

Development of Flipbook-Based *Fiqh Taharah* Teaching Materials for Students

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ARTICLE INFO	ABSTRACT
<p>Article History: Recieved: 15-03-2025 Revised: 05-05-2025 Accepted: 30-06-2025</p> <p>Keyword: Teaching Materials; <i>Fiqh Taharah</i>; Flipbook.</p>	<p>This study aims to examine the stages of development, feasibility, and effectiveness of flipbook-based <i>Fiqh Taharah</i> teaching materials in Religion courses for students of Indonesian Language and Literature Education FKIP Sriwijaya University. The research method uses Research and Development (R&D) with qualitative and quantitative approaches through the ADDIE model. The development procedure includes the stages of analysis (needs analysis through questionnaires, observations, and interviews), design (selection of materials, learning strategies, project-based assessments, design of teaching materials, and preparation of audio, video, and illustrations), Development (preparation of flipbooks and feasibility testing by material, language, and design experts), Implementation (testing effectiveness through pretests and posttests), and Evaluation (revision of teaching materials). The validation results showed 100% design feasibility (very valid), 95% material feasibility (very valid), and 97.5% language feasibility (very valid). The small-scale effectiveness test showed an increase in learning outcomes of 43%, while the large-scale test showed an increase of 34.8%. The results showed that the flipbook-based <i>Fiqh Taharah</i> teaching materials were very feasible and effective to use in supporting the learning process.</p>

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INTRODUCTION

Religious education plays an important role in shaping the character and morals of students. One of the fundamental aspects of Islamic religious education is the understanding of fiqh, especially thaharah (purification), which is a requirement for the validity of worship. Thaharah is not only a daily worship practice, but also reflects personal and environmental hygiene, which is one of the main values in Islamic teachings. According to Ramadhani (2020), a deep understanding of the concept of thaharah is very important because it is the basis for performing other acts of worship such as prayer and reading the Qur'an. However, the learning process of *Fiqh Taharah* in the university environment often faces challenges,

especially in terms of delivering material that is less interactive and tends to be monotonous. This causes students to be less motivated to learn important concepts in *thaharah* in depth (Anwar, 2021).

Based on initial observations at the Faculty of Teacher Training and Education, Sriwijaya University, in the Indonesian Language and Literature Education Study Program, the facilities for implementing learning with digital technology are adequate. However, the available facilities have not been optimally utilized, especially in religious learning which still uses ordinary printed books. In addition, there are some obstacles for students in understanding the material, especially the *thaharah* material when they practice it is still wrong because they do not understand it even though the material is very important in the chapter of purification so it requires further deepening by Sriwijaya University students. Especially when viewed from their different school backgrounds, be it SMA, SMK, MA, so it requires a way that can be used by utilizing technology in an effort to improve student understanding, one of which is with a flipbook. Because, technology can help students visualize the objects described (Arsanti, 2018).

In previous research conducted by Hidayati in 2017, it showed that flipbooks can increase student empathy. Flipbooks have the advantage of being easy to use, interactive, and allowing students to adjust the navigation and display of material as desired. Flipbooks can also be added with music, quizzes, images, and videos according to learning needs. Although it has the disadvantage of a large file size, this is not a big problem if it is managed to be an interesting and interactive teaching material. Interactive learning media has proven to be effective in the learning process and learning outcomes (Hidayati, 2017). Flipbooks can also improve student learning outcomes that have declined during the pandemic (Imiah & Dan, 2021). Flipbooks are teaching materials that are practical and effective in improving learning outcomes (Barokah, 2024). Based on previous research, flipbooks have a positive impact on students. Flipbooks provide a learning experience that involves many senses, different from ordinary books. This is in accordance with information processing theory which states that the more senses are involved in learning, the greater the chance of information being captured as a whole (Yulianti et al., 2018).

The development of flipbook teaching materials based on Project Based Learning (PjBL) in the *Fiqh Thaharah* course is in line with the two theories that are the main basis for this approach, namely constructivism and cognitivism. Constructivism holds that knowledge is actively constructed by individuals through interaction with the environment and real experiences. In this context, students do not just receive information from lecturers, but actively build understanding through project activities, discussions, and discussions. In this context, students do not only receive information from the lecturer, but actively build understanding through project activities, discussions, and exploration of *thaharah* material in the form of problem-based tasks. When students develop flipbooks independently or in groups, they experience a learning process that requires them to construct the meaning of *fiqh* material contextually and integrated with everyday life. Meanwhile, cognitivism theory emphasizes the importance of internal mental processes in understanding, storing and processing information. PjBL provides a learning environment that stimulates students'

cognitive engagement, as they are challenged to design, organize and present flipbook content logically and systematically. These activities encourage higher order thinking skills such as analyzing, evaluating and creating, all of which are key elements in Bloom's cognitive taxonomy.

In the development of this teaching material, students are trained to connect the concepts of *fiqh thaharah* with real problem solving through projects, resulting in the strengthening of mental processes and optimal development of cognitive structures. Thus, the PjBL approach not only supports the development of 21st century skills, such as collaboration and problem solving (Dewi, 2021), but is also firmly rooted in the foundations of modern learning theory. The incorporation of constructivism and cognitivism in this approach makes learning more meaningful and oriented to students' thinking processes actively and independently. This research aims to develop a Project Based Learning (PjBL) based flipbook that integrates *fiqh thaharah* material in Religion courses.

The developed flipbook is designed not only to contain material on the laws of *thaharah* theoretically, but also its application in everyday life, so that it is expected to help students understand the concept of *fiqh* more deeply and practically. The urgency of this research lies in the need for teaching materials that are interactive, innovative, and relevant to the development of digital technology, especially in the modern learning era that demands critical thinking, creative, collaborative, and problem-solving skills. In addition, the development of this flipbook is important as an effort to increase student learning motivation and learning outcomes, as well as to support *fiqh* teaching to be more contextual, interesting, and in accordance with the characteristics of today's digital generation. Thus, this research is expected to make a significant contribution in improving the quality of learning in religion courses, especially *Fiqh Thaharah*, and become one of the innovative steps in the development of Islamic education that is more progressive and adaptive to the demands of the times.

LITERATURE REVIEW

Islamic Religious Education

Islamic religious education emphasizes that *Fiqh Thaharah* is not only as ritual material, but also as a means to shape the character and personality of religious students. According to Az Zuhaili (1997), *thaharah* serves as the foundation of daily religious practice and ethical education, strengthening spiritual awareness and discipline in daily life. Nata (2003) adds that religious education must touch the cognitive, affective, and psychomotor dimensions, so that the *thaharah* material presented meaningfully through interactive media is able to foster understanding and practice of Islamic values. According to Rahman et al. (2022), a good understanding of *thaharah* can increase personal piety while strengthening the moral values of students in social life. In addition, *thaharah* material needs to be presented in an interesting and interactive way so that it can cover cognitive, affective and psychomotor aspects. The use of digital media such as flipbooks has proven effective in improving students' understanding and practical skills (Hidayati, 2021). Interactive media

facilitates more contextual learning, so that Islamic values are not only understood theoretically, but can also be lived and practiced in everyday life (Barokah, 2024).

Digital Learning Media

Digital learning media, such as flipbooks, play an important role in presenting material visually, interactively, and attractively. Well-designed media must meet communicative criteria, be able to attract attention, and match the characteristics of learners (Arsyad, 2021). The principle of multimedia that combines text and visuals has been proven to increase in-depth information processing and help learners build better understanding (Mayer, 2021). In the perspective of cognitivism, digital media such as flipbooks help organize information so that it is more easily processed into long-term memory (Gagné et al., 2020). Meanwhile, the constructivism approach emphasizes that learning media is a means for learners to actively construct knowledge through exploration and direct involvement (Heinich et al., 2020). Thus, the use of flipbooks not only conveys material, but also encourages cognitive engagement and independent construction of meaning by students.

Development of Instructional Materials

The ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation, is a systematic approach to developing teaching materials. This approach ensures good integration between learning objectives, material content, and media used. According to Johnson and Lee (2022), the ADDIE model helps learning designers organize the structure more purposefully and efficiently, thus minimizing the mismatch between learning targets and materials delivered. In the context of this research, the application of the ADDIE stages ensures that the flipbook developed has a logical structure and is thoroughly validated. The Analysis stage is used to identify student needs and learning objectives. The Design stage includes designing the flipbook scenario and media flow. The Development stage involves content validation by material, language and media experts. The Implementation stage is used to test the real use of flipbooks, accompanied by the implementation of pre- and post-tests. Finally, the Evaluation stage is carried out to measure the effectiveness of the flipbook in improving comprehension and learning outcomes. flipbook in improving student understanding and learning outcomes (Smith et al., 2023).

Student Comprehension

Comprehension is one of the important objectives in the cognitive domain, which includes the ability to explain, interpret, and apply information. Anderson and Krathwohl (2021) revised Bloom's taxonomy by emphasizing the importance of active cognitive processes in building meaningful understanding. Learners' understanding is influenced by internal factors such as motivation and prior knowledge, as well as external factors such as teaching strategies and media used (Lee & Kim, 2022). In the context of modern learning, interactive visual media such as flipbooks strongly support the comprehension process

because they are able to concretize abstract concepts. Smith et al. (2023) state that understanding is more easily achieved when new information is connected to existing knowledge, while Rahman et al. (2021) added that attention, active involvement, and the right visual stimuli play an important role in improving student understanding. Thus, the use of flipbooks can be an effective means to help students understand the material more deeply and contextually.

METHOD

This research uses the Research and Development (R&D) method with the ADDIE development model. The R&D method is used to develop and test the effectiveness of a product, in this case, flipbook-based *fiqh thaharah* teaching materials. The ADDIE model was chosen because of its systematic structure and is suitable for use in the learning media development process, which consists of five stages, namely Analysis, Design, Development, Implementation, and Evaluation. This model is still very relevant to use. The first reason is that the ADDIE model is a model that can adapt very well to various conditions, making it possible to be used today. Second, the level of flexibility in answering problems is quite high even though the ADDIE model is an effective model and is widely recognized by educational practitioners. The flipbook developed in this study has also gone through a validation process by material experts, linguists, and media experts to ensure the feasibility of content, language, and media appearance. In addition, this study also tested the effectiveness of teaching materials through small-scale and large-scale trials, using data from pretest and posttest results. The respondents involved in this study were students of the Indonesian Language and Literature Education Study Program. The number of respondents in the small-scale trial was 55 people and in the large-scale trial was 95 people, who were selected by random sampling technique.

Developing flipbook-based *Fiqh Thaharah* teaching materials for Religion courses for students of the Indonesian Language and Literature Education Study Program at FKIP Sriwijaya University. This development process consists of five main stages, namely Analysis, Design, Development, Implementation, and Evaluation. The analysis stage is carried out by conducting observations, interviews, and distributing questionnaires to identify learning needs. Furthermore, in the design stage, material selection, determination of learning strategies, and preparation of assessments, story diagrams, and flipbook media items are carried out. The development stage includes product manufacturing, validation, and revision. Implementation includes small and large scale product trials and revisions based on trial results. Finally, at the evaluation stage, an assessment is carried out by lecturers and students to produce a final product that suits the learning needs.

This research uses qualitative and quantitative data analysis. Quantitative analysis was carried out by processing data from questionnaires using a Likert scale to measure student perceptions of the flipbook, the results of the questionnaire were interpreted to process qualitative data. The data were analyzed by calculating the average score and percentage to measure the level of student acceptance of the learning media developed (Riduwan, 2018). Meanwhile, qualitative analysis was carried out to describe student

responses as outlined in the comments or suggestions column on the questionnaire. Qualitative data were analyzed using data reduction, data presentation, and conclusion drawing methods (Miles & Huberman, 1994). The results of the qualitative analysis were used to deepen the understanding of the aspects that need to be improved from the developed flipbook.

RESULTS

Analysis of Student Needs for Flipbook-Based *Fiqh Thaharah* Teaching Materials for Religion Courses

The analysis of student needs for Teaching Materials for *Fiqh Thaharah* for Flipbook-Based Religion Courses was conducted on Indonesian Language and Literature Education students at Sriwijaya University, especially first semester students who were taking Religion Courses. The student population used as a sample was 55 people. The instrument used by researchers in analyzing the needs of developing teaching materials is a needs analysis questionnaire addressed to lecturers and students via Google Form.

1. Analysis of objective conditions of use of teaching materials

Before developing learning media, researchers need to know the objective conditions of the use of learning media that have been used in learning. Analysis of objective conditions in learning is known from the needs analysis questionnaire. In analyzing the objective conditions of the use of teaching materials, respondents must answer 8 statements and 2 open statements. The details of the results of the questionnaire regarding the objective conditions of the learning carried out can be seen in Table 1.

Table 1. Objective Conditions of Learning

No.	Statement	Student Assessment				
		TS	KS	CS	S	SS
1.	The materials in the teaching materials used so far have met the learning objectives.	36.4	60	1.8	1.8	0
2.	The material in the teaching materials used so far has met the needs of learning	41.8	50.9	5.5	1.8	0
3.	The presentation in the teaching materials used so far is complete and easy to understand.	34.5	52.7	12.7	0	0
4.	The teaching materials used so far are equipped with clear text material.	40	50.9	5.5	3.6	0
5.	The display in the teaching materials used so far is equipped with attractive images	36.4	54.5	7.3	1.8	0
6.	The display in the teaching materials used so far is equipped with examples that are easy to understand	36.4	56.4	5.5	1.8	0
7.	The display in the teaching materials used so far is equipped with interactive audio/video that supports the learning process.	40	49.1	7.3	3.6	0

8.	The teaching materials used so far are equipped with evaluation in the form of quizzes/exercises.	40	50.9	5.5	3.6	0
9.	The teaching materials used so far are easy to use, practical and interesting.	45.5	49.1	5.5	0	0
Average		39	52,7	6.2	2	0

Based on the table above, it is known that the use of teaching materials that have been used so far has not met the learning needs. The average value of respondents stated that they disagreed as much as 39% and disagreed as much as 52.7%. The results of this needs analysis indicate that the teaching materials used so far have not achieved the learning objectives, are difficult to understand, tend to be unclear, and do not meet the learning objectives. It is not equipped with attractive images, not practical, not equipped with supporting audio/video, not equipped with evaluation in the form of quizzes/exercises, and relevant examples. The results of the open statement also show that almost all respondents stated that the teaching materials commonly used during the learning process are only in the form of power points which tend to be less clear and less attractive both in terms of design, determination of size and fonts that are difficult to read. Students also explained that the use of teaching materials used did not cover the material as a whole so it was still confusing. So that students need teaching materials that contain learning objectives that are made clearly and harmoniously. This condition shows that it is necessary to implement the development of flipbook-based teaching materials, especially on *fiqh thaharah* material.

2. Analysis of the Presentation Aspects of Teaching Materials

The development of flipbook-based teaching materials on *fiqh thaharah* material is carried out based on the results of the needs analysis on the presentation aspect of learning media. Thus, the teaching materials produced later can meet learning needs. The presentation aspect in the needs analysis of flipbook-based teaching materials consists of 8 statements which can be seen in table 2.

Table 2. Presentation of Teaching Materials

No.	Statement	Student Assessment				
		TB	KB	CB	B	SB
1.	<i>Flipbook-based</i> teaching materials in learning <i>fiqh thaharah</i> in Religious Studies are equipped with learning outcomes and objectives.	1.8	1.8	7.3	50.9	38.2
2.	<i>Flipbook-based</i> teaching materials in learning <i>Fiqh Thaharah</i> in Religious Studies have instructions for use.	1.8	1.8	7.3	40	49.1
3.	<i>Flipbook-based</i> teaching materials in learning <i>Fiqh Thaharah</i> in Religious Studies are equipped with interactive learning audio and video	1.8	1.8	7.3	47.3	41.8
4.	<i>Flipbook-based</i> teaching materials in learning <i>Fiqh Thaharah</i> in Religious Studies are equipped with evaluations (quizzes) in the form of barcodes/hyperlinks that are connected to g-form/quiziz.	1.8	1.8	10.9	52.7	32.7

5.	<i>Flipbook-based</i> teaching materials in learning Fiqh Thaharah in Religious Subjects are equipped with an interactive material menu	1.8	1.8	5.5	47.3	43.6
6.	<i>Flipbook-based</i> teaching materials in learning Fiqh Thaharah in Religious Studies are equipped with supporting images.	1.8	1.8	5.5	38.2	52.7
7.	<i>Flipbook-based</i> teaching materials in learning Fiqh Thaharah in Religious Studies are equipped with examples.	1.8	1.8	5.5	40	50.9
8.	The use of <i>flipbook-based</i> teaching in learning Fiqh Thaharah in Religious Studies needs to be developed.	1.8	1.8	12.74	3.6	40
Average		1.8	1.8	7.75	45	43,62

In terms of the presentation of teaching materials, there are several characteristics of the presentation, namely 1) teaching materials are equipped with learning outcomes and objectives, 2) instructions for use, supporting audio and video, 3) learning evaluations integrated into the form/quiz, 4) interactive material menu, 5) image presentation, and 6) examples. From the results of the needs analysis calculation, the average respondent who stated that they needed 45% and those who really needed 43.62%. This shows that the presentation of teaching materials based on the characteristics of the statement is indeed needed and even very much needed in learning. Then, the researcher also made a statement regarding the need for the implementation of teaching material development, and the average results obtained stated that they needed 43.6% and really needed 40%. Thus, flipbook-based teaching materials on *fiqh thaharah* learning need to be developed and innovated.

3. Material Needs Aspect Analysis

Preparation of material is one of the important aspects in developing teaching materials. In developing teaching materials, researchers need to know the materials that must be presented in these teaching materials and are indeed needed during the learning process. The material needs analysis consists of 11 statements, and 1 open statement, the details of the needs analysis can be seen in table 3.

Table 3. Material needs

No.	Statement	Student Assessment				
		TB	KB	B	CB	SB
1.	<i>Flipbook-based</i> teaching materials contain the meaning and legal basis of <i>thaharah</i> .	0	0	7.345.5	47.3	
2.	<i>Flipbook-based</i> teaching materials contain a menu of material on the distribution of various kinds of <i>thaharah</i> .	0	0	5.547.3	47.3	
3.	<i>Flipbook-based</i> teaching materials contain the meaning of ablution and its laws.	0	0	5.545.5	49.1	
4.	<i>Flipbook-based</i> teaching materials contain procedures for ablution and things that cancel ablution	0	0	5.5	40	54.5
5.	<i>Flipbook-based</i> teaching materials contain the meaning of <i>tayamum</i> and its laws.	0	0	5.543.6	50.9	

6. The <i>flipbook-based</i> teaching materials contain <i>tayamum</i> procedures and things that cancel it.	0	0	5.543.6	50.9
7. <i>Flipbook-based</i> teaching materials contain the definition of mandatory bathing and its laws	0	0	5.5	40 54.5
8. The <i>flipbook-based</i> teaching material contains the pillars of bathing.	0	0	9.141.8	49.1
9. <i>Flipbook-based</i> teaching materials contain the definition of unclean and its laws	0	0	5.5	40 54.5
10. <i>Flipbook-based</i> teaching materials contain the meaning of menstruation and its laws	0	0	7.338.2	54.5
11. <i>Flipbook-based</i> teaching materials are equipped with examples of <i>fiqh thaharah</i> .	0	0	5.5	40 54.5
Average	0	0	6,142.3	51.5

The materials needed based on the statement above include 1) understanding and, legal basis of *thaharah*, various kinds of *thaharah*, 2) understanding ablution, laws, procedures, and things that invalidate ablution, 3) *tayamum*, laws, procedures, and things that invalidate *tayamum*, 4) understanding obligatory bathing and its laws, as well as the pillars of bathing, 5) understanding *najis* and its laws, 6) understanding menstruation and its laws, 7) material equipped with examples of *fikih thaharah*. The average results of the needs analysis filled in by respondents stated that the teaching materials in the statement above were urgently needed with a figure of 51.5%. Thus, it needs to be presented in the preparation of teaching materials to be developed. Based on the results of open statements related to other material that needs to be presented in teaching materials, it is found that the presentation of other material that needs to be presented includes the application of *thaharah* in different situations, for example when there is a shortage of clean water and other things, more examples related to everyday life are added.

Product Design for the Development of Flipbook-Based *Fiqh Thaharah* Teaching Materials for Religion Courses for Students

The content is designed in such a way that it becomes an effective teaching tool or material with the help of a flipbook, this allows developers to create teaching materials not only in the form of text, but also integrated with various elements of images, video, and audio. Each chapter will be given these three things to support student understanding. The use of elements like this will be more interesting for students and help them understand the concept of *fiqh thaharah* well. After the product prototype was completed, a trial of the learning product was conducted, most students gave a positive response, they felt that the content presented was very helpful in the learning process of writing. However, there were some inputs that were of concern, such as the need for a more detailed explanation of how to use some of the interactive features in the teaching materials. Therefore, the development team made revisions based on the feedback received. This process included the addition of

clear instructions for use, as well as improvements to some parts of the content to better suit learning needs. The following elements are part of the design stage.

Product Development of Flipbook-Based *Fiqh Thaharah* Teaching Materials for Religion Courses for Students

1. Product design result development

The creation of digital teaching materials for learning *Fiqh Thaharah* for students of the Indonesian Language and Literature Education Study Program using the flipbook application is one of the efforts to utilize technology to improve educational standards. To produce learning resources that are not only educational but also interesting and interactive, this project combines innovative technology with pedagogical ideas. An outline of the design of this digital teaching material product including its elements, features and methods, as well as the impact of implementing this digital teaching material development product, will be discussed in this description. This digital teaching material product is classified as very feasible based on validation from the three fields mentioned above. The presentation of flipbook-based *fiqh thaharah* material can be seen as follows.



Figure 1. Flipbook Display Design Results

The purpose of developing this product is to increase student knowledge in the practice of *Fiqh Thaharah*. Through the product development of teaching materials. Through this flipbook-based teaching material development product, it is hoped that the learning carried out in religious courses will be more interactive and interesting. This product is designed to increase student involvement in the learning process, so that it can create an interesting impression in applying *fiqh thaharah* material in everyday life.

a. Development Components

A complete learning experience is produced by the attachment of several important components in the design of this teaching material:

1) Learning Materials: The teaching materials developed will contain various

topics on *Fiqh Thaharah* including the basis and law of *Fiqh Thaharah*, a concise and detailed explanation, accompanied by relevant examples in each chapter. As an illustration, for example the chapter on ablution, in this chapter the legal basis of ablution will be presented, the procedure for ablution according to religious guidance.

- 2) Supporting Components of Teaching Materials: The supporting components of this teaching material include the use of illustrations/images, videos, and audio. These elements are arranged in each chapter. Each Qur'anic verse included in the teaching materials will be able to play audio, then the use of video is intended to show the procedure for implementing *Fiqh Thaharah*, and image illustrations are intended to add visual value and make the teaching materials developed interesting for students who use this teaching material.
- 3) Interactive Exercise: Students are expected to gain understanding and knowledge of the science of *Fiqh Thaharah* so that it can be applied in everyday life, therefore in each chapter interactive tasks will be presented included.
- 4) Evaluation and Assessment: This teaching material provides a means for evaluation and feedback. Through the website, students can submit their assignments, and lecturers can provide comments. Providing constructive criticism to students is essential for their learning in order to gain a better understanding.

b. Potential/Impact of Product Use

The development of this flipbook-based teaching material has the potential to have a significant impact on learning *fiqh thaharah* in the Indonesian Language and Literature Education Study Program:

- 1) Higher engagement: This teaching material is designed to increase student involvement. With interactive features and multimedia elements, students are expected to be more motivated to take part in learning and actively participate in learning.
- 2) Creative Thinking Development: Exercises and practices encourage students to express their ideas freely which will help develop creative thinking. Students are encouraged to think outside the box and produce unique work.
- 3) Collaborative Learning: Discussion forums in the teaching materials allow students to learn from each other. Interactions between students can enrich the learning experience and create a collaborative environment.
- 4) Constructive Feedback: With the direct feedback feature from the lecturer, students can quickly know their progress. This allows them to continuously improve their writing skills and understand what needs to be improved.

The development of flipbook-based teaching materials for learning *Fiqh Thaharah* in the Indonesian Language and Literature Education Study Program provides an interesting picture of how technology can be utilized to improve the quality of education. With an interactive and comprehensive design, this teaching material is

expected to have a positive impact on students' knowledge of basic *Fiqh Thaharah* skills as religious believers, increase their engagement, and create a collaborative and supportive learning environment. This initiative is an important step in improving the quality of learning on campus and equipping students with the skills needed to face future challenges. Through further development and the application of appropriate technology, it is hoped that this teaching material can become a model for the development of teaching materials on other campuses, and make a positive contribution to the world of education in Indonesia.

c. Expert Validation Results

The results of expert validation for the Development of Flipbook-Based *Fiqh Thaharah* Teaching Materials for Religion Courses for Students of the Indonesian Language and Literature Study Program, FKIP, Sriwijaya University can be seen as follows.

2. Material feasibility validation results

The following are the results of the material expert validation of development of flipbook-based *Fiqh Thaharah* teaching materials for religion courses for students.

Table 4. Results of Material Feasibility Analysis

No.	Aspects assessed	Assessment Score			
		1	2	3	4
1.	<i>Fiqh Thaharah</i> learning materials are prepared based on the Semester Learning Plan.				√
2.	<i>Fiqh Thaharah</i> learning materials are presented in sequentially.				√
3.	The explanation of <i>Fiqh Thaharah</i> is equipped with examples in the form of animated images and videos.				√
4.	<i>Fiqh Thaharah</i> learning materials are adjusted with student characteristics.			√	
5.	The presentation of the <i>Fiqh Thaharah</i> material attracts the interest of the readers.				√
6.	Images and animations are clear and appropriate to the material.				√
7.	The level of difficulty of the questions is in accordance with the existing material.				√
8.	Variety of exercise questions contained in the flipbook.			√	
9.	Exercise questions can be studied repeatedly and according to the user's liking.				√
10.	Students can be motivated in learning using flipbook				√
Total				6	32

Based on the validation results from the material experts, a total score of 38 was obtained with a percentage value of 95%. This percentage value is categorized as very valid and suitable for use in trials. The material experts who participated in this validation test have educational credentials and have taught *fiqh thaharah*. The following elements received good ratings from the material experts: (1) Relevance of the Material: The content of this

teaching material covers the provisions of *thaharah* including ablution, *tayamum*, *mandhi*, and others. The material experts assessed that these materials are very relevant and important for students to understand, considering that *thaharah* is one of the important skills in everyday life. (2) Learning Structure: Well-structured teaching materials were also the focus of the material experts. The learning objectives of each chapter are followed by activities, examples, and explanations of the theory. This allows students to understand each idea taught and follow the learning flow effectively. (3) Exercises and Examples: The writing examples in this teaching material are considered representative and diverse. Based on the assessment of the material experts, the exercises at the end of each chapter allow students to practice what they have learned. In addition, the exercises are made to vary in terms of complexity so that students can apply the knowledge of *thaharah* in their daily lives.

3. Media Feasibility Validation Results

The following are the results of the media expert validation of development of flipbook-based *Fiqh Thaharah* teaching materials for religion courses for students.

Table 5. Media Feasibility Analysis Results

No.	Aspects assessed	Assessment Score			
		1	2	3	4
1.	Ease of operating the media.				√
2.	The initial appearance of the media is attractive.				√
3.	Display of each menu button on the main page clarify the function of the button.				√
4.	The background image is interesting and fits the theme.				√
5.	The typeface used in the text is easy to read.				√
6.	The font size on each page is proportional.				√
7.	The color selection in each section is appropriate and contrasting.				√
8.	The use of pictures as illustrations is in accordance with function.				√
9.	The use of audio is interesting and appropriate to the theme				√
10.	The use of fonts in the big title is appropriate and interesting				√
Total					40

Based on the validation results from material experts, a total score of 40 was obtained with a percentage value of 100%. The percentage value is categorized as very valid and very feasible to be applied at the trial stage. The purpose of the media/presentation expert validation test is to evaluate the interactive features and visual design of the teaching materials. The participating media experts are professionals who have a background in graphic design and multimedia educational content creation. The media experts provided some important input related to the layout and appearance of teaching materials, among others: (1) Attractive Visual Style: The combination of bright colors and appropriate graphics makes the design of teaching materials more attractive. According to media experts, the use of visual components can increase student attractiveness and improve the learning process. (2) Interactivity: It is thought that interactive elements such as discussion boards

and quizzes are very useful in increasing student participation. According to the media experts, these interactive components provide students with the opportunity to work together and discuss, which is an important aspect of the learning process. (3) Simple navigation: According to the media experts, the navigation in the teaching materials is adequate. The ease with which students can move between chapters is very important in maintaining student focus and attention during the learning process. Flipbook-based teaching material products developed by researchers also received input/suggestions on the cover page. The cover color used in the previous design tended to be dark, so the media expert suggested replacing the cover of the teaching material with a bright color.

4. Results of Language Feasibility Validation

The following are the results of validation by linguists on the development of flipbook-based *Fiqh Thaharah* teaching materials for religion courses for students.

Table 6. Results of Language Feasibility Validation

No.	Aspects assessed	Assessment Score			
		1	2	3	4
1.	The language used in this e-book is in accordance with the General Guidelines for Indonesian Spelling (PUEBI).				√
2.	The readability of the language used in the e-book is easy to understand to understood.			√	
3.	The accuracy of the use of punctuation in the e-book <i>fiqh thaharah</i> .				√
4.	The accuracy of the paragraph structure in the <i>fiqh thaharah</i> e-book.				√
5.	Clarity of ideas in the <i>fiqh thaharah</i> e-book.				√
6.	The unity of paragraphs in the <i>fiqh thaharah</i> e-book.				√
7.	Coherence between sentences in paragraphs in the <i>fiqh thoh thaharah</i> .				√
8.	Effectiveness of sentences used in <i>fiqh thaharah</i> e-book.				√
9.	Clarity and efficiency of information in flipbook teaching materials <i>fiqh thaharah</i> .				√
10.	Effective and efficient use of language in teaching materials flipbook <i>fiqh thaharah</i> .				√
Total				3	36

Based on the validation results from linguists, a total score of 39 was obtained with a percentage value of 97.5%. The percentage value is categorized as very valid and very feasible to be applied at the trial stage. Flipbook-based teaching materials are categorized as very feasible based on validation from the three fields above. The construction of teaching materials using flipbooks on *fiqh thaharah* material has fulfilled many important components in the learning process, in accordance with the findings of the validation test conducted by material experts, linguists, and experts media/presentation. This validation test provides an opportunity to make continuous adjustments based on the experts' comments in addition to ensuring the quality of the content displayed. The results of this validation test

are important to ensure that the learning resources created are truly useful and effective for learners, especially students. It is expected that this learning resource will better serve the needs of students and develop into the best learning tool by considering the suggestions given by the three expert groups. It is hoped that this teaching material can improve the ability of *fiqh thaharah* with the improvement steps that will be used. In religious life, *fiqh thaharah* is a very important provision for the community. It is hoped that with the creation of useful learning resources, students will be more inspired and able to implement the knowledge of *fiqh thaharah* in everyday life.

Implementation of the Development of Flipbook-Based *Fiqh Thaharah* Teaching Materials for Religion Courses for Students

One creative way to utilize technology to improve the learning process for students is to create flipbook-based teaching materials for *Fiqh Thaharah* courses in religion courses. This teaching material has gone through several stages of expert validation before being tested in the field to determine its effectiveness directly. To get a true picture of how students react and utilize these learning resources in learning *Fiqh Thaharah*, a field test was conducted. This step is very important to determine the feasibility of the product and determine the parts that still need to be improved based on feedback from teachers and students. Some students were selected to use the *Fiqh Thaharah* teaching materials during the field trial procedure. The purpose of this activity is for students to experiment with the features offered, such as attractive appearance and various interactive activities in the teaching materials. The majority of students were very enthusiastic and interested in using this digital teaching material, based on observation data. Students, who usually feel more comfortable learning through digital platforms, were attracted by the attractive visual components and interactive multimedia aspects.

1. Small Scale Trial and Revision

The purpose of this small-scale trial is to determine the effectiveness of the flipbook-based learning model developed. The sample population of students in the small-scale trial was 15% of the existing population, meaning that only 15 respondents were involved in the small-scale trial. Respondents in the small-scale trial were randomly selected using simple random sampling technique. Simple Random Sampling is simple and fair sampling where each respondent has the same opportunity to be selected (Sumargo, B., 2020). The product will be revised again after this trial.

Table 7. Average Results of Small Scale Trial

Group	Number Students	Average Pretest	Average Posttest	Improvement (%)
Small Scale Trial	15	52.2	95.7	43.5%

2. Large Scale Trial and Revision

The next stage is large-scale trials and revisions. Arikunto (2012) states that if the population is less than 100 people, then the entire sample is taken, but if the population is

greater than 100 people, then 10-15% or 20-25% of the population can be taken. Therefore, in the large- scale trial, the entire population of 95 students of Indonesian Language and Literature Study Program will be used. Large-scale trials were conducted to see the extent to which flipbook-based teaching materials could be used by taking respondents as users, so that the advantages and disadvantages could be known. After the trial is carried out in the learning process. Furthermore, revisions will be made again to perfect the developed product.

Table 8. Research Population Number of Research Population

Name of Study Program	Total Population	
	Indralaya	Palembang
Indonesian Language and Literature Education	72	23

Table 9. Average Results of the Large Scale Trial

Group	Number Students	Average Pretest	Average Posttest	Improvement (%)
Large Scale Trial	95	60.9	95.7	34.8%

Based on the results of small and large scale trials, there is a significant difference in the use of flipbook-based teaching materials in the pretest and posttest results of using teaching materials. Comparison of learning outcomes between small and large scale trials shows that students who apply flipbook-based *fiqh thaharah* teaching materials tend to have improved learning outcomes. This shows that these teaching materials are able to provide a more directed and motivating experience in learning, because students can easily learn independently according to their abilities and learning methods.

DISCUSSION

In the process of implementing education, it will certainly be related to teaching materials. The use of teaching materials in the learning process is one of the important aspects in the implementation of good teaching and learning activities (Magdalena et al., 2020). This means that the development of teaching materials needs to be done to support the ongoing teaching and learning process. The development of teaching materials also needs to refer to several criteria in order to create good teaching materials, including: 1) suitability of teaching materials with learning objectives, 2) useful and in accordance with the needs of students, 3) easy to understand both in terms of material and language used, 4) relevant and systematic (Wicaksono, 2017). Good planning of teaching materials has an impact on communicative and effective learning (Arbaina, et al, 2022). This study strengthens the findings that flipbook media can increase students' understanding and motivation to learn on *fiqh thaharah* material. These results are consistent with the findings of Fathurroziq & Astutik (2024), which show that interactive e-flipbook modules on thaharah material are effective in increasing student motivation and ability in Islamic religious education. In addition, Fauzil'Ardzim (2022) explained that the digitization of fiqh teaching materials

based on Contextual Teaching and Learning through flipbooks resulted in improved learning outcomes with an N Gain value of 0.59. This is in line with CTL theory which emphasizes the importance of context and interactivity in learning in order to support the understanding of religious concepts. Gicella et al. (2024) also confirmed that the use of flipbooks in Islamic Religious Education learning effectively improved student learning outcomes, supporting the argument that interactive digital media is able to generate interest and better retention of material.

From the perspective of teaching materials design theory, the ADDIE model used from needs analysis to evaluation is recognized as an effective framework for developing digital teaching materials (Maribe & Yuliantri, 2024). The combination of this strategy with flipbook media supports the theory that visual and interactive-based teaching materials facilitate understanding of abstract fiqh concepts, as explained in learning media theory (Mawardi & Sumantri, 2021). In addition, research in the context of Islamic religious education shows that the use of flipbooks not only improves student cognition but also encourages critical thinking skills in accordance with the indicators of analysis, evaluation, and creativity in higher-level learning. Thus, the findings of this study not only demonstrate the effectiveness of flipbooks empirically, but are also closely related to the theoretical foundations of Islamic religious education, interactive digital media theory, ADDIE model, and CTL theory. This confirms that the development of flipbook-based *fiqh thaharah* teaching materials is not only technically innovative, but also has a solid theoretical footing and is relevant in improving student understanding.

Based on the results of the needs analysis calculation, it shows that Indonesian language and literature education students need flipbook-based teaching materials, especially for *thaharah* material. In the analysis of objective learning conditions, respondents stated that the use of teaching materials that had been done so far was not in accordance with what was needed in learning. The average value obtained by respondents who stated that they disagreed by 39% and disagreed by 52.7%, indicating that the teaching materials used so far have not achieved learning objectives, are difficult to understand, tend to be less clear, are not equipped with attractive images, are not practical, are not equipped with supporting audio / video, are not equipped with evaluation in the form of quizzes / exercises, and relevant examples. This condition shows that students need learning that is more creative, interesting, and can support learning well. Daulae (cited by Achmad, et al., 2021) explains that effective learning can provide students with enjoyable and meaningful experiences that will stick in their memories for a long time. The results of research related to the effectiveness of using flipbooks in learning show that flipbooks are one of the teaching materials that are practical to use and quite effective in improving learning outcomes (Barokah, 2024). Previous research also stated that the use of flipbooks as teaching materials can increase students' understanding of learning in the learning process (Harahap et al., 2024).

In developing flipbook-based teaching materials, careful planning is also needed, especially in the presentation of teaching materials that are in accordance with the needs and presentation of the material. The results of the needs analysis calculation on the aspect of the

presentation of teaching materials show that 43.6% are categorized as necessary and 40% are very necessary. While in the aspect of material presentation, the resulting average calculation is 51.5% categorized as very necessary. This shows that the presentation of teaching materials in accordance with student conditions is needed in learning. The results of the product trial showed an increase significant before and after using flipbook-based teaching materials. Product trials were conducted in two stages, namely large-scale and small-scale trials. In the small-scale trial, significant results were shown, namely 43% obtained from the results of the pretest and posttest conducted. Then, in the large-scale trial conducted, the results also increased by 34.8%. This shows that the use of flipbook teaching materials has a big impact in learning *fiqh thaharah*. The use of visuals, audio, video, and structuring of teaching materials makes it easier for students to understand learning independently and more interactively.

Based on the results of the validation test by material, media, and language experts also showed positive results. The product of developing flipbook-based teaching materials was declared very valid after the validation test. In the material validation test, a score of 38 was obtained with a percentage value of 95%. The percentage value is categorized as very valid and suitable for use in trials. The material experts who participated in this validation test have educational credentials and have taught *fiqh thaharah*. The following are the elements that received good ratings from the material experts: (1) Relevance of the Material: The content of this teaching material covers the provisions of thaharah including ablution, tayamum, mandhi, and others. Material experts assess that these materials are very relevant and important for students to understand, considering that thaharah is one of the important skills in everyday life. (2) Learning Structure: Well-structured teaching materials were also the focus of the material experts. The learning objectives of each chapter are followed by activities, examples, and explanations of the theory. This allows students to understand each idea taught and follow the learning flow effectively. (3) Exercises and Examples: The writing examples in this teaching material are considered representative and diverse. Based on the assessment of the material experts, the exercises at the end of each chapter allow students to practice what they have learned. In addition, the exercises are made to vary in terms of complexity so that students can apply the knowledge of thaharah in their daily lives.

Based on the validation results from the material experts, a total score of 40 was obtained with a percentage value of 100%. The percentage value is categorized as very valid and very feasible to be applied at the trial stage. The purpose of the media/presentation expert validation test is to evaluate the interactive features and visual design of the teaching materials. The participating media experts are professionals who have a background in graphic design and multimedia educational content creation. The media experts provided some important input related to the layout and appearance of the teaching materials, including: (1) Attractive Visual Style: The combination of bright colors and appropriate graphics makes the design of teaching materials more attractive. According to media experts, the use of visual components can increase student attractiveness and improve the educational process. (2) Interactivity: It is thought that interactive elements such as discussion boards and quizzes are very useful in increasing student participation. According to media experts,

these interactive components provide opportunities for students to work together and discuss, which is an important aspect of the learning process. (3) Simple navigation: According to the media experts, the navigation in the teaching materials is adequate. The ease with which students can move between chapters is very important in maintaining students' focus and attention during the learning process.

Based on the validation results from linguists, a score of 39 with a percentage of 97.5% was obtained. The percentage value is categorized as very valid and very feasible to be applied at the trial stage, so the language structure in this development is appropriate. Teaching materials flipbook-based teaching materials are categorized as very feasible based on validation from the three fields above. The construction of teaching materials using flipbooks on *fiqh thaharah* content has fulfilled many important components in the learning process, according to the findings of the validation test conducted by material experts, linguists, and media/presentation experts. This validation test provides an opportunity to make continuous adjustments based on comments from the experts in addition to ensuring the quality of the content displayed. The results of this validation test are important to ensure that the learning resources created are truly useful and effective for learners, especially students. It is expected that this learning resource will better serve the needs of students and develop into the best learning tool by considering the suggestions given by the three groups of experts.

CONCLUSION

Based on the results of research and discussion, it can be concluded that the development of flipbook-based *Fiqh Thaharah* teaching materials in Religion courses for students of the Indonesian Language and Literature Education Study Program, FKIP Sriwijaya University is declared effective and feasible to use. The development process that refers to the ADDIE model (analysis, design, development, implementation, and evaluation) succeeded in producing digital teaching materials that are interactive, interesting, and in accordance with student needs. Validation results from material, language, and media experts show that the flipbook developed has met the criteria of content, appearance, and usefulness. In addition, limited and extensive trials showed an increase in student understanding of the concepts of *Fiqh Thaharah*, which was reinforced by the results of evaluations and positive responses from lecturers and students. Thus, this flipbook-based teaching material can be an innovative solution in improving the quality of fiqh learning in higher education.

From this research, it provides important suggestions or recommendations, especially for the organization of religious courses at Sriwijaya University in order to facilitate and provide adequate support for these teaching materials, so that they can be accessed optimally by students. In addition, improving lecturers' skills in developing these teaching materials also needs to be considered so that learning using flipbook-based teaching materials can be used properly in the learning process. The limitations of this study are that the scope of the research was only conducted in one study program with a limited number of samples, and

has not explored in depth the effect of flipbooks on the affective and psychomotor aspects of students. Therefore, further research is recommended to be carried out in various other study programs or universities with a larger sample size, as well as examining more broadly the effect of using flipbooks on mastery of other competencies, such as religious attitudes, critical thinking skills, and student digital technology skills.

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