



The Effectiveness of Book Creator in Improving the Indonesian Language Learning Outcomes of Seventh-Grade Students at SMP Negeri 1 Baranti, Sidenreng Rappang Regency

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Abstrak

Penelitian ini bertujuan menguji efektivitas Book Creator dalam meningkatkan hasil belajar Bahasa Indonesia siswa kelas VII SMP Negeri 1 Baranti, Kabupaten Sidenreng Rappang. Penelitian menggunakan pendekatan kuantitatif dengan desain one-group pretest-posttest. Seluruh siswa kelas VII.1 dan VII.2 berjumlah 39 orang dijadikan sampel melalui teknik total sampling. Data dikumpulkan menggunakan tes hasil belajar sebanyak 25 soal pilihan ganda, observasi, dan kuesioner dikotomis yang mencakup ketuntasan Kriteria Ketercapaian Tujuan Pembelajaran, hasil belajar, keaktifan dan ketertiban, serta perubahan perilaku. Data utama dianalisis menggunakan statistik deskriptif dan paired-samples t-test. Nilai rata-rata pretest sebesar 54,05 (SD = 20,50) meningkat menjadi 88,10 (SD = 8,33) pada posttest, dengan selisih rata-rata 34,05 poin. Jumlah siswa yang mencapai nilai minimal 70 meningkat dari 11 siswa (28,2%) menjadi 38 siswa (97,4%). Uji t menunjukkan perbedaan yang signifikan, $t(38) = 10,748$, $p < 0,001$. Respons siswa juga positif pada seluruh indikator pendukung. Temuan menunjukkan bahwa penggunaan Book Creator efektif meningkatkan hasil belajar Bahasa Indonesia dalam konteks kelas yang diteliti, sekaligus mendukung keterlibatan dan perilaku belajar positif siswa.

Kata kunci: Book Creator, media pembelajaran digital, hasil belajar, Bahasa Indonesia, siswa SMP.

Abstract

This study examined the effectiveness of Book Creator in improving Indonesian language learning outcomes among seventh-grade students at SMP Negeri 1 Baranti, Sidenreng Rappang Regency. A quantitative approach was employed using a one-group pretest-posttest design. All 39 students from classes VII.1 and VII.2 participated through total sampling. Data were collected using a 25-item multiple-choice achievement test, classroom observation, and a dichotomous questionnaire covering learning-goal mastery, learning outcomes, student activity and discipline, and overall behavioral change. The main data were analyzed using descriptive statistics and a paired-samples t-test. The mean pretest score of 54.05 (SD = 20.50) increased to 88.10 (SD = 8.33) on the posttest, representing a mean gain of 34.05 points. The number of students attaining the minimum score of 70 rose from 11 students (28.2%) to 38 students (97.4%). The paired-samples test showed a statistically significant difference, $t(38) = 10.748$, $p < .001$. Students also gave positive responses across the supporting indicators. These findings indicate that Book Creator was effective in improving Indonesian language learning outcomes in the investigated classroom context while supporting active and positive learning behavior.

Keywords: Book Creator, digital learning media, learning outcomes, Indonesian language, junior high school.

Introduction

Digital transformation has changed the expectations placed on schools and teachers. Learning is increasingly expected to develop not only subject knowledge but also digital literacy, creativity, communication, and students' ability to work with multimodal information. In Indonesia, this direction is consistent with the implementation of the Merdeka Curriculum, which provides greater flexibility for teachers to design contextual learning experiences and encourages active student participation (Zakso et al., 2022). The growing role of technology in education therefore requires learning media that are academically relevant, accessible, and capable of making classroom activities more engaging.

Technology-based media can support learning by combining written explanations with visual, audio, video, and interactive elements. Such combinations can help teachers present abstract or information-dense material in a more concrete form and can give students more than one way to access the same concept. Sibuea et al. (2023) emphasized that educational technology has an important role in improving the organization and delivery of learning, while Maria et al. (2023) reported that appropriately used technology may contribute to better learning outcomes. Nevertheless, the educational value of a digital tool depends on how it is integrated into instruction. Technology that is used only as decoration may not improve understanding, whereas technology that structures content, supports practice, and encourages participation has a greater possibility of influencing achievement.

Indonesian language learning at the junior high school level requires students to understand texts, identify information, communicate ideas, and apply linguistic concepts. These demands are closely related to literacy and cannot be achieved through passive listening alone. Students need opportunities to read, observe examples, connect text with images or other media, and demonstrate understanding. Qodir (2022) noted the relevance of interactive digital media for Indonesian language instruction, particularly because digital formats can present language materials in ways that are more varied than conventional printed sources. Digital learning media may also be useful for contemporary topics such as news texts and digital information, which formed the content focus of the achievement test in the present study.

Book Creator is a web-based application for producing digital books that may contain text, pictures, audio, video, drawings, and hyperlinks. Its interface allows teachers to organize instructional material into pages resembling a book while retaining the flexibility of multimedia presentation. Students can read the material sequentially, revisit specific pages, and interact with multiple representations of information. These characteristics make Book Creator suitable for language learning, where comprehension often benefits from the connection between verbal and visual information. The application is also relatively easy to operate and can be accessed through computers, tablets, or smartphones, although stable internet access and adequate devices remain important practical requirements.

Previous studies have reported promising results for Book Creator. Alisa Susali (2023) found that the medium improved mathematics learning outcomes in a pretest-posttest setting. Oktaviana (2025) developed a Book Creator-assisted Indonesian language e-module for seventh-grade students and reported high validity, practicality, and improved learning performance. Mardiana and Fitria (2025) also found that Book Creator-based learning media achieved high feasibility and effectiveness ratings. Although these studies support the use of Book Creator, evidence remains context-dependent. Differences in subject matter, school facilities, student characteristics, teacher competence, and instructional procedures may produce different outcomes. Darmawan et al. (2025) further highlighted that unequal access to devices and internet infrastructure can limit the benefits of digital learning media, especially outside major urban settings.

Initial observation at SMP Negeri 1 Baranti indicated that some seventh-grade students had difficulty maintaining attention and participating actively during Indonesian language lessons. Instruction was still frequently dominated by explanation and limited media variation. Although teachers were familiar with technology, a more structured digital medium was needed to make the learning process less monotonous and to provide students with attractive

reading material. Book Creator was selected because it could combine the required Indonesian language content with multimedia features in a single digital book.

Learning outcomes are commonly understood as changes in knowledge, skills, and attitudes after students participate in a learning process (Mulia et al., 2021). The cognitive dimension remains central when the objective is mastery of subject content, but affective and behavioral indicators also help explain how learning takes place. Nafiati (2021), in discussing the revised Bloom taxonomy, emphasized the interrelationship of cognitive, affective, and psychomotor domains. Accordingly, this study focused primarily on achievement-test results while also examining students' responses concerning mastery of learning objectives, learning outcomes, activity and discipline, and overall behavioral change.

Based on this background, the study addressed the following question: How effective is Book Creator in improving the Indonesian language learning outcomes of seventh-grade students at SMP Negeri 1 Baranti, Sidenreng Rappang Regency? The study aimed to compare student achievement before and after the use of Book Creator and to describe supporting indicators of the learning process. The findings are expected to provide practical evidence for teachers and schools considering the use of digital books in Indonesian language instruction.

Method

The study used a quantitative approach with a quasi-experimental one-group pretest-posttest design. The design can be represented as O1–X–O2, where O1 is the pretest, X is Indonesian language instruction using Book Creator, and O2 is the posttest. A comparison group was not included. The design was selected to measure the difference in student performance before and after the treatment in the same group.

The research was conducted at SMP Negeri 1 Baranti, Sidenreng Rappang Regency, South Sulawesi, during the 2025/2026 academic year. The population consisted of all seventh-grade students in classes VII.1 and VII.2. Class VII.1 included 20 students and class VII.2 included 19 students, for a total of 39 participants. Because the population was fewer than 100 students, all members of the population were included through total sampling, consistent with the practical sampling principle discussed by Jailani and Jeka

(2023).

The independent variable was the use of Book Creator as digital learning media, and the dependent variable was Indonesian language learning outcomes. The treatment presented learning material through a digital book integrating text and multimedia elements. The material and achievement test addressed Indonesian language content related to news texts, news elements, printed and digital media, and the analysis of factual information.

Data were collected through an achievement test, observation, a questionnaire, and documentation. The achievement test contained 25 multiple-choice items and was administered before and after the treatment. Scores were converted to a 0–100 scale. A score of 70 was used as the minimum mastery criterion. Observation was used to describe classroom participation and learning conditions. The dichotomous questionnaire used Yes = 1 and No = 0 and contained four groups of indicators: mastery of learning objectives, perceived learning outcomes, student activity and discipline, and overall behavioral change. Each group contained five statements.

The achievement data were summarized using the mean, standard deviation, score gain, and the number of students reaching the minimum criterion. A paired-samples t-test compared the pretest and posttest scores at a significance level of .05. Questionnaire indicators were summarized as proportions of positive responses. The thesis data also included Spearman correlation analysis among questionnaire dimensions after the Shapiro-Wilk test indicated non-normal distributions.

RESULTS AND DISCUSSION

Improvement in Indonesian language achievement

The descriptive results showed a clear increase after the use of Book Creator. The mean pretest score was 54.05 with a standard deviation of 20.50, whereas the mean posttest score was 88.10 with a standard deviation of 8.33. The mean gain was therefore 34.05 points. The posttest distribution was also less dispersed than the pretest distribution, suggesting that student performance became more consistently high after the treatment.

Mastery improved markedly. Before the treatment, only 11 of the 39 students (28.2%) reached a score of at least 70. After the treatment, 38 students (97.4%) reached or exceeded this criterion. Thus, the improvement was not limited to an increase in the group mean; it also involved a much larger proportion of students attaining the expected level of performance.

The paired-samples t-test confirmed that the difference was statistically significant, $t(38) = 10.748$, $p < .001$. Because the probability value was substantially below .05, the null hypothesis of no difference between the pretest and posttest was rejected. Within the one-group design, the result supports the conclusion that the learning process using Book Creator was associated with substantially higher Indonesian language achievement.

Supporting learning-process indicators

The questionnaire results were consistent with the achievement data. For mastery of learning objectives, positive-response means ranged from .85 to .95. The highest response concerned teacher assistance for students who had not yet achieved the learning criterion, while the lowest response concerned students' ability to understand and apply the taught concepts. The pattern indicates that most students perceived that the learning objectives were achieved, although a small number still required support in applying concepts independently.

For the learning-outcome dimension, item means ranged from .85 to .92. The strongest responses indicated that most students reached or exceeded the success criterion and showed positive academic development. Responses were slightly lower for alignment between assessment and objectives and for students' ability to explain the material in their own words. These findings suggest that Book Creator supported achievement, but that deeper verbal explanation remained an area requiring continued teacher guidance.

Student activity and discipline obtained positive-response means between .79 and .90. The highest value concerned compliance with classroom and school rules, while the lowest concerned whether the classroom atmosphere was fully conducive. Digital media can attract attention, but it can also require an adaptation period as students learn to manage devices, navigate pages, and remain focused on the assigned content. Even so, the overall responses

showed that students participated actively and maintained good classroom discipline.

Overall behavioral change obtained means between .87 and .95. Honesty in completing tasks or tests received the highest response, whereas responsibility and concern for the environment and others received slightly lower, though still positive, responses. Spearman analysis showed a strong positive relationship between perceived learning outcomes and overall behavioral change, $r_s = .729$, $p < .001$. The other pairs of questionnaire dimensions were not statistically significant, which may be related to the high similarity of students' positive responses.

Interpretation of the findings

The substantial increase in achievement can be interpreted in relation to the way Book Creator organizes and presents information. Indonesian language material often requires students to identify main ideas, distinguish factual information, recognize text structure, and connect examples with linguistic concepts. A digital book allows these elements to be placed on separate but connected pages and supported by pictures, audio, video, or hyperlinks. This structure can reduce the monotony of lecture-dominated learning and can help students revisit information that they have not yet understood.

The findings are in line with earlier research. Alisa Susali (2023) reported significant improvement after Book Creator was used in mathematics instruction, suggesting that the application can support achievement across subject areas when its content is appropriately designed. In Indonesian language learning, Oktaviana (2025) found that a Book Creator-assisted e-module for descriptive texts was valid, practical, and effective. Mardiana and Fitria (2025) similarly reported very high feasibility and effectiveness for Book Creator-based media. The present results extend this evidence to seventh-grade Indonesian language learning in SMP Negeri 1 Baranti and provide specific pretest-posttest data from Sidenreng Rappang Regency.

The positive responses concerning activity and discipline also support the view that learning media influence more than test

performance. Students who are attracted to the format of the material may pay closer attention, complete tasks more promptly, and participate more readily. Kamaruddin et al. (2023) noted that digital devices can affect learning motivation, although their impact depends on purposeful use and appropriate supervision. In the present study, the structured digital book appears to have helped direct students' use of technology toward the learning objectives rather than toward unrelated activities.

The results also correspond with the broader evidence that technology-supported instruction can improve learning when it is integrated with clear objectives and assessment. Sanariya et al. (2023), for example, reported improved science learning outcomes through an educational application. The specific contribution of Book Creator is its capacity to combine multiple media in a book-like sequence. This feature is particularly relevant for students who need both verbal explanation and concrete examples. It also gives teachers a reusable resource that can be revised for different topics.

However, the findings should be interpreted within the limitations of the research design. Because the study did not include a control group, the score increase cannot be attributed exclusively to Book Creator without considering possible testing, maturation, teacher, or classroom effects. The sample was limited to 39 students in one school, so the results cannot automatically be generalized to all junior high schools. In addition, the success of digital media depends on device availability, internet access, teacher preparation, and students' digital skills. Darmawan et al. (2025) emphasized that infrastructure differences remain a major challenge in digital education.

Despite these limitations, the magnitude and consistency of the improvement provide useful practical evidence. Teachers can use Book Creator to prepare digital reading materials, illustrate language concepts, present examples of news texts, and link students to supplementary sources. To obtain better results, the media should be accompanied by teacher explanation, guided questions, individual or group tasks, and feedback. Schools should also provide adequate internet access and devices so that the use of digital media does not create unequal learning opportunities.

CONCLUSION

The use of Book Creator was effective in

improving the Indonesian language learning outcomes of seventh-grade students at SMP Negeri 1 Baranti within the one-group pretest-posttest design. The mean score increased from 54.05 to 88.10, the number of students reaching the minimum score of 70 rose from 11 to 38, and the paired-samples test showed a significant difference, $t(38) = 10.748$, $p < .001$. Students also reported positive mastery, learning outcomes, activity and discipline, and behavioral change.

Book Creator can therefore be considered a practical alternative for presenting Indonesian language material in a more varied and multimedia-rich form. Teachers are encouraged to align the digital book with clear learning objectives, structured tasks, and feedback. Schools should support its use through reliable connectivity and appropriate devices. Future studies should involve a control group, larger samples, multiple schools, and longer treatment periods to strengthen causal interpretation and the generalizability of the findings.

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