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Development of an Interactive E-Book Learning Media Assisted by the AnyFlip Application on the Topic of Solid Geometry with Flat Surfaces

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Abstract

This study aims to develop an interactive e-book supported by the AnyFlip application on the topic of flat-sided geometric shapes for junior high school students. This study uses a Research and Development (R&D) method with a 4-D development model, which is implemented up to the development stage. The product focused on the processes of designing, creating, validating, and refining learning media to ensure its feasibility for classroom use. The developed product was an interactive e-book combining text, images, learning videos, and practice exercises to create a more engaging and understandable learning process. The research subjects consisted of media and material experts, as well as 25 eighth-grade students from SMP YP HKBP Pematangsiantar. Data were collected using validation sheets and student response questionnaires with a Likert scale. The validation result from media experts obtained a percentage of 87.89%, categorized as valid, while the material expert validation obtained 86.25%, also categorized as valid. The product trial conducted with students obtained a percentage of 79.6%, categorized as effective. The e-book also integrated an ethnomathematics approach through examples of geometric solids related to local culture, making learning more contextual and engaging. Based on the research results, the AnyFlip app-assisted e-book was declared a suitable and effective learning medium for mathematics on the topic of flat-sided geometric shapes. Student experiments demonstrated positive responses and helped them become more engaged and understand the material.

Keywords: Interactive Media, E-book, AnyFlip, Flat-sided geometric solids, Ethnomathematics

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1. Introduction

Students' difficulties in understanding the abstract concepts of solid geometry with flat surfaces require innovations in learning media that are able to visualize the material in a more concrete and engaging (Safitri, 2017). The use of digital platforms such as AnyFlip enables the integration of multimedia elements in the form of audio, video, and animation, which can transform geometry material that was previously monotonous into an interactive learning experience (Cholily et al., 2019). This integration functions to bridge students' cognitive barriers in visualizing the dimensions of geometric objects, which have so far relied only on printed textbooks (Damayanti, S., & Azhar, 2023). By applying this technological approach, the transformation process from static representations to dynamic three-dimensional forms is expected to significantly improve students' active engagement and mathematical understanding skills especially in facilitating the visualization of complex geometric shapes so that they become easier to understand (Maryanti & Suwardi, 2024).

The implementation of this media is also in line with the need for teaching materials that support student-centered learning, replacing dependence on conventional methods that often limit students' independent exploration (Staneviciene, 2025). Therefore, the development of this interactive e-book assisted by the AnyFlip application aims to create teaching materials that are valid, practical, and effective in supporting deeper mastery of geometric concepts (Djuaeni, 2023). This development is highly relevant considering the limited availability of technology-based teaching materials that are able to optimally facilitate independent exploration (Trianung et al., 2024). Through the integration of dynamic evaluation features, this media is expected to transform mechanistic learning processes into creative activities that can increase students' interest and deeper understanding of solid geometry material (Fitriani et al., 2026). In addition, the use of technology-integrated media has been proven to provide new learning experiences that are effective in increasing students' motivation and enthusiasm during the learning process (Nurhasanah, 2025).

The development of digital technology in education today also encourages teachers to design learning that is adaptive to the characteristics of the digital generation (Djibran et al., 2024). Modern students tend to be more interested in learning media that are interactive, visual, and easily accessible through electronic devices compared to conventional printed books (Katona et al., 2022). However, in reality, mathematics learning in schools is still largely dominated by lecture methods and static teaching materials, causing students to be less active in independently exploring geometric concepts (Hasanah & Juandi, 2026). This condition results in the low attractiveness of mathematics learning, especially in the topic of solid geometry with flat surfaces, which requires high spatial visualization skills (Astuti & Nurhasanah, 2020). Many students experience difficulties in understanding the relationships among the elements of solid figures, determining surface area, and calculating volume due to the limitations of the media used in the learning process (Ismail et al., 2020).

In addition, observations from several previous studies indicate that the use of digital media in mathematics learning still focuses more on simple material presentation and has not maximized the integration of interactive multimedia comprehensively. Most development studies only emphasize the use of learning videos or ordinary electronic books without providing learning experiences that

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actively involve students through combinations of animations, simulations, interactive links, and integrated digital evaluations (Poulin-Dubois et al., 2011). In fact, the characteristics of solid geometry with flat surfaces strongly require media that can display objects visually and dynamically so that students are able to build conceptual understanding more effectively (Kusuma et al., 2023). The use of interactive media in learning flat-sided geometric shapes has also been proven to improve students' visualization abilities and conceptual understanding because it can present representations of mathematical objects in a more concrete and interesting way.

Based on a review of previous studies, a research gap was identified in the development of digital teaching materials for the topic of solid geometry with flat surfaces. Previous studies generally focused only on the development of technology-integrated interactive media to improve mathematical conceptual understanding without integrating local cultural elements into the learning material (Lisnani et al., 2020). Most developed e-books or e-modules are still general in nature, and their contextualization is not closely related to students' lives, causing mathematics learning to be understood as an abstract concept separated from their cultural environment (Arif & Mahmudah, 2022). In addition, studies related to the use of the AnyFlip application have mostly emphasized media interactivity and technological effectiveness, but only a few have associated it with an ethnomathematics approach, especially on the topic of solid geometry with flat surfaces at the junior high school level (Hodiyanto et al., 2026). In fact, integrating local culture into mathematics learning can help students understand geometric concepts through real objects found in everyday life, such as traditional houses, traditional ornaments, and cultural buildings related to the concepts of cubes, cuboids, prisms, and pyramids (Permata et al., 2021).

Culture-integrated mathematics learning is also considered capable of increasing student engagement because the material studied is closer to their social experiences and environment (Alan & Bishop, 2002; Ditasona, 2018). Therefore, the development of digital learning media that can combine interactive technology with local cultural values is still needed so that learning becomes more meaningful and contextual for students.

The novelty of this study lies in the development of an interactive e-book assisted by the AnyFlip application that not only integrates multimedia elements such as videos, animations, audio, and digital evaluations, but also relates the material of solid geometry with flat surfaces to local cultural elements through an ethnomathematics approach. The developed media presents examples of geometric solids derived from regional culture, such as the shapes of traditional house roofs, traditional ornaments, and cultural buildings that represent geometric concepts (Hayuni, 2025). The integration of culture into this e-book aims to bring mathematical concepts closer to students' real experiences so that learning becomes more contextual and easier to understand. In addition, the use of the AnyFlip application allows teaching materials to be presented in an interactive digital form that can be flexibly accessed through various devices, thereby supporting students' independent learning (Syarifuddin & Oktaviani, 2022). The combination of interactive technology and a local cultural approach is the main distinction of this study compared to previous research, as it not only focuses on improving students' mathematical understanding but also supports the preservation of local culture through innovative and meaningful mathematics learning processes.

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2. Methods

This research uses the 4-D development model developed by Thiagarajan (Sihombing, 2024). The 4-D development model consists of four phases. However, this research was only carried out up to the development stage due to time and implementation limitations. This Research and Development (R&D) study aimed to produce an interactive e-book assisted by the AnyFlip application on the topic of solid geometry with flat surfaces. The development method was chosen because the study focused not only on theoretical analysis but also on the process of designing, developing, and validating learning products to ensure their feasibility for use in mathematics learning.

The research subjects were eighth-grade students at SMP YP HKBP Kota Pematangsiantar, and the material used in this study was solid geometry with flat surfaces. The product testing stages of the e-book development included validation by media experts, validation by material experts, and limited product trials involving 25 eighth-grade students. The evaluation stages in this study consisted of: (1) one media expert lecturer validated the learning media, (2) one material expert lecturer validated the learning media, and (3) product trials conducted by eighth-grade junior high school students. The characteristics of the trial subjects are presented in Table 1.

Table 1. Characteristics of the Trial Subjects

Trial Subjects	Characteristics
Media Expert	a. Possess expertise in the design of instructional media among mathematics education faculty members. b. Be a faculty member with a minimum rank of III-D/Lecturer, and c. Possess the skills to evaluate the development of instructional media
Material Expert	a. Hold at least a bachelor's degree in mathematics education, and b. Possess extensive knowledge of mathematics-related material

The data analysis technique used was a validity and effectiveness questionnaire. Data analysis was assessed using media and materials expert validation sheets and student response questionnaires, which were analyzed using a Likert scale. The instrument used consisted of five response options, as shown in Table 2.

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Table 2. Assessment Scores for Media Expert and Material Expert Validation

Score	Feasibility Answer Options
1	Very Poor
2	Poor
3	Fair
4	Good
5	Excellent

The total score obtained from the overall assessment can be calculated using the following formula:

$$P = \frac{S}{N} \times 100\%$$

Notes:
P = percentage (%)
S = total score obtained
N = maximum score

The validity scores from each media and content expert were summed and averaged to determine the validity and suitability of the learning media. The validity of the interactive e-book can be seen in Table 3. Based on Table 3, the assessment of a learning medium can be categorized as valid if its validity test score falls within the percentage range of 80%–100%.

Table 3. Validity Criteria of Teaching Materials

Presentase (%)	Feasibility	Notes
$P \leq 50\%$	Invalid	Complete revision
$50\% < P \leq 60\%$	Partially Valid	Partial revision
$60\% < P \leq 80\%$	Fairly Valid	Minor revision
$80\% < P \leq 100\%$	Valid	No revision

The student response questionnaire assessment regarding media use consists of five answer choices based on the questions given. Each answer choice has a different score that represents the level of product suitability. The scoring criteria for each response option are presented in Table 4.

Table 4. Assessment Scores for Each Response Option

Score	Response Options
1	Strongly Disagree
2	Disagree
3	Somewhat Agree
4	Agree
5	Strongly Agree

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The scores obtained from each student's assessment, conducted over a one-month period, were calculated as percentages and then converted into assessment criteria to determine the students' response categories, which were subsequently used to determine the level of effectiveness, as presented in the effectiveness categories in Table 5

Table 5. Effectiveness Categories of Learning Media

No	Quantitative Score Range	Description
1	$P \leq 20\%$	Very ineffective
2	$20\% < P \leq 40\%$	Ineffective
3	$40\% < P \leq 60\%$	Somewhat effective
4	$60 < \% P \leq 80\%$	Effective
5	$P > 80\%$	Very effective

3. Result and Discussion

Result

The results of developing an interactive e-book using the Anyflip application on the topic of flat-sided three-dimensional shapes align with the stages of the 4-D development model. However, due to time and implementation constraints, the development process was limited to the "develop" stage. In line with the research objectives, the designed module is not a physical digital book but rather a digital file that can be accessed via a smartphone, laptop, or similar device. The e-book designed using the Anyflip application is in PDF format and is uploaded via the Anyflip application; teachers can then provide this e-book as a teaching resource in the form of an Anyflip link ready to be shared with students. The following are the product development stages carried out:

Results of the Define Phase

The Define phase includes the preliminary analysis phase and the needs analysis phase. The preliminary analysis phase involves identifying the problems currently faced by educators and students during the learning process. Based on observations from previous interviews with junior high school math teachers, it was found that students had difficulty learning the material provided because, at that time, teachers only provided teaching materials in the form of flat-sided three-dimensional shapes namely cubes, rectangular prisms, prisms, and pyramids with Anyflip links shared with students through a WhatsApp group. In the needs analysis, based on the results of the previous interviews, the needs of teachers and students during learning were identified as requiring a learning medium in the form of interactive and engaging instructional materials to help students understand mathematics concepts more easily and enhance their motivation to learn. Consequently, the researcher developed a learning medium in the form of an interactive e-book.

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Results of the Design Phase

The Design Phase involves the creation of an interactive e-book as a learning resource. The design of the e-book began during this phase. The e-book was created using several applications, including Microsoft Office Word 2016, Anyflip, Canva, and Quizizz. Before being uploaded via the Anyflip app, the e-book was first designed using Microsoft Office Word 2016, the Canva app to create the front cover, and the Quizizz app to create practice questions. The e-book was then designed with content on flat-sided three-dimensional shapes in accordance with the 2013 curriculum implemented at the school.

Results of the Development Phase

This phase included: 1) a validity test by media experts, followed by revisions; 2) a validity test by subject matter experts, followed by revisions; 3) a pilot test of the media by 10 eighth-grade students to assess the effectiveness of the interactive e-book on the topic of flat-sided three-dimensional shapes.



Figure 1. Cover e-book

The e-book cover is shown in Figure 1. The e-book cover for the flat-sided three-dimensional shapes module was designed using the Canva app and published via the AnyFlip platform to make it more engaging, interactive, and easily accessible to students. The cover creation process began with designing the visual layout in Canva, ensuring it aligned with the mathematics curriculum for junior high school students. The cover design features an attractive color scheme, clear fonts, and illustrations of flat-sided three-dimensional shapes such as cubes, rectangular prisms, prisms, and pyramids—to provide students with a visual representation of the content.

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Figure 2. Solid Geometry with Flat Surfaces Material Related to Ethnomathematics

In Figure 2 above, the introductory section of the interactive e-book assisted by the AnyFlip application presents several traditional houses in Indonesia, such as the Batak Bolon House, the Minangkabau Gadang House, and the Papuan Honai House, which are related to the topic of solid geometry with flat surfaces. The roof shapes and building structures of these traditional houses are associated with geometric concepts such as prisms, pyramids, and cuboids. The presentation of these traditional house images aims to help students understand that the concepts of solid geometry with flat surfaces can be found in everyday life, while also introducing the cultural diversity of Indonesia through a more interesting and contextual mathematics learning experience.

1. Media Expert Validity

The media expert validity test was conducted by lecturers from the mathematics education program, including evaluations using assessment instruments and suggestions regarding the interactive e-book developed using the Anyflip application on the topic of plane figures. After validation, the researcher revised the e-book product so that it was deemed suitable for use by students. Table 6 shows the results of the media expert validation. Based on Table 6, the results of the media expert validation of the interactive e-book on plane figures showed a score of 87.89%, which was categorized as valid with the note that no revisions were required.

Table 6. Results of Media Expert Validation of the Interactive E-Book

Assessment Criteria	Score		
	Media Expert 1	Media Expert 2	Total
Software Engineering	27	28	55
Instructional Design	52	54	106
Visual Communication	56	56	112

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Presentation	87,89%
Feasibility	Valid
Notes	No Revisions Required

2. Content Expert Validation

The content expert validation test was conducted by a mathematics teacher at one of the YP HKBP junior high schools in Pematangsiantar. Table 7 shows the results of the content expert validation. Based on Table 7, the results of the subject matter expert validation of the interactive e-book on the topic of circles yielded a score of 86.25%, which was categorized as valid with the note "no revisions required."

Table 7. Results of Subject Matter Expert Validation of the Interactive E-Book

Evaluation Criteria	Score		Total
	Material Expert 1	Material Expert 2	
Content Appropriateness	67	51	118
Presentation Appropriateness	51	38	89
Language	56	53	109
Presentation Appropriateness	86,25%		
Comments	Valid No Revisions Required		

3. Product Usage Trial Results

The product usage trial was conducted after the product underwent validity testing by media experts and content experts, following which it was revised. Subsequently, a limited product trial was conducted with 25 students over a one-month period to evaluate the effectiveness of the e-book.

Table 8. Shows the scores obtained by students in the product usage trial.

No	Student Code Name	Score
1	DP	41
2	GS	37
3	SS	38
4	STS	41
5	VMM	37
6	RS	41
7	ICS	42
8	RAP	40
9	TNT	41
10	IAT	40
11	RRS	38
12	IAN	36

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13	LEM	38
14	TAS	36
15	SAS	36
16	SALS	40
17	WN	42
18	SDS	40
19	APS	32
20	CVS	34
21	YM	34
22	RiS	36
23	YOP	38
24	RS	38
25	DS	40
Total Assessment Score (Maximum Score: 1250)		996
Presentation Assessment		79,6%
Criteria		Effective

According to Table 8, the results of the experiment on students' use of the product an interactive e-book on the topic showed a score of 79.6%, meeting the criteria for effectiveness.

Discussion

Based on the explanation above, the results of this study indicate that the researcher successfully developed an educational medium an interactive e-book integrated with the Anyflip application which has been found to be valid and highly effective for use in learning. The e-book developed in this study differs from typical digital books, which are usually provided to students in the form of links. The e-book was designed in an electronic format so it can be accessed on various devices, such as computers, laptops, and smartphones. This makes it easier for teachers to deliver the material students are to study (Wulandari, 2013).

This digital book or e-book is not merely text-based but also includes educational videos in the form of YouTube links accessible within the content. Additionally, this e-book utilizes the Quizizz app, which helps students understand the material during the learning process. It is also designed in accordance with the school's curriculum standards, ensuring that the resulting learning materials align with core competencies, basic competencies, and competency achievement indicators.
The resulting e-book can be used by teachers as a teaching aid during the learning process at school, making it an effective learning resource for students, particularly under current school learning conditions (Saptono, 2023).

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The effectiveness of the developed e-book can be explained by its integration of interactive learning features that actively support students' understanding. Unlike conventional digital books that mainly present text, the developed e-book combines learning materials, educational videos, and formative assessments through Quizizz within a single platform. This integration enables students to access explanations, observe visual demonstrations, and immediately evaluate their understanding during the learning process. In addition, the use of the Anyflip platform allows the e-book to be accessed easily on various digital devices, supporting flexible and independent learning. The novelty of this study lies in the integration of Anyflip, YouTube-based learning videos, and Quizizz into a curriculum-aligned interactive e-book. This integrated design provides a more engaging and comprehensive digital learning experience, contributing to the high effectiveness of the developed learning media.

4. Conclusion

Based on the research results, it can be concluded that the e-book assisted by the Anyflip application on the material of flat-sided solid shapes was successfully developed using a 4-D development model, which has been implemented to the "develop" stage. This product is designed as an interactive digital teaching material that combines text, images, learning videos, and practical exercises, thus creating a more interesting and easily understood learning process for students.
Validation results indicate that the developed e-book has a good level of feasibility. Validation by media experts yielded a percentage of 87.89%, categorized as “sufficiently valid” with minor revisions, while validation by subject matter experts yielded a percentage of 86.25%, categorized as “valid” without revisions. Additionally, the results of the product usability test with students yielded a score of 79.6% in the “effective” category. These results indicate that the interactive e-book supported by the Anyflip application is suitable and effective for use as a mathematics learning medium for the topic of flat-sided three-dimensional shapes.
The development of this e-book also has the advantage of integrating an ethnomathematics approach through the presentation of examples of three-dimensional shapes related to local culture. This integration makes learning more contextual, engaging, and relevant to students’ lives. Thus, the learning resource developed is expected to help increase motivation to learn, improve understanding of geometric concepts, and support mathematics education that integrates digital technology in schools.

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