



E-Module with Flip Pdf Professional-based QR Code on Islamic Religious Education Learning

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ABSTRACT

Educators must be able to design learning by combining the use of information technology into learning. One of the uses of technology in the 2013 curriculum is the use of learning resources in the form of teaching materials. One of the teaching materials in accordance with the development of digital era technology is electronic modules. This study aims to determine the feasibility of learning media and find out the response of students after using E-Module with Flip PDF Professional based on QR Code on PAI Materials at SMAN Plandaan Jombang. This research is a research and development (R&D) with Borg & Gall models. This study uses seven steps, namely Potential and Problems, Collecting Data, Product Design, Design Validation, Design Revision, Product Testing, and Product Revision. The data collected in this study were data from material expert tests, media expert tests, and from student trials. The research instrument used was a feasibility sheet and student response questionnaires. Data analysis used descriptive qualitative and quantitative descriptive analysis. The conclusion from the results of this study is that the E-Module learning media with Flip Pdf Professional based on QR Code in PAI learning at SMAN Plandaan Jombang is very feasible to use with revisions with an average percentage given by the validator of 86.34%. The response of students to the E-Module learning media with Flip Pdf Professional based on QR Code in PAI learning at SMAN Plandaan Jombang is an average of 80% which means it has a very good predicate.

Keywords: *E-Modul, flip pdf professional, Qr Code Technology.*

INTRODUCTION

Education in the digital era needs to integrate information and communication technology into all subjects. This matter in line with Permendikbud No. 65 of 2016 (Kebudayaan, n.d.-b, , 2013) that the development of the learning process needs to integrate the use of technology to facilitate the achievement of learning objectives. Therefore educators must be able to design learning by combining the use of information technology into learning..

Based on the results of interviews conducted with Islamic Religious Education educators at SMAN Plandaan Jombang regarding the use of learning media in learning activities in class, the results obtained were that 1) the learning media used were not fully integrated with technology. This can be seen when the learning process of the media used is still simple, for example using textbooks owned by students. 2) The use of conventional teaching aids by educators, even though both educators and students already have laptops and *smartphone*, but still not used optimally for learning. This causes students to become less active in participating in PAI learning because the material presented is less interesting. Even though the more students own and use electronic devices, the greater the opportunity to use electronic-based teaching materials in the teaching and learning process, 3) the lack of innovation in making media because the teaching materials in schools are not in accordance with the development of students in the digital era, 4) ineffective classroom management and time efficiency because a lot of material is explained but the learning time is quite short, 5) the use of monotonous learning strategies makes it difficult for students to understand the material presented by educators (González et al., 2017). This requires educators to be able to adapt to technological developments with the applicable curriculum.

One of the uses of technology in the 2013 curriculum is the use of learning resources in the form of teaching materials. Good teaching materials are teaching materials that are adapted to the abilities and environment of students, and which are guided by basic competencies and core competencies along with achievement indicators as the goal of learning activities (Fahrezi & Susanti, 2021). In accordance with the Minister of Education and Culture of the Republic of Indonesia Number 81A of 2013 concerning the application of the curriculum, that learning must be related to the surrounding environment so that students can construct their knowledge (Kebudayaan, 2013). Teaching materials are said to be good if they meet the quality aspects in order to obtain good development products, namely 1) validity, 2) practicality, and 3) effectiveness. One of the teaching materials that are in accordance with the development of digital era technology is an electronic module (E-Module).

Electronic modules (E-Modules) are digital (non-printed) teaching materials that are systematically and attractively arranged which cover learning objectives, content and evaluation that can be used independently and can be accessed via electronic devices such as computers, laptops, tablet or may be smartphone (Prihatiningtyas & Sholihah, 2020). The advantages of E-Modules can help students learn to be more independent (Munthe et al., 2019), fostering learning motivation, can also make it easier for students to understand the material because they can repeat information about the subject matter (Bahri et al., 2021), and are able to improve cognitive learning outcomes (Kapulin et al., 2017). Previous research that supports this is research (Rahayu, 2021) which states that the teaching materials used are more interesting, there are animations, sounds and videos contained in e-modules as well as a combination of distance and face-to-face learning so that students are not bored and enthusiastic in learning because it fosters students' enthusiasm in understanding the material.

Creating an E-Module can be done by typing in the material that will be used as an E-Module Microsoft Word or Microsoft PowerPoint. Then it is converted to .pdf format and then displayed in software Flip PDF Professional. Software Flip PDF Professional is software maker of electronic teaching materials in the form of flipbook with file external in the form of HTML 5 and flash (Watin & Kustijono, 2017). Therefore, E-Modules can be accessed on all hardware such as smartphone android, laptop, tablet, notebook. Moreover, most educators and students already have smartphone thus facilitating access. Advantage Flip PDF Professional among others: 1) can be accessed via smartphone by using link, 2) has a look like a real book in shape virtual book which is designed in an attractive way, combines text that refers to basic competencies, core competencies and applicable indicators, 3) The E-Module contains images that are appropriate to the material, 4) there is a video about reading the correct verses of the Koran in accordance with khori'ul the letters and the application of the material directly with case examples. This makes students not feel bored or bored and they repeat learning material if it is not clear, so that it can help students more easily understand the principles and practices of Islamic economics. This is in line with previous research (Priwantoroa & Cahdriyanab, 2018) which says that electronic modules or e-modules are developed using Kvisoft flipbooks which can be inserted with videos, images and audio which allows students to study outside the classroom.

Along with the development of information needs, link result of Flip PDF Professional can be changed to Quick Response code for easy access to information. QR code is the evolution of barcode which was originally one dimensional becomes two dimensional (Mustakim et al., 2013). Use QR Code intended to facilitate users smartphone to access information in two ways scan QR Code and open browser. Download software QR Code can through the internet and play store. Usage QR Code has a positive impact including motivating learning and influencing learning outcomes (Saleh et al., 2018). The results of previous research, namely research (Firmansyah et al., 2019) that there is a significant effect of teaching-based materials *QR code* on learning motivation and basic skills in playing table tennis, this can be seen at a significance value <0.05 (sig <0.05). Research (Awwalina & Indana, 2022) that student learning outcomes have increased after using interactive E-module based *QR Code*. The results of the development (Yulianto, 2021) are in the form of math-based e-module teaching materials *flipbook* Class 4 elementary school fraction material produces features in the form of discussion material accompanied by steps for processing and using it *QR code* which is connected to the YouTube link which can help students more clearly in learning the material provided.

Based on the background above, the researcher considers it necessary to develop an electronic-based module *QR code* according to the development of digital technology. Therefore this study aims to develop learning media *E-Module With Flip Pdf Professional based QR Code* In PAI Learning at SMAN Plandaan Jombang". Researchers hope that with this media, it can be used as a support in delivering

material so that students can be motivated in independent learning and better understand the material presented.

METHOD

The research method used is Research and Development (R&D)) refers to the development model presented by Borg and Gall (Sugiyono, 2010). The research subjects were material experts, media experts, and students of class XI IPS Academic Year 2022/2023 SMA Negeri Plandaan Jombang. Data analysis techniques include:

- Media eligibility.

Media that has been completed then validated to find out the media's qualifications for media and material experts. Validators fill out questionnaires with score criteria using a Likert scale (Prihatiningtyas & Alimah, 2021). Data from the questionnaire will be analyzed to get an overview of the learning media developed. After the questionnaire is collected, the percentage of each question on the questionnaire will be calculated with the following formula:

$$P = \frac{\sum x}{\sum xi} \times 100\% \quad \dots(1)$$

Information:

P = Percentage

$\sum x$ = Total number of answers in all items

$\sum xi$ = Total sum of ideal values in all items

100% = Constanta

After obtaining the ideal percentage, then adjust it to the criteria. The percentage scale can be seen in Table 1.

Table 1. Percentage Scale Table

Achievement percentage	Criteria
81,0% – 100,0%	Very valid/decent
61,0% – 80,0%	Valid/feasible
41,0% – 60,0%	Enough valid/decent
21,0% – 40,0%	Invalid/eligible
0,0% – 20,0%	Very invalid/decent

Source:(Widoyoko, 2014)

- User response

Response data given to students were analyzed using descriptive statistics with percentages. The percentage of student responses is calculated by formula (1). Analysis of student responses, after the percentage is obtained then matches it to the assessment guideline criteria that have been made in accordance with Table 2.

Table 2. User Response Criteria

Percentage	Letter value	Weight	Predicate
86% - 100%	A	4	Very good
76% - 85%	B	3	Well
60% - 75%	C	2	Pretty good
55% - 59%	D	1	Not good
0% - 54%	E	0	Not good

Source:(Widoyoko, 2014)

RESULT AND DISCUSSION

Result

At the design validation stage, E-Module Principles and Practices of Islamic Economics with Flip PDF Professional-based QR Code that has been developed will be validated by experts to determine feasibility based on the assessment of: 1) material experts who are competent in the field of PAI education; 2) media experts who are competent in the field of learning media.

- Material Expert Validation Results

Material and media validation was carried out by three Islamic Religious Education lecturers at the University of KH. A. Wahab Hasbullah Jombang Rice Ponds. Validation by using a validation sheet questionnaire. From the results of the questionnaire filled in by the validator, the percentages are obtained as shown in Table 3.

Table 3. Material Expert Validation Results

Rated aspect	Average Percentage (%)	Criteria
Content Qualifying Aspects	82,08	Very Worth it
Aspects of presentation feasibility	77,5	Worth it
Aspects of language feasibility according to BSNP	83,33	Very Worth it
Aspects of contextual assessment	76,04	Worth it
Average overall aspect	79,73	Worth it

Based on the results of the eligibility level criteria as a whole aspect, the material is in media E-Module Principles and Practices of Islamic Economics Through Flip PDF Professional based Code in the qualifications suitable for use with revisions because the average percentage is 79.73%. This means that-Module the Principles and Practices of Islamic Economics Regarding Buying and Selling are materially in accordance with the 2013 curriculum and in accordance with the aspects in making E-Module.

- **Media Expert Validation Results**

Media validation was carried out using a validation sheet questionnaire. From the results of the validation sheet questionnaire filled out by the validator, the percentages were obtained as shown in Table 4.

Table 4. Media Expert Validation Results

Assessment Indicator	Average Percentage (%)	Criteria
Electronic Module Size	83,33	Very Worth it
Electronic Module Cover Design (Cover)	81,25	Very Worth it
Electronic Module Content Design (E-module)	76,39	Worth it
Visual Quality	83,33	Very Worth it
Content	83,33	Very Worth it
Organization, language, and readability	77,08	Worth it
Average overall aspect	80,78	Worth it

Based on the eligibility level criteria, the media in media E-Module Principles and Practices of Islamic Economics with flip PDF Professional-based QR Code in qualification it is very feasible to use with revisions because the average percentage is 80.78%.

After media E-Module Principles and Practices of Islamic Economics with Flip PDF Professional based Code After being revised, the learning media trial stage which consists of 3 classes is carried out which aims to find out the students' responses to media E-Module Principles and Practices of Islamic Economics with Flip PDF Professional based Code. The trial activities are seen in Table 5 for each class as follows:

Table 5. User response-Modules developed by Researchers

Aspect	XI IPS 1	XI IPS 2	XI IPS 3	Average every aspect
Theory	79	71	88	79
Benefit	84	70	88	81
Usage	83	72	86	80
Media Compatibility	76	71	82	76
Visual	82	75	86	81
Audio	78	78	85	80
The average percentage of users				80

Discussion

This discussion will describe the results of the development, feasibility, and discussion. The results of the research to be discussed include potentials and problems, data collection, media design, media validation, media revision, media trials, and media revision. The discussion of the 7 stages of research and development is discussed as follows:

- Potential and problems.

This research departs from seeing the potential, namely students as a creative generation and able to apply the knowledge they have to everyday life, educators and students are able to operate digital technology (Cellphones, Personal Computers, Gadgets) and educators and students are able to adapt to the development of digital technology.

However, the reality shows that there are problems in classroom learning including: The learning media used still use books or printed modules that have not been fully integrated with technology (books or digital/electronic modules), Educators only use conventional teaching aids, already using media technology-based learning such as examples of laptops and smartphone, but still not used to its full potential. As a result, students become less interested and less active in participating in PAI learning. Lack of innovation in making learning media because the teaching materials in schools are not in accordance with the development of students in the digital era. This is based on the results of the situation analysis questionnaire, the results of observations and the results of interviews conducted before conducting the research

- Data collection

The data collection stage was carried out to obtain initial data before developing the media and applying it in classroom learning and to analyze the requirements for product development according to user needs. Data collection carried out includes observation, interviews, collection of situation analysis questionnaires, reference sources to determine the material to be discussed, adjusting the curriculum.

- Product Design

At the design stage, the researcher makes the initial product or product design that will be developed consists of stages:

- Make a storyline in writing.
- Menyiapkan komponen pendukung. Setting up supporting components.
- Making Learning Media E-Module for lessons Islamic Religious Education with the material Principles and Practices of Islamic Economics with Flip PDF Professional based QR Code
- Insert into Flipbook PDF professional. At this stage the media is divided into three sub-themes including opening, content and closing, each of which can be seen in the image below:
 - Opening E-Module Principles and Practices of Islamic Economics with flip PDF Professional based QR Code includes cover, content description, introduction, competencies (core competencies, basic competencies, competency achievement indicators), and concept maps can be seen in Figure 1.



Figure 1. Opening design-mode

- Content material e-module includes, material discussing Islamic economics including: Buying and selling, Khiyar, accounts payable, usury, leasing, and *syirkah*. After completing this module, it is hoped that students will understand and be able to apply it in real life so that the Islamic economy is well implemented, both the goods that are traded and how to get them must be *thayyib* (good for consumption). And the most important is the halal status. Therefore, let's learn about the Principles and Practices of Islamic Economics in order to increase the blessings in life. Where each material has pictures, videos that explain in full the material discussed and include examples of questions. In addition to concept maps and materials, it is also equipped with experiments that students can do to

solidify/apply the concepts that have been accepted. Each sub-discussion is given background which can be seen in Figure 2.



Figure 2. Material content designed-Module Principles and Practices of Islamic Economics Flip PDF Professional-based QR Code

- Closing E-Module Principles and Practices of Islamic Economics with flip PDF Professional-based QR Code includes a summary of the material, competency test in the form of multiple choice questions, bibliography. Each sub-discussion is given background which can be seen in Figure 3.

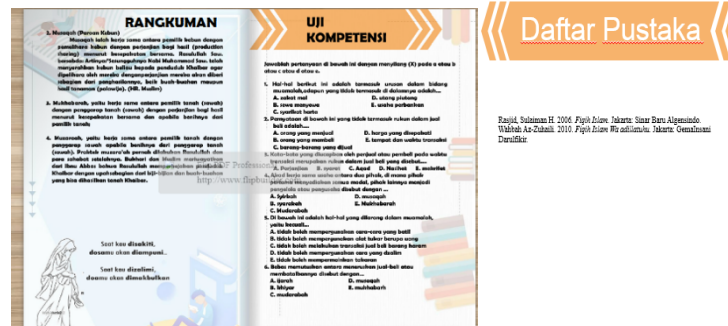


Figure 3. Cover design-mode

- Publish E-Module Principles and Practices of Islamic Economics with flip PDF Professional based QR Code which is already done. The publication is done online by changing the file in the form of .flb to .html so that it can be accessed using PC or smartphones. As for the results of the e-module can be seen on the pagewebsite: <https://online.flipbuilder.com/ysrux/wsci/> and how it looks when using a smartphone and PC can be seen in Figure 4.

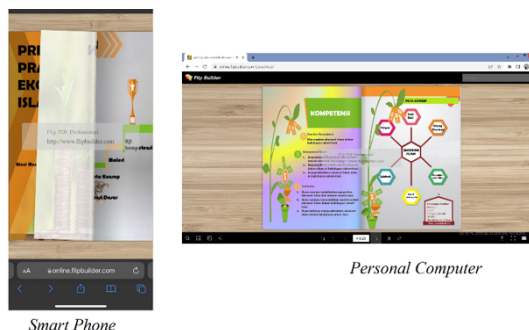


Figure 4. Views from smartphones and PCs

- Change in the form of a QR Code After E-Module Principles and Practices of Islamic Economics in the shape of Flip PDF Professional then to summarize link then changed in shape QR Code like Figure 5.



Figure 5. Form of QR Code

- Design Validation

At the design validation stage, E-Module Principles and Practices of Islamic Economics with flip PDF Professional-based QR Code that has been developed will be validated by experts to determine feasibility based on the assessment of: 1) material experts who are competent in the field of PAI education; 2) media experts who are competent in the field of learning media.

Media is said to be eligible and can be applied in learning when the validation of media and material criteria are eligible or very eligible. In short, the results of the validation can be made into a diagram like Figure 6 below.

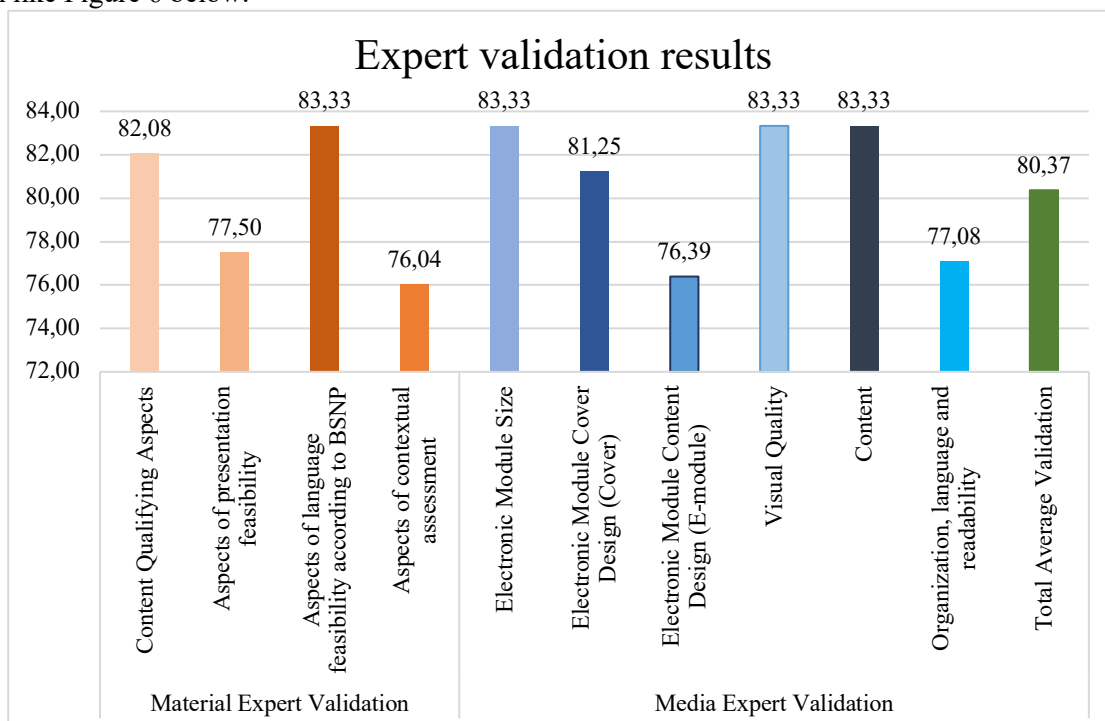


Figure 6. Percentage of material and media validation results

Based on Figure 6. The percentage of the results of the validation analysis of material experts and media experts can be said that overall E-Module The principles and practices of Islamic economics that have been developed are suitable for use in learning Islamic economics material about buying and selling in class XI SMA with a percentage of the validation value of material experts and media experts of 86.34%. The results of this study are relevant to the research entitled Development of Assisted Modules Qr Code Orchestration Material for Cultural Arts Subjects for Class XI Students at SMA Negeri 19 Surabaya which produce products with very good criteria (Pratama & Khotimah, 2020). In addition, it is supported by research (Mardiana & Harti, 2022) which stated that based on the validation results of material experts, linguists, graphic experts, and student responses to small class trials and large class trials showed that and module based flipbook has a feasible category for use in learning.

- Design Revision

After the product design has been validated through the assessment of material experts and media experts, the researcher revises the product design which was developed based on the expert's input.

- Product trials

After media E-Module Principles and Practices of Islamic Economics with Flip PDF Professional based QR Code After being revised, the learning media trial stage which consists of 3 classes is carried out which aims to find out the students' responses to media E-Module Principles and Practices of Islamic Economics with Flip PDF Professional based QR Code. The trial activities are seen in Table 5 for each class as follows:

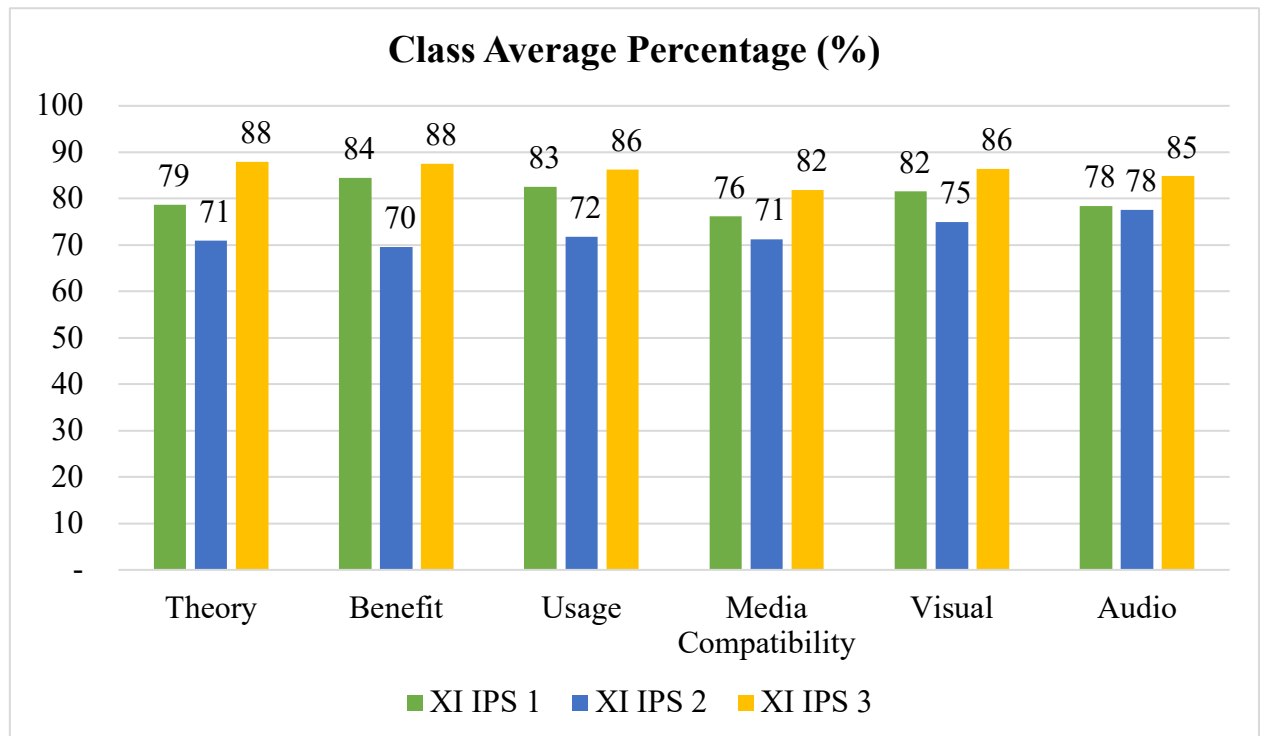


Figure 7. Percentage of User Responses E-Module Principles and Practices of Islamic Economics

After using the media, students fill out a questionnaire to be asked for criticism and suggestions regarding electronic media e-mode Principles and Practices of Islamic Economics. The results of the student trials are in Figure 7.

Based on this description, the overall response of users is very good with an average percentage of 80%. This is meaningful E-Module The principles and practices of Islamic economics regarding buying and selling that are developed are attractive to users and can motivate users to read and understand the concepts of PAI being taught. This is in line with research (Prihatiningtyas & Sholihah, 2020), who said that the use of teaching materials that can be used as a guide in learning effectively, efficiently and prioritizing independence is teaching materials in the form of modules. The results of the study (Nisa, 2017), which said that there was an increase in the ability of students to use learning media e-mode significantly better than students who get ordinary learning. Study (Awwaliyah et al., 2021) is e-modules can be categorized as feasible, effective, and practical to use so that it can be concluded that the development-based e-module flip book increases student motivation to achieve the expected goals.

- **Product Revision**

The results of student responses are used as a reference for revising the media if there are still weaknesses that need to be corrected, so that later it can be used to perfect the media being developed. After conducting trials to determine the response of students to the media E-Module Principles and Practices of Islamic Economics Through Flip PDF Professional based QR Code, when response students are good or very good, there is no need to re-test. Next E-Module Principles and Practices of Islamic Economics with Flip PDF Professional based QR Code can be used as a learning resource for students and educators at SMAN Plandaan. The advantages are as follows:

- **Interactive publishing.** With an attractive appearance, by adding videos, images, links, and so on flipbook interactive with users.

- There are several types template, themes, views, backgrounds, and plugin to adapt mode developed.
- E-Module can be supported with text and audio.
- output format (output) which flexible, like html, exe, zip, Mac App, mobile version and burn the CD.
- Can make book flipping left-to-right and right-to-left.
- Have customizable templates.
- Can publish flipbook in a number of formats including Flash HTML5 and video.
- can work with platform Mac and Windows.

While the weakness of software this is:

- The page on the demo is available watermark which will appear in the middle.
- No cloud storage provided; the user has to embed to his website or upload to DropBox (or storage cloud similar) to share.
- The free version is just a 30 day demo. Advantages and Weaknesses of Media Flipbook related to material.
- Use can only be done on gadget need browser to open it in html format and a reader application that supports the feature flash.
- There is no tool bookmarks to mark which pages have been read.

CONCLUSIONS

Based on the research conducted, it can be concluded that learning media *E-Module* with *Flip Pdf Professional* based *QR Code* on PAI learning at SMAN Plandaan Jombang very feasible to use with revisions with an average percentage given by the validator of 86.34%. Student response to learning media *E-Module* with *Flip Pdf Professional* based *QR Code* in PAI learning at SMAN Plandaan Jombang the average is 80% which means it has a very good predicate.

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