ABDIMAS: Jurnal Pengabdian Masyarakat Universitas Merdeka Malang
Vol.11(1) February 2026, 277-287
p-ISSN: 2721-138X e-ISSN: 2548-7159
http://jurnal.unmer.ac.id/index.php/jpkm

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Developing flipbooks based on local wisdom to improve elementary school teacher competence

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ARTICLE INFO:

Received: 2026-01-08
Revised: 2026-02-09
Accepted: 2026-03-04
Published: 2026-04-30

Keywords:

Digital teaching materials, Flipbook, Flipsmart25, Local wisdom, Teacher competence

ABSTRACT

The rapid advancement of digital technology requires elementary school teachers to develop innovative, interactive, and contextual teaching materials. State Elementary School 19 of Mendo Barat, limited digital literacy and a heavy reliance on conventional methods remain significant challenges. This community service initiative aimed to enhance the competence of 10 teachers at the school in developing interactive digital flipbooks with a focus on localization. The implementation utilized a collaborative-participatory approach, encompassing design training through Canva, intensive mentoring, and the deployment of the Flipsmart25 platform as a local digital repository. Evaluation results indicated a significant improvement in teacher competence: the average pre-test score for the managerial aspect rose from 2.1 to 4.3 in the post-test, while the socio-community aspect increased from 2.4 to 4.6. The primary output of this activity is a series of interactive digital flipbooks that integrate Bangka Belitung's local wisdom, now accessible through the Flipsmart25 application. This initiative successfully established a learning-sharing ecosystem that supports sustainable digital independence within the school.

How to cite: Andika, M., Nugraha, A. P., & Wahyuningsih, D. (2026). Developing flipbooks based on local wisdom to improve elementary school teacher competence. *Abdimas: Jurnal Pengabdian Masyarakat Universitas Merdeka Malang, 11*(1), 277-287. https://doi.org/10.26905/abdimas.v11i1.16701

1. INTRODUCTION

The development of information and communication technology in the 21st century has brought fundamental changes to the world of education. The learning process, previously teacher-centered, has now shifted toward student-centered learning, supported by digital technology as the primary medium. In this context, teachers are required to possess adequate digital literacy competence to design, develop, and implement engaging and interactive technology-based learning media (Fadiana et al., 2025). Digital literacy encompasses not only the ability to use technological devices, but also critical thinking, collaboration, and adaptation skills toward continuously evolving digital innovations. Digitalization and technological advancements urgently need to be integrated into human life, especially within education, thereby exerting a positive impact on the development of academic disciplines (Nilasari, 2020; Sudargini et al., 2020).

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However, reality on the ground indicates most elementary school teachers still face major challenges in utilizing instructional technology. This condition occurs at UPTD SD Negeri 19 Mendo Barat, Bangka Regency, Bangka Belitung Islands Province. Based on observations and interviews at UPTD SD Negeri 19 Mendo Barat, out of a total of 10 teachers, not a single one has ever developed digital teaching materials based on flipbooks. Competence results show the average technological managerial ability stands at a score of only 2.1 out of a 5-point scale, while the digital social-community aspect rests at 2.4. The main obstacles experienced include limited digital literacy in operating design software such as Canva, alongside the absence of a centralized digital platform to distribute the created instructional materials. Furthermore, digital learning support facilities at the school have not been utilized optimally to support a curriculum based on local wisdom.

These challenges align with the findings of Azmi et al. (2025), who explain one cause of low digital literacy among teachers in Indonesia is limited access to training and technological resources in regional schools. Within this context, the community service activity conducted by a team of lecturers from the Institut Citra Internasional, collaborating with the Institut Sains dan Bisnis Atma Luhur Pangkalpinang, becomes highly relevant. This activity focuses on developing flipbook-based digital teaching materials oriented toward local wisdom. A flipbook represents an innovative learning medium combining elements of text, images, audio, and video into an interactive digital format, thereby enhancing student interest and engagement in learning (Safitri, 2019; Velinda et al., 2024). Implementing flipbooks in the learning process helps design instructional experiences inspiring and motivating students while rendering the knowledge transfer process more effective and efficient (Gea et al., 2025; Wardana, 2025). This medium also allows teachers to tailor instructional content to the local context, making the subject matter more meaningful for learners.

The concept of localization in teaching material development means adapting instructional content to remain relevant to the culture, language, and social environment of the learners. This approach is vital because it can strengthen local identity and foster character values appropriate to the students' daily lives (Mahendra et al., 2025). Additionally, instructional materials oriented toward local wisdom help students comprehend learning materials through real experiences close to their environment. This comports with research conducted by Andika et al. (2024), stating a local wisdom-based approach can provide material understanding within a local context, appreciate local culture, and reinforce student character. Consequently, this service activity focuses not only on upgrading teachers' technical skills in using digital applications, but also on developing a contextual learning paradigm based on local values.

The application of digital instructional technology aligns with the policy direction of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), which emphasizes the importance of strengthening the roles of teachers, principals, and a collaborative, digital technology-based learning ecosystem (Kemendikdasmen, 2025). Schools are expected to serve not only as places of learning, but also as innovation hubs capable of integrating technology into every aspect of instruction. Therefore, teachers require the skills to design and implement digital teaching materials remaining engaging, adaptive, and tailored to student needs in the digital era. This interactive approach ensures lessons are enjoyable, clear, and easily understood. Such engaging experiences optimize information retention by simultaneously engaging multiple senses, particularly hearing and sight (Nurdewanto et al., 2018).

This community service activity directly addresses these needs. Through intensive training and mentoring, teachers learn to use Canva for material creation and upload their outputs to Flipsmart25, a locally developed digital library application enabling independent storage and publication. Furthermore, the initiative fosters teacher collaboration to build a digital material-sharing community within the school, aligning with findings by Defitri & Helsa (2025) regarding how collaborative learning technology enhances elementary school teachers' productivity and innovation. Figure 1 illustrates the solution framework addressing the partner's challenges.

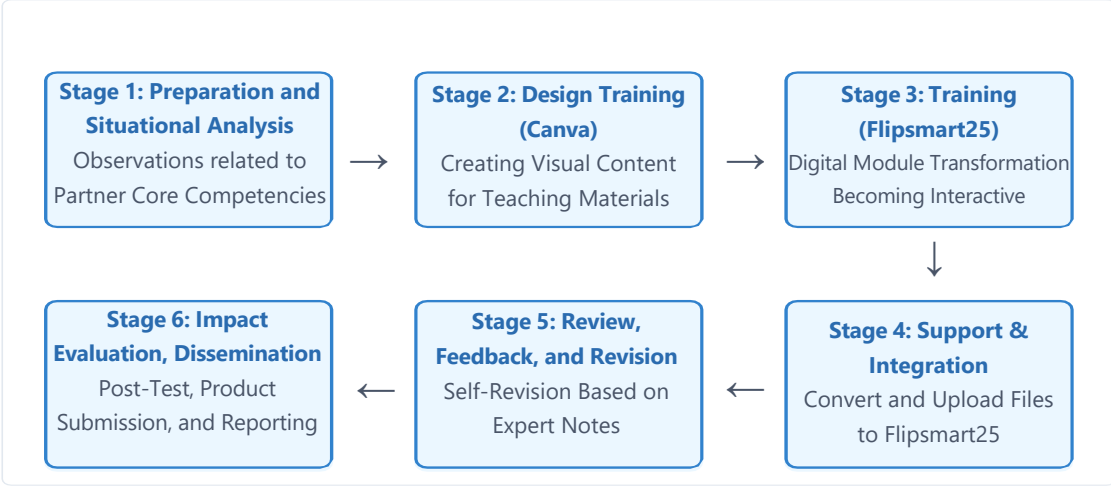

Figure 1. Problem solving solution framework

This community service program aims to enhance teacher competence at UPTD SD Negeri 19 Mendo Barat in developing interactive digital teaching materials based on flipbooks oriented toward local wisdom utilizing the Canva platform and the Flipsmart25 application.

2. METHODS

This community service activity was designed utilizing a participatory collaborative approach. The program was implemented at UPTD SD Negeri 19 Mendo Barat over three months, spanning from February to April 2026, with a total effective duration of 12 face-to-face meetings. Participants consisted of 10 teachers, comprising 2 physical education (PJOK) teachers, 2 mathematics teachers, 2 Indonesian language teachers, 1 religious education teacher, 1 Pancasila education teacher, 1 arts and culture teacher, and 1 natural and social sciences (IPAS) teacher. Participant characteristics were dominated by teachers with over 10 years of service tenure who possessed limited digital literacy, particularly in operating graphic design software and managing digital repositories. None of the participants had ever developed flipbook-based digital teaching materials before. Consequently, in this activity, the lecturer team from the Institut Citra Internasional and the Institut Sains dan Bisnis Atma Luhur collaborated to design training, mentoring, and the implementation of flipbook-based instructional technology integrated with the Flipsmart25 application.

The execution of this community service activity proceeded through five main stages designed systematically and participatively, ensuring the objective of upgrading teachers' digital literacy competence could be optimally achieved. Each stage maintained specific targets, methods, and outputs, actively involving teachers as the primary actors in the learning process and the application of digital instructional technology. To guarantee the validity and credibility of the outcomes, program success was measured using three primary instruments, namely competence tests (pre-test & post-test) consisting of 20 multiple-choice items to evaluate understanding regarding digital literacy and the structure of interactive teaching materials. Additionally, a product assessment sheet utilized a Likert scale rubric (1–5) evaluating readability, visual aesthetics, and the functionality of interactive features within the flipbooks produced by participants. Finally, managerial and social competence questionnaires served as structured instruments to measure teacher effectiveness in managing digital assets (managerial) alongside the level of collaboration in sharing learning resources within the school environment (social-community).

Stage 1: Observation and Analysis of Partner Needs

The first stage established the initial foundation of the activity, namely field observation and partner needs assessment. During this phase, the implementation team conducted direct site visits to SD Negeri 19 Mendo Barat to identify the school's existing conditions, instructional facilities, and teacher proficiency in utilizing digital technology. This activity involved interviews with the principal, classroom teachers, and subject teachers to obtain a comprehensive overview regarding the level of digital literacy and school readiness in implementing technology-based instruction. Observation results indicated most teachers still employed conventional methods, lacked familiarity with digital learning applications, and possessed no interactive teaching materials. Furthermore, facilities such as computers and internet networks remained limited. These findings formed the basis for the implementation team to design a relevant, practical training program tailored to the partner's actual conditions.

Stage 2: Program Preparation and Training Design

Following the needs assessment, the second stage involved program planning and preparation. In this phase, the implementation team formulated a strategic training plan, including schedule compilation, task distribution among team members, and the determination of program success indicators. The training module was also customized to ensure easy comprehension for teachers with varying digital capabilities.

The team developed training materials using the Canva and Flipsmart25 platforms, encompassing guides for digital teaching material creation, design principles for interactive instructional media, and the integration of local values into learning content. Additionally, the team prepared pre-test and post-test evaluation instruments to measure participants' competence enhancement quantitatively. All necessary software, such as Canva and Flipsmart25, was installed on the teachers' devices to guarantee technical readiness prior to the commencement of the training. Coordination with the principal and the local committee was carried out to prepare the training room and presentation equipment, ensuring all participants could attend the activities fully.

Stage 3: Teacher Training and Workshop

The third stage constituted the core of the service activity, namely the training and workshop stage, focused on upgrading teachers' skills in creating flipbook-based digital teaching materials. The training was conducted interactively utilizing a learning-by-doing approach, where each participant directly practiced the studied material. The training activities were divided into three main sessions. The first session comprised an introduction to digital literacy and the urgency of technology utilization in 21st-century learning. In this session, participants were provided a theoretical understanding regarding digital literacy concepts, the benefits of digital media in enhancing student learning motivation, and national policies related to educational digital transformation (Kemendikbudristek, 2025). Subsequently, the second session involved the introduction and training on utilizing the Canva platform. Teachers were trained to create digital teaching materials integrating text, images, video, and animation to render them engaging for students. Participants learned to design layouts, add interactive elements, and structure instructional flows aligned with lesson themes. Finally, the third session featured practical utilization of the Flipsmart25 application, a digital platform serving as a repository for teacher-created teaching materials. Through this application, teachers can upload, store, and share their creations with peers both within and outside the school environment. Throughout the training, the implementation team provided intensive mentoring to the participants. This activity functioned not merely as knowledge transfer, but

also encouraged collaboration among teachers in creating teaching materials relevant to the local context. Participant enthusiasm remained highly elevated, evident from their spirit in trying new features and sharing ideas to enhance the quality of instructional media.

Stage 4: Field Assistance and Supervision

The fourth stage involved mentoring and supervision, aiming to ensure the training outcomes could be properly implemented in classroom instructional practices. Mentoring was conducted directly at the school by the implementation team, with each teacher guided through the process of refining the digital teaching materials created during the training. In this phase, the team provided feedback on the design, content, and feasibility of the learning media developed by the teachers. The mentoring was collaborative: teachers were asked to present their creations, followed by joint discussions and revisions. Teachers were also taught to integrate these digital teaching materials into their Lesson Plans (RPP) to align with the learning outcomes of the Merdeka Curriculum. As a result of this stage, each teacher produced at least one local wisdom-based flipbook digital teaching material ready for classroom implementation and uploaded to the Flipsmart25 application. This mentoring phase became the key to ensuring program sustainability, as this process enabled teachers to truly master technology utilization independently and confidently innovate in their teaching.

Stage 5: Evaluation and Reflection of Activity Results

The final stage involved evaluation and reflection to assess the effectiveness of program implementation and its impact on enhancing teacher competence. Evaluation was conducted through two approaches: quantitative evaluation via comparative analysis of pre-test and post-test results, alongside qualitative evaluation through observation and reflective interviews. Based on the data processing results, a highly favorable increase in average scores occurred across all indicators. In the managerial aspect, the average score increased from 2.1 to 4.3. This improvement reflects the teachers' capability to manage digital resources systematically, spanning from archiving design assets to time management in structuring a logical flipbook layout. Meanwhile, in the social-community aspect, the score increased from 2.4 to 4.6. This aspect is conceptually intertwined with flipbook development as it encompasses the teachers' ability to create teaching materials rooted in local content and to share their creations via the Flipsmart25 application.

The statistical test results utilizing a paired sample T-test demonstrated a two-tailed significance value of 0.000 ($p < 0.05$), indicating a significant enhancement in teachers' digital competence following the program. This increase proves the training and mentoring provided were effective, both in technical software mastery and in managerial-collaborative aspects. Furthermore, this activity generated a positive social impact within the school environment. Teachers began establishing small, interest-based learning communities and actively utilizing instructional media. With a systematic implementation framework, this program possesses high credibility for replication as a teacher digital literacy development model in other regions with similar characteristics.

3. RESULTS AND DISCUSSION

Results

The results of this community service activity demonstrate measurable achievements, both in terms of teaching material product quality and the enhancement of participants' digital competence. The

partner's successful mastery of instructional technology is reflected in the tangible products generated throughout the activity. A total of 10 units of innovative instructional media in flipbook format were independently compiled by the 10 participating teachers as a representation of their upgraded digital skills. Product quality was evaluated utilizing an assessment rubric with a 1–5 Likert scale encompassing readability, visual aesthetics, and interactive feature functionality. The average product quality score reached 4.4 (categorized as highly favorable).

Distinct from conventional teaching materials, the generated products specifically integrate elements of Bangka Belitung local wisdom as a primary characteristic. Concrete examples of local content integration include the implementation of Bangka Belitung folklore aimed at introducing good character values. Additionally, the surrounding environment or local tourism spots serve as geometric objects structured within two-dimensional geometry teaching materials, such as the Tanjung Kalian Lighthouse in Mentok, used to introduce circular shapes (on the base and balcony) alongside trapezoids (on the side view of the tower). Finally, local language is utilized through regional Bangka terms to introduce vocabulary within Phase A Indonesian language materials.

Figure 2. Teacher teaching material design results

The analysis of training achievements is illustrated in the assessment in Table 1, which focuses on fulfilling the technical criteria of digital teaching material production, where each aspect is measured based on the number of physical outputs and the accuracy of interactive feature integration by the teachers.

Table 1. Teacher training achievements with measurable indicators

Achievement Aspect	Success Indicator (Measurable Metric)	Description of Results
Participation & Attendance	Minimum attendance of 85 percent across 12 meetings.	Ninety percent of participants attended all training sessions without absence. One teacher was unable to attend for 3 days of the activity.
Design Mastery (Canva)	Ability to compile a minimum of 10 flipbook pages.	Teachers successfully designed teaching materials averaging 10 pages integrating Bangka Belitung local content.
Asset Management (Flipsmart25)	Successful independent uploading and updating within the digital repository.	One hundred percent of the products (10 units) were verified and published in the Flipsmart25 application as the school digital library.

The results of this community service activity demonstrate measurable achievements both in terms of products and the enhancement of participants' competence. Outcome quality was validated through evaluation instruments whose content validity had been tested to guarantee assessment objectivity.

Figure 3. Training and mentoring in making teaching materials

Furthermore, to measure program effectiveness scientifically, a quantitative evaluation was conducted utilizing a one-group pre-test–post-test design. The evaluation instrument consisted of 20 multiple-choice items having undergone content validity testing by educational technology experts and reliability testing using Cronbach's Alpha ($\alpha = 0.82$). Additionally, the measurement of managerial attitudes and skills was performed via a 1–5 Likert scale questionnaire (1: Very Low; 5: Very High) completed by 10 respondents. The evaluation data indicated a significant enhancement across all tested competence domains. A summary comparing achievements before and after the intervention is presented in Table 2.

Table 2. Comparison of teacher pre-test and post-test scores

Assessment Aspect	Competence Indicator	Pre-test Score (Average)	Post-test Score (Average)	N-Gain Score	Category
Digital Managerial	Ability to manage design assets, archive teaching material folders, and operate Flipsmart25 backend features.	2.1	4.3	0.71	High
Social-Community	Willingness to collaborate among teachers in content curation and work dissemination via the school digital platform.	2.4	4.6	0.84	High

The statistical paired sample T-test results demonstrated a significance value of 0.000 ($p < 0.05$), proving the existence of a statistically significant competence enhancement.

In addition to quantitative data, program success was evident from behavioral changes among the teachers, who previously relied on conventional methods and now actively form small learning communities to share best practices. One teacher reflected:

> *"Sebelumnya kami merasa teknologi itu rumit, namun dengan pendampingan ini, kami bisa membuat materi yang dekat dengan kehidupan siswa kami di SDN 13 Mendo Barat menggunakan unsur lokal yang selama ini hanya ada di buku teks lama"*
>
> *"Previously we felt technology was complicated, yet with this mentoring, we can create materials close to our students' lives at SDN 13 Mendo Barat utilizing local elements previously found only in old textbooks."*

The utilization of the Flipsmart25 application also proved to enhance school independence in managing instructional materials autonomously.

Discussion

This community service activity systematically interprets the program implementation results based on the sequential stages of activities, spanning from training, mentoring, and implementation, to evaluation and sustainability. At the training and workshop stage, results indicated a significant enhancement in teachers' digital literacy competence in designing interactive flipbook-based digital teaching materials utilizing the Canva application. This finding reinforces the community service outcomes reported by Bahari et al. (2025), affirming hands-on practice-based training is capable of enhancing partner understanding and skills more effectively than a purely theoretical approach. The learning-by-doing approach applied in this activity enabled teachers to learn contextually, actively, and reflectively, ensuring the knowledge transfer process proceeded optimally and sustainably.

At the mentoring and field supervision stage, the quality improvement of teachers' digital teaching materials demonstrated sustainable mentoring constitutes a key success factor in community service programs. The shift in partner profile appeared highly pronounced compared to the baseline condition. Prior to the program, 100 percent of the teachers had never developed flipbook-based digital teaching materials and perceived technology as a complicated matter. Following the intervention, each teacher successfully generated at least one product ready for implementation. The most fundamental change occurred not merely in the physical products, but in the shift of work culture from individual-conventional to collaborative-digital. Teachers now actively establish small learning communities to create instructional materials to be uploaded to the Flipsmart25 application. Teachers are not only capable of producing digital teaching material products, but are also proficient in revising and refining content based on the feedback provided. This aligns with the findings of Al Pansori (2025), stating an intensive mentoring process can enhance technical skills alongside partner confidence and activity output quality.

The integration of local wisdom values within digital teaching materials also constitutes an essential aspect in discussing the outcomes of this activity. Teachers were encouraged to incorporate content relevant to the culture, environment, and local wisdom of Bangka Belitung into the developed flipbooks. This approach aligns with Handayani (2024), affirming local context-based teaching materials are capable of enhancing students' emotional proximity to instructional content and strengthening cultural identity. Within the context of community service, integrating local wisdom represents a form of pedagogical innovation enhancing not only instructional quality but also delivering social contributions in the form of preserving local values through digital media.

From the evaluation perspective, the increase in pre-test and post-test scores across managerial and social-community aspects indicates this activity exerted a positive impact on partner empowerment. These results reinforce the findings of Firjatullah et al. (2026), stating community service designed participatively is capable of enhancing individual capacity while simultaneously strengthening moral values and social cohesion within the partner environment due to the active role of the community in activity implementation. Teachers demonstrated an upgraded capacity to cooperate and communicate, reflected in the formation of small learning communities based on shared interests and subject areas. This social impact serves as a vital indicator proving community service activities do not cease at technical achievements, but also foster a shift toward a more collaborative and innovative work culture.

Here is the translation, applying advanced academic vocabulary, maintaining an effective and complete flow, and strictly avoiding both the word "that" and any em dashes:

Overall, this community service activity provides a tangible contribution to the development of community service models based on educational technology innovation. The combination of training, mentoring, and the utilization of local digital applications demonstrates innovation in community

service does not always depend on advanced technology, but rather on the suitability of the solution to the partner's needs. Although this program was declared successful, the community service team noted several crucial limitations requiring attention for future replication: (1) Technical and connectivity barriers: the limited internet network at the school location became an obstacle in the uploading process of large Canva design assets. This condition forced several teachers to complete tasks independently outside school hours; (2) Senior teacher learning curve: participant characteristics dominated by a tenure of over 10 years caused variations in the speed of absorbing material. Even though mentoring was conducted collectively, teachers with low digital literacy required twice as much time to comprehend the Flipsmart25 backend features compared to younger teachers; (3) Post-program sustainability: the primary challenge remains in the consistency of Flipsmart25 utilization after the service team completes the program. Without school policy support mandating semesterly teaching material publication, a risk exists for this platform to become passive.

On the whole, this activity model possesses the potential to be replicated and developed in other schools with similar characteristics, enabling it to become a best practice reference in elementary school teacher digital literacy development. The novelty of this program compared to similar community service endeavors lies in the utilization of Flipsmart25 as an independent local repository. Different from general digital media training merely stopping at product creation, this program provides a storage ecosystem managed directly by the school, thereby creating digital independence without reliance on third-party cloud services which might require payment in the future. To guarantee successful replication in other schools, minimum conditions are required: (1) Availability of one laptop/PC per teacher with standard design specifications; (2) School leadership commitment to provide dedicated mentoring time (minimum of 12 effective meetings); and (3) A stable internet connection or an offline execution scheme prior to finalization on the digital platform. With these noted limitations, this local wisdom-based digital literacy development model is worthy of serving as a reference for elementary school transformation with similar characteristics. This activity provides not only short-term benefits in the form of enhanced teacher competence, but also contributes to strengthening sustainable and widely impactful community service innovations.

4. CONCLUSION AND RECOMMENDATIONS

This community service program quantitatively succeeded in enhancing teachers' digital managerial competence from a low category (score of 2.1) to a high category (score of 4.3) through the development of 10 interactive flipbook units. Distinct from conventional digital training frequently focusing solely on software mastery, the uniqueness of this model lies in the integration of the Flipsmart25 local repository platform, enabling the school to possess digital infrastructure independence without third-party reliance. Another contribution is the teachers' success in executing learning content by integrating Bangka Belitung local wisdom into digital media, which is methodologically proven to increase the relevance of instructional materials. The implication of this activity is the creation of a sustainable resource-sharing ecosystem within the school environment, where technology is no longer perceived as a technical barrier but rather as a collaborative instrument to strengthen cultural identity in learning.

The implementation team acknowledges several limitations in this program execution requiring consideration in result interpretation. First, the effective training and mentoring duration lasted only three months with 12 meetings; thus, competence reinforcement for senior teachers possessing low digital literacy requires a longer duration to attain full independence. Second, the limitations of digital facilities and the unstable internet network at the school location temporarily hindered the uploading process of large design assets in real time. Third, this activity focused newly on evaluating the enhancement of

teacher competence and teaching material product quality, yet it has not performed a formal impact test on student learning outcomes or academic achievement in the classroom post-implementation of the media. Based on the discovered results and limitations of the activity, the following are recommendations for future improvement and development: (1) Learning impact evaluation: Subsequent researchers or service teams are advised to conduct longitudinal studies to measure the effectiveness of utilizing local wisdom-based flipbooks on upgrading student learning outcomes and motivation quantitatively; (2) Infrastructure and policy reinforcement: The school needs to formulate internal policies mandating periodic digital teaching material publication in the Flipsmart25 application to guarantee repository sustainability alongside allocating a budget for upgrading school internet bandwidth capacity; (3) Differentiated mentoring model: For replication in other schools, utilizing a mentoring model based on teachers' age and digital literacy level is recommended, allowing the learning curve of senior teachers to be facilitated more optimally.

ACKNOWLEDGEMENTS

Gratitude is extended to the Ministry of Higher Education, Science, and Technology (Kemdiktisaintek) for the funding support of the 2025 Fiscal Year Community Service Program, enabling the successful implementation of this activity. The highest appreciation is also expressed to the school partner, namely the extended family of SDN 19 Mendo Barat, alongside all teachers and related parties having actively participated, provided support, and established constructive cooperation throughout the entire series of activities, allowing this service program to run effectively and deliver tangible benefits for enhancing instructional quality.

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