

Improvement Of Social Literacy Skills And Learning Interest Through The Method Of Play Using Flipbook Media

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Abstract: This study aims to improve students' social literacy and learning interest through the implementation of play methods assisted by flipbook media in Group B at Rahmatan Lil Alamin Islamic Kindergarten, Madiun City. This classroom action research employed Kemmis and McTaggart's spiral model, conducted in two cycles with 19 children as research subjects. Problem identification showed that only 12% of students achieved the Very Well Developed (BSB) category in social literacy at the pre-cycle stage. Data were collected through triangulation using observation sheets and picture questionnaires with assessment rubrics on a scale of 1-4 referring to early childhood education assessment criteria. The success criterion was set at 80% of students achieving at least the Developing as Expected (BSH) category. The results showed significant improvement in social literacy from 37% (pre-cycle) to 65% (cycle I) and 88% (cycle II), with a total increase of 51%. Learning interest increased from 37% to 62% (cycle I) and 82% (cycle II), with a total increase of 45%. Key modifications in cycle II, including transforming flipbooks into game-based learning and implementing sociodramatic play, proved effective in increasing active participation and internalization of social values. This study concludes that the synergy between play methods and interactive flipbook media can transform passive learning environments into dynamic and motivating interaction spaces for early childhood.

Keywords: social literacy, learning interest, flipbook media, play method, early childhood education.

Abstrak: Penelitian ini bertujuan untuk meningkatkan literasi sosial dan minat belajar siswa melalui penerapan metode bermain berbantuan media flipbook di Kelompok B TK Islam Rahmatan Lil Alamin Kota Madiun. Penelitian tindakan kelas ini menggunakan model spiral Kemmis dan McTaggart yang dilaksanakan dalam dua siklus dengan subjek penelitian sebanyak 19 anak. Identifikasi masalah menunjukkan hanya 12% siswa mencapai kategori Berkembang Sangat Baik (BSB) dalam literasi sosial pada tahap pra-siklus. Data dikumpulkan melalui triangulasi menggunakan lembar observasi dan kuesioner bergambar dengan rubrik penilaian skala 1-4 yang mengacu pada kriteria penilaian PAUD. Kriteria keberhasilan ditetapkan 80% siswa mencapai minimal kategori Berkembang Sesuai Harapan (BSH). Hasil penelitian menunjukkan peningkatan signifikan pada literasi sosial dari 37% (pra-siklus) menjadi 65% (siklus I) dan 88% (siklus II), dengan peningkatan total 51%. Minat belajar meningkat dari 37% menjadi 62% (siklus I) dan 82% (siklus II), dengan peningkatan total 45%. Modifikasi kunci pada siklus II berupa transformasi flipbook menjadi game-based learning dan penerapan sociodramatic play terbukti efektif meningkatkan partisipasi aktif dan internalisasi nilai sosial. Penelitian ini menyimpulkan bahwa sinergi antara metode bermain dan media

flipbook interaktif mampu mengubah lingkungan belajar pasif menjadi ruang interaksi yang dinamis dan memotivasi anak usia dini.

Kata Kunci: literasi sosial, minat belajar, media flipbook, metode bermain, pendidikan anak usia dini

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Introduction

Early Childhood Education (PAUD) is the most crucial foundation in the national education structure, which has a great responsibility in shaping the character, ethics, and basic abilities of individuals before entering the more complex level of formal education. During this period, children experience a golden *age* where brain development and the ability to absorb social information are at their maximum (Eny Junyanti & Nazla Maharani Umay, 2024). One of the competencies that is an indicator of the success of education in this phase is the mastery of social literacy (Alfikri et al., 2025). Social literacy is not just the ability to read situations, but fundamental skills for children to understand applicable norms, build empathy for others, and practice healthy interpersonal interactions in the school and home environment. As emphasized by (Diswantika, 2022), Early childhood education must be able to provide concepts and theories that support children to become adaptive social beings. However, in reality, efforts to improve social literacy are often hampered by children's low interest in learning materials that are abstract and tend to be provided through monotonous conventional methods.

The phenomenon of low social skills and lack of enthusiasm for learning is a real problem found in Rahmatan Lil Alamin Islamic Kindergarten in Madiun City, especially in Group B students. The identification of this problem is supported by preliminary data showing that only 12% of students fall into the category of "Very Well Developed" (BSB) in terms of social literacy. This low number is not just an ordinary statistic, but a reflection of the failure of the process of internalizing social values in daily learning. This problem was detected through a comprehensive assessment instrument, including daily behavior observation sheets and assessment rubrics that refer to four main indicators: the use of good manners, adherence to the rules of the game, the ability to share, and the initiative to help friends (Suryana & Yuanita, 2022).

If reviewed more deeply, the measurement instruments used in this pre-action stage use the assessment criteria of PAUD standards, namely Not Yet Developed (BB), Starting to Develop (MB), Developing as Expected (BSH), and Developing Very Well (BSB). The description of the problem shows that most children are still at the Undeveloped (BB) level. For example, in indicators of the use of "magic words" such

as please, sorry, and thank you, the majority of children still had to be reminded repeatedly by the teacher and rarely said them spontaneously when interacting with peers (Arnilasari & Gaffar, n.d.). In terms of rule compliance, a phenomenon that often arises is the child's impatience when having to wait in line to wash their hands or take turns using toys, which often leads to minor physical conflicts in the classroom. This condition is exacerbated by the low interest in learning, which is observed from the child's passive attitude when the teacher explains in front of the class. Children tend to be easily distracted, often daydream, or even disturb other friends because the learning media used is only in the form of static picture books or one-way lectures (Erminawati et al., 2023).

The problem of low interest in learning and social literacy is often viewed separately, even though the two are very closely related. Without a strong interest, children will not have the persistence to listen to the moral messages conveyed by teachers, and without good social literacy, children's interest in learning will be hampered by their inability to collaborate in group activities. Although in the educational literature, social development theories such as those put forward by Vygotsky emphasize the importance of social interaction in building knowledge, the application of this theory in Rahmatan Lil Alamin Islamic Kindergarten has not been running optimally due to the absence of bridges in the form of innovative learning media. These grand theories are indeed important as a framework for thinking, but in the context of this Introduction, the main focus is not on in-depth theoretical debates, but on how they are operationalized through real actions in the classroom (Mutoharoh, n.d.).

Mixing theoretical discussions that are too in-depth at the beginning often obscures the identification of the specific problems faced by teachers (Azizah et al., 2025; Fahrurrozi et al., 2025). Therefore, this study tries to shift the focus from just discussing the concept of social literacy to practical solutions using the method of playing with the support of *flipbook media*. Flipbook media was chosen for its ability to present a dynamic and interactive visual narrative, which is very much in line with the characteristics of early childhood cognitive development. As revealed in a study (Putri & Wiranti, 2023) Regarding the effectiveness of *flipbook media*, the use of interactive technology in the form of digital books can significantly increase children's involvement. However, there is an explicit research *gap* that is a strong reason for conducting this research. Most previous research on *flipbooks* at the PAUD level has focused more on improving cognitive abilities, such as reading or recognizing numbers, but there are still very few that have specifically examined its effectiveness in increasing social literacy and learning interest simultaneously, especially in the format of Classroom Action Research, which is cyclical and reflective (Rizkia et al., 2026).

The uniqueness of this study lies in the integration between traditional play methods that prioritize movement and interaction, with *flipbook* media that provides a story base or social behavior stimulus. Researchers see that there is a great opportunity to use storylines in *flipbooks* as a trigger for children to do social simulations or role-play (Nurmahanani, 2021). This gap is what the researcher wants to fill: how digital media does not make children become individualists, but rather becomes a means that triggers more quality social interaction in the classroom. By overcoming the constraints of the availability of interesting media, it is hoped that children's interest in learning will increase intrinsically, so that the messages about social literacy contained in the media can be absorbed and practiced better (Pradana, 2024).

Through the Classroom Action Research approach, researchers want to ensure that any changes in a child's behavior are recorded systematically. The instrument used in this study is not just a formality, but a tool to see the pattern of change from each cycle. The assessment criteria set are very strict, namely, the success of the action is measured if at least 80% of the total number of students in the class have reached the category of Developing According to Expectations (BSH) or Developing Very Good (BSB). This target is based on the urgent need to improve the quality of learning at Rahmatan Lil Alamin Islamic Kindergarten to be on par with the ideal early childhood education achievement standards. The use of the 80% figure as an indicator of classical success refers to the principle of learning completeness that is commonly used in action research methodologies, according to experts such as (Silawati, n.d.).

Based on the background that has been described at length above, the formulation of the problem in this study is formulated as follows: Can the application of the play method using *flipbook* media improve social literacy skills and learning interest in Group B students at Rahmatan Lil Alamin Islamic Kindergarten, Madiun City? In line with the formulation of the problem, the main purpose of this study is to describe in detail the process of implementing *flipbook* media and empirically prove that there is a significant increase in social literacy and children's learning interest through planned interventions. As the end of this series of thoughts in the introduction, the researcher proposes an action hypothesis that if the method of playing with *flipbook* media is applied through careful planning, interactive implementation, observant observation, and critical reflection, then social literacy skills that include polite and rule-abiding attitudes, as well as learning interest shown through enthusiasm and active participation of Group B children, will experience a real and continuous improvement. Thus, this research is expected not only to be an answer to local problems in one school, but also to make a practical

contribution to the development of social literacy learning strategies at the level of early childhood education more broadly (Silawati, n.d.).

Methods

This study uses the type of Classroom Action Research (PTK) which adopts the spiral model from *Kemmis and McTaggart*. This model consists of four main components in each cycle: *planning, acting, observing, and reflecting*. This research is planned to take place in two cycles, where each cycle consists of two meetings with the duration of each meeting being 120 minutes. The main focus of this design is the gradual improvement of learning practices through critical reflection to improve children's social literacy and learning interest (Sugianto et al., 2017).

The location of the research is at Rahmatan Lil Alamin Islamic Kindergarten, Madiun City. The subjects of the study were Group B students totaling 19 children. The research was carried out over a period of four months. Data was collected through a triangulation method using observation sheets and image questionnaires. The assessment instrument uses rubrics with a scale of 1-4, which refer to the assessment criteria for early childhood education: Not Yet Developed (1), Starting to Develop (2), Developing as Expected (3), and Developing Very Well (4).

Table 1. Grid of Social Literacy and Learning Interest Instruments

Variabel	Indicator	Assessment Descriptor
Social Literacy	Communication Skills	Using the "magic word" (please, sorry, thank you) spontaneously.
Self-Regulation	Ability to queue and wait for Turns while playing.	Ability to queue and wait for their turn while playing.
Empathy and Cooperation	-	Initiative to help friends and share game tools.
Interest in Learning	Feeling Happy	Enthusiasm and excitement when using <i>Flipbook media</i> .
Active Participation		Willingness to answer questions and engage in role-playing.
Focus/Attention		Resilience to listen to the storyline in <i>Flipbook</i> without being distracted.

The data analysis technique used is comparative descriptive analysis. Quantitative data is calculated using a percentage formula to determine the classical achievement of students:

$$P = \frac{\sum f}{N} \times 100\%$$

Description: = Classical Percentage; = Number of children who meet the minimum criteria of BSH/BSB; = The number of all children.

The increase between cycles is calculated by comparing the classical success percentage in the running cycle with the previous cycle to see the trend of the effectiveness of the action

This study set a success criterion of 80%. This figure refers to the classical percentage of the number of children, meaning that the action is considered successful if at least 80% of the total 19 children in the class have reached the minimum category of "Progressing as Expected" (BSH) or "Progressing Very Well" (BSB) on all observed indicators.

Results And Discussion

Results

This Class Action Research (PTK) was carried out in two cycles to overcome the low social literacy skills and learning interests of Group B students at Rahmatan Lil Alamin Islamic Kindergarten. Based on findings in the field, the following is a presentation of factual data that shows the transformation of students' developmental achievements from the pre-cycle stage to cycle II.

Recapitulation of Classical Achievements Between Cycles

Quantitative data showed a significant improvement trend in both main variables after the implementation of the Flipbook media playing method.

Table 1. Comparison of the Percentage of Social Literacy Achievement and Learning Interest

Variabel	Pre-Cycle	Cycle I	Cycle II	Total Improvement
Social Literacy	37%	65%	88%	51%
Interest in Learning	37%	62%	82%	45%

Analysis Per Social Literacy Ability Indicator

Improving social literacy does not occur uniformly in all aspects. The table below details how each indicator evolves from an initial passive state to an internalized behavior.

Table 2. Distribution of Achievement per Social Literacy Indicator (BSH/BSB Criteria)

Social Literacy Indicators	Pre-Cycle	Cycle I	Cycle II	Developmental Analysis
The Use of the "Magic Word" (Please, Sorry, Thank You)	12%	55%	90%	Experiencing the highest surge after <i>Flipbook</i> media focused on behavioral modeling
Rule Compliance (Queue, Sharing)	15%	60%	85%	Improves significantly when role-playing methods are applied consistently.
Empathy & Cooperation (Helping a friend)	20%	50%	82%	Requires longer <i>scaffolding</i> ; sharply improved in Cycle II with <i>game-based elements</i> .

Analysis Per Indicator of Learning Interest

Learning interest is measured through observation of children's active participation and enthusiasm during the learning process.

Table 3. Analysis of the Achievement of Learning Interest Indicators

Learning Interest Indicators	Pre-Cycle	Cycle I	Cycle II	Observational Evidence
Enthusiasm	Low	Medium	Very High	The children immediately gathered when the teacher opened <i>the Flipbook</i> .

Active Participation	Passive	Active	Highly Active	Children scramble to try <i>the game</i> features in <i>Flipbook</i> .
Persistence (Focus)	< 5 Minutes	10 Minutes	> 15 Minutes	Children's resilience in solving role-playing scenarios increases.

Discussion

The significant increase that occurred from Cycle I to Cycle II (from 65% to 88% in social literacy and 62% to 82% in interest in learning) was not the result of chance, but the fruit of critical reflection and specific modifications to *the Flipbook media* and the playing methods applied. This success confirms that the effectiveness of early childhood learning is highly dependent on the precision of media adaptation to the child's psychological characteristics (Arnilasari & Gaffar, t.t.).

Critical Analysis of Intervention Modification: The Key to Achievement Surge

In Cycle I, despite the improvement from the pre-cycle condition, the learning results have not reached the target of 80% because *Flipbooks* are still used as a one-way story medium. Researchers identified that children tend to be passive listeners, which limits the internalization of social values in real practice. Therefore, substantial modifications were made in Cycle II which became the main factor of the data surge:

Transforming Media into *Game-Based Learning*: In Cycle II, *Flipbook* no longer just displays narratives, but adds an element of "preferred scenarios". Children are asked to choose the correct social response (for example: choosing a picture of queuing or scrambling) (Ferdy Fahrurrazi & Sri Setia Putra Jayawardaya, 2024). This changes the role of the child from an observer to a decision-maker, drastically increasing mental engagement and interest in learning by up to 82%.

Improving the Quality of Sociodramatic Play: If in Cycle I the dialogue is still dictated by the teacher, in Cycle II children are encouraged to create their own dialogues that are relevant to the scenarios in *the Flipbook*. This freedom of expression allows children to practice "magic words" spontaneously in a context of their own control (Siregar et al., 2020).

Application of *Scaffolding Theory*: A drastic increase in social literacy (reaching 88%) occurred because teachers gradually reduced assistance (*fading*) in Cycle II. Children who previously needed verbal instructions to say "thank you" started doing so automatically after being stimulated by *Flipbook*'s interactive visualizations.

Critical Reflection: Implementation Constraints and Solutions

This discussion does not ignore the fact that implementation in the field faces various challenges that demand the creativity of teachers as practitioners:

Technical and Focus Constraints: At the beginning of Cycle I, some children are more interested in the physical *Flipbook* (wanting to flip through the pages quickly) than in the content of the story. The solution is for teachers to apply the rules of the game "take turns holding books," which is actually the first social literacy exercise for children in terms of queuing up and respecting the rights of friends (David Triatna & Khamim Zarkasih Putro, 2024).

Heterogeneity of Social Abilities: Not all children respond to interventions at the same pace. Some children are very shy to role-play in front of the class. Researchers overcome this with smaller group divisions, where more socially competent children are paired with passive children as *peer modeling*, in accordance with Vygotsky's socio-cultural theory (Haloho, 2022).

Duration Limitations: *Flipbook integration* and role-playing often take longer than the daily schedule. Teachers get around this by integrating this social literacy material into routine habituation activities, not just formal academic sessions.

Comparative Analysis and Theoretical Discussion

The findings in this study reinforce previous studies but also provide new perspectives. Research by (Hafidah et al., 2022) states that *Flipbooks* are effective for visual retention, but findings in Islamic Kindergarten prove that *Flipbooks* are much more effective when combined with active play methods for affective aspects.

Compared to research (Rizkia et al., 2026) that emphasizes indicators of social skills through direct instruction. This study shows that the approach through play (*Play Method*) provides more permanent results because children do not feel that they are being "taught" but rather are "playing". These results confirm Froebel's view that play is the most vital means for children to understand the world and its social norms.

It is important to note that this study has limitations. Limited Subjects: The study only involved 19 children in one specific location (Group B of Islamic Kindergarten). This generalizes results must be done carefully in the context of schools with different facilities or social backgrounds. Specific Context: The social values instilled are strongly influenced by the local culture of Madiun City and Islamic values in the school (such as the use of the word "magic" in polite greetings).

Time Frame: This action study lasted for four months. The visible improvement is a short-term result; Further monitoring is needed to ensure that this social literacy remains consistent when children move up to the elementary school level (Aulina, 2019).

Based on the experience during this PTK, here are recommendations for PAUD practitioners:

Media Design: Teachers don't need to create complex digital media; *A simple flipbook* that highlights the characters' facial expressions and the choice of social scenarios is effective enough to trigger children's empathy (Mutoharoh, n.d.)

Curriculum Integration: Social literacy should not be taught as a separate subject. Use *Flipbooks* during *circle time* sessions and connect the story with role-playing activities during breaks.

Positive Reinforcement: Whenever a child uses a Flipbook-inspired "magic word", the teacher should provide immediate verbal reinforcement to make the behavior permanent. Overall, the synergy between engaging visual content (*Flipbook*) and fun context (Play Method) has been proven to be empirically able to transform a passive learning environment into a dynamic and civilized interaction space (Firmansyah & Saepuloh, 2022).

Conclusion

Based on the entire series of Class Action Research (PTK) that has been carried out in Group B of Rahmatan Lil Alamin Islamic Kindergarten, Madiun City, a comprehensive conclusion can be drawn regarding the effectiveness of the application of the play method using *Flipbook* media in improving students' Social Literacy Skills and Learning Interests. The results show that this innovative and interactive learning strategy successfully overcomes the fundamental problems identified in the pre-cycle stage.

Specifically, it is proven that the application of playing methods that are integrated with *Flipbook* media is able to improve students' Social Literacy Skills. This improvement was validated quantitatively, where the classical success rate on the Performing Well Expectation (BSH) and Performing Very Good (BSB) criteria jumped sharply from 37% at baseline to 88% at the end of Cycle II. This increase is supported by significant qualitative changes, which can be seen from the child's ability to independently use "magic words" (thank you, please, sorry), increased initiative in sharing and helping friends, and better adherence to social rules, which indicates that the child has managed to internalize basic character values through fun social practices.

Furthermore, the application of the method of playing with *Flipbook media* has also proven to be effective in increasing students' Learning Interest. The classical achievement of Interest in Learning increased from 37% in pre-cycle to 82% at the

end of Cycle II, which means that the classical success target has been met. This improvement was driven by the visual appeal and interactive elements of the *Flipbook*, especially after the media was updated with *gaming* elements in Cycle II. Children become more enthusiastic, show longer focus, and actively participate in each learning session without coercion. Thus, it can be concluded that the synergy between the Play Method and the Flipbook Media is a valid, relevant, and effective learning model for the development of social-emotional and affective aspects in early childhood, successfully transforming a passive learning environment into a dynamic and motivational interaction space.

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