Flipbook vs Presentation Media: Revisiting Empirical Studies and Literature Review in Islamic Education

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Abstract: The rapid advancement of technology has profoundly influenced educational practices, particularly within the domain of Islamic education. The inherent complexity of Islamic Education (PAI) presents unique challenges for educators in selecting the most effective instructional media to facilitate learning. This study investigates the integration of technology in Islamic education, with a specific focus on the use of flipbooks and PowerPoint as instructional tools. Employing the PRISMA-based Systematic Literature Review (SLR) methodology, this research compiles and analyzes prior studies on the application of these two media in Islamic education contexts. This approach provides a structured and comprehensive insight into the effectiveness of instructional media in enhancing teaching quality. The findings reveal that utilizing flipbooks for content requiring deep comprehension, alongside PowerPoint for presenting well-structured information, significantly improves the overall learning experience. Moreover, regular evaluation of media usage by educators is essential to ensure their continued relevance and efficacy in achieving pedagogical objectives. The study further underscores the importance of tailoring media selection to students' learning styles—whether visual, auditory, or kinesthetic—to maximize learning outcomes. In conclusion, this research emphasizes the critical role of technology in Islamic education, advocating for an approach that considers student characteristics and instructional contexts in the digital era to foster an optimal learning experience.

Keywords: Islamic Education, Instructional Media, Flipbook, Powerpoint, Technology Integration.

INTRODUCTION

The advancement of technology in education, particularly in the context of Islamic education, has brought about significant changes. With the rapid development of information and communication technology, learning media have evolved beyond traditional textbooks to include various digital formats, such as videos, interactive applications, and flipbooks. This transformation not only enhances the accessibility of educational materials but also enriches students' learning experiences through more engaging and interactive methods (Nuha et al., 2021). In Islamic education, utilizing such technology has become increasingly important for

effectively conveying Islamic teachings and values, especially to the younger generation exposed to diverse sources of information (Habibi et al., 2022; Rijal et al., 2022).

Recognizing the importance of media in Islamic education underscores its crucial role in both formal and non-formal contexts. In formal education, media are used to deliver core Islamic subjects such as the Qur'an, Hadith, and Islamic history. Meanwhile, in da'wah (Islamic preaching), media serve as vital tools to disseminate Islamic values to a broader audience (Kharismatunisa, 2023). Modern technology enables educators and preachers to reach larger audiences and present Islamic messages in ways that are both compelling and easy to understand (Zh et al., 2024). Thus, selecting the appropriate media becomes essential for achieving effective learning outcomes.

One increasingly popular media in Islamic education is the flipbook. Flipbooks offer a unique approach by presenting materials interactively, combining text, games, images, and animations to capture students' attention (Marwan & Yuliantri, 2023). Flipbooks can be used to teach diverse Islamic topics, from foundational Islamic education to Islamic history and culture. Their interactive features allow students to engage more actively with the materials, making them an effective tool for boosting student involvement (Zh, 2021). Additionally, flipbooks have been shown to enhance student motivation and interest compared to traditional textbooks. However, their implementation comes with challenges, such as the need for adequate technological infrastructure and teacher training to optimize their use in teaching (Nuha et al., 2021). Therefore, educators must carefully assess the effectiveness and challenges of using flipbooks in Islamic education before implementing them.

On the other hand, presentation media like PowerPoint also play an important role. PowerPoint enables the structured and visual delivery of educational content, which helps students grasp complex concepts more effectively (Kharismatunisa, 2023). In Islamic education, PowerPoint is commonly used to address various topics, ranging from foundational teachings to contemporary issues relevant to the Muslim community today. By incorporating images, graphics, and videos, presentation media make the learning material more engaging and easier for students to understand (Habibi et al., 2022).

While both flipbooks and presentation media have distinct advantages, they also differ significantly in their contribution to the learning process. Flipbooks emphasize higher interactivity and student engagement, whereas presentation media provide a more structured and systematic way of delivering information (Marwan & Yuliantri, 2023). Research indicates that flipbooks can enhance students' interest and motivation to learn, while presentation media assist in organizing and simplifying complex material (Roemintoyo & Budiarto, 2021). However, despite their potential, comparative studies on the effectiveness of these tools in the context of Islamic education remain limited. Most prior research has focused on educational media in general without considering the specific context of Islamic education. Moreover, in-depth investigations into how these media contribute to understanding Islamic religious subjects and shaping Islamic character are rare, highlighting a gap in the literature that calls for more comprehensive studies.

This study aims to address this gap by reviewing empirical studies and literature on the use of flipbooks and presentation media in Islamic education. The focus is on evaluating the effectiveness of these media in supporting learning that is not only engaging and interactive but also aligned with Islamic values. Furthermore, the research will explore the preferences of students and teachers in selecting media, as well as the compatibility of these tools with Islamic education lesson. The findings are expected to provide evidence-based recommendations for educators in selecting the most suitable media and contribute to a deeper understanding of how technology can be optimally utilized to advance Islamic education in the digital era.

METHOD

This study aims to understand and evaluate how effective technology-based media, such as flipbooks and PowerPoint presentations, are in supporting Islamic religious education. To achieve this, a systematic literature review (SLR) was conducted, as this method provides a structured and transparent way to gather, analyze, and synthesize findings from various relevant studies. The researcher followed the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines, using a flowchart to guide the process through three key phases: identification, screening and including as outlined by Page. This approach ensures a thorough and reliable exploration of the topic.

Search Design

In this phase, the researcher conducted an initial search to identify articles relevant to the research topic, focusing on the effectiveness of flipbook media and presentation tools in Islamic education. Various journal database platforms, including Publish or Perish, Scopus, Google Scholar, and Web of Science, were utilized to locate publications from the past five years. Keywords such as "flipbook media in Islamic education" and "presentation media in Islamic education" were used during the search process, and all findings were organized using the Mendeley application.

The study primarily aimed to identify articles that explored the role of technology in fostering interactive learning within Islamic education. To expand the scope and relevance of the search, the researcher employed a range of keywords and combinations, such as "flipbook and Islamic education," "presentation media and learning outcomes in Islamic education," and "educational technology in Islamic education." This approach was intended to capture a comprehensive selection of both theoretical and practical literature. Furthermore, only articles published in reputable journals, with a minimum indexing level of Sinta 3, were included to ensure the credibility and quality of the sources.

Selection Criteria

After gathering the literature, the researcher proceeded to screen articles relevant to the research topic. In the initial phase, articles that did not meet basic criteria were excluded, such as those lacking full text, not available in Indonesian or English, or not directly related to Islamic education. Articles that passed this initial screening were further analyzed in greater detail to ensure their focus on the use of flipbooks and presentation media in Islamic learning. Priority was given to studies with robust methodologies, high validity, and reliable findings to maintain research quality. This evaluation process involved assessing the research design, the sample or population used, the methods of data collection, and the analytical techniques applied. Additionally, emphasis was placed on ensuring that the selected studies offered comprehensive insights and practical applications. These steps were undertaken to ensure the research process was thorough, systematic, and well-structured.

The following are the detailed steps taken by the researcher in selecting and reviewing articles using the PRISMA method:

Gambar 1. PRISMA Flow Diagram
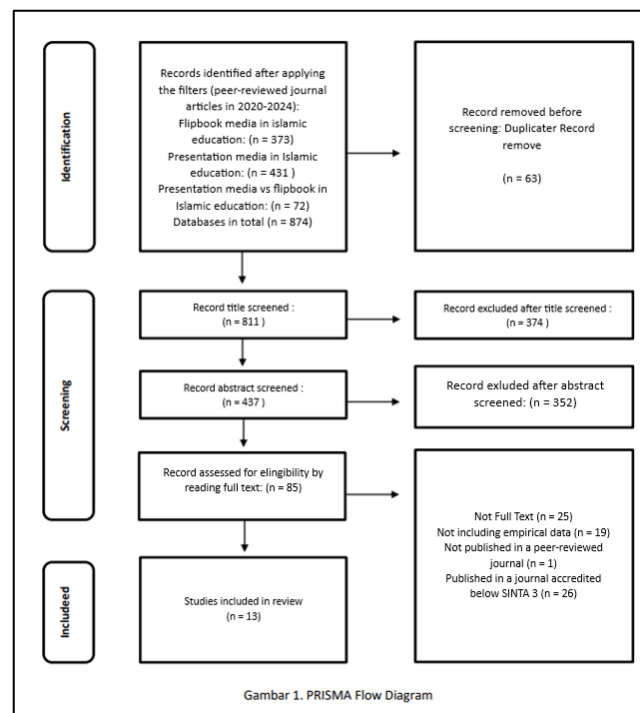
Selected Articles

The following matrix presents research comparing flipbook and presentation media, revisiting empirical studies and literature reviews in the context of Islamic education.

No	Author Name and Year	Judul Penelitian	Research Objectives
1	Niar & Inayati (2024)	Effect of the Use of E-Module Media on Student Learning Interest in Islamic Education Subjects	This study aimed to identify the effect of e-module utilization on students' interest in learning Islamic education subjects at Muhammadiyah Al-Kautsar Junior High School Special Program Kartasura.
2	Anggraeni & Bahri (2022)	Development of Blended Learning in Flipped Learning-Based in Islamic Education Learning During the Covid-19 Pandemic	This study is designed with the purpose of developing an innovative and effective learning model specifically tailored for Islamic Education, utilizing the Flipped Learning approach as its foundational framework.
3	Khasanah et al. (2023)	Development of Power Point Macro-Based Interactive Multimedia in Learning Islamic Cultural History in Improving Student Learning Outcomes	This study aims to describe the learning characteristics of Islamic Cultural History in schools, develop learning media in the form of interactive learning multimedia, analyze the feasibility of SKI interactive learning multimedia, analyze SKI interactive learning multimedia in improving student learning outcomes.
4	Mawardi & Syarif Sumantri (2021)	Development of Islamic Religious Education Teaching Materials Based on Interactive Multimedia with a	The study analyzed the feasibility and effectiveness of the product model material teaching Islamic Religious Education based on interactive multimedia with a scientific approach

		Scientific Approach to Class IV Students of Elementary School	for fourth-grade elementary school students in West Jakarta.
5	Bunari et al. (2024)	The influence of flipbook learning media, learning interest, and learning motivation on learning outcomes	The purpose of this study is to examine the impact of flipbook learning media, students' interest in learning, and their motivation on the academic performance of junior high school students.
6	Addimasyqi et al. (2024)	Pengembangan bahan ajar tajwid dengan flipbook di Madrasah Tsanawiyah	This study aims to assess the need for developing tajweed teaching materials utilizing flipbooks in MTs, design tajweed teaching materials in flipbook format for MTs, evaluate the feasibility of these flipbook-based tajweed materials, and determine their effectiveness in enhancing learning outcomes in MTs.
7	Fauzil'Adzim (2022)	Digitalizing of Fiqh Teaching Materials Based on Contextual Teaching and Learning	This study aims to: (1) develop digital teaching materials based on the Contextual Teaching and Learning (CTL) approach, and (2) evaluate the effectiveness of utilizing digital teaching materials for Islamic jurisprudence (fiqh) subjects, designed with the CTL approach, in improving the learning outcomes of seventh-grade students at SMP Diponegoro Depok, Sleman Regency.
8	Sulaiman (2023)	Microsoft PowerPoint Media Use and Student Learning Motivation in Islamic Religious Education	This study aimed to analyze using Microsoft Powerpoint computer media on students' learning motivation in Islamic Religious Education subjects.
9	Rianawati et al. (2020)	Islamic Religious Education (Pai) Learning Through Power Point Media on Students of Sman 5 Pontianak	This study aims to evaluate or analyze the effectiveness of Islamic Religious Education (PAI) learning using PowerPoint media for students at SMAN 5 Pontianak.
10	Nurdin et al. (2024)	Beyond the Chalkboard: Digital Innovations in Islamic Learning Through Interactive Powerpoint	This study aim to develop a novel interactive learning media using PowerPoint Office 2010, focusing on Aqidah Akhlak's curriculum implementation

11	Kharismatunisa (2023)	Innovation and Creativity of Islamic Religious Education Teachers in Utilizing Digital-Based Learning Media	This study aims to explore the use of learning media in teaching Islamic Religious Education, examine the innovative approaches employed by teachers in utilizing digital-based learning tools, uncover the creative efforts of teachers in developing instructional materials, and analyze the implications of their innovation and creativity in the use of digital learning media.
12	Sulaeman (2021)	E-module Based on Blended Learning for Islamic Religious Education Learning	This study focused on creating e-modules utilizing a blended learning approach, specifically designed for Islamic Religious Education and accessible via electronic devices.
13	Meliani et al. (2022)	Challenges Of Using Technology In Islamic Religious Education Learning	This article aims to analyze the implementation of the flipped classroom model in Islamic Religious Education (PAI) at the high school level, as well as to identify its advantages, disadvantages, and the ethical issues that arise

Table 1. Selected Articles

RESULTS AND DISCUSSION

Effectiveness of Flipbook Vs Presentation Media in Islamic Education

The choice of appropriate learning media in Islamic education plays a crucial role in creating high-quality learning experiences. Learning media are not merely tools to deliver material but also serve to improve students' understanding, memory retention, and engagement. With technological advancements, new media such as flipbooks, e-modules, and interactive presentation tools offer opportunities for more engaging and enjoyable learning experiences. Therefore, understanding the impact of these media is essential, especially in enhancing students' comprehension of the material and their retention of Islamic values (Mawardi & Syarif Sumantri, 2021).

One of the most effective media is the flipbook, known for its ability to boost student engagement during the learning process. Bunari et al. (2024) explain that flipbooks contribute directly to better comprehension compared to traditional media. Students who learn with flipbooks tend to have longer memory retention than those using conventional media. These findings suggest that flipbooks can be a solution for more effective learning. Additionally, research by Niar & Inayati (2024) shows a significant impact on students' interest in learning. A simple linear regression test yielded a significance value of $0.000 < 0.05$, indicating that e-modules significantly contribute to increasing students' interest in learning, with a contribution of 40.4% (R square = 0.404). Furthermore, 77% of students prefer flipbooks over conventional media such as textbooks and worksheets, citing features like concise content, illustrations, images, games, and videos as the main attractions.

However, presentation tools like PowerPoint remain relevant and offer unique advantages. This media is frequently used in teaching due to its ability to present material systematically (Khasanah et al., 2023). Nurdin et al. (2024) highlight that PowerPoint helps students better understand the structure of the material and significantly boosts their learning motivation. Moreover, innovations such as macro-enabled PowerPoint presentations add

notable interactivity. Studies indicate that this media is highly suitable for use, with a feasibility rating of 85.85%. Hypothesis testing also shows that this multimedia significantly improves students' learning outcomes on both small ($0.001 \leq \alpha 0.05$) and large scales ($0.000 \leq \alpha 0.05$). With measurable improvements in learning outcomes, this mediacontinues to be relevant in Islamic education (Khasanah et al., 2023).

While both flipbooks and PowerPoint have distinct strengths, they also have limitations. Flipbooks excel at providing an interactive and enjoyable learning experience but require devices with specific specifications and a stable internet connection. On the other hand, PowerPoint is more accessible for both teachers and students, though it can sometimes lack the depth needed for an immersive learning experience. Hence, understanding the strengths and weaknesses of these media is vital in selecting the most suitable tools for teaching.

Teacher creativity emerges as the primary factor determining the success of learning media (Addimasyqi et al., 2024). Teachers who effectively utilize technology and interactive media like flipbooks, e-modules, and PowerPoint are more likely to create engaging learning environments. Meliani et al. (2022) note that a creative approach by teachers significantly enhances students' motivation. Sulaiman (2023) also found that students using flipbooks in Islamic education achieved better learning outcomes, though detailed average scores have not yet been published. However, challenges such as unstable internet access remain obstacles to using e-modules and PowerPoint.

Considering the advantages and limitations of each media, combining flipbooks and PowerPoint could be an effective strategy. Presentation tools can provide structured initial explanations, e-modules can enrich the material with illustrations and videos, while flipbooks allow students to explore the material interactively. Fauzil'Adzim (2022) emphasize that such a combined approach creates balanced learning, offering clear information delivery alongside an enjoyable learning experience.

In conclusion, selecting appropriate learning media is crucial to improving the quality of the learning process, particularly in the context of Islamic education. Media like flipbooks and PowerPoint each have their strengths in supporting material comprehension and boosting students' learning motivation. Flipbooks are effective in enhancing student engagement and memory retention, while PowerPoint delivers structured content and adds interactivity through innovative features. Therefore, combining these two media, along with teacher creativity in managing technology, holds the potential to create more engaging and effective learning experiences. Despite challenges such as internet access, the findings indicate that integrating diverse digital learning media can significantly contribute to enhancing the quality of Islamic education.

Student's and Teacher's Preferences in Choosing Learning Media in Islamic Education

The selection of learning media in Islamic education, such as flipbooks and presentation tools, must be tailored to meet the needs and preferences of both students and teachers to ensure an effective learning experience. These preferences are closely tied to the varying learning styles of students, including visual, auditory, and kinesthetic styles. Research by Anggraeni & Bahri (2022)suggests that the majority of students have a visual learning style, making visual-based media such as images, graphics, and videos an ideal choice to enhance understanding. Further supporting this, Habibi et al. (2022) indicate that approximately 40% of students are visual learners, while 20%-30% are auditory learners and 30%-40% are kinesthetic learners.

For teachers, understanding these diverse learning styles is crucial for creating effective learning media (Meliani et al., 2022). Auditory learners benefit from sound-based media or verbal explanations, while kinesthetic learners require activities that involve hands-on practice. By integrating a variety of appropriate media, teachers can foster a more inclusive and adaptive learning environment, which in turn promotes student engagement and enhances learning

outcomes. This highlights that understanding learning styles is not merely a technical requirement, but a pedagogical strategy that contributes to comprehensive educational success.

In addition to learning styles, other factors such as accessibility and interactivity influence the choice of learning media. Presentation media is often preferred for its ease of use, especially in online learning environments. However, flipbooks offer a more interactive and engaging experience for students. Bunari et al. (2024) emphasize that innovative learning media can significantly boost student motivation. Therefore, teachers must consider accessibility and interactivity when selecting media to ensure that learning remains engaging and enjoyable.

Teachers' perceptions of media effectiveness also play a significant role in the selection process. Teachers who use media based on metacognitive strategies often see improvements in students' critical thinking skills. This indicates that interactive media, which actively involves students, can have a more substantial positive impact than traditional media like standard presentations. Consequently, it is important for teachers to ensure that the media not only conveys information but also encourages deeper thinking. In the context of online learning, one of the challenges is maintaining interaction between teachers and students. Audiovisual media can serve as a solution, capturing students' attention and enhancing their understanding of the material, as noted by Mawardi & Syarif Sumantri (2021). Therefore, selecting media that encourages discussion and active interaction is essential for ensuring a clear understanding of Islamic concepts by students (Meliani et al., 2022).

Student motivation is another key factor in the success of the learning process. Engaging and relevant media, such as flipbooks with creative Islamic content, can significantly increase student involvement in learning Bunari et al. (2024). stress that motivation is a crucial determinant of students' learning outcomes. As a result, teachers should choose media that not only delivers information but also stimulates students to engage more actively in their learning.

In conclusion, the selection of learning media is not just about the tools themselves but how these tools address the holistic needs of both students and teachers. Addimasyqi et al. (2024) highlight the importance of a student-centered approach, where students take an active role in the learning process. Teachers must continuously evaluate the media they use and explore new methods to enhance students' learning experiences, making the learning process in Islamic education more effective and enjoyable.

Compatibility of Flipbook and Presentation Media with Islamic Religious Education Materials

The selection of appropriate teaching media is crucial for achieving effective learning objectives in Islamic religious education. In this context, two media frequently compared are flipbooks and presentation tools, such as PowerPoint (PPT). Flipbooks, as interactive media, allow students to "flip" pages digitally, offering a more dynamic and engaging learning experience compared to the relatively static nature of presentation tools. Research indicates that the use of flipbooks can enhance student engagement, especially with materials requiring deep and contextual understanding, such as Islamic history (Khasanah et al., 2023).

Flipbooks are particularly suitable for Islamic religious education materials that demand visual and narrative comprehension. This medium integrates text, images, audio, and video within a single platform, making it easier for students to grasp the context of the subject matter (Anggraeni & Bahri, 2022). For example, in teaching Islamic history, flipbooks can feature timelines of significant events with compelling illustrations and videos explaining historical events, enabling students to better remember and understand the material as a whole. Similarly, in the study of tajweed, flipbooks can present the rules of Arabic pronunciation with clear visual explanations, using colors and symbols to differentiate reading markers (Addimasyqi et al., 2024).

In addition to facilitating comprehension, flipbooks have been shown to be effective in boosting students' motivation and interest in learning. One of the key advantages of flipbooks lies in their flexibility. Students can access materials anytime and anywhere, supporting independent learning. Furthermore, flipbooks allow students to listen to tajweed recitations via embedded audio or video, providing an authentic learning experience (Addimasyqi et al., 2024).

However, while flipbooks excel in delivering in-depth materials, presentation tools like PowerPoint still hold significant value. PPT enables educators to present content systematically and structurally, helping students grasp key points in topics such as aqidah, fiqh, or Islamic history (Rianawati et al., 2020). With the ability to incorporate images, graphics, and videos, PPT enriches the learning material, making it more engaging. In teaching Islamic history, for instance, PPT is particularly effective due to its structured presentation of events through divided slides, which facilitate student understanding of topics or historical events. The inclusion of visuals such as maps, charts, and photographs enhances comprehension by providing tangible visualizations. Additionally, design elements like animations and transitions in PPT help maintain student focus and make the material more engaging (Khasanah et al., 2023).

Choosing the appropriate medium largely depends on the type of material being taught (Kharismatunisa, 2023). For subjects requiring deep understanding, such as Islamic history, flipbooks are more effective as they present material in a more captivating manner, incorporating narrative texts, images, and graphics. Conversely, PPT is better suited for systematic subjects like fiqh, where summarizing key points is essential. In the case of tajweed, flipbooks are optimal, as they allow students to listen to correct recitations while providing visual explanations to help them understand the rules of Quranic reading effectively.

The effectiveness of teaching media is also significantly influenced by students' characteristics and learning styles. Students have diverse preferences—some may favor the presentation format, while others might benefit more from interactive media like flipbooks. Therefore, combining flipbooks and PPT can be an ideal solution. Flipbooks can facilitate the exploration of more in-depth material, while PPT can be used to highlight summaries and main points. This approach can be tailored to students' learning styles, such as visual or kinesthetic preferences, to create a more optimal learning experience (Habibi et al., 2022).

In practice, educators must consider several factors, including learning objectives, student characteristics, and the context of the teaching material. Studies have shown that using appropriate media can enhance the quality of learning and help students better understand the material. Consequently, educators need to develop skills in utilizing various media, including flipbooks and PPT, to create an effective and enjoyable learning environment. Incorporating other technologies, such as tajweed learning apps or simulations, can further enrich students' learning experiences (Kharismatunisa, 2023). Overall, flipbooks hold great potential for improving the effectiveness of Islamic religious education, particularly for complex subjects like history, Islamic law, and tajweed. Therefore, further research on the use of flipbooks in Islamic education is essential to maximize the potential of this medium in enhancing educational quality.

In conclusion, both flipbooks and presentation tools play a pivotal role in supporting Islamic religious education. Each medium has its strengths, which can be adapted to the type of material being taught. Flipbooks offer a more interactive and in-depth learning experience, making them ideal for subjects requiring contextual understanding, such as history and tajweed. Meanwhile, presentation tools like PPT remain effective for more systematic and structured subjects. The key lies in selecting the right medium based on students' needs and learning objectives. By wisely integrating both media, educators can create a more engaging, effective, and comprehensive learning experience for students in Islamic religious education.

CONCLUSION

The selection of appropriate learning media greatly influences the effectiveness of the learning process in Islamic education. Flipbooks, with their interactive features, have been proven to enhance student engagement and memory retention, particularly for material that requires deep understanding, such as Islamic history and tajwid. The combination of flipbooks and presentation media like PowerPoint can create a more dynamic learning experience. Flipbooks allow students to explore material in greater depth, while PowerPoint presents information systematically and clearly, helping students grasp the main points. By integrating these two media, teachers can create a learning process that is not only engaging and enjoyable but also effective in ensuring material comprehension.

Furthermore, it is essential for teachers to understand the various learning styles of students, such as visual, auditory, and kinesthetic, when choosing the appropriate media. By using media that aligns with students' learning preferences, teachers can create a more inclusive environment that fosters optimal student engagement. The use of technology in digital learning is also crucial in preparing students for future challenges. With a creative and adaptive approach, Islamic education can be delivered more effectively, meaningfully, and enjoyably, providing students with a deeper and more enriching learning experience.

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