an understanding of history that is not only on a national scale but also on a local scale. This approach is in line with the idea of history education that prioritizes multi-layered understanding, from local to national, and finally glonal. Thus, students not only understand major historical events, but also appreciate the contribution of their own region in the course of the nation's history.

From the results of this study, it can be concluded that the development of digital flipbook teaching materials based on local history not only provides a solution to the problem of low interest in learning history, but also presents a more contextual, relevant, and fun learning approach for students. This innovation makes a real contribution to the development of history teaching materials in the digital era, where visual media, accessibility, and engagement are key to building an effective learning process. Digital flipbooks also act as a bridge between technology and local culture, so that students can feel that learning history does not always have to be boring, but can be a fun learning experience and form their identity as part of the Indonesian nation.

The scientific contribution of this research lies in the integration of three important aspects in history education: digital technology approaches, strengthening local values, and achieving curriculum objectives. The three are sewn harmoniously in the form of digital flipbook teaching materials that can be used as a model for the development of teaching materials in other schools. This research opens up new opportunities for the exploration of other region-based history learning media, so that local history mapping in various regions can be brought to the surface and used as a rich learning resource. In the long run, this will strengthen the historical awareness of the younger generation and improve the nation's historical literacy as a whole.

CONCLUSION

Based on the results of research that has been carried out through the Research and Development (R&D) approach with the ADDIE development model, as well as through the stages of validation, small and large group trials, and analysis of students' learning interests before and after the application of digital flipbook teaching materials, the following conclusions are obtained:

1. The development of digital flipbook teaching materials based on the local history of the Kingdom of Mount Sahilan has been successful through the stages of systematic analysis, design, development, implementation, and evaluation. This stage involves identifying history learning problems at SMAN 2 Tambang which are still dominated by conventional methods and less interesting printed teaching materials, as well as students' need for more interactive learning media. With the right approach, the digital flipbook teaching materials developed are able to answer these problems.
2. The results of validation by material experts and media experts show that the digital flipbook products developed are very feasible to use in the history learning process. Material experts give a feasibility percentage of 96%, while media experts give a percentage of 98%. This shows that from the content, appearance, and technical aspects, the teaching materials developed have met the excellent eligibility criteria and can be applied without major revisions.
3. The students' response to the use of digital flipbook teaching materials also showed very positive results. Based on the response questionnaire given to students, a percentage of 91% was obtained for the small group and 94% for the large group, both of which were included in the "Very Good" category. This indicates that students feel helped in understanding historical material, feel more interested in learning, and find this medium interesting and easy to use.
4. Students' interest in learning history subjects has increased significantly after the use of digital flipbooks. In small groups, interest in learning increased from 44% to 88%, and in large groups increased from 47% to 89%. This increase is not only in numbers, but also seen in a more conducive classroom atmosphere, active involvement of students in discussions, and curiosity that grows when they listen to historical materials presented visually and interactively.
5. By elevating the local history of the Gunung Sahilan Kingdom as the main material in teaching materials, this digital flipbook also has a positive impact in building students' historical awareness of their surrounding environment. Understanding local history provides a stronger emotional closeness, allowing students to better appreciate their cultural identity while connecting it to the broader national historical narrative.

Based on the above conclusion, it can be emphasized that the development of digital flipbook teaching materials based on local history not only provides innovations in the method of delivering material, but also becomes a concrete solution to increase interest in learning history. These media combine visual, narrative, interactive, and contextual elements, all of which contribute to the creation of fun, effective, and meaningful learning.

The development prospects of the results of this study are very wide open. First, digital flipbook teaching materials can be expanded to other historical materials that contain local topics in various regions of Indonesia, so that local history from other regions can also be raised as an important part of the national learning process. This is in line with the goal of historical education that not only memorizes facts, but shapes the character and identity of the nation.

Second, the digital flipbook application can be expanded to other subjects that also require a visual and narrative approach, such as Pancasila Education, Sociology, or Geography. The ability of this medium to display

content in the form of text, images, audio, and video makes it flexible and easily adaptable to cross-disciplinary learning needs.

Third, for further development, this flipbook teaching material can be integrated with a Learning Management System (LMS) such as Google Classroom or Moodle, and can be used in a hybrid or *blended learning* model. Thus, it is not only used in the context of face-to-face learning, but also in distance learning (PJJ), especially in emergency situations such as pandemics or project-based learning.

Finally, this study also opens up opportunities for follow-up studies to examine the influence of locally-based digital teaching materials on the achievement of student learning outcomes cognitively, affectively, and psychomotorically, or to develop similar teaching materials based on artificial intelligence, augmented reality, and gamification technology, which will further enrich the student learning experience. This research is expected to be a real contribution to the development of historical education, as well as encouraging the emergence of contextual, creative, and sustainable educational innovations.

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