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## **Designing a Digital Flipbook for Arabic Writing Skills: A Design and Development Study on *Family and Home* Themes**

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### **Abstract**

This study examines the design process in developing Digital Flipbook-based learning media for teaching *maharah al-kitabah* to tenth-grade students of Madrasah Aliyah. The need for this development arises from the limited availability of interactive and structured writing materials that align with contemporary digital learning environments. Using the ADDIE development model, this research focuses specifically on the Design stage as the conceptual foundation for producing effective learning media. The stage involves formulating learning objectives, selecting appropriate content for the theme “Family and Home,” and organizing the material into a coherent instructional structure. The resulting prototype consists of an introductory section, core learning materials, writing exercises, and a Student Worksheet integrated to support guided practice. The findings indicate that a systematically designed prototype can provide a clear framework for subsequent development and has the potential to enhance student engagement in writing activities. This design serves as the basis for the next Development stage, where the prototype will be transformed into a fully functional Digital Flipbook.

**Keywords:** *Digital Flipbook, Maharah al-Kitabah, Arabic Learning-media, ADDIE.*

### **Abstrak**

Penelitian ini mengkaji proses perancangan dalam pengembangan media pembelajaran berbasis Digital Flipbook untuk pengajaran *maharah al-kitabah* pada siswa kelas X Madrasah Aliyah. Kebutuhan pengembangan ini muncul dari keterbatasan ketersediaan bahan ajar menulis yang interaktif dan terstruktur serta sesuai dengan lingkungan pembelajaran digital masa kini. Dengan menggunakan model pengembangan ADDIE, penelitian ini berfokus pada tahap Design sebagai landasan konseptual untuk menghasilkan media pembelajaran yang efektif. Tahap ini mencakup perumusan tujuan pembelajaran, pemilihan materi yang sesuai dengan tema “Keluarga dan Rumah,” serta pengorganisasian materi ke dalam struktur instruksional yang koheren. Prototipe yang dihasilkan terdiri atas bagian pendahuluan, materi inti, latihan menulis, dan Lembar Kerja Peserta Didik (LKPD) yang diintegrasikan untuk mendukung latihan terpandu. Temuan penelitian menunjukkan bahwa prototipe yang dirancang secara sistematis mampu menyediakan kerangka yang jelas untuk proses pengembangan selanjutnya dan memiliki potensi meningkatkan keterlibatan siswa dalam aktivitas menulis. Desain ini menjadi dasar untuk memasuki tahap Development, di mana prototipe akan dikembangkan menjadi Digital Flipbook yang siap digunakan dalam pembelajaran.

**Kata Kunci:** *Digital Flipbook, Maharah al-Kitabah, Media Pembelajaran Bahasa-Arab, ADDIE.*

## Introduction

The design of instructional media plays a central role in determining how learning content is organized, presented, and interpreted by students. Scholars argue that design is not merely a visual arrangement but a systematic process of structuring messages to ensure clarity and alignment with learning objectives.<sup>1</sup> Sadiman emphasizes that design helps organize instructional messages into understandable visual forms, while Mulyanta highlights that the balance between text, color, images, and layout is pivotal for attracting attention and supporting comprehension.<sup>2</sup> This perspective is reinforced by Reiser, Mollenda,<sup>3</sup> and Dick–Carey, who position the design stage in the ADDIE model as the phase in which learning strategies, content flow, and visual structures are formulated.<sup>4</sup>

Recent technological developments have expanded opportunities for digital media innovation, including the use of platforms such as Canva and digital flipbooks.<sup>5</sup> Previous studies show that these tools can enhance student engagement, improve writing performance, and support visual-based learning.<sup>6</sup> These findings indicate that digital media holds substantial potential for strengthening Arabic language learning.<sup>7</sup> However, most existing research evaluates the feasibility or effectiveness of the final product,<sup>8</sup> while the design stage is often treated briefly or descriptively without detailed documentation of its conceptual process.

This gap is significant when viewed from the context of Arabic writing instruction (*maharah al-kitabah*) in Madrasah Aliyah, where learning remains dominated by textbooks and

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<sup>1</sup> Maira Fadillah, “Upaya Meningkatkan Kemampuan Membaca Siswa Dengan Pemanfaatan Media Audio-Visual Di Kelas Rendah,” *JPPP: Jurnal Penelitian, Pendidikan dan Pengajaran* 1, no. 1 (2020): 16–26.

<sup>2</sup> Edi S. Mulyanta, *Menjadi Desainer Layout Andal Dengan Adobe in Design CS* (Yogyakarta: Penerbit Andi, 2005).

<sup>3</sup> Robert A. Raiser and Walter Dick, *Instructional Planning: A Guide for Teachers* (Allyn and Bacon, 1996).

<sup>4</sup> Walter Dick, Lou Carey, and James O Carey, *The Systematic Design of Instruction*, 4th ed. (New York: Harper Collins College Publishers, 1996).

<sup>5</sup> Yusron Abd’u Ansyah and Tania Salsabilla, “Penerapan Model Problem Based Learning Berbantuan Canva Pada Pembelajaran IPA Kelas V Sekolah Dasar,” *ISLAMIKA: Jurnal Keislaman dan Ilmu Pendidikan* 7, no. 1 (2021): 1–14.

<sup>6</sup> Hesti Puspita Sari, Salamah Salamah, and Wenny Aulia Sari, “Pengaruh Media Pembelajaran Berbasis Canva Terhadap Keterampilan Menulis Teks Iklan Di Kelas VIII SMPN 14 Kota Bengkulu,” *Jurnal Kajian Ilmu Pendidikan (JKIP)* 5, no. 4 (February 24, 2025): 958–964, <https://journal.almatani.com/index.php/jkip/article/view/1167>.

<sup>7</sup> Iman Matin, Nur Luthfi Rizka Herianingtyas, and Izzah Muyassaroh, “Pengembangan Contextual E-Flip Book Berbahasa Arab Untuk Meningkatkan Kemampuan Bahasa Arab Siswa Madrasah Ibtidaiyah (MI),” *Pendab: Jurnal Ilmiah Pendidikan Dasar* 10, no. 4 (2025): 211–222.

<sup>8</sup> AuliaSofia Safitri et al., “Efektivitas Media Interaktif Berbasis Digital Dalam Pembelajaran Bahasa Arab Untuk Siswa MI,” *Wulang: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 3, no. 2 (April 19, 2025): 45–56, <https://ojs.staisdharma.ac.id/index.php/wjp/article/view/355>.

chalkboard-based explanations. The lack of structured, visually supported media makes it difficult for students to understand linguistic rules and construct sentences systematically.<sup>9</sup> As a result, there is a need for instructional media designs that present content more clearly,<sup>10</sup> incorporate supportive visual elements, and provide guided practice aligned with curriculum demands.<sup>11</sup>

Based on this condition, the research gap lies in the limited studies that systematically describe the design stage of media development for *maharah al-kitabah*,<sup>12</sup> even though this stage is crucial for determining content organization, visual coherence, and the structure of learning tasks.<sup>13</sup> A well-conceptualized design is essential because it forms the foundation upon which the development, validation, and implementation stages are built.<sup>14</sup>

Responding to this gap, the present study aims to describe the design phase of developing Digital Flipbook-based instructional media using Canva for the theme “Family and Home.” The scope is intentionally limited to the Design stage to ensure a clear conceptual blueprint before further development. Focusing only on this stage allows the study to document the instructional considerations, layout planning, material sequencing, and worksheet structuring that underlie the media’s pedagogical logic.

Accordingly, this article discusses (1) the conceptual basis used in designing the media, (2) the process of structuring content, visuals, and worksheets using Canva, and (3) the resulting design blueprint prepared for conversion into a Digital Flipbook. The study is expected to serve as both a reference and a design model for subsequent development of more interactive and classroom-friendly Arabic instructional media.

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<sup>9</sup> Salma Tasya Nurazizah et al., “Pengembangan Flipbook Digital Berbasis Canva Dan Heyzine Tentang Penghayatan Asmaul Husna (An-Nafi) Dalam Penggunaan Teknologi Sesuai Syariah Islam,” *JURNAL PETISI (Pendidikan Teknologi Informasi)* 6, no. 2 (July 14, 2025): 169–179, <https://ejournal.unimudasorong.ac.id/index.php/jurnalpetisi/article/view/2028>.

<sup>10</sup> Riska Dwi Bastian, Cindya Alfi, and Mohamad Fatih, “Pengembangan Flipbook Berbantuan Canva Materi Bagian Tumbuhan Untuk Meningkatkan Literasi Digital Siswa Kelas IV SDN Sumberasri 02,” *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah* 8, no. 4 (2024): 1826.

<sup>11</sup> Muh. Kadri et al., “Inovasi Pembelajaran Berbasis Media Digital Powerpoint, Website, Dan Canva Dalam Pembelajaran Bahasa Arab,” *Inovasi Pembangunan: Jurnal Kelitbangan* 13, no. 2 (August 6, 2025): 1–18, <https://jurnal.balitbangda.lampungprov.go.id/index.php/jip/article/view/1166>.

<sup>12</sup> Muchlisin Nawawi, Aisyah Amar Aulia, and Darul Qutni, “Pengembangan Sahla Arabic Flip Book (Sabili) Sebagai Media Pembelajaran Keterampilan Membaca Bahasa Arab Kelas X Sma Kabupaten Tegal,” *Lisanul Arab: Journal of Arabic Learning and Teaching* 13, no. 2 (2024): 63–82, <https://doi.org/10.15294/laa.v13i2.18249%0Ahttps://journal.unnes.ac.id/journals/laa/article/download/18249/2506>.

<sup>13</sup> Nur Zakiah Harahap et al., “Problematika Pembelajaran Maharah Bahasa Arab Di Madrasah Aliyah Swasta Darussalam Kampung Banjir Perspektif Siswa,” *Jurnal Pendidikan Tambusai* 8, no. 3 (2024): 46643–46648.

<sup>14</sup> Syukra Vadhillah, Alimin Alimin, and Suharmon Suharmon, “Problematika Pembelajaran Bahasa Arab Di Madrasah Aliyah Negeri (MAN) Batu Mandi Tilatang Kamang,” *Arabia: Jurnal Pendidikan Bahasa Arab* 8, no. 1 (2016): 47–69.

## **Method**

This study adopts a Design and Development Study using the ADDIE model, although it is intentionally limited to the Design stage in order to produce a conceptual blueprint of the learning media before it undergoes development, validation, and implementation in subsequent research. The subjects of this study are tenth-grade students of Madrasah Aliyah Negeri 1 Payakumbuh, who serve as the intended users of the media. Their learning characteristics, particularly their need to master basic Arabic writing skills such as the use of pronouns and the construction of simple sentences and paragraphs, became the primary reference in determining the focus and structure of the design.

The design process began with an initial analysis of learning needs by referring to the Grade X Arabic Language textbook and the competency targets outlined in the Merdeka Curriculum. This analysis indicated that the theme “Family and Home” is essential for strengthening students’ foundational writing abilities. Based on this reference, relevant learning materials were selected, filtered, and organized into a coherent instructional structure that aligns with curricular standards and supports the gradual development of writing skills.

The next stage involved developing the structure of the learning media, which was arranged into an introductory section, a main content section, and a Student Worksheet (LKPD). Each component was organized to ensure a logical flow of learning: the introductory section presents the learning outcomes and objectives, the main section introduces linguistic material such as pronouns along with examples and guided exercises, and the worksheet provides additional writing tasks to reinforce students’ understanding.

The visual design of the media was carried out using Canva, chosen for its ability to integrate Arabic and Latin scripts, illustrations, icons, and layout elements in a flexible and user-friendly manner. Throughout the design process, decisions regarding color selection, typography, page composition, and spacing were informed by principles of readability, visual balance, and consistency. These design considerations were continuously aligned with the learning objectives and the competency demands of the curriculum so that the resulting media supports both clarity and pedagogical relevance.

To ensure theoretical soundness, the design was cross-checked against established instructional design principles within the ADDIE framework as well as multimedia learning principles emphasizing simplicity, coherence, and visual hierarchy. Although formal expert validation was not conducted due to the limited scope of this study, this internal theoretical

alignment functions as an initial form of conceptual validation. The absence of empirical validation and classroom trials represents the methodological boundary of this research, as the primary output is a design prototype awaiting further development.

Up to the conclusion of the Design stage, this study has produced a structured initial blueprint for Digital Flipbook-based learning media on the theme “Family and Home,” ready to be advanced into future stages of development, validation, and implementation.

## Result and Discussion

The Design stage yielded a Digital Flipbook prototype for *maharah al-kitabah* instruction, comprising an instructional framework, visual content specifications, and an integrated Student Worksheet (LKPD). Following the ADDIE model, this systematic blueprint organizes content into introductory, core, and closing phases to ensure alignment between curriculum standards and pedagogical flow. By explicitly defining learning objectives, the prototype provides a clear cognitive orientation for students, as illustrated in Figure 1:



Figure 1. Display of the cover (1), learning outcomes (2), and learning objectives (3) for the digital flipbook learning media

The second result is the development of instructional content that organizes pronoun material, concept maps, and examples into a sequence that supports gradual cognitive processing. The writing exercises progress from controlled tasks to paragraph writing, reflecting principles of scaffolding. This result matches the initial expectation that the media should provide step-by-step support for writing skills. No unexpected findings were identified in this stage because the design process adhered closely to planned instructional principles. See Figure 2 below:





Figure 3. Student Worksheet (*Lembar Kerja Peserta Didik*)

Theoretically, these results demonstrate a rigorous adherence to instructional design principles as articulated by Reiser and Mollenda, particularly through the strategic alignment of learning objectives with content architecture and visual strategy. Furthermore, the design process integrates Mayer’s multimedia learning principles,<sup>15</sup> specifically incorporating coherence, segmentation, and spatial contiguity. This framework ensures that the media does not merely satisfy aesthetic requirements but is fundamentally engineered to enhance cognitive efficiency during the learning process.<sup>16</sup>

The absence of unforeseen anomalies indicates that the design framework functioned as a reliable predictive model when applied to the specialized context of Arabic writing instruction. By systematically mapping instructional flow to cognitive load theories, the

<sup>15</sup> Irmansyah Irmansyah, Muhammad Alfath Qaaf, and Yuslina Yuslina, “Pengembangan Media Pembelajaran Bahasa Arab Menggunakan Aplikasi Canva Berbasis SAVI (Somatis, Auditori, Visual, Dan Intelektual),” *Journal Al-Mashadir: Journal of Arabic Education and Literature* 3, no. 1 (2023): 69–86, <https://ejournal.iain-manado.ac.id/index.php/almashadir/article/view/610>.

<sup>16</sup> Nurlatipah Nurlatipah et al., “Arabic Language Learning Innovation through Interactive Design in Canva: Case Study at STAI Auliaurasyidin Campus, Indragiri Hilir Regency, Riau,” *Al-Irfan: Journal of Arabic Literature and Islamic Studies* 7, no. 2 (October 1, 2024): 282–301.

resulting prototype establishes a robust conceptual foundation for the subsequent development phase. This ensures that the transition from a static design to a functional digital flipbook remains pedagogically sound and structurally consistent with the curriculum's requirements.

A broader deduction can be drawn from these results: when instructional media for Arabic writing skills is structured progressively and supported by balanced visuals, students can be guided more effectively through sentence and paragraph construction. This leads to a potential hypothesis for future research: *Digital Flipbook-based media designed with coherent visual scaffolding may improve students' writing performance more effectively than conventional materials.*

Generalizing from the design outcomes, the prototype demonstrates potential adaptability for other themes in Arabic writing instruction, as the design principles used—progressive sequencing,<sup>17</sup> clear page segmentation,<sup>18</sup> and visual balance<sup>19</sup>—are transferable across topics. The digital flipbook format also offers flexibility for various learning contexts, suggesting that similar designs may support writing instruction at other educational levels. The strengths of the design lie in three aspects. First, the alignment between objectives, content, and exercises ensures instructional coherence. Second, the combination of Arabic and Latin typography along with controlled visual elements supports readability and reduces cognitive load. Third, the integration of an LKPD strengthens the transition from conceptual explanation to practical writing tasks. These strengths indicate that the prototype fulfills the pedagogical intentions of the Design stage.

However, several limitations must be acknowledged. The design has not yet undergone expert validation, making the pedagogical accuracy of examples and task difficulty unverified. Technical accessibility issues—such as compatibility across devices—also remain untested. Furthermore, student learning preferences were not empirically considered, which may affect the media's reception when implemented.

Based on these findings, the next development steps should include expert review to refine linguistic and instructional accuracy,<sup>20</sup> followed by student-based usability testing to

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<sup>17</sup> Nurul Aisyah Salsabila Panjaitan and Harun Al Rasyid, "Pengembangan Media Pembelajaran Komik Bahasa Arab Berbasis Canva," *Journal of Education Action Research* 4, no. 2 (2023): 484–495.

<sup>18</sup> Rosalinda Rosalinda and Muhammad Syafriansyah, "Pengembangan Media Pembelajaran Bahasa Arab Melalui Aplikasi Canva," *Jurnal Sains Riset (JSR)* 13, no. 1 (2023): 30–40.

<sup>19</sup> Tomi Enramika, "Pengembangan Media Pembelajaran Bahasa Arab Berbasis Aplikasi Canva Dalam Meningkatkan Keterampilan Pendidik Abad 21," in *Sibghob: Prosiding Ilmu Kependidikan UNIDA Gontor*, 2023, 563–572.

<sup>20</sup> Mohammad Tegar Kharissidqi and Vicky Wahyu Firmansyah, "Aplikasi Canva Sebagai Media Pembelajaran Yang Efektif," *Indonesian Journal of Education and Humanity* 2, no. 4 (2022): 108–113.

measure readability, motivation, and writing improvement.<sup>21</sup> Future research may examine the media's effectiveness through experimental or quasi-experimental designs, as well as explore the integration of interactive elements such as audio support or automated feedback.

In summary, the results confirm that the design process successfully generated a coherent instructional blueprint aligned with curriculum standards and multimedia design principles. The discussion highlights how the prototype lays a strong foundation for subsequent development, while also identifying necessary steps to ensure its pedagogical and technical effectiveness.

### **Conclusion**

This study describes the design process of Arabic writing instructional media for Grade X using the theme "Family and Home," developed through Canva and prepared for conversion into a Digital Flipbook. The design stage of the ADDIE model produced a coherent prototype consisting of an introduction, core material, writing exercises, and a Student Worksheet (LKPD), all aligned with the Merdeka Curriculum and constructed based on instructional design and multimedia learning principles. The resulting blueprint demonstrates how visual structuring, content sequencing, and integrated practice can support learners' conceptual understanding and writing performance. The findings of this study provide a significant contribution by documenting the design phase in a systematic manner, an aspect often overlooked in previous research on digital Arabic language media. This study offers conceptual clarity on how instructional design can be operationalized to produce accessible, visually coherent, and pedagogically grounded media for *mabarab al-kitabah*. The prototype developed here serves as a methodological reference for future media designers and enriches the discourse on design-oriented research in Arabic language education. This study is limited to the design stage, meaning that the media's usability and effectiveness have not yet been empirically evaluated. This limitation serves as a basis for future research, which should include expert validation, classroom trials, and outcome-based evaluations to determine the media's impact on students' writing skills. Further development may also explore integrating interactive features within the flipbook format to enhance engagement and learning quality.

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<sup>21</sup> Amrina Amrina, Adam Mudinillah, and Ega Putri Handayani, "Pemanfaatan Aplikasi Canva Dalam Proses Pembelajaran Bahasa Arab Di MAN Gunung Padang Panjang," *Tarbiyatuna: Jurnal Pendidikan Ilmiah* 6, no. 2 (2021): 101–116.

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