

Developing Flipbook for Teaching Narrative Text through Reading Aloud Strategy

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A B S T R A C T

This research was motivated by low student motivation and their difficulties in understanding narrative texts when using conventional teaching materials. Therefore, this research aimed to develop interactive flipbook as a learning media for eighth-grade students at MTs Hasyimiyah. This research followed the Research and Development (R&D) method using ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The participants were 77 eighth-grade students who took part in the field trial. Data were collected using validation sheets for experts, observation checklists, and student response questionnaires as the primary instruments. The findings showed that the integration of digital features, such as QR codes for audio models, into the flip-book was feasible and practical for classroom use. These features successfully supported student performance in reading aloud activities, particularly in improving confidence and pronunciation accuracy. The implication of this research is that the flipbook provides a flexible and engaging alternative for English teachers to enhance the quality of reading instruction through technology-integrated media.

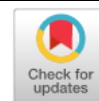
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INTRODUCTION

English is an international language whose mastery is pivotal in the era of globalization (Fanani & Masrurroh, 2024; Agustina et al., 2024). As a global means of communication, English proficiency enables learners to access information, participate in international discourse, and improve academic as well as professional opportunities. Consequently, English instruction in schools plays a strategic role in preparing students to meet global challenges.

Among the four language skills, reading is considered crucial because it serves as a primary channel for acquiring new knowledge and information (Wardani et al., 2024). Reading comprehension is not merely decoding written symbols, but a dynamic interaction between the reader and the text that involves multiple cognitive stages, ranging from word recognition to interpretation and critical reflection. Through reading, learners are exposed to vocabulary, grammar, and discourse structures in meaningful contexts.

In an EFL context, reading comprehension is closely related to students' meta-cognitive awareness, which allows them to plan, monitor, and evaluate their understanding of texts (Rosnaeni et al., 2020). This awareness is especially important when students engage with narrative texts, as they must follow plot development, identify characters, and interpret moral values. Without adequate meta-cognitive skills, students often struggle to construct meaning from texts.

One instructional approach commonly used in EFL classrooms to support reading comprehension is the reading aloud strategy. This strategy involves teachers and students vocalizing written texts to engage both visual and auditory channels simultaneously (Sofyan et al., 2021). Reading aloud helps students improve pronunciation, intonation, and fluency, while also supporting comprehension through guided oral practice.

However, many eighth-grade students still face significant challenges in reading English texts, particularly narrative texts. These challenges include limited learning resources, low motivation, and difficulties in understanding complex language structures (Özmat & Senemoğlu, 2021; Husna et al., 2021). In addition, traditional teacher-centered strategies often lead to low student engagement and unsatisfactory learning outcomes (Handayani et al., 2020), indicating a need for more creative and interactive approaches.

Learning media plays a vital role in making language learning more concrete and meaningful in EFL classrooms. One practical medium is the flipbook, which presents short texts accompanied by illustrations to guide students step-by-step through the material. Flipbooks help clarify abstract ideas through visuals, maintain students' focus, and do not require constant screen use. Purnomo et al. (2024) note that flipbooks function as innovative tools in 21st-century classrooms, enhancing both student engagement and comprehension.

Previous studies have shown the effectiveness of combining reading strategies with interactive media. Sofyan et al. (2021) found that students who practiced reading aloud achieved significantly higher reading scores than those who engaged only in silent reading. Flipbooks, as visual learning media, have also been proven to improve reading comprehension by integrating text, images, and interactive features (Salzabila & Fathurrahman, 2024; Rizki & Purwati, 2025; Yolanita et al., 2025). The integration of reading aloud and flipbook media addresses the lack of interactive resources and the need for phonetic practice in EFL classrooms.

Based on these considerations, this research is necessary to provide innovative and practical learning solutions that align with students' needs. This study aims to develop flipbook learning media to support the teaching of narrative text reading skills through the reading aloud strategy for eighth-grade students at MTs Hasyimiyah. Unlike previous studies that focused on different subjects or contexts, this research specifically addresses students' difficulties in understanding English narrative texts. Accordingly, the research problem is formulated as: How is the development of flipbook learning media to teach reading narrative text through the reading aloud strategy for eighth-grade students at MTs Hasyimiyah? The primary objective of this research is to develop effective flipbook learning media to improve students' narrative text reading skills through the application of the reading aloud strategy.

METHOD

Research Design

This research used Research and Development (R&D) design. The product was developed using the ADDIE model, which consists of five systematic stages: Analysis, Design, Development, Implementation, and Evaluation (Setiawan et al., 2021). This model was selected because its structured and iterative process allows for comprehensive planning and refinement of narrative text learning media based on continuous feedback (Wibawa & Susanti, 2025).

Participants and Setting

The research was conducted at MTs Hasyimiyah, Gresik, East Java. The participants were 77 eighth-grade students from three different classes. This grade level was purposely selected because the narrative text material aligns with their current curriculum requirements, making them the most suitable subjects for testing the flipbook.

Data Collection Instruments

To ensure data triangulation, the researcher utilized several instruments:

Questionnaires: Distributed to students and the English teacher during the needs analysis phase, and later to students during the evaluation phase to gather feedback on the product's practicality.

Interviews: A semi-structured interview was conducted with the English teacher to gain deeper insights into classroom obstacles and media requirements.

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Validation Sheets: Expert judgment rubrics were provided to three specialists (Visual Design, Content, and Practicality experts) to assess the feasibility of the flipbook before implementation.

Procedures

The research followed the five steps of the ADDIE model:

Analysis: Identifying teacher and student needs, classroom challenges, and curriculum requirements.

Design: Creating the flipbook prototype, selecting stories, and planning the integration of QR-coded audio.

Development: Producing the physical flipbook using tools like Canva, ImageFX, QR Tiger, and Google AI Studio, followed by expert validation and revisions.

Implementation: Conducting a field trial with the 77 students to observe the media's usability in a real classroom setting.

Evaluation: Analyzing student responses and final feedback to determine the media's overall success and practicality.

Data Analysis Techniques

The researcher employed a mixed-method approach for data analysis:

Quantitative Analysis: This was used to process data from the needs analysis questionnaires and expert validation sheets. The resulting percentage was then categorized to determine the validity and feasibility of the media for classroom use.

Qualitative Analysis: This technique was used to interpret the teacher's interview transcripts and the specific suggestions provided by experts. The feedback was summarized and used as a primary guide for revising and refining the flipbook into its final version.

FINDINGS AND DISCUSSION

Finding

Analysis

The researcher conducted needs analysis on December 6th, 2025 and ended on December 8th, 2025 using a teacher questionnaire, student questionnaire, and teacher interview, served as the initial step in data collection for this research and development. The teacher questionnaire, revealed that the English teacher used Kurikulum Merdeka and reported that the implementation of reading learning was "not too active." Furthermore, material sources for teaching narrative text and read-aloud activities were limited to LKS, Modules, and short stories. The teacher identified four primary classroom obstacles such as students struggle to understand vocabulary, texts are too long or difficult, existing media is less attractive, and limited learning time, noting that student motivation was "less motivated." Although the teacher has never used the reading aloud strategy, she agreed that flipbook may improve pronunciation, fluency, and self-confidence, despite students lacking the confidence to perform it.

In addition, the teacher highly stressed that pre-reading activities such as building vocabulary are highly necessary, as the most difficult parts of the narrative text for students are the moral value and vocabulary. Next, the teacher also strongly agreed with the proposal to develop a flipbook. The teacher believed that flipbook could provide a new learning experience and greatly increase interest, recommending it include supporting illustrations or pictures, text structure explanation, essential vocabulary with meaning, and short or clear story text.

The student questionnaire is completed by 77 eighth-grade students on December 8th 2025. From the questionnaire, the researcher found out that while the majority of students (74%) stated that they like reading narrative texts, the practical comprehension challenges were significant with 75% often experience problems understanding the story plot, and 74% frequently face difficulty in understanding new vocabulary. Furthermore, 84% found it easier

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to understand the text when the teacher reads it aloud, 71% would be more focused with reading aloud activities, and 79% wished to practice reading aloud more often. Consequently, 95% needed media that can help them practice pronunciation while reading. This result showed a strong need for visually appealing media with 90% of students stated they need visual media such as pictures or illustrations, and 91% agreed that the learning would be easier if the flipbook used attractive colors and illustrations. The result of the students' need analysis was shown in Figure 1.

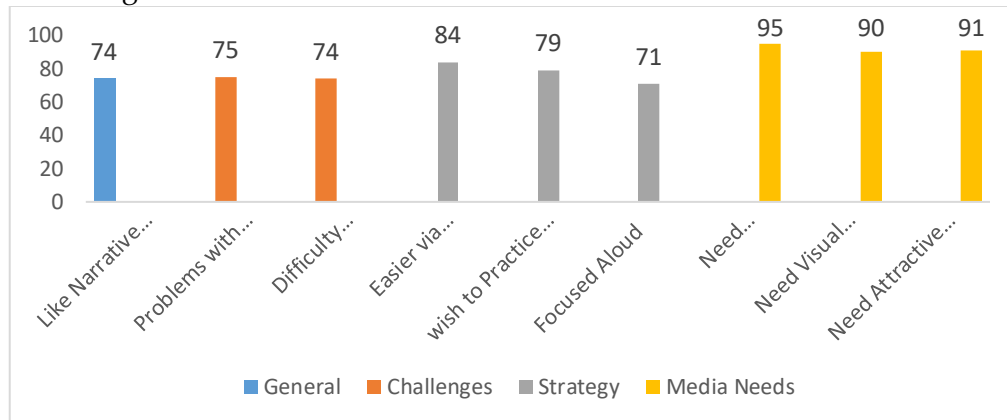


Figure 1. Students' Need Analysis Questionnaire Results

On the other hand, the teacher interview was conducted on December 8th, 2025. From the interview, it was confirmed that students' English pronunciation is still heavily accented and their fluency is low due to poor reading introduction in primary school. The teacher confirmed that the current media (LKS) is monotonous and requested a teacher guide for the unfamiliar flipbook format. From the interview, the researcher also found that the required flipbook specifications, such as visually attractive, short stories with full narrative structure and it must be suitable for one lesson (2 x 40 minutes), and holding the potential to improve student reading if continued as a follow-up action.

Design

After the researcher got the need analysis, next step is designing the flipbook. The steps in designing flipbook media were one step consisting of pre-design. In this step, the researcher designed a pre-design flipbook by applying several font styles, different animations, and attractive template designs. The design was developed based on the results of the questionnaire and interviews that had been conducted previously.

Development

The next step was the development stage. In this step, the researcher reviewed the curriculum to determine appropriate topics to be included in the flipbook. The researcher found that there were seven narrative texts that could be put in flipbook, the titles are *The Mouse Deer and The Crocodile*, *The Lion and The Mouse*, *The Ant and The Grasshopper*, *The Tortoise and The Hare*. These stories are selected based on the topics and language level suitable for eighth-grade students. Each story carried moral values and cultural messages that can help students not only learn the language but also reflect on good character and behavior. In addition, every story included an explanation of the generic structure of a narrative text, such as orientation, complication, resolution, and reorientation.

After that, the researcher used ChatGPT to refine the stories and ImageFX to create consistent, high-quality illustrations. Next, the researcher used Canva to assemble the pages, focusing on a clean layout and bright color to keep students interested. To support reading aloud method, the researcher used Google AI Studio to turn the narrative text into clear audio. After the audio was ready, the researcher used QR Tiger to create barcodes. Finally, everything was put together in Canva, where the QR codes were added to the pages so students can scan and listen. Then the flipbook is printed in A5 size, which is small, practical, and comfortable to hold, making it easy to carry anywhere like a notebook. This helped students understand how a narrative text is organized and how the events in the story were connected.

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After the pre-design flipbook was ready, the researcher conducted product validation and revised the materials based on the validation results. There were three experts who had been chosen. They were Mr. Taufiqur Rohman, S.Kom., as visual design expert, Mrs. Fauziyatun Ni'mah, M.Pd. as content expert, and Mrs. Lailatul Fitriyah as practicality expert. The feasibility of media was measured by visual design expert and content expert as lecturers at Universitas Qomaruddin. Both visual design expert and content expert assessed that in general this media was suitable as a learning media to teach narrative text through reading aloud strategy for eighth-grade students. Therefore, the experts suggested after the revision the media can be tested to students directly.

Table 1. Validation from Visual Design Expert on aesthetic and graphic aspect

| No | Aspects | Yes | No | Suggestions/ Revisions |
|----|---|-----|----|---------------------------|
| 1. | The color combination in the flipbook is attractive and appropriate. | √ | | |
| 2. | The illustrations support the content of the narrative text. | √ | | |
| 3. | The flipbook design is appropriate for the characteristics of MTs students. | √ | | |

For the aesthetic and graphic aspect, there were three indicators evaluated by the expert. These included the color combination, the quality of illustrations, and the overall design style. All three indicators received a Yes response.

Table 2. Validation from Visual Design Expert on technical and Layout Aspect

| No | Aspects | Yes | No | Suggestions/ Revisions |
|----|---|-----|----|--|
| 1. | The flipbook layout is neat and consistent. | √ | | |
| 2. | The font type and size are easy for students to read. | √ | | |
| 3. | The flipbook quality is clear and comfortable to use. | √ | | |
| 4. | The order of the flipbook pages is arranged systematically. | | √ | Add a separator page at the end of each story. |

In the technical and layout aspect, there were four indicators focusing on the organizing of the media, such as font size, layout consistency, and page order. Three out of four indicators received a Yes response. However, for indicator regarding the systematic order of the pages, the expert marked a No and provided a suggestion. The note was to add separator page at the end of each story, to improve the media's structure.

Table 3. Validation from Visual Design Expert on Usability and Instructional Aspect

| No | Aspects | Yes | No | Suggestions/ Revisions |
|----|--|-----|----|---------------------------|
| 1. | The flipbook is easy to use in learning activities. | √ | | |
| 2. | The media supports the implementation of the reading aloud strategy. | √ | | |
| 3. | Overall, the flipbook is appropriate to be used as a learning media. | √ | | |

Regarding the usability and instructional aspect, there were three indicators that measured how the media flipbook functions as a learning media. All indicators in this aspect were marked Yes by the expert. The result showed that the media is easy to use in the classroom and support the reading aloud strategy. In addition to the scores, the expert provided general comments and suggestions to future development. The expert noted that the visuals already very good and attractive for the students.

For the content aspect, there were ten indicators used to evaluate the quality of the material in the flipbook. All ten indicators received Yes response from the expert, with no negative notes. This means that the content is fully valid and ready for use.

Table 4. Validation From Content Expert on Curriculum and Competency Aspect

| No | Aspects | Yes | No | Suggestions/ Revisions |
|----|---|-----|----|---------------------------|
| 1. | The material is appropriate to the reading learning competencies. | √ | | |
| 2. | The material is in accordance with the applicable curriculum. | √ | | |

For the curriculum and competency aspect, the expert confirmed that the narrative texts were fully aligned with the current curriculum and learning competencies.

Table 5. Validation From Content Expert on Language and Vocabulary Aspect

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| No | Aspects | Yes | No | Suggestions/ Revisions |
|----|--|-----|----|---------------------------|
| 1. | The language used is appropriate to the students' proficiency level. | √ | | |
| 2. | Grammar and vocabulary are used accurately. | √ | | |
| 3. | New vocabulary is presented clearly and helps improve students' comprehension. | √ | | |

Regarding the language and vocabulary aspect, the expert agreed that the level of English was appropriate for MTs students. The grammar is correct, and the new vocabulary is presented clearly to help students understand the story without feeling overwhelmed. This made the text easy to use for reading aloud activities.

Table 6. Validation From Content Expert on Narrative Structure and Pedagogy Aspect

| No | Aspects | Yes | No | Suggestions/ Revisions |
|----|--|-----|----|---------------------------|
| 1. | The narrative text is appropriate to the characteristics of narrative texts. | √ | | |
| 2. | The text structure (orientation, complication, resolution) is presented clearly. | √ | | |
| 3. | The reading aloud activities are appropriate to the narrative text material. | √ | | |
| 4. | The material is in accordance with the applicable curriculum. | √ | | |
| 5. | Overall, the material in the flipbook is appropriate for use. | √ | | |

Regarding the narrative structure and pedagogy aspect, the expert checked Yes and agreed that the stories in the flipbook follow the correct generic structure of narrative texts, including orientation, complication and resolution. Furthermore, the activities in the flipbook support students' reading comprehension and skill development.

For the practicality aspect, there were ten indicators that had been used in the validation sheet. All of them received a "Yes" response from the expert. The researcher had divided these results into three focus area, which are usability, students' needs, and instructional support.

Table 7. Validation From Practicality Expert on Usability and Classroom Aspect

| No | Aspects | Yes | No | Suggestions/ Revisions |
|----|--|-----|----|---------------------------|
| 1. | The flipbook is easy to use in classroom learning. | √ | | |
| 2. | The instructions in the flipbook are sufficiently clear to enable students to learn independently. | √ | | |
| 3. | The flipbook can be used in real classroom conditions. | √ | | |

The expert agreed that the flipbook was very easy to use for both teachers. The instructions were clear enough for students to study on their own, and the A5 size is practical for a real classroom setting.

Table 8. Validation From a Practicality Expert on the Students' Needs Aspect

| No | Aspects | Yes | No | Suggestions/ Revisions |
|----|---|-----|----|---------------------------|
| 1. | The material is appropriate to the students' needs and characteristics. | √ | | |
| 2. | The flipbook increases students' interest in reading activities. | √ | | |
| 3. | The level of material difficulty is appropriate to the students' abilities. | √ | | |

This aspect focused on how the media fitted the students' level. The expert confirmed that the stories and the language are perfect for eighth-grade students. It is not too difficult and helps build their interest in reading.

Table 9. Validation From Practicality Expert on Curriculum and Instructional Performance Aspect

| No | Aspects | Yes | No | Suggestions/ Revisions |
|----|--|-----|----|---------------------------|
| 1. | The media is appropriate to the curriculum used. | √ | | |
| 2. | The flipbook helps students understand narrative texts. | √ | | |
| 3. | The flipbook supports the implementation of the reading aloud strategy. | √ | | |
| 4. | Overall, the flipbook is appropriate to be implemented in learning activities. | √ | | |

The expert found that the flipbook really supports the reading aloud strategy and helps students understand narrative texts better. Overall, the expert said the media meets the curriculum standards. In addition, the expert mentioned that the visuals are already great. For the future, the expert suggested adding more narrative stories so students have more options to read. In conclusion, the media is valid and ready to be used.

Based on the expert validation phase, the flipbook underwent a specific revision to improve its structural clarity. The visual design expert suggested the inclusion of divider pages or separators at the end of each story to provide a clear transition between different narrative titles. This adjustment significantly enhanced the media's navigability. The final product was a printed A5-size flipbook featuring four selected narrative texts: The Mouse Deer and The Crocodile, The Lion and The Mouse, The Ant and The Grasshopper, and The Tortoise and The Hare. Each story was integrated with QR codes generated via QR Tiger, linking to high-quality audio models from Google AI Studio to facilitate the reading aloud strategy.

Implementation

The evaluation was conducted at MTs Hasyimiyah with 77 eighth-grade students across two sessions. In the first session, the researcher introduced the media and modeled the reading aloud strategy, while the second session focused on student-led group practice. Field observations noted that while students initially struggled with pronouncing words outside the pre-defined vocabulary list, the availability of QR-coded audio models acted as an essential scaffolding tool. The teacher's assessment confirmed that the flipbook successfully addressed the limitations of conventional worksheets (LKS). The teacher highlighted that the combination of Canva-designed layouts and ImageFX illustrations could maintain student focus and curiosity. From a pedagogical standpoint, the teacher noted that the media was perfectly aligned with the Capaian Pembelajaran of Kurikulum Merdeka, specifically in making the generic structure of narrative texts easier to comprehend.

Evaluation

Data from the student questionnaires indicated an overwhelmingly positive reception. Approximately 83% of students reported an increased interest in reading narrative texts, while 82% described the learning experience as fun and enjoyable. Regarding technical features, 71% of students found the vocabulary list helpful, and 61% explicitly stated that the audio clips accessed through QR codes were crucial in helping them pronounce English words correctly. A significant finding from the trial was the shift in student confidence. Although reading aloud was a relatively new challenge for many, 49% of students reported feeling more confident when using the flipbook as a guide. The results suggest that the monotonous atmosphere of traditional reading lessons was successfully replaced by an interactive environment. Ultimately, 69% of the students expressed a strong desire to continue using the flipbook in future English lessons, confirming its practicality and long-term potential in the classroom.

Discussion

The findings proved that the developed flipbook successfully addresses the problems identified in the needs analysis. After the use of the flipbook in the classroom, it is shown the transition from monotonous LKS to an interactive flipbook shifted the classroom atmosphere from passive to active. In addition, it is found that the high level of practicality observed during the trial is largely attributed to the integration of audio scaffolding. By providing QR-coded audio models, the flipbook reduced the students' anxiety regarding pronunciation, which was previously a major barrier to their confidence. This aligns with the teacher's observation that digital features can act as essential scaffolding in Kurikulum Merdeka settings, where students are encouraged to take more ownership of their learning. Furthermore, the suitability of the visual design played a vital role in maintaining student focus. The use of bright colors and consistent illustrations helped students bridge the gap between difficult vocabulary and the narrative plot. Unlike conventional worksheets, the flipbook's practical A5 size and integrated audio made the reading aloud strategy more accessible.

In conclusion, the validation and implementation phases confirm that the flipbook is a feasible and reliable tool for teaching narrative texts. It does not only simplify the generic

structure of the text for students but also provides a practical solution for teachers to introduce technology-integrated media without overwhelming the classroom schedule.

CONCLUSIONS

The development of the printed flipbook as a learning media for eighth-grade students at MTs Hasyimiyah has been successfully completed following the ADDIE model. Based on the research findings, it can be concluded that the integration of digital features, such as QR codes for audio models, into printed media successfully addresses the common obstacles in reading aloud activities, particularly regarding student confidence and pronunciation accuracy. Validation from material, design, and practicality experts confirmed that the flipbook is highly feasible, practical, and aligned with the Kurikulum Merdeka requirements. While students initially needed guidance for unfamiliar vocabulary, the flipbook provided a necessary scaffolding that encouraged independent practice. Practically, this research suggests that combining printed illustrations with accessible digital audio resources is a good strategy to enhance student motivation and comprehension of narrative texts by using reading aloud strategy.

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