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Development of a Digital Flipbook for Akidah Akhlak Learning to Address Negative Social Media Trends

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Abstract
The rapid growth of social media has significantly influenced elementary school students' behavior, creating new challenges for character education in Islamic primary schools. Although previous studies have explored the use of digital flipbook modules in learning, limited attention has been given to integrating Islamic character education with students' everyday digital experiences. Therefore, this study aimed to develop and evaluate a digital flipbook module for Akidah Akhlak learning that contextualizes prophetic values within students' social media experiences. This study employed a Research and Development (R&D) approach using the ADDIE instructional design model. The participants consisted of one Akidah Akhlak teacher and 26 fourth-grade students at MI Wahid Hasyim III Dau, Malang, Indonesia. Data were collected through interviews, classroom observations, documentation, expert validation, and response questionnaires. The developed module integrates multimedia resources, contextual learning activities, and reflective tasks to support meaningful character learning. The validation results showed scores of 91.4% for content quality and 95.3% for instructional media quality, both categorized as highly valid. Teacher and student responses reached 100% and 94%, respectively, indicating excellent practicality and user acceptance. Classroom observations and interviews indicated that the module supported students' engagement in learning, understanding of the material, and reflection on the prophetic values of *ṣidq*, *amānah*, *tablīgh*, and *faṭānah*, as well as their awareness of responsible social media use. These findings demonstrate that the developed digital flipbook module is a valid and practical learning resource. More importantly, it contributes to digital Islamic education by integrating Islamic character education with students' contextual digital experiences and supporting responsible social media behavior among elementary school students.

Keywords:
Akidah Akhlak; Digital Flipbook Module; Islamic Character Education; Responsible Social Media Use.

A. INTRODUCTION

The rapid growth of social media has significantly transformed how elementary school students communicate, access information, and interact with digital content. While social media provides valuable opportunities for communication, creativity, and collaborative learning, it also exposes children to various challenges, including inappropriate content, cyberbullying, excessive screen time, declining learning motivation, and behavioral changes that may affect their moral development (Livingstone et al., 2021; UNESCO, 2023). Consequently, elementary education is

expected not only to enhance students' digital literacy but also to equip them with strong moral values that enable them to use digital technology responsibly.

In Indonesian Islamic elementary schools (Madrasah Ibtidaiyah), Islamic character education is integrated into learning through subjects such as Akidah Akhlak, which aims to develop students' faith, moral values, and everyday behavior.(Aquil et al., 2025) One important component of Akidah Akhlak learning is the cultivation of prophetic values, including ṣidq (truthfulness), amānah (trustworthiness), tablīgh (communicativeness), and faṭānah (wisdom). These values are relevant to guiding students to evaluate information critically, interact ethically, and make responsible decisions when using social media.(Soriano & Bastida, 2024;Curriculum & Schools, 2024) At MI Wahid Hasyim III Dau, preliminary observations indicated that Akidah Akhlak learning was still primarily supported by printed textbooks and conventional classroom instruction, while digital learning resources connecting Islamic character values with students' everyday social media experiences remained limited.(Fatma Febriyanti et al., 2025;Wahyuni et al., 2022) Therefore, innovative and contextual digital learning resources are needed to create more meaningful learning experiences and connect Akidah Akhlak instruction with contemporary digital challenges (Aspandi, 2026;Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022).

Recent developments in educational technology have encouraged the use of digital teaching materials, including digital flipbook modules, as alternatives to conventional printed learning resources. By combining multimedia elements within a single learning environment, digital flipbooks can provide more engaging and accessible learning experiences while supporting students' independent learning, motivation, and participation. Previous studies across various subject areas have reported positive contributions of digital flipbooks to students' learning motivation, conceptual understanding, and academic achievement (Saputri, 2024; Febriyanti et al., 2025; Asri et al., 2025). In Islamic education, similar findings indicate that digital flipbook resources can enhance students' interest and participation in Akidah Akhlak learning by presenting Islamic learning content in a more attractive and accessible format (Chairunnisa & Widyaningrum, 2024; Nurazizah et al., 2025). These findings suggest that digital flipbooks have considerable potential as learning resources for making Akidah Akhlak instruction more engaging and accessible.

Although previous studies have demonstrated the potential of digital flipbook modules to support students' motivation, conceptual understanding, and learning achievement, the primary focus has been on the validity, practicality, and instructional effectiveness of digital learning media. Research on digital flipbooks in Islamic education has similarly emphasized their ability to increase students' interest and participation in learning (Kalam & Fauzi, 2025). However, limited attention has been given to positioning digital flipbooks as contextual resources for Islamic character education that respond to the everyday digital experiences of elementary school students. In particular, few studies have explored the integration of prophetic values in Akidah Akhlak learning with the challenges associated with students' social media use. This gap indicates the need for digital learning resources that move beyond delivering instructional content and explicitly connect Islamic character formation with contemporary digital experiences.

This study addresses this gap by positioning the digital flipbook not merely as an instructional medium but as a contextual learning resource that connects Islamic character education with students' everyday digital experiences(Wahyudi et al., 2025). The developed module integrates the topic of *Knowing the Prophets and Messengers* with contextual situations related to social media use, enabling students to explore prophetic values such as *ṣidq*, *amānah*, *tablīgh*, and *faṭānah* in situations relevant to their daily lives. Multimedia components, including videos, QR codes, educational games, reflective activities, interactive quizzes, and self-evaluation tasks, are incorporated to support

active and meaningful learning.(Amini et al., 2025) The main contribution of this study lies in extending the role of digital flipbook learning from supporting academic learning outcomes toward contextualizing Islamic character formation and responsible digital behavior in elementary Islamic education.

Based on this research gap and the proposed contribution, this study aimed to develop a digital flipbook module for Akidah Akhlak learning and evaluate its validity, practicality, and effectiveness for fourth-grade students at MI Wahid Hasyim III Dau, Malang, Indonesia. The study specifically sought to provide a contextual digital learning resource that connects prophetic values with students' everyday social media experiences and supports Islamic character education in the digital era.

B. METHODS

This study employed a Research and Development (R&D) approach to develop a digital flipbook module for Akidah Akhlak learning designed to respond to challenges associated with social media trends among elementary school students. The study adopted the ADDIE instructional design model, consisting of five systematic phases: Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009). The ADDIE model was selected because it provides a structured framework for designing, developing, validating, implementing, and evaluating educational products.

The research was conducted at MI Wahid Hasyim III Dau, Malang, Indonesia, involving one Akidah Akhlak teacher and 26 fourth-grade students as the research participants. The participants represented the intended users of the developed learning module. The research was conducted with permission from MI Wahid Hasyim III Dau, Malang, Indonesia. Because the study involved fourth-grade students as participants, permission and informed consent were obtained from their parents or legal guardians prior to their participation. The students participated voluntarily and were informed about the purpose and activities of the research. The confidentiality of participants' personal information was maintained throughout the research process. Photographs and other documentation involving students were used with appropriate permission and consent. During the analysis phase, a needs assessment was conducted through classroom observations and interviews with the Akidah Akhlak teacher to identify students' learning characteristics, instructional problems, curriculum requirements, and the impact of social media trends on students' behavior. The findings indicated a need for an innovative digital learning resource that integrates Islamic character values with engaging multimedia content.

In the design phase, the structure of the module was prepared, including learning objectives, learning materials, multimedia elements, learning activities, self-evaluation tasks, and interface design. The module was designed in a digital flipbook format incorporating text, illustrations, learning videos, QR codes, educational games, reflective activities, interactive quizzes, and self-evaluation tasks related to the topic *Knowing the Prophets and Messengers*.

The development phase involved producing the digital flipbook module followed by expert validation. The product was evaluated by one material expert and one instructional material expert to assess the accuracy and relevance of the content, language, presentation, graphical design, and instructional quality. The material validator was Fahim Khasani, M.A., a lecturer at Universitas Islam Negeri Maulana Malik Ibrahim Malang with expertise relevant to Islamic religious education and Akidah Akhlak. The instructional material validator was Dr. Agus Mukti Wibowo, M.Pd., a lecturer at Universitas Islam Negeri Maulana Malik Ibrahim Malang with expertise relevant to instructional materials and primary education. Feedback and suggestions provided by the validators were used to revise and improve the module before classroom implementation. Since only one expert was involved in each validation

domain, inter-rater agreement statistics could not be calculated. This limitation is acknowledged in the study, while the validation results are reported descriptively based on the percentage scores obtained from each validator.

During the implementation phase, the revised digital flipbook module was applied in fourth-grade Akidah Akhlak learning at MI Wahid Hasyim III Dau. The implementation involved one Akidah Akhlak teacher and 26 fourth-grade students as the intended users of the developed module. Data were collected through interviews, classroom observations, questionnaires, and documentation. Interviews and preliminary observations were conducted during the analysis phase to identify learning needs and instructional conditions. Expert validation sheets were used to assess the quality and validity of the developed module, while teacher and student response questionnaires were administered after implementation to assess its practicality and user acceptance. Documentation was used to record the implementation process and provide supporting evidence of the research activities.

The research instruments consisted of interview guidelines, observation sheets, expert validation sheets, teacher and student response questionnaires, and documentation. Expert validation involved one material expert and one media expert. The expert validation instruments used a five-point Likert scale ranging from 1 to 5 to assess the quality of the developed module.(Belladinna et al., 2025) The assessment covered aspects of content, language, presentation, graphical design, and instructional quality.

Teacher and student responses were collected using questionnaires with a two-point Guttman scale consisting of 1 = Agree and 0 = Disagree. The teacher questionnaire was used to assess the suitability, usability, presentation, and usefulness of the developed module, while the student questionnaire focused on aspects such as attractiveness, ease of use, readability, and students' responses to the learning resource. Classroom observations and interviews provided qualitative information regarding the learning conditions, implementation process, and students' responses during the use of the module.(Prof. Dr. Sugiyono, 2016)

The collected data consisted of qualitative and quantitative data. Qualitative data obtained from interviews, classroom observations, expert comments and suggestions, and documentation were analyzed descriptively and used as a basis for revising and improving the developed module. Quantitative data obtained from expert validation sheets and teacher and student response questionnaires were analyzed using descriptive percentage analysis. The percentage score was calculated using the following formula:

$$P = \frac{F}{N} \times 100\ \%$$

where P represents the percentage score, F represents the obtained score, and N represents the maximum possible score. The expert validation results were interpreted using the product validity criteria. Scores of 81–100% were categorized as highly valid, 61–80% as valid, 41–60% as moderately valid, and 21–40% as less valid. Meanwhile, teacher and student responses were interpreted using the response criteria, with scores of 81–100% categorized as very good, 61–80% as good, 41–60% as less good, and 21–40% as poor.

Evaluation was conducted throughout the development process to identify weaknesses and determine necessary revisions. Expert feedback during the development stage was used to improve the content and media components, while classroom observations and teacher and student responses during implementation were used to identify aspects requiring further improvement. The final evaluation was used to determine whether the developed digital flipbook module met the established criteria for validity and practicality as a learning resource for Akidah Akhlak instruction.

C. RESULT & DISCUSSION

The analysis of students' characteristics further indicated a need for visually rich and interactive learning resources. The learning conditions suggested that materials incorporating illustrations, videos, animations, games, and interactive activities could provide more engaging learning experiences than conventional text-based materials. This finding is consistent with the principles of multimedia learning, which emphasize the use of verbal and visual representations to support students' understanding and engagement in learning (Mayer, 2021). Accordingly, these characteristics were considered in designing the digital flipbook module to provide a more engaging and accessible learning experience.

The findings revealed several instructional challenges at MI Wahid Hasyim III Dau. Although digital technology had been introduced into classroom instruction, learning activities still relied primarily on printed textbooks and limited digital learning resources. The teacher reported that some students tended to imitate communication styles and behaviors encountered on social media without critically considering whether they were consistent with Islamic moral values. Consequently, students experienced difficulties in relating Akidah Akhlak concepts to authentic situations encountered in their everyday digital lives. These findings indicated a need for a contextual and engaging digital learning resource that could connect Islamic character values with students' everyday experiences in social media environments.

Furthermore, the evaluation of the existing teaching materials indicated that the available learning resources had not sufficiently integrated Islamic character education with contemporary issues related to students' social media experiences. Although digital technology was available to support learning at the school, its instructional use had not yet been fully integrated into Akidah Akhlak instruction. As a result, the available learning resources provided limited opportunities for students to connect prophetic values with real-life situations encountered in digital environments. This finding further reinforced the need for a digital learning resource that integrates Islamic character education with contextual digital experiences.

Building on the identified instructional needs, the digital flipbook module was designed and developed as a contextual learning resource that directly addresses the gap between Akidah Akhlak instruction and students' everyday digital experiences. Rather than presenting the topic of Knowing the Prophets and Messengers as isolated theoretical knowledge, the module situates prophetic values within familiar situations related to students' social media use. In particular, ṣidq (truthfulness), amānah (trustworthiness), tablīgh (communicativeness), and faṭānah (wisdom) are incorporated into contextual examples and learning activities that invite students to relate Islamic principles to responsible digital behavior.(Nauval et al., 2026) To support this contextual approach, the module combines multimedia and interactive components, including illustrations, instructional videos, QR codes, educational games, reflective activities, and interactive quizzes. These components were intentionally integrated not simply to make the learning material more visually appealing, but to provide multiple opportunities for students to observe, engage with, reflect on, and apply Islamic values in situations that are relevant to their daily lives. In this way, the design of the flipbook responds directly to the limitations identified in the needs analysis by extending digital learning materials beyond content presentation toward a more contextual form of Akidah Akhlak learning that connects prophetic values with students' experiences in digital environments.

The integration of multimedia components in the present module is consistent with previous research emphasizing the potential of digital learning resources to support students' motivation, engagement, and conceptual understanding (Mayer, 2021; Jin, 2023). However, the contribution of the present study extends beyond the use of

multimedia as a technological feature. The developed module deliberately embeds prophetic values within contextual learning activities related to students' everyday social media experiences. This design enables digital features to function as pedagogical tools for connecting Islamic concepts with authentic situations rather than merely serving as supplementary media for content presentation. In this respect, the module addresses an aspect that has received comparatively limited attention in previous digital flipbook research, namely the integration of Islamic character education with students' contemporary digital experiences. The contextual integration of prophetic values and responsible digital behavior therefore constitutes a distinctive contribution of the developed module to Akidah Akhlak learning at the elementary school level.

Following the needs analysis, a digital flipbook module for fourth-grade Akidah Akhlak learning was developed, focusing on the topic of Knowing the Prophets and Messengers. The module was designed as a contextual digital learning resource that connects Islamic teachings with students' everyday experiences, particularly situations related to social media use. Its development incorporated the identified need for learning materials that are visually engaging, interactive, and relevant to students' contemporary digital experiences.

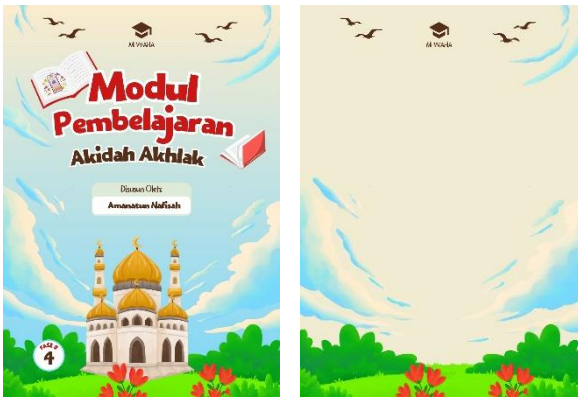


Figure 1. Cover of the Developed Digital Flipbook Module

The instructional content was developed in alignment with the learning objectives and curriculum requirements and then incorporated into an interactive digital flipbook using Canva and the Heyzine platform. The module integrates multimedia and interactive features, including instructional videos accessed through QR codes, illustrations, educational games, reflective activities, writing tasks, and interactive exercises. These features are embedded within the learning sequence to encourage students to observe, explore, reflect on, and apply the values of the Prophets and Messengers in relevant situations. In particular, contextual activities related to social media use provide opportunities for students to distinguish appropriate and inappropriate digital behaviors and to relate prophetic values to their everyday experiences. Thus, the interactive features function not merely as supplementary elements but as integral components of the learning process that support active student participation and contextual understanding of Akidah Akhlak concepts.

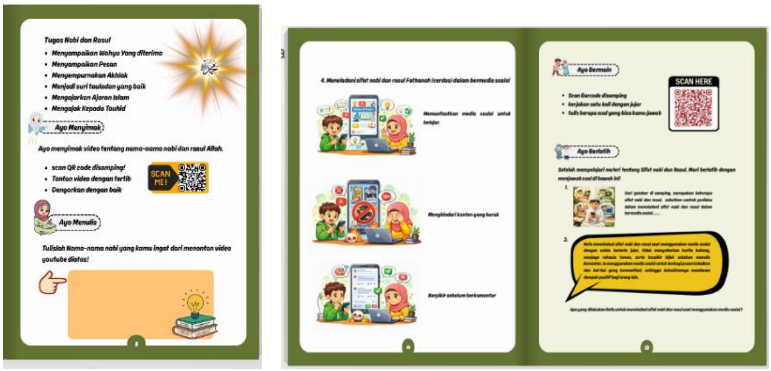


Figure 2. Sample Learning Activities in the Digital Flipbook Module

Unlike conventional printed learning materials, the developed flipbook organizes learning activities into a sequential process involving reading, observing, writing, reflecting, practicing, and self-assessment. This sequence provides students with opportunities to engage with the learning content through varied forms of individual and interactive activities. Instructional videos can be accessed through embedded QR codes, while interactive quizzes are provided through the Educaplay platform. The integration of these features extends the learning experience beyond linear text presentation by encouraging students to actively explore the material, respond to learning tasks, and evaluate their own understanding throughout the learning process.(Hardianti , Risnawati, 2024)

Beyond presenting conceptual knowledge about the Prophets and Messengers, the module contextualizes the prophetic values of ṣidq (truthfulness), amānah (trustworthiness), tablīgh (communicativeness), and faṭānah (wisdom) within situations related to students' everyday social media experiences.(Ardiwansyah, 2025) The learning activities present situations that encourage students to consider appropriate and inappropriate digital behaviors and to reflect on how prophetic values can guide their actions when interacting with digital content and communicating through social media. Through this contextualization, Islamic moral concepts are positioned not only as knowledge to be understood but also as values to be considered and applied in situations relevant to students' daily lives.

Before classroom implementation, the developed prototype underwent expert review and revision to ensure the quality and suitability of its instructional and visual components. Feedback from the validators informed several revisions to the module, including refinement of the learning content, replacement of selected illustrations to better represent the intended Islamic values, improvement of font readability, correction of typographical errors, and refinement of the overall page layout. These revisions were undertaken to align the content and visual presentation more closely with the intended learning objectives and the characteristics of the target learners. Consequently, the revised module demonstrated improved instructional coherence, visual clarity, and usability prior to its implementation in the classroom.

The integration of multimedia learning with Islamic character education distinguishes this module from previous digital flipbook studies. While earlier studies generally emphasized improving learning outcomes and student motivation, the present module extends its educational function by promoting responsible digital behavior through contextual Islamic character education. This finding supports multimedia learning theory, which suggests that combining verbal explanations with meaningful visual representations enhances students' understanding and engagement (Mayer, 2021).

The developed module was evaluated by two experts to determine its validity before classroom implementation. Validation focused on both instructional content and teaching material quality. The results are presented in Table 1.

Table 1. Expert Validation Results

No.	Validator	Score	Percentage	Category
1.	Material	64/70	91,4%	Highly Valid
2.	Media	62/65	95,3%	Highly Valid

The material expert assigned a validity score of 91.4% (64/70), indicating that the module adequately fulfilled the criteria related to curriculum alignment, content accuracy, language appropriateness, and instructional presentation. Meanwhile, the teaching-material expert awarded a validity score of 95.4% (62/65), demonstrating excellent quality in terms of visual design, readability, multimedia integration,

navigation, and usability. These findings indicate that the developed digital flipbook satisfies the assessed pedagogical and technological quality criteria and is appropriate for classroom implementation.

The high validation scores also demonstrate that integrating multimedia components with contextual Islamic character education can produce digital teaching materials that are both educationally meaningful and technically feasible. Similar findings have been reported in previous studies, which concluded that digital flipbook modules improve students' engagement and learning effectiveness through multimedia integration (Gusti Ayu Kade Erna Wahyuni et al., 2024; Fatma Febriyanti et al., 2025) Nevertheless, the present study contributes additional value by integrating prophetic character education with authentic issues related to social media use among elementary school students. This integration broadens the educational function of digital flipbook modules beyond improving cognitive achievement toward strengthening students' moral awareness and responsible digital citizenship.

Following expert validation, the revised digital flipbook module was implemented in fourth-grade Akidah Akhlak learning at MI Wahid Hasyim III Dau. Practicality was evaluated through response questionnaires completed by the classroom teacher and students. The results are presented in Table 2.

Table 2. Practicality and Implementation

N0.	Respondent	Percentage	Category
1.	Teacher	100%	Excellent
2.	Students	94%	Excellent

The results in Table 2 indicate that the digital flipbook module received positive responses from both the teacher and students. The teacher response reached 100%, categorized as excellent, while the student response reached 94%, also categorized as excellent. These findings indicate that the module was considered practical and well accepted for classroom use. Beyond the questionnaire results, classroom observations and interviews provided additional information about the implementation of the digital flipbook module. During the learning activities, students actively participated in using the multimedia features, including instructional videos, QR codes, educational games, reflective tasks, and interactive quizzes. The classroom teacher also reported that the module supported instructional delivery and encouraged students to participate in classroom discussions. These findings further support the practicality and usability of the developed digital flipbook module in the classroom context.

Observation findings provided descriptive evidence of students' responses and behaviors during the implementation of the digital flipbook module. The observation was conducted was conducted on 30 April 2026 and focused on students' responses to appropriate and inappropriate behaviors in social media use, responsible digital communication, and the application of the prophetic values of ṣidq (truthfulness), amānah (trustworthiness), tablīgh (communicativeness), and faṭānah (wisdom) during learning activities. The observations were recorded using predetermined indicators and complemented by the classroom teacher's observations to provide an additional perspective. The findings indicated that students were able to identify examples of appropriate digital behavior and relate the prophetic values presented in the module to classroom learning activities. These observations are presented as descriptive evidence of students' responses during implementation and are not interpreted as evidence of measured learning improvement or causal effects.

Table 3. Observation Results During Classroom Implementation

Observation Aspect	Findings
Student participation	Students actively participated in the learning

Observation Aspect	Findings
	activities using the digital flipbook.
Learning motivation	Students showed enthusiasm and engagement during the learning activities.
Conceptual understanding	Students were able to identify and explain concepts related to prophets and messengers.
Implementation of *ṣidq*	Students demonstrated truthful responses and communication during learning activities.
Implementation of *amānah*	Students demonstrated responsibility in completing learning activities and following instructions.
Implementation of tabligh	Students were able to communicate and convey information related to the learning material.
Implementation of fatanah	Students demonstrated understanding and appropriate reasoning when responding to learning activities.
Responsible social media behavior	Students were able to distinguish appropriate and inappropriate behaviors in social media use.

The observation results support the practicality findings obtained from the response questionnaires. Students not only expressed positive perceptions toward the developed module but also demonstrated observable improvements in classroom participation and character development. The contextual integration of Islamic values with students' digital experiences enabled learners to connect theoretical concepts with authentic situations encountered in everyday life.

These findings are consistent with multimedia learning theory, which emphasizes the integration of verbal information with relevant visual representations to support meaningful learning (Mayer, 2021). Jin, 2023 further highlights the importance of digital learning resources in promoting responsible digital citizenship. In the present study, these principles were contextualized through the integration of Islamic character values into digital learning materials, particularly the values of ṣidq, amānah, tablīgh, and faṭānah, to address responsible social media behavior among elementary school students.

The implementation results further suggest that contextual multimedia learning contributes to character development. Students not only demonstrated better understanding of the concepts related to the Prophets and Messengers but also showed positive behavioral changes reflected in the implementation of ṣidq, amānah, tablīgh, and faṭānah during classroom activities and discussions concerning social media use. These findings support the argument that meaningful learning occurs when instructional content is closely connected with learners' authentic experiences (Mayer, 2021)

From a practical perspective, the developed module offers an innovative learning resource for Islamic elementary schools seeking to integrate technology with character education. The combination of multimedia learning, interactive activities, and contextual Islamic values provides opportunities for teachers to create engaging learning environments while simultaneously strengthening students' moral awareness. Consequently, this study contributes not only to the development of digital teaching materials but also to current efforts to promote responsible digital citizenship through Islamic education.

D. CONCLUSION

This study developed a digital flipbook module for Akidah Akhlak learning on the topic Knowing the Prophets and Messengers to support elementary school students in responding to the negative impact of social media trends. Using the ADDIE instructional design model, the module was systematically designed, developed, validated, implemented, and evaluated to ensure its pedagogical and technological quality. The validation results from both the material expert and the teaching material expert indicated that the developed module achieved a highly valid category, while the responses from the classroom teacher and students demonstrated excellent practicality and positive acceptance. Classroom observations further revealed that the implementation of the module encouraged active participation, facilitated students' conceptual understanding, and supported the development of Islamic character values, particularly ṣidq (truthfulness), amānah (trustworthiness), tablīgh (communicativeness), and faṭānah (wisdom), in relation to responsible social media use.

The primary contribution of this study lies in integrating Islamic character education with students' authentic digital experiences through an interactive multimedia learning module. Unlike previous studies that mainly focused on improving learning motivation or academic achievement, the developed module contextualizes Akidah Akhlak learning by connecting prophetic values with contemporary challenges encountered by elementary school students in digital environments. This approach provides an innovative learning resource that supports meaningful learning while strengthening students' moral awareness and responsible digital behavior.

Nevertheless, this study was conducted in a single elementary Islamic school with a limited number of participants, which may restrict the generalizability of the findings. Future research is therefore recommended to involve broader educational settings and larger participant groups to further examine the applicability and practicality of the developed module across different learning contexts. In addition, future studies may integrate more advanced digital technologies and investigate the long-term impact of digital flipbook modules on students' character development and digital citizenship.

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