

DEVELOPING THE EIGHTH GRADERS' DIGITAL WRITING MATERIAL BOOK USING BOOK CREATOR APPLICATION

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Abstract

In response to the transformation of education in the digital era and the implementation of *Kurikulum Merdeka*, this study aims to develop digital writing materials using Book Creator for eighth grade students at SMP Swasta Kristen BNKP Gunungsitoli. This research seeks to identify the level of appropriateness of the developed digital writing materials and to evaluate how effectively these materials support students' writing skills. The study employed the ADDIE development model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The result of this study is an interactive digital book titled *Interactive Writing for Creative Thinkers*, which was developed to address students' writing challenges and to enhance their engagement, creativity, and digital literacy. The findings from the pre-test and post-test demonstrated a significant improvement in students' writing skills, particularly in the areas of vocabulary, sentence structure, and writing mechanics. Additionally, student evaluations indicated highly positive perceptions regarding the book's ease of use, interactivity, and content relevance, further supporting its appropriateness for classroom implementation. Overall, the study confirms that contextually designed digital teaching materials, which are aligned with students' actual learning needs, are not only appropriate for use in the classroom but also essential in promoting active learning and meeting the demands of 21st-century education.

Keywords: digital writing; book creator; ADDIE model; interactive learning; writing skill development

Abstrak

*Menanggapi transformasi pendidikan di era digital dan implementasi Kurikulum Merdeka, penelitian ini bertujuan untuk mengembangkan materi menulis digital menggunakan Book Creator untuk siswa kelas delapan di SMP Swasta Kristen BNKP Gunungsitoli. Penelitian ini bertujuan untuk mengidentifikasi tingkat kesesuaian materi menulis digital yang dikembangkan dan untuk mengevaluasi seberapa efektif materi-materi tersebut mendukung keterampilan menulis siswa. Penelitian ini menggunakan model pengembangan ADDIE, yang terdiri dari lima tahap: Analisis, Desain, Pengembangan, Implementasi, dan Evaluasi. Hasil dari penelitian ini adalah sebuah buku digital interaktif berjudul *Interactive Writing for Creative Thinkers*, yang dikembangkan untuk mengatasi tantangan menulis siswa dan untuk meningkatkan keterlibatan, kreativitas, dan literasi digital mereka. Temuan dari pre-test dan post-test menunjukkan peningkatan yang signifikan dalam kemampuan menulis siswa, terutama di bidang kosakata, struktur kalimat, dan mekanika penulisan. Selain itu, evaluasi siswa menunjukkan persepsi yang sangat positif mengenai kemudahan penggunaan, interaktivitas, dan relevansi konten buku, yang semakin mendukung kesesuaiannya untuk implementasi di kelas. Secara keseluruhan, penelitian ini menegaskan bahwa bahan ajar digital yang dirancang secara kontekstual, yang selaras dengan kebutuhan belajar siswa yang sebenarnya,*

tidak hanya sesuai untuk digunakan di dalam kelas, tetapi juga penting dalam mendorong pembelajaran aktif dan memenuhi tuntutan pendidikan abad ke-21.

Kata Kunci: Menulis Digital; Aplikasi Book Creator; Model ADDIE; Pembelajaran Interaktif; Pengembangan Keterampilan Menulis

1. Introduction

In this era of digitalization and globalization, education is undergoing a significant transformation, particularly in the way learning is designed and delivered. With the impetus of the Industrial Revolution 4.0, technology has become a key component in 21st century learning, which includes skills such as collaboration, effective communication, critical and creative thinking (Kalyani, 2024). Technology also plays an important role in developing students' digital literacy, the ability to critically analyze and utilize online information. Digital tools facilitate more dynamic interactions between students and educators, strengthening the skills of collaboration that are in high demand in the modern workplace (Soufghalem, 2024).

In line with these technological advances, the *Kurikulum Merdeka* introduced by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia aims to maximize the use of technology in learning (Zakso, 2023). This curriculum emphasizes student-centered learning, where students are given the opportunity to develop their potential holistically through a more flexible and contextual approach. As stated by Gopo (2022), the integration of technology in learning can not only increase students' interest in the subject matter but also enrich their overall learning experience. Even social media, which is widely used today, is now seen as an effective learning tool, although it requires wise management to reduce its negative impact.

In this context, English as part of the *Kurikulum Merdeka* has a broader purpose than just mastering grammar and vocabulary. There is a learning outcome for learners where they not only master academic content, but also have strong writing skills and the ability to adapt to digital tools. Learners are expected not only to be able to listen to and understand information from a variety of sources, but also to speak confidently in a variety of situations, read and interpret texts with in-depth understanding, and write clearly and precisely. This is in line with the opinion of Johan et al., (2023) that learning today does not only aim to achieve theoretical knowledge, but also to form students who are able to think critically, collaborate, and utilize technology wisely.

To support the running of a good teaching and learning process, it is very important to determine the competencies, skills, or knowledge that will be acquired by students. In English language learning, there are four basic skills that must be mastered by learners, namely speaking, reading, writing, and listening (Sharma & puri, 2020). At SMP Swasta Kristen BNKP Gunungsitoli, students' writing skills are one of the concerns. According to (Suryani, Rizal, Rohani, & Ratnaningsih, 2024), writing skills are the ability to express ideas clearly and effectively in writing, which involves grammar, structure, vocabulary, and coherence. This skill is more complex than other skills because it requires critical thinking, organization of ideas, and a solid understanding of grammar. In this case, eighth grade students at SMP Swasta Kristen BNKP Gunungsitoli face difficulties in expressing ideas in writing, especially because they still use manual media which is less effective for them in receiving and practicing writing. In addition, they also face several other problems, such as a lack of understanding of the variety of texts that cause their writing to be inappropriate for the purpose of communication, limitations in using varied vocabulary, difficulty connecting ideas cohesively, lack of ability in revising and editing their own writing, and low motivation and confidence in writing.

Although *Kurikulum Merdeka* has been implemented at SMP Swasta Kristen BNKP Gunungsitoli, as observed during classroom activities and confirmed through direct interviews with both students and teacher, English teaching in grade 8 still relies on manual books that do not support the development of students' writing skills in a digital context. Students feel less motivated and

struggle to convey their ideas effectively. (Olmos & Garcia, 2023) point out that reliance on traditional textbooks can limit students' creativity and hinder the development of their writing skills. The needs analysis shows that students need more interactive and engaging tools to support their writing learning process. They need access to digital platforms that enable creative exploration and collaboration. The use of educational technology can increase student motivation and assist them in understanding complex concepts through a more enjoyable learning experience.

Therefore, the development of digital learning materials that are more in line with the needs and interests of students is very important. Digital learning materials can be understood as teaching resources that have been digitized and interconnected, which are used in the learning process to support student skill development (Sariyatun, Suryani, Sutimin, Abidin, & Akmal, 2021). Although many previous studies have discussed the importance of technology integration in education, there are still few that focus on the development of app-based teaching materials. (Mdhlalose & Mlambo, 2023) in their research "Integration of Technology in Education and Its Impact on Learning and Teaching" showed that the integration of technology in education can improve the efficiency of collaboration between teachers and students in the classroom and expand students' academic and intellectual horizons. Technology enables distance learning through internet access and makes it easier for students to conduct research using search engines. However, this study has not explored in depth how technology can be used to improve skills, especially writing skills at the secondary school level.

In response to the need for integrating technology, several digital applications can be utilized. One of them that can be used in developing digital learning materials is Book Creator application. Tuminah et al., (2022) state that Book Creator is a technology-based application that allows users, both teachers and students, to create attractive digital books by including text, images, illustrations, and sounds. This application offers convenience for students to understand new vocabulary and its pronunciation read by native speakers. Another advantage of Book Creator is its ability to include talking pictures, Google Maps, and Google Earth, which makes the reading comprehension process easier and more comprehensive (Novita & Christinawati, 2023). By using this technology, learning becomes more interactive and able to overcome the limitations of time and space that exist in conventional learning systems, thus becoming a very valuable tool in the learning process.

Based on this background, this study aims to develop students' digital writing using the Book Creator application at SMP Swasta Kristen BNKP Gunungsitoli. The development of these digital writing materials is expected to help students develop their writing skills more effectively and in line with the advancements in technology and the digital world today. The developed digital writing materials also be expected to improve students' writing skills and support more engaging learning that is aligned with the needs of students in the 21st century.

2. Method

This research utilized a Research and Development (R&D) approach to develop the students' digital writing material book based on book creator application at the eighth grade of SMP Swasta Kristen BNKP Gunungsitoli. The research was conducted from November 2024 to June 2025. According to Kusmaryani (2023), research and development involves creating new products or improving existing products or processes. In this study, the development was based on the ADDIE model (Analyze, Design, Develop, Implement, Evaluate) as proposed by (Branch, 2009), to ensure the developed product met the students' needs and was effective in supporting writing instruction.

2.1. Procedure of Development

The development process in this study was systematically conducted using the ADDIE model, which includes five key stages: Analysis, Design, Development, Implementation, and Evaluation. In the Analysis stage, the researchers identified students' learning needs and examined the actual classroom conditions. This was done through observation, interviews, and a pre-test to explore the challenges students faced in writing and to assess the availability of technological infrastructure.

Following this, the Design stage involved structuring the content of the digital book, which included grammar explanations, vocabulary materials, and interactive components such as quizzes and videos. The design was tailored to fit the multimedia capabilities provided by the Book Creator application.

The Development stage focused on assembling the digital book by integrating written materials with supporting media such as images, videos, audio, and interactive tasks. To ensure the quality and appropriateness of the content, the digital book was validated by three experts: a subject matter expert, a media expert, and a teaching practitioner. An initial trial was also conducted to collect feedback from both teacher and students.

Next, in the Implementation stage, the digital book was applied in a real classroom setting involving eighth-grade students at SMP Swasta Kristen BNKP Gunungsitoli. The students utilized the material in writing lessons, and data were collected through pre-tests and post-tests to measure the improvement in their writing skills.

Finally, the Evaluation stage examined the effectiveness, clarity, and relevance of the material to students' needs. This was done through questionnaires and interviews. Based on the results of the evaluation, final revisions were made to refine the digital writing material book before it was finalized for classroom use.

2.2. Data Collecting Technique

This research employed three data collection techniques Taherdoost (2021), namely observation, interviews, and questionnaires. Classroom observations were conducted to gain insights into the current teaching and learning processes, particularly focusing on students' engagement with writing activities. To guide the observations, the researchers used a structured observation sheet that included specific criteria such as student participation, teacher-student interactions, and the use of instructional media. In addition to observations, interviews were carried out with both the teacher and students to obtain in-depth qualitative data regarding their experiences, needs, and expectations related to digital writing materials. Furthermore, questionnaires were distributed to students to collect both quantitative and qualitative data concerning their learning preferences, styles, and responses to the use of digital writing materials in the classroom.

2.3. Data Analysis Technique

The data in this study were analyzed using both quantitative and qualitative approaches (Kara, 2023). Quantitative data were analyzed descriptively to assess the results of the pre-tests, post-tests, and questionnaires. This analysis aimed to evaluate the effectiveness of the developed digital teaching material in improving students' writing skills. Meanwhile, the qualitative data analysis followed the procedures, which included three main steps. First, data reduction was conducted by filtering and categorizing the information obtained from observations and interviews to focus on the most relevant aspects. Second, the data were displayed in the form of tables, narratives, or diagrams to clearly present students' engagement and their responses to the material. Finally, conclusions were drawn by interpreting the findings to assess the overall effectiveness of the digital material and to provide suggestions for further improvement.

3. Results and Discussion

The first stage of the ADDIE model in this research, the Analysis stage, focused on identifying the needs, challenges, and contextual conditions of eighth-grade students at SMP Swasta Kristen BNKP Gunungsitoli in learning writing skills. This stage involved collecting data through observations, interviews, and a preliminary writing test to ensure a deep understanding of students' learning situations.

Table 1 Summary of Overall Data Analysis Findings

Aspect	Findings from Interviews	Findings from Observations	Findings from Pre-Test	Curriculum Expectations
Student Writing Skills	Students struggle to express ideas due to a lack of confidence and limited exposure to digital writing tools.	Students are passive in writing activities, rely on rote memorization, and hesitate to use digital tools.	55.56% of students fall into the "Needs Improvement" category, with a mean score of 54.33.	Students should develop clear and structured writing skills with the ability to use technology effectively.
Challenges in Writing	Students mention difficulties in organizing ideas and limited vocabulary.	Students rarely revise their work and struggle with coherence.	Lowest scores in areas such as vocabulary, spelling accuracy, and mechanics, which were all categorized as poor	Students should be able to write with coherence, correct grammar, and rich vocabulary.
Use of Learning Resources	Teachers and students express reliance on textbooks, with minimal exposure to interactive learning.	Classes focus more on theory rather than practical application, with little use of technology.	No interactive or digital support in the test, limiting engagement and creativity.	Technology integration is encouraged to enhance student engagement and digital literacy.
Student Needs	Students want more interactive tools and digital resources to make writing more engaging.	Limited collaboration and low engagement in writing tasks observed.	Traditional learning materials do not support effective writing skill development.	Curriculum promotes student-centered and contextual learning approaches.
Proposed Solution	Teachers and students agree that digital writing materials can help improve engagement and creativity.	Observations show that digital interventions could make writing activities more interactive.	Findings confirm that digital intervention is needed to improve performance.	Encourages the use of digital tools to facilitate effective communication and collaboration.

The interviews with students and teachers revealed that students found it difficult to express their ideas in writing. Many of them lacked confidence and had limited exposure to digital tools that could help them organize and develop their thoughts. The students expressed a strong interest in using more interactive and creative resources, as they felt that the existing textbooks were not engaging enough and focused too much on theory. This is in line with Anggraini et al., (2025), who emphasized that digital tools in EFL classrooms can enhance learners' writing quality, encourage self-expression, and boost engagement, especially when traditional methods fail to stimulate students. Observations conducted in the classroom supported these findings. It was evident that students were generally passive during writing activities. They tended to rely on memorization rather than developing original ideas, and they rarely engaged in the revision process.

To support and validate the findings from the interviews and observations, a preliminary writing test was administered to 18 eighth-grade students. The test was designed based on one selected unit from the textbook currently in use. The objective was to evaluate the students' writing ability in a conventional learning setting without the support of interactive or digital resources. The writing test was assessed using a structured rubric adapted from Khan et al., (2023), covering various

components such as identification, content, clarity, text structure, coherence, grammar, vocabulary, spelling, and mechanics.



Figure 1 Students' Writing Achievement in Pre-Test

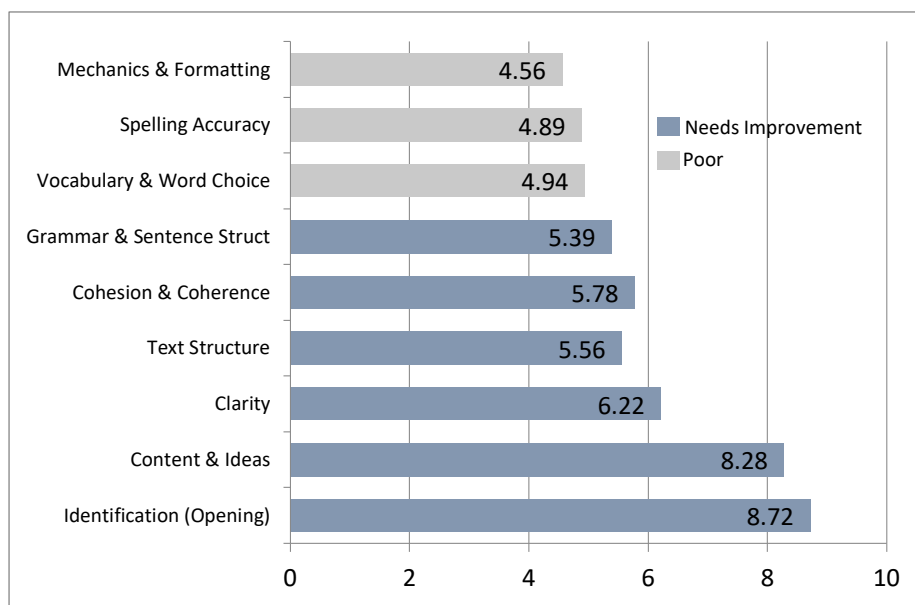
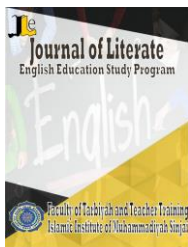


Figure 2 Students' Writing Performance in Pre-Test

The findings from the test also matched what was observed in the classroom. The absence of digital or interactive elements further limited their opportunities to engage meaningfully with writing tasks. These findings support the work of Pitukwong & Saraiwang, (2024), who found that the integration of digital writing platforms could significantly help EFL learners improve their idea development and writing accuracy, particularly in contexts where conventional methods underperform.



In response to these needs, the development of a digital writing material book using the Book Creator application was identified as a relevant and necessary solution. Book Creator is a simple digital tool that allows users to create multimedia books by combining text, images, audio, and video in a flexible and engaging format. It has been shown to support creativity in classrooms, motivate reluctant writers, and help students express their understanding through digital storytelling (Fitria, 2024). The analysis phase thus laid the foundation for designing a product that directly addressed the real conditions and learning gaps faced by students in writing English.

Following the completion of the analysis, the design phase was implemented. It played a vital role in ensuring that the instructional materials were engaging, addressed the learners' needs, and supported meaningful learning experiences. This digital book was developed using Book Creator application, which allowed the integration of multimedia elements such as videos, audios, images, and interactive tasks. The inclusion of such multimedia tools aimed to increase student motivation and comprehension by presenting content in diverse and appealing formats. Moreover, a study by Lee, (2021) demonstrated that incorporating media literacy based activities through digital platforms effectively enhanced students' writing proficiency and affective engagement across different proficiency levels.

In addition, Suryani et al., (2024) emphasize the transformative potential of integrating digital technology into language learning significantly improved students' writing skills and their attitudes toward the learning process. Through platforms, students not only developed stronger writing competence but also experienced more dynamic, engaging, and creative learning environments. Each unit in the book was designed with specific communicative goals: Unit 1 focused on writing directions; Unit 2 on reviewing places; Unit 3 on nature writing; and Unit 4 on planning vacations. These units featured talking pictures, virtual tours, interactive journals, real-life video models, and audio support to accommodate various learning styles and make writing activities more enjoyable and practical. By designing content that combined structured tasks, interactivity, and digital media, this stage ensured that students were not only learning how to write, but were also engaging in authentic and motivating learning experiences. The digital design fostered creativity, exploration, and expression core principles of the *Kurikulum Merdeka*, which encourages the use of technology to support active, independent learning.

Based on the results of the design, the development phase highlighted the practical realization of the instructional design, in which the digital writing material book was constructed using the Book Creator application. This stage demonstrated the effectiveness, feasibility and practicality of multimedia integration in enhancing both the interactivity and accessibility of the learning resource (Hamamah, Sahar, Emaliana, Hapsari, & Degeng, 2023). Based on the finding, the expert validations showed that each expert focused on different aspects according to their field of expertise. The Subject Matter Expert emphasized more on feasibility, as reflected in the aspects related to the clarity of objectives, content completeness, structure, and curriculum alignment. These aspects were considered essential to ensure that the material was suitable and ready for classroom implementation. Meanwhile, the Media Expert focused on practicality, evaluating elements such as visual design, accessibility, and media relevance to determine whether the digital material could be used efficiently in real teaching environments. Lastly, the Practitioner Expert concentrated on assessing the effectiveness of the material, as seen in their attention to clarity of presentation, instructional effectiveness, and alignment with students' learning needs. This differentiation in focus among the three experts provided a comprehensive and in-depth evaluation of the developed material from multiple dimensions.

Table 2 Summary of Expert Validation Results

No	Validator	Score Obtained	Max. Score	Percentage	Mean	Category
1	Subject Matter Expert	37	40	92.5%	3.7	Very Feasible
2	Media Expert	37	40	92.5%	3.7	Very Practical
3	Practitioner Expert	38	40	95%	3.8	Very Effective

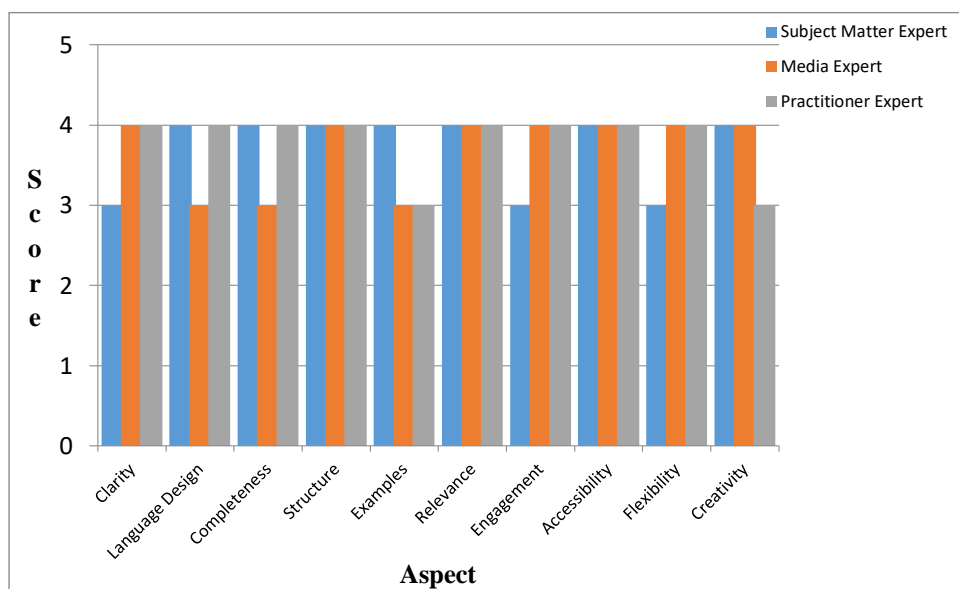


Figure 3 Distribution of Expert Validation Results

With the feasibility, practicality, and effectiveness of the digital writing book developed through the Book Creator application having been proven, the implementation stage was conducted to determine the effectiveness of using this digital writing material in enhancing students' writing performance. Through a series of structured and engaging activities, students were guided in the process of brainstorming, drafting, revising, and finalizing their writing. Digital material refers to any form of instructional content that is developed, presented, and accessed through digital devices such as computers, tablets, smartphones, or online platforms. Berthelsen & Tannert, (2020) state that digital material transforms traditional printed resources into digital formats, significantly changing learning environments. This transformation not only affects the format and functionality of instructional materials but also shifts the tools used in learning, as digital devices replace books, chalkboards, and paper-based resources. The use of digital materials provides new opportunities in teaching and learning while also presenting unique challenges. Unlike traditional printed materials, digital resources are dynamic and interactive, which enhances students' learning experiences. Alwafi, (2023) explains that digital materials encourage students to be more active learners, improve their critical thinking skills, and take greater responsibility for their learning process. These materials also motivate students and allow them to have more control over their educational experiences.

Following the use of the digital material, students completed a post-test. The results showed a significant improvement in writing performance, as summarized below:

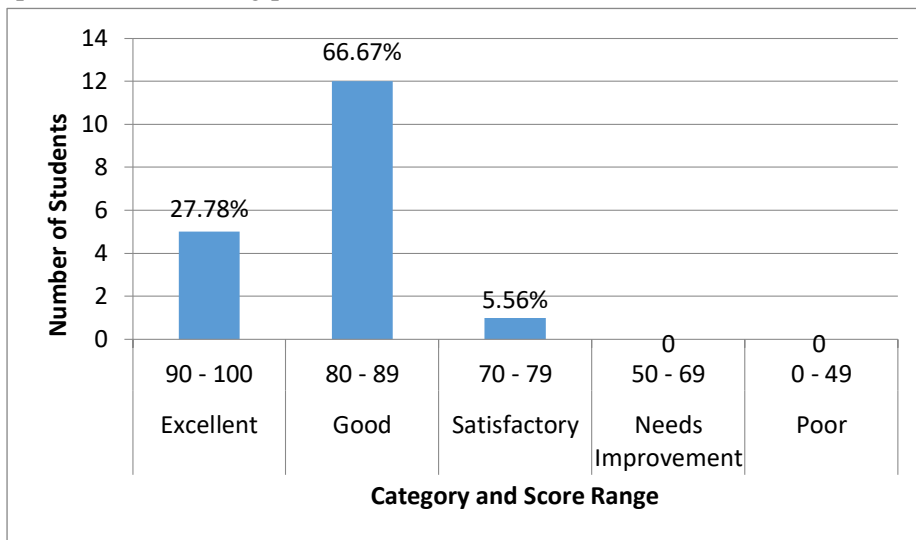


Figure 4 Students' Writing Achievement in Post-Test

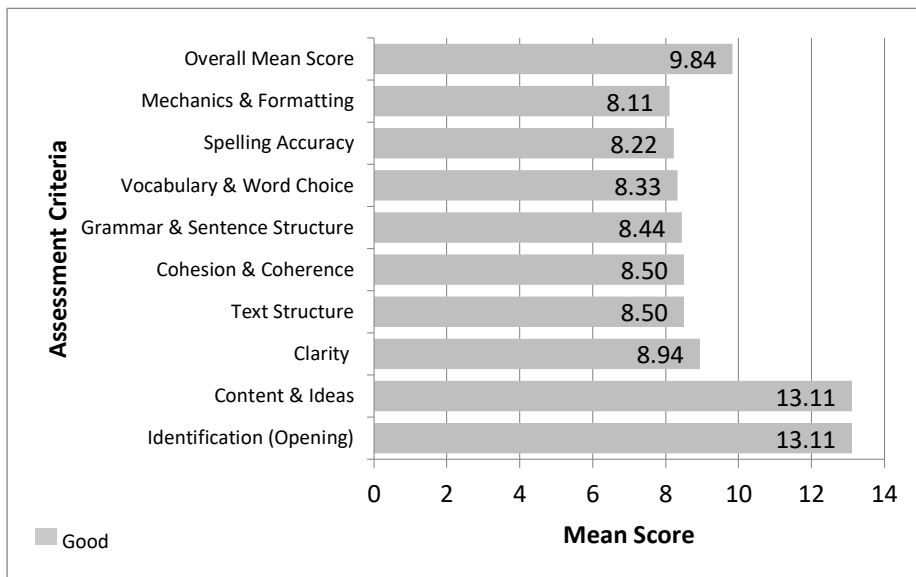


Figure 5 Students' Writing Performance in Post-Test

A critical comparison between the pre-test and post-test shows a significant improvement in students' writing performance after the implementation of the digital material. The analysis is presented in the tables below.

Table 3 Comparison of Student Writing Achievement

Category	Score Range	Pre-Test (N = 18)	Post-Test (N = 18)	Improvement
Excellent	90 – 100	0 (0%)	5 (27.78%)	+27.78%
Good	80 – 89	1 (5.56%)	12 (66.67%)	+61.11%
Satisfactory	70 – 79	1 (5.56%)	1 (5.56%)	0%
Needs Improvement	50 – 69	10 (55.56%)	0 (0%)	-55.56%
Poor	0 – 49	6 (33.33%)	0 (0%)	-33.33%

There is a dramatic shift from lower categories (Needs Improvement and Poor) to higher categories (Good and Excellent). This indicates the effectiveness of the intervention in improving students' writing performance.

Table 4 Comparison of Student Writing Performance

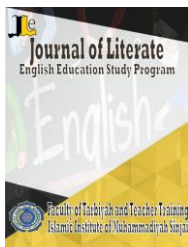
Assessment Criteria	Weight	Pre-Test Mean	Post-Test Mean	Improvement
Identification (Opening)	15%	8.72	13.11	+4.39
Content & Ideas	15%	8.28	13.11	+4.83
Clarity	10%	6.22	8.94	+2.72
Text Structure	10%	5.56	8.50	+2.94
Cohesion & Coherence	10%	5.78	8.50	+2.72
Grammar & Sentence Structure	10%	5.39	8.44	+3.05
Vocabulary & Word Choice	10%	4.94	8.33	+3.39
Spelling Accuracy	10%	4.89	8.22	+3.33
Mechanics & Formatting	10%	4.56	8.11	+3.55
Overall Mean Score	100%	54.33	88.26	+33.93

All writing aspects showed a significant improvement. The most notable increases were in Vocabulary & Word Choice, Mechanics & Formatting, and Content & Ideas, which were previously in the Poor or Needs Improvement categories. This suggests that the multimedia elements and structured guidance in the digital book were particularly effective in enhancing these areas.

Following the implementation of the digital writing material book entitled "Interactive Writing for Creative Thinkers", the researcher conducted an evaluation to gather students' responses and perceptions regarding the use of the media in supporting their writing skills. The evaluation was aimed at understanding how students experienced the material in terms of its content, usability, interactivity, and relevance to their learning needs. A total of 18 eighth-grade students from SMP Swasta Kristen BNKP Gunungsitoli participated in this evaluation. Each student was asked to complete a questionnaire consisting of eight aspects of evaluation. The statements in the questionnaire were written in simple, student-friendly language and rated using a 4-point Likert scale (Kusmaryono, Wijayanti, & Maharani, 2022). Each aspect reflected a specific indicator to measure the effectiveness of the book. The collected responses were then analyzed using mean score and percentage of agreement to determine the overall students' perception toward each aspect of the material.

Table 5 Distribution of Evaluation Results

No	Aspect	Score				Total Students	Total Score	Mean	Percentage of Agree (4+3)
		4	3	2	1				
1	Readability of Content	8	10	0	0	18	62	3.44	100%
2	Engagement of Content	9	7	2	0	18	60	3.33	88.9%



3	Learning Support	10	6	2	0	18	62	3.44	88.9%
4	Relevance to Student Needs	8	10	0	0	18	62	3.44	100%
5	Ease of Use	15	3	0	0	18	63	3.50	100%
6	Interactivity of Media	16	2	0	0	18	66	3.67	100%
7	Practicality in Usage	18	0	0	0	18	72	4.00	100%
8	Feasibility in Learning	15	3	0	0	18	69	3.83	100%

The result of the questionnaire showed that students had a very positive perception of the digital writing material. The aspect with the highest mean score was Practicality in Usage (M = 4.00), indicating that all students strongly agreed that the material could be used independently without needing much help from the teacher. This aspect also received a 100% agreement rate, reflecting the practicality and user-friendliness of the book. The second highest score was observed in Feasibility in Learning (M = 3.83), where students agreed that the material was appropriate to use both in school and at home. Similarly, Interactivity of Media (M = 3.67) also showed a strong mean score, suggesting that the interactive features such as quizzes, exercises, and videos were highly appreciated by the students.

4. Conclusion

The findings of this study indicate that the use of the digital writing material book developed through the Book Creator application significantly enhanced students' writing skills. This was evident from the increase in post-test scores, rising from an average of 54.33 in the pre-test to 88.26 after using the digital materials. The most notable improvements were observed in vocabulary and word choice, content development, and writing mechanics. The integration of multimedia elements and collaborative features such as videos, images, and peer feedback contributed to greater student engagement, better understanding of text structures, and increased confidence during the writing process.

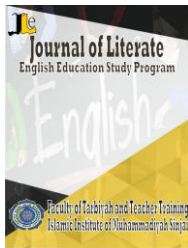
Moreover, students gave very positive responses toward the digital materials. The results of the perception questionnaire showed high scores in practicality (4.00), feasibility for learning (3.83), and media interactivity (3.67), indicating that the materials were well received and matched the students' learning needs. The digital format not only made learning more enjoyable but also motivated students to participate more actively in the writing process.

However, this study was conducted in only one school with a limited number of participants, so the results cannot be generalized to a broader context. Therefore, further research is recommended to be conducted in various schools with a larger sample size and a longer implementation period in order to obtain more comprehensive results.

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