

Flipping the Page: Engaging Elementary Literacy with Interactive Storybooks

I Ketut Trika Adi Ana¹, Made Sri Indriani²

¹Universitas Pendidikan Ganesha

²Universitas Pendidikan Ganesha

Email: adi.ana@undiksha.ac.id

ABSTRACT

Literacy skills still become a serious challenge for elementary school students in Indonesia. Thus, this research aimed to develop interactive storybooks to support literacy activities at elementary schools. This study can be classified as a research and development study following the Successive Approximation Model. Study data were collected from teachers and students at one of the elementary schools in Bali through interviews, documentation, expert judgment, and questionnaires. Data were analyzed qualitatively and quantitatively. Interview and documentation results underwent qualitative analysis using interactive data analysis models. Expert judgment results were analyzed using the inter-rater agreement model, while questionnaire results were analyzed descriptively and categorized using intervals derived from theoretical ideal reference assessments. The findings revealed a strong preference among students for flipbooks with vibrant illustrations, animal characters, smartphone compatibility, and interactive quizzes. The expert judgment further confirmed the suitability of the content for children and its ability to improve students' understanding of narratives. Besides, students' feedback indicated high acceptance and enthusiasm for the developed flipbooks. However, it is essential to note that the limitation of the study lies in the evaluation regarding the impact of flipbooks on students' literacy skills, which was not conducted. Therefore, it is crucial to conduct a further study utilizing experimental methodology to validate their effectiveness in improving elementary school student's literacy.

Keywords: *educational technology, elementary students, flipbook storybooks, interactive learning, literacy*

Introduction

Literacy skills are the main foundation in facing challenges in this digital era, especially for elementary school students. In an era where information is spread so quickly and widely, literacy skills are reading, writing, understanding, evaluating, and critically using information (Chooa & Singha, 2011; Cynthia & Sihotang, 2023). The importance of literacy skills in this digital era affects students' academic success and their ability to actively participate in an increasingly digitally connected society (Shao & Purpur, 2016). Unfortunately, in Indonesia, the condition of elementary school students' literacy skills, especially in rural areas, is still worrying (Kartika & Lestari, 2022; Yani et al., 2022).

The lack of interesting and relevant reading materials for students is one of the main causes of their weak literacy skills (Rani, 2022; Sari, 2018). Limited access to motivating and inspiring books can hinder the development of students' literacy skills, exacerbating the literacy gap between urban

and rural areas (Darmiyanti & Taufik, 2021). Based on the results of the researcher's initial interview with the principal of SD N 5 Les and the grade V teacher, it was conveyed that grade V students had a low literacy level. According to the class teacher and principal, this was due to the low interest in students' reading and the fact that the availability of interesting reading materials for students was almost non-existent in schools.

For this reason, it was conveyed that schools need interesting learning media or reading materials to increase students' interest in reading and literacy skills. Stories and technology-based media have been proven effective in increasing students' interest in reading and literacy skills (Ananta et al., 2022; Anggriani et al., 2022; Budiarsa et al., 2022). Interesting stories and interactive media can arouse students' curiosity and deepen their understanding of the material (Dharma, 2019).

Several studies have been conducted to

develop stories for elementary school students. However, those stories were mostly made in printed versions. For instance, the study that was conducted by Ramadhani and Setyaningtyas (2021) developed a picture storybook for second-grade students in one of the elementary schools in Salatiga, Central Java. Purwani (2020) also conducted a similar study, who developed a picture storybook for teaching character education to fourth-grade students. Dwiyasari et al. (2023) also conducted a study to develop a picture storybook for teaching character education to second-grade students. Those studies were limited to printed storybooks without any multimedia support. However, in this study, the researchers developed an interactive storybook in the form of an electronic flipbook equipped with online audio and quizzes.

Interactive teaching media have been recognized for their potential to engage young readers by integrating multimedia elements such as animation, sound effects, and interactive quizzes (Lestari et al., 2024; Takacs et al., 2015). These elements can make reading more enjoyable and accessible, especially for early learners who may struggle with traditional text-heavy formats (Lysenko & Abrami, 2014). Additionally, digital storybooks can offer adaptive learning opportunities, allowing content to be tailored to individual student needs (Khrismaswari et al., 2023).

Despite these advantages, there is a lack of research specifically examining the impact of interactive flipbooks on literacy development, particularly in the context of elementary education. Therefore, this study aimed to develop a children's storybook as an interactive flipbook that can be accessed using a smartphone with audio and online quizzes. Thus, it is expected to increase elementary school students' reading interest and literacy skills, especially in rural areas, so they are better prepared to face the challenges of this digital era. It is hoped that the flipbooks developed will attract elementary school students' interest in reading and provide a rich multimodal learning experience.

Method

This development study is conducted following the Successive Approximation Model (SAM), which emphasizes iterative development and continuous user feedback (Allen, 2012). Combining qualitative and quantitative methods provides a comprehensive understanding of the development process and user experience.

Following the SAM stages, the flipbook development process was carried out in several iterative cycles. First, the researcher evaluated the initial needs collected from teachers and students regarding the types of stories that students liked, the supporting devices owned by the school, the reading materials already owned by the school, and how the story would look along with what media the students wanted to be provided in the story on the flipbook being developed. Second, the researcher designed a flipbook prototype according to the initial evaluation results. The design was then discussed again with students and teachers to ensure that the design followed the needs and desires of the students, as well as the learning objectives or literacy programs implemented by the school. Feedback was collected through observation and discussion, which led to revisions and improvements. Third, the researcher developed the flipbook according to the results of the prototype revisions that had been carried out and re-tested it with teachers and students. The flipbook was then revised and refined repeatedly by combining feedback from groups of students and teachers. Fourth, the final validation of the flipbook was carried out by involving two education experts to ensure that the content was appropriate and effective for the target age group.

The subjects of this study included teachers and students from an elementary school in Bali. The selection of participants was purposive. This study involved 35 fifth-grade students and two class teachers. In addition, at the final evaluation stage, two experts in language learning media for children evaluated the flipbook.

Data were collected according to the stages and objectives of the research that had been previously prepared. Thus, from its function, the data collection technique in this study can be divided into three, namely the data collection technique at the student needs evaluation stage, the data collection technique at the flipbook design stage, the data collection technique at the flipbook development stage, and the data collection technique at the final evaluation stage. The following is an explanation of the data collection technique.

For the initial evaluation stage which aims to collect data on students' needs and desires and the availability of supporting devices owned by the school, researchers collected data through semi-structured interviews conducted with teachers and students. Interviews focused on gathering insights into their experiences and perceptions of using

digital storybooks in the classroom, what stories students need and want, and what supporting devices the school has for implementing electronic flipbooks. Researchers also collected data from reading books used and owned by the school for literacy classes to strengthen the interview results. This was done to identify the weaknesses of the reading books owned, which were then used as input for developing flipbooks. The instrument used to assist the interview process was an interview guide, while documentation was carried out with the help of a digital camera.

The design stage was carried out to create a flipbook design that was following the results of the initial evaluation that had been carried out and to confirm the design with teachers and students to ensure that the design made had met the needs, desires of students, demands of the literacy program, and following the availability of supporting facilities owned by the school. Thus, data collection at this stage was carried out by conducting documentation and focus group discussions (FGD). Documentation was carried out to record and note the stages of compiling the flipbook design. In contrast, FGD was carried out to find out the opinions of students and teachers regarding the flipbook design that was made. Documentation was also carried out again when the flipbook design was revised according to student and teacher input to record the results of the revisions and ensure that the revisions were made according to teacher and student input.

The development stage was carried out to develop the flipbook according to the revised design. At this stage, the researcher collected data using documentation, interviews, and questionnaire techniques. Documentation was carried out to record the development stages, while interviews were conducted to collect information regarding teacher responses to the developed flipbook. The questionnaire was used to collect data regarding student acceptance of the developed flipbook. The questionnaire used in this study was adjusted to the TAM theory. Furthermore, documentation was also carried out again to record the revision of the flipbook, which was carried out according to input from students and teachers. Thus, the research instruments used at this stage included interview guides, questionnaires, and a digital camera.

Data was collected through expert testing involving two language learning media experts at the final evaluation stage. The instrument used at this stage was an expert judgment sheet. This expert judgment sheet was developed using the

learning media evaluation theory, which includes four aspects: content, appearance, interactivity, navigation, and suitability to student needs.

Qualitative data from interviews, documentation, and FGDs were analyzed using an interactive data analysis model involving data condensation, data presentation, and concluding/verification (Miles et al., 2014). Data obtained from interviews, documentation, and FGDs were transcribed. Then, the data was reduced if there was unnecessary data. The reduced data was then displayed by grouping it according to the research objectives. Finally, the researcher concluded according to the grouped data.

Data from expert evaluations and student questionnaires were analyzed quantitatively. Data analysis from expert tests was carried out by calculating expert test scores, which were then converted into a conversion table compiled using the theoretical ideal reference assessment theory, as seen in Table 1, along with the questionnaire results to see student acceptance of the developed flipbook. The results of the student questionnaire were quantified and then categorized based on a category table, which was also created using the theoretical ideal reference assessment theory.

Table 1
The Theoretical Ideal Reference Assessment Criteria

No	Interval	Category
1	$(MI + 1.5 SDI) < X$	Very Good (VP)
2	$(MI + 0.5 SDI) \leq X < (MI + 1.5 SDI)$	Good (P)
3	$(MI - 0.5 SDI) \leq X < (MI + 0.5 SDI)$	Fair (SP)
4	$(MI - 1.5 SDI) \leq X < (MI - 0.5 SDI)$	Poor (N)
5	$X < (MI - 1.5 SDI)$	Very Poor (VN)

Note:

$MI = \frac{1}{2}$ (ideal maximum score + ideal minimum score)

$SDI = \frac{1}{6}$ (ideal maximum score - ideal minimum score)

Source : Nurkencana and Sunartana (1992)

Findings and Discussion

The objectives of the initial evaluation were to identify the needs and desires of students, the demands of literacy programs, and facilities available at school to support interactive storybooks in the form of online flipbooks. Interviews with teachers focused on obtaining data on the needs and desires of students, the demands of literacy programs, and the facilities available at school. Interviews with students focused on the needs and desires of students. Meanwhile, documentation focused on the needs of students as seen from the demands of literacy programs in elementary schools and identification of the availability of reading materials at school. In order

to be more easily understood, the results of the data analysis for the initial evaluation stage were divided into three parts, namely the results of interviews with teachers, interviews with students, and documentation results.

From the results of interviews with teachers, it was found that students needed storybooks that instilled character values that were conveyed in simple language. Regarding the story, the class teacher who was a respondent suggested that the stories conveyed not only focus on regional stories but also national stories and several international stories so that they could broaden students' horizons. The teacher also argued that students usually like stories that contain colorful pictures, happy endings, and not long stories. Regarding the demands of literacy programs in schools, teachers said that the most important thing is to build children's love of reading, which is expected to form a reading culture. As for the supporting facilities owned by the school, it was stated that it has a stable internet network, two LCD projectors, and two active speakers. Children are not allowed to bring smartphones to school. Therefore, it is suggested that the flipbook can be opened via laptops owned by teachers and can be read together by students and teachers.

In addition, teachers hope that the flipbook provides online quizzes that can be used as a practice to hone students' reading skills. From the results of interviews with students, almost similar data were also found. Students stated that they needed stories that were easy to understand. They wanted funny, happy, and science-fiction stories; some asked for horror stories. For the characters in the children's story, they asked for a story whose characters were all animals that behaved like humans, and some had human characters. In terms of appearance, students want story books to contain colorful pictures according to the story, and the writing should be done with an attractive font and not too long on each page. They also hope that audios make reading the story more interesting. They even asked for the book to be provided with audio to make it into an audiobook, so they don't have to read manually when they just want to listen to the story.

Based on the Literacy Movement guidebook in elementary schools issued by the Directorate of Elementary School Development, Directorate General of Elementary and Secondary Education, Ministry of Education and Culture in 2016, it was stated that the objectives of the literacy program in elementary schools consist of

general objectives and specific objectives. The general objective of the literacy program in elementary schools is to develop students' character through the cultivation of the school literacy ecosystem manifested in the School Literacy Movement so that they become lifelong learners. The specific objectives are to develop a culture of literacy in schools, increase the capacity of residents and the school environment to be literate, and make schools a fun and child-friendly learning park so that school residents can manage knowledge and maintain the continuity of learning by presenting various reading books and accommodating various reading strategies. From the documentation process, it was also found that the school has several books on story-reading about legends and regional folklore in Indonesia. The school does not yet have reading materials in the form of electronic stories specifically designed for elementary school children.

The researcher designed interactive storybooks as online flipbooks at this design stage according to the initial evaluation results. In order to design a flipbook that is following the results of the initial evaluation, the researcher compiled story criteria based on the initial evaluation results. The researcher compiled these criteria to operationalize the results of the initial evaluation into general criteria and specific criteria. General criteria are criteria that must be met by all stories created, while specific criteria are criteria that certain stories must meet. By determining these criteria, the researcher can create a clearer design.

Next, the researcher made a design in the form of a table. The design, in the form of a table, was made to map the story so that all special criteria are covered. The flipbook's design, in the form of a table, can be seen in Table 4. From the design shown in Table 2, five stories are needed to distribute all special criteria.

Table 2
The Design of The Story

No	Title of the Story	Special Criteria
1.	"The Little Ant Who Helped the Elephant"	Work together Story with Indonesian setting Funny story Fable
2.	"Butterflies and Cherry Blossom Gardens in Japan"	Religious Story with a Japanese setting Fable
3.	"The Lion, King of the African Jungle "	Integrity Story with Afrika's setting Fable
4.		Independent

	"Made the Little Boy Who Lives in the Old House at the End of the Street"	Story with Bali setting Horror story
5.	"Garuda Robot Guard of Pancasila"	Nationalism Story with Indonesian setting Science fiction

The design was then brought to school to be discussed with teachers and students again. The results of the discussion showed that teachers and students agreed on the prepared design, so no design changes were made.

The development stage involves developing Interactive Storybooks in the form of an Online Flipbook according to the design that has been made. At this stage, the researcher carries out several activities. At this development stage, according to the stages in Figure 4 above, it can be said that first, the researcher compiled the story and quiz according to the design. To make it easier for the researcher to create stories and quizzes, the researcher utilized AI, namely chatGPT. Second, the researcher changed the quiz in text form into an online quiz using the quizzes application. Third, the researcher created an image that represents the story. To create an image that matches the story, the researcher also utilized AI, namely Bing AI Image Creator. Fourth, the researcher created audio using the text-to-speech application from ttsfree.com and saved the audio on Google Drive. Fifth, the researcher linked the Google Drive audio to a QR code using the QR Code Monkey application.

Finally, after completing the story, image, audio QR code, and quiz, the researcher created a flipbook layout using the Microsoft Publisher application and saved the Interactive Story Books layout in PDF format. In the final stage, the researcher uploaded the layout in PDF format to the Heyzene application to convert it into an online flipbook. The researcher added a quiz on the last page so that students could directly access the quiz from the online flipbook. The development process can be summarized as shown in Table 3.

Table 3 The Summary of the Development Process			
No	Process	Description	Application
1	Story Writing	Compiled the stories and quizzes according to the design	chatGPT
2	Creating Quizzes	Made the online quizzes by transforming	Quizzes

		the printed quizzes into online quizzes	
3	Creating images	Created the images that match the stories	Bing AI Image Creator
4	Creating Audio	Created audio of the stories	ttsfree.com
5	Creating QR Code	Created the QR code for the audio and quizzes	QR Code Monkey
6	Assembling the stories, texts, quizzes, images, and the audio into flipbooks	Created book formats in PDF to be transformed into online flipbooks	Microsoft Publisher and Hyzene

An example of the appearance of the story page created in this study can be seen in Figure 1 below.



Figure 1

Example of the Story

After the story was developed, the researcher returned to the school to discuss it with teachers and students to ensure that the story developed was following the previously agreed design. From the results of the focus group discussion, the teacher conveyed only one input, namely the use of fonts for writing, which still looked too formal because it used Times New Roman font. So, it is suggested that it be changed to a font that is more suitable for children. Based on the induction results, it was agreed that the font used was Comic Sans MS. So, the story's appearance becomes as in Figure 2 below.

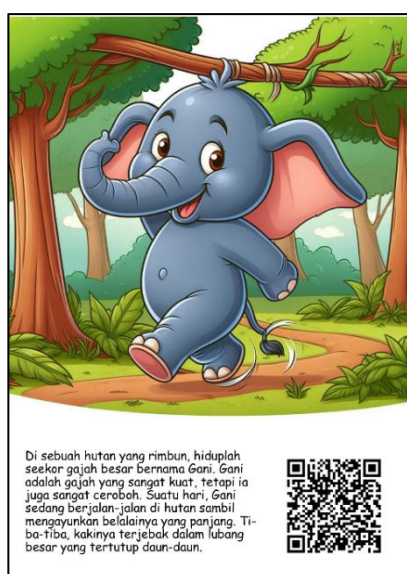


Figure 2
Example of the Story After Revision

After the flipbook was developed, the next stage was for the researcher to test it on one expert in learning media for children. This expert test was conducted to see whether the developed interactive storybooks in the form of online flipbooks had met the criteria for good learning media in terms of content, appearance, interactivity, navigation, and suitability to student needs. From the tests conducted, it was found that interactive storybooks in the form of online flipbooks had very good quality, as seen from the expert test result score of 67, according to the conversion table shown in Table 2.

Table 2
Expert Judge Conversion Table

No	Interval	Category
1	$60 \leq X$	Very Good (VG)
2	$50 \leq X < 60$	Good (G)
3	$40 \leq X < 50$	Fair (F)
4	$30 \leq X < 40$	Poor (P)
5	$X < 30$	Very Poor (VP)

Judging from the questionnaire distributed to students, this study also found that students very well accepted interactive storybooks in the form of developed online flipbooks. This can be seen from the mean score of the questionnaire results of 46.57, which, if converted to a category table, as seen in Table 3, means very good.

Table 3
TAM Conversion Table

No	Interval	Category
1	$40 \leq X$	Very Good (VG)
2	$33 \leq X < 40$	Good (G)
3	$27 \leq X < 33$	Fair (F)
4	$20 \leq X < 27$	Poor (P)
5	$X < 20$	Very Poor (VP)

Discussion

The findings of this study provide important information about the development and implementation of interactive storybooks in the form of online flipbooks for elementary school literacy programs. These results emphasize the significance of aligning educational resources with students' specific needs and desires, literacy programs' requirements, and the availability of supporting facilities in schools. Such alignment ensures that the resources meet pedagogical goals and foster student engagement and accessibility.

As digital tools, interactive storybooks serve as mediators that scaffold learning by providing students with engaging and adaptive content tailored to their developmental stage (Neumann, 2020; Sharma & Hannafin, 2007). Additionally, well-designed multimedia resources, such as online flipbooks, can enhance learning by effectively integrating visual and textual elements to reduce cognitive load and improve comprehension (Rahmadani & Bungawati, 2023; Roemintoyo & Budiarto, 2021).

A new teaching media should be evaluated to ensure that the students and the teachers do not have any difficulties using it. By incorporating feedback and criteria from this evaluation, the researchers revised the five interactive stories that adhered to general and specific criteria for effective learning media (Mansur & Utama, 2021; Nasruddin & Setiyadi, 2023). This approach emphasizes the significance of iterative development processes in educational media, ensuring the materials are relevant and impactful.

The expert tests conducted in this study further validated the quality of the interactive storybooks, confirming that they meet established criteria for effective learning media. The high scores in user acceptance tests also indicate that the interactive storybooks were well-received by students, demonstrating their potential to enhance engagement in literacy activities. These results emphasize the importance of expert validation and user feedback in developing educational tools, ensuring quality and usability. User-centered design enhances the effectiveness and adoption of educational technologies (Altay, 2014; Shivers-McNair et al., 2018).

Conclusion

Since this study consisted of three steps, this study found three main conclusions. First, the interactive storybooks that are suitable for literacy programs in elementary schools follow students'

needs and desires, the demands of literacy programs, and the availability of supporting facilities in schools. Second, the design of interactive storybooks in the form of online flipbooks must be adjusted to the results of the initial evaluation that has been carried out. Thus, this study developed five stories to ensure that all general and specific criteria from the initial evaluation results were met. Third, the five stories have been proven to meet the criteria for good learning media. The user acceptance test also found that students accepted the interactive storybooks in the form of developed online flipbooks. This study contributes to developing a theory regarding using appropriate teaching media to improve young learners' reading interests and literacy skills. However, because this study was not carried out until the effectiveness test whether the interactive storybooks in the form of online flipbooks that were developed were effective in improving students' literacy skills, further research to test the effectiveness needs to be carried out. This further research will later complement the results of this study.

References

- Allen, M.** (2012). *Leaving ADDIE for SAM: An agile model for developing the best learning experiences*. Elsevier. <https://doi.org/10.1016/B978-0-08-100598-9.00004-0>
- Altay, B.** (2014). User-centered design through learner-centered instruction. *Teaching in Higher Education*, 19(2), 138–155. <https://doi.org/10.1080/13562517.2013.827646>
- Ananta, I., Assyifa, F. Z., Chairunnisa, K., & Dayu, D. P. K.** (2022). Media pembelajaran let's read meningkatkan literasi membaca pada pembelajaran kurikulum merdeka. *Prosiding Seminar Nasional Bahasa, Sastra, Seni, Dan Pendidikan Dasar (SENSASEDA)*, 2(November), 31–36. <https://mathdidactic.stkipbjm.ac.id/index.php/sensaseda/article/view/1969>
- Anggriani, M., Rijalul Akbar, M., Mulyadi, & Widayati, U.** (2022). Pengembangan buku cerita bergambar interaktif berorientasi literasi dan pendidikan karakter siswa untuk meningkatkan kemampuan dan minat membaca kelas V SDN 63 Dodu Kota Bima. *Jurnal Pendidikan Bahasa*, 12(2), 1–10.
- Budiarsa, I. K., Sudiana, I. N., & Arnyana, I. B. P.** (2022). Pengembangan buku cerita berkearifan lokal Bali untuk meningkatkan kemampuan literasi budaya siswa kelas II sekolah dasar. *PENDASI: Jurnal Pendidikan Dasar Indonesia*, 6(2), 1–11. https://doi.org/10.23887/jurnal_pendas.v6i2.953
- Chooa, J. C. S., & Singha, M. K. M.** (2011). Enhancing critical literacy in writing by employing media in explicit instructional approaches. *Procedia - Social and Behavioral Sciences*, 29, 1409–1417. <https://doi.org/https://doi.org/10.1016/j.sbspro.2011.11.380>
- Cynthia, R. E., & Sihotang, H.** (2023). Melangkah bersama di era digital: Pentingnya literasi digital untuk meningkatkan kemampuan berpikir kritis dan kemampuan pemecahan masalah peserta didik. *Jurnal Pendidikan Tambusai*, 7, 31712–31723.
- Darmiyanti, A., & Taufik, M.** (2021). Multitext learning: Efforts to improve literacy students in Indonesia. *Indonesian Journal of Librarianship*, 2(1), 31–40. <https://doi.org/10.33701/ijolib.v2i1.1422>
- Dharma, I. M. A.** (2019). Pengembangan buku cerita anak bergambar dengan insersi budaya lokal Bali terhadap minat baca dan sikap siswa kelas V SD kurikulum 2013. *Journal for Lesson and Learning Studies*, 2(1), 53–63. <https://doi.org/10.23887/jlls.v2i1.17321>
- Dwiyasari, K. M. A., Arnyana, I. B. P., & Astawan, I. G.** (2023). Pengembangan buku cerita bergambar bermuatan pendidikan karakter untuk meningkatkan kemampuan membaca pada siswa kelas II SD. *PENDASI: Jurnal Pendidikan Dasar Indonesia*, 7(1), 71–82. https://doi.org/10.23887/jurnal_pendas.v7i1.2023
- Kartika, & Lestari, M. R. D. W.** (2022). Penerapan sastra anak dalam peningkatan literasi siswa SD kelas 1. *Perspektif*, 1(3), 245–250. <https://doi.org/10.53947/perspekt.v1i3.79>
- Khrismaswari, A. A. S. S., Myartawan, I. P. N. W., & Wahyuni, L. G. E.** (2023). Development of innovative digital story book to increase high school student's English learning motivation. *Jurnal Inovasi Dan Teknologi Pembelajaran*, 10(2), 150. <https://doi.org/10.17977/um031v10i22023p150>
- Lestari, N. G. A. M. Y., Boeriswati, E., & Dhieni, N.** (2024). Interactive mobile technologies. *Interactive Mobile Technologies*, 18(16), 174–196.
- Lysenko, L. V., & Abrami, P. C.** (2014). Promoting reading comprehension with the use of technology. *Computers & Education*, 75, 162–172. <https://doi.org/https://doi.org/10.1016/j.compedu.2014.01.010>
- Mansur, H., & Utama, A. H.** (2021). The evaluation of appropriate selection learning media at junior high school. *Indonesian Journal of Instructional Media and Model*, 3(1), 17. <https://doi.org/10.32585/ijimm.v3i1.1401>
- Miles, B., Huberman, M., & Saldana, J.** (2014). *Qualitative data analysis: A methods sourcebook*. SAGE Pub.

- Nasruddin, N., & Setiyadi, M. W.** (2023). Development of assessment media using wondershare quiz creator for evaluation effectiveness for teachers in Dompu Regency. *Jurnal Pendidikan Ips*, 13(2), 334–340. <https://doi.org/10.37630/jpi.v13i2.1398>
- Neumann, M. M.** (2020). Teacher scaffolding of preschoolers' shared reading with a storybook app and a printed book. *Journal of Research in Childhood Education*, 34(3), 367–384. <https://doi.org/10.1080/02568543.2019.1705447>
- Nurkencana, S. I., & Sunartana, I.** (1992). Aplikasi asesmen formatif. *P2LPTK*.
- Purwani, R.** (2020). Pengembangan buku cerita bergambar berbasis karakter untuk pembelajaran membaca siswa SD Kelas IV. *Jurnal Pendidikan Bahasa Indonesia*, 8(2), 180. <https://doi.org/10.30659/j.8.2.180-194>
- Rahmadani, E., & Bungawati.** (2023). Pengembangan buku cerita bergambar sebagai media pembelajaran tema 4 “hidup bersih dan sehat” SD kelas II. *Mimbar Sekolah Dasar*, 11(1), 176–189. <https://doi.org/10.53400/mimbar-sd.v11i1.61620>
- Ramadhani, Y. P., & Setyaningtyas, E. W.** (2021). Pengembangan Buku Cerita Bergambar sebagai Media Pembelajaran Tema 4 “Hidup Bersih Dan Sehat” SD Kelas II. *Jurnal Studi Guru Dan Pembelajaran*, 4(2), 509–517. <https://doi.org/10.30605/jsgp.4.2.2021.1307>
- Rani, S.** (2022). *Penyebab rendahnya kemampuan literasi anak kelas III di SD Negeri 24 Kota Bengkulu*. Universitas Islam negeri Fatmawati Sukarno.
- Roemintoyo, R., & Budiarto, M. K.** (2021). Flipbook as innovation of digital learning media: Preparing education for facing and facilitating 21st century learning. *Journal of Education Technology*, 5(1), 8. <https://doi.org/10.23887/jet.v5i1.32362>
- Sari, C. P.** (2018). Faktor-faktor penyebab rendahnya minat membaca siswa kelas IV. *Jurnal Pendidikan Guru Sekolah Dasar*, 7(32), 3128–3137. <http://journal.student.uny.ac.id/ojs/ojs/index.php/pgsd/article/viewFile/13875/13400>
- Shao, X., & Purpur, G.** (2016). Effects of information literacy skills on student writing and course performance. *The Journal of Academic Librarianship*, 42(6), 670–678. <https://doi.org/https://doi.org/10.1016/j.acalib.2016.08.006>
- Sharma, P., & Hannafin, M.** (2007). Scaffolding in technology-enhanced learning environments. *Interactive Learning Environments*, 15(1), 27–46. <https://doi.org/10.1080/10494820600996972>
- Shivers-McNair, A., Phillips, J., Campbell, A., Mai, H. H., Yan, A., Macy, J. F., Wenlock, J., Fry, S., & Guan, Y.** (2018). User-centered design in and beyond the classroom: Toward an accountable practice. *Computers and Composition*, 49, 36–47. <https://doi.org/https://doi.org/10.1016/j.compcopm.2018.05.003>
- Takacs, Z. K., Swart, E. K., & Bus, A. G.** (2015). Benefits and pitfalls of multimedia and interactive features in technology-enhanced storybooks: A meta-analysis. *Review of Educational Research*, 85(4), 698–739. <https://doi.org/10.3102/0034654314566989>
- Yani, S., Lubis, E., Hasibuan, M., Bengkulu, U. M., Literasi, P., Baca, M., Corner, L., & Interest, R.** (2022). Pojok literasi di Sekolah Dasar Negeri 47 Desa Bajak 1 untuk menumbuhkan minat baca siswa. *Pengabdian Masyarakat Mandira Cendekia*, 1(12), 45–52.