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Implementation of Differentiated Learning Assisted by Digital Flipbook to Improve Critical Thinking Ability of Elementary Students in Pancasila Education

Lucky Angel Fridayanti [1*], Feri Tirtoni [2]

[1, 2] Universitas Muhammadiyah Sidoarjo, Indonesia

* luckyangel0440@gmail.com

Abstract

This study is motivated by the importance of developing students' critical thinking skills. Critical thinking becomes the mother of competence, because critical thinking is one of the main objectives in the 21st century. This study aims to determine and evaluate the results of the implementation of differentiated learning assisted digital flipbooks on the critical thinking skills of fourth grade students of SDN Simomulyo IV in the subject of Pancasila Education. The method used is a quantitative approach with a Quasi Experiment Non Equivalent Control Group Design research design involving 2 classes and a total of 57 students selected by purposive sampling technique. Class IV-A as the experimental class while class IV-C as the control class. The instruments for this study include critical thinking tests, observations and interviews. Data were analyzed using normality test, homogeneity test and hypothesis test (t-test for independent samples). The results of the analysis showed that the pre-test scores of the experimental and control classes were normally distributed. Homogeneity test proved homogeneous variance. Independent Sample T-Test hypothesis test shows a significant effect on post-test results in both classes. This is evidenced in the t-test results that the sig (2-tailed) value is 0.03 <0.05. The average value of the experimental class post-test of 80.17 is higher than the control class with an average value of 76.50. The discussion in this study emphasizes that the implementation of differentiated learning aided by digital flipbooks is quite effective in improving students' critical thinking skills. Based on the results of the study, it shows that the implementation of differentiated learning is a type of approach that is quite effective in improving the critical thinking skills of elementary school students. This approach can be an innovative learning in accommodating student diversity.

Keywords: *Implementation; Differentiated Learning; Digital Flip Book; Critical Thinking Skills; Pancasila Education*

Introduction

Education has a crucial role for every indiviudal because through eduactione, one can develop their talents and interests. In the preamble of the 1945 Constitution, it is stated that one of the nation's goals is to educate the nation's life. Education also plays a role in forming a quality generation that is ready to face future challenges and has a role in strengthening human character and mindset (Firmansyah et al., 2023). Based on Law No. 20/2003 article 3, education aims to develop human abilities and character in educating the nation's life which aims to form humans who are devoted to God Almighty, have noble character, are healthy, broad-minded, capable, creative, independent, democratic, and have a sense of responsibility. The era of society 5.0, critical thinking skills are a priority for teachers to prepare a competent

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generation (Latifah, 2023). Critical thinking skills are useful in training students to think logically, deeply, and carefully in making decisions and considering ideas from various perspectives (Damayanti et al., 2022). Critical thinking skills are one of the aspects of thinking that individuals must have in the midst of rapid advances in information and communication technology (Opidianto et al., 2023).

Critical thinking skills include skills in analyzing objectively, presenting statements supported by evidence and drawing conclusions based on relevant facts in problem solving. Critical thinking skills are also referred to as the mother of competence, because among the various abilities that must be mastered by students, critical thinking is one of the main objectives in 21st century education (Elis, 2022). Defines critical thinking as a thinking process carried out with the aim of proving an opinion, interpreting a matter, and solving a problem (Lestari et al., 2024). There are six critical thinking indicators, which are: Interpretation, Analysis, Evaluation, Inference, Explanation, Self-Regulation. Pancasila education is a basic education that aims to instill the values of Pancasila so that humans have a personality that is in accordance with the precepts of Pancasila. Pancasila education at the elementary school level is an important foundation in instilling national values and diversity. This is because the golden period of moral and character development of children is at elementary school age, which starts at the age of 7 or 8 years to the age of 12 years, so it is very important to instill the values of Pancasila so that they have a strong moral foundation to face challenges in the global era (Gawise et al., 2022). Through Pancasila Education, it encourages students to not only understand the values of Pancasila theoretically but also apply them in everyday life. Thus, learning Pancasila accompanied by the development of critical thinking skills not only forms students who understand the basic values of the nation but also forms a deep and critical mindset of students so that students are ready to face challenges in the future, have high morals and are innovative and adaptive in the face of changing times (Ramadhan et al., 2023).

Pancasila education still falls short of optimally developing students' critical thinking skills. Pancasila education, which is meant to be understood by pupils, becomes tedious and unappealing to study. This critical thinking ability is a weapon to explore deeper knowledge. Based on the results of observations on September 25, 2024 at SDN Simomulyo IV Surabaya in classes IV-C and IV-A. Teachers in class IV-C have implemented a differentiated learning model, but its application is not carried out in every learning process. Teachers still often use conventional learning models with learning media such as displaying pictures and videos through projectors. While the observation results in class IV-A have implemented differentiated learning but there are difficulties in adjusting student needs. In addition, the application of learning media in the form of digital flipbooks has not yet been implemented. Based the observation, it is stated that in the subject of Pancasila Education, it is still lacking in meeting the needs of student learning profiles and the lack of use of learning media variations. This will have an impact on students who will feel bored and affect the thinking process during the learning process. Therefore, in improving students' critical thinking skills, learning strategies and learning media are needed that can stimulate students to think critically (Singh & Marappan, 2020).

The developing students' critical thinking skills, teachers must also understand the characteristics and needs of students in the classroom. Each student certainly has different characteristics, backgrounds, abilities and learning styles. Teachers not only play a role in designing interesting and effective learning but teachers also have a role in providing learning facilities that suit the needs and interests of students (Farid et al., 2022). Thus, a learning

model that supports teachers in meeting the different learning needs of students is needed. This is also motivated by the reduced motivation of students to learn Pancasila Education subjects. The purpose of Pancasila Education has a significant influence on students' attitudes and ways of thinking. Therefore, differentiated learning can be one way to overcome student diversity, where each student will go through the learning process based on each student's learning profile. Differentiated learning is learning that pays attention to and meets the needs and learning styles of each student (Dzakiyah et al., 2023). There are several types of components in differentiated learning including: 1) Content, 2) Process, 3) Product. First, content differentiation refers to the variety of content or material to be learned that is tailored to the learning profile and needs of students. Second, process differentiation relates to the process of how students obtain and process information. Product differentiation relates to the way students show the results of their understanding in the form of products based on their learning styles. Therefore, differentiated learning can create learning that is in line with individual differences and uniqueness of students both in learning profiles and learning interests which helps students in developing their potential. In mapping students' learning needs, diagnostic assessment is needed before starting learning. Diagnostic assessment is conducted as an effort to obtain information about the characteristics, interests, and learning styles of each student (Waluya et al., 2022). Teacher preparation and awareness are needed to implement differentiated teaching and transform theory into practice.

Technological development has a significant impact on various sectors, especially in the education sector. Digitalization and technological advances open up new opportunities for the development of teaching and learning processes that allow the education process to run more efficiently and flexibly. Technology allows access to more learning resources such as learning videos, etc. and teachers can more easily customize learning media according to student needs and arrange them in an interesting and interactive manner and assist in providing feedback to students (Arifah & Ramadan, 2024). The integration of technology in education also increases teachers' competence in using more varied teaching methods and facilitating student-centered learning. Therefore, teachers are required to continue to adapt regularly to current technological developments and are encouraged to innovate in learning activities. Digital flipbook media is a media in the form of electronic books that can be viewed and read through devices such as computers, tablets and smartphones that are displayed interactively. Through digital flipbook media, it will add to the student learning experience where students can turn pages virtually which gives a feel like reading a physical book and allows students to understand concepts more deeply through visualization and direct interaction. Flipbooks have several advantages including; 1) Facilitates the delivery of material in a concise and practical manner; 2) Flexible; 3) Easy to access; 4) Can increase student learning activities and interest (Dzakiyah et al., 2023). Digital flipbooks can be tailored to the needs and learning profiles of students in one class. The ease of accessing the media also gives students the freedom to restudy the material anywhere and anytime. This is related to the human ability to obtain information more effectively through a combination of verbal and visual elements. In addition, using a combination of both elements helps the learning process so that it can run effectively and students can effectively select, organize, and integrate information (Rosyida, 2023).

The research which show that differentiated learning in grade 4 PPKN subjects has a positive impact on teachers and students and is able to create effective learning so as to increase student involvement in the learning process (Ramadhan et al., 2023). The results of Dhafa's research (2024) show that differentiated learning in Pancasila subjects has a significant impact on student character building and is effective in increasing students'

tolerance attitudes towards the surrounding environment (Dhafa et al., 2024). The results show that differentiated learning is effective in improving students' nationalism attitudes (Arifah & Ramadan, 2024). Based to the research on flipbooks, it shows that flipbook media can improve learning outcomes as evidenced by the increase in the average value of students' post-test results in Pancasila Education lessons (Rukmi & Wibawa, 2023). The results of research also show that the combination of learning models with flipbooks that have been made interactively will create a more enjoyable learning experience and help in understanding concepts in Civics learning (Kusumawardani & Wibawa, 2024).

Based on the explanation, the problem formulation is formulated, namely how differentiated learning using digital flipbooks can improve the critical thinking skills of elementary school students in Pancasila Education lessons. This research aims to implement differentiated learning using digital flipbooks to improve students' critical thinking skills in Pancasila lessons. Differentiated learning allows a more individualized approach and can be tailored to the learning needs of each student, while digital flipbooks are interactive learning media that facilitate the presentation of diverse content.

Method

This study employs a quantitative approach aimed at measuring and analyzing the effect of a specific treatment objectively through numerical data. This approach was chosen because it is suitable for answering research questions related to cause-and-effect relationships between independent and dependent variables—in this case, the effect of differentiated learning assisted by digital flipbooks on students' critical thinking skills. The method used in this study is the experimental method, which involves providing specific treatment to research subjects and then analyzing the results. The experimental method allows researchers to compare learning outcomes between groups that receive treatment and those that do not, in order to determine the effectiveness of the applied learning model or media (Syahrizal & Jailani, 2023).

The research design implemented is a quasi-experimental design in the form of a non-equivalent control group design. This design involves two groups: an experimental group and a control group, both of which are selected non-randomly. This design was chosen because field conditions, such as class divisions already determined by the school, did not allow for random assignment of research subjects. In practice, both the experimental and control groups were given a pre-test before treatment to assess students' initial critical thinking skills. The experimental group received differentiated learning supported by digital flipbook media, which is a learning approach tailored to students' learning needs and supported by interactive digital media. Meanwhile, the control group continued to receive conventional learning, typically used by teachers in the classroom, without any special adjustments based on student characteristics or the use of flipbook media.

The researcher can compare the final learning outcomes between the two groups through a post-test to determine the extent to which the treatment influenced the improvement of students' critical thinking skills. The results of this comparison will serve as the basis for concluding the effectiveness of differentiated learning assisted by digital flipbooks in the context of Pancasila Education at the elementary school level.

The main objective of this study is to analyze the effect of implementing differentiated learning supported by digital flipbook media on improving the critical thinking skills of elementary school students in Pancasila Education subjects. The study was conducted at SDN

Simomulyo IV Surabaya, with the research population consisting of all fourth-grade students. The sample was selected using a purposive sampling technique, which is a sampling technique based on certain considerations. The class IV-A with 29 students was designated as the experimental group, and class IV-C with 28 students as the control group.

The research instrument used was a descriptive test consisting of six essay questions developed based on critical thinking skill indicators. These questions covered indicators such as interpretation, analysis, evaluation, inference, explanation, and self-regulation. The data collection process began with administering a pre-test to both groups to assess students' initial critical thinking abilities before the treatment. Afterward, the experimental group received differentiated learning supported by digital flipbook media, while the control group continued with conventional learning. Upon completion of the learning process, both groups were given a post-test to identify any changes and development in students' critical thinking skills after the treatment.

Data analysis in this study involved several statistical testing stages. The first stage was a validity test, aimed at determining whether the instrument used truly measured the intended variables. Validity ensured that the questions in the instrument were relevant to the critical thinking indicators. Once the instrument was declared valid, a reliability test was conducted to determine the consistency of the instrument in producing stable and dependable results over time. Next, before hypothesis testing was carried out, assumption tests were conducted, consisting of two stages: the normality test and the homogeneity test. The normality test was used to determine whether the data from the pre-test and post-test results were normally distributed. Meanwhile, the homogeneity test assessed whether both groups had similar variances, which is an important requirement for conducting a t-test.

Once the data met the requirements of normality and homogeneity, hypothesis testing was conducted using the independent sample t-test. This test aimed to determine whether there was a statistically significant difference between the post-test results of the experimental group and the control group. If the significance value (p-value) obtained is less than 0.05, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This indicates that there is a significant effect of implementing differentiated learning supported by digital flipbook media on students' critical thinking skills in Pancasila Education subjects.

Results and Discussion

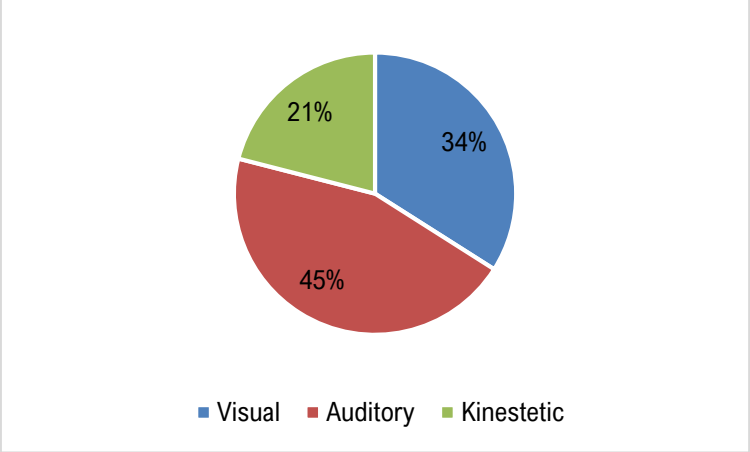

Figure 1. *Students Learning Styles Mapping*

This study was conducted to determine the differences in the results of differentiated learning aided by digital flipbooks on students' critical thinking skills on the material of the history, meaning, and practice of Pancasila class IV SDN Simomulyo IV. Before the learning process is carried out, students will work on a series of pre-test questions to measure initial ability and critical thinking. In addition, students in the experimental class were given a diagnostic assessment which aims to identify students' learning profiles related to their learning style preferences. The results of learning style identification are shown in Figure 1.

The learning was carried out for four meetings. After the treatment, a post-test was conducted to determine and analyze the changes that occurred before and after the intervention.

Pretest and Posttest Data

Pretest and posttest data were collected through written tests using the same questions as the measurement stage. The pretest results reflect the students' level of understanding before the learning treatment, while the posttest reflect their progress after the intervention of differentiated learning assisted digital flipbooks. The results of the pretest and posttest of both groups are as follows:

Table 1. *Pretest and Posttest Data of Experimental and Control Classes*

	Class	N	Min	Max	$\bar{x}$	S
Pre-Test	Experiment	29	25	75	47.83	11.684
	Control	28	29	71	49.79	12.848
Post-Test	Experiment	29	67	92	80.17	6.319
	control	28	67	88	76.50	6.215

Data from descriptive statistical analysis in experimental and control classes are presented in table 1. Based on the statistical results data above, it can be observed that there are differences in scores between the experimental and control classes. The class that received the treatment had a higher average value than the control class that received conventional learning. The pre-test data, the average value of the two classes was not much different and relatively balanced but in the post-test there was a clear difference in which both classes experienced an increase in value. The experimental class reached an average of 80.17 which was much higher than the average value of the control class which reached 76.50.

Normality Test

The normality test is one of the important stages in statistical analysis to determine whether the data is normally distributed or not. This test is required as a pre-requisite test.

Table 2. *Normality Test*

Data	Kelas	Kolmogorov-Smirnov[a] Sig	Shapiro-Wilk Sig
Pretest	Eksperimen	.051	.327
	Kontrol	.200*	.053
Posttest	Eksperimen	.129	.118
	Kontrol	.085	.053

Table 2 shows that all pre-test and post-test results in both the experimental and control groups have a significance value> 0.05, so the data is normally distributed. Since the sample is more than 50, the Kolmogorov-Smirnov test is used as the main reference to ensure that the data meets the assumption of normality.

Homogenity Test

The homogeneity test is used as one of the prerequisite tests after the data is declared normally distributed. The test is designed to evaluate whether the variance of data in the experimental and control classes is the same, allowing for hypothesis testing.

Table 3. *Homogenity Test*

	Sig
Based on Mean	.939
Based on Median	.876
Based on Median and with adjusted df	.876
Based on trimmed mean	.956

Based on the homogeneity test results in the table, a significance value of 0.939 is obtained, which means the sig value> 0.05, so it can be concluded that the data is homogeneous where between groups have the same variance. With the fulfillment of the homogeneity test, it can be continued at the hypothesis testing stage.

Hypotesis Test

The T test was conducted to determine how much the intervention influenced the increase in students' posttest scores. The requirements for conducting the T test are that the data must be normally distributed and homogeneous. The following are the results of the T test:

Table 4. *Independent Sample T-Test*

	F	Sig.	t	df	Sig. (2-tailed)
Equal variances assumed	.006	.939	-2.211	55	.031
Equal variances not assumed			-2.212	54.980	.031

The results of the hypothesis test analysis in table 4 show that the sig. (2-tailed) value of 0.031, which is smaller than 0.05. This finding indicates that there is a significant difference in the improvement of critical thinking skills in Pancasila Education subjects between the experimental and control classes. The statistical calculation of T-count of 2.211, which exceeds the T-table value of 2.004, confirms the difference due to the implementation of the treatment. The analysis rejects the null hypothesis (H_0) and accepts the alternative hypothesis (H_a), demonstrating that differentiated learning with digital flipbooks improves students' understanding and critical thinking skills in Pancasila Education subjects.These results answer the formulation of the problem about the results of the implementation of differentiated learning assisted by digital flipbooks on the critical thinking skills of elementary school students in Pancasila Education.

The data above also shows that differentiated learning assisted by digital flipbooks has a positive influence, especially in understanding the history, meaning, and practice of Pancasila in everyday life. This finding is in line with the theory proposed which states that differentiated learning allows teachers to design learning based on student needs (Faradilla et al., 2024). Therefore, through differentiated learning and digital flipbook learning media can help students understand the material and create a pleasant learning atmosphere. The variation of worksheet based on each learning style makes learning more interactive and fun.

The study intends to assess how the acceptance of differentiated learning facilitated by digital flipbooks influences students' critical thinking skills in Pancasila Education subjects in grade IV. This study used a total of 2 classes, namely class IV-A (experimental class) and

class IV-C (control class). In the learning process, the experimental class was given treatment in the form of digital flipbook-assisted experiential learning while the control class applied conventional learning. The post- test results showed that the experimental group reached an average of 80.17, while the control group obtained an average score of 76.50. Based on observations during learning activities, digital flipbook media attracts students' attention to learn more about the material. In addition, learning is more interactive which is supported by different worksheets according to the learning style of each student.

Differentiated learning accommodates the diverse needs of students and is tailored to their individual competencies. Each student has unique characteristics, including learning styles, abilities, interests, and other specific needs. Therefore, differentiated learning provides opportunities for each student to learn in the most effective way for them. Differentiated learning encourages students to be more active in seeking information that suits their learning needs. This approach gives students the freedom to explore the learning material in a way that aligns with their learning style, thus enhancing their understanding and engagement in the learning process.

Additionally, differentiated learning also makes it easier for teachers to recognize the needs of each student. Through this approach, teachers do not just provide material in a general way, but also accommodate various levels of ability and individual student needs. Teachers can adjust methods, learning resources, and teaching strategies to help students better understand the material. This approach is crucial in addressing the differences that exist in the classroom, especially when students have diverse backgrounds and abilities. Thus, differentiated learning can create an inclusive environment that supports optimal student development (Ekawati & Amir, 2022).

The variation of worksheets tailored to students' learning styles is also an important part of differentiated learning. Interactive worksheets, such as those used in this study, can stimulate students to be more active in obtaining information. These worksheets not only serve as tools to measure students' understanding but also as a means to develop their critical thinking skills. Teachers can ensure that students receive material in the most relevant way for their needs by using worksheets tailored to students' learning styles.

One of the learning media that can support differentiated learning is the digital flipbook. The use of digital flipbooks in learning allows students to learn in a more enjoyable and interactive way. The digital flipbooks, students are not only focused on written text but can also enjoy visual illustrations, animations, and engaging learning videos. This makes it easier for students to absorb information in a more attractive and dynamic way. Additionally, digital flipbooks provide flexibility in learning because students can access the material anytime and anywhere, which helps them to study more independently.

This study is supported by several previous studies that show differentiated learning is effective in improving students' learning outcomes, including their nationalism attitudes. Differentiated learning can enhance students' nationalism attitudes because they become more understanding and appreciative of the differences among them (Digna & Widyasari, 2023). Furthermore, other studies demonstrate that differentiated learning can improve students' critical and creative thinking skills (Firmansyah et al., 2023). Based on their learning styles and abilities, teachers can provide challenges more suited to each student's level of ability, thus improving their critical and creative thinking skills (Zulham et al., 2023).

These findings suggest that varied learning approaches can be highly effective in enhancing students' critical thinking skills, especially in the subject of Pancasila Education. Pancasila Education, which aims to instill values of nationalism and morality, requires an approach that stimulates students' critical thinking. Through differentiated learning, students can more easily understand the values of Pancasila and apply them in their daily lives. Differentiated learning supported by interactive media such as digital flipbooks provides a more comprehensive learning experience and helps students develop critical thinking skills that are crucial for facing the challenges of life in the future.

Conclusion

The results showed that the implementation of diversified learning facilitated by digital flipbooks was moderately successful in improving the critical thinking skills of elementary school pupils in Pancasila Education courses in class IV SDN Simomulyo IV. The students Class IV still require more diverse learning strategies to fulfil their particular needs. The use of digital flipbooks as a support for differentiated learning is a learning medium that supports the student learning process and provides a more interactive learning experience. The results show a significant difference between the experimental and control groups after treatment, with a sig (2-tailed) value of 0.03 (<0.05). Based on these results, this approach can be used as an innovative and effective learning alternative to meet the characteristics and needs of diverse students, while helping them to understand and apply the values of Pancasila in everyday life. The limitation of this research is in the research sample which was only conducted in class IV SDN Simomulyo IV in the subject of Pancasila Education. Recommendations in this study suggest further research with diverse samples and different subjects that have the potential to develop students' critical thinking so that the research results can be more thoroughly measured.

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