

**Development of Flipbook-Based Interactive Learning Media for Poetry
Instruction in Grade VIII at SMP Negeri 5 Sungai Kakap**

Katharina

katharinakakat@gmail.com

Hariyadi

hariyadihaf@gmail.com

Fitri Wulansari

fiwusa84@gmail.com

Universitas PGRI Pontianak

ABSTRACT

Poetry instruction in Grade VIII at SMP Negeri 5 Sungai Kakap required learning media that could present literary concepts and examples more accessibly. This study developed a flipbook-based interactive learning resource and examined expert feasibility assessments, user responses, and achievement during a classroom trial. Research and Development followed the ADDIE stages of analysis, design, development, implementation, and evaluation. The trial involved 34 students, while the reported achievement summary covered 32 students. Data were collected through observations, teacher interviews, expert validation sheets, response questionnaires, and a learning assessment, and analyzed using descriptive percentages. Individual media experts reported feasibility scores of 72% and 98%; the material expert reported 84%, and language experts reported 85% and 86%. Student and teacher responses were 81% and 84%, respectively. The assessed students obtained a mean score of 84, with reported classical mastery of 91%. These findings indicate favorable expert and user assessments, although disagreement between media experts requires attention. The contribution is a contextual poetry resource combining explanations, illustrations, navigation, and video examples within an organized learning sequence. The findings support preliminary classroom feasibility and acceptance rather than causal improvement in learning, because no baseline or control-group comparison was reported.

Keywords: Flipbook; Interactive Learning Media; Poetry Instruction

INTRODUCTION

Poetry instruction requires students to connect language form with meaning. Learners need to recognize themes, diction, rhyme, imagery, and messages while explaining how these elements contribute to a poem. These demands can be difficult when instruction relies predominantly on definitions and isolated examples. A learning resource therefore needs to organize literary concepts clearly and provide opportunities to revisit examples, compare features, and relate explanation to

interpretation. Digital learning media offer ways to combine explanations and examples in a resource that students can navigate. However, educational value depends on the relationship between the presentation and the intended task. A page-turning effect alone does not make a resource instructionally interactive. Meaningful interaction also involves selecting relevant material, examining examples, using available media, and responding to learning activities. Mayer (2020) provides a research-based account of how multimedia design can support learning, emphasizing instructional organization rather than the mere addition of visual features.

A flipbook can present a structured sequence of pages while incorporating illustrations, navigation controls, and links to video examples. Research on this format has examined different language-learning settings. Darmawan et al. (2024) investigated student evaluations of flipbook use in English for Specific Purposes and identified both favorable learning-related responses and limitations in content completeness and infrastructure. Mayeni et al. (2023) developed a flipbook electronic module for Indonesian academic writing at university level. These studies show the relevance of digital resources to language instruction, but their findings cannot automatically be transferred to junior high school poetry learning. The local needs assessment conducted on March 2, 2026, identified difficulties in Grade VIII poetry instruction at SMP Negeri 5 Sungai Kakap. Teacher interviews and preliminary observations indicated that students struggled to understand themes, diction, rhyme, and messages. Instruction relied mainly on textbooks, the whiteboard, and simple presentations. Limited student interest and participation were also reported. These observations provided the practical rationale for developing a resource that combined explanations of poetry elements with accessible examples and a clearer learning sequence.

The product developed in this study was designed for the identified class and poetry material. Its documented pages include learning objectives, instructions, explanations of poetry elements, video examples, guidance for writing poetry, and an appreciation section. The contribution is therefore a contextual adaptation of flipbook media to a specific instructional need. The study does not claim that the combination of text, images, and video is itself a new technological invention, or that introducing a flipbook at one school establishes superiority over other media. This study aimed to describe the development of the flipbook, examine its feasibility through expert assessment, and describe student and teacher responses during implementation. It also reported achievement after classroom use as a descriptive trial outcome. The research addressed how the poetry flipbook was developed through ADDIE, how experts evaluated its content, media design, and language, and how users responded to the resource. Learning scores were interpreted within the limited trial design rather than as evidence of an experimentally established improvement.

LITERATURE REVIEW

Previous Related Study

Darmawan et al. (2024) examined flipbook use through questionnaires completed by 76 Indonesian ESP students. Their findings differentiated classroom management and learning activities from content completeness and infrastructure. This distinction is relevant to the present development study because a favorable overall impression can coexist with limitations in particular product components. Nevertheless, the university ESP context differs from Grade VIII poetry instruction, and the findings provide a comparison for user evaluation rather than direct evidence about poetry achievement.

Mayeni et al. (2023) developed a Flip PDF Professional electronic module for Indonesian academic writing among information and communication technology students. The study used interviews, questionnaires, and tests within a development process and concluded that the resource was appropriate for its target context. This work illustrates the application of flipbook media to a defined language-learning task. The present study differs in learner level, literary content, and development context, focusing on poetry concepts, examples, and user responses in a junior high school class.

Hanada et al. (2025) developed an Android-based flipbook for Grade VIII Indonesian language learning, with an emphasis on reading interest in drama-related material. The product combined visual and interactive elements and underwent expert validation and classroom trials. Its proximity in grade level and subject makes it a useful comparison. The present study applies the format to poetry instruction and examines how its documented content and user assessments address locally identified learning needs.

Together, these studies support examining flipbooks as task-specific learning resources while distinguishing expert approval, user acceptance, and assessed learning outcomes. The present study contributes a classroom development account rather than a comparative efficacy test. Its analysis consequently considers the consistency of validation results, variation among user-response aspects, and the extent to which the available assessment supports the conclusions.

Flipbook Media and Instructional Interactivity

A flipbook is a digital presentation format that arranges content as navigable pages. Its instructional usefulness depends on the quality of the content, the clarity of the sequence, and the accessibility of its features. In this study, interactivity is understood operationally through page navigation and selectable video examples, together with exercises and guidance that invite learners to work with poetry. The documented product does not establish the presence of automated assessment,

adaptive feedback, or other features beyond those visible in the resource. Multimedia design offers a conceptual basis for connecting explanations with relevant illustrations and examples. Mayer (2020) describes learning from words and graphics as an instructional design issue requiring attention to how information is presented. Applied to poetry, this perspective suggests that decorative presentation should remain subordinate to the clarity of literary examples and tasks. The present study uses this perspective to interpret product design; it does not report a direct test of a multimedia learning mechanism.

Poetry Learning and Product Evaluation

Poetry learning concerns relationships between a text's observable language features and its interpretation. Waruwu et al. (2026) analyze physical and internal structures of poetry, distinguishing features such as diction, imagery, rhyme, theme, tone, and message. These distinctions inform the content focus of the present resource. They also indicate why explanations should be accompanied by examples: identifying a term is different from using it to interpret a poem. Product feasibility, user response, and learning achievement serve different evaluative purposes. Expert feasibility assessment concerns the appropriateness of content, presentation, technical features, and language. User responses describe perceived attractiveness, ease of use, motivation, and usefulness. Achievement describes assessed performance on a learning task. Positive findings in one area do not automatically establish positive findings in another. The present study therefore reports these sources separately and limits conclusions to what the available data demonstrate.

METHOD

Design and Sample

The study used Research and Development with the ADDIE model at SMP Negeri 5 Sungai Kakap in 2026. Development proceeded through analysis, design, development, implementation, and evaluation. Grade VIII A was the target class, and the reported trial involved 34 students. The achievement summary contained results for 32 students. The reason that two students were not represented in the achievement dataset was not documented; the achievement findings therefore refer specifically to the 32 assessed students. The validation involved two media experts, one material expert, and two language experts. One Indonesian language teacher provided instructional information and a user-response assessment. Expert selection criteria, individual qualifications, the full trial schedule, and the basis for selecting the target class were not specified in the available documentation. These omissions limit the reproducibility and transferability of the development account.

Instrument and Procedures

Data collection used classroom observation, interviews with the Indonesian language teacher, needs-assessment instruments, expert validation sheets, student

and teacher response questionnaires, and a learning assessment. Preliminary observation and teacher interviews identified the instructional setting, existing media, and difficulties in learning poetry. Needs assessment examined poetry learning, media availability, implementation, student expectations, and perceived benefits. These sources informed the design rather than serving as measures of improvement after treatment. Media validation addressed appearance, navigation, interactivity, technical quality, and suitability for learners. Material validation examined curriculum alignment, conceptual accuracy, presentation, and usefulness. Language validation addressed linguistic appropriateness, sentence effectiveness, readability, and language conventions. These dimensions were kept distinct in the analysis. Expert judgments concerned the product's suitability, not the reliability of the learning test.

The student questionnaire covered media appearance, learning content, ease of use, motivation, learning evaluation, benefits, and expectations. The teacher questionnaire covered similar dimensions and included an assessment of media development. The product assessment used a five-point scale ranging from very infeasible to very feasible. However, complete item counts, questionnaire response anchors, maximum scores for each dimension, and evidence of questionnaire reliability were not supplied. Consequently, the reported percentages were treated as descriptive evaluations rather than precise validated measures of motivation or learning change. The learning assessment used a rubric assigning each item a score from 0 to 4. A score of 4 indicated an accurate and complete answer, 3 a correct but incomplete answer, 2 a partially correct answer, 1 an incorrect answer or very limited understanding, and 0 no answer. The number of test questions, conversion to the final score scale, individual mastery threshold, and procedures for checking scoring consistency were not documented. These limitations were retained when interpreting the reported achievement summary.

In the analysis stage, curriculum requirements, classroom conditions, teacher information, and student needs informed the product focus. During design, the researcher organized the objectives, material, instructions, page sequence, navigation, and exercises. Canva was used to prepare the visual pages. The design was exported as a PDF and converted to a flipbook format; the specific conversion platform was not identified. Development included expert review, followed by implementation in the target class and evaluation of expert ratings, user responses, and achievement. The reported product contains the Indonesian title *Menciptakan Puisi*, instructions, learning objectives, poetry explanations, multimedia examples, and writing guidance. The available illustrations demonstrate video links and navigation controls. Detailed revision records and evidence of functionality testing were not included, so the study does not attribute particular revisions or technical outcomes to undocumented procedures. Institutional ethics approval, consent procedures, and data-protection arrangements were not specified in the study documentation; their absence from the documentation is acknowledged as a reporting limitation.

Data Analysis

Quantitative data were analyzed descriptively. The percentage formula was $P = (\text{obtained score} / \text{maximum possible score}) \times 100\%$, where P represents the percentage for the assessed dimension. Results were interpreted using the categories stated in the study: 81–100% very feasible, 61–80% feasible, 41–60% less feasible, 21–40% infeasible, and 0–20% very infeasible. Need-assessment percentages were reported separately because perceived need is a different construct from product feasibility. Individual media-expert scores were retained instead of combining contradictory summary figures. The validation summaries contained overall media ratings of 72% and 98%, but also a pooled percentage of 82%. They additionally reported appearance ratings of 72% and 92% alongside a pooled appearance score of 66%. Since original item-level scores and weighting information were unavailable, the pooled media figures were excluded from the analysis. Individual expert ratings were interpreted separately.

Material assessment, individual language assessments, and student and teacher responses were summarized using the percentages reported in their respective results. Category labels were standardized to the stated thresholds. Rounded overall response percentages were retained without reconstructing respondent-level data. Interview and observation summaries were used to describe the development context; no verbatim quotations were created because transcripts were not available. Achievement was described using the reported sample size, mean, minimum, maximum, and mastery percentage. Classical mastery is conventionally expressed as the number meeting the individual threshold divided by the number assessed, multiplied by 100%. The report provided a class-level benchmark of 80% but did not identify the individual passing cutoff or number of students passing. The reported 91% was therefore presented with this qualification. No inferential comparison or effect-size calculation was undertaken because neither baseline scores nor a comparison group was available.

RESULT AND DISCUSSION

Needs Assessment and Development of the Product

Teacher interviews and preliminary observation indicated that poetry instruction relied on textbooks, the whiteboard, and simple presentations. Students were reported to have difficulties with themes, diction, rhyme, and messages. The observation-based needs summary was 86%, while the student needs summary was 79%. These findings supported developing a more varied resource for the target class. They describe the rationale for development and should not be interpreted as evidence that a flipbook is necessarily superior to every other instructional option.

Table 1
Reported Needs Assessment

Data source	Reported summary	Interpretation
Observation-based needs assessment	86%	Strong perceived need
Student needs questionnaire	79%	Perceived need

The design organized the media around learning objectives, instructions, poetry concepts, examples, writing guidance, and evaluation. Canva pages were converted into a navigable flipbook. The instructional sequence was intended to connect explanation with application rather than present definitions alone. Table 2 summarizes the documented product components and the instructional role suggested by their content.

Table 2
Documented Product Components

Component	Content and intended role
Instructions and learning objectives	Guide access to pages and orient learners to the poetry material.
Poetry concepts and elements	Present explanations of diction, rhyme, theme, and message with illustrations.
Video examples	Provide selectable links to poetry performances accompanying the examples.
Writing guidance	Present steps for choosing a theme, expressing ideas, selecting words, arranging lines, and revising.
Appreciation section	Introduce poetry-reading techniques and purposes.
Navigation controls	Allow movement among pages and access to displayed media controls.



Figure 1. Product pages explaining poetry elements, including diction, rhyme, theme, and message.

The product examples show that the resource addresses both understanding and producing poetry. The video-example page includes *Aku* by Chairil Anwar and *Hujan Bulan Juni* by Sapardi Djoko Damono, while the accompanying page outlines stages of writing a poem. These examples provide observable evidence of the resource's design. They do not show whether every learner accessed each video or whether the examples independently improved interpretation.



Figure 2. Video-example links and poetry-writing guidance in the developed flipbook.

This combination distinguishes the resource from a static set of definitions in its mode of access and arrangement. The likely instructional value lies in placing concepts and examples within a sequence that learners can revisit. Such an interpretation is consistent with a design-oriented view of multimedia instruction,

but the classroom data do not isolate the contribution of any single feature. Demonstrating the effect of video examples or navigation would require more focused evidence.

Expert Validation

Media Expert 1 reported an overall feasibility percentage of 72%, categorized as feasible, while Media Expert 2 reported 98%, categorized as very feasible. Their aspect-level ratings are presented in Table 3 without a pooled column. Material validation and individual language ratings are reported separately in Table 4. This approach preserves the directly reported assessments and avoids relying on an inconsistent combined media score.

Table 3
Individual Media Expert Assessments

Aspect	Expert 1	Expert 2
Appearance	72%	92%
Navigation	67%	100%
Interactivity	80%	100%
Technical quality	70%	100%
Suitability for learners	70%	100%
Reported overall rating	72%	98%

Table 4
Material and Language Validation

Assessment	Reported score	Category
Material expert	84%	Very feasible
Language Expert 1	85%	Very feasible
Language Expert 2	86%	Very feasible

The difference between the two media experts is substantively relevant. Expert 1's lowest rating concerned navigation, at 67%, while Expert 2 gave the same aspect 100%. The discrepancy may reflect different judgments or evaluation conditions, but the available record does not establish its cause. The results therefore support favorable assessments with substantial variation, rather than unanimous evidence of uniformly excellent media quality. Clear documentation of the product version, scoring criteria, and revision history would strengthen interpretation.

Material assessment rated curriculum suitability and conceptual accuracy at 87%, presentation at 73%, and usefulness at 83%, with a reported overall rating of 84%. The relatively lower presentation score indicates an area for refinement despite favorable content judgments. The language ratings of 85% and 86% meet the very feasible threshold. These judgments support content and linguistic suitability within the assessed product, but they do not substitute for evidence about learners' comprehension or independent poetry performance.

Student and Teacher Responses

The reported overall student response was 81%, and the teacher response was 84%. Both fall within the highest interval of the product-evaluation classification. However, the aspect-level findings show differences that an overall category can conceal. Table 5 presents the user responses, retaining the original overall percentages and identifying dimensions that were not equivalent across questionnaires.

Table 5
Student and Teacher Responses

Aspect	Students	Teacher
Appearance	79%	92%
Learning content	81%	83%
Ease of use	85%	88%
Learning motivation	78%	75%
Learning evaluation	79%	75%
Perceived benefits	82%	75%
Student expectations	82%	Not assessed
Media development	Not assessed	100%
Reported overall response	81%	84%

Ease of use was the strongest student-rated dimension at 85%, suggesting favorable perceptions of operating the resource. The motivation score of 78% and evaluation score of 79% were comparatively lower. Teacher ratings likewise placed motivation, evaluation, and benefits at 75%, below appearance and ease of use. These patterns suggest that visual attractiveness and usability should be considered separately from the depth of learning activities and evaluation. They provide priorities for product refinement without proving that motivation increased.

Darmawan et al. (2024) similarly distinguish positive evaluations of classroom management and activities from weaknesses in other dimensions of flipbook use. The present responses reinforce the value of examining components rather than relying on a single overall category. The questionnaire findings support user acceptance in this class, but the absence of baseline motivation measures means that reported favorability cannot establish a change in motivation caused by the resource. The limited-trial observation summary was reported as 83%, with ease of use and participation at 83%, motivation at 75%, and perceived effectiveness at 92%. These ratings complement the user-response findings descriptively. However, the observation instrument, raters, and scoring criteria were not specified. They are therefore not treated as an independent validated measurement of improvement in participation or learning effectiveness.

Achievement During the Classroom Trial

The reported achievement assessment covered 32 students, with a mean of 84, a highest score of 98, and a lowest score of 69. Classical mastery was reported as 91%, exceeding the stated class-level benchmark of 80%. Table 6 presents this summary with its sample and measurement qualifications.

Table 6
Reported Achievement After Classroom Use

Indicator	Reported result
Students with achievement results	32
Mean score	84
Highest score	98
Lowest score	69
Reported classical mastery	91%
Stated class-level benchmark	80%

These scores show the level of attainment reported after classroom use. They do not demonstrate a gain because no pretest was reported. They also do not establish that the flipbook performed better than textbooks or another resource because no comparison group was included. Achievement may reflect teacher instruction, students' prior knowledge, the assessment tasks, or the combination of classroom activities and media. The present design cannot separate these influences. The distinction matters when comparing this development trial with earlier studies. Mayeni et al. (2023) and Hanada et al. (2025) report favorable conclusions for flipbook resources in their respective contexts. The present study adds a poetry-focused product and descriptive classroom findings, while preserving a narrower

interpretation of its achievement evidence. Replication with explicit scoring procedures and an appropriate baseline or comparison would be needed to investigate learning change.

The ADDIE sequence produced a resource addressing the target class's reported need for varied poetry media. Content and language judgments were favorable, individual media judgments ranged from feasible to very feasible, and users responded positively overall. At the same time, lower presentation, motivation, and evaluation ratings identify specific areas for attention. Product improvement should prioritize clearer navigation, more transparent task instructions, and stronger connections between examples, interpretation, and assessment, rather than relying primarily on additional decoration. The documented video examples and writing guidance provide a basis for such instructional refinement. Teachers can use the examples to prompt learners to identify words, interpret images, and justify a poem's theme or message, then connect that interpretation with writing and revision. This is a pedagogical implication of the available product features, not a claim that these exact classroom activities were documented during the trial. Their use and effects should be recorded in subsequent implementation.

Several limitations constrain the findings. The study involved one class and one teacher, expert qualifications and complete instrument specifications were not reported, and the media-validation summaries contained unresolved aggregation inconsistencies. The trial and achievement sample sizes differed without an explanation. The lack of baseline or comparative achievement data, an explicit individual passing threshold, and scoring-reliability information limits conclusions about learning outcomes. Ethical and consent procedures were also insufficiently reported. The study therefore provides preliminary evidence of contextual feasibility and acceptance while leaving effectiveness and transferability open to further investigation.

CONCLUSION

The flipbook for Grade VIII poetry instruction at SMP Negeri 5 Sungai Kakap was developed through the ADDIE stages and combined poetry explanations, illustrations, navigation, video examples, writing guidance, and appreciation material. Individual media experts reported 72% and 98%; material validation was 84%, and language ratings were 85% and 86%. Student and teacher responses were 81% and 84%, respectively. These findings support favorable expert and user evaluations within the target setting, with attention needed to differences between media experts and comparatively lower ratings for motivation and evaluation. The 32 students represented in the achievement summary obtained a mean score of 84 and reported classical mastery of 91%. These are descriptive post-use outcomes and do not establish improvement or comparative effectiveness. Future work should document scoring and revision records, explain participant differences, report ethical procedures, and examine learning change with an appropriate assessment design. The contribution of the present study is a contextual poetry-learning resource and a preliminary development account, rather than evidence that flipbook media alone caused higher achievement.

REFERENCES

- Adesope, O. O., Trevisan, D. A., & Sundararajan, N. (2017). Rethinking the use of tests: A meta-analysis of practice testing. *Review of Educational Research*, 87(3), 659–701. <https://doi.org/10.3102/0034654316689306>
- Branch, R. M. (2009). *Instructional design: The ADDIE approach*. Springer. <https://doi.org/10.1007/978-0-387-09506-6>
- Bus, A. G., Takacs, Z. K., & Kegel, C. A. T. (2015). Affordances and limitations of electronic storybooks for young children's emergent literacy. *Developmental Review*, 35, 79–97. <https://doi.org/10.1016/j.dr.2014.12.004>
- Çeken, B., & Taşkın, N. (2022). Multimedia learning principles in different learning environments: A systematic review. *Smart Learning Environments*, 9, Article 19. <https://doi.org/10.1186/s40561-022-00200-2>
- Clinton, V. (2019). Reading from paper compared to screens: A systematic review and meta-analysis. *Journal of Research in Reading*, 42(2), 288–325. <https://doi.org/10.1111/1467-9817.12269>
- Darmawan, I., Heriyawati, D. F., Mustofa, M., & Romadhon, M. G. E. (2024). Flipbook as a learning medium: A study on Indonesian ESP students. *Voices of English Language Education Society*, 8(1), 197–205. <https://doi.org/10.29408/veles.v8i1.25137>
- Delgado, P., Vargas, C., Ackerman, R., & Salmerón, L. (2018). Don't throw away your printed books: A meta-analysis on the effects of reading media on reading comprehension. *Educational Research Review*, 25, 23–38. <https://doi.org/10.1016/j.edurev.2018.09.003>

- Fiorella, L., & Mayer, R. E. (2016). Eight ways to promote generative learning. *Educational Psychology Review*, 28(4), 717–741. <https://doi.org/10.1007/s10648-015-9348-9>
- Furenes, M. I., Kucirkova, N., & Bus, A. G. (2021). A comparison of children's reading on paper versus screen: A meta-analysis. *Review of Educational Research*, 91(4), 483–517. <https://doi.org/10.3102/0034654321998074>
- Hanada, D., Hetilaniar, & Murniviyanti, L. (2025). Pengembangan media pembelajaran flipbook berbasis Android untuk meningkatkan minat membaca siswa. *JlIP: Jurnal Ilmiah Ilmu Pendidikan*, 8(9), 10444–10447. <https://doi.org/10.54371/jiip.v8i9.9189>
- Mayer, R. E. (2020). *Multimedia learning* (3rd ed.). Cambridge University Press. <https://doi.org/10.1017/9781316941355>
- Mayeni, R., Amarullah, T. A. H., Vratwi, S., Putra, D. A., Rahayu, I. D., & Hidayatullah, R. R. (2023). Pengembangan e-modul flipbook MKU Bahasa Indonesia berbasis Flip PDF Professional pada materi menulis karya ilmiah untuk mahasiswa Prodi TIK STKIP Pesisir Selatan. *Sibernetik: Jurnal Pendidikan dan Pembelajaran*, 1(1), 89–97. <https://doi.org/10.59632/sjpp.v1i1.80>
- Noetel, M., Griffith, S., Delaney, O., Harris, N. R., Sanders, T., Parker, P., del Pozo Cruz, B., & Lonsdale, C. (2022). Multimedia design for learning: An overview of reviews with meta-meta-analysis. *Review of Educational Research*, 92(3), 413–454. <https://doi.org/10.3102/00346543211052329>
- Noetel, M., Griffith, S., Delaney, O., Sanders, T., Parker, P., del Pozo Cruz, B., & Lonsdale, C. (2021). Video improves learning in higher education: A systematic review. *Review of Educational Research*, 91(2), 204–236. <https://doi.org/10.3102/0034654321990713>
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61, Article 101860. <https://doi.org/10.1016/j.cedpsych.2020.101860>
- Schneider, S., Beege, M., Nebel, S., & Rey, G. D. (2018). A meta-analysis of how signaling affects learning with media. *Educational Research Review*, 23, 1–24. <https://doi.org/10.1016/j.edurev.2017.11.001>
- Shute, V. J. (2008). Focus on formative feedback. *Review of Educational Research*, 78(1), 153–189. <https://doi.org/10.3102/0034654307313795>
- Sweller, J., van Merriënboer, J. J. G., & Paas, F. (2019). Cognitive architecture and instructional design: 20 years later. *Educational Psychology Review*, 31(2), 261–292. <https://doi.org/10.1007/s10648-019-09465-5>
- Takacs, Z. K., Swart, E. K., & Bus, A. G. (2015). Benefits and pitfalls of multimedia and interactive features in technology-enhanced storybooks: A meta-analysis. *Review of Educational Research*, 85(4), 698–739. <https://doi.org/10.3102/0034654314566989>
- Waruwu, L. M., Gulo, F., Telaumbanua, L. S., & Bawamenewi, A. (2026). Analisis struktur dan makna dalam puisi kontemporer mahasiswa. *Ta'ehao: Jurnal Ilmiah Pendidikan Bahasa dan Sastra Indonesia*, 4(1), 35–41. <https://doi.org/10.56207/taehao.v1i1.704>

Wisniewski, B., Zierer, K., & Hattie, J. (2020). The power of feedback revisited: A meta-analysis of educational feedback research. *Frontiers in Psychology, 10*, Article 3087. <https://doi.org/10.3389/fpsyg.2019.03087>