



## The Effect of Using Book Creator Media on Students' Learning Interest in Indonesian Language Learning at the Elementary School Level

Cindy Karmelina<sup>1</sup>, Anggy Giri Prawiyogi<sup>2</sup>, Yulistina Nur DS<sup>3</sup>

<sup>1,2,3</sup>Universitas Buana Perjuangan Karawang

Corresponding E-mail: [Sd22.cindykarmelina@mhs.ubpkarawang.ac.id](mailto:Sd22.cindykarmelina@mhs.ubpkarawang.ac.id)

ABSTRACT	ARTICLE INFO
<p><i>This study aims to determine the effect of using digital learning media with Book Creator on students' learning interest in Indonesian language subjects at the elementary school level. This research employed a quantitative approach with a quasi-experimental method using a one-group pretest-posttest design involving 26 students as research subjects. Data were collected through questionnaires administered before (pretest) and after (posttest) the treatment and analyzed using normality tests and paired sample t-tests. The results showed that the mean score of the pretest was 74.65, while the posttest mean score increased to 103.03, indicating an improvement of 28.38 points. The normality test results indicated that the data were normally distributed, with significance values of 0.192 for the pretest and 0.291 for the posttest. Furthermore, the paired sample t-test showed a significance value (Sig. 2-tailed) of <math>&lt; 0.001 &lt; 0.05</math>, indicating a highly significant difference between pretest and posttest results. Therefore, it can be concluded that the use of digital learning media using Book Creator is effective in increasing students' learning interest in Indonesian language learning at the elementary school level.</i></p>	<p><b>Article History:</b> Submitted/Received 20 Apr 2026 First Revised 26 May 2026 Accepted 25 Jun 2026 First Available online 30 Jun 2026 Publication Date 30 Jun 2026</p> <hr/> <p><b>Keyword:</b> digital learning media; Book Creator; Learning interest; Indonesian language; Elementary school</p>

### 1. INTRODUCTION

Education is a conscious effort undertaken to develop the potential and personality of individuals to become better through the learning process (Mardiana et al., 2024). In improving the quality of education, teachers are required to be able to design effective, creative, and innovative learning in accordance with students' needs (Qahfi & Rahmawanti, 2020) Along with the advancement of the times, the world of education has undergone very rapid changes, particularly in the utilization of technology. Indonesia, having entered the era

of the Industrial Revolution 4.0, is required to be able to adapt from conventional learning toward digital-based learning.

The development of digital technology in education in Indonesia has also received attention from the government through various programs that support the integration of technology in learning. Digital-based learning programs have become one of the efforts to improve the quality of (Syarifudin, 2024) learning and ensuring that the learning process remains effective. Nevertheless, the use of technology in learning still faces various challenges, one of which is in increasing students' learning interest. Learning interest is an important factor that influences students' success in achieving optimal learning outcomes (Anggraeni et al., 2021).

However, in reality, students' learning interest in Indonesian language learning at the elementary school level is still relatively low. This condition is influenced by various factors, both from within the students themselves and from the surrounding environment. Internal factors include physical condition, mental state, level of intelligence, and learning interest itself. Meanwhile, external factors such as the family environment, peers, teachers, and the use of learning methods and media also influence students' learning interest (Fuad & Zuraini, 2016). The lack of engaging learning media and the still predominantly conventional learning methods cause students to be less interested and less active in participating in the learning process.

In line with these issues, efforts are needed to increase students' learning interest through more innovative and engaging learning. One alternative that can be employed is the use of digital-based learning media. Several previous studies have shown that the use of attractive and innovative learning media can increase students' learning interest and encourage active participation in the learning process (Anggraeni et al., 2023). One medium that can be used is Book Creator, an application that enables the creation of interactive digital books by combining text, images, audio, and video, thereby making learning more engaging and easier to understand (Syahrani, 2022).

Book Creator is one of the digital learning media that can support the attainment of the Merdeka Curriculum. This medium takes the form of a hypermedia-based digital book that can be accessed via the web and presented interactively. The various features available enable students to be more active in the learning process and facilitate their access to material anytime and anywhere through digital devices. Previous research has shown that the use of e-book based on Book Creator was found to be feasible and effective for use in learning and was able to increase students' learning activities (Agasi & Desyandri, 2022).

Furthermore, in its implementation, the use of Book Creator can be supported by the SAMR framework developed by Ruben Puentedura, which assists in effectively integrating technology into learning, ranging from the substitution stage to the redefinition stage (Romrell et al., 2014). Learning interest itself is an important factor that influences students' engagement in the learning process (Budiwibowo, 2016). Moreover, good learning is capable of fostering students' learning interest, thereby encouraging behavioral change toward a better direction (Tobamba et al., 2019). Thus, the use of attractive and innovative technology-

based learning media becomes one of the effective alternatives in increasing students' learning interest.

Although various studies have shown that the use of digital-based learning media can increase students' learning interest, the use of Book Creator-based learning media in Indonesian language learning at the elementary school level has not yet been extensively researched in depth. Furthermore, studies specifically examining the effect of using Book Creator on students' learning interest at the elementary school level are still limited. Therefore, this study was conducted to fill this gap and contribute to the development of innovative learning media.

Based on the foregoing description, this study aims to determine the effect of using digital-based learning media, particularly Book Creator, on students' learning interest in Indonesian language learning at the elementary school level. In addition, this study also aims to analyze the extent to which the use of Book Creator media can improve students' active participation and interest in the learning process. The results of this study are expected to provide an overview of the effectiveness of using Book Creator media in increasing students' learning interest in the Indonesian language subject at the elementary school level.

## 2. RESEARCH METHODOLOGY

This study employed a quantitative approach with an experimental method. The research design used was *one group pretest-posttest design*, which involved administering an initial test (*pretest*) prior to the treatment and a final test (*posttest*) after the treatment was administered to students (Sugiyono, 2019). This study was conducted at SDN Sungaibuntu III, Karawang Regency, during the even semester of the 2025/2026 academic year. The research subjects were 26 Grade III elementary school students selected using *purposive sampling*. Data collection techniques were carried out through tests and questionnaires. Tests were used to measure students' initial and final abilities, while questionnaires were used to determine the level of students' learning interest. The research instruments consisted of *pretest* dan *posttest* items as well as a learning interest questionnaire developed using a Likert scale. The variables in this study consisted of the independent variable, namely the use of digital-based learning media, particularly Book Creator, and the dependent variable, namely students' learning interest in Indonesian language learning. The data obtained were analyzed using a normality test to determine whether the data were normally distributed, and a *paired sample t-test* to determine whether there was a significant difference between the *pretest* dan *posttest* results after the use of Book Creator learning media in Indonesian language learning.

## 3. RESULTS AND DISCUSSION

### Research Results

This study aimed to determine the effect of using digital-based learning media with Book Creator on students' learning interest in Indonesian language learning at the elementary school level. Data were obtained through the administration of pretest and posttest questionnaires to 26 students.

**Table 1.** Pretest and Posttest Results

		Mean	N	Std. Deviation
Pair 1	Pretest	74,65	26	14,36
	Posttest	103,03	26	8,21

Based on Table 1, it is known that the mean score ( *mean* ) of the pretest was 74.65 and the mean score of the posttest was 103.03. This indicates an increase in the mean score of 28.38 after the treatment was administered. In addition, the standard deviation of the posttest was smaller than that of the pretest, indicating that students' learning outcomes after the treatment became more evenly distributed.

**Table 2.** Normality Test  
Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest Questionnaire	.136	26	.200*	.947	26	.192
Posttest Questionnaire	.166	26	.062	.954	26	.291

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on Table 2, the normality test results using the Shapiro-Wilk test indicate that the significance value ( *Sig.* ) for the pretest data was 0.192 and for the posttest data was 0.291. Both values are greater than 0.05, so it can be concluded that the data were normally distributed. Thus, the analysis can be continued using the *paired sample t-test* .

**Table 3.** Results of *Paired Sample t-test*

		Paired Differences					Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
		n			Lower	Upper				
Pair 1	PRETEST -	-	14.037	2.75294	-	-	-	25	<,001	<,001
	POSTTEST	28.38462	31		34.05441	22.71482	10.311			

Based on Table 3, the results of the *paired sample t-test* showed a significance value (Sig. 2-tailed) of < 0.001 < 0.05 with a t-value of -10.311. This indicates that there is a very significant difference between the pretest and posttest results. Thus, the use of digital-based

learning media using Book Creator has a very strong effect on improving students' learning outcomes.

### Discussion

Based on the research findings, it was shown that the use of digital-based learning media using Book Creator had a highly significant effect on students' learning interest in Indonesian language learning at the elementary school level. This can be seen from the increase in students' mean score from 74.65 on the pretest to 103.03 on the posttest. This improvement indicates that the use of learning media was able to enhance students' understanding and engagement in the learning process. Furthermore, the decrease in standard deviation from 14.36 on the pretest to 8.21 on the posttest indicates that students' learning outcomes became more evenly distributed after the treatment. This suggests that the learning media not only improved overall learning outcomes but also helped students who previously had low abilities to better understand the material, thereby reducing the disparity in learning outcomes among students. The success of Book Creator in this study was influenced by the interactive and engaging characteristics of the medium. This medium was able to present material in digital form that combines text, images, audio, and video, thereby creating a more varied and non-monotonous learning experience. This condition made it easier for students to understand the material, increased their curiosity, and encouraged active engagement in the learning process.

The findings of this study are in line with previous research stating that the use of attractive and innovative learning media can increase students' learning interest and make students more active in participating in the learning process (Anggraeni et al., 2023). Furthermore, research by Agasi and Desyandri (2022) also showed that the use of *e-book* based on Book Creator was effective in increasing students' learning activities. The use of technology in learning has also been proven to be able to create a more interactive and enjoyable learning atmosphere so that students are more enthusiastic in participating in learning (Hidayah & Syahrani, 2022).

Furthermore, the improvement in learning outcomes in this study was also influenced by Book Creator's ability to accommodate various student learning styles, such as visual, auditory, and kinesthetic. Interactive presentation of material provides a more engaging learning experience compared to conventional learning. In addition, learning is more student-centered (*student-centered learning*), where students are actively engaged in the learning process. This active engagement has an impact on optimally increasing students' understanding and learning interest. Thus, the use of digital-based learning media such as Book Creator can be an effective alternative in increasing students' learning interest, particularly in Indonesian language learning at the elementary school level.

### 4. CONCLUSION

Based on the research findings, it can be concluded that the use of digital-based learning media using Book Creator had a highly significant effect on students' learning interest in Indonesian language learning at the elementary school level. This is evidenced by the increase in students' mean score from 74.65 on the pretest to 103.03 on the posttest, indicating that an improvement in learning interest and learning outcomes occurred after the treatment was administered. In addition, the normality test results showed that the data were normally distributed, thereby meeting the requirements for further statistical testing.

The results of the *paired sample t-test* showed a significance value (Sig. 2-tailed) of  $< 0.001 < 0.05$ , meaning that there was a very significant difference between the pretest and posttest results. Thus, it can be stated that the use of digital-based learning media had a real effect on increasing students' learning interest. Not only that, the use of Book Creator media has also been proven to be able to create more interactive, engaging, and non-monotonous learning. This medium enables students to be more active in the learning process and helps them to understand the material more easily. In addition to improving learning outcomes, this medium was also able to make the learning process more enjoyable, thereby making students more enthusiastic in participating in learning activities. Thus, the use of digital-based learning media such as Book Creator can be used as one of the effective alternatives in increasing students' learning interest, particularly in Indonesian language learning at the elementary school level, and contributes to creating more innovative and high-quality learning.

## 5. REFERENCES

- Agasi, R., & Desyandri. (2022). Pengembangan e-book berbasis Book Creator untuk meningkatkan aktivitas belajar siswa. *Jurnal Pendidikan* , 6(2), 85–92.
- Anggraeni, D., dkk. (2021). Pengaruh minat belajar terhadap hasil belajar siswa. *Jurnal Pendidikan* , 5(2), 123–130.
- Anggraeni, D., dkk. (2023). Pengaruh penggunaan media pembelajaran inovatif terhadap minat belajar siswa. *Jurnal Pendidikan* , 12(1), 45–52.
- Budiwibowo, S. (2016). Hubungan antara minat belajar dan hasil belajar siswa. *Jurnal Pendidikan* , 4(1), 45–52.
- Fuad, M., & Zuraini. (2016). Faktor-faktor yang mempengaruhi minat belajar siswa. *Jurnal Pendidikan* , 8(2), 120–128.
- Mardiana, A., Andjariani, EW, & Wulan, BRS (2024). Pengaruh penggunaan media Book Creator terhadap hasil belajar siswa pada pembelajaran IPAS di kelas IV sekolah dasar. *Pendas: Jurnal Ilmiah Pendidikan Dasar* , 9(1).
- Qahfi, M., & Rahmawanti, N. (2020). Faktor-faktor yang mempengaruhi minat peserta didik di madrasah. *Jurnal Pendidikan* , 8(1).
- Romrell, D., Kidder, LC, & Wood, E. (2014). Model SAMR sebagai kerangka kerja untuk mengevaluasi pembelajaran seluler. *Jurnal Pembelajaran Daring* , 18(2), 1–15.
- Sugiyono. (2019). *Metode penelitian kuantitatif, kualitatif, dan R&D* . Bandung: Alfabeta.
- Syahrani, S. (2022). Pemanfaatan media digital dalam meningkatkan kualitas pembelajaran. *Jurnal Pendidikan* , 11(2), 100–108.
- Syarifudin. (2024). Dampak penggunaan media digital terhadap minat belajar siswa di era modern. *Jurnal Pendidikan* , 4(7), 4767–4778.
- Tobamba, M., dkk. (2019). Pengaruh pembelajaran terhadap minat belajar dan perubahan perilaku siswa. *Jurnal Pendidikan* , 7(1), 55–62.