



Digital Flipbook-Based Teaching Material for Writing Poetry in Elementary School

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Abstract

This study was conducted to solve the problem of children's difficulties in writing poetry in fourth grade by using digital teaching materials to write poetry in a form of flipbook. The purpose of this research is to design a flipbook-based digital teaching material product to facilitate learning to write poetry in elementary schools, especially in Grade IV. The method used was Educational Design Research (EDR) starting from analyzing needs according to problem identification and exploring what was found in elementary schools, design and construction of developed tools, to evaluation and reflection of developed tools. The results of developing digital teaching materials for writing poetry were contents that can be taught to fourth grade elementary school students including: (1) The concept of poetry, (2) Basic poetry, (3) Elements of poetry, (4) Looking for ideas, (5) Pouring ideas in the form of poetry that is supported by multimedia provided by flipbook so that the digital teaching material for writing poetry based on flipbook developed by researchers are suitable to use. Thus, digital teaching material for writing poetry in the form of a flipbook can meet the needs of learning to write poetry in elementary schools because there are multimedia such as animation, images, videos, and audio so that learning can be supported and more interesting by utilizing the sophistication of existing technology. The position of this digital teaching material is as an additional reference in learning literature in elementary schools.

Keywords: Digital Teaching Materials; Flipbooks; Writing poetry.

Abstrak

Penelitian ini dilakukan untuk memecahkan masalah mengenai kesulitan anak dalam menulis puisi di kelas IV dengan menggunakan bahan ajar digital menulis puisi berbasis *flipbook*. Tujuan dari penelitian ini untuk mendesain produk bahan ajar digital berbasis *flipbook* untuk memfasilitasi pembelajaran menulis puisi di sekolah dasar khususnya di Kelas IV. Metode yang digunakan adalah Educational Design Research (EDR) dimulai dari menganalisis kebutuhan sesuai identifikasi masalah dan mengeksplorasi apa yang ditemukan di sekolah dasar, desain dan konstruksi perangkat yang dikembangkan, sampai evaluasi dan refleksi perangkat yang dikembangkan. Hasil pengembangan bahan ajar digital menulis puisi diperoleh isi konten yang dapat diajarkan kepada siswa sekolah dasar kelas IV diantaranya: (1) Konsep puisi, (2) Dasar puisi, (3) Unsur-unsur puisi, (4) Mencari ide, (5) Menuangkan ide dalam bentuk karya puisi yang di dukung dengan multimedia yang disediakan oleh *flipbook* sehingga bahan ajar digital menulis puisi berbasis *flipbook* yang dikembangkan peneliti sudah layak untuk digunakan. Dengan begitu, bahan ajar digital menulis puisi berbasis *flipbook* bisa memenuhi kebutuhan pembelajaran menulis puisi di sekolah dasar karena terdapat multimedia seperti animasi, gambar, video, dan audio agar pembelajaran dapat didukung dan lebih menarik dengan memanfaatkan kecanggihan teknologi yang ada. Posisi bahan ajar digital ini sebagai referensi tambahan dalam pembelajaran sastra di sekolah dasar.

Kata Kunci: Bahan Ajar Digital; Flipbook; Menulis Puisi.

INTRODUCTION

Written language is an important thing for students to learn, written language is a means of communication which is of course used in conveying messages (ideas, ideas, opinions, information and knowledge) in writing and then conveyed to others. This written language becomes a language skill in addition to speaking skills (speaking skills), listening skills (listening skills), reading skills (reading

skills), and writing skills (writing skills) according to Tarigan (in Sardila, V. 2015). The benefits of writing skills can develop positive attitudes such as self-expression, therefore the way to express thoughts and feelings is usually in the form of literary works, one of which is writing poetry. In line with (Lita,

Writing poetry is in line with the objectives of the 2013 Curriculum where students are

required to have productive, creative, innovative, and effective attitudes to contribute to the life of society, nation, state and world civilization (Permendikbud Number 69 of 2013). Meanwhile, according to Permendikbud No 37 of 2018, writing poetry is based on Competency Standards and Basic Competencies in the content of Indonesian language education materials, namely oral and written. Proper oral and written are things that must be mastered by students in the 2013 Curriculum.

The poetry writing material in the Basic Competencies must be studied and mastered by students until the poetry material can be introduced to students to the making of poetry made by fourth grade students. The use of the 2013 curriculum in schools needs to prepare facilities and infrastructure to support the implementation of poetry writing materials. The important component is teaching materials. Teaching materials play a very important role in the learning process because teaching materials are a source of insight and knowledge of students about a material that is not only limited to the knowledge contained in handbooks (Fajri Z, 2015) and teaching materials are learning tools that aim to achieve the learning process in class according to Competency Standards & Basic Competence according to (Juneri et al, 2018).

According to (Nurdyansyah, 2015) explaining that teaching materials are a guide for teachers in carrying out learning activities starting from activities and materials that will be delivered to students in learning while for students they will be used as guidelines for students to do individual learning in order to obtain information. According to a literature study found, learning to write poetry in grade IV has obstacles, especially in the teaching materials used, according to (M. Habibi et al, 2019, page 9) that teaching materials for writing poetry in schools do not provide appropriate strategies/techniques in the writing process. poetry so that the teaching materials do not have clear and systematic steps in writing. Reinforcing the previous theory according to (Martha, 2020) that in the end the ability of students to pour their imagination into several stanzas of poetry was

hampered because the teaching materials did not present a writing process that could help students do the right writing activities. The results of initial observations, in terms of the content of teaching materials in schools only provide assignment content to students based on the themes or images displayed. This is in line with research (M Habibi et al., 2019) that teaching materials used in elementary schools only contain assigning students to make poetry based on the theme or image displayed. In terms of content, teaching materials in schools only provide assignment content to students based on the theme or image displayed. This is in line with research (M Habibi et al., 2019) that teaching materials used in elementary schools only contain assigning students to make poetry based on the theme or image displayed. In terms of content, teaching materials in schools only provide assignment content to students based on the theme or image displayed. This is in line with research (M Habibi et al., 2019) that teaching materials used in elementary schools only contain assigning students to make poetry based on the theme or image displayed.

Basic teaching materials play an important role for the progress and development of learning in schools, therefore, innovation is an alternative in avoiding boredom and boredom of students in participating in learning. In the era of digitalization, to provide an efficient, interesting and effective learning experience, poetry writing teaching materials must be varied and innovative with the use of technology. This is in line with (Prastowo, 2011), that "the quality of learning will be low if only using conventional teaching materials without any significant changes in the teaching materials developed" therefore, utilizing technology in literary learning is very necessary in the world of education,

Technological developments can support learning in any situation and condition, one of which is the use of flipbook applications. Flipbook is software that has an experience like opening a book page but is supported by digital media such as animation, images, video, and audio. Flipbook also makes teaching materials more interesting and

interactive for students and becomes a facility for teachers to explain poetry writing material and achieve learning goals more effectively and not boringly, more fun, can encourage student motivation in mastering learning, improve learning outcomes and independence study at home.

Creating a digital teaching material, it is necessary to know the needs that can achieve the objectives of the 2013 curriculum. Thus, to find out how the teaching materials are suitable for fourth grade students, it is necessary to analyze the needs for developing digital teaching materials for writing poetry based on flipbooks including curriculum analysis, student analysis, as well as analysis of field conditions which are expected to be able to develop digital teaching materials for writing poetry based on flipbooks that are in accordance with field needs. The purpose of this study was to design the initial concept of a flipbook-based digital teaching material development product to facilitate learning to write poetry in elementary schools so that the benefits of the results of this research can be used by educators, media developers in creating and developing quality teaching materials. Furthermore, the research objectives were obtained, Flipbook-based digital teaching material products to find out how impactful these digital teaching materials have for learning Indonesian, especially writing poetry in Elementary Schools and reflecting on flipbook-based digital teaching materials as supporting or primary teaching materials in Elementary Schools other than books provided by the government.

METHOD

The research is focused on developing flipbook-based digital teaching materials for writing poetry for Indonesian language learning in elementary schools. The purpose of this research is to design a product concept for developing flipbook-based digital teaching materials to facilitate learning to write poetry in elementary schools. Therefore, the research uses a qualitative approach, namely EDR (Educational Design Research) so that researchers can design quality teaching materials in accordance with Basic Competencies and Core Competencies and

facilitate learning to write poetry in grade IV elementary schools.

EDR was chosen to determine the need for developing flipbook-based digital teaching materials for writing poetry based on field needs and designing digital teaching materials to facilitate learning to write poetry in elementary schools. In the product development process, researchers identified problems through the results of observations and analysis of student needs in writing poetry and then consulted with practitioners, both teachers as the main source close to students, discussion groups with the same focus, and experts in developing teaching materials. Furthermore, the researchers analyzed various kinds of books on writing poetry to be developed in order to meet students' understanding of writing poetry. Design principles that have been developed in theory, realized in the form of a product of developing digital teaching materials for writing poetry and then the book is evaluated and revised in every aspect by practitioners and experts until it is suitable for use. In the journal entitled, 'Educational Design Research' by K., McKenney & TC Reeves (2013, p. 14), they explain the stages of the EDR method in general and the following stages:

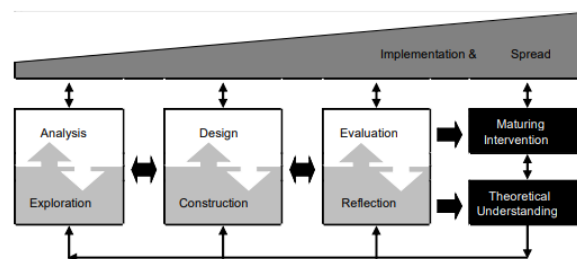


Figure 1.
Overview of the Research Process

This study involved several subjects, while the subject selection was preceded by a problem analysis conducted by researchers on several elementary schools in the district and city of Tasikmalaya, after going through the analysis and identification process, the researchers chose research subjects according to the adequacy and suitability here, meaning that the research subject had a close relationship with the research topic. . Meanwhile, adequacy is associated with the information obtained by the researcher from

the research subject, which is clear and complete regarding the actual situation in the field. Based on this, the decisive aspect of this research is the completeness of the data. The subjects in this study were elementary school teachers, elementary school students and PGSD students of the poetry writing learning device team at UPI Tasikmalaya Campus.

The instrument used to collect data is that the researcher acts as the main instrument in the data collection process with in-depth interviews with the teacher. Other equipment in the form of a voice recorder and a list of interview questions were also used to support the process of recording and collecting data. Researchers also used additional instruments used by researchers were the results of student questionnaires in grade IV elementary schools. The sources used in this study are primary research data obtained from in-depth interviews with elementary school teachers and students in Tasikmalaya and Ciamis districts who have experience in carrying out poetry writing lessons, questionnaires were used to determine the results of trials of using digital teaching materials to students and validation results to media experts,

RESULTS AND DISCUSSION

The results of the interview process found several things related to the problems faced in the learning process about poetry in class IV, either according to the literature review or new findings in the field. The problems faced in the learning process start from the aspect of experience in using teaching materials that are not in sync with the situation of students in the field and an unsuitable environment that needs to be accompanied by other teaching materials. Researchers also review aspects of student learning that have not been able to compose their own poetry, especially in expressing ideas and contents of poetry so that students need guidance from the teacher. Researchers suspect this is due to the lack of availability of complete material sources along with easy-to-understand instructions for use.

In the aspect of the use of teaching materials, teachers only use teaching materials from the government as a reference in

learning, but in the aspect of the content of the student books, most of them contain poetry appreciation, poetry reciting, and practice questions, while the steps for writing poetry are still not well explained and the contents of the content regarding poetry are separated according to the theme, information was obtained that the teacher had not been able to get the appropriate book source in explaining the steps for writing poetry. This is due to the lack of availability of complete sources along with instructions for use that are easy to understand and teachers expect teaching materials that can explore student experiences, prepare students with conditions according to personal experience and express students' imaginations in written form.

The results obtained from interviews, researchers found problems that occurred in elementary schools, especially in learning Indonesian about writing poetry to find solutions to these problems and identify problems. Researchers carried out the design and construction stages. The problem then developed into learning objectives that will be a reference in designing story scripts. The results of the literature read by researchers found that the important things to consider when learning are: device selection and product design design to produce an impactful experience. Aspects of the device, it was concluded that the suitable digital teaching material was Flipbook.

The results of the literature regarding the display design that must be able to make it easier for users to read and understand any information provided and the display must have an attractive design. Aspects of the content of the teaching materials include: (1) The concept of poetry, (2) Basic poetry, (3) Elements of poetry, (4) Looking for ideas, (5) Expressing ideas in the form of written poetry. These digital teaching materials will be inserted digital media that can support the content of digital teaching materials. The selected media are video, audio and QR Code. Making digital teaching materials is done on a power point first, where the researcher compiles the material for writing poetry, placing icons or supporting elements in writing poetry such as page icons, images,

and writing which will be converted into .pdf format from .ppt format.



Figure 2.

Content creation with Powerpoint

The results of the .pdf format are made more up-to-date with the Flip PDF Professional application. This application is very easy for researchers to use equipped with easy operations for beginners without the need to use programming languages such as HTML. Flip PDF Professional is an application that converts the .pdf format into a flipbook with complete features today. In addition to making e-book pages look like books, this application can also include multimedia such as images, videos from YouTube, Vimeo, MP4, audio videos, hyperlinks, quizzes, flash, and others. The principle of making applications on Flip PDF Professional is by selecting a .pdf file and the application will turn it into a flipbook, besides that, Flip PDF Professional can also edit .pdf by adding features that users want such as multimedia. Flip PDF Professional has an Export feature that converts it in several file forms such as HTML, Javascript, Adobe Flash, .Exe. That way, Flip PDF Professional can be used on multiple devices such as Android or computers.

The application development process using Flip PDF Professional is divided into four stages. These stages are: (1) file asset entry stage, (2) feature addition, (3) export to HTML and (4) flipbook checking. The first stage is the file asset entry stage. At this stage the files that have been designed on the computer are entered in the Flip PDF Professional application into a flipbook, entering these assets into the basic components of the application design. The file uploaded to the application contains the

cover, page background, & poetry writing material. Before entering file assets, the application provides a choice of extensions that will be used as a flipbook, namely HTML and Flash. After selecting the extension,

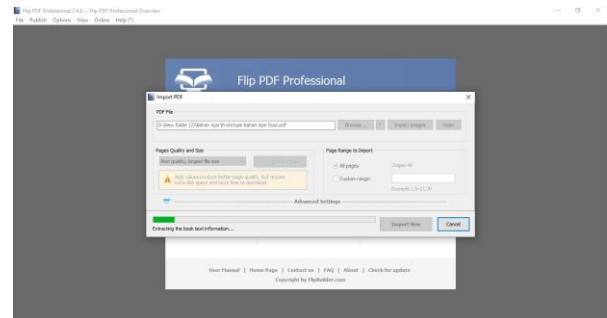


Figure 3.

Import PDF to Flipbook View

The next stage is the stage of adding media such as visual, audio and audiovisual media. The researcher uses the "Edit pages" option to enter the media that has been prepared and then enter it according to the available media categories, because the media used are visual, audio and audiovisual, the researcher uses music, gifs, pictures and videos to support poetry writing material with the "select" option. file" and the media that we choose will appear in the flipbook if it feels finished then we select the "save and exit" option.

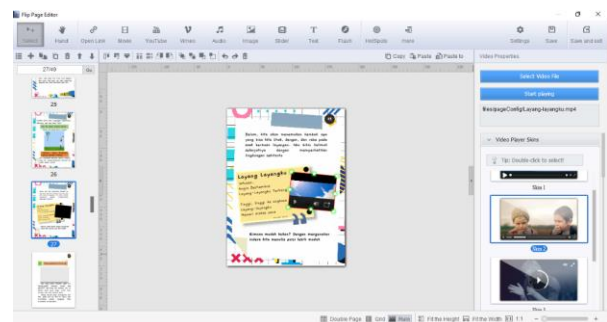


Figure 4.

Display Entering Multimedia

The next stage is exporting the flipbook into an HTML extension. At this stage, the flipbook is changed to a website. Exporting flipbooks to HTML is very easy, just click the "Publish" tool, the "Output Options" screen will appear and select the desired extension. Wait until the process is complete and then the flipbook can be used but can only be opened by researchers, so it requires hosting so that it can be accessed by other devices.

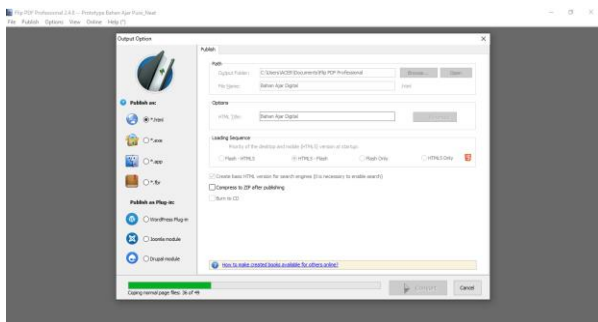


Figure 5.

Export Flipbook to HTML Extension

The last stage is checking the flipbook, meaning that the flipbook is checked every page so that there are no errors in the multimedia used. Checking this flipbook is very important in the process of finalizing a product so that the product can be used without any technical problems when used in learning.



Figure 6.

Checking Flipbook

The design that has been developed in the form of a product for developing digital teaching materials for writing poetry has the following characteristics: has a website appearance in general but has features that can help users use flipbooks called menus, the menus contained in these digital teaching materials include: (1) Zoom In & Zoom Out, (2) Search (3) Thumbnails (4) Auto Flip (5) Shared (6) Print (7) Fullscreen (8) Find Page (9) shared by email.

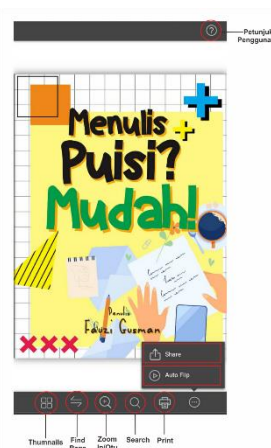


Figure 7.

Flipbook Menu Display

The zoom in & zoom out menu is used to enlarge and reduce the page so that the user can adjust the size as desired, then the search menu is used by the user to search for poetry writing material so that it is easy for users to find the material to be searched for in digital teaching materials, then Thumbnails are used by users to make it easier to open the desired page, Auto flip is an automatic menu to open and close pages that can be used by users, the shared menu is used to distribute digital teaching materials to other users, the print menu is used by users to convert digital teaching materials into physical teaching materials, The last menu full screen changes the program display mode to full screen full screen mode but on android devices fullscreen mode is disabled, The find Page menu is used to search for book pages.

The final result of the developed product getsevaluation and revision in every aspect by practitioners and experts to make it fit for use To get the best results, each revision is presented in table 1.

**Table 1
 Product Validation from Experts**

No	Change	Reason
1.	Accuracy of principles and facts	There is still a lot of material that deviates from the basic theory
2.	Reference accuracy	Adjusted again the reference with the contents of the content
3.	Communication (write and talk)	The presentation needs to be adjusted to the cognition of elementary school students
4.	The suitability	There is a need for material

	of the material with the development of science	updates
5.	Library Update	Libraries need updating
6.	Clarity of instructions and systematic work on assignments, exercises at the end of each learning activity & practice feedback..	There needs to be practice questions per chapter and there is a need for feedback from practice questions
7.	Summary	From each chapter there needs to be a summary
8.	Sentence effectiveness, language efficiency & Accuracy of using language rules.	Summarize sentences so that they are easily understood by students
9.	Writing needs to be improved.	Must pay attention to the use of Indonesian EYD
10.	There are no instructions for using the application	There are no instructions for using the application yet

The results of the evaluation carried out by the development experts found that these digital teaching materials have shortcomings that need to be considered, namely in terms of material, namely the accuracy of concepts, facts and principles, which must be in accordance with the basic concepts of poetry, digital teaching materials developed have an incomplete poetry structure. explained in the teaching materials and the nature of poetry which is not explained in the digital teaching materials and the factor of the up-to-date material also influences so that the facts, concepts, and principles can be achieved. The accuracy of the literature that needs to be considered so that the facts, concepts and principles are conveyed properly. The presentation also needs to be adjusted to the cognition of elementary school students, especially the use of vocabulary that is not understood by the child so that the material received is not too heavy for the child. in terms of language, such as the use of good EYD, good language rules and sentence

effectiveness that must be considered. In terms of feedback from each material, it is necessary to have exercises so that children can understand the material contained in digital teaching materials. In terms of mechanics, it is necessary to have a manual for using digital teaching materials so that users are not confused about using digital teaching materials.

Researchers conducted testing by several experts. Researchers revise the teaching materials that have been made to maximize the function of the teaching materials that will be used by teachers and students. The researcher conducted the first trial with the research subject in the fourth grade of SDN 2 Kertaraharja with 9 students. The results of the student response questionnaire in the form of a closed questionnaire, the student response shows the number of 93% for the answer "Yes" while for the answer "No" shows the number 7%.

The researcher conducted the first trial with the research subject in the fourth grade of SDN Sukabagus with 14 students. The results of the student response questionnaire in the form of a closed questionnaire, the student response shows the number 91% for the answer "Yes" while for the answer "No" shows the number 9%. If the results from the two SDs are combined, the results will be obtained in the following table:

Table 2
Student Questionnaire Results of SDN 2 Kertaraharja & SDN Sukabagus

Statement	Student Answer	
	Yes	Not
I can understand poetry writing material using this digital teaching material easily.	23	
I can understand the terms and sentences used in this digital teaching material.	22	1
Various examples of poetry can make it easier for me to understand poetry writing material	23	
I can follow the learning	23	

activities step by step easily by using digital teaching materials		
The material is in accordance with the material that has been taught at school	19	4
I get new knowledge from these digital teaching materials in addition to teaching materials at school	21	2
I have no trouble expressing ideas when writing poetry with this digital teaching material	19	4
I have no trouble determining diction, typography, rhyme, and language style, when writing poetry with this digital teaching material	16	7
I have no trouble using these digital media and teaching materials	21	2
I am very interested in using this digital teaching material so I want to study it again	23	
I can understand the material in digital teaching materials without an explanation from the teacher	18	5
I find it easier to use media in studying poetry writing material	22	1
These digital teaching materials provide motivation for me to study poetry writing materials.	23	
I can understand the summary in this book	19	3
The digital teaching materials that I use can be a good choice in learning to write poetry	23	
Number of Responses	315	29
Average	21	3.222
Percentage	92%	8%

It can be seen from the total number of students, which amounted to 23 people who answered the questionnaire from the two schools, getting 92% with the answer "Yes" and for the answer "No" getting 8%, it can be concluded that the development of digital teaching materials for writing flipbook-based poetry developed by researchers has been categorized proper to use.

This research develops the manufacture of digital teaching materials for writing poetry

based on flipbooks not only as problem solving but the development of these teaching materials as innovations to improve student skills, especially writing poetry in learning in accordance with the opinion (Pratiwi et al, 2019) that innovation or development needs to be done so that learning is filled with content. High-level skills can be achieved through the use of teaching materials and these digital teaching materials become a reference for teachers in providing knowledge, creativity and student motivation in writing poetry. Writing poetry is very important for student development because it can provide knowledge and explanations, increase student creativity, and motivate students in making literary works in the form of poetry (Joni S, 2020).

Flipbook is the most widely used device for mobile learning activities because it is interactive for students and as a facility for teachers to explain material besides interactive flipbooks are interesting for students because they have animation, video, and audio elements which are certainly different from printed books (Cemelelioglu, 2018). Flipbook users can meet the needs of poetry material, which can be met by using a flipbook that focuses on poetry writing material.

The important thing needed in the manufacture of digital teaching materials is the accuracy of the content of teaching materials, the accuracy of the scope of student skills, the logical delivery of teaching materials in accordance with the opinion (Ida M, 2017) Factors that need to be considered in the development of teaching materials are accuracy of content, accuracy of coverage, and digestibility of teaching materials. According to (Ida M, 2017) the most important components to answer the problem of developing teaching materials are a variety of media, learning resources, activities, and feedback as supporting factors in obtaining interesting, useful, and effective teaching materials for students and teachers in learning. because of the Covid-19 pandemic conditions, the use of information and communication technology is urgently needed in the learning process (Niki,

The practice factor after receiving the material is very important so that students can improve student activity in learning. In line with (Reny, 2018) practice on students can improve active learners in the learning process and can work collaboratively, think critically and creatively. Effective sentences are influential in conveying the content of digital teaching materials. According to Kuncoro (in Pujiaono, 2013) that effective sentences are able to convey ideas from a writer to the reader.

The obstacles found in the use of flipbook-based digital teaching materials are the use of devices where not all people have them and use them, but from the point of view (Melinda, 2021) that flipbook-based digital teaching materials have drawbacks such as the use of smartphones, PCs, laptops, and so on but with Covid-19 conditions which require that all learning activities need to be online or online, digital teaching materials become an effective and efficient solution. In addition to the device factor, the factor of using flipbook-based teaching materials also needs user instructions so that students and teachers are not confused about using flipbook-based digital teaching materials. According to (Alperi,

Even though digital teaching materials have been developed in such a way, obstacles can still occur. The obstacle to the use of digital teaching materials is that students in using digital teaching materials are worried that they will be misused by students, so they still need guidance. For example, when students use digital technology-based devices, they prefer and try what they think is interesting to them, not the context of the content of a device. Barriers to teachers are the skills to use technology, so there needs to be habituation in using it. According to (Suhandiah, 2020),

The implication of using digital teaching materials to write poetry based on flipbooks is one example of the existence of a technology in facilitating learning in elementary schools. In line with research (Agni, 2019) that the existence of developing technology can be used as a facility in learning. Another research conducted by (Dendik, 2016), shows that

using flipbook media can also help students understand learning material, especially in abstract material and students can learn independently, think creatively, and increase student interest in learning. Then the target of curriculum 13 can be achieved. (Sugianto, et al, 2013) which states that flipbook-based digital teaching materials get a positive assessment in terms of learning materials to be very easy to understand by students, in addition, the operation of teaching materials is very easy to use, using multimedia in teaching materials is considered to increase students' motivation, interest, and learning activities and according to research (Dendik, 2016) learning using flipbooks can improve students' creative thinking skills. This flipbook-based digital teaching material for writing poetry is not only seen from the success of technology to facilitate learning in schools, but can increase student competence in learning, especially in the field of literature.

CONCLUSION

The need for learning in improving the quality can be done by looking at the conditions and educational situations. The condition of students in learning to write poetry is that they have not been able to compose their own poetry, so the researchers chose flipbook-based poetry writing teaching materials because they were adapted to the latest developments in technology, information and communication. This flipbook model is ideal for fulfilling learning to write poetry because there are multimedia such as animations, images, videos, and audio so that learning can be supported and more interesting by utilizing the sophistication of existing technology, so the teaching materials are made in the form of flipbooks which are certainly a cutting-edge learning resource. that can be used by both teachers and students. The application of digital teaching materials for writing poetry based on flipbooks is designed to meet the needs of learning to write poetry in elementary schools. The position of these digital teaching materials is

as an additional reference in learning literature in elementary schools. With this application, it is hoped that teachers and students can use it for the implementation of learning in schools, media developers in creating and developing quality teaching materials.

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