

Needs Analysis for Canva and Heyzine-Based Interactive Digital Flipbook Teaching Materials to Enhance Students' Creative Thinking Skills in History Learning

Farhan Nur Ghifari,^{1*} Erlina Wiyanarti¹

¹Universitas Pendidikan Indonesia

*farhannur.2025@upi.edu

Received: 29-06-2026; Revised: 27-07-2026; Accepted: 29-07-2026; Published: 31-08-2026

Abstract: History learning in the 21st century requires innovative, technology-based learning media to foster students' creative thinking skills. However, history instruction in schools remains predominantly teacher-centered, relying on lectures and printed textbooks, which limits students' opportunities to develop their creativity. This study aimed to analyze the need to develop interactive digital flipbook teaching materials using Canva and Heyzine on the topic of humans in space and time to improve senior high school students' creative thinking skills. This research employed a descriptive qualitative approach involving 31 tenth-grade students and one history teacher at a senior high school in Lebak Regency, Banten. Data were collected through classroom observations, teacher interviews, and student needs questionnaires. The findings indicate that students highly expect learning media containing videos (61.3%), interactive digital flipbooks (61.3%), animations and audio (58.1%), while classroom instruction remains dominated by lectures and government-issued printed textbooks (71%). Interview results revealed that although the school has adequate digital facilities, the use of interactive teaching materials has not been optimized, and teachers require alternative media to overcome the limited availability of printed textbooks. These findings suggest that developing Canva- and Heyzine-based interactive flipbooks is highly relevant to support more engaging, student-centered, and contextual history learning. Integrating text, images, audio, video, and animation in a single platform is expected to facilitate the development of students' creative thinking skills, including fluency, flexibility, elaboration, and originality, while addressing the challenges of history education in the digital era.

Keywords: creative thinking; digital flipbook; history learning; interactive; 21st century

Abstrak: Pembelajaran sejarah di abad ke-21 menuntut penggunaan media pembelajaran inovatif berbasis teknologi untuk menumbuhkan keterampilan berpikir kreatif siswa. Namun, pembelajaran sejarah di sekolah masih cenderung berpusat pada guru serta mengandalkan metode ceramah dan buku teks cetak, sehingga membatasi kesempatan siswa untuk mengembangkan kreativitas mereka. Penelitian ini bertujuan untuk menganalisis kebutuhan pengembangan bahan ajar berupa *digital flipbook* interaktif menggunakan Canva dan Heyzine dengan topik "manusia dalam ruang dan waktu" guna meningkatkan keterampilan berpikir kreatif siswa SMA. Penelitian ini menggunakan pendekatan kualitatif deskriptif yang melibatkan 31 siswa kelas X dan seorang guru sejarah di sebuah SMA di Kabupaten Lebak, Banten. Data dikumpulkan melalui observasi kelas, wawancara dengan guru, dan penyebaran kuesioner mengenai kebutuhan siswa. Hasil penelitian menunjukkan bahwa siswa sangat mengharapkan media pembelajaran yang memuat video (61,3%), *digital flipbook* interaktif (61,3%), serta animasi dan audio (58,1%), sementara pembelajaran di kelas masih didominasi oleh metode ceramah dan penggunaan buku teks cetak dari pemerintah (71%). Hasil wawancara mengungkapkan bahwa meskipun sekolah memiliki fasilitas digital yang memadai, pemanfaatan bahan ajar interaktif belum optimal, dan guru membutuhkan media alternatif

untuk mengatasi keterbatasan ketersediaan buku teks cetak. Temuan ini mengindikasikan bahwa pengembangan *flipbook* interaktif berbasis Canva dan Heyzine sangat relevan untuk mendukung pembelajaran sejarah yang lebih menarik, kontekstual, dan berpusat pada siswa. Integrasi teks, gambar, audio, video, dan animasi dalam satu platform diharapkan dapat memfasilitasi pengembangan keterampilan berpikir kreatif siswa—meliputi kelancaran, fleksibilitas, elaborasi, dan orisinalitas—sekaligus menjawab tantangan pendidikan sejarah di era digital.

Keywords: abad ke-21; berpikir kreatif; digital flipbook; interaktif; pembelajaran sejarah



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

Introduction

Twenty-first-century history education has introduced a new educational paradigm that emphasizes the development of students' critical thinking, collaboration, creativity, and communication skills. Conventional instructional practices, which primarily focus on the transmission of knowledge from teachers to students, are no longer sufficient to address the rapid transformation of the digital era. Consequently, history education requires dynamic, interactive, and technology-enhanced learning approaches that are capable of meeting contemporary educational demands (Kusuma et al., 2025). Furthermore, the ongoing transformation of education has shifted the emphasis from memorizing historical facts toward fostering twenty-first-century competencies through the development of the 4C skills—critical thinking, creativity, collaboration, and communication—while encouraging students to engage in meaningful problem-solving activities (Ramadhani et al., 2025). Within this context, creativity has become one of the essential competencies that students must develop to reinterpret historical events in contextual, imaginative, and innovative ways.

Despite these expectations, classroom practices reveal a considerable discrepancy between the ideals of contemporary education and the realities of history instruction. History learning remains predominantly teacher-centered, resulting in passive student participation and providing limited opportunities for learners to explore creative ideas in understanding historical content. Consequently, history education often fails to fulfill its broader purpose of cultivating critical thinking and historical consciousness (Hidayat & Raihanah, 2026). Addressing students' limited creativity in history learning therefore requires a pedagogical shift from conventional memorization-based instruction toward student-centered learning approaches, including problem-based learning, the integration of interactive digital media, and contextual project-based activities (Apriana et al., 2026).

One promising innovation that aligns with the demands of twenty-first-century education is the use of interactive digital flipbook-based teaching materials. An interactive digital flipbook serves as a technology-enhanced learning medium that extends beyond traditional text-based materials by integrating animations, videos, and audio into instructional content, thereby creating a more engaging and enjoyable learning experience (Yulisetiani et al., 2022). Moreover, digital flipbooks support independent learning because they can be accessed anytime and anywhere through digital devices such as smartphones and laptops. Among the available digital platforms, Canva and Heyzine provide effective solutions for developing innovative digital teaching materials. Canva enables teachers to design visually attractive instructional resources using a wide range of templates, illustrations, and graphic elements. Subsequently, the completed designs can be converted into interactive flipbooks through the Heyzine platform, allowing users to experience realistic page-turning effects while accessing the materials online. The integration of these two

platforms facilitates the development of modern, interactive, and pedagogically relevant teaching materials that are well suited to the needs of twenty-first-century history education.

Previous studies have demonstrated that both Canva-based learning media and interactive flipbooks can effectively enhance students' creativity. Elisya et al. (2023), in their study entitled "Development of Flipbook-Based Science Teaching Materials to Improve Junior High School Students' Creative Thinking Skills," reported that flipbook-based instructional materials improved students' creative thinking abilities in learning the topic of motion and force. Similarly, Fitri and Ardianysah (2025), through their research entitled "Enhancing Creative Thinking Skills through Interactive E-Modules in Flipbooks Integrated with Challenge-Based Learning," found that interactive e-modules contributed positively to the development of students' creative thinking skills. Furthermore, Fitriani (2023), in her study "The Utilization of Heyzine Flipbook-Based Learning Media to Improve the Cognitive Abilities of Twelfth-Grade Science Students in Islamic Education at MA Sunan Pandanaran Yogyakarta," concluded that Heyzine flipbooks provided substantial benefits during classroom instruction by supporting more effective learning processes.

This study is grounded in constructivist learning theory as proposed by Jean Piaget and Lev Vygotsky. Piaget emphasized that learners actively construct knowledge through the processes of assimilation and accommodation, integrating new experiences into their existing cognitive structures. In contrast, Vygotsky highlighted the importance of social interaction and collaboration with others in constructing meaningful understanding (Tamrin et al., 2011). From this perspective, students are no longer regarded as passive recipients of information but as active constructors of knowledge. Consequently, history learning should not merely emphasize memorization but should encourage learners to reconstruct historical events into meaningful interpretations (Husen et al., 2026). Therefore, students should be provided with opportunities to reconstruct historical understanding through the exploration of interactive and contextual learning resources. Interactive flipbooks developed using Canva and Heyzine provide an appropriate learning environment that supports independent, creative, and collaborative learning while facilitating effective knowledge construction.

In addition, this study adopts Munandar's theory of creativity, which defines creativity as the ability to generate new combinations of existing information or ideas and to identify multiple possible solutions to problems by emphasizing fluency, originality, and the elaboration of ideas (Sudarti, 2020). Creative thinking consists of four principal dimensions: fluency, referring to the ability to generate ideas rapidly; flexibility, referring to the ability to analyze problems from multiple perspectives and produce diverse solutions; elaboration, referring to the ability to expand and develop ideas in greater detail; and originality, referring to the ability to produce unique and novel ideas (Amtiningsih et al., 2016). Within the context of history education, these dimensions are essential for enabling students to develop a deeper understanding of historical events, connect historical facts with contemporary issues, and produce meaningful and creative historical interpretations.

Based on the foregoing discussion, a significant research gap remains concerning the limited development of interactive digital teaching materials in history education that explicitly integrate indicators of students' creative thinking skills. The novelty of this study lies in conducting a needs analysis for the development of an interactive digital flipbook using Canva and Heyzine, specifically designed for the topic "Humans in Space and Time," with the objective of enhancing senior high school students' creative thinking skills in twenty-first-century history learning. Furthermore, the proposed interactive flipbook is designed according to the characteristics of senior high school students and incorporates learning materials enriched with interactive audiovisual components.

Accordingly, this study is important because it seeks to develop an innovative history teaching resource that is interactive, contextual, and aligned with the characteristics of twenty-first-century learners while simultaneously supporting the development of students' creative thinking skills through the integration of digital technology into history education. Specifically, this study aims to analyze teachers' and students' needs regarding interactive digital teaching materials and to formulate the initial specifications of a Canva- and Heyzine-based interactive digital flipbook designed to foster students' creative thinking skills in history learning.

Research Methods

This study employed a qualitative research design using a case study approach. The qualitative approach was selected to explore the characteristics of interactive digital flipbook-based teaching materials intended to enhance senior high school students' creative thinking skills in history learning. According to Kuswandi and At Thaari (2025), a case study enables researchers to conduct an in-depth investigation of a particular phenomenon, thereby facilitating a comprehensive understanding of both effective and ineffective educational practices.

The participants consisted of 31 tenth-grade students and one history teacher. The study was conducted between May and June 2026 at a public senior high school located in Lebak Regency, Banten Province, Indonesia. The research instruments included a classroom observation guide, a semi-structured interview guide, and a student needs questionnaire. Data were collected through classroom observations, teacher interviews, and student questionnaires. Classroom observations were conducted during history lessons to examine the school's learning environment, including the availability of educational facilities, students' learning characteristics, teachers' instructional practices, and overall classroom conditions. Subsequently, a semi-structured interview was conducted with the history teacher to identify the instructional media currently used in history learning and to explore the teacher's perceptions of the need for alternative digital teaching materials. Finally, a needs analysis questionnaire was distributed via Google Forms to 31 students of Class XE-7 at SMAN 1 Warunggunung, Lebak, Banten, with the objective of identifying students' preferences for learning media as well as the challenges they experienced during history instruction. The collected data were analyzed using the interactive data analysis model proposed by Miles et al. (2014). This model views qualitative data analysis as a continuous and interactive process that continues until data saturation is achieved. The analysis involved three interconnected stages: data reduction, data display, and conclusion drawing and verification. Through these stages, the researchers systematically organized, interpreted, and validated the findings to obtain a comprehensive understanding of teachers' and students' needs for developing Canva- and Heyzine-based interactive digital flipbook teaching materials.

Research Results

Teachers' and Students' Needs for Interactive Digital Teaching Materials

The needs analysis consisted of three complementary sources of data: (1) a student needs questionnaire, (2) an interview with the history teacher regarding the use of interactive digital flipbook media, and (3) classroom observations conducted during history instruction. These three data sources were used to identify the current conditions of history learning and the need for developing interactive digital teaching materials.

Table 1. Students' Needs in History Learning

No.	Type of Learning Media Needed	Percentage
1	Students strongly agree and are pleased when history learning includes videos.	61.3%
2	Students strongly agree and are pleased when history learning includes interactive or animated digital books (interactive flipbooks).	61.3%

3	Students strongly agree that teachers should use textbooks as the primary guide in teaching and learning activities.	58.1%
4	Students strongly agree and are pleased when history learning includes animation and audio.	58.1%

Source: Research Data, 2026

The findings indicate that students have a strong preference for learning media that incorporate multimedia features. A total of 61.3% of respondents strongly agreed with the integration of instructional videos into history learning, and the same percentage supported the use of interactive digital flipbooks. In addition, 58.1% of students expected instructional materials to include animation and audio elements that could enhance classroom engagement. These findings are consistent with Elisya et al. (2023), who reported that flipbook-based teaching materials integrating textual content, images, and instructional videos were effective in enhancing students' creative thinking skills. Digital flipbooks also provide a more authentic reading experience by simulating page-turning effects, thereby making learning activities more engaging and enjoyable (Maemunah et al., 2026).

Table 2. Students' Learning Challenges

No.	Type of Challenge	Percentage
1	Teachers predominantly use lecture-based instruction rather than other teaching methods.	48.4%
2	Many students engage in off-topic discussions with classmates during classroom learning.	38.7%
3	Teachers make limited use of learning media.	25.8%
4	Teachers' instructional approaches lack variation.	19.4%
5	Teachers have limited knowledge of interactive flipbook learning media.	16.1%

Source: Research Data, 2026

The questionnaire results reveal that the principal challenge identified by students is the predominance of lecture-based instruction. Nearly half of the respondents (48.4%) indicated that classroom learning continued to rely primarily on lectures, while 38.7% reported that many students became distracted by engaging in unrelated conversations during lessons. Moreover, 25.8% perceived that the limited use of instructional media reduced the effectiveness of classroom learning. These findings support previous research by Elisya et al. (2023), which demonstrated that integrating interactive learning media can enhance students' motivation, communication skills, and imagination. Consequently, incorporating engaging instructional media is expected to encourage greater student participation throughout the learning process.

Needs Analysis for Canva and Heyzine-Based Interactive Digital Flipbook Teaching Materials to Enhance Students' Creative Thinking Skills in History Learning

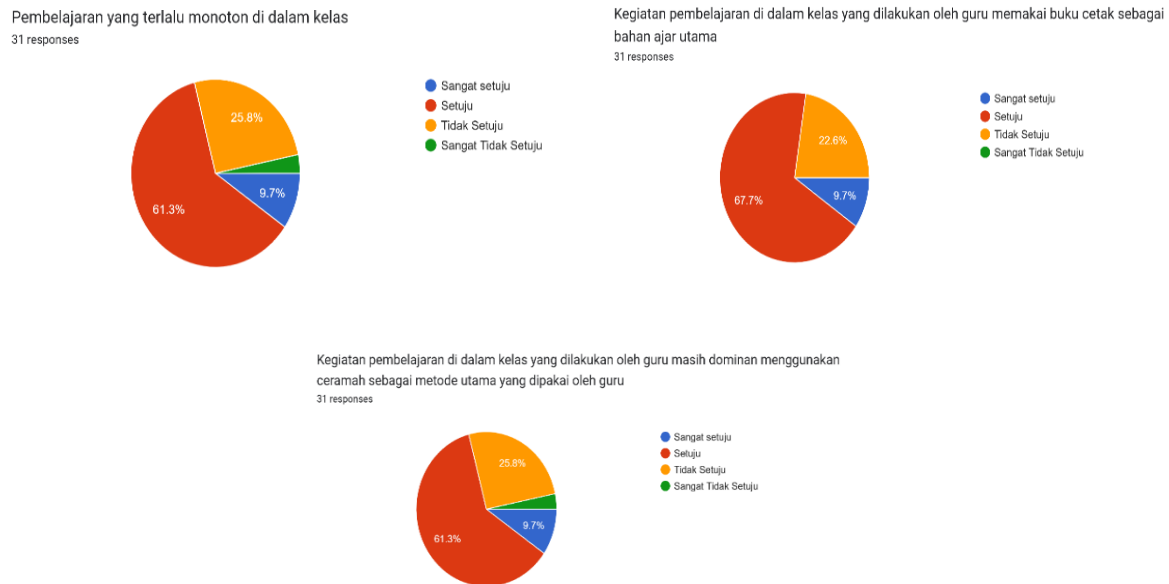


Figure 1. Analysis of Learning Media Needs
Source: Research Data, 2026

The questionnaire responses and classroom observations involving 31 students indicate that history instruction remains largely dependent on conventional printed textbooks. Specifically, 77.4% of students agreed that government-issued textbooks continued to serve as the primary instructional resource during classroom learning. Furthermore, 9.7% strongly agreed and 61.3% agreed that teachers still relied predominantly on lecture-based instruction. These findings suggest that history learning remains relatively monotonous and teacher-centered. As emphasized by Supriadi et al. (2025), teachers should develop more diverse instructional strategies by incorporating attractive and interactive learning media capable of increasing students' motivation and classroom engagement. The findings therefore indicate a clear need for digital instructional materials that provide richer and more interactive learning experiences.

Table 3. Teachers' Needs for Interactive Digital Flipbook Media

No.	Findings from the Interview with the History Teacher
1	Learning media references are sufficiently varied, including the use of an Interactive Flat Panel (IFP).
2	Access to printed textbooks is limited because only 20 copies are available for Grade 10 students and must be shared.
3	Learning is sufficiently varied, and students become active when ice-breaking activities and games are included.
4	Approximately 80% of classroom learning still uses government-issued printed textbooks, with occasional use of Gemini and Canva.
5	The teacher does not experience difficulty generating ideas because the school frequently provides training on innovative and creative learning to increase students' interest.
6	The teacher supports the use of interactive flipbooks to facilitate learning because of the limited availability of government-issued printed textbooks.
7	Students are active and demonstrate high interest when game-based learning media are used.

-
- 8 Adapting instruction to students' characteristics and learning styles is considered 80% essential; inappropriate methods may prevent learning objectives from being achieved and must therefore be adjusted to classroom conditions.
 - 9 Teacher preparation before instruction strongly influences each class and requires appropriate media selection.
 - 10 The teacher's technological proficiency is largely limited to YouTube.
 - 11 Digital education is important for teachers in developing attractive learning media because it strongly influences instructional quality.
-

Source: Research Data, 2026

The interview and observation findings revealed several important conditions. Although the school already possesses relatively adequate technological facilities, including Interactive Flat Panel (IFP) displays, these technologies are primarily used for presenting instructional content rather than supporting interactive learning activities. The history teacher also reported a shortage of printed textbooks: only 20 copies of the government-issued textbook were available for tenth-grade students, requiring learners to share them during classroom instruction. Although learning activities became more engaging when the teacher incorporated ice-breaking activities and educational games, classroom instruction still depended heavily on printed textbooks, with occasional use of Gemini and Canva. The teacher expressed strong support for developing interactive digital flipbooks as an alternative instructional resource to compensate for the limited availability of printed textbooks. The interview further indicated that, although the school regularly organized professional development programs promoting innovative teaching practices, teachers still required additional support in developing technology-enhanced learning media. These findings are consistent with Fitriani (2023), who concluded that Heyzine flipbooks provide significant instructional benefits by expanding students' access to learning resources beyond conventional printed materials.

Table 4. Learning Media Used in History Classrooms

No.	Learning Media Used in Classroom Instruction	Percentage
1	Government-issued printed textbooks	71%
2	Teacher-developed PowerPoint presentations	16.1%
3	Websites or Internet resources	12.9%

Source: Research Data, 2026

The findings indicate that 71% of classroom instruction still relies primarily on government-issued printed textbooks. In comparison, only 16.1% of instructional activities utilize teacher-developed PowerPoint presentations, while 12.9% incorporate online resources or websites. These results demonstrate that the integration of digital learning media into history instruction remains limited despite the availability of supporting technological infrastructure.

Initial Specifications of the Canva- and Heyzine-Based Interactive Digital Flipbook

Developing the initial product specifications represents a crucial stage in instructional material development because it establishes the characteristics of the product before the development process begins. In this study, the proposed instructional product is an interactive digital flipbook designed using Canva and published through the Heyzine platform. Canva functions as the primary design platform for creating instructional content enriched with illustrations, icons, infographics, animations, and instructional videos. Subsequently, the completed design is converted into an interactive digital flipbook through Heyzine, enabling users to experience realistic page-turning effects while accessing various multimedia features, including

embedded videos, audio recordings, hyperlinks, QR codes, and navigation buttons. The integration of Canva and Heyzine produces teaching materials that are visually attractive, easily accessible, and capable of improving students' learning experiences (Nainggolan & Rachman, 2024).

The initial specifications were formulated based on the needs analysis, students' learning characteristics, curriculum learning outcomes, instructional objectives, and the content to be developed. Consequently, the proposed teaching material is expected not only to satisfy media quality standards but also to facilitate the achievement of intended learning outcomes. At this stage, the teaching material was specified as a responsive and user-friendly digital flipbook that uses communicative language and presents content systematically according to the instructional sequence. In addition to media-related considerations, the specifications were designed to support the development of students' creative thinking skills.

The teacher interview and classroom observations further revealed that, despite the availability of Interactive Flat Panel technology, classroom instruction still relied heavily on government-issued printed textbooks, which accounted for 71% of the instructional media used. The teacher emphasized that interactive digital flipbooks would provide an effective alternative for overcoming the shortage of printed learning materials while simultaneously supporting more engaging history instruction. Digital flipbook media are compatible with modern learning because they can integrate text, images, audio, video, and other interactive elements within a single presentation (Ashari et al., 2026).

Interactive digital flipbooks may be classified as multimedia learning resources because they integrate visual, auditory, and audiovisual elements within a contextual platform (Sarianti et al., 2026). Such multimedia resources provide students with greater flexibility to learn and read independently at a pace suited to their individual needs (Iskandar et al., 2023). Previous studies have also shown that flipbook-based media can improve students' speaking abilities (Umama et al., 2025). The use of bright colors, such as yellow and red, may increase visual appeal, positively influence students' mood, motivate learning, and enhance engagement in classroom activities (Mourin et al., 2024). Likewise, visual communication involving images, colors, and symbols plays an important role in conveying instructional messages effectively (Rahmadhina et al., 2024).

Based on the needs analysis, the proposed interactive digital flipbook consists of the following components: (1) teaching material identity, including the cover page, preface, user guide, learning outcomes, learning objectives, and concept map; (2) learning materials systematically organized according to the curriculum and enriched with text, images, illustrations, infographics, and instructional videos; (3) interactive features, including hyperlinks, embedded audio and video, QR codes, navigation buttons, and exercises that can be accessed directly by students; (4) creative thinking activities consisting of open-ended questions, brainstorming tasks, creative projects, simple experiments, case studies, and contextual problem-solving activities; (5) learning evaluation, including practice exercises, interactive quizzes, formative assessments, and reflective learning activities; and (6) visual design employing attractive colors, typography, illustrations, and page layouts while maintaining readability and ease of use.

Conclusion

The findings of the needs analysis indicate that both teachers and students have a strong demand for innovative, interactive, and technology-enhanced teaching materials to support history learning. Most students expressed a preference for learning media that integrate videos, animations, audio, and interactive digital books, as these features are expected to create a more engaging and meaningful learning experience. Nevertheless, current classroom practices remain dominated by government-issued printed textbooks and lecture-based instruction, limiting students' opportunities to participate actively in the learning process and develop their

creative thinking skills. The interview with the history teacher further revealed that, although the school possesses adequate technological infrastructure to support digital learning, the implementation of interactive instructional media has not yet been fully optimized. In addition, the limited availability of printed textbooks has become a significant challenge, highlighting the need for alternative digital teaching materials capable of increasing students' interest, participation, and engagement during history instruction. Classroom observations also confirmed that the limited variety of instructional media contributes to monotonous learning experiences and provides insufficient opportunities for students to develop creativity. Based on these findings, the development of a Canva- and Heyzine-based interactive digital flipbook is considered highly relevant for implementation in history education. The proposed teaching material is capable of integrating various multimedia elements—including text, images, audio, video, animations, and interactive features—within a single digital platform that is easily accessible through a variety of electronic devices. Such integration is expected to create a more engaging, contextual, and student-centered learning environment while supporting independent learning.

Furthermore, the proposed interactive digital flipbook has considerable potential to facilitate the development of students' creative thinking skills, particularly in the dimensions of fluency, flexibility, elaboration, and originality. Through the incorporation of multimedia resources and interactive learning activities, the flipbook is expected to encourage students to construct historical knowledge actively, interpret historical events from multiple perspectives, and generate creative and meaningful solutions to contextual problems. In conclusion, the development of Canva- and Heyzine-based interactive digital flipbook teaching materials represents an important innovation for twenty-first-century history education. Beyond addressing the limitations of conventional printed learning resources, this digital teaching material supports the implementation of active, interactive, creative, and student-centered learning. Therefore, the proposed interactive flipbook has the potential to become an effective instructional resource for enhancing students' creative thinking skills while addressing the challenges of history education in the digital era.

References

- Amtiningsih, S., Dwiastuti, S., & Sari, D. P. (2016). Peningkatan kemampuan berpikir kreatif melalui penerapan guided inquiry dipadu brainstorming pada materi pencemaran air. In *Proceeding Biology Education Conference* (Vol. 13, No. 1, pp. 868-872).
- Apriana, R., Umma, P.S, Pratama, D.J., Safitri, S., & Oktapiani, R. (2026). Model Pembelajaran Inovatif Berbasis Teknologi Digital dalam Pembelajaran Sejarah untuk Meningkatkan Keterampilan Abda ke-21 Siswa. *Sosial: Jurnal Ilmiah Pendidikan IPS*, 4(1), 213-228. <https://doi.org/10.62383/sosial.v4i1.1596>.
- Ashari, M., Dongka, R. H., Yulianti, A., Ananda, O. T., Fendiyanto, P., Suryan, M. B., Rohmah, L., Ardiansyah, M., Agus, C., & Oktaviana, D. (2026). *Platform Digital untuk Pembelajaran Mendalam*. CV. Gita Lentera.
- Hidayat, M. F., & Raihanah, R. (2026). Analisis Metode Pembelajaran Sejarah Kebudayaan Islam di Madrasah Tsanawiyah Negeri 3 Kota Banjarmasin. *Takuana: Jurnal Pendidikan, Sains, dan Humaniora*, 4(4), 1217-1228. <https://doi.org/10.56113/takuana.v4i4.158>.
- Husen, A., Rahmat, G., & Chadidjah, S. (2026). Analisis Teori Konstruktivisme terhadap Pengembangan Pemikiran Kritis pada Kurikulum Deep Learning. *Jurnal Media Akademik (JMA)*, 4(2), 1-15. <https://doi.org/10.62281/w00eyp96>.

- Iskandar, A., Winata, W., Haluti, F., Kurdi, M. S., Sitompul, P. H. S., Kurdi, M. S., Nurhayati, S., Hasanah, M., & Arisa, M. F. (2023). *Peran Teknologi Dalam Dunia Pendidikan*. Cendekiawan Inovasi Digital Indonesia.
- Kusuma, N. F., Haerunisa, N., Harahap, A. T., Zainiza, M., Fazira, A., Hastuti, S., Latifah, L., Khoirina, N., Syafiq, M. A., Fitriyasari, M., & Amin, R. (2025). *Best Practice Pembelajaran Abda 21*. Naba Edukasi Indonesia.
- Kuswandi, D., & Thaari, Z.Z.A. (2025). *Penelitian Kualitatif Untuk Teknologi Pendidikan*. Academia Publication.
- Maemunah, S., Suwardani, S., & Wardani, N. E. (2026). *Pengembangan Buku Ajar Berbasis Kearifan Lokal Baduy*. Eureka Media Aksara.
- Mourin, L., Gunta, A. B., Alia Putri, M., Pratama, A. R., & Nurhayati, E. (2024). Ekplorasi Pengaruh Warna Terhadap Perkembangan Psikologi dan Mental Anak di SDN Kalirungkut 1 Surabaya. *Socius: Jurnal Penelitian Ilmu-Ilmu Sosial*, 2(5), 158-161. <https://doi.org/10.5281/zenodo.14553753>.
- Nainggolan, M. C., & Rachman, F. (2024). Development of a canva-based heyzine flipbooks e-module as an alternative learning resources on pancasila education subjects. *Jurnal Pendidikan PKN (Pancasila dan Kewarganegaraan)*, 5(2), 286-309. <https://doi.org/10.26418/jppkn.v5i2.82810>.
- Rahmadhina, J. A. K., Lestari, Y. D., Fauziah, E. L., Suryantara, A. N., Riska, E. A., Khoriumnisa, H., ... & Hafid, R. S. (2024). Peran Komunikasi Visual dan Semiotika dalam Meningkatkan Efektivitas Iklan Produk Indomilk. *Karimah Tauhid*, 3(11), 12475-12495. <https://doi.org/10.30997/karimahtauhid.v3i11.15949>.
- Ramadhani, C.M. (2025). Relevansi Macam-Macam Pendekatan Pembelajaran Abad 21 terhadap Kebutuhan Siswa di Era Revolusi Digital. *Jurnal Ilmiah Pendidikan IPS*, 3(4), 198-209. <https://doi.org/10.62383/sosial.v3i4.1362>.
- Sarianti, D., Riefani, M. K., Arsyad, M. R., Rokhima, R. Z. H., Musliha, M., & Rahmah, N. A. (2026). Analisis Kebutuhan dan Pengembangan Media Pembelajaran Interaktif Kelas X di SMA Islam Insan Madani dan SMA Negeri 10 Banjarmasin. *Jurnal Penelitian Sains dan Pendidikan (JPSP)*, 6(1), 27-49. <https://doi.org/10.23971/yb7yhv93>.
- Sudarti, D. O. (2020). Mengembangkan kreativitas aptitude anak dengan strategi habituasi dalam keluarga. *Jurnal Al-Azhar Indonesia Seri Humaniora*, 5(3), 117-127. <https://doi.org/10.36722/sh.v5i3.385>.
- Sugiono.(2017). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Supriyadi, E., Luritawaty, I. P., Mutoffar, M. M., Gunawan, F., & Sugiarto, S. W. (2025). *Eduaide AI: Inovasi Kecerdasan Buatan Untuk Kegiatan Pembelajaran*. Alungcipta.
- Tamrin, M., Fatimah, S., & Yusuf, M. (2011). Teori belajar konstruktivisme vygotsky dalam pembelajaran matematika. *Sigma: Jurnal Pendidikan Matematika*, 3(1), 40-47. <https://doi.org/10.26618/sigma.v3i1.7203>.
- Umama, N., Pulukadang, W.T., Monoarfa, F., Husain, R., & Katili, S. (2025). Meningkatkan Kemampuan Berbicara Menggunakan Media Flipbook Pada Siswa SD Negeri. *Edutech: Jurnal Inovasi Pendidikan Berbantuan Teknologi*. 5(2), 313-319. <https://doi.org/10.51878/edutech.v5i2.5432>.

Farhan Nur Ghifari, Erlina Wiyanarti

Needs Analysis for Canva and Heyzine-Based Interactive Digital Flipbook Teaching Materials to Enhance Students' Creative Thinking Skills in History Learning

Yulisetiani, S., Winarni, R., Slamet S. Y., Poerwnati, J. I., & S. M. I. (2022). *Merancang Bahan Ajar Digital Berwawasan Budaya Nusantara Untuk Pembelajaran Bahasa Indonesia Sekolah Dasar*. Jejak Pustaka.