

**THE STUDENTS' PERCEPTIONS TOWARD THE USE OF HEYZINE
FLIPBOOK IN ENGLISH LANGUAGE LEARNING OF THE ELEVENTH
GRADERS AT SMAN 11 PALEMBANG**

A Thesis by:

M HAIKAL IBNU SIENA

Student's Number 2104410501

English Education Study Program

Faculty of Teacher Training and Education



FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF TRIDINANTI 2025

**THE STUDENTS' PERCEPTIONS TOWARD THE USE OF HEYZINE
FLIPBOOK IN ENGLISH LANGUAGE LEARNING OF THE ELEVENTH
GRADERS AT SMAN 11 PALEMBANG**

A Thesis by:

M Haikal Ibnu Siena

Student's Number 2104410501

English Education Study Program

Faculty of Teacher Training and Education

Approved by

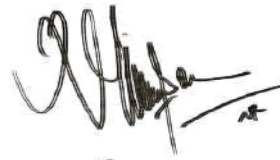
Advisor 1



Jenny Elvina Manurung, M.Pd.

NIDN 0222018302

Advisor 2



Nita Ria, M.Pd.

NIDN 0208108402

Certified by

Dean of Faculty of

Teacher Training and Education



Nyayu Lulu Nadya, M.Pd

NIDN 0209058702

**THE STUDENTS' PERCEPTIONS TOWARD THE USE OF HEYZINE
FLIPBOOK IN ENGLISH LANGUAGE LEARNING OF THE ELEVENTH
GRADERS AT SMAN 11 PALEMBANG**

Name : M HAIKAL IBNU SIENA

Student's Number : 2104410501

**This thesis was defended by the writer in the Final Program Examination and
was approved by the examination committees on:**

Day : Wednesday

Date : March, 12nd 2026

Examination committees

Signature/Date

**Jenny Elvina Manurung, M.Pd.
Chair Person**



.....

**Nita Ria, M.Pd.
Member**



.....

**Rahma Dianti M.Pd
Member**



.....

**Palembang,
Dean of Faculty of Teacher
Training and Education**



**Nyayu Lulu Nadya, M.Pd
NIDN 0209058702**

DEDICATION

This thesis is dedicated to:

- Allah SWT, thank You for blessing me with the strength and guidance to finish this thesis. May the Prophet Muhammad SAW always guide me to be a good Muslim.
- My beloved parents, Agus Taufiq Q and Sri Rejeki. Thank you for your endless love, support, and prayers. You always believe in me, even when I doubt myself.
- My beloved brother, M. Khatami Fajri Q and Raihan Azka Said. Thank you for your care, support, and encouragement.
- My beloved and respected advisors, Jenny Elvina Manurung, M.Pd. and Nita Ria, M.Pd. Thank you very much for your guidance, advice, motivation, and patience in helping me complete this thesis.
- My lecturers. Thank you for the valuable knowledge you have shared during my study at Tridinanti University.
- My classmates. thank you for the friendship, support, and beautiful memories we shared during our study.
- The headmaster of SMA Negeri 11 Palembang, all teachers, and staff. Thank you very much for your support and assistance during my research.
- All students of SMA Negeri 11 Palembang. Thank you for your participation and cooperation in this study.
- My beloved almamater, the Faculty of Teacher Training and Education, English Study Program, Tridinanti University.
- Finally, I dedicate this thesis to myself, M Haikal Ibnu Siena. Thank you for staying strong, patient, and determined through all the challenges, struggles, and difficulties during this journey. Thank you for never giving up and for doing your best until finally achieving a Bachelor of English Education degree.

MOTTO

“One day I am gonna grow wings”

-Thom Yorke

PERNYATAAN

Saya menyatakan dengan sebenarnya bahwa seluruh data, informasi dan interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penilaian, pengelolaan serta pemikiran saya dari pegarahan pembimbing yang ditetapkan.

Apabila ternyata di dalam naskah skripsi ini dapat dibuktikan unsur-unsur jiplakan, Saya bersedia skripsi ini digugurkan dan gelar akademik yang saya peroleh (S-1) dibatalkan. Serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No. 20 tahun 2003. Pasal 25 ayat 2 dan pasal 70.

Palembang, 13 Maret 2026

Mahasiswa.



M Haikal Ibnu Siena

2104410501

ACKNOWLEDGMENTS

Alhamdulillah to Allah SWT, the researcher is deeply grateful to be able to complete her thesis entitled “The Students’ Perceptions toward the Use of Heyzine Flipbook in English language learning of the Eleventh Graders at SMAN 11 Palembang”.

This thesis is completed as a requirement for the S1 degree at the Faculty of Teacher Training and Education, English Study Program, Tridianti University.

In completing this thesis, the researcher would like to express her sincere appreciation to all individuals who have given support, guidance, and valuable suggestions during the process of writing this thesis. They are:

1. Prof. Dr. Ir. H. Edizal AE., MS, as the Rector of Tridianti University.
2. Nyayu Lulu Nadya, M.Pd., as the Dean of the Faculty of Teacher Training and Education.
3. Jenny Elvinna Manurung, M.Pd., and F.A. Milawasri, M.Pd., Dean Assistants of the Faculty of Teacher Training and Education.
4. Dr. Darmawan Budiyanoto, M.Pd., as the Head of the English Study Program.
5. Dr. Hj. Gaya Tridianti, M.Ed., as the first advisor, and Dr. Darmawan Budiyanoto, M.Pd., as the second advisor, for their guidance, advice, and encouragement during the thesis writing process.
6. All lecturers of Tridianti University, especially those in the Faculty of Teacher Training and Education, for their knowledge and support.
7. My beloved family, thank you for your endless support, prayers, patience, and financial assistance thanks for giving to the best in my life.
8. All of my classmates, thank you for your friendship, support, and cooperation during my study and the completion of this thesis.

ABSTRACT

In the digital era, the integration of technology into classroom learning had become essential to enhance students' engagement and learning outcomes. One digital learning medium that had been widely used in English language instruction was the Heyzine Flipbook application. This study aimed to investigate the students' perceptions and the perceived benefits of using Heyzine Flipbook in English language learning among the eleventh graders at SMA Negeri 11 Palembang in the academic year of 2025/2026. The study employed a quantitative research design using a survey method. The population consisted of 392 eleventh-grade students, from which 165 students were selected as the sample through cluster random sampling. The data were collected using a closed-ended questionnaire consisting of 30 items and measured using a four-point Likert scale. The collected data were analyzed using percentage analysis. The research employed a quantitative approach using survey methodology. The population comprised 392 eleventh-grade students across 12 classes, from which 165 students from five randomly selected classes (XI.1, XI.4, XI.5, XI.7, XI.9) were chosen via cluster random sampling. Data collection utilized a validated 30-item closed-ended questionnaire adapted from Mahira (2023), employing a 4-point Likert scale (1=Strongly Disagree to 4=Strongly Agree). The instrument demonstrated high reliability (Cronbach's $\alpha = 0.890$) and content validity through item-total correlation analysis. Data analysis applied percentage calculations across two main indicators: students' experiences with Heyzine Flipbook (10 items) and benefits derived from its use (20 items). The findings revealed that the students generally had 98.12% positive perceptions toward the use of Heyzine Flipbook in English language learning. The students perceived that Heyzine Flipbook increased their motivation, facilitated their understanding of learning materials, and enhanced their English language skills, including listening, speaking, reading, and writing. The interactive features, multimedia elements, and flexible accessibility of the application made the learning process more engaging and effective. Although some students reported minor technical difficulties, these issues did not significantly affect their overall perceptions. In conclusion, the study indicated that Heyzine Flipbook was perceived as an effective, user-friendly, and engaging digital learning medium that supported students' participation, confidence, and learning outcomes in English language learning.

Keywords: *students' perception, Heyzine Flipbook, English language learning, digital learning media, eleventh graders.*

TABLE OF CONTENT

	Page
COVER	i
APPROVAL PAGE	ii
EXAMINERS LEGITIMACY.....	iii
DEDICATION	iv
PERNYATAAN	v
ACKNOWLEDGMENTS	vi
ABSTRACT	vii
TABLE OF CONTENT	viii
LIST OF TABEL	x
LIST OF FIGURES	x
CHAPTER I INTRODUCTION	1
The Background of Study	1
The Limitation of Study.....	5
The Formulation of Problems	5
The Objectives of Study.....	6
The Significances of Study	6
CHAPTER II LITERATURE REVIEW	8
2.1 The Concept of Perception.....	8
2.2 The Students' Perception	9
2.3 The Stages of Perception Process	10
2.4 Technology in Language Learning	11
2.5 The Concept of Heyzine Flipbook Application	14
2.6 The Impact of Heyzine Flipbook Application	18
2.7 English Language Learning	20
2.7.1 Overview of Online Learning.....	21
2.7.2 Types of Online Learning.....	22
2.7.3 Advantages and Disadvantages Online Learning	24
2.8 The Previous Related Studies	26
CHAPTER III RESEARCH METHODOLOGY	29

3.1	The Research Method	29
3.2	The Research Procedures	30
3.3	The Operational Definition	33
3.3.1	The Students' Perception	34
3.3.2	Heyzine Flipbook.....	34
3.4	The Population and Sample	35
3.4.1	The Population	35
3.4.2	Sample	36
3.5	The Techniques for Collecting Data	39
3.5.1	Questionnaire	39
3.5.2	Validity	39
3.5.3	The Reliability	45
3.6	Technique for Analyzing Data.....	46
CHAPTER IV FINDINGS AND INTERPRETATIONS		48
4.1	Findings.....	48
4.1.1	The Students' Perception of Heyzine Flipbook Application	48
4.2	Interpretation.....	60
CHAPTER V CONCLUSION AND SUGGESTION		64
5.1	Conclusion	64
5.2	Suggestions	65
REFERENCE		67
Appendix A		74
The Validity Results of Try-Out in SPSS		74
Appendix B		77
The Reliability Result		77
Appendix C		79
The Respondents of Questionnaire		79
Appendix D.....		80
The Documentation of Data Collection		80
Appendix E		81
The R-Table Form.....		81

LIST OF TABEL

Table 1 The Population of the Study	35
Table 2 The Sample of Study	38
Table 3 The Item Specification of Questionnaire	40
Table 4 The Try-Out (TO) Results Table	40
Table 5 The Classification of Reliability	45
Table 6 The Reliability Result	46
Table 7 The Students' Perception Category	47
Table 8 The Result of Students' Perception of Heyzine Application	48
Table 9 The Result of the Benefits using Heyzine Application	53

LIST OF FIGURES

Figure 1 Heyzine Flipbook Application	14
Figure 2 PDF to Flipbook Conversion in Heyzine Flipbook	15
Figure 3 Page turn effects in Heyzine Flipbook	16
Figure 4 Customization in Heyzine Flipbook	16
Figure 5 Links and Web iframe in Heyzine Flipbook	17
Figure 6 Share in Heyzine Flipbook	17
Figure 7 Download Offline Flipbook in Heyzine Flipbook	18
Figure 8 The Procedures of Conducting Survey	30
Figure 9 The Percentage and Proportions Formula	47
Figure 10 The Students' Perceptions of Heyzine Flipbook Application	52
Figure 11 The Benefits of Heyzine Application	59

CHAPTER I

INTRODUCTION

This chapter presents the background of study, the limitation of problem, the formulation of the problem, the objectives of the study, and the significances of study.

The Background of Study

English is used more widely by most countries compared to other languages. However, not everyone speak English, as there were several factors that hindered students in learning the language. Oribabor (2014) explained that these factors included weak language foundation, poor listening comprehension, and lack of self-confidence, which significantly affected students' overall language acquisition and performance to address these challenges, the educators implemented strategies that enhanced the language output opportunities, fostered the supportive environment for language learning, and boosted students' self-confidence through interactive activities and real-world practice (Wulandari et al., 2022).

The integration of digital tools in education was significantly increasing, particularly in language learning. Perevalova & Lucein (2022) stated that these tools not only enhance the learning experience but also promoted greater engagement and collaboration among students, allowing for more interactive and personalized approach to education. Furthermore, Potasheva, et al (2019)

explained that the use of digital platforms enabled the educators to track progress and provide, tailored feedback, fostering a more effective learning environment overall. The use of e-learning applications in English language learning provides flexible access, allowing students to access materials anytime and anywhere. This enhanced the student participation and engagement in the learning process and enabled more efficient monitoring and assessment of student progress. However, Seifert & Zimon (2019) claimed that the success of implementation heavily relied on good application design, user training, and adequate technical support to maximize the potential for learning English through technology. Juliana (2023) added that educators needed to create a varied learning process by selecting teaching materials. Teaching materials were a collection of subject content that had been systematically organized so that teachers and students could use them in the learning process.

Moreover, teachers had two options for teaching resources, namely printed materials which included textbooks, modules, handouts, while non-printed teaching materials included videos, television, and interactive CDs (Panjaitan et al., 2022). Teachers had to be able to create up-to-date and creative teaching materials in line with the latest technological developments. However, many teachers had not yet utilized technology in their creations. Not all students were able to learn independently using printed modules to enhance their understanding of a subject (Sunarno & Supriyanto, 2022).

The use of electronic modules become an option to replace the printed modules. Pebriantika (2019) explained that the Students could use e-modules,

which were electronic-based teaching materials containing text, graphics, animations, and videos, as a new learning resource to help them better understand topics. The utilization of e-modules as a learning resource facilitate learning for both teachers and students due to the widespread use of smartphones which greatly supports the teaching process. The flipbook becomes one of the e-modules utilized by teachers and students.

Heyzine Flipbook emerges as an innovative tool in education, offering a new way to present teaching materials in an engaging and interactive format. Wirahayu (2022) Heyzine Flipbook enhanced the learning experience of students with features such as the addition of images, videos, and audio. Heyzine Flipbook was a website-based application that was useful for creating flipbook-based e-modules. The program could convert PDF files into books, brochures, catalogs, magazines, and digital brochures. Heyzine Flipbook was easy to access and use, and the resulting e-modules could be opened by students anytime and anywhere through their mobile phones.

Furtermore, Isnaeni & Agustina (2018) explained that the advantage of flipbook e-modules compared to printed modules was that they did not only contain text or images which sometimes made students feel bored and made the material difficult to understand. Hermawan & Wulandari (2022) also said that Heyzine Flipbook was a platform that allowed individuals to create and share flipbooks online.

The use of the Heyzine Flipbook application in English language learning have some positive impacts. The previous research by Ningsih (2022) indicated

that reading materials based on local wisdom developed with the Heyzine Flipbook enhanced the students' reading abilities with validation results showing very good quality and a high level of practicality. Suciptaningsih (2024), also added that the interactive features of Heyzine Flipbook such as animations, videos, images, and links were capable of enhancing students' interest in learning. Thus, Heyzine Flipbook not only can aid in improving students' reading skills but also can create a more engaging and effective learning experience.

Furthermore, the results of several studies showed that the students had positive perception of Heyzine Flipbook. The students could easily access the material anytime and anywhere through devices such as computers and smartphones (Saraswati & Salsabila, 2021). The animation and sound effects on Heyzine Flipbook provided a reading experience similar to a physical book, thus making the materials more interesting (Anggreni & Sari, 2022). The use of Heyzine Flipbook had been proven to increase the students' understanding of the subject matter. The use of Heyzine-based e-books demonstrated great potential in enhancing the students' learning interest (Erawati et al., 2022). A high positive response was also shown by students toward the Heyzine Flipbook e-module (Ashari & Puspasari, 2024).

Understanding the students' perceptions was crucial for evaluating the effectiveness of any educational tool. For that reason, this study aimed to investigate the students' perceptions regarding the use of the Heyzine Flipbook application in classroom settings at SMA Negeri 11 Palembang. Based on the writer's experiences during three months of teaching practicum at SMA Negeri 11

Palembang, he observed that the Heyzine Flipbook application was consistently utilized as a teaching aid across various subjects, with particular emphasis on English classes. The English teachers had integrated the digital resources effectively into diverse classroom activities, employing it as the main platform for delivering lessons. The Heyzine Flipbook was in frequent use which contributed to the creation of an interactive and engaging learning atmosphere. It appeared to enhance the students' participation and motivation.

Therefore, the writer was interested in examining the students' perception on using the Heyzine Flipbook application, especially with regard to its perceived advantages in English learning. This study was entitled "The Students' Perceptions toward the Use of Heyzine Flipbook in English language learning of the Eleventh Graders at SMAN 11 Palembang."

The Limitation of Study

This study focuses on the students' perceptions toward the use of Heyzine Flipbook in English language learning of the eleventh graders of SMA Negeri 11 Palembang in the academic year of 2025/2026.

The Formulation of Problems

Based on the problems' limitation, the problems of this study were as follows:

1. What were the students' perceptions toward the use of Heyzine Flipbook of the Eleventh Graders at SMAN 11 Palembang?
2. What were the benefits of using Heyzine Flipbook in English language learning?

The Objectives of Study

Based on the problems of this research, the objectives of study were as follows:

1. To describe the students' perceptions toward the use of Heyzine Flipbook of the Eleventh Graders at SMAN 11 Palembang.
2. To describe the benefits of using Heyzine Flipbook in English language learning.

The Significances of Study

The writer hoped this research could be useful for teachers, students, and the researchers.

1) The Teachers

The results of the research are expected to contribute the teachers, particularly for English teachers at SMA Negeri 11 Palembang by providing them with an alternative or primary method for motivating and teaching. The use of Heyzine Flipbook might encourage the teachers to explore new and more varied teaching methods. By providing the multiple media formats in a single platform, teachers can adapt their teaching styles to meet the diverse needs of students and they can create a more inclusive learning environment.

2) The Students

The researcher hopes that the results of the study might solve especially the eleventh-grade students at SMA Negeri 11 Palembang in applying their Heyzine Flipbook. It can incorporate animated animations, videos, photos,

and links in its design, making learning dynamic and engaging the learning process.

3) The Researcher

The results of this study are expected to provide a clear description of students' perceptions toward the use of Heyzine Flipbook in the learning process. Through this survey research, the findings may offer valuable insights into how students perceive the use of interactive digital media in English language learning. Furthermore, it is hoped that future researchers will be able to further investigate the use of interactive learning media in order to support and improve learning outcomes.

REFERENCE

- Anggono, W. A. S., & Setiawan, D. (2025). The development of Heyzine Flipbook as digital learning media to improve students' learning outcomes. *Jurnal Pendidikan MIPA*, 26(1), 67–75. Retrieved from <https://jpmipa.fkip.unila.ac.id/index.php/jpmipa/article/view/222>
- Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). *Introduction to educational research*.
- Ashari, L. S., & Puspasari, D. (2024). Pengembangan e-modul berbasis Heyzine flipbook pada mata pelajaran otomatisasi humas dan keprotokolan di SMKN 2 Buduran Sidoarjo. *Innovative: Journal Of Social Science Research*, 4(1), 2565-2576.
- Bower, M. (2019). Technology-mediated learning theory. *British Journal of Educational Technology*, 50(3), 1035-1048.
- Bryman, A., & Cramer, D. (2012). *Quantitative data analysis with IBM SPSS 17, 18 & 19: A guide for social scientists*. Routledge.
- Cameron, E., & Green, M. (2019). *Making sense of change management: A complete guide to the models, tools and techniques of organizational change*. Kogan Page Publishers.
- Cohen, J., Barlow, M., Kushner, P. J., & Saito, K. (2007). Stratosphere–troposphere coupling and links with Eurasian land surface variability. *Journal of Climate*, 20(21), 5335-5343.
- Creswell, J. W., & Creswell, J. D. (2022). *Research design: Qualitative, quantitative, and mixed methods approaches (6th ed.)*. SAGE Publications.
- Cunningham, F., Achuthan, P., Akanni, W., Allen, J., Amode, M. R., Armean, I. M., ... & Flicek, P. (2019). Ensembl 2019. *Nucleic acids research*, 47(D1), D745-D751.
- De Brey, C., Musu, L., McFarland, J., Wilkinson-Flicker, S., Diliberti, M., Zhang, A., & Wang, X. (2019). Status and Trends in the Education of Racial

- and Ethnic Groups 2018. NCES 2019-038. *National Center for Education Statistics*.
- Dermawan, H., Malik, R. F., Suyitno, M., Dewi, R. A. P. K., Solissa, E. M., Mamun, A. H., & Hita, I. P. A. D. (2023). Gerakan literasi sekolah sebagai solusi peningkatan minat baca pada anak sekolah dasar. *EDUSAINTEK: Jurnal Pendidikan, Sains Dan Teknologi*, 10(1), 311-328.
- DeVito, L. M., Konigsberg, R., Lykken, C., Sauvage, M., Young, W. S., & Eichenbaum, H. (2009). Vasopressin 1b receptor knock-out impairs memory for temporal order. *Journal of Neuroscience*, 29(9), 2676-2683.
- Dewi, R. P., & Afriansyah, E. A. (2022). Pembelajaran Matematika Berbasis Aplikasi Google Classroom pada Materi Bangun Ruang Sisi Datar. *Plusminus: Jurnal Pendidikan Matematika*, 2(1), 39-52.
- Erawati, N. K., Purwati, N. K. R., & Saraswati, I. D. A. P. D. (2022). Pengembangan e-modul logika matematika dengan heyzine untuk menunjang pembelajaran di smk. *Jurnal Pendidikan Matematika (JPM)*, 8(2), 71-80.
- Fadila, M., Khusaini, K., & Hidayat, A. (2025). Development of e-Module Using Problem-Based Learning Model Assisted by Heyzine Flipbook on Static Fluid Topic for Senior High School Students. *Jurnal Pendidikan Fisika dan Teknologi*, 11(1), 187-196.
- Graham, C. R., Henrie, C. R., & Gibbons, A. S. (2013). Developing models and theory for blended learning research. In *Blended learning* (pp. 13-33). Routledge.
- Hamzah, H., Nuryastuti, T., Rahmah, W., Chabib, L., Syamsul, E. S., Lestari, D., & Tunjung Pratiwi, S. U. (2023). Molecular Docking Study of the C-10 Massoia Lactone Compound as an Antimicrobial and Antibiofilm Agent against *Candida tropicalis*. *The Scientific World Journal*, 2023(1), 6697124.

- Haniah, H., Mahira, M., & Djuaeni, M. N. (2023). The Development of Interactive E-Book-Based Teaching Materials for Senior High School Students. *Arabiyatuna: Jurnal Bahasa Arab*, 7(1 May), 53-78.
- Hermawan, H., & Wulandari, M. D. (2022). *Flipbook (FP3SA) Development to Improve Self Protection*. <https://doi.org/10.2991/assehr.k.220503.004>
- Hockly, N., & Dudeney, G. (2017). Digital learning in 2020. In *Digital language learning and teaching* (pp. 235-245). Routledge.
- Hodges, C. B., & Fowler, D. J. (2020). The covid-19 crisis and faculty members in higher education: from emergency remote teaching to better teaching through reflection. *International Journal of Multidisciplinary Perspectives in Higher Education*, 5(1), 118-122.
- Hrastinski, S. (2008). Asynchronous and synchronous e-learning. *Educause quarterly*, 31(4), 51-55.
- Ishtiaq, M. (2019). Book Review Creswell, JW (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. Thousand Oaks, CA: Sage. *English Language Teaching*, 12(5), 40.
- Iskandar, M. Y., Nugraha, R. A., Halimahturrafiah, N., Amarullah, T. A. H., & Putra, D. A. (2024). Development of Android-Based Digital Pocketbook Learning Media in Pancasila and Citizenship Education Subjects For Class VIII SMP. *JERIT: Journal of Educational Research and Innovation Technology*, 1(2), 51-60.
- Isnaeni, I., & Agustina, Y. (2018). *An Increase in Learning Outcome Students is Through The Development of Archive E-Module Based on The Flipbook With Discovery Learning Model*. 4(3), 114–118. <https://doi.org/10.17977/UM003V4I32018P125>
- Juliana, E. (2023). *Bahan ajar sebagai bagian dalam kajian problematika pembelajaran sintaksis*. 1(2), 44–57. <https://doi.org/10.24952/hatapoda.v1i2.6714>

- Kartal, M. T. İ. K. (2020). The determinants of main stock exchange index changes in emerging countries: evidence from Turkey in COVID-19 pandemic age. *Quantitative Finance and Economics*.
- Khoirun, N. (2024). *Efektivitas perkuliahan daring melalui e-learning berbasis moodle di tengah pandemic covid-19* (Doctoral dissertation, Uin Raden Intan Lampung).
- Klassen, A. C., Creswell, J., Plano Clark, V. L., Smith, K. C., & Meissner, H. I. (2012). Best practices in mixed methods for quality of life research. *Quality of life Research*, *21*(3), 377-380.
- Kumar, S., Martin, F., Budhrani, K., & Ritzhaupt, A. (2019). Award-winning faculty online teaching practices: Elements of award-winning courses. *Online learning*, *23*(4), 160-180.
- Lai Mei, L., & Seyedeh Masoumeh, A. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research*, *2*(1), 34-41.
<https://doi.org/10.18869/ACADPUB.IJREE.2.1.34>
- Lozhkina, S. L., Kulikova, G. A., Gorbatkova, G. A., & Zelenkina, E. V. (2021). The factors" business environment" and" industry focus" in sustainable development of the region. *Rivista di studi sulla sostenibilità: 11, 1, 2021*, 11-28.
- Means, B., Padilla, C., & Gallagher, L. (2010). Use of education data at the local level: From accountability to instructional improvement. *US Department of Education*.
- Moore, J. L., Dickson-Deane, C., & Galyen, K. (2011). e-Learning, online learning, and distance learning environments: Are they the same?. *The Internet and higher education*, *14*(2), 129-135.
- Mutakim, J. (2015). Persepsi Mahasiswa Terhadap Pengembangan Kegiatan Badan Eksekutif Mahasiswa Di Fakultas Ilmu Pendidikan Universitas Negeri Jakarta. *Empowerment: Jurnal Ilmiah Program Studi Pendidikan Luar Sekolah*, *4*(2), 37-49.

- Nahdhiah, U., & Suciptaningsih, O. A. (2024). Optimization of Kurikulum Merdeka through differentiated learning: Effectiveness and implementation strategy. *Inovasi Kurikulum*, 21(1), 349-360.
- Nisa', Khoirun (2024) *Pengembangan Media Heyzine Flipbook untuk Meningkatkan Keaktifan Belajar Siswa pada Mata Pelajaran PAI dan Budi Pekerti di SMAN 1 Prambon*. Undergraduate (S1) thesis, IAIN Kediri.
- Oribabor, O. A. (2014). Factors Militating against High Academic Performance of Students in English Language in Some Secondary Schools in Ife Central Local Government. *Journal of Literature, Languages and Linguistics*, 3, 11-11
<https://www.iiste.org/Journal/index.php/JLLL/article/download/10054/10267>
- Padua, L., Coraci, D., Erra, C., Pazzaglia, C., Paolasso, I., Loreti, C., ... & Hobson-Webb, L. D. (2016). Carpal tunnel syndrome: clinical features, diagnosis, and management. *The Lancet Neurology*, 15(12), 1273-1284.
- Panjaitan, K., Ansari, K., & Lubis, M. R. (2022). Development of Teaching Materials for Fable Texts Assisted by Animated Films for Class VII Students of SMP Swasta Katolik Assisi Medan T.P 2021/2022. *Proceedings of the 7th Annual International Seminar on Transformative Education and Educational Leadership, AISTEEL 2022, 20 September 2022, Medan, North Sumatera Province, Indonesia*. <https://doi.org/10.4108/eai.20-9-2022.2324620>
- Pebriantika, L. (2019). *Needs analysis for the development of e-modules as teaching materials*. *Asia Proceedings of Social Sciences* 4(3), 49–51. <https://doi.org/10.31580/APSS.V4I3.843>
- Perevalova, A., & Lucein, M. (2022). Digital tools in education as part of ecosystem approach during foreign language acquisition. *Russian Journal of Linguistics*, 26(4), 306–314. <https://doi.org/10.21603/2542-1840-2022-6-4-306-314>

- Potasheva, O. V., Kuzmenko, M. V., & Plutova, M. I. (2019). The effective use of digital technologies in education: Positive experience of regional innovation platforms. In *Advances in Economics, Business and Management Research* (Vol. 2019, pp. 687–692). Atlantis Press. <https://doi.org/10.2991/MTDE-19.2019.140>
- Salsabila, K., Saraswati, R., Shidiq, I. P. A., & Susiati, H. (2021). GIS-based multi-criteria analysis for nuclear power plant site selection in West Kalimantan. *IOP Conference Series: Earth and Environmental Science*, 623(1), Article 012049. <https://doi.org/10.1088/1755-1315/623/1/012049>
- Schmid, R. F., Bernard, R. M., Borokhovski, E., Tamim, R., Abrami, P. C., Wade, C. A., & Lowerison, G. (2009). Technology's effect on achievement in higher education: A Stage 1 meta-analysis of classroom applications. *Journal of Computing in Higher Education*, 21(2), 95–109. <https://doi.org/10.1007/s12528-009-9011-8>
- Seifert, T., & Zimon, V. (2019). *Using Tablet Applications as Assistive Tools in Teaching English as a Foreign Language* (pp. 263–282). IGI Global. <https://doi.org/10.4018/978-1-5225-8106-2.CH013>
- Septiani, A. N., Nurfadhillah, S., & Puspita, D. R. (2025). Developing E-Module Based on Heyzine Flipbook in Teaching English For Elementary Students. *EJI (English Journal of Indragiri): Studies in Education, Literature, and Linguistics*, 9(2), 545-558.
- Setia, M. S. (2016). Methodology series module 3: Cross-sectional studies. *Indian Journal of Dermatology*, 61(3), 261-264.
- Sunarno, W., & Supriyanto, A. (2022). The Digital Module to Improve Students' SEP Skills during the COVID-19 Pandemic. *Journal of Hunan University Natural Sciences*, 49(8), 110–119. <https://doi.org/10.55463/issn.1674-2974.49.8.14>
- Suyuti, S., Wahyuningrum, P. E., Jamil, M. A., Nawawi, M. L., Aditia, D., & Rusmayani, N. G. A. L. (2023). Analisis efektivitas penggunaan

teknologi dalam pendidikan terhadap peningkatan hasil belajar.
Journal on Education, 6(1), 1-11.

Wulandari, S., Kusumaningrum, S. R., & Dewi, R. S. I. (2022). Using flipbook to enhance the students performance in speaking. *SENTRI: Jurnal Riset Ilmiah*, 1(4), 1151–1157.
<https://doi.org/10.55681/sentri.v1i4.365>