# THE DEVELOPMENT OF CANVA-BASED DIGITAL FLIPBOOK AS LEARNING MEDIA IN ENGLISH LANGUAGE COURSE

**Eka Resty Novieta Sari[1], Putri Ramadhani Pasyawati[2]**
Universitas PGRI Madiun[1,2]
e-mail: ekaresty@unipma.ac.id

## ABSTRAK

Pemanfaatan teknologi sebagai media pembelajaran menjadi salah satu upaya strategis untuk meningkatkan kualitas pembelajaran, meningkatkan motivasi belajar mahasiswa, serta menciptakan suasana belajar yang lebih interaktif dan menarik. Penelitian ini didasari dengan masalah yang ditemukan pada mahasiswa yaitu minat mahasiswa minat mahasiswa untuk mengikuti pembelajaran Bahasa Inggris masih kurang, (2) penggunaan media pembelajaran belum bervariasi sehingga kurang menarik minat siswa untuk aktif dalam pembelajaran. Media pembelajaran yang digunakan yaitu: power point. Hal ini menyebabkan kurangnya motivasi, minat dan keaktifan belajar di kelas sehingga hasil belajar Bahasa Inggris belum maksimal. Oleh karena itu, diperlukan media pembelajaran yang kreatif, fleksibel, dan mudah diakses agar pembelajaran menjadi lebih menarik dan bermakna. Penelitian ini bertujuan untuk merancang media pembelajaran flipbook berbasis Canva pada mata kuliah Bahasa Inggris. Penelitian ini menggunakan metode Research and Development (RnD). Penelitian ini dilakukan dengan menggunakan model ADDIE. Hasil penelitian ini yaitu (1) validasi oleh ahli materi diperoleh penilaian sebesar 91% dengan kategori sangat layak, sedangkan untuk validasi oleh ahli media memperoleh penilaian sebesar 92% dengan kategori sangat layak; (2) Respon mahasiswa terhadap media pembelajaran flipbook pada saat uji coba yang melibatkan 26 mahasiswa memperoleh hasil penilaian rata-rata sejumlah 91% termasuk dalam kategori "Sangat Baik".
*Kata Kunci: Media Pembelajaran, Flipbook, Bahasa Inggris*

## ABSTRACT

The use of technology as a learning medium is one of the strategic efforts to improve the quality of learning, increase student motivation, and create a more interactive and engaging learning environment. This study is based on the problem found among students, namely their lack of interest in learning English. (2) The use of learning media is not varied, so it does not attract students' interest to be active in learning. The learning media used is PowerPoint. This causes a lack of motivation, interest, and activity in learning in the classroom, so that English learning outcomes are not optimal. Therefore, creative, flexible, and easily accessible learning media are needed to make learning more interesting and meaningful. This study aims to design Canva-based flipbook learning media for English courses. This study uses the Research and Development (RnD) method. This research was conducted using the ADDIE model. The results of this study are (1) validation by subject matter experts obtained a score of 91% in the very feasible category, while validation by media experts obtained a score of 92% in the very feasible category; (2) Student responses to the flipbook learning media during the trial involving 26 students obtained an average score of 91%, which is in the "Very Good" category.
*Keywords: Learning Media, Flipbook, English*

## INTRODUCTION

Education constitutes a fundamental process in human development, serving not only as a medium for knowledge transmission but also as a means to cultivate critical thinking, creativity, and personal growth. Through education, individuals are guided to develop their intellectual, emotional, moral, and social capacities in a balanced manner. In this sense, education is a conscious and systematic effort to create learning conditions that allow students to actively construct meaning, regulate their own learning, and prepare themselves to participate productively in society. As emphasized by Hidayat (2025), education has a transformative function that shapes human potential across physical, mental, and spiritual dimensions, making it a key determinant of national and individual progress.

In the current era of rapid technological advancement, the educational landscape has undergone substantial changes, particularly in higher education. Digital transformation has influenced not only how information is accessed but also how learning experiences are designed and delivered. Technology integration in education is increasingly viewed as a strategic necessity rather than an optional enhancement, as it enables learning environments that are more flexible, interactive, and responsive to students' needs. The adoption of digital learning tools is expected to support student-centered learning approaches that encourage autonomy, collaboration, and higher-order thinking skills.

Learning media play a crucial role within this transformation, as they function as bridges between learning objectives, instructional content, and students' cognitive processes. Well-designed learning media can enhance students' motivation and engagement by presenting material in ways that are visually appealing and cognitively accessible. Nurfadhillah (2021) highlights that learning media are not merely supplementary tools but essential components that influence how students perceive, process, and understand learning materials. Inadequate or monotonous media use may limit students' interest and reduce opportunities for meaningful interaction with the content.

Interactive learning media, in particular, have gained prominence due to their ability to actively involve learners in the learning process. Unlike conventional media that position students as passive recipients, interactive media encourage exploration, participation, and feedback. These media may take the form of digital books, multimedia applications, videos, or interactive learning platforms that integrate text, visuals, audio, and animation. Such characteristics align with constructivist learning principles, which emphasize active engagement and knowledge construction through experience and interaction.

Within higher education, especially in the Computer Science Study Program, English is a compulsory course that plays a vital role in preparing students for global communication and professional engagement. English proficiency is essential for accessing international academic resources, participating in professional networks, and adapting to the globalized workforce. However, despite its importance, English language instruction in higher education often relies on traditional teaching methods and limited media variation. This instructional approach may not align with the learning preferences of students who are accustomed to digital environments, resulting in reduced interest and participation.

Empirical observations conducted in the Computer Science Study Program, Class 1B, academic year 2025/2026, revealed several instructional challenges. Students demonstrated low enthusiasm and limited active involvement during English learning sessions. Classroom interaction was minimal, with few students asking questions or engaging in discussions. Furthermore, the learning process predominantly utilized PowerPoint presentations, which were perceived as repetitive and less stimulating. These conditions contributed to low learning

motivation and suboptimal learning outcomes, indicating the need for more innovative and engaging instructional media.

To address these challenges, the development of creative, flexible, and easily accessible digital learning media is required. One promising alternative is the use of a Canva-based digital flipbook. A flipbook is an interactive digital medium that presents learning materials in the format of an electronic book with page-flipping effects, allowing users to navigate content dynamically. Canva, as a widely accessible graphic design platform, offers a range of templates, visual elements, and multimedia features that enable educators to design instructional materials efficiently without advanced technical expertise. The integration of Canva with flipbook formats has the potential to produce visually rich and pedagogically meaningful learning media.

Several studies have demonstrated the effectiveness of flipbook-based learning media in enhancing student engagement and learning outcomes. Flipbooks combine text, images, animations, audio, and video into a single medium, creating multisensory learning experiences that support comprehension and retention (Kalalo et al., 2021; Widyasari et al., 2021). Research findings also indicate that digital flipbooks are feasible and effective across various educational contexts, as they promote active learning and learner independence (Amalia, 2022; Salsabila et al., 2023; Fajriyatin et al., 2024). These studies suggest that flipbooks are not only technologically innovative but also pedagogically relevant.

Nevertheless, existing research predominantly focuses on flipbook development in primary and secondary education or in subjects outside higher education English courses. Studies specifically addressing the development of Canva-based digital flipbooks for English instruction in Computer Science programs remain limited. This gap highlights the need for context-specific learning media that consider students' disciplinary backgrounds, learning characteristics, and technological familiarity.

Based on this rationale, the present study aims to design and develop a Canva-based digital flipbook as learning media for the English Language course in the Computer Science Study Program. The developed media are expected to enhance learning quality, increase student engagement, diversify instructional media, and support the achievement of English learning objectives in a more effective and meaningful manner.

## RESEARCH METHOD

This study employed a Research and Development (R&D) approach aimed at producing and implementing an instructional media product. The development process followed the ADDIE model, which consists of analysis, design, development, implementation, and evaluation stages. In this study, the research was conducted up to the implementation stage, while the evaluation phase was not included. The research was carried out in the Informatics Engineering Study Program at PGRI University of Madiun during the odd semester of the 2025/2026 academic year. The research subjects consisted of 26 first-semester students from class B, who were selected as participants in the implementation phase.

Product validation was conducted to assess the feasibility of the developed media. The validation involved media experts and material experts who evaluated the product using an assessment instrument based on a Likert scale. The validation results were quantified by comparing the obtained score with the maximum possible score and then converting it into a percentage. The percentage scores were interpreted to determine the level of product feasibility, ranging from not suitable to highly recommended. In addition to expert validation, student responses were collected to evaluate the practicality and acceptance of the developed media. The student response questionnaire assessed several aspects, including ease of use, clarity of

presentation, readability, and relevance of the material to learning objectives. The questionnaire was distributed online using a five-point Likert scale, and the results were converted into percentage scores to determine the level of student acceptance.

## RESULTS AND DISCUSSION

### Results

This study was conducted in the Informatics Engineering Study Program, PGRI University Madiun, involving 26 students of Class 1B in the first semester. The research employed a *Research and Development* (R&D) approach to produce a Canva-based digital flipbook for English language learning. The results obtained at each stage of the development process are presented as follows.

### Needs Analysis Results

The needs analysis was conducted through classroom observation. The results indicated that students experienced difficulties in understanding English learning materials due to monotonous and less interactive material presentation. Learning activities were dominated by the use of PowerPoint slides, which limited student participation and reduced learning motivation. Students tended to be passive during learning activities, showing low enthusiasm and minimal interaction. In addition, lecturers had not optimally utilized digital design platforms such as Canva to develop innovative learning media. The absence of multimedia-based learning media was identified as one of the main factors contributing to less effective English learning.

### Data Collection Results

Data were collected through observations and interviews to ensure that the developed product aligned with actual classroom needs. The results showed that students' interest in English learning was relatively low, and the limited variation of learning media made learning activities less engaging. As a consequence, students' motivation, participation, and learning outcomes were not optimal. Based on these findings, the researcher decided to develop a digital flipbook as an alternative learning medium. The learning materials included in the flipbook focused on two topics: *Greeting and Introduction* and *Parts of Speech*.

### Product Design Results

The product developed in this study was a digital flipbook designed using the Canva application and converted into flipbook format using the Heyzine feature. The flipbook consists of a cover, foreword, table of contents, learning materials, and exercises. The visual appearance and structure of the flipbook are presented in the following figures:



**Figure 1.** Cover Display

**Figure 1** illustrates the cover design of the Canva-based digital flipbook. The cover functions as an introductory element that visually represents the learning media and sets the tone for the instructional content. The visual composition is intended to attract students' attention and encourage initial engagement with the learning material.
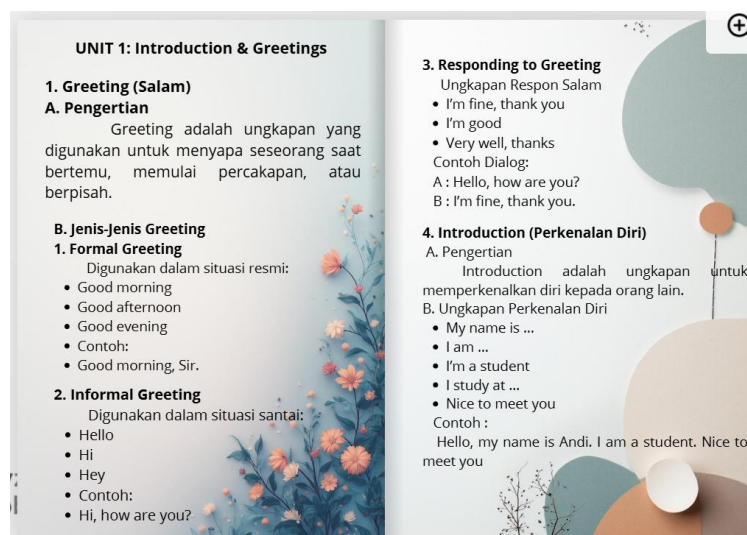


**Figure 2.** Display of Material Contents

**Figure 2** displays the presentation of the main learning materials. The combination of text and visual elements is designed to support comprehension and maintain students' focus, particularly for abstract or unfamiliar concepts.

**Design Validation Results**

The developed flipbook was validated by material experts, media experts, and students to determine its feasibility. The validation results are summarized in the following tables.

**Table 1. Material Validation Data Results**

| No | Aspects Assessed | Score | Criteria |
|---|---|---|---|
| 1 | Content | 90% | Highly Recommended |
| 2 | Presentation | 91% | Highly Recommended |
| 3 | Language | 92% | Highly Recommended |
| **Average Score** | | **91%** | **Highly Recommended** |

**Table 1** presents the results of material expert validation. The findings indicate that the learning content is systematically organized, linguistically appropriate, and aligned with the objectives of English language instruction, demonstrating the suitability of the material for instructional use.

**Table 2. Media Validation Data Results**

| No | Aspects Assessed | Score | Criteria |
|---|---|---|---|
| 1 | Design and Appearance | 93% | Highly Recommended |
| 2 | Readability | 92% | Highly Recommended |
| 3 | Ease of Use | 91% | Highly Recommended |
| **Average Score** | | **92%** | **Highly Recommended** |

**Table 2** summarizes the media expert validation results. The evaluation suggests that the flipbook demonstrates strong visual quality, readability, and usability, indicating that the media effectively supports student learning through its design and technical features.

**Table 3. Student Response Data Results**

| No | Aspects Assessed | Score | Criteria |
|----|------------------|-------|----------|
| 1 | Ease of Use | 90% | Very Good |
| 2 | Clarity and Readability | 92% | Very Good |
| 3 | Appropriateness of Materials | 91% | Very Good |
| **Average Score** | | **91%** | **Very Good** |

**Table 3** shows the results of student responses to the developed flipbook. The feedback reflects positive student perceptions regarding usability, clarity, and relevance, suggesting that the media has the potential to enhance engagement and support independent learning.

**Discussion**

The results of this study demonstrate that the development of a Canva-based digital flipbook constitutes a strategic response to contemporary challenges in English language learning within higher education, particularly in non-English study programs. The high feasibility scores obtained from expert validation and student responses indicate that the developed media successfully integrates pedagogical relevance, technological usability, and learner engagement. This finding reinforces the conceptualization of education as a deliberate effort to create learning environments that actively facilitate students' intellectual and personal development (Hidayat, 2025).

The needs analysis revealed that students experienced learning difficulties primarily due to monotonous instructional delivery and limited interactivity. Such conditions are widely recognized as barriers to effective learning, especially in language education, where engagement and practice are crucial. Nurfadhillah (2021) emphasizes that learning media play a central role in stimulating students' interest and motivation; when media lack variation, learners tend to become passive recipients of information. The dominance of PowerPoint-based instruction observed in this context reflects a mismatch between instructional practices and the expectations of digitally literate students, who are accustomed to dynamic and interactive content.

The design and structure of the developed flipbook directly address these issues by presenting learning materials through integrated multimedia elements, including visuals, text, exercises, and interactive navigation. According to Kalalo et al. (2021), flipbooks function as dynamic digital media that simulate animation effects through page transitions, thereby creating a more immersive learning experience. Similarly, Kodi et al. (2019) argue that multimedia-rich learning resources are more effective than text-based media because they engage multiple sensory channels, which enhances comprehension and retention. The incorporation of such elements in the flipbook allows students to interact with English materials more actively, supporting deeper cognitive processing.

The material validation results (Table 4) suggest that the content presented in the flipbook is conceptually accurate, systematically organized, and linguistically appropriate for undergraduate learners. This aligns with Shell (2023), who states that effective flipbook media

must balance visual appeal with structured content delivery to support learning objectives. The selection of foundational English topics, such as *Greeting and Introduction* and *Parts of Speech*, further supports the notion that learning media should be contextualized to learners' academic needs. As Saparina et al. (2019) highlight, digital flipbooks can function as self-directed learning materials, enabling students to control their learning pace and revisit content as needed, which is particularly beneficial in language acquisition.

From a media perspective, the high validation scores related to design, readability, and ease of use (Table 5) indicate that the flipbook meets essential usability standards. Arianty et al. (2022) note that Canva provides educators with accessible design tools that simplify the creation of visually appealing learning media without requiring advanced technical expertise. The successful use of Canva combined with the Heyzine flipbook feature in this study illustrates how digital design platforms can be effectively leveraged to enhance instructional quality. This finding supports broader arguments that the integration of technology in education is not merely supplementary but essential for meeting the demands of modern learners.

Student response data (Table 6) further strengthen the empirical validity of this study. The positive perceptions regarding clarity, ease of use, and relevance suggest that students found the flipbook engaging and supportive of their learning process. These findings are consistent with Widyasari et al. (2021), who reported that digital flipbook media increased student participation and learning effectiveness in elementary education. Similarly, studies by Yulianti and Nuryanto (2025) and Fajriyatin et al. (2024) confirm that interactive flipbooks are both feasible and effective across different educational levels. The convergence of these findings indicates that the effectiveness of flipbook media is not context-specific but broadly applicable.

Moreover, the structured development process employed in this study reflects best practices in instructional media development. Yuwono and Juhairiah (2022) emphasize that the stages of pre-production, production, and post-production are critical for ensuring the quality and functionality of flipbook media. By systematically implementing these stages, the researcher ensured that the final product was pedagogically sound, visually coherent, and aligned with learners' needs. This structured approach contributes to the sustainability and scalability of the developed media for future instructional use.

In a broader educational context, the findings of this study underscore the importance of aligning instructional media with the principles of student-centered learning. Interactive flipbooks shift the learning process from teacher-dominated instruction to a more participatory model, where students actively engage with content. This shift is particularly significant in English language learning, which requires continuous exposure, practice, and interaction. By facilitating these elements, the Canva-based digital flipbook supports not only cognitive learning outcomes but also learner autonomy and motivation.

Overall, the results indicate that the Canva-based digital flipbook represents an effective and innovative learning medium that responds to the pedagogical and technological demands of contemporary higher education. Its ability to integrate multimedia elements, support independent learning, and enhance student engagement positions it as a viable alternative to conventional instructional media, particularly in English language courses for non-English majors.

## CONCLUSION

Based on the results and discussion, it can be concluded that the Canva-based digital flipbook developed in this study is a feasible and practical learning medium for English

language courses in the Informatics Engineering Study Program. The validation results from material experts and media experts, which reached 91% and 92% respectively, indicate that the product meets high feasibility standards in terms of content quality, instructional design, visual appearance, and usability. In addition, student responses during the implementation stage showed a very positive perception, with an average score of 91%. This finding suggests that the developed flipbook is easy to use, clearly presented, and relevant to students' learning needs. The interactive features and multimedia elements embedded in the flipbook contribute to increased engagement and support independent learning. Overall, the development of a Canva-based digital flipbook offers an effective alternative to conventional learning media in English language instruction. The media not only enriches the variety of instructional tools but also aligns with the characteristics of digital-age learners. Therefore, this learning media has the potential to improve learning quality and can be considered for broader implementation and further effectiveness testing in future research.

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