

Developing an E-Module of Procedure Text through *Fliphtml5* for Teaching Reading Skills to Eighth-Grade Junior High School Students

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Abstract

Many students experience difficulties in understanding procedure texts and require more interactive learning media. This study aimed to develop a *FlipHTML5*-based E-Module for teaching reading skills, especially procedure texts, for eighth-grade junior high school students. This research employed the Research and Development (R&D) method using the ADDIE model, which consists of the stages of analysis, design, development, implementation, and evaluation. The subjects of this study were 32 eighth-grade students from a junior high school in Bandung. Data were collected through expert validation sheets and student response questionnaires in limited and extensive trials. The developed *FlipHTML5*-based E-Module included multimedia elements such as images, videos, and interactive features to support students' understanding of reading materials and learning engagement. The results of the study indicated that the *FlipHTML5*-based E-Module was feasible and appropriate for classroom implementation. The expert validation results achieved a score of 75%, which was categorized as "Good". Furthermore, students' responses in the limited trial reached 87% and were categorized as "Very Good", while the extensive trial obtained 85% and was categorized as "Very Good". The findings indicate that students responded positively to the use of the E-Module, as it helped them understand procedure texts more easily, increased their motivation and interest in learning, and created a more interactive and enjoyable learning environment. Therefore, the *FlipHTML5*-based E-Module has the potential as an innovative digital learning medium for teaching reading skills in junior high schools.

Keywords: Reading Skills; E-Module; *FlipHTML5*; Procedure Text; ADDIE Model

INTRODUCTION

In the digital age, the use of technology in education plays a crucial role in supporting effective teaching and learning. According to Qurrotu'ain et al. (n.d.), digital learning media, such as E-Modules, enable teachers to deliver learning materials in a more interactive, flexible, and engaging manner compared to the use of conventional textbooks. E-Modules are digital learning resources that facilitate accessible, self-directed learning for both teachers and students (Toste et al., 2020). One platform supporting this development is *FlipHTML5*, which allows for the creation of interactive E-Modules by integrating various multimedia elements such as text, images, videos, and hyperlinks. Similarly, Anggraeni (2022) explained that digital learning media integrating text, images, and videos can provide more engaging and interactive learning experiences. Supporting this view, Istianah et al. (2025) explained that digital E-Modules incorporating multimedia and interactive features support students in understanding learning materials more effectively than conventional textbooks. In line with this, *FlipHTML5* can be utilized to develop interactive E-Modules by integrating various multimedia features to support students' reading activities. Previous research indicates that *FlipHTML5*-based E-Modules can support students' reading skills in understanding procedure texts through interactive and

multimedia-based learning materials (Isnaeni & Zulherman, 2024). Similarly, Astuti et al. (2026) reported that *FlipHTML5*-based digital E-Modules support interactive learning experiences through multimedia-based instructional materials. Additionally, such learning media help students understand reading materials more effectively during classroom learning activities. However, in the learning process, students still face difficulties in understanding procedure texts. These difficulties are reflected in students' limited ability to identify text structure, recognize linguistic features, and comprehend the meaning of the text. Furthermore, according to Liliana et al. (2020), the use of less interactive learning media can reduce students' engagement in reading activities. Various studies indicate that interactive digital learning media can significantly support the development of students' reading skills. Lysenko and Abrami (2014) argued that technology integrated into reading instruction can enhance students' engagement while supporting the development of reading skills. Although several studies have examined the use of digital media in language learning (Elisa, 2023), few studies have specifically focused on developing *FlipHTML5*-based E-Modules for teaching procedure texts at the junior high school level.

Furthermore, it is important to examine the process of developing a *FlipHTML5*-based E-Module and evaluate its feasibility in supporting the teaching of reading skills. This approach is consistent with Dwiningtiyas et al. (n.d.), who highlighted the importance of evaluating instructional media before implementation. Students' responses to the use of the developed E-Module also need to be investigated to determine whether the learning media can increase students' motivation, engagement, and participation during reading activities. Previous studies have suggested that E-Modules can create more interesting learning experiences by incorporating multimedia features, which may promote greater student engagement (Indahri, 2020; Putri, n.d.).

Therefore, this study aims to develop a *FlipHTML5*-based E-Module for teaching procedure texts to enhance students' reading skills at the eighth-grade junior high school level. The use of *FlipHTML5* is supported by multimedia learning principles, which emphasize the benefits of integrating multimodal resources such as text, images, and videos to improve students' understanding (Astuti et al., 2026). This development is expected to provide an innovative learning medium that enhances students' reading comprehension and supports more effective and engaging learning processes (Imbaquingo & Cárdenas, 2023).

METHOD

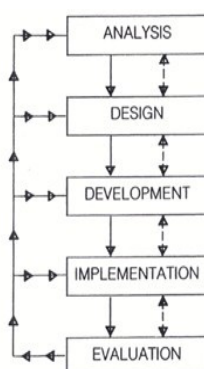
This study employed the Research and Development (R&D) method using the ADDIE model. This model consists of five distinct phases: Analysis, Design, Development, Implementation, and Evaluation. R&D is a systematic methodology used to develop and evaluate educational products, with the aim of addressing learning needs and improving instructional quality (Syabrina et al., n.d.). The ADDIE model was selected because it provides a structured framework for designing, implementing, and evaluating learning products based on learner needs (Rachma et al., 2023). The objective of this study was to develop a *FlipHTML5*-based E-Module of procedure texts for teaching reading skills to eighth-grade junior high school students. The development procedure was adapted to suit the content and needs of this study, as previous studies have shown that the design of R&D procedures may be revised depending on the research context (Buchori et al., 2024). The participants of this study were 32 eighth-grade students from a junior high school in Bandung. The final product of this research was an interactive E-Module developed using the *FlipHTML5* platform, consisting of procedure text materials, learning activities, exercises, and evaluation activities.

Furthermore, this study used observations, interviews, expert validation sheets, and questionnaires to collect data. In development research, expert validation and questionnaires can be used to evaluate the quality of developed educational products and to collect students' perceptions of the developed learning media (Afrilia & Istikharoh, 2023). The questionnaire used in this study was validated through expert judgment to ensure content validity and instrument appropriateness. The experts evaluated each item in terms of clarity, relevance, and alignment with the research objectives and the use of the *FlipHTML5*-based E-Module. This validation process helped establish the content validity of the questionnaire, indicating that the instrument was appropriate for measuring the intended constructs (Setiawan et al., 2024).

However, a statistical reliability test was not conducted in this study due to the descriptive nature of the R&D evaluation stage. Negative statements in the questionnaire were reverse-scored before calculating the total scores and percentages to ensure consistent interpretation of students' responses. Therefore, the questionnaire data were analyzed using descriptive percentage analysis. Interviews were conducted with three students to explore students' difficulties in understanding procedure texts, their experiences with existing learning materials, and their needs for interactive learning media, as interviews enable researchers to obtain in-depth information about participants' experiences and perspectives (Kallio et al., 2016). The interview questions explored students' challenges in comprehending procedure texts, their experiences with the learning materials used in the classroom, and their expectations regarding the use of digital learning media. Interview findings provide essential information about students' learning needs, difficulties, and expectations, serving as a foundation for developing appropriate digital learning media for english reading instruction (Khusniyah, 2022).

Observations were conducted during the implementation stage to identify students' participation and responses while using the *FlipHTML5*-based E-Module, as observations allow researchers to document participants' behaviors and interactions during the learning process (Moser & Korstjens, 2018). The observation checklist focused on students' engagement, participation, and interaction with the *FlipHTML5*-based E-Module throughout the learning process. In addition, questionnaires were distributed during the limited and extensive trial stages to evaluate students' responses toward the developed E-Module.

The following are the steps of the ADDIE model used in this study:



Source: Wegener (2006)

Figure 1. ADDIE model.

Figure 1 shows the five stages of the ADDIE model used in developing the *FlipHTML5*-based E-Module, namely Analysis, Design, Development, Implementation, and Evaluation. In the analysis stage, the researcher conducted observations, interviews, and needs analysis to identify students' difficulties in understanding procedure texts. In the design and development stages, the E-Module was planned and created using *FlipHTML5*, then validated by experts. Furthermore, the implementation stage involved 32 students in classroom learning activities using the developed E-Module. Finally, questionnaires were used in the evaluation stage to identify students' responses toward the E-Module.

RESULTS AND DISCUSSION

Results

1. Expert Validation Results

The *FlipHTML5*-based E-Module was validated by two expert validators to determine the feasibility of the developed learning media. The validation process focused on three main aspects, namely learning objectives, material selection, and the use of assignments, exercises, and tests. The results of the expert validation are presented in Table 1 below.

Table 1. Expert Validation Results of *FlipHTML5*-Based E-Module

No	Assessment Aspects	Total Score	Percentage	Category
1	Clarity of competency standard instruments	6	75%	Good
2	Suitability of basic competencies with core competencies	6	75%	Good
3	Clarity of learning objectives to be achieved	6	75%	Good
4	Coverage and depth of learning objectives	6	75%	Good
5	The scope of the E-Module is clearly illustrated and easy to follow	6	75%	Good
6	The learning sequence is clear and easy to follow	6	75%	Good
7	Clarity of the E-Module according to learning objectives	6	75%	Good
8	The usefulness of the media objectively helps students' learning	6	75%	Good
9	Accuracy in selecting the E-Module and concept correctness	6	75%	Good
10	Ease of understanding the E-Module	6	75%	Good
11	Balance between assignments and the E-Module	6	75%	Good
12	Clarity of instructions in answering the exercises	6	75%	Good
13	Suitability of questions and tests with indicators	6	75%	Good
Total		78	75%	Good

Based on Table 1, the expert validation results showed that the *FlipHTML5*-based E-Module obtained a total score of 78, corresponding to a percentage of 75%. Based on the assessment criteria, the E-Module was categorized as "Good". These findings indicate that the developed E-Module was feasible and appropriate for use in teaching reading skills through procedure

texts to eighth-grade junior high school students. Furthermore, the validators considered that the E-Module had clear learning objectives, appropriate material organization, and suitable exercises that supported students' understanding during the learning process. The consistent scores across all assessment criteria indicate that both expert validators provided similar evaluations regarding the learning objectives, material selection, and assessment components of the developed E-Module.

Overall, the expert validation findings indicate that the developed E-Module demonstrates an appropriate level of instructional quality across the assessed aspects. The obtained validation score reflects that the content, language, presentation, and evaluation components were adequately aligned to support the intended learning objectives. These results suggest that the *FlipHTML5*-based E-Module satisfies the criteria for instructional feasibility and can be considered an appropriate learning medium for implementation in teaching reading comprehension of procedure texts to eighth-grade junior high school students.

2. Students' Responses Based on the Limited Trial Questionnaire

After the validation process, the *FlipHTML5*-based E-Module was implemented in a limited trial involving 10 students. The purpose of this stage was to evaluate students' responses to the use of the developed E-Module in learning procedure texts. The questionnaire focused on students' perceptions regarding the attractiveness, clarity, and usability of the E-Module. The results of the limited trial questionnaire are presented in Table 2 below.

Table 2. Students' Responses Based on Limited Trial Questionnaire

No	Statements	Total Score	Percentage	Category
1	The <i>FlipHTML5</i> -based procedure text E-Module helps me understand the material more easily.	36	90%	Very Good
2	The <i>FlipHTML5</i> E-Module display makes me more interested in learning.	38	95%	Very Good
3	The use of the E-Module makes me more enthusiastic about reading procedure texts.	35	88%	Very Good
4	I feel helped by the illustrations and visual design in the E-Module.	34	85%	Very Good
5	I find it difficult to understand the material in the E-Module. (Negative)	35	88%	Very Good
6	The <i>FlipHTML5</i> E-Module makes me more focused while learning.	33	83%	Very Good
7	The E-Module makes it easier for me to answer procedure text questions.	34	85%	Very Good
8	I feel that my reading ability improved after using the E-Module.	34	85%	Very Good
9	I prefer learning reading using the <i>FlipHTML5</i> E-Module rather than ordinary books.	36	90%	Very Good
10	The use of the E-Module is less effective for learning. (Negative)	34	85%	Very Good

No	Statements	Total Score	Percentage	Category
Total		349	87%	Very Good

Based on Table 2, the overall percentage of students' responses in the limited trial reached 87%, which falls into the "Very Good" category. The findings indicate that students responded positively to the use of the *FlipHTML5*-based E-Module in learning procedure texts. Most students stated that the E-Module was interesting, easy to use, and helpful in improving their understanding of reading materials, particularly procedure texts.

The highest percentage was obtained for the statement regarding the attractiveness of the E-Module display, which reached 95% and was categorized as "Very Good". These findings indicate that the visual appearance, layout, and interactive design of the *FlipHTML5*-based E-Module significantly contributed to students' interest and engagement in the learning process. Meanwhile, after reverse scoring was applied, the results of the negative statements indicated that students generally did not experience difficulties in using and understanding the E-Module. This is reflected in the high percentages obtained for the negative statements (items 5 and 10), which were also categorized as "Very Good".

3. Students' Responses Based on the Extensive Trial Questionnaire

After revising the E-Module based on the limited trial results, the researcher conducted an extensive trial involving 32 students. The purpose of this stage was to evaluate students' responses to the implementation of the *FlipHTML5*-based E-Module in a broader classroom setting. The results of the extensive trial questionnaire are presented in Table 3 below.

Table 3. Students' Responses Based on Extensive Trial Questionnaire

No	Statements	Total Score	Percentage	Category
1	The <i>FlipHTML5</i> -based E-Module helps me answer procedure text questions more easily.	112	88%	Very Good
2	Using the <i>FlipHTML5</i> -based E-Module makes me more interested in learning procedure text in class.	107	84%	Very Good
3	The <i>FlipHTML5</i> -based E-Module makes me more enthusiastic about learning procedure text.	106	83%	Very Good
4	Using the <i>FlipHTML5</i> -based E-Module makes me more interested in understanding procedure text learning in class.	108	84%	Very Good
5	Using the <i>FlipHTML5</i> -based E-Module makes it difficult for me to understand the teacher's explanation of procedure text material. (Negative)	110	86%	Very Good
6	Learning procedure text using the <i>FlipHTML5</i> -based E-Module makes me enjoy studying in class.	107	84%	Very Good
7	The use of the <i>FlipHTML5</i> -based E-Module helps me improve my understanding of procedure text material.	104	81%	Good

No	Statements	Total Score	Percentage	Category
8	The <i>FlipHTML5</i> -based E-Module makes it difficult for me to understand the procedure text material taught by the teacher. (Negative)	113	88%	Very Good
9	The use of the <i>FlipHTML5</i> -based E-Module increases my reading intensity in learning procedure text.	105	82%	Very Good
10	I think the use of the <i>FlipHTML5</i> -based E-Module is less effective in learning procedure text in class. (Negative)	113	88%	Very Good
Total		1085	85%	Very Good

Based on Table 3, the overall percentage of students' responses in the extensive trial reached 85%, which falls into the "Very Good" category. The findings indicate that students responded positively to the implementation of the *FlipHTML5*-based E-Module for learning reading skills through procedure texts. Most students stated that the E-Module helped them become more active during classroom activities. Several statements obtained the highest percentage of 88% and were categorized as "Very Good". These findings indicate that students perceived the E-Module as helpful in understanding procedure texts and supporting their learning activities. Overall, the students' responses suggest that the *FlipHTML5*-based E-Module was well received and provided a positive learning experience during the implementation process.

Discussion

The findings of this study indicate that the *FlipHTML5*-based E-Module is feasible and well received by students in supporting the teaching of reading skills, particularly procedure texts for eighth-grade junior high school students. These findings are in line with Winarno and Umami (2025), who reported that digital learning media can support students' engagement and participation in the learning process. The validation results showed that the developed E-Module obtained a percentage of 75% and was categorized as "Good". This finding demonstrates that the E-Module fulfilled important aspects of instructional media development, including learning objectives, material selection, assignments, exercises, and tests. The validators considered that the E-Module had appropriate learning content, clear instructions, and suitable exercises that supported students' understanding during the learning process. According to Qurrotu'ain et al. (n.d.), digital learning media such as E-Modules can provide more interactive, flexible, and engaging learning experiences compared to conventional learning media. In this study, the *FlipHTML5* platform integrated multimedia elements such as images, videos, and interactive displays that supported students in understanding procedure text material. The use of multimedia components also created a more attractive learning atmosphere and encouraged students' participation during classroom activities. Furthermore, the results of the limited trial questionnaire showed that students responded positively to the *FlipHTML5*-based E-Module, with an overall percentage of 87%, which was categorized as "Very Good". Most students stated that the E-Module was easy to use, interesting, and helpful in supporting their learning of procedure texts.

The highest percentage was obtained from the statement regarding the attractiveness of the E-Module display, which reached 95% and was categorized as "Very Good". This finding

indicates that the visual design, illustrations, and interactive layout of the E-Module contributed to students' interest and motivation in learning procedure texts. These findings support the statement proposed by Isnaeni and Zulherman (2024), who explained that interactive and multimedia-based learning media can enhance students' engagement in learning activities. In this study, students felt more enthusiastic and focused while learning through the *FlipHTML5*-based E-Module, which helped them understand the structure and meaning of procedure texts more clearly. As a result, students showed greater interest during the learning process. In addition, the extensive trial results demonstrated positive student responses, with an overall percentage of 85%, which was categorized as "Very Good". This finding shows that students had very positive perceptions toward the broader implementation of the *FlipHTML5*-based E-Module. These findings are consistent with Inayah et al. (2025), who found that the use of interactive digital learning media increased students' engagement and encouraged active participation during reading activities. Similarly, the findings of the present study indicate that the *FlipHTML5*-based E-Module also promoted positive student engagement during reading activities. The positive responses may be attributed to the incorporation of interactive multimedia features, such as videos and images, which enabled students to engage more actively with the learning materials. These findings are consistent with theories of multimodal engagement, which emphasize the integration of visual and textual elements to create richer learning experiences (Astuti et al., 2026). Students stated that the E-Module helped them answer questions more easily, increased their interest in learning, and encouraged them to participate more actively in classroom activities (Ismaniati & Iskhamdhanah, 2023). Several statements obtained the highest percentage of 88% and were categorized as "Very Good". This result indicates that the E-Module was perceived as helpful in supporting students' understanding of reading procedure texts.

The findings of this study are also supported by Dwiningtiyas et al. (n.d.), who argued that technology-based learning media can create more innovative and meaningful learning environments, allowing students to access the learning process flexibly through digital devices. In this study, the *FlipHTML5*-based E-Module allowed students to access the learning process flexibly, making the learning process more practical and engaging. Students were able to interact with the learning materials independently through multimedia-supported activities, which enhanced their motivation and reading engagement. This finding is consistent with previous studies showing that multimedia, including text, images, and videos, enhances student engagement and improves learning outcomes (Mayer, 2024). Moreover, the responses to the negative statements indicate that most students did not experience significant difficulties while using the E-Module. These findings demonstrate that the *FlipHTML5*-based E-Module was easy to understand and user-friendly for junior high school students. The E-Module also helped students become more confident and comfortable in learning reading materials, particularly procedure texts. Overall, the findings of this study indicate that the *FlipHTML5*-based E-Module has potential as an innovative learning medium for teaching reading skills, aligning with the framework suggested by Dwiningtiyas et al. (n.d.). The positive validation results and students' responses indicate that the developed E-Module is feasible, interactive, and well received by students. Therefore, the integration of *FlipHTML5* into English learning activities can support more meaningful, attractive, and student-centered learning processes in junior high schools.

CONCLUSION

This study aimed to develop a *FlipHTML5*-based E-Module for teaching reading skills, especially procedure texts, to eighth-grade junior high school students. The findings showed that the developed *FlipHTML5*-based E-Module was feasible and appropriate for classroom implementation. The expert validation results showed a percentage of 75%, which was categorized as “Good” based on the assessment criteria. In addition, students’ responses in the limited trial reached 87% and were categorized as “Very Good”, while the extensive trial reached 85% and was categorized as “Very Good”. These findings indicate that students responded positively to the use of the *FlipHTML5*-based E-Module in learning procedure texts. Furthermore, the *FlipHTML5*-based E-Module was perceived by students as helpful for understanding the material, interesting to use, and supportive of their participation during reading activities. The integration of multimedia elements such as images, videos, and interactive features also created a more engaging and enjoyable learning environment. Therefore, the *FlipHTML5*-based E-Module has the potential to serve as an innovative digital learning medium for teaching reading skills, particularly through procedure texts, in junior high schools. Future research could involve a large number of participants and a broader research scope to provide a more comprehensive understanding of the implementation of the *FlipHTML5*-based E-Module. Furthermore, future studies may employ a pre-test and post-test design to examine students’ reading skills after using the *FlipHTML5*-based E-Module and investigate its role in supporting reading instruction.

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