

**Design of Arabic Textbooks Based *Flipping Book* on *Al-Masal* (Proverbs)  
Material Class X MA/Desain Buku Ajar Bahasa Arab Berbasis *Flipping Book* Pada Materi *Al-Masal* (Peribahasa) Kelas X MA**

**Luthfi Anisatin<sup>1</sup>, Afifah Akmalia<sup>2</sup>, Imam Asrori<sup>3</sup>**

Universitas Negeri Malang

[luthfi.anisatin.2102318@students.um.ac.id](mailto:luthfi.anisatin.2102318@students.um.ac.id)

**ABSTRACT**

*The design of arabic textbooks based on flipping books is based on the existence of conventional textbooks that only focus on scientific development but students are not required to think critically. Furthermore, the existence of conventional books should be able to adjust the development of the digital era which certainly has an impact on students' interest in learning Arabic. This study aims to provide an overview of the material and items about al-Masal which is systematically designed so that students are able to think critically so that they can conclude al-Masal both orally and in writing, and is packaged with an interesting format, namely flipping books. This research is a development research using a three-D pattern (Define, Design, Develop). Based on the results of research and development, it is known that students' critical thinking ability can improve based on students being able to mention proverbs, explain proverbs, and apply proverbs orally and in writing. Then students' interest in learning will increase with the presentation of interesting teaching materials in the form of flipping books.*

**Keywords:** *Al-Masal, Flipping book, Textbook*

**ABSTRAK**

*Desain buku ajar bahasa Arab berbasis flipping book didasari oleh keberadaan buku ajar konvensional yang hanya berfokus pada pengembangan keilmuan namun siswa tidak dituntut untuk berfikir secara kritis. Selanjutnya keberadaan buku konvensional semestinya dapat menyesuaikan perkembangan para era digital yang tentunya berdampak pada minat belajar bahasa Arab siswa. Penelitian ini bertujuan untuk memberikan gambaran umum terkait materi dan butir-butir soal al-Masal yang dirancang secara sistematis agar siswa mampu berfikir secara kritis sehingga dapat menyimpulkan al-Masal baik secara lisan maupun tulisan, dan dikemas dengan format menarik yaitu flipping book. Penelitian ini merupakan penelitian pengembangan menggunakan pola three D (Define, Design, Develop). Berdasarkan hasil penelitian dan pengembangan diketahui bahwa kemampuan berfikir kritis siswa dapat meningkat dengan didasari siswa dapat menyebutkan peribahasa, menjelaskan peribahasa, dan mengaplikasikan peribahasa secara lisan maupun tulisan. Kemudian minat belajar siswa akan meningkat dengan penyajian bahan ajar yang menarik dalam bentuk flipping book.*

**Kata Kunci:** *Al-Masal, Buku Ajar, Flipping Book*

## Introduction

Textbooks, as explained by Camelia (2020), are a set of subject matter that is systematically arranged so that students can easily understand the learning material. Learning activities will become less than optimal and directionless without involving textbooks. Textbooks have tremendous power over students' knowledge of certain values. Therefore, textbooks are used as a mandatory handbook for students and teachers for the smooth teaching and learning process. According to Hanifah (2014), a good textbook is a textbook that can attract the interest of learners in using it. One of them is material that is not constantly repeated so that it is not monotonous or makes students bored in learning. A good textbook should motivate students to be encouraged to deepen the material in the textbook, but the Arabic textbooks that are often used by teachers and students today can be fairly monotonous and boring because the teaching materials and presentation of student exercises are not diverse.

As for the next problem, the number of textbooks used by students today only focuses on scientific development, one of which is on *masal* material (proverbs) for class X students of *Madrasah Aliyah*. Students only read and memorize existing proverbs without being required to think critically. In fact, by thinking critically, students can explain existing proverbs, so that they not only read and memorize them but also understand and relate them to real life (Kurnia, 2019).

The theory of cognitive development by Piaget explains that at the age of 11-15 years or known as the formal operational stage, individuals are already able to logically combine the relationships between events to draw conclusions. Individuals have begun to think about concrete experiences, think more abstractly, think idealistically, and logically (Anditiasari, 2021). Therefore, at this age, students are able to solve problems as they are able to make their own conclusions to the material that has been read and understood (Mu'min, 2013). Based on this theory, students of class X of *Madrasah Aliyah* have been confirmed to be able to understand *al-masal* (proverbs) in Arabic and then conclude them both in oral and written form.

The development of digital technology in the current revolutionary era is a challenge, especially for educators in developing and utilizing digital/online-based

textbooks. This is due to the existence of textbooks that are no longer in demand by some students, one of which is class X students of Madrasah Aliyah. In this case, (Kouis, 2014) explained that it is necessary to update the manual textbook to digital. According to him, there are still many people who feel reluctant to switch from textbooks to e-textbooks, one of which is because of technological barriers from the readers' point of view. In fact, several e-textbook formats can be used and used easily with internet assistance, one of which is flipping book (Yuan et al., 2017).

Flipping books are books that have a flip effect, so that it creates an animation as if flipping an actual sheet of the book. Just like reading other digital books like PDF books, flipping books can be used easily, by flipping every corner of the sheet before and after (Aulia, 2016). The definition of flipping book is emphasized by Arif (2017), as a digital book that can be flipped like a conventional book. Not only that, in general, flipping books can display other features such as music, video, audio, etc.

Several previous studies have proven that flipping books can be used as a reference for updating textbook formats from conventional to digital. One of them is research conducted by (Sunaryo et al., 2021), which proved that flipping book-based e-modules are quite effective in facilitating students to improve critical thinking skills. Furthermore, through research conducted by Chakraborty et al. (2013), it is known that the development of flipping books-based textbooks can be used as an interesting learning innovation. In addition, the research conducted by Arif (2017) showed that flipping books can convey information better than conventional books.

Based on this, the researcher seeks to develop a flipping book-based Arabic textbook on *al-Masal* (proverbs) material for class X students of *Madrasah Aliyah*. This study aimed to provide an overview of the material and items about *al-Masal* which is systematically designed so that students are able to think critically so that they can conclude *al-Masal* both orally and in writing, and packaged in a flipping book format.

## Research Method

This study is a research and development study with descriptive qualitative approach. Data collection was carried out by interviewing teachers and students and

observing students directly which were documented in the form of field notes, as well as documentation during learning. The research was conducted on class X students of *Madrasah Aliyah* (MA) Ibadurrahman, located on Jl. Raya Candi 3 N0.454, Karangbesuki, Kec Sukun, Malang City, East Java 65149. This research is based on the existence of conventional books in MA Ibadurrahman which are not effectively applied in the current digital era, so there is a need for updates to digital-based Arabic textbooks, one of which is flipping books. In addition, the researcher strives to encourage students to be able to think critically so that students not only read and memorize Arabic texts but are also able to understand and apply them in everyday life, one of which is in the material of *al-Masal* (proverbs). This flipping book-based textbook uses three D theory. The steps of the three-D model development theory according to Tisna & Putri (2019) are define, design and develop, with the following explanation:

#### *Stage 1 : Define*

This stage is the initial stage which includes the initial analysis of concepts, analysis of student characteristics, analysis of question items, and analysis of measuring student abilities. In this case, the researcher analyzes the form of the question items contained in the K13 book of class X Arabic lessons. Through this stage, the researcher can find out the level of difficulty in each question item in the textbook, so that the researcher is able to adjust to the material and exercises to be developed.

#### *Stage 2 : Design*

At this stage, the researcher makes patterns that adjust the KI (Core Competencies) and KD (Basic Competencies) of the K13 curriculum as well as the indicators that have been determined by taking into account the feasibility of the content (material and question items), linguistic presentation, and graphics such as determining colors, layouts, font types, font sizes, and so on.

#### *Stage 3 : Develop*

In this stage, the researcher initially conducts textbook validation with the help of validators who are experts in their fields; the next stage is to revise the product

according to the advice given by the validators. The last stage is revalidate the product with the help of validators to obtain the feasibility level of the development product.

## Results

The following is a description of the Arabic textbook design process on mass material with reference to Core Competencies (KI) and Basic Competencies (KD) as well as indicators on students' critical thinking ability. The stages of development were carried out using the three-D method.

### Stage 1: Define

The following are the results of the analysis at the define stage, including: (1) the development of Arabic textbooks of *masal* material is based on the existence of textbooks that are not able to present material or question items that encourage students' critical thinking, so that students only read and memorize *masal* material without exploring the meaning critically. In addition, the researcher also see the need for renewal of conventional textbooks into digital textbooks, one of which is a flipping book-based textbook. (2) analysis of the characteristics of students as book users, namely class X Madrasah Aliyah. The design of the textbook with the flipping book format is designed and developed to improve students' critical thinking skills, especially in Arabic. (3) analysis of question items was carried out by adjusting the material presented and the choice of question items that are able to develop students' critical thinking skills. (4) the analysis of measuring student abilities was carried out by adjusting the abilities of students at the age of 11-15 with reference to Piaget's theory.

### Stage 2: Design

At the design stage, the researcher designed the material and student exercises by paying attention to the feasibility of the content, the conformity of Arabic rules, and the graphics of the textbook. On the feasibility of the content, the textbook was designed according to the predetermined material. At this stage, the researcher adjusted the textbook material to *masal* (proverbs) chapter. Furthermore, related to the conformity of Arabic rules, textbooks are designed by paying attention to the appropriate Arabic rules. As for the graphic stage, the textbook is designed by paying attention to the level

of feasibility in the graphic aspect. The results of the Arabic textbook design in chapter *masal* are as follows:

1. Subtitle Cover



Figure 1: Cover display of *al-Masal* chapter heading

The design of the subtitle cover uses blue and white color. It aims to make the appearance and title of the book clearer and more attractive. Determining the color of the book is important, because color is an aspect that is easy for students to remember in seeing new things. Improper selection of book colors will have an impact on students' interest in reading and studying the material in the book.

On the next page, the researcher lists the KD (Basic Competencies) which consists of Basic Competencies of knowledge and Basic Competencies of skills, followed by indicators and learning objectives set out in this material. The inclusion of KD along with learning indicators aims to allow teachers to remember the aspects to be achieved in Arabic learning, especially in this *al-Masal* material, or anticipate the presentation of material that deviates from the KD and the indicators. The *al-Masal* material is the last material for the even semester of class X *Madrrasah Aliyah*.

2. Core Material



Figure 2: Al-Masal material display

The material in chapter *al-Masal* that has been developed can be described as follows: (1) Using the *Sakkal Majalla* font with a font size of 20. (2) Using *Masal* (Arabic proverbs) commonly used in learning. (3) there is an explanation in each *Masal* in Arabic that aims to make students able to understand the meaning in each *Masal* given.

In the core material, the researcher provides an explanation or lessons that can be taken from each proverb, which aims to make students better understand every proverb read and heard. Students will be trained in providing conclusions and core meanings of the text being read. In addition, the presentation of proverbial explanations in Arabic aims to make students' Arabic skills more honed so that students can understand the changes in words that often occur in a reading text. The following is an example of the presentation of *al-Masal* core material and the commands:

المثل	
اقرأ وافهم هذه الأمثال وشرحها !	
١ .	الْعِلْمُ بِلَا عَمَلٍ كَالشَّجَرِ بِلَا ثَمَرٍ

الدرس الذي يمكن أن نتعلمه هو: الشخص الذي لديه معرفة ولكن لا يمارس للآخرين ثم معرفته لن تكون مفيدة ، مثل شجرة تنمو كبيرة ولكنها لا تؤتي ثمارها.	
٢.	مَنْ يَزْرَعُ يَحْصُدْ
الدرس الذي يمكن أن نتعلمه هو: سيحصل الجميع على نتائج أو مكافآت لجميع أفعالهم. جيد أو سيء من الفعل.	
٣.	حَيْرُ جَلِيسٍ فِي الزَّمَانِ كِتَابٌ
الدرس الذي يمكن أن نتعلمه هو: علينا أن نستفيد من الوقت للقراءة ، لأن القراءة شيء مهم له أثر جيد على الانسان.	

Table 1: The example of the core materials of chapter al-Masal

### 3. Tadribat (Exercises)

The student exercises in the textbook are adjusted to the Basic Competencies (KD) of knowledge, and the Basic Competencies (KD) of skills that have been established in the 2013 curriculum. The basic competencies of knowledge and skills can be seen as follows (Kemenag RI, 2014):

Basic Competencies (Knowledge)	Basic Competencies (Skills)
3.8 Determining Arabic proverbs by paying attention to social functions and linguistic elements.	4.8 Explaining simple Arabic proverbs by paying attention to social functions and linguistic elements.

Table 2: Basic Competencies of chapter al-Masal

The learning indicators and objectives are as follows:



No.	Learning Indicators and Objectives
1	Students are able to mention simple proverbs both orally and in writing
2	Students are able to explain simple proverbs both orally and in writing
3	Students are able to apply simple proverbs both orally and in writing

Table 3: Learning Indicators and Objectives of chapter al-Masal

The following exercises refer to KD (basic competencies) of knowledge as well as learning indicators and objectives in point 1 of the table above, namely students are able to mention simple proverbs both orally and in writing.



Figure 3: The display of exercise 1 and 2 of chapter al-Masal

In exercise 1, students are instructed to read and understand the reading text related to one of the *masal*, then students answer the questions from the reading text related to daily life, as well as determine the *masal* and conclude what they have read. This exercise aims to enable students to understand the text of the stories they hear and can relate proverbs to real-life conditions and situations. Below are examples of questions based on exercise 1 and the commands:

التدريب ١	
اجب عن هذه الأسئلة شفويا ثم كتابيا !	
١. هل لديكم صديقة مثل فاطمة؟ وما اسمها/ها؟	
٢. اذكر ما تعرف عنه/ها (العنوان، العمر، الصف)؟	
٣. اذكر ماتعرف عن صفاته/ها ؟	

Table 4: The examples of exercise 2 of chapter al-Masal

Furthermore, on exercise 2, students are instructed to choose pairs of *mufrod* (singular) and *jama'* (plural). The exercise aims to make students not only able to understand the written *mufrodat* but also understand the word changes from the forms of *mufrod* (singular) and *jama'* (plural). Here are examples of questions based on exercise 2 along with the commands:

التدريب ٢			
صل بين المفرد و الجمع المناسب!			
الأوقات	•	•	١. الكتاب
الكتب	•	•	٢. الشجرة
الأشجار			٣. الوقت

Table 5: The example of exercise 3 of chapter al-Masal



Figure 4: Exercise 3 and 4 of chapter al-Masal

In exercise 3 students are instructed to complete the blank sentence to be adjusted to the right answer. This exercise is also called the completion test. Completion test is a test in the form of sentences that have parts that are omitted. The omitted part must be filled in by the student with the right answer in order for the sentence to be complete. This exercise aims to find out the extent of students' knowledge of the proverbs. The following are examples of questions presented in the form of a completion test along with the commands of the questions:

التدريب ٣	
املأ الفراغ بالإجابة الصحيحة!	
١.	لَوْلَا الْعِلْمُ لَكَانَ النَّاسُ كَ.....
٢.	الْعِلْمُ فِي..... كَالْتَنْقِشِ عَلَى الْحَجَرِ
٣.	سَلَامَةٌ الْإِنْسَانِ فِي حِفْظِ.....

Table 6: The example of exercise 3 of chapter al-Masal

Furthermore, in exercise 4, which is multiple-choice questions, students are instructed to read the existing text and then choose the appropriate answer. In this exercise, the

researcher presents questions in the form of stories related to real life and then students answer the questions with appropriate proverbs. The following are examples of questions presented in multiple-choice form and their commands:

التدريب ٤	
حدد الأمثال المطابقة للقصص، وضع دائرة على الإجابة الصحيحة !	
رضوان طفل يتمتع بصحة جيدة وقوي، كل يوم يمارس الرياضة ويأكل طعاما صحيا ونادرا ما يمرض. أما زيد فهو طفل كسول عن ممارسة الرياضة، ولا يحب أكل الفواكه والخضروات فيمرض بسهولة. ما المثل المناسب من هذه القصة؟	
ج. الْوَقْتُ أَثْمَنُ مِنَ الذَّهَبِ	أ. خَيْرُ جَلِيسٍ فِي الزَّمَانِ كِتَابٌ
د. مَنْ سَارَ عَلَى الدَّرْبِ وَصَلَ	ب. الْعَقْلُ السَّلِيمُ فِي الْجِسْمِ السَّلِيمِ

Table 7: The example of exercise 4 of chapter al-Masal



Figure 5: Exercise 5 of chapter al-Masal

In exercise 5 students are instructed to determine the appropriate proverbs by referring to the picture. Students are required to understand symbols and images by knowing their meaning and then be able to deduce the proverbs.

The following exercises refer to KD (basic competencies) skills and learning indicators and objectives point 2 and 3, namely students can explain simple proverbs both orally and in writing, and students can apply simple proverbs both orally and in writing.



Figure 6: Exercise 6 of chapter al-Masal

In exercise 6, students are instructed to explain the prescribed proverbs. In this case, students are required to think critically to understand texts and images so that they can explain proverbs in writing. This activity aims to achieve KD skills as well as learning indicators and objectives in point 2.



Figure 7: Homework view on chapter al-Masal

On the last page students are given homework to relate one of the proverbs to daily life and write it in the form of a story, then at the next meeting, students one by one tell the story to their friends in front of the class. This activity aims to achieve KD skills as well as learning indicators and objectives in point 3. The following are the questions presented through the students' homework and their commands:

الواجب المنزل
مَنْ صَبَرَ ظَفَرَ
مَنْ قَلَّ صِدْقُهُ قَلَّ صَدِيقُهُ
خَيْرُ الْأَصْحَابِ مَنْ يَدُلُّكَ عَلَى الْخَيْرِ

Table 8: The example of homework of chapter al-Masal

The next task is that students are instructed to play the games provided in the form of barcodes. Here is the display of game in barcodes:



Figure 8: The display of the game in the barcodes

In the game above, students are instructed to unscramble the jumbled sentences and rewrite them into the correct sentences or proverbs. Students are given 5 minutes to complete the commands provided in the game. According to Wright, the application of games in learning is effective in motivating students to learn, especially in *mufrodat* learning. In addition, games are also able to improve students' social and communicative skills (Maitri Rahmadhani, 2021).

In addition, there is also a game in the classroom commonly referred to as chain whispering, or in Arabic known as the "*silsilah al-hams*", with guidelines as stated in the textbook as follows:

سلسلة الهمس	
١.	يقسم المعلم الطلاب إلى ٥ مجموعات عن طريق العد ١-٥
٢.	يجتمع كل طالب مع طالب الذي يحصل على نفس الرقم
٣.	يجب أن يكون لكل مجموعة قائد مجموعة
٤.	تتقدم كل مجموعة بالتتابع استنادا إلى أرقام المجموعات
٥.	وقوف المجموعة التي تقدمت إلى مقدمة الفصل بالتوازي
٦.	يهمس قائد المجموعة بالإجابة عن طريق همس المثل لأعضاء المجموعة
٧.	همس عضو المجموعة بإجابة لصديقه الآخر حتى النهاية
٨.	في الاخير ، يكتب العضو الأخير المثل على السبورة
٩.	المعلم يقيم دقة الكتابة
١٠.	إذا كان ذلك صحيحا ، يحق للمجموعة الحصول على مكافأة من المعلم
١١.	يتم تكرار هذا النشاط حتى المجموعة الأخيرة

Table 9: Stages of the chain wisper game

### Stage 3: Develop

This stage is carried out in order to determine the level of feasibility of the development product validated by the validator team. The stages in development are as follow: first, validating a flipping book-based Arabic textbook product to validators.

Second, revise the flipping book-based textbook according to the advice given by the validator team. Third, the revised textbooks are re-submitted to validators for approval. With this, flipping books-based Arabic textbooks are suitable for use in class X *Madrasah Aliyah*.



Figure 9: The flipping book

The picture above is a display of the textbook with flipping book format. With flip format, students can easily access textbooks through links shared by teachers during learning activities. The next advantage is that students do not need to download certain opening applications through the google play store. Students only need to copy and paste the link shared by the teacher through the web page.

## Discussion

The development of this flipping book-based textbook is based on the challenge of teachers to make innovative learning by adjusting to the development of the industrial revolution. There are two important aspects to implement innovative learning, namely media and methods. According to Cahyani (2019), the role of the media today is very important to stimulate students in learning. In addition, the application of the right method can also support the realization of innovative learning.

The importance of thinking critically is explained by Cottrell (2017), who argued that by thinking critically a person is able to make decisions or solve problems appropriately in all conditions, in addition to also honing one's awareness and attention



to the truth and error in every action carried out by oneself or others, as well as being more aware of the life of the world around.

The same is explained by Saputra et al., (2019), who stated that critical thinking is a skill that every human being must master. According to him, the skills needed in the 21st century include: critical thinking (78%), information technology /IT (77%), innovation (74%), and responsibility (72%). In this case, critical thinking skills are skills that are needed in life, especially in the world of work. Critical thinking skills can not only be taught by certain groups but also everyone, one of which is through the world of education, because education has an important role in shaping a person's attitudes, knowledge, and skills.

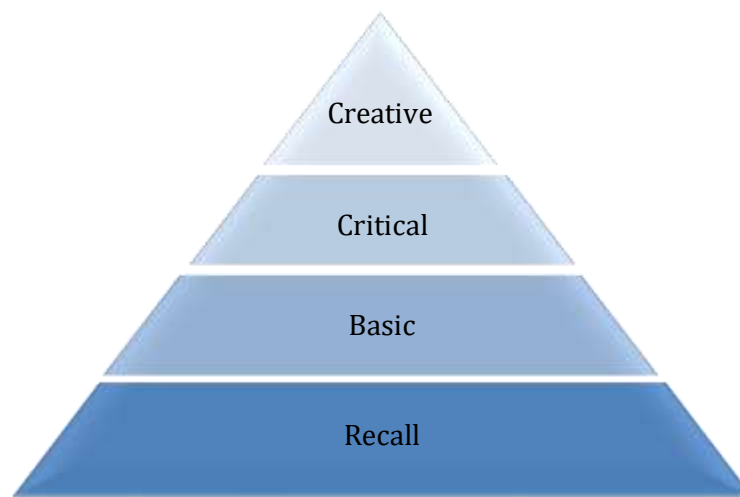
Krulik & Rudnick's theory divided the level of reasoning into three stages, namely:

<b>Basic</b>	<ul style="list-style-type: none"> <li>✓ <b>Understanding of concepts</b></li> <li>✓ <b>Recognizing a concept when it appears in a setting</b></li> </ul>
<b>Critical</b>	<ul style="list-style-type: none"> <li>✓ Examining, relating, and evaluating all aspects of a situation or problem.</li> <li>✓ Focusing on parts of a situation or problem.</li> <li>✓ Gathering and organizing information.</li> <li>✓ Validating and analyzing information.</li> <li>✓ Remembering and associating previously learned information.</li> <li>✓ Determining reasonableness of an answer.</li> <li>✓ Drawing valid conclusions.</li> <li>✓ Analytical and reflexive in nature</li> </ul>
<b>Creative</b>	<ul style="list-style-type: none"> <li>✓ Original, effective, and produces a complex product.</li> <li>✓ Inventive</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Synthesizing ideas</li> <li>✓ Generating ideas.</li> <li>✓ Applying ideas.</li> </ul>
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*Table 10: Student reasoning level*

Furthermore, the level of reasoning can also be formulated based on the following pyramid (Siswono, 2016):



*Figure 10: Pyramid of student reasoning levels*

The first level of thinking ability is recall. At this stage, students are unintentionally able to remember or memorize short proverbs that they often hear. For example, students are unintentionally able to memorize the proverb "*Man Jadda Wajada*" and are able to pronounce it both inside and outside of learning. In the next stage, namely the basic stage, students are able to understand the meaning of each memorized proverb. For example, students are able to understand the meaning of the proverb "*Man Jadda Wajada*" but have not been able to apply the proverb to certain situations. Furthermore, at the critical thinking stage or also known as the critical stage, students are able to involve, test, connect, and evaluate aspects of an event or situation. For example, students are able to apply or associate the proverb "*Man Jadda Wajada*" in an event or problem that occurs.

The highest level is creative, which is thinking that is authentic and reflective and produces a complex product. In this case, students are able to analyze various proverbs and then be able to produce new proverbs or similar to the proverbs they understand. However, this level is not a level that must be owned by students of class X of *Madrasah Aliyah*.

In this case, critical thinking is the ability to read in depth, then analyze, and identify the materials that have been presented. By thinking critically, students are able to draw conclusions from the set of materials presented and determine the inoculating proverbs and their contradictions. From the explanation, it can be understood that critical thinking is an activity of an analytical and reflexive nature.

The role of the teacher in honing students' critical thinking skills is a very important factor. Therefore, effective learning strategies are needed in learning, one of which is by referring to learning strategies in textbooks. This is in line with research conducted by Mercy et al. (2020) which concluded that learning strategies are very influential in improving students' critical thinking ability and that learning strategies can improve students' thinking ability above average. Mercy explained that there was a significant change between before and after the implementation of the learning strategy.

Furthermore, according to Handayani (2019) in this industrial revolution 4.0, there is a need for renewal in Arabic learning from conventional to modern learning. One of them is the renewal of textbooks to e-textbooks. the development of flipping books-based Arabic textbooks can be used to hone students' problem solving skills, especially in *masal* materials with digital assistance based on flipping books.

This is in line with Lestari's (2018) statement that it is appropriate for teachers to be able to utilize technology in the process of implementing learning activities. In addition to its compatibility with the development of the current digital era, the use of technology in learning can be a means of supporting learning, one of which is in accessing information and also as supporting means of learning activities. This statement is in line with research conducted by Sunaryo et al., (2021), Chakraborty et al.,(2013), and Arif (2017), that flipping books are more effective in conveying learning

information than conventional books in general, and can be effectively used as a learning intermediary for students in honing critical thinking skills.

### **Conclusion**

Critical thinking skills are skills that everyone must have in the 21<sup>ST</sup> century. by thinking critically, a person is able to provide the right decisions or problem solving in all conditions. In general, the stages of reasoning are divided into four stages, namely recall, basic, critical, and creative. In line with the development of the current industrial revolution era, teachers should be able to update conventional textbooks into modern textbooks. This is due to the role of technology that is able to be a means of supporting learning and supporting means of learning activities.

In general, the development of Flipping-based Arabic textbooks is carried out to add references to textbooks in Arabic language learning which is quite monotonous, especially in *al-Masal* material. This textbook is designed with reference to KD (Basic Competencies) of knowledge and skills that have been established. In addition, materials and exercises refer to learning indicators and objectives. The goal is that with this flipping book-based textbook, students are able to develop their critical thinking skills and are able to utilize digital textbooks easily assisted by the internet, especially in *al-Masal* material.

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