

Digital Flipbook Media for Indonesian Language Learning: A PRISMA-Based Systematic Literature

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ABSTRACT

The increasing integration of digital technology into education has encouraged the development of interactive learning media, including digital flipbooks. Although flipbook-based media have been widely investigated, evidence regarding their application in Indonesian language education remains fragmented across educational levels, language skills, and instructional contexts. This study systematically synthesizes existing evidence on the development, implementation, educational outcomes, and challenges of flipbook-based media in Indonesian language learning. A Systematic Literature Review (SLR) was conducted following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework. Relevant literature was identified through preliminary mapping using Publish or Perish and Google Scholar, followed by a focused search in Scopus. Studies were screened using predefined inclusion and exclusion criteria, resulting in 25 studies for descriptive and thematic synthesis. The findings indicate that flipbook-based media have been implemented across various educational levels and Indonesian language competencies, including reading, vocabulary, academic writing, poetry, negotiation texts, procedural texts, and literary learning. Most development studies employed systematic instructional design approaches, particularly ADDIE and 4D. The reviewed evidence generally reported favorable feasibility, learning, motivation, and engagement outcomes. Contextual and local cultural content also emerged as a recurring instructional feature. However, substantial heterogeneity was identified in research designs, participants, instruments, and outcome measures. Flipbook-based media show potential as interactive and contextually adaptable resources for Indonesian language education. Nevertheless, stronger comparative, experimental, and longitudinal research is required to establish their effectiveness across diverse learning contexts.

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1. INTRODUCTION

Education in the digital era demands continuous innovation in learning processes to ensure that instruction remains relevant, engaging, and aligned with the needs of contemporary learners. The rapid advancement of information and communication technology has reshaped how students' access, process, and interact with information. Learning is no longer confined to traditional classroom materials but extends to various digital platforms that support interactivity and independent exploration. In Indonesian senior high schools, Indonesian language learning plays a fundamental role not only as a means of communication but also as a medium for fostering critical thinking, literacy competencies, and character development. Indonesian language subjects are expected to cultivate the ability to understand and produce texts, interpret cultural and social values, and communicate effectively in academic and interpersonal contexts.

However, instructional practices in Indonesian language classrooms often remain dominated by conventional print-based methods. Teachers generally rely on textbooks, lecture-based delivery, and repetitive exercises. These approaches are often less appealing to digitally native students who are accustomed to multimedia-rich content. The generational shift in learning preferences indicates that students today expect visual, interactive, and dynamic learning environments that allow exploration and engagement. Low reading motivation and the limited availability of attractive and interactive learning media continue to hinder the achievement of optimal learning outcomes (Wardhany & Indihadi, 2021). Students may find literary and textual analysis difficult when learning materials are presented in a static and monotonous format, leading to reduced participation and superficial comprehension.

The transition toward twenty-first century education emphasizes the integration of technology into classroom practice. Teachers are encouraged to design learning activities that support higher-order thinking, collaboration, creativity, and digital literacy (Pinasti et al., 2018). In Indonesian language learning, this expectation involves shifting from teacher-centered instruction toward student-centered learning that values exploration, interaction, and reflective reasoning. However, challenges remain in practice. Constraints in infrastructure, limited digital learning resources, and varied teacher readiness create barriers to effective technology integration (Fitriani & Nurjamaludin, 2020). Many teachers may lack training in multimedia-based instructional design, and some schools may experience limited access to stable internet connectivity or digital devices. Therefore, there is a need for learning media that are accessible, easy to use, and pedagogically meaningful, while still providing interactive and engaging content.

One potential solution is the use of a flipbook as an Indonesian language learning media. Flipbooks are digital or electronic books that present instructional materials in an interactive format, featuring visual page-flipping effects similar to printed books and multimedia elements such as audio, video, animation, and hyperlinks (Anwar et al., 2022; Yulinar, 2022). The use of a flipbook allows the presentation of information in an integrated visual and auditory format, which can support diverse learning styles. Flipbook can display text alongside graphic organizers, illustrations, embedded questions, and video explanations, enabling students to interact more meaningfully with the content. The aesthetic and interactive features of flipbooks are also aligned with the learning behavior of digital-native students who are familiar with intuitive touch-based interfaces and multimedia navigation. Several studies have examined the use of flipbooks as learning media at various educational levels. (Juliani & Ibrahim, 2023.-a) reported that the integration of flipbooks in Indonesian language instruction was associated with improved student performance compared with conventional learning methods. This finding was consistent with the report by (Nurwahidah et al., 2025) who noted gains in students' comprehension of narrative-based texts following the use of flipbook. Post-test data presented in several studies also indicate higher achievement scores among students who used flipbooks during instruction (Juliani & Ibrahim, 2023-b). In addition, research conducted during the pandemic period demonstrated that flipbooks were functional as e-module substitutes that facilitated the continuity of instruction in remote learning contexts (Eliyasni et al., 2021; Sari et al., 2024). These studies suggest that

the flexibility of digital media formats allows flipbook to serve various instructional needs, including face-to-face, blended, and online learning scenarios.

From a development standpoint, flipbook-based e-modules have also been evaluated for theoretical and practical validity. Expert assessments have reported high levels of feasibility in terms of content structure, visual layout, pedagogical alignment, and usability (Oronce et al., 2021; Mahendri et al., 2023). (Sa'diyah, 2021) also indicated that flipbook-based Indonesian language learning modules were practical to implement in high school classroom settings. The alignment of flipbook with the requirements of modern curricula further supports their relevance in Indonesian language education, particularly in developing adaptive and technology-supported learning resources (Kamil Budiarto, 2021). The capability of flipbook to incorporate multimedia narratives, cultural contexts, and thematic learning content also allows them to support contextualized literacy instruction.

Despite the growing research interest in flipbook, the available studies remain scattered across different subjects, school levels, learning environments, and instructional objectives. There is no integrated academic synthesis that specifically examines the application of flipbook within Indonesian language learning at the senior high school level. As a result, the current knowledge base lacks a systematic understanding of patterns of implementation, dominant instructional themes, methodological trends, and observed pedagogical challenges. Therefore, a comprehensive review is required to consolidate findings, identify gaps, and clarify research directions.

This study aims to conduct a Systematic Literature Review (SLR) to provide a structured overview of research on flipbook use in Indonesian language learning at the senior high school level. The objectives of this review are to:

- (1) identify patterns in the application of flipbooks within Indonesian language learning;
- (2) determine the types of Indonesian language materials most frequently integrated into flipbooks;
- (3) describe advantages and challenges reported in implementation; and
- (4) propose future research directions based on identified gaps.

Through this systematic review, the study is expected to contribute theoretical grounding and empirical insights that support the strategic integration of flipbook-based media into Indonesian language learning practices. The synthesis may provide recommendations for teachers in instructional design, for media developers in content development, and for policymakers in promoting digital literacy in national curriculum implementation.

2. METHODS

2.1 Research Design

This study employed a Systematic Literature Review (SLR) to identify, evaluate, and synthesize empirical evidence concerning the development and implementation of flipbook-based learning media in Indonesian language education. The SLR approach was selected because it provides a structured procedure for consolidating findings from previous studies, identifying recurring patterns, and revealing gaps in the existing body of knowledge (Paul et al., 2021).

The review process was guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework to enhance transparency and methodological rigor in the identification, screening, eligibility assessment, and inclusion of relevant studies (Mustapha et al., 2021). The review was conducted through six sequential stages: (1) formulation of the research questions, (2) identification of potentially relevant studies, (3) screening of retrieved records, (4) assessment of study eligibility, (5) extraction and organization of relevant data, and (6) synthesis and interpretation of the findings.

2.2 Research Questions

The review was designed to provide a systematic understanding of the development and implementation of flipbook-based media in Indonesian language education. Accordingly, the following research questions guided the review:

1. What are the characteristics and methodological trends of studies investigating flipbook-based media in Indonesian language education?
2. What types of Indonesian language learning content and language skills have been integrated into flipbook-based media?
3. What educational outcomes are reported following the implementation of flipbook-based learning media?
4. What advantages and challenges are reported in the implementation of flipbook-based media in Indonesian language education?
5. What research gaps and directions can be identified for future studies on flipbook-based Indonesian language learning?

These research questions served as the basis for determining study eligibility, extracting relevant information, organizing the findings, and developing the thematic synthesis.

2.3 Literature Search Strategy

The literature search was conducted in two stages. First, Publish or Perish (PoP), supported by Google Scholar, was used for preliminary literature mapping. This exploratory stage was conducted to identify relevant terminology, publication patterns, authors, journals, and research trends associated with flipbook-based learning media. The preliminary search also informed the refinement of keywords for the subsequent systematic search.

Second, a more focused search was conducted using the Scopus database. The search strategy incorporated terms directly associated with the digital media investigated in this review, including "Flipbook," "E-Module Flipbook," and "Flipbook Maker." These keywords were used to identify studies addressing the development, application, or evaluation of flipbook-based learning resources in educational settings.

Following the database search, the retrieved records were examined for relevance to the research questions. The selection process followed the PRISMA stages of identification, screening, eligibility assessment, and final inclusion. Titles and abstracts were initially screened, followed by full-text examination of potentially eligible studies.

2.4 Inclusion and Exclusion Criteria

Predetermined inclusion and exclusion criteria were applied to ensure that the selected studies were relevant to the objectives of the review. Studies were included when they met the following criteria: (1) they were empirical studies reporting original research findings; (2) flipbook, digital flipbook, flipbook-based e-module, or a comparable interactive flipbook format constituted a central component of the learning media investigated; (3) the study examined the development, implementation, feasibility, practicality, effectiveness, or educational outcomes of the media; (4) the study was situated within Indonesian language education or addressed language-learning content directly relevant to the scope of the review; (5) sufficient methodological and empirical information was available to permit data extraction; and (6) the full text was accessible for eligibility assessment.

Studies were excluded when they met one or more of the following conditions: (1) flipbook was mentioned only incidentally and was not a central instructional medium; (2) the publication did not report original empirical findings, such as editorials, opinion papers, book reviews, or purely conceptual papers; (3) the study focused exclusively on disciplines unrelated to language or Indonesian language education and did not provide evidence relevant to the research questions; (4) the publication contained insufficient methodological or outcome information for systematic

extraction; (5) the full text could not be assessed; or (6) the record was a duplicate of another publication already included in the review.

Studies from different educational levels were retained when their instructional focus was directly relevant to Indonesian language learning. This decision enabled the review to examine the development and application of flipbook media across elementary, secondary, and higher education rather than restricting the synthesis to a single educational level.

2.5 Study Selection

Study selection was conducted sequentially according to the PRISMA framework. During the identification stage, records retrieved through the literature search were compiled for initial assessment. Duplicate records were removed before screening. The remaining records were screened on the basis of their titles and abstracts to determine their relevance to flipbook-based learning media and the objectives of the review.

Potentially relevant publications were subsequently subjected to full-text eligibility assessment using the predefined inclusion and exclusion criteria. Studies that did not correspond to the instructional focus of the review, lacked sufficient empirical information, or did not investigate flipbook as a substantive learning medium were excluded. Following the screening and eligibility procedures, 25 studies meeting the criteria were retained for the final synthesis.

The complete selection pathway, including the number of records identified, removed, screened, excluded, assessed for eligibility, and ultimately included, is presented in the PRISMA flow diagram (Figure 1). This procedure was intended to provide a transparent account of how the final body of literature was constructed.

2.6 Data Extraction

A structured data extraction procedure was applied to the 25 included studies. Information extracted from each study included author(s), publication year, educational level, Indonesian language learning content or skill, research design, development model where applicable, type of flipbook media or platform, participant characteristics, assessment indicators, and major findings.

The extracted findings were further organized according to the principal dimensions addressed by the research questions. These dimensions included media feasibility and validity, practicality of implementation, learning outcomes, students' motivation and interest, learner engagement, and challenges encountered during implementation. Information regarding technological accessibility, teacher preparedness, digital competence, and contextual or cultural integration was also recorded when reported by the original studies.

All extracted information was organized in a structured data matrix to facilitate systematic comparison across studies. This procedure enabled the identification of similarities and differences in methodological approaches, instructional applications, and reported educational outcomes.

The complete selection pathway is presented in the PRISMA flow diagram (Figure 1), which illustrates the progression from the initial pool of retrieved records to the final set of studies included in the review.

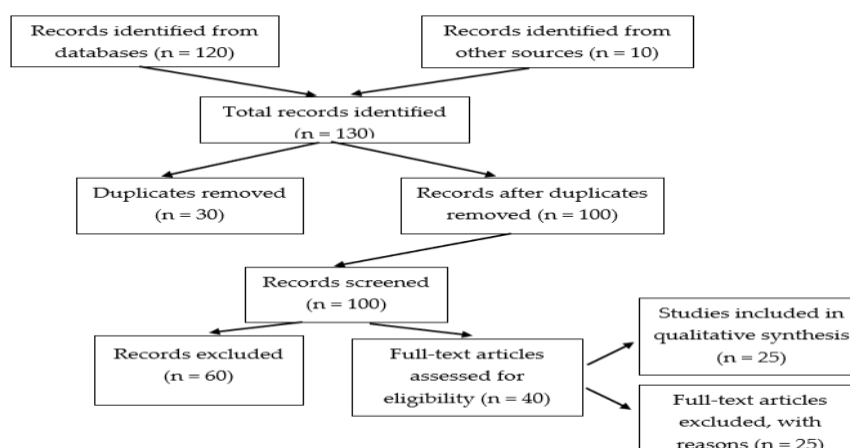


Figure 1. PRISMA Diagram of the Article Selection Process

2.7 Data Analysis and Synthesis

The included studies were analyzed using descriptive and thematic synthesis. Descriptive synthesis was used to map the general characteristics of the literature, including publication trends, educational levels, methodological approaches, development models, instructional content, and types of educational outcomes examined.

Thematic synthesis was subsequently employed to identify recurring patterns across the included studies. Findings were grouped into major themes concerning: (1) the feasibility and quality of flipbook-based learning media; (2) the contribution of flipbook-based media to learning outcomes; (3) students' motivation, interest, and engagement; and (4) challenges and contextual factors affecting implementation.

Particular caution was exercised when interpreting quantitative findings because the included studies employed different research designs, samples, assessment instruments, and outcome indicators. Measures such as expert validation percentages, practicality ratings, post-test scores, mastery percentages, student-response scores, and N-gain values represent different constructs and measurement procedures. Therefore, these indicators were interpreted within the methodological context of the original studies and were not assumed to be directly equivalent.

Rather than treating heterogeneous quantitative indicators as a single pooled measure, the synthesis emphasized patterns, ranges, consistencies, and differences across studies. This approach allowed the review to integrate quantitative and qualitative evidence while avoiding inappropriate comparisons between conceptually different outcome measures.

Finally, the synthesized findings were interpreted in relation to relevant educational perspectives to explain how the interactive, multimodal, contextual, and learner-controlled characteristics of flipbook-based media may contribute to Indonesian language learning. The analysis was also used to identify methodological limitations, implementation challenges, gaps in the existing literature, and directions for future research.

3. FINDINGS AND DISCUSSION

3.1 Findings

This section presents the results of a systematic analysis of twenty selected articles obtained through the Systematic Literature Review (SLR) process, which was conducted in accordance with the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework. The

selection procedure followed four main stages, namely identification, screening, eligibility, and inclusion. These steps were carried out to ensure that the final articles included in the review were directly relevant to the use of flipbook as Indonesian language learning media at the senior high school level. The PRISMA-based selection process also ensured transparency and replicability in literature identification and decision-making during data filtration.

The reviewed articles were analyzed based on several key aspects, including research characteristics, methodological approaches, instructional contexts, forms of flipbook integration, and reported outcomes. Most of the articles were published between 2022 and 2026, indicating that the interest in flipbook development and implementation aligns with the increasing emphasis on digital learning resources in the last decade. Quantitative research designs were the most dominant, followed by mixed method approaches, while qualitative designs appeared in a smaller proportion of studies. The quantitative studies typically involved pre-test and post-test measurements to compare learning outcomes before and after the use of flipbook media, while mixed method studies combined test results with student or teacher responses through questionnaires or interviews.

From the standpoint of media validation, flipbook-based learning media were generally assessed through expert judgment related to content clarity, instructional design, user interface layout, and technical feasibility. The results of validation checks showed validity scores between 85 percent and 100 percent, which fall within the high feasibility category. These validation findings suggest that the instructional structure and design of the flipbook media used in the reviewed studies were aligned with curriculum expectations and learning objectives in Indonesian language instruction. In terms of learning outcomes, several studies documented higher mean achievement scores among students who learned with flipbook compared with those who used conventional printed materials. Although the magnitude of score differences varied across cases, the general pattern indicated a consistent improvement in measured academic performance.

The thematic analysis also revealed several recurring approaches in the way flipbook was implemented in Indonesian language learning. One theme concerned the integration of multimedia elements such as imagery, audio recordings, and embedded videos to support comprehension of narrative and expository texts. Another theme highlighted the use of local cultural content, particularly in literature-based materials, where stories, folktales, or cultural expressions were contextualized to strengthen student familiarity and engagement with the content. Flipbook was also adapted for writing instruction, particularly in guiding idea organization, drafting, and revision through structured visual frames.

However, the reviewed studies also identified several challenges. Limited access to technological devices and stable internet connectivity posed constraints in some school contexts, especially in rural regions. Teacher preparedness emerged as another concern, particularly regarding technical skills in digital media production and classroom management when using technology-supported instruction. Variations in student digital competence also influenced the level of independence and ease of interaction with the flipbook media.

Based on the synthesized findings, the reviewed research provides a representation of current trends in digital media innovation within Indonesian language learning at the high school level. The consistent patterns in media validation and student performance outcomes indicate that flipbook media have been developed and used in a structured instructional manner. However, the challenges imply that broader institutional support, capacity-building strategies for teachers, and consistent technology provisioning are necessary to strengthen implementation.

Future research is recommended to focus on three primary directions. First, studies with larger sample sizes and multi-school research settings are needed to strengthen generalizability. Second, longitudinal studies would provide insights into the sustained impact of flipbook use on literacy and higher-order language skills. Third, research on teacher training models for digital media integration may contribute to more consistent and scalable implementation across schools. Table 1. Summary of reviewed studies on flipbook-based Indonesian language learning media.

Table 1. Article Data on Flipbooks

Year	Article Title	Authors	Journal Name	Analysis Results	Type
2022	Pengembangan E-Modul <i>Flipbook</i> MKU Bahasa Indonesia untuk Meningkatkan Keterampilan Menulis Akademik	I Putu Saragih & Panca Dewi	Jurnal Basicedu, Vol. 6, No. 1, 2022, hal. 82-96	This research and development (R&D) study demonstrates that the interactive flipbook-based e-module developed for the Indonesian Language General Course (MKU) possesses a high level of validity, as evidenced by an expert validation score of 94%. Furthermore, the e-module proved highly effective in enhancing students' academic writing competencies, particularly in constructing accurate citations, applying standardized spelling conventions, and systematically compiling reference lists.	SINTA 3
2023	Pengembangan E-Modul <i>Flipbook</i> MKU Bahasa Indonesia Berbasis Flip PDF Professional Pada Materi Menulis Karya Ilmiah Untuk Mahasiswa Prodi TIK STKIP Pesisir Selatan	Riska Mayeni, Taufik Abdul Hasan, Amarullah, Septiana, Vratwi, Dino Adi Putra, Intan Dwi Rahayu, & Riski Randa Hidayatullah	SIBERNETIK: Jurnal Pendidikan dan Pembelajaran, Volume 1, Nomor 1, Juni 2023, hal. 89-97	The flipbook-based scientific writing e-module developed following the Borg and Gall R&D model demonstrated high feasibility (84%) and effectiveness (86%). The module contributed to improved student engagement and supported the development of scientific writing competencies through a self-directed learning approach.	SINTA 4
	Pengembangan Media Pembelajaran <i>Flipbook</i> Cerita Rakyat Nusa Tenggara Timur Untuk Meningkatkan Literasi Budaya Siswa	Angelina C. O. Rosari Lake, Hilari F. Lipikuni, & Konradus Silvester Jenahut	Cakrawala Indonesia, Volume ke-8, No.1, Mei 2023, hal. 1-10	The NTT folklore flipbook, developed through the 4D model, exhibited excellent feasibility, as reflected by a validation score of 91% from experts and practitioners. Additionally, the exceptionally positive responses reported by	SINTA 4

Year	Article Title	Authors	Journal Name	Analysis Results	Type
	E-Modul Membaca Pemahaman Teks Sastra Klasik (Hikayat) Berbasis Kearifan Lokal Melalui Aplikasi Flip Book	Ika Julianti & Kadek Purnama	Jurnal Pendidikan dan Pembelajaran Bahasa Indonesia, Vol. 12, No. 2, 2023, hal. 19-30	elementary school students (96.64%) indicate a high level of acceptance and engagement with the learning media. The ADDIE-based development of a flipbook for hikayat reading yielded a highly valid instructional product, as evidenced by a material validation score of 93%. Moreover, empirical testing demonstrated its effectiveness in improving students' capacity to identify and critically analyze local wisdom values represented in hikayat texts.	SINTA 3
	Pengembangan Media Komik Digital Berbasis Flipbook Pada Mata Pelajaran Bahasa Indonesia di Sekolah Menengah Pertama (SMP)	Rasid Rahayu Zega & Arozatulo Bawamenewi	PRIMARY EDUCATION JOURNALS, Vol. 3, No. 2, September 2023, hal. 125-130	The flipbook-based digital comic developed through the 4-D model exhibited outstanding instructional quality, reflected by near-perfect expert validation scores across content, language, and design dimensions. Its implementation also resulted in a high level of learning achievement, with 91.8% of students attaining the expected mastery criteria.	SINTA 4
	Pengembangan Media Interaktif Kvisoft Flipbook Maker Pada Pembelajaran Bahasa Indonesia	Yuliana Kurniasari, M. Subandowo, & Hari Karyono	Jurnal Teknologi Pendidikan: Jurnal Penelitian dan Pengembangan Pembelajaran, Vol. 8, No. 2, April 2023, hal. 403-413	The ADDIE-based development of interactive flipbook media using Kvisoft Flipbook Maker resulted in a highly valid instructional product, achieving content and design validation scores of 97.33% and 91.42%, respectively. The strong validation outcomes suggest that the media is well suited for literary instruction, offering	SINTA 3

Year	Article Title	Authors	Journal Name	Analysis Results	Type
				opportunities to facilitate innovative, creative, and learner-centered approaches to short story learning.	
	Pengembangan E-Book Cerita Bergambar Pembelajaran Bahasa Indonesia Pada Elemen Membaca Berbantuan <i>Flipbook Maker</i>	Amar Salahuddin, Sonia Yulia Friska, & Amelisa Anggun Okta Dilla	Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah, Volume 6, Issue 1, 2023, hal. 149-158	The ADDIE-based development of a flipbook-assisted e-book on the barter system yielded a highly valid (94.16%) and practical (92.01%) instructional product. The intervention also demonstrated strong effectiveness, with 90% of students achieving the prescribed mastery criteria.	SINTA 4
	Pengembangan Modul Elektronik Bahasa Indonesia Materi Menulis Puisi Berbasis <i>Flipbook</i> Untuk Meningkatkan Motivasi Belajar Siswa Kelas VIII SMP Negeri 2 Banjarmasin	Nur Hana Saevi, Muhammad Rafiek, & Lita Luthfiyanti	LOCANA, Vol. 6 No. 2 (2023), hal. 80-89	The flipbook-based electronic poetry writing module developed through the 4D model exhibited a high level of instructional quality, as evidenced by a media validation score of 95.10%. Its implementation also yielded substantial gains in student motivation, with an N-Gain score of 0.7 indicating a high level of improvement.	SINTA 4 (Klaster Sastra)
	The influence of <i>flipbook</i> learning media, learning interest, and learning motivation on learning outcomes	Bunari Bunari, Johan Setiawan, Muhammad Anas Ma'arif, Reski Purnamasari, Hadisaputra, Hadisaputra, Sudirman, Sudirman	Journal of Education and Learning (EduLearn)	Empirical evidence revealed that flipbook-based learning media, together with students' learning interest and motivation, significantly predicted learning outcomes. Among these factors, the implementation of flipbook media contributed 25.6% to the observed variation in academic performance, indicating a meaningful instructional effect.	Scopus

Year	Article Title	Authors	Journal Name	Analysis Results	Type
2024	Meningkatkan Keterampilan Berbahasa Indonesia Kalimat Majemuk Bertingkat Kelas 5 SD Menggunakan Media Pembelajaran <i>Flipbook</i>	Salsabila Putri & Venni Herli Sundi	Seminar Nasional dan Publikasi Ilmiah FIP UMJ 2024, E-ISSN: 2721-6349, hal. 929-935	Qualitative evidence indicates that flipbook-based learning media can enhance students' understanding of complex compound sentence structures through improved visualization of linguistic concepts. The media was further associated with higher written assessment performance, increased classroom participation, and stronger learning motivation.	SINTA 4 (Prosiding Jurnal Holistika)
	Pengembangan E-Modul Interaktif Berbasis <i>Flipbook</i> Materi Teks Prosedur Kelas XI SMA	Runi Anggraini & Tia Fijri	Jurnal Simki Post-Graduate, Vol. 3, No. 2, 2024, hal. 45-56	The 4D-based development of a flipbook-assisted e-module for procedural text learning resulted in a valid and highly practical instructional product, as reflected by a teacher practicality score of 92%. The module also demonstrated effectiveness in strengthening students' comprehension of procedural text structures and linguistic characteristics.	SINTA 4
	Pemanfaatan Aplikasi Fliphtml5 Dalam Pembuatan E-Modul Pembelajaran Teks Cerita Rakyat Kelas X SMA	Ahmad Fauzi & Rina Kartikasari	Jurnal Pendidikan Bahasa dan Sastra Indonesia Nasional, Vol. 6, No. 2, 2024, hal. 115-125	The FlipHTML5-integrated folk narrative e-module exhibited strong instructional quality, as reflected by content and media feasibility scores of 89% and 91%, respectively. Beyond its high feasibility, the e-module encouraged students to engage in repeated and self-directed reading of folk narrative texts.	SINTA 4
	Pengembangan E-Modul Pembelajaran Menulis Puisi	Rosa Sintia & Lailatul Fitri	Jurnal Bahtera Indonesia, Vol. 9, No. 2, 2024, hal. 115-123	Flipbook-based learning media incorporating Banten local wisdom exhibited strong	SINTA 4

Year	Article Title	Authors	Journal Name	Analysis Results	Type
	Berbasis Kearifan Lokal Banten Menggunakan <i>Flipbook</i> Maker			instructional feasibility, as reflected by language and graphical evaluation scores of 88%. Beyond its practical value, the media was found to stimulate students' poetry writing creativity and mitigate learning fatigue during online literature instruction.	
	Pengembangan Media <i>Flipbook</i> Berbasis Kearifan Lokal Nganjuk dalam Meningkatkan Memaknai Kosakata pada Pembelajaran Bahasa Indonesia Kelas II di SDN 3 Klodan	Umbar Angzalna, Rian Damariswara, & Kukuh Andri Aka	Didaktik: Jurnal Ilmiah PGSD FKIP Universitas Mandiri, Vol. 10, No. 02, Juni 2024, hal. 1594-1603	The ADDIE-based development of a digital flipbook integrating Nganjuk local wisdom resulted in a highly feasible and practical instructional product, as reflected by expert validation and student response scores of 85% and 97.85%, respectively. Its implementation also produced substantial gains in students' vocabulary comprehension, with an accumulated mastery level of 89.4%.	SINTA 4
	Sosialisasi Model Pembelajaran Problem Based Learning Berbantuan Media Buku Digital <i>Flipbook</i> pada Guru SMA Negeri 4 Balikpapan untuk Meningkatkan Keterampilan Membaca Peserta Didik	Maryatin, Ananda Intan Rahmadani, Rahma Devitaningrum, dkk.	Abdimas Universal, Volume 6, Nomor 2, Juni 2024, hal. 247-251	The implementation of Problem-Based Learning (PBL) supported by a flipbook-based digital book in Indonesian language instruction on novel texts was associated with improvements in students' reading skills and understanding of intrinsic literary elements. Student achievement increased by 10.98%, with mean scores rising from 73.31% in Cycle I to 84.29% in Cycle II.	SINTA 5
	Pengembangan Bahan Ajar Bahasa Indonesia Berbasis STEAM	Wikanengsih & Yeni Rostikawati	Semantik, Volume 13, No. 2, September 2024, hal. 293-308	Evidence from the implementation of a PBL approach supported by flipbook-based digital books indicates its	SINTA 4

Year	Article Title	Authors	Journal Name	Analysis Results	Type
	Menggunakan Aplikasi <i>Flipbook</i>			effectiveness in improving students' reading proficiency and comprehension of intrinsic literary elements in novel studies. Student achievement increased by 10.98%, rising from 73.31% in the first cycle to 84.29% in the second cycle.	
2025	Development of E-Module for Writing Negotiation Texts Assisted by <i>Flipbooks</i> for Grade XI High School Students	Tia Fijri Astuti, Charlina, & Mangatur Sinaga	Jurnal Onoma: Pendidikan, Bahasa dan Sastra, Vol. 11, No. 2, 2025, hal. 1907-1917	The ADDIE-based development of a contextual learning e-module for negotiation text instruction was associated with higher levels of student interest and academic achievement. Students in the experimental group achieved a mean post-test score of 81.48, substantially higher than that of the control group (64.81).	SINTA 3
	Pengembangan LKPD Elektronik Materi Teks Negosiasi Berbantuan Heyzine <i>Flipbooks</i> Pada Siswa Kelas X SMA Taman Siswa Tapan Dolok	Duta Ananda Putri & Khairil Ansari	INNOVATIVE: Journal Of Social Science Research, Volume 5 Nomor 1 Tahun 2025, hal. 6965-6976	The ADDIE-based development of a contextual learning e-module for negotiation texts was associated with significant improvements in students' learning interest and academic performance. Students exposed to the intervention achieved substantially higher post-test scores (81.48) than their counterparts in the control group (64.81).	SINTA 4
	The influence of flipbook learning media, learning interest, and learning motivation on learning outcomes	Bunari Bunari, Johan Setiawan, Muhammad Anas Ma'arif, Reski Purnamasari, Hadisaputra, Hadisaputra, Sudirman, Sudirman	Journal of Education and Learning (EduLearn)	Flipbook media, interest, and motivation collectively explained 25.6% of learning outcome variance.	Scopus

Year	Article Title	Authors	Journal Name	Analysis Results	Type
	Pelatihan Pengembangan Media Pembelajaran Bahasa Indonesia Berbasis Digital untuk SMA di Lingkungan YPDM Pasundan Bandung	Titin Nurhayatin, R. Panca Pertiwi Hidayati, Supian, dkk.	Aksiologi: Jurnal Pengabdian Kepada Masyarakat, Vol. 9, No. 3, Agustus 2025, hal. 296-308	A Participatory Action Research (PAR) approach was employed to develop teachers' capacity in designing interactive digital teaching materials using the AnyFlip platform. The training program involved 26 teachers, all of whom demonstrated improved professional and pedagogical competencies in the development of flipbook-based instructional resources. The resulting products achieved a quality score of 88.46% across design, content, technical functionality, and usability dimensions, indicating a high level of instructional quality.	SINTA 3
	Pengembangan Materi Ajar Teks Fabel Berbantuan Media ICT (Information and Communication Technology) Kelas VII UPT SMP Negeri 8 Medan	Dinda Rizky Ramadhani, Elly Prihasti Wuriyani, & Mara Untung Ritonga	Jurnal Onoma: Pendidikan, Bahasa dan Sastra, Vol. 11, No. 4, 2025, hal. 4296-4304	Evidence from a Participatory Action Research initiative revealed that training in the development of AnyFlip-based interactive flipbooks successfully improved the professional and pedagogical competencies of all participating teachers. The instructional products generated through the program achieved a high-quality rating (88.46%) across design, content, technical, and usability criteria.	SINTA 3
	Development of Flipbook-Based Learning Media for Short Story Texts in 10th Grade at Madrasah Aliyah Negeri 1 Tebo	Arsinta Riola, Amar Salahuddin, & Rendi Marlianda	TOFEDU: The Future of Education Journal, Volume 4 Number 7 (2025), hal. 2560-2566	The 4D-based development of a digital flipbook for short story text learning resulted in a highly valid instructional product, as evidenced by content and media validation scores	SINTA 4

Year	Article Title	Authors	Journal Name	Analysis Results	Type
				exceeding 97%. Furthermore, the intervention demonstrated strong effectiveness in fostering student motivation and improving independent learning achievement, with 80% of learners meeting the expected mastery standards.	
	Analisis Kebutuhan Siswa SMA terhadap E-Modul Interaktif Berbantuan <i>Flipbook</i> berbasis Pembelajaran Berdiferensiasi pada Materi Menulis Teks Argumentasi	Annisa Rahmi, Hasnah Faizah, & Charlina	Jurnal Onoma: Pendidikan, Bahasa dan Sastra, Vol. 11, No. 1, 2025, hal. 223-231	Needs analysis findings indicated substantial challenges in argumentative writing, with 74.9% of students reporting difficulties under conventional learning conditions. In parallel, a large majority of students (87.3%) expressed a preference for interactive flipbook-based e-modules featuring differentiated content capable of addressing diverse learning modalities.	SINTA 3
	FlipPoem: Inovasi Media Pembelajaran <i>Flipbook</i> dalam Pembelajaran Menulis Puisi Mahasiswa Tadris Bahasa Indonesia	Alifiyani Nur Istiqomah, Moh Arifin Alatas, & Sahrul Romadhon	JRIP: Jurnal Riset dan Inovasi Pembelajaran, Vol. 5 No 2, Agustus 2025, hal. 836-850	Qualitative evidence indicates that the integration of FlipPoem, an interactive flipbook-based medium, with Project-Based Learning (PjBL) positively supports the development of creativity, collaborative competencies, and literary literacy among university students.	SINTA 4
2026	Penerapan Metode Field Trip Berbantuan <i>Flipbook</i> untuk Meningkatkan Keterampilan Menulis Teks Deskripsi Pada Siswa Sekolah	Ni Kadek Juli Purnama Wati, I Nyoman Yasa, & I Putu Mas Dewantara	Jurnal Ikatan Keluarga Alumni Undiksha (Jurnal IKA), Volume 24, Number 1, Maret 2026, pp. 19-30	Classroom Action Research findings indicate that the use of field trip-based instruction supported by flipbook media contributed to substantial improvements in students' descriptive	SINTA 3

Year	Article Title	Authors	Journal Name	Analysis Results	Type
	Menengah Pertama			writing achievement. Student performance increased consistently across intervention cycles, culminating in complete mastery attainment and highly favorable learner perceptions.	

This study adopted the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework to ensure a transparent, systematic, and reproducible literature review process. PRISMA provides a structured approach for identifying, selecting, and synthesizing relevant studies while minimizing potential bias in evidence selection. The review focused on empirical studies examining the development and implementation of flipbook-based learning media in Indonesian language education. Literature searches were conducted using predefined keywords across selected academic databases and journal repositories, followed by the application of predetermined inclusion and exclusion criteria to ensure the relevance and quality of the retrieved studies.

The article selection process consisted of four sequential stages: identification, screening, eligibility assessment, and final inclusion. During the identification stage, records were collected from various sources and compiled into a single database. Duplicate records and clearly irrelevant studies were removed during the screening process. Subsequently, full-text articles were evaluated against the established eligibility criteria, including publication scope, research focus, methodological relevance, and data availability. Following this rigorous selection procedure, twenty-five studies met all inclusion criteria and were retained for qualitative synthesis.

3.2 Discussion

The findings of this systematic review indicate that flipbook-based media have been increasingly developed and implemented as digital learning resources in Indonesian language education across different educational levels. The reviewed studies demonstrate that flipbooks have been applied to diverse language-learning content, including reading comprehension, vocabulary, poetry writing, negotiation texts, procedural texts, short stories, folklore, and academic writing. This diversity suggests that flipbooks function not merely as digital substitutes for printed materials but as flexible instructional environments that can accommodate different language skills and learning objectives. Their educational potential is particularly associated with the integration of text, images, audiovisual resources, interactive navigation, and contextual learning materials within a single digital format. Previous research similarly characterizes flipbooks as digital learning media capable of supporting contemporary technology-enhanced learning environments (Roemintoyo & Budiarto, 2021).

A prominent pattern across the reviewed studies concerns the feasibility and practicality of flipbook-based learning media. Many studies employed Research and Development (R&D) approaches, particularly ADDIE and 4D models, indicating that flipbook development has generally followed systematic stages of instructional design. Studies conducted in different Indonesian language learning contexts consistently reported favorable expert evaluations of content, language, presentation, and media design. For example, flipbook-based materials developed for Indonesian language instruction have demonstrated strong feasibility in vocabulary learning, interactive language instruction, reading materials, and writing activities (Angzalna et al., 2024; Kurniasari et al., 2023; Salahuddin et al., 2023; Saevi et al., 2023). These findings suggest that the educational value of flipbooks depends not simply on converting conventional materials into digital form but on aligning content, instructional objectives, learner characteristics, and technological features during the development process.

This pattern can be interpreted from a constructivist perspective. Digital flipbooks provide learners with opportunities to navigate materials, revisit information, interact with different representations of content, and regulate aspects of their learning process. Such characteristics can support more active engagement with instructional content compared with exclusively linear and teacher-directed presentation. Interactive flipbook media developed for Indonesian language learning, for instance, have been designed to combine instructional content with navigation and multimedia components that encourage learners to interact independently with the material (Kurniasari et al., 2023; Mayeni et al., 2023). Consequently, the pedagogical contribution of a flipbook should be understood in terms of the learning activities and interactions enabled by its design rather than the technology itself.

The reviewed evidence also indicates generally positive learning outcomes following the implementation of flipbook-based media. Improvements were reported in areas such as reading comprehension, vocabulary acquisition, poetry writing, negotiation texts, and other language competencies. Several studies reported higher achievement or mastery following the use of flipbook-supported instruction (Angzalna et al., 2024; Astuti et al., 2025; Salahuddin et al., 2023). Similar findings were reported by Juliani and Ibrahim (2023), who examined Indonesian language learning outcomes among elementary school students, while Saevi et al. (2023) documented improvement in learning motivation through a flipbook-based electronic module for poetry writing. Collectively, these studies suggest that flipbooks have potential to support both cognitive and affective dimensions of Indonesian language learning.

One possible explanation for these outcomes is the multimodal nature of flipbook-based materials. Indonesian language learning frequently requires learners to interpret textual structures, linguistic features, meanings, and contextual information simultaneously. Integrating written explanations with images, audio, video, examples, and interactive components may provide multiple representations through which learners can process instructional content. However, multimedia elements should not automatically be interpreted as producing better learning. Their instructional value depends on whether the elements are relevant to the learning objective and organized coherently. The reviewed evidence therefore suggests that the effectiveness of flipbook media is likely associated with the interaction between technological affordances and appropriate instructional design rather than with digitalization alone.

Contextualization constitutes another important pattern identified in the review. Several flipbook-based materials incorporated local wisdom, folklore, and culturally relevant content into Indonesian language instruction. Flipbooks incorporating Nganjuk local wisdom, Nusa Tenggara Timur folklore, and Banten cultural contexts demonstrate how digital media can connect language instruction with learners' sociocultural environments (Angzalna et al., 2024; Lake et al., 2023; Sintia & Fitri, 2024). Contextualized materials may help students connect linguistic concepts and literary content with familiar experiences, thereby making learning activities more meaningful. This finding is particularly relevant to Indonesian language education because language learning is closely related to cultural representation, identity, literacy, and the interpretation of texts within social contexts.

The reviewed studies also indicate that flipbook implementation may contribute to students' motivation, interest, and engagement. Positive learner responses were reported in studies employing interactive and culturally contextualized flipbooks (Angzalna et al., 2024; Lake et al., 2023; Saevi et al., 2023). Interactive navigation, visual presentation, multimedia resources, and opportunities for independent access may make instructional materials more engaging than conventional static resources. Nevertheless, positive student responses should be distinguished from direct evidence of learning effectiveness. High satisfaction, motivation, or practicality scores represent important affective and usability outcomes, but they are conceptually different from achievement scores or demonstrated improvements in language competence. Future research should therefore examine these dimensions separately and investigate whether increased engagement leads to sustained improvements in language learning.

Despite these positive patterns, the evidence should be interpreted cautiously because the reviewed studies vary considerably in research design, educational level, sample characteristics, instructional content, instruments, and outcome measures. Some studies report expert-validation percentages, whereas others use student responses, mastery levels, post-test scores, or N-gain values. These measures represent different constructs and should not be treated as directly equivalent indicators of effectiveness. The heterogeneity of the available evidence therefore supports a narrative and thematic interpretation rather than a single pooled estimate of flipbook effectiveness. Similar methodological caution is important in systematic educational reviews when interventions and outcome measures vary substantially across primary studies.

Implementation challenges further demonstrate that the successful use of flipbooks depends on contextual conditions. Limited access to devices, unstable internet connectivity, differences in students' digital competence, and teachers' preparedness to design and manage technology-supported learning may constrain implementation. These challenges suggest that technological innovation cannot be separated from teacher competence and institutional infrastructure. Accordingly, introducing flipbook media should be accompanied by adequate technological access, teacher professional development, and pedagogical planning to ensure that digital features contribute meaningfully to learning rather than merely changing the format of instructional materials.

Overall, the synthesis indicates that flipbook-based media represent a promising approach to supporting Indonesian language education, particularly when interactive features, multimodal representations, and contextual content are aligned with explicit learning objectives. At the same time, the current evidence does not justify treating all forms of flipbook media as uniformly effective. Future research should move beyond feasibility-oriented development studies toward comparative, experimental, and longitudinal designs that examine specific language competencies and distinguish cognitive outcomes from motivation, engagement, and usability. Studies across multiple schools and educational contexts are also needed to determine whether the reported benefits remain consistent across different learner populations and technological conditions. Such research would provide stronger evidence regarding not only whether flipbooks can support Indonesian language learning, but also which design features are most beneficial, for whom, and under what instructional conditions.

4. CONCLUSION

This systematic literature review demonstrates that flipbook-based media have considerable potential as interactive and adaptable learning resources in Indonesian language education across different educational levels and language competencies. The reviewed studies generally reported favorable outcomes related to media feasibility, learning achievement, motivation, interest, and student engagement, particularly when flipbooks incorporated multimodal features, interactive navigation, and culturally or contextually relevant content. The predominance of systematic development approaches, particularly the ADDIE and 4D models, further indicates that flipbook-based media have been designed through established instructional development procedures. Nevertheless, the findings should be interpreted cautiously because the included studies varied substantially in research design, participant characteristics, educational level, assessment instruments, and outcome measures, preventing direct comparison or aggregation of their quantitative results. The synthesis therefore suggests that the educational value of flipbooks depends not merely on digitalization but on the alignment of technological features, instructional objectives, content, learner characteristics, and implementation contexts. Future research should move beyond feasibility-oriented development studies by employing stronger comparative, experimental, multi-site, and longitudinal designs to examine specific Indonesian language competencies and distinguish learning achievement from motivation, engagement, and usability outcomes. Such research is needed to determine more precisely which flipbook design features are effective, for which learners, and under what instructional and technological conditions.

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