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DEVELOPMENT OF ISLAMIC RELIGIOUS EDUCATION TEACHING MATERIALS BASED ON FIQH ELEMENT DIGITAL FLIPBOOK TO IMPROVE STUDENTS' RELIGIOUS UNDERSTANDING IN CLASS V SDN 200212 PADANGSIDIMPUAN

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Abstract: The study aimed to develop a digital flipbook-based IRE teaching material on Fiqh and to examine whether the developed product is valid, practical, and effective in improving students' religious understanding. The study employed a Research and Development (R&D) approach with a mixed-method design following the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The results indicated that the product received very high validity ratings from experts (media = 94%, material = 96%, language = 98%) and was judged highly practical by the teacher respondents (47 out of 50, or 94%) and the students (1,406 out of 1,500, or 93.73%). Regarding effectiveness, an N-Gain score of 0.70 (high category) and the paired sample t-test ($t = -14.0$, $p < 0.001$) indicated an improvement in students' understanding after using the material. These findings suggest that the digital flipbook-based Fiqh teaching material meets the criteria of validity, practicality, and effectiveness within the context studied, and is therefore suitable as an innovative learning resource in elementary IRE classrooms.

Keywords: *Teaching Material Development, Digital Flipbook, Islamic Religious Education*

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INTRODUCTION

Islamic Religious Education is a conscious and planned effort to prepare learners to recognize, understand, appreciate, and ultimately believe in the teachings of Islam (Aisyah et al., 2020), accompanied by guidance to respect followers of other religions in the context of national harmony and unity. Islamic Religious Education is also defined as a deliberate effort carried out by educators to prepare students to believe in, understand, and practice Islamic teachings through structured activities such as guidance, instruction, and training designed to achieve predetermined educational goals (Hajar, 2024).

Based on the explanation above, Islamic Religious Education is an effort by educators to guide their students (Muslim et al., 2023), so that they acquire knowledge of the fundamental principles and sources of Islamic teachings (Nur, 2020). Students are also expected to develop noble character by practicing Islamic teachings derived from its primary sources, the Qur'an and Hadith, through guidance, training, and learning experiences. In Islamic Religious Education, the Fiqh element represents the rules of interpretation of Sharia (Radhitullah, 2022).

Fiqh refers to Islamic jurisprudence that governs human actions, covering acts of worship or relationships with Allah SWT (ubudiyah) as well as social interactions among humans (mu'amalah). Fiqh explains various understandings related to the procedures, legal rulings, and implementation of Islamic law in both worship and social life (Mubarroq & Latifah, 2023).

One of the elements in Islamic Religious Education is Fiqh. In Grade V semester I, the topics studied include Zakat, Infaq, Sadaqah, and Gifts. In semester II, the topics include Hajj and Qurban (Syarullah et al., 2025). Islamic scholars discuss all matters related to these topics, supported by Sharia evidence, legal rulings, pillars, conditions, and procedures for implementation. Previous verses explain the reward promised by Allah to those who do good

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(Rahim & Hashim, 2025). In this verse, the importance of division of labor in social life is emphasized. This religious knowledge is essential so that individuals can maintain self-awareness and avoid violating religious rules.

The foundational evidence for the development of Fiqh is found in the words of Allah SWT in Surah At-Taubah (9): 122:

وَمَا كَانَ الْمُؤْمِنُوْنَ لِيَنْفِرُوْا كَاۤفَّةً ۗفَلَوْلَا نَفَرَ مِنْ كُلِّ فِرْقَةٍ مِّنْهُمْ طَاۤىِٕفَةٌ لِّيَتَفَقَّهُوْا فِى الدِّيْنِ وَلِيُنْذِرُوْا قَوْمَهُمْ اِذَا رَجَعُوْٓا اِلَيْهِمْ لَعَلَّهُمْ يَحْذَرُوْنَ

“It is not proper for the believers to go forth all together. Why does not a group from every division among them go forth to deepen their knowledge of religion and to warn their people when they return to them, so that they may be cautious”.

In addition, the Prophet Muhammad (peace be upon him) stated in a narration recorded by Bukhari and Muslim: “Whomever Allah intends good for, He grants him understanding of religion” (Miftah Syarif, 2023). Based on the Qur’anic verse and Hadith above, it is clear that Fiqh is essential to be taught by teachers and learned by students in order to understand and apply Islamic legal rulings in daily life. Fiqh helps individuals understand various rules related to worship, social transactions, and other aspects of life, enabling them to live in accordance with Islamic teachings.

Students’ understanding of the material delivered by educators, including Fiqh learning, is influenced by the methods and approaches used in teaching. The success of the learning process can be seen from the use of teaching materials applied by teachers in classroom instruction. Teaching materials are systematically and consistently arranged and provide a comprehensive overview of the competencies that students are expected to achieve in the learning process. With teaching materials, students can learn competencies in a complete and structured manner (Kosasih, 2021).

According to Lee & Palmer teaching materials are a set of materials containing learning content designed to achieve learning objectives (Lee & Palmer, 2025). Teaching materials include subject matter, messages, or content of lessons. The term “designed” indicates that teaching materials can also be realized in the form of learning media, teaching aids, and learning resources that support both teachers and students in the learning process (Abdulrahaman et al., 2020). Teaching materials are systematically designed instructional tools that include learning content, methods, limitations, and evaluation procedures, developed to achieve expected learning objectives, namely the attainment of competencies and sub-competencies in their complexity (Suleymanova, 2026). Therefore, in developing teaching materials, reference books are essential as they are reviewed and adapted to the needs of learners. In terms of form, teaching materials are diverse and can be classified as learning media, including printed media, electronic media, techniques, and environmental resources.

Technological development is a driving factor in the utilization of technology in education. Educators are required to be able to use technological tools in accordance with current developments (Aleksieva, 2025). The use of technology in the learning process enables students to control their learning activities. Technological capabilities in presenting information needed by students can support knowledge exploration and learning activities. One of the multimedia-based learning media is flipbook-based teaching materials. Flipbooks can be operated using smartphones, computers, and other devices. The advantages of flipbook-based teaching materials include the ability to present animations, images, videos, and audio, which facilitate students in understanding learning materials and provide a more realistic learning experience. The development of flipbooks is chosen because they can be

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used as practical independent learning resources (Dwindahari & I Gede Astawan, 2025). Flipbooks also make teaching materials more attractive and interactive for students and serve as a tool for teachers to explain content more effectively, achieve learning objectives, and create a more engaging and enjoyable learning environment that enhances students' motivation.

Islamic Religious Education (PAI) plays a crucial role in shaping students' character and religious understanding from an early age, particularly at the elementary school level. One important component of PAI is Fiqh, which discusses Islamic worship practices and legal rulings such as zakat, infaq, hajj, and qurban. However, in reality, Fiqh learning at SD Negeri 200212 Padangsidimpuan for Grade V students still faces various challenges, such as a lack of attractive and interactive teaching materials. Based on initial observations at SD Negeri 200212 Padangsidimpuan, it was found that Islamic Religious Education and Character Education learning, especially in the Fiqh element, still relies on conventional learning media such as lectures and textbooks, which tend to be monotonous. This results in low student interest and understanding of Fiqh material.

In addition, teaching materials have not yet utilized digital technology, even though students are already familiar with digital devices such as smartphones. The use of non-innovative learning media can reduce students' motivation and understanding, thus requiring the development of more attractive teaching materials that align with current technological advancements. One proposed solution is the development of flipbook-based digital teaching materials. Flipbooks can serve as an innovative solution to improve students' understanding. They combine text, images, audio, and animation in a format resembling a physical book but accessible through electronic devices. Their advantages include being interactive and engaging, easily accessible anytime and anywhere, and supporting independent learning. The studies reviewed above converge on one point: digital and flipbook-based media can make learning more engaging and accessible. Several limitations nevertheless remain. Research on multimedia in education has largely been framed around general learning outcomes across subject areas, so comparatively little is known about how a subject-specific product such as Fiqh teaching material performs when it is developed and evaluated as a single artifact. Flipbook research at the elementary level has also been conducted mostly in general subjects, and the evidence available from Islamic Religious Education classrooms remains limited to a small number of context-specific studies. Recent studies illustrate both the potential and this limitation: flipbook-based Fiqh teaching materials have been developed for a specific topic (Fitriana et al., 2025), interactive digital media have been designed to improve Fiqh understanding in Islamic elementary schools (Muna, 2025), flipbook materials have been used to strengthen students' religious values (Nada et al., 2024), and the validity, practicality, and effectiveness of flipbook-based digital teaching materials have been examined at Grade VI (Amar et al., 2024).

What remains insufficiently documented is how a digital flipbook that integrates text, images, audio, and animation performs in a Grade V Islamic Religious Education classroom when it is evaluated for validity by experts, for practicality by the teacher and students, and for effectiveness on students' religious understanding within one development cycle. Addressing this gap, the present study asks three questions: (a) Is the developed digital flipbook-based Fiqh teaching material valid? (b) Is it practical to use in the learning process? and (c) Is it effective in improving Grade V students' understanding of Fiqh?

Based on the problems described above, this study develops flipbook-based Fiqh teaching materials using flipbook applications supported by Canva. The purpose is to produce a teaching material that can support teachers in delivering Fiqh content and help students learn independently, thereby strengthening their motivation and understanding in

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the learning process. Specifically, the study aims to: (1) develop a digital flipbook-based teaching material for Grade V Fiqh content; (2) assess its validity through expert judgment; (3) examine its practicality from the perspectives of the IRE teachers and students; and (4) evaluate its effectiveness in improving students' religious understanding. These objectives correspond to the three research questions stated above.

METHOD

This study employed a Research and Development (R&D) approach using a mixed-method design to develop and evaluate digital flipbook-based Islamic Religious Education (IRE) teaching materials on Fiqh content for Grade V students at SD Negeri 200212 Padangsidimpuan, North Sumatra, Indonesia, conducted from June to December 2025 (Creswell, 20). The development process followed the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), where the analysis phase identified limited interactive learning media and low student understanding through classroom observations and interviews; the design phase involved structuring Fiqh materials (zakat, infaq, sadaqah, gifts, hajj, and qurban) and integrating multimedia elements using Canva and flipbook applications; the development phase produced a validated digital flipbook through expert review (material, media, and language experts); the implementation phase tested the product on 30 randomly selected Grade V students; and the evaluation phase measured validity, practicality, and effectiveness using expert validation, questionnaires, pre-test and post-test, and interviews (Abu Bakar et al., 2022). Data were collected through observation, interviews, documentation, questionnaires, and tests, and analyzed using qualitative descriptive analysis and quantitative techniques including Aiken's V, Likert-based percentage analysis, N-Gain score, and paired sample t-test ($\alpha = 0.05$), while reliability was tested using Cronbach's Alpha, ensuring the teaching material was valid, practical, and effective in improving students' understanding of Fiqh (Pregoner, 2024).

The participants were 30 Grade V students of SD Negeri 200212 Padangsidimpuan who were randomly selected from the Grade V cohort to use the developed digital flipbook during learning; all of them were enrolled in the class in which Fiqh content on zakat, infaq, sadaqah, gifts, hajj, and qurban is taught. Participation required completion of the pretest, the posttest, and the practicality questionnaire, and the field test itself was limited to this class. The IRE teachers who taught the participating class, holding at least a bachelor's degree and more than ten years of teaching experience, served as respondents for the practicality assessment. Data were collected throughout the implementation and evaluation stages through classroom observation, interviews, documentation, questionnaires, and tests. Interviews were conducted with the IRE teacher and selected students to explore their experience of using the digital flipbook, complementing the observation notes and questionnaire responses, and the responses were documented together with the other qualitative data. The field test followed a fixed sequence: the purpose of the trial was explained to the students, the flipbook was displayed on laptops and an LCD projector, students and the teacher assessed the material using the prepared questionnaires, and the responses were then analyzed.

The analysis followed two paths. Qualitative data obtained from observation, interviews, and documentation were analyzed descriptively: the responses were read repeatedly, reduced, grouped into categories such as ease of operation, clarity of presentation, attractiveness, and usefulness, and then reported narratively. Quantitative data were analyzed using percentage analysis of the expert validation and practicality scores, the N-Gain score for the pretest-posttest increase, and a paired sample t-test (alpha = 0.05)

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preceded by a normality test. Coding proceeded from the identification of repeated statements in the interview and open questionnaire responses to the grouping of those statements into practicality and comprehension categories, which were then matched against the questionnaire items.

Instrument reliability was examined using Cronbach's Alpha. The credibility of the findings was supported by the use of several data sources: questionnaire results were read against classroom observations and interview responses obtained during the same implementation period, so that the interpretation of the quantitative results could be checked against the qualitative accounts of the teacher and students (triangulation of data sources). Expert validation added a further layer of confirmation, since three validators assessed the product from different perspectives before it was used in the classroom.

FINDINGS AND DISCUSSION

Implementation and Expert Validation of the Developed Flipbook

Empirical evidence. Before the field test, the digital flipbook was assessed by a material expert, a media expert, and a language expert using validation questionnaires prepared from the feasibility indicators of each aspect. The product received validation scores of 94% for media, 96% for material, and 98% for language, all in the very valid category, and the experts' remarks were used to revise the product until it was suitable for use at the field test stage. Interpretation. These figures can be read as evidence that the content, visual presentation, and language of the flipbook met the standards expected of Grade V teaching materials before implementation. Expert validation operates as a gatekeeping step in development research: it reduces the risk that students are exposed to inaccurate content or unusable media during the limited field test. Link with previous research. The sequence of expert validation followed by a classroom try-out is consistent with other recent development studies in Islamic education, including an interactive live book for elementary IRE that was judged through material, media, and language validation (Salma et al., 2026) and flipbook-based Fiqh teaching materials developed for a specific topic (Fitriana et al., 2025). Contribution. Unlike those studies, which reported validation mainly at the development stage, the present study carries the same product through practicality and effectiveness testing, so that validity can be interpreted alongside user experience and learning outcomes.

At this stage of implementation, the researcher implemented the Flipbook Digital teaching material product that had been developed. This Flipbook Digital-based teaching material product has been validated by media experts, material experts and language experts, and has also been revised according to comments and suggestions from validator experts, until the teaching material is suitable for use at the field test stage. The field test was carried out by providing a questionnaire to the assessment of teaching materials to teachers in the field of Islamic Religious Education and also to grade V students of SD Negeri 200212 Padangsidimpuan.

The field test stage was carried out in a limited scope at SD Negeri 200212 Padangsidimpuan. The purpose of this field test is to find out the level of understanding of grade V students of SD Negeri 200212 Padangsidimpuan after using Islamic Religious Education teaching materials based on Digital Flipbook Fiqh elements of Zakat, infaq, almsgiving, gifts, hajj and qurban. The procedure for implementing field tests for teaching materials with Flipbook Digital is as follows:

1. Explain to students the purpose of the field test.
2. Using Islamic Religious Education teaching materials based on Digital Flipbook fiqh elements of zakat, infaq, alms and gifts using laptops and LCD projectors.

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3. Students analyze and assess teaching materials based on digital Flipbooks and fill out the questionnaires that have been given.
4. The teacher in the field of Study assesses the teaching materials used by filling out the questionnaire that has been given.
5. Analyze the results of the questionnaire given to teachers and students.

Practicality as Experienced by the Teacher and Students

Practicality was examined through questionnaires completed after the product had been declared valid by the experts. The IRE teacher respondents gave a total score of 47 out of a maximum of 50 (94%), and the 30 students gave a total score of 1,406 out of a maximum of 1,500 (93.73%); both results fall in the very practical category. Interpretation. From the users' perspective, practicality concerns whether the material can be operated without technical assistance, whether the presentation follows the logic of the lesson, and whether the language suits Grade V learners. The high scores suggest that the flipbook met these conditions in this classroom.

This pattern is consistent with earlier flipbook implementations in elementary education, in which teachers and students rated the media as easy to operate and attractive (Dwindahari & I Gede Astawan, 2025; Fadhilah et al., 2025).

Contribution. The study reports item-level practicality evidence from both the teacher and the students for a Fiqh-specific product, a combination that is rarely presented in previous development studies. The practicality test in this study aims to determine the level of ease of use, clarity of presentation, and usefulness of Islamic Religious Education teaching materials based on digital flipbooks-based fiqh elements in the learning process. The practicality test is carried out after the teaching material is declared valid by material experts, media experts, and linguists. The subjects of the practicality test include Islamic Religious Education teachers and grade V students of SDN 200212 Padangsidimpuan.

The practicality test is carried out after the validation process has been completed. Practicality tests are carried out to test the practicality of the product at the time of use. The practicality test was carried out on teachers with a minimum of S1 education and more than 10 years of teaching experience. The data obtained are quantitative and qualitative data from the results of practical expert validation. The two data were obtained by the researcher from a research questionnaire. The exposure of quantitative data is as follows:

Table 1. Results of the Teacher's Practicality Test

No	Practicality Validation Items	Score	Score Max	%
1	Digital flipbook teaching materials are easy to operate in the learning process.	5	5	100 %
2	Teaching materials can be used without the need for complicated technical assistance	5	5	100 %
3	Digital flipbooks can be used both through laptop and smartphone devices	5	5	100 %
4	Presentation of material in accordance with learning objectives and indicators	4	5	80 %
5	The fiqh material is presented in a systematic and coherent manner	4	5	80 %
6	The language used is easily	5	5	100 %

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	understood by Grade V students			
7	Teaching materials support the learning process of Islamic Religious Education elements of fiqh	4	5	80 %
8	The teaching materials make it easier for teachers to manage classroom learning activities	5	5	100 %
9	Teaching materials are suitable for continuous use in PAI learning	5	5	100 %
10	Overall, the digital flipbook-based PAI fiqh teaching materials are practical to use	5	5	100 %
	Total Score	47	50	94 %
Eligibility Criteria		Very practical		

Based on the results of filling out a practicality questionnaire by Islamic Religious Education teachers, the teaching material product obtained a total score of 47 out of a maximum score of 50. The calculation of the practicality percentage score is carried out with the following formula:

$$Skor\ Persentase = \left(\frac{Jumlah\ Skor}{Skor\ maksimal}\right) \times 100\%$$

$$Skor\ Persentase = \left(\frac{36}{40}\right) \times 100\%$$

= 94%

The results of the practicality test by Islamic Religious Education teachers show that the Islamic Religious Education teaching materials based on digital flipbooks based on fiqh elements developed are in the very practical category. The teacher considers that the teaching materials are easy to use in the learning process, both in terms of operation, presentation of materials, and clarity of instructions for use. In addition, the systematics of the presentation of the material are considered to be consistent and in accordance with the flow of learning objectives, making it easier for teachers to convey fiqh material to students. The language used is also considered communicative and in accordance with the level of development of elementary school students. The teacher stated that the existence of multimedia features such as images, videos, and animations is very helpful in explaining fiqh concepts that were previously difficult for students to understand through conventional methods. Thus, this teaching material is considered practical and supports the effectiveness of Islamic Religious Education learning.

Student Response

The student practicality test in this study aims to determine the level of ease of use, attractiveness, and usefulness of Islamic Religious Education teaching materials based on digital flipbooks based on fiqh elements from the perspective of grade V elementary school students. Student practicality emphasizes on students' direct experience in using teaching materials during the learning process. The exposure of quantitative data is as follows:

Table 2. Results of Student Practicality Test

No	Student	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	Total

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No	Student	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	Total
1	Aisyah	5	5	5	5	4	5	5	5	5	5	49
2	Afriliya	5	5	4	5	5	5	4	5	5	5	48
3	Annisa	4	5	5	5	5	4	5	5	4	5	47
4	Apriliani	5	4	5	5	4	5	5	4	5	5	47
5	Arkhan	4	4	4	4	5	5	3	5	5	3	42
6	Aulia	4	5	4	5	4	4	5	4	4	4	43
7	Bunga	5	5	5	5	4	5	5	5	5	5	49
8	Dinda	5	4	5	4	5	4	5	4	5	4	45
9	Elika	4	5	5	4	5	5	4	4	5	5	46
10	Hafiz	5	5	5	5	5	5	4	5	5	5	49
11	M.Arifin	5	5	5	5	5	5	4	5	5	5	49
12	Husna	4	5	5	5	5	4	5	5	4	5	47
13	Naisya	5	4	5	5	4	5	5	4	5	5	47
14	Naura	5	5	4	4	4	5	5	5	5	4	46
15	Nabila	4	5	5	5	5	4	5	5	5	5	48
16	Najwa	5	5	5	5	4	5	5	5	4	5	48
17	Lathifa	5	4	5	5	5	5	4	5	5	5	48
18	Putri	5	5	4	4	5	5	5	5	4	5	47
19	Raysha	5	5	5	4	4	5	4	4	5	4	45
20	Reza	4	4	4	5	4	4	5	4	4	4	42
21	Reza Ir	5	4	5	4	4	5	4	4	5	4	44
22	Rifki	4	5	5	5	5	4	5	5	5	5	48
23	Sofiah	5	5	5	5	5	5	5	5	5	5	50
24	Suci	5	4	5	5	4	5	5	4	5	5	47
25	Vania	5	5	4	4	4	5	5	5	5	4	46
26	Yusuf	5	5	5	5	4	5	5	5	4	5	48
27	Nadira	5	5	5	5	4	5	5	5	4	5	48
28	Akila	5	4	5	5	4	5	5	4	5	5	47
29	Zaki	5	5	5	5	5	5	4	5	5	5	49
30	Azka	5	4	5	5	4	5	5	4	5	5	47
	Total	142	140	143	142	134	143	140	139	142	141	406

The students' practicality test was carried out on 30 students in class V using a questionnaire consisting of 10 statements (P1–P10) using an assessment scale of 1–5. The maximum score that each student can get is 50, so the overall maximum score is 1,500. Based on the results of filling out the practicality questionnaire by students, a total score of 1,406 was obtained from a maximum score of 1,500. The percentage of practicality is calculated using the following formula:

$$kor\ Persentase = \left(\frac{Jumlah\ Skor}{Skor\ maksimal}\right) \times 100\%$$

$$Skor\ Persentase = \left(\frac{1.412}{1.500}\right) \times 100\%$$

= 93,73 %

These results show that the level of practicality of Islamic Religious Education teaching materials based on digital flipbooks is in the category of very practical. In detail, almost all students gave high scores on each statement, which shows that the teaching materials are easy to use, attractive appearance, and easy to understand materials. A statement with a high score indicates that students feel helped in understanding fiqh material through the use

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of digital flipbooks equipped with simple images, videos, and navigation. In addition, students also stated that this teaching material is fun to use and can be used for independent learning. Thus, it can be concluded that Islamic Religious Education teaching materials based on digital flipbooks based on fiqh elements developed are practically used by students, are easy to understand, interesting, and support the learning process both inside and outside the classroom.

Evaluation Stage

The evaluation stage is the final stage in the ADDIE development model which aims to assess the quality and success of Islamic Religious Education teaching materials based on digital flipbooks that have been developed. Evaluation was carried out to determine the level of validity, practicality, and effectiveness of teaching materials before and after being used in learning. Evaluation in this study is carried out through two forms, namely formative evaluation and summative evaluation. Formative evaluation is carried out at each stage of development with the aim of improving and perfecting digital flipbook teaching material products. This evaluation includes the following activities.

Expert evaluations are carried out by several validators consisting of material experts, media experts, and linguists. The assessment was carried out using a validation questionnaire instrument that had been prepared based on the feasibility indicators of each aspect. The evaluation of media experts aims to assess the appearance of the flipbook, visual design, navigation, interactivity, and ease of use of teaching materials. The evaluation of the subject matter expert aims to assess the suitability of the Fiqh element material with the curriculum, the accuracy of the concept, the completeness of the material, and the suitability with the characteristics of grade V students.

Based on the results of the formative evaluation carried out on an ongoing basis, the teaching materials of Islamic Religious Education elements based on digital flipbooks have undergone several improvements until they are declared valid, practical, and ready to be used at the summative evaluation stage. Thus, formative evaluation plays an important role in ensuring the quality and feasibility of teaching materials before they are applied more widely in learning. The effectiveness of teaching materials is carried out after the teaching materials are used in the learning process to determine the effectiveness of teaching materials in improving students' religious understanding of Fiqh elements. This evaluation was carried out by comparing student learning outcomes before and after using digital flipbook teaching materials. Data was obtained through a test of understanding of Fiqh material given to students.

Effectiveness of the Digital Flipbook in Improving Students' Learning Comprehension

Effectiveness was examined by comparing students' scores before and after the learning treatment. The class average rose from 30 in the pretest to 44 in the posttest on a 50-point scale, the Normalized Gain reached 0.70 (high category), and the paired sample t-test showed a statistically significant difference, $t(29) = -14.0$, $p < 0.001$. Read together, these figures suggest that the increase was not produced by a few high-scoring students: the posttest scores narrowed to the 43-45 range, which indicates that comprehension improved across the class. The gain should nevertheless be understood as an outcome of the whole learning treatment rather than of the media alone, because the design does not isolate the flipbook from the teaching that accompanied it. Link with previous research. Effectiveness results of a similar direction have been reported for flipbook media in Grade V science learning, where the developed media was feasible and effective (Dwindahari & I Gede

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Astawan, 2025), and for flipbook use in Islamic Religious Education, where students showed better concept mastery and engagement (Fadhilah et al., 2025).

Contribution. The study provides effectiveness evidence for Fiqh-specific flipbook material in a Grade V IRE classroom, complementing the validation and practicality evidence reported in the preceding themes.

The pretest is carried out to find out the initial condition of students' learning comprehension before learning is applied according to the research design. The pretest was given to 30 students with a learning comprehension questionnaire instrument consisting of 10 statements with a score range of 1–5, so that the ideal maximum score for each student is 50.

Based on the results of data processing, a total pretest score of 900 was obtained. To determine the achievement of students' overall learning comprehension, the average calculation is used with the formula:

$$\bar{X}_{pre} = \frac{\sum X_{pre}}{n}$$

Description:

$\bar{X}_{pre}$= average pretest score

$\sum X_{pre}$= total pretest score

n= number of students

$$\bar{X}_{pre} = \frac{900}{30} = 30$$

The average pretest score of 30 shows that quantitatively the level of learning comprehension of new students reaches 60% of the ideal maximum score. Descriptively, the distribution of student scores is in the range of 21–34, which indicates that most students are in the medium to low category. This condition confirms that students' understanding of learning before treatment is still not optimal.

Posttest is given after the entire series of learning with treatment is completed. The instrument used is the same as the pretest, so the results can be compared objectively. To determine the learning outcomes of students after treatment, the calculation of the average posttest score with the formula:

$$\bar{X}_{pos} = \frac{\sum X_{pos}}{n}$$

Description:

$\bar{X}_{post}$= Average Posttest Score

$\sum X_{post}$= Total Posttest Scores

n= Number of students

The following are the results of the student learning comprehension post-questionnaire scores:

Table 3. Students' Posttest Learning Comprehension Scores

No	Student	B	B	B	B	B	B	B	B	B	B1	Total
1	S1	5	4	4	5	4	4	5	4	5	5	45
2	S2	4	5	4	4	5	4	4	5	4	5	44
3	S3	5	5	4	5	5	4	4	4	4	5	45
4	S4	4	4	5	4	4	5	4	5	4	4	43
5	S5	5	4	4	5	4	5	4	4	5	4	44
6	S6	4	5	5	4	4	4	5	4	4	5	44
7	S7	5	4	4	5	5	4	4	5	4	4	44

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8	S8	4	4	5	4	4	5	5	4	4	5	44
9	S9	5	5	4	4	5	4	4	4	5	4	44
10	S10	4	4	4	5	4	5	4	5	4	4	43
11	S11	5	4	5	4	4	4	5	4	4	5	44
12	S12	4	5	4	5	5	4	4	4	5	4	44
13	S13	5	4	4	4	5	5	4	5	4	4	44
14	S14	4	4	5	5	4	4	5	4	5	4	44
15	S15	5	5	4	4	4	5	4	4	5	4	44
16	S16	4	4	4	5	5	4	5	4	4	5	44
17	S17	5	4	5	4	4	5	4	5	4	4	44
18	S18	4	5	4	5	4	4	5	4	5	4	44
19	S19	5	4	4	4	5	4	4	5	4	5	44
20	S20	4	4	5	4	4	5	4	4	5	5	44
21	S21	5	5	4	5	4	4	4	4	4	5	44
22	S22	4	4	5	4	5	4	5	4	4	5	44
23	S23	5	4	4	5	4	5	4	5	4	4	44
24	S24	4	5	5	4	4	4	5	4	5	4	44
25	S25	5	4	4	4	5	4	4	5	4	5	44
26	S26	4	4	5	5	4	4	5	4	5	4	44
27	S27	5	5	4	4	4	5	4	4	5	4	44
28	S28	4	4	4	5	5	4	4	5	4	5	44
29	S29	5	4	5	4	4	4	5	4	5	4	44
30	S30	4	5	4	5	4	5	4	4	5	4	44

Based on the results of data processing, the total number of posttest scores = 1320. The average posttest score is calculated by the formula:

$$\bar{X}_{post} = \frac{\sum X_{post}}{n}$$

$$\bar{X}_{post} = \frac{1320}{30} = 44$$

The average posttest score was obtained of 44. This value indicates that the student's level of learning comprehension after treatment reaches 88% of the ideal maximum score. Students' posttest scores were in the range of 43–45, and no more students with low scores were found. The distribution of grades is relatively homogeneous and in the high category, in which the learning treatment was associated with a relatively even improvement in students' learning comprehension evenly. To find out the magnitude of the increase in students' learning comprehension, a comparison of the average pretest and posttest scores was carried out. Quantitatively, the average difference is calculated by the formula:

$$\Delta\bar{X} = \bar{X}_{post} - \bar{X}_{pre}$$

$$\Delta\bar{X} = 44 - 30 = 14$$

The average difference of 14 points shows that there is a considerable increase in student learning understanding after the application of learning treatment. Furthermore, to measure the rate of increase proportionally, a Normalized Gain (N-Gain) analysis is used with the formula:

$$\text{N-Gain} = \frac{\bar{X}_{post} - \bar{X}_{pre}}{X_{maks} - \bar{X}_{pre}}$$

$$\text{N-Gain} = \frac{44 - 30}{50 - 30}$$

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= 14/20 =0,70

An N-Gain value of 0.70 is in the high category, which is conventionally interpreted as high effectiveness of the learning treatment in improving students' learning comprehension. Comparison of *pretest* and *post test results* shows a shift in the level of student learning comprehension from the medium-low to high category evenly. This indicates that the improvement that occurred is not only seen in the average score, but also in the distribution of learning comprehension of all students.

The normality test is carried out as a prerequisite before hypothesis testing using paired samples t-test. The normality test in this study was carried out on the pretest and posttest score difference data, because the paired t-test requires that the difference data be distributed normally. The normality test used Shapiro–Wilk, because the sample count was less than 50 (n = 30). The results of the normality test of the pretest and posttest difference data are presented in the following table.

Descriptives

	Selisih
N	30
Missing	0
Mean	14.6
Median	15.0
Standard deviation	5.71
Minimum	2
Maximum	23
Shapiro-Wilk W	0.957
Shapiro-Wilk p	0.259

Based on the results of the analysis, the Shapiro–Wilk value W = 0.957 with a significance value p = 0.259 was obtained. Because the significance value of p > 0.05, it can be concluded that the pretest and posttest difference data are distributed normally. Thus, the assumption of data normality has been met, so that parametric statistical analysis using paired sample t-tests can be continued. The hypothesis test in this study was carried out to find out whether there was a significant difference between the results of the pretest and posttest after the application of the learning treatment. The test used is a paired samples t-test because the data comes from the same subject and is measured under two different conditions. The hypotheses tested are as follows:

H_0: There is no significant difference between the pretest and posttest results.

H_a: There is a significant difference between the pretest and posttest results.

Based on the results of the t-test of paired samples, a value of t = −14.0 was obtained with a degree of freedom df = 29 and a significance value of p < 0.001. The mean difference value of −14.6 indicates that the average posttest score is higher than the pretest score. In addition, the 95% confidence interval to the mean difference is in the range of −16.8 to −12.5, which entirely does not involve a zero value. This indicates that the difference between the pretest and posttest results is statistically significant.

Based on these results, H_0 is rejected and H_a is accepted, which means that there is a significant difference between the results of the pretest and posttest after the application of the learning treatment. The results of the normality test showed that the data between the pretest and posttest scores were distributed normally, thus meeting the assumption of using parametric tests. Furthermore, the results of the paired sample t-test showed a statistically

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significant increase in student learning outcomes. Quantitatively, the average score increase of 14.6 points shows that applied learning has a strong impact on improving student learning comprehension. These results are in line with descriptive analysis and N-Gain calculations that show the effectiveness of learning in the high category. Thus, statistically and empirically, it can be concluded that the learning treatment applied in this study is effective in improving students' learning understanding.

Based on the results of formative and summative evaluations, it can be concluded that Islamic Religious Education teaching materials based on digital flipbooks meet the criteria of valid, practical, and effective. Evaluation that is carried out continuously at each stage of ADDIE plays an important role in producing products that suit the needs of students and teachers and are relevant to the development of learning technology. Thus, the evaluation stage in the ADDIE model not only serves as a final assessment, but also as a reflective process to ensure the quality of the teaching materials developed.

Practicality and Classroom Experience in Real Learning Conditions

Classroom observation during the limited trial indicated that students paid attention to the displayed material, followed the sequence of pages, and showed greater participation during the learning activities. The teacher also indicated that the learning material was easier to present because the digital material provided a clear sequence of explanations and activities. As one teacher explained, *"The material is easier to explain because the students can see the examples directly, and I do not have to explain everything verbally"* (*Interview Mr. MIH*, personal communication, 2026).This finding suggests that the developed material may support teachers in organizing the presentation of procedural Fiqh content in a more structured manner.

The students' responses further indicated that the material was accessible and encouraged independent use. One student stated, *"I can open the material again when I forget the explanation, so I can read it by myself."* Another student commented, *"The pictures make it easier for me to understand what the teacher is explaining"* (*Interview With SR*, personal communication, 2026). These responses are consistent with the classroom observation, in which students were able to navigate the material and revisit previously presented content without continuous assistance from the teacher. The findings indicate that the integration of visual materials and accessible navigation may facilitate students' engagement with the learning content.

The teacher also observed changes in students' participation during the learning process. According to the teacher, *"The students asked more questions when they saw the pictures and examples because they wanted to know why the situation happened."* A student similarly reported, *"I wanted to ask because the picture made me curious about what we should do in that situation"* (*Interview With Mr. Sholahuddin*, personal communication, 2026). These accounts provide qualitative support for the observation that visual stimuli can create opportunities for students to respond to learning situations, formulate questions, and discuss the content. However, such findings should be interpreted as evidence from the participants' experiences rather than as independent evidence of improved learning outcomes.

The results of the limited trial show that digital flipbook teaching materials are practically used in real learning conditions in the classroom. Findings in the field show a change in learning patterns compared to conventional learning which was previously dominated by lectures and textbooks. When digital flipbooks are used, students seem to be more focused on paying attention to the material displayed (Fadhilah et al., 2025). They actively follow the learning flow, pay attention to images and videos, and show interest when

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the flipbook pages are opened and flipped digitally. Some students spontaneously comment on the content of the material and ask questions, something that was rare in previous learning.

From the teacher's side, the use of digital flipbooks makes it easier to deliver procedural fiqh material (Salma et al., 2026). Teachers no longer need to explain at length only verbally, because students can immediately see visual examples and stages of worship through flipbooks (Thomas et al., 2022). The teacher also stated that this teaching material helps save learning time and makes the delivery of the material more directed. Field findings also show that students can use flipbooks independently, both during learning and when asked to reopen the material. This shows that the teaching material does not depend entirely on the teacher's explanation, thus supporting students' independent learning (OECD, 2025). However, there were some small notes, such as there are still students who need initial direction in using the device, as well as the need to adjust the size of the text to make it more comfortable to read through the phone screen. However, these obstacles do not hinder the learning process as a whole. Based on these findings, it can be concluded that the teaching materials of PAI fiqh elements based on digital flipbooks are practically used in the field, so that the formulation of the second problem is empirically answered.

Observed Improvement in Students' Religious Understanding

Teachers and students reported that students answered questions more precisely and explained fiqh concepts in their own words after using the material, and the posttest results show that the class scored in the high range following the treatment. Findings in the field show that the use of digital flipbook teaching materials has a positive impact on students' religious understanding, especially on fiqh elements. This can be seen from changes in student learning behavior and the results of learning evaluations (Bashir & Lapshun, 2025). Before the use of digital flipbooks, students tended to be passive and rely only on the teacher's explanations. However, during the trial, students seemed to understand the content of the material better, were able to answer the teacher's questions more precisely, and were able to explain the concept of fiqh in their own language. This shows an increase in conceptual understanding. The results of the post-learning student comprehension test also showed that most students were able to achieve learning completion. Students not only understand the meaning of zakat, infaq, hajj, and qurban, but are also able to mention the conditions, harmony, and examples of their application in daily life.

The effectiveness of digital flipbooks in the field is also influenced by the presentation of concrete and contextual material. Videos and illustrations help students visualize the practice of worship, so that fiqh learning is no longer abstract. In addition, the ease of access to teaching materials allows students to repeat the material, which has an impact on strengthening their understanding (Ahmad et al., 2023). Thus, field findings prove that digital flipbook teaching materials are effective in improving religious understanding of grade V students, so that the formulation of the third problem has been answered based on real conditions in the field. Based on findings in the field, it can be affirmed that the development of Islamic Religious Education teaching materials based on digital flipbooks is valid, because it is in accordance with the curriculum, student needs, and easy to understand. Practical, because it is easy to use by teachers and students in real learning. It is effective, because it is able to increase students' religious understanding of fiqh elements. This discussion shows that the research results are not only theoretically strong, but also empirically proven through direct implementation in the field. Contribution of the findings. Taken together, the three strands of evidence show that one digital flipbook product can be documented as valid, practical, and effective within a single ADDIE cycle in a Grade V IRE classroom. The specific contribution of this evidence is that expert validity, teacher and student practicality, and

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learning outcomes are reported for the same artifact, which allows the three criteria to be interpreted against one another instead of in isolation. The findings also offer a worked example of how conventional Fiqh teaching material can be replaced by a digital format without changing the curriculum content.

CONCLUSION

This study developed Islamic Religious Education teaching materials on Fiqh elements in the form of a digital flipbook for Grade V students of SD Negeri 200212 Padangsidimpuan through the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model. The experts' assessments indicated that the product met the valid criterion, with very high ratings for material, media, and language. These results suggest that the developed teaching material is in line with the learning outcomes, the characteristics of elementary school students, and the principles of digital learning media development, and is therefore suitable for use in Islamic Religious Education learning.

From the practical perspective, the teaching material was rated very practical by the teacher respondents (47 out of 50, or 94%) and by the students (1,406 out of 1,500, or 93.73%). Teachers considered the material easy to operate and helpful for presenting content systematically, while students responded positively to its accessibility and presentation and reported that it supported learning inside and outside the classroom. On this evidence, the digital flipbook can be regarded as a practical alternative teaching material for Islamic Religious Education in elementary schools.

From the effectiveness perspective, the students' average score rose from 30 in the pretest to 44 in the posttest, the N-Gain was 0.70 (high category), and the paired sample t-test indicated a statistically significant difference between the two scores ($t = -14.0$, $p < 0.001$). Within the class studied, the use of the digital flipbook was associated with better understanding of Fiqh concepts and with students' ability to relate them to everyday practice. Taken together, the developed teaching material can therefore be considered valid, practical, and effective, and it can be proposed as one of the digital innovations available to support the quality of Islamic Religious Education learning in elementary schools.

Limitations. Several limitations should be noted. The study was conducted in a single school with 30 Grade V students, so the findings describe this context rather than elementary education in general. The one-group pretest-posttest design has no control class, which means the observed increase cannot be attributed to the digital flipbook alone; it reflects the whole instructional treatment, including the teacher's guidance. The implementation was also limited to a short trial period, and practicality was largely self-reported through questionnaires, with no delayed posttest to show whether the improvement was retained. These constraints are the reason for the cautious wording used throughout the article.

Practical implications. For Islamic Religious Education teachers, the results suggest that a digital flipbook can be used alongside conventional material when teaching procedural Fiqh content such as zakat, infaq, hajj, and qurban, because visual and animated sequences make such material easier to explain. For curriculum and material developers, the study indicates that validity, practicality, and effectiveness should be documented together during development rather than at separate points. The findings are also relevant to Islamic family education: because the flipbook can be opened on smartphones and laptops outside school hours, parents can use it to guide children in reviewing worship procedures at home, which turns the material into a shared resource for religious education in the family. Future research should replicate the development in several schools, add a control class and a delayed posttest, and report interview-based evidence so that students' own accounts appear alongside the scores.

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