

## Development of Heyzine Flipbook–Based Islamic Religious Education Learning Media to Improve Student Learning Outcomes at SMP IT Al-Mursi Tangerang

Sirozudin<sup>1</sup>, Yuyun Rohimatul Uyun<sup>2</sup>, M. Nur Arifin<sup>3</sup>

Postgraduate Program of Islamic Religious Education, Sultan Maulana Hasanuddin State  
Islamic University of Banten  
email: [sirozudin.student@uinbanten.ac.id](mailto:sirozudin.student@uinbanten.ac.id)

### Abstract

*This study aims to: (1) develop Islamic Religious Education (PAI) learning media using a Heyzine Flipbook on the topic of avoiding alcohol, gambling, and quarrels; (2) examine the feasibility of the developed Heyzine Flipbook–based learning media; and (3) evaluate its effectiveness in improving students' learning outcomes at SMP IT Al-Mursi Tangerang. This study employed a Research and Development (R&D) approach utilizing the 4D model, which consists of define, design, develop, and disseminate stages. Data were collected through validation questionnaires and achievement tests (pretest and posttest). The research instruments included expert validation sheets and learning outcome test items. The data were analyzed using qualitative descriptive analysis and quantitative n-gain analysis. The results indicate that the developed media is highly feasible, with average validation scores of 4.53 from media experts, 3.75 from material experts, and 4.58 from Islamic Religious Education teachers. Furthermore, the effectiveness test yielded an n-gain score of 0.43, which is categorized as medium. In conclusion, the Heyzine Flipbook–based Islamic Religious Education learning media on the topic of avoiding alcohol, gambling, and quarrels is feasible and moderately effective in improving students' learning outcomes.*

**Keyword:** Learning Media, Heyzine Flipbooks, Learning Outcomes

### Abstrak

Penelitian ini bertujuan untuk: (1) mengembangkan media pembelajaran Pendidikan Agama Islam (PAI) menggunakan Heyzine Flipbook dengan tema menghindari alkohol, judi, dan pertengkaran; (2) menguji kelayakan media pembelajaran berbasis Heyzine Flipbook yang telah dikembangkan; dan (3) mengevaluasi efektivitasnya dalam meningkatkan hasil belajar siswa di SMP IT Al-Mursi Tangerang. Penelitian ini menggunakan pendekatan Penelitian dan Pengembangan (R&D) dengan model 4D, yang terdiri dari tahap mendefinisikan, merancang, mengembangkan, dan menyebarluaskan. Data dikumpulkan melalui kuesioner validasi dan tes pencapaian (pretest dan posttest). Instrumen penelitian meliputi lembar validasi ahli dan item tes hasil belajar. Data dianalisis menggunakan analisis deskriptif kualitatif dan analisis n-gain kuantitatif. Hasil penelitian menunjukkan bahwa media yang dikembangkan sangat layak, dengan skor validasi rata-rata 4,53 dari ahli media, 3,75 dari ahli materi, dan 4,58 dari guru Pendidikan Agama Islam. Selanjutnya, uji efektivitas menghasilkan skor n-gain sebesar 0,43, yang dikategorikan sebagai sedang. Kesimpulannya, media pembelajaran Pendidikan Agama Islam berbasis Heyzine Flipbook dengan topik menghindari alkohol, judi, dan pertengkaran layak dan cukup efektif dalam meningkatkan hasil belajar siswa.

**Kata kunci:** Media Pembelajaran, Buku Lipat Heyzine, Hasil Pembelajaran

## **A. INTRODUCTION**

Learning media are an integral element that cannot be separated from the overall instructional system and process. This implies that media have a determinant role as well as a very crucial position in teaching and learning activities. As one of the essential components that are interrelated within the educational ecosystem, the existence of media is indispensable; without their presence, the learning process cannot be carried out effectively.<sup>1</sup>

The main purpose of learning media is to create meaningful learning experiences. Media function as a means of delivering information that encourages students' cognitive and psychomotor involvement. With media playing an active role in transferring information, students are able to develop competencies and retain the information that has been learned.<sup>2</sup>

Regarding learning media, especially Islamic Religious Education (PAI) learning media, most still rely on printed media such as textbooks as the main teaching materials. Teachers rarely provide digital-based teaching materials and more often use materials that are already available. As a result, students become less active because they feel bored with monotonous media, causing the learning process to be inefficient and ineffective.

Efforts to increase student activeness in the learning process require support so that learning runs effectively and in line with educational objectives. A conducive learning atmosphere needs to be created so that students are interested and actively participate in learning activities. Therefore, learning media that are varied, inventive, attractive, and tailored to students' needs are required. The researcher intends to utilize Heyzine Flipbooks as an e-book–based publication medium.

Heyzine Flipbooks is an online platform that enables the conversion of PDF files into interactive digital books enriched with multimedia elements such as images, audio, and videos. Its interface simulates a printed book with page-flipping effects, providing a more engaging and interactive reading experience. In addition, the platform allows easy access through URL sharing, enabling students to access learning materials across various devices, including smartphones, laptops, and computers.

However, beyond its technical features, the use of Heyzine Flipbooks in this study is specifically aligned with the learning needs of students at SMP IT Al-Mursi. Based on preliminary observations, the learning process still predominantly relies on conventional printed media, such as textbooks and whiteboards, which tend to present material in a static and less interactive manner. This limitation reduces students' engagement due to the lack of visual representation, multimedia integration, and interactive learning experiences.

---

<sup>1</sup> Ani Daniyati et al., "Konsep Dasar Media Pembelajaran," *Journal of Student Research (JSR)* 1, no. 1 (2023): 282–294.

<sup>2</sup> Marlina et al., *Pengembangan Media Pembelajaran SD/MI*, Yayasan Penerbit Muhammad Zaini (Aceh: Yayasan Penerbit Muhammad Zaini, 2021).

Furthermore, students' learning outcomes have not yet reached optimal levels. Only 60% of students achieved scores above the Minimum Passing Criteria (KKM), with an average score of 71. This indicates that a considerable number of students still experience difficulties in understanding the learning material. This condition is closely related to the use of conventional learning media, which tend to be less engaging and fail to support students' active participation.

In this context, Heyzine Flipbooks offer a relevant solution by addressing these limitations through the integration of multimedia features, interactive visualization, and flexible access. The inclusion of images, videos, and audio elements can enhance students' conceptual understanding, while its accessibility enables students to learn independently beyond the classroom environment. Therefore, the use of Heyzine Flipbooks is expected to improve student engagement and learning outcomes in Islamic Religious Education.

Based on interviews with students at SMP IT Al-Mursi, the learning media used by educators lack variation and are predominantly limited to conventional tools such as whiteboards and textbooks. The use of digital media, including e-books, flipbooks, and PowerPoint, is still rarely implemented. This condition leads to low student engagement, as the limited variation in instructional media reduces students' interest and participation during the learning process. Consequently, students tend to be less attentive and less focused, which ultimately affects the effectiveness of learning and hinders optimal learning outcomes.

Based on these conditions, it is necessary to develop innovative learning media that can address the limitations of conventional instructional approaches. The integration of digital technology in education has become increasingly important, particularly in enhancing student engagement and supporting more interactive and meaningful learning experiences.

In the context of Islamic Religious Education, the use of technology-based media remains relatively limited, despite its potential to facilitate better understanding through multimedia representation. Therefore, the development of e-book–based learning media using Heyzine Flipbooks is considered relevant and timely, as it offers interactive features and flexible accessibility that align with students' learning needs in the digital era.

This study is expected to contribute to the improvement of student engagement and learning outcomes by providing an innovative and practical learning medium that can be effectively implemented in Islamic Religious Education.

## **LITERATURE REVIEW**

### **Islamic Religious Education Learning Media**

The term media originates from Latin and is the plural form of the word medium. Etymologically, media are defined as intermediaries or connectors that bridge the sender of a message and its receiver. Meanwhile, terminologically, media refer to all means that function as channels for distributing messages or information from a source

to a recipient.<sup>3</sup> From the perspective of Gerlach and Ely, media broadly encompass human elements, materials, equipment, and activities that are constructed to create a learning environment that facilitates learners in acquiring knowledge, skills, and attitudes. In a more specific instructional context, media are understood as technical instruments—whether in the form of graphic, photographic, or electronic devices—that function to capture, process, and reorganize information in both visual and verbal formats.<sup>4</sup> Gagné defines instructional media as various components within the learners' environment that function to provide stimulation for learning. In line with this perspective, Briggs defines media as physical instruments that present messages while simultaneously stimulating learning activities, including means such as books, films, assettes, and filmstrips.<sup>5</sup>

According to Rusman, media are tools for disseminating information that can facilitate education. Media function as means for distributing messages and information specific to subject matter, including but not limited to facts, ideas, methods, and principles. There are two types of media used by educators in the classroom: media created by external parties and used exclusively by instructors for instructional purposes, and media that already exist in the classroom or society and can be accessed naturally. Teachers also have the option to create their own media based on students' needs and individual skill levels (design-based).<sup>6</sup>

This meaning contrasts with Fleming's approach, which states that media can act as mediators or reconciliatory agents between conflicting groups. In this context, media function as useful mediators between two main factions. From encoding to re-encoding, media are entities tasked with conveying information from the sender to the receiver.<sup>7</sup>

Considering the various definitions presented above, it can be concluded that the consensus among experts is that media are best understood as intermediaries that help convey ideas and information from their sources to the intended audience.

According to Munadi, learning media are any tools that can intentionally transmit and channel signals from external sources in such a way that they facilitate the recipients' learning process.<sup>8</sup> Heinich argues that learning media have the same limitations as other media, namely functioning as intermediaries in the delivery of knowledge. Media for communication may take the form of audio recordings, photographs, projected images, written materials, and others. Learning media

---

<sup>3</sup> M. Rizal Rizqi, "Efektivitas Penggunaan Media Pembelajaran ClassFlow Dalam Meningkatkan Kemampuan Membaca Pada Siswa Kelas VIII Di SMP Zainuddin," *Al-Fakkaar: Jurnal Ilmiah Pendidikan Bahasa Arab* 3, no. 1 (2022): 71–96.

<sup>4</sup> Muhammad Syaifullah, "Urgensi Media Pembelajaran Ditinjau Dari Karakteristik Fisik Dan Psikomotorik Anak Usia Dasar," *AT-TAHDZIB* 5, no. 1 (2020): 2503–3034.

<sup>5</sup> Melda Veby Ristella Munthe et al., *Media Pembelajaran* (Tasikmalaya: Perkumpulan Rumah Cemerlang Indonesia, 2023).

<sup>6</sup> Shoffan Shoffa et al., *Perkembangan Media Pembelajaran Di Perguruan Tinggi* (Bojonegoro: CV. AGRAPANA MEDIA, 2021).

<sup>7</sup> Yuniastuti, Miftakhuddin, and Muhammad Khoiron, *Media Pembelajaran Untuk Generasi Milenial: Tinjauan Teoritis Dan Pedoman Praktis* (Surabaya: Scopindo Media Pustaka, 2021).

<sup>8</sup> Nurdyansyah, *Media Pembelajaran Inovatif* (Sidoarjo: UMSIDA Press, 2019).

encompass all forms of media that provide information or messages for educational purposes<sup>9</sup>.

The term *learning media* refers to various formats used to disseminate information with the aim of facilitating the acquisition of new competencies, perspectives, and values.

The characteristics of media commonly used in Islamic Religious Education learning are as follows:

1. Graphic Media

Graphic media are visual communication instruments that function to facilitate the delivery of messages from the source to the recipient of information. These media play a strategic role in attracting attention, clarifying meaning, and illustrating message content more concretely. In addition to their simple characteristics, graphic media also offer efficiency in terms of cost.

2. Audio Media

Audio media are instructional instruments that emphasize the auditory aspect, in which messages are delivered through auditory symbols, both verbal and non-verbal. In the context of Islamic Religious Education, this media can be implemented in various subjects, such as Qur'an and Hadith, Islamic Cultural History, and Arabic language. Examples of devices included in this category are radio, language laboratories, and magnetic tape recorders.

3. Still Projection Media

Still projection media have characteristics similar to graphic media; however, the delivery of information requires the use of a projector to be clearly visualized for learners. This category includes various instruments such as slides, filmstrips, overhead projectors (OHP), television, opaque projectors, tachistoscopes, microprojection, and microfilm. In the learning process, educators can utilize these media to disseminate both theoretical and practical materials, such as the procedures of Hajj, the performance of prayer, as well as the study of the Qur'an and Hadith.<sup>10</sup>

### **Heyzine Flipbooks**

Heyzine Flipbooks is a website that can convert PDF files into engaging electronic books by adding multimedia elements such as photos, audio, and videos. Its appearance resembles a printed book that can be flipped back and forth with attractive and enjoyable transition effects. As stated on its website:

*“PDF to flipbook free, no ads, no watermarks and highly customizable with different page flip effects. Download, share and embed them creating outstanding magazines, catalogs, brochures, reports, restaurant menus and more.”<sup>11</sup>*

---

<sup>9</sup> Shoffa et al., *Perkembangan Media Pembelajaran Di Perguruan Tinggi*.

<sup>10</sup> Syahvira Indah Puspita and Meilia Kumala Sari, “Media Dan Sumber Belajar Dalam Pembelajaran PAI,” *Journal of International Multidisciplinary Research* 2, no. 5 (2024): 215–225.

<sup>11</sup> Albert Balada, “Heyzine PDF To Flipbook,” accessed March 10, 2026, <https://heyzine.com>.

This means converting PDFs into flipbooks for free, without advertisements, without watermarks, and with high customization through various page-flipping effects. Users can download, share, and embed them to create magazines, catalogs, brochures, reports, restaurant menus, and more.

Users can make digital books more attractive to read through Heyzine Flipbooks. This website has also collaborated with a design website, Canva, to facilitate users in designing digital books. In addition, this website is more efficient because users who create digital books do not need to share e-book files directly with readers. Instead, they only need to share a link. As a result, users do not experience difficulty in opening and distributing digital books, because with a single URL link, digital books can be accessed on various devices such as smartphones, laptops, or computers. Most importantly, this media emphasizes ease of use, commonly referred to as being user-friendly.

Heyzine Flipbooks provide various interactive features that offer significant pedagogical benefits in the learning process. The page-flipping effects and customizable layouts create a more engaging and immersive reading experience, which can increase students' interest and motivation in learning.

The integration of multimedia elements, such as videos and images, plays an important role in supporting students' understanding of abstract concepts in Islamic Religious Education. For example, video content can illustrate real-life applications of concepts such as avoiding alcohol, gambling, and quarrels, making the material more concrete and easier to comprehend.

In addition, the platform's accessibility across multiple devices and its responsive design enable students to access learning materials anytime and anywhere, thereby supporting independent and flexible learning. The availability of interactive links and embedded web content also allows students to explore additional learning resources, which can enrich their learning experience.

Furthermore, the ease of customization enables teachers to design learning materials that are more contextual and aligned with students' needs. This flexibility allows educators to present content in a more structured, attractive, and student-centered manner.

Overall, these features not only enhance the technical presentation of learning materials but also contribute to improving student engagement, conceptual understanding, and learning outcomes.

### **Learning Outcomes**

The concept of learning outcomes can be understood by examining its two constituent terms, namely outcomes and learning. The term outcomes refers to an achievement obtained from an activity or process that results in functional changes in the input. Analogously, this is similar to a production process that transforms raw materials into finished products. The quality of such achievement is highly dependent

on the roles of both students and teachers, considering that learning outcomes are the output of the interaction between the learning process experienced by students and the guidance provided by educators.<sup>12</sup>

All actions taken by students as a direct consequence of their educational experiences are referred to as learning outcomes. Cognitive, emotional, and psychomotor components of behavior are all affected.

Sudjana states that learning outcomes are a set of abilities mastered by students after undergoing learning experiences. In line with this view, Suprijono describes learning outcomes as patterns of behavior, values, understanding, attitudes, appreciation, and skills. Meanwhile, Mulyono defines learning outcomes as competencies acquired by learners after the learning process, whereas Djamarah emphasizes that such learning outcomes are reflected through observable changes in behavior.<sup>13</sup> Therefore, changes in abilities that occur after the learning process can be categorized as learning outcomes. These achievements can be observed through learning achievement, which functions as an indicator as well as a measure of the level of understanding and changes in students' attitudes.

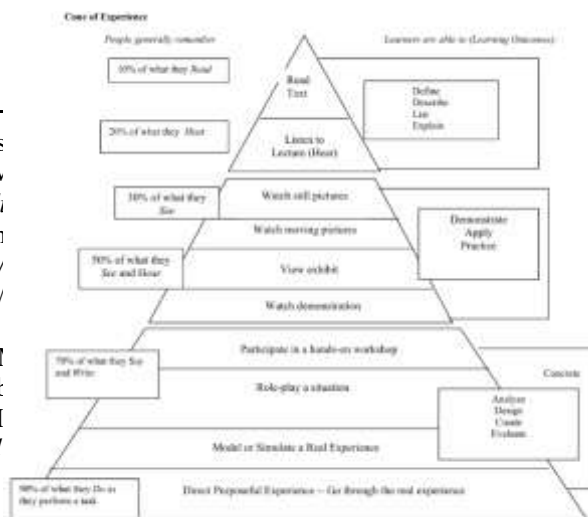
Cognitive learning outcomes represent learning achievements related to intellectual capacity, memory, and thinking skills. Referring to the perspective of Benjamin S. Bloom, this domain is hierarchically structured into six levels, namely knowledge, comprehension, application, analysis, synthesis, evaluation, and creativity. Essentially, the cognitive domain encompasses all processes involving reasoning, with levels of thinking that progress systematically from basic to higher levels. Thus, the objectives of the cognitive aspect are oriented toward the development of intellectual abilities, ranging from simple competencies such as remembering to more complex abilities in problem-solving, which require students to integrate various ideas, concepts, and methods that have been learned.<sup>14</sup>

### Relationship between Learning Media and Learning Outcomes

Student achievement is strongly influenced by the integration of learning materials into the educational process. The use of media in the classroom helps stimulate students' interest and keeps them engaged during lessons.

<sup>12</sup> Purwanings  
Peserta Didik Kelas V  
*Inovasi Tenaga Pendidik*  
<sup>13</sup> Siti Muslim  
Dengan Hasil Belajar IV  
Tahun Pelajaran 2016/  
(2023).

<sup>14</sup> Siska F. I  
Kooperatif Tipe Numb  
Afektif Siswa Kelas XI  
*Biology Education And*



Source: Adapted from E. Dale, *Analytical Methods in Teaching*, 1969, NY: Gravel Press.

lajaran Penemuan Pada  
” *EDUCATOR: Jurnal*

Aktivitas Belajar Siswa  
MA Negeri 1 Batanghari  
*nu Pendidikan* 1, no. 1

in Model Pembelajaran  
il Belajar Kognitif Dan  
*Jurnal JBES: Journal Of*

### **Figure 1: Edgar Dale’s Cone of Experience <sup>15</sup>**

The Cone of Experience concept explains that the acquisition of learning outcomes progresses from concrete experiences in real environments toward abstract representations in the form of verbal symbols. The higher one’s position within the hierarchy of the cone, the more abstract the media used to convey messages become. Nevertheless, the instructional process does not necessarily have to begin with direct experience; rather, it should be adjusted to students’ needs, abilities, and the existing learning context. Dale emphasizes that understanding abstract ideas will be more effective when integrated with concrete experiences.

The data visualization within the cone indicates varying levels of cognitive retention based on the methods used: reading (10%), listening (20%), viewing visuals (30%), audiovisual (50%), writing and speaking activities (70%), and direct practice or role-playing reaching 90%. This effectiveness is supported by field observations showing that direct student involvement facilitates the mastery of learning concepts. Conversely, learning methods that rely solely on reading activities tend to be less optimal due to their verbalistic nature and potential to cause boredom, resulting in a retention rate of only around 10%.

#### **B. Method**

This study employed a Research and Development (R&D) methodology, which is a research strategy used to create and evaluate products <sup>16</sup>. This study is based on the 4D development paradigm proposed by Thiagarajan, which is sometimes referred to as the Four-D model. Ultimately, this research aims to help students at SMP IT Al-Mursi improve their learning by developing engaging educational materials. Using Heyzine Flipbooks, the developed materials take the form of an electronic book on avoiding alcohol, gambling, and quarrels.

The subjects of this study were 20 eighth-grade students at SMP IT Al-Mursi. The researcher selected eighth-grade students based on their level of technological

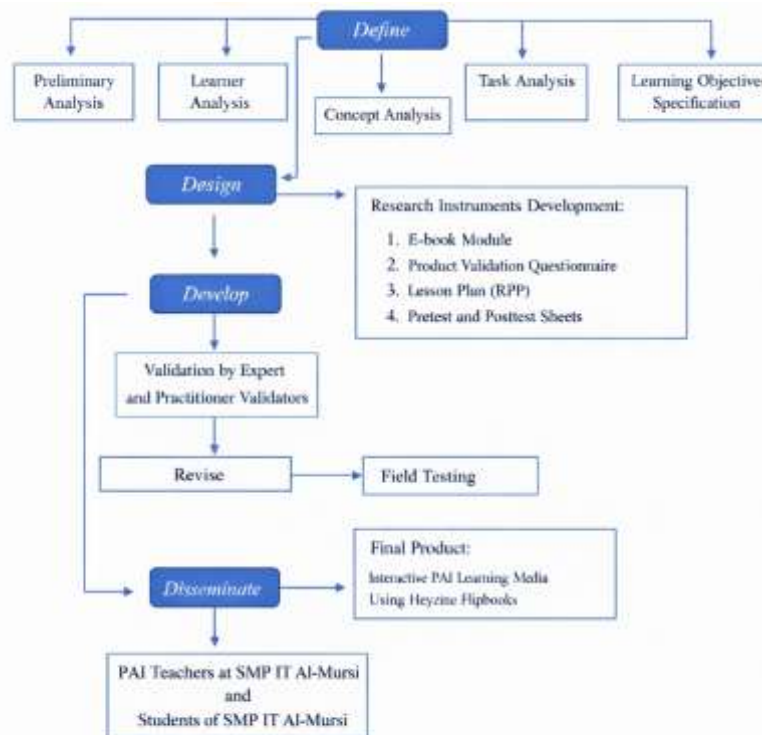
---

<sup>15</sup> Edgar Dale, *Audio-Visual Methods in Teaching* (NY: Dryden Press, 1946).

<sup>16</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R & D* (Bandung: Alfabeta, 2013).

knowledge and the development of their skills and cognitive abilities. Most eighth-grade students already own mobile phones and are able to operate laptops, making it relatively easy for them to use flipbook-based learning media that require mobile phones or laptops.

This study applied the Research and Development (R&D) method using the 4D development model, as illustrated in the following figure:



**Figure 2: Stages of Research and Development Using the 4D Model**

Qualitative data were obtained from validation results in the form of suggestions from expert validators, as well as student responses in the form of opinions or recommendations that were useful as materials for improvement.

#### Quantitative Data

Quantitative data in this study were obtained from:

1. Validation results by expert validators and practitioners, in the form of questionnaire scores using a scale from 1 to 5, with the following categories: 1 = VP (Very Poor), 2 = P (Poor), 3 = F (Fair), 4 = G (Good), 5 = VG (Very Good).
2. Student learning outcome data before and after using the module Avoiding Alcohol, Gambling, and Quarrels, obtained through student pretests and posttests.

The learning tools used in this study were an e-book–based module and a Lesson Plan (Rencana Pelaksanaan Pembelajaran/RPP). The data collection instruments used in this study were validation questionnaires and pretest and posttest questions.

The data collection technique in this study involved conducting pretests and

posttests with the aim of determining students' learning achievement at the beginning and at the end of the study.

Qualitative data were obtained from the results of validations by expert validators and practitioners and were analyzed using qualitative descriptive analysis, which aimed to provide materials for improving the learning media being developed.

Quantitative Data

1. The level of product validity is a type of qualitative data generated through data analysis involving a comparison of the overall average scores of each collected feature.

**Table 1: Observation Assessment Interval** <sup>17</sup>

Interval	Interval	Description
4.2 - 5.0	84% - 100%	Very Good
3.4 - 4.1	68% - 83%	Good
2.6 - 3.3	52% - 67%	Fair
1.8 - 2.5	36% - 51%	Poor
1.0 - 1.7	20% - 35%	Very Poor

2. Pretest and Posttest data were analyzed using the N-gain formula

$$N\text{-Gain} = \frac{\text{Skor Post Test} - \text{Skor Pre Test}}{\text{Skor Ideal} - \text{Skor Pre Test}}$$

**Table 2 Kategori Nilai N-Gain** <sup>18</sup>

Nilai N-Gain	Kategori
$g > 0,7$	High
$0,3 \leq g \leq 0,7$	Medium
$g < 0,3$	Low

**C. Result And Discussion**

After completing the define stage discussed in the previous chapter, the study proceeded to the design stage. This design stage included several aspects, namely the selection of learning materials. The material used in this flipbook product was "Avoiding Alcohol, Gambling, and Quarrels."

In designing the flipbook-based e-book, the researcher first determined the overall design of the e-book to be developed. Subsequently, the researcher selected reference images, videos, and illustrations to be used in the flipbook-based e-book product. These references were obtained from several sources, including Islamic

<sup>17</sup> Eko Wahyu Wibowo, *Statistika Dasar Untuk Studi Islam* (Bogor: Staini Press, 2021).

<sup>18</sup> Richard R. Hake, "Relationship of Individual Student Normalized Learning Gains in Mechanics with Gender, High-School Physics, and Pretest Scores on Mathematics and Spatial Visualization," *Physics education research conference* (2002): 1–14.

Religious Education and Character textbooks, the internet, YouTube, and Canva. The electronic module design was then downloaded in PDF format and converted into a flipbook using Heyzine Flipbooks by accessing heyzine.com. After that, the flipbook was edited by adding background music and instructional videos. Finally, the flipbook was saved and shared to obtain a link that was later used in the learning process.

The initial product was validated by two material experts, one media expert, and an Islamic Religious Education (PAI) teacher. The validation results showed that the average score from material experts was 3.75 (good category), while the media expert and the PAI teacher provided higher average scores of 4.53 and 4.73, respectively, which fall into the very good category. In addition, the PAI teacher's assessment of the material aspect obtained an average score of 4.58 (very good category).

The relatively lower score from material experts indicates that several aspects of the content required improvement. Specifically, one material expert suggested that the language used in the learning media should be adjusted to better match students' level of understanding. In addition, although the images used were considered appropriate, it was recommended to include more interactive and three-dimensional (3D) visual elements to enhance students' comprehension and engagement. Meanwhile, the second material expert did not provide specific revisions but gave a maximum score, indicating that the material was generally appropriate for implementation.

In contrast, the higher scores in the media aspect reflect the strengths of the developed flipbook in terms of design, interactivity, and usability. However, the media expert still provided several constructive suggestions, including the addition of image sources and references, the inclusion of a developer profile, and clearer instructions for evaluation sections and task directions. These revisions were implemented to improve the clarity, credibility, and usability of the learning media.

Overall, the validation results indicate that although the developed media is categorized as feasible and of high quality, revisions—particularly in terms of language suitability and content presentation—were necessary to optimize its effectiveness for students.

The first users of this digital learning tool were eighth-grade students at SMP IT Al-Mursi Tangerang. Over three class meetings, students experienced a learning environment enriched with electronic modules. During these three meetings, students' learning progress was compared using pretests and posttests. Compared to the average pretest score of 74, the students' average posttest score increased to 85.3.

The dissemination stage was carried out not only by distributing the developed electronic module to eighth-grade students and Islamic Religious Education (PAI) teachers at SMP IT Al-Mursi Tangerang, but also by extending its implementation to a broader educational context.

Specifically, the researcher conducted training and mentoring activities for

Islamic Religious Education teachers through the MGMP PAI (Subject Teacher Forum) of Serang City. In this activity, the researcher served as a resource person, providing practical guidance on the development and utilization of ICT-based learning media, including Heyzine Flipbooks. The training focused on enhancing teachers' competencies in designing interactive digital learning materials that align with current educational needs.

Furthermore, the outcomes of this dissemination activity were documented and published in a scientific work entitled "Training and Mentoring of ICT-Based Learning Media for Islamic Religious Education Teachers in the MGMP PAI of Serang City." This indicates that the developed media not only has an impact at the classroom level but also contributes to improving teachers' professional competence and promoting the wider adoption of innovative learning media.

Therefore, the dissemination stage in this study demonstrates a broader educational impact, extending beyond student use to include teacher capacity building and knowledge dissemination at the institutional level.

After developing the Heyzine Flipbook–based Islamic Religious Education learning media using the 4D model, the next step was product validation to determine its feasibility. Two professional lecturers—one specializing in media and the other in subject matter—and one eighth-grade Islamic Religious Education teacher validated the product. The resulting average scores were 4.53 (very good), 3.75 (good), and 4.58 (very good), respectively.

Based on these three average scores interpreted using Table 3.4 related to product validity categories, the Heyzine Flipbook–based learning media was deemed feasible for testing. The validation was conducted by two lecturers and one Islamic Religious Education teacher; therefore, the findings can be considered reliable. In addition to providing quantitative evaluations, expert validators also offered suggestions for improvement of the Heyzine Flipbook–based learning media product.

The effectiveness testing of the Heyzine Flipbook–based learning media was conducted by distributing the revised electronic module link to eighth-grade students at SMP IT Al-Mursi Tangerang. Over three learning sessions, students engaged with the electronic module both inside and outside the classroom. The results showed that the average pretest score was 74, while the average posttest score increased to 85.3. Furthermore, the calculated n-gain score was 0.43, which falls into the medium category.

The moderate level of improvement indicates that, although the developed media was effective in enhancing students' learning outcomes, several factors may have limited its optimal impact. One possible factor is the relatively short duration of the intervention, which was conducted over only three learning sessions. A longer implementation period may provide students with more opportunities to adapt to and fully utilize the features of the flipbook-based learning media.

In addition, students' unfamiliarity with digital learning media may have influenced the results, as they required an adaptation period to effectively engage

with the interactive features. Technical factors, such as varying levels of access to devices and internet connectivity, may also have affected the learning process.

Therefore, while the Heyzine Flipbook–based learning media demonstrates a positive effect on students' learning outcomes, further implementation over a longer duration and with more optimal technical support is recommended to achieve higher levels of effectiveness.

#### **D. Conclusion**

The procedure for developing Heyzine Flipbook–based Islamic Religious Education learning media on the material “Avoiding Alcohol, Gambling, and Quarrels” for eighth-grade students at SMP IT Al-Mursi Tangerang was carried out using the 4D model, which consists of four stages: define, design, develop, and disseminate.

The feasibility of the developed learning media, based on assessments by media experts, material experts, and Islamic Religious Education teachers, was categorized as very good, good, and very good, respectively. The average scores of 4.53, 3.75, and 4.58 indicate that the media is highly feasible for use in the learning process.

The effectiveness test showed an average n-gain score of 0.43, which falls into the medium category, indicating that the use of Heyzine Flipbook–based learning media contributed to a moderate improvement in students' learning outcomes at SMP IT Al-Mursi Tangerang.

To enhance the effectiveness of this media, it is recommended that teachers integrate the flipbook with more interactive learning strategies, such as discussions, problem-based learning, or collaborative activities, so that students are more actively engaged during the learning process. In addition, teachers should provide sufficient guidance at the initial stage to help students adapt to the use of digital learning media.

For future research, it is suggested to conduct studies with a longer implementation period and a larger sample size to obtain more comprehensive results. Further studies may also explore the integration of additional interactive features or combine flipbook media with other instructional approaches to achieve higher levels of learning effectiveness.

#### **E. Bibliography**

- Albert Balada. “Heyzine PDF To Flipbook.” Accessed March 10, 2026. <https://heyzine.com>.
- Dale, Edgar. *Audio-Visual Methods in Teaching*. NY: Dryden Press, 1946.
- Daniyati, Ani, Ismy Bulqis Saputri, Ricken Wijaya, Siti Aqila Septiyani, and Usep Setiawan. “Konsep Dasar Media Pembelajaran.” *Journal of Student Research (JSR)* 1, no. 1 (2023): 282–294.
- Hake, Richard R. “Relationship of Individual Student Normalized Learning Gains in Mechanics with Gender, High-School Physics, and Pretest Scores on Mathematics and Spatial Visualization.” *Physics education research conference* (2002): 1–14.
- Marlina, Abdul Wahab, Susidamaiyanti, Ramadana, Siti Zumrotul Nikmah, Sarwo Edy Wibowo, and Indianasari. *Pengembangan Media Pembelajaran SD/MI*. Yayasan

- Penerbit Muhammad Zaini*. Aceh: Yayasan Penerbit Muhammad Zaini, 2021.
- Mayoru, Siska F., Sjena Andres, and Taufiq Taher. “Penerapan Model Pembelajaran Kooperatif Tipe Numbered Head Together (NHT) Untuk Meningkatkan Hasil Belajar Kognitif Dan Afektif Siswa Kelas XI SMA Padora Soamaetek Kabupaten Halmahera Utara.” *Jurnal JBES: Journal Of Biology Education And Science* 4, no. 3 (2024): 47–53.
- Munthe, Melda Veby Ristella, Renol Simangunsong, Joe Renata Tarigan, Jeffhy Wanly Damanik, Winijar Tampubolon, Cristian Sinaga, Gohan Ferdinand Sitingjak, et al. *Media Pembelajaran*. Tasikmalaya: Perkumpulan Rumah Cemerlang Indonesia, 2023.
- Muslimah, Siti, Al-Fahmi Aji Satria, and Eka Tusyana. “Hubungan Aktivitas Belajar Siswa Dengan Hasil Belajar Mata Pelajaran Pendidikan Agama Islam Siswa Kelas XI SMA Negeri 1 Batanghari Tahun Pelajaran 2016/2017.” *TARBIYAH JURNAL: Jurnal Keguruan dan Ilmu Pendidikan* 1, no. 1 (2023).
- Nurdyansyah. *Media Pembelajaran Inovatif*. Sidoarjo: UMSIDA Press, 2019.
- Purwaningsih. “Peningkatan Hasil Belajar Melalui Model Pembelajaran Penemuan Pada Peserta Didik Kelas VIII SMP Negeri 8 Cikarang Utara Kabupaten Bekasi.” *EDUCATOR : Jurnal Inovasi Tenaga Pendidik dan Kependidikan* 2, no. 4 (2022): 422–427.
- Puspita, Syahvira Indah, and Meilia Kumala Sari. “Media Dan Sumber Belajar Dalam Pembelajaran PAI.” *Journal of International Multidisciplinary Research* 2, no. 5 (2024): 215–225.
- Rizqi, M. Rizal. “Efektivitas Penggunaan Media Pembelajaran ClassFlow Dalam Meningkatkan Kemampuan Membaca Pada Siswa Kelas VIII Di SMP Zainuddin.” *Al-Fakkar: Jurnal Ilmiah Pendidikan Bahasa Arab* 3, no. 1 (2022): 71–96.
- Shoffa, Shoffan, Iis Holisin, Jozua F. Palandi, Sri Cacik, Dian Indriani, Eko Eddy Supriyanto, Abdul Basith, and Yo Ceng Giap. *Perkembangan Media Pembelajaran Di Perguruan Tinggi*. Bojonegoro: CV. AGRAPANA MEDIA, 2021.
- Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, Dan R & D*. Bandung: Alfabeta, 2013.
- Syaifullah, Muhammad. “Urgensi Media Pembelajaran Ditinjau Dari Karakteristik Fisik Dan Psikomotorik Anak Usia Dasar.” *AT-TAHDZIB* 5, no. 1 (2020): 2503–3034.
- Wibowo, Eko Wahyu. *Statistika Dasar Untuk Studi Islam*. Bogor: Staini Press, 2021.
- Yuniastuti, Miftakhuddin, and Muhammad Khoiron. *Media Pembelajaran Untuk Generasi Milenial: Tinjauan Teoritis Dan Pedoman Praktis*. Surabaya: Scopindo Media Pustaka, 2021.