JPPIPA 11(7) (2025)

Jurnal Penelitian Pendidikan IPA

http://jppipa.unram.ac.id/index.php/jppipa/index

Development of Book Creator-Assisted E-Modules on Earth's Shape and Surface to Enhance Learning Motivation among Elementary School Students

Rilla Hafni Wahdaniyah[1], Zulherman[1*]

[1] Department of Primary Teacher Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah Prof.DR.HAMKA, Jakarta, Indonesia.

Received: May 05, 2025
Revised: June 09, 2025
Accepted: July 25, 2025
Published: July 31, 2025

Corresponding Author:
Zulherman
zulherman@uhamka.ac.id

DOI: 10.29303/jppipa.v11i7.11629

Abstract: Technological innovations in education have become a global trend aimed at improving student learning outcomes. One such innovation is the development of e-modules, which provide students with effective tools to engage with subject content. Book Creator is an application that facilitates the creation of interactive and dynamic e-modules. This study employed a Research and Development (R&D) approach using the ADDIE model Analysis, Design, Development, Implementation, and Evaluation—to develop an e-module on the topic of Earth's shape and surface. The study was conducted in two elementary schools with a sample of 120 fifth-grade students, divided into control and experimental groups. The e-module development was validated by experts in material content, media, and language. Data collection methods included observation, expert appraisal, and pre- and post-test assessments. The validation results demonstrated the feasibility of the e-module for use in enhancing students' learning motivation, with validation scores of 69% from media experts, 93% from material experts, and 100% from language experts. These findings indicate that the Book Creator-assisted e-module is an effective instructional tool for improving learning motivation, particularly in the context of IPAS (Integrated Science and Social Studies) in elementary education.

Keywords: Book creator; E-module; IPAS; Learning motivation

Introduction

The ongoing advancements in science and technology in the twenty-first century have brought about significant transformations, particularly in the field of education. These developments extend beyond changes in instructional methods and strategies, encompassing curriculum reforms and the integration of technology as a central tool to support learning (Warr et al., 2023). The integration of digital media as a learning tool has reshaped traditional educational models into more open, flexible, and technology-driven systems. Consequently, educators' teaching practices have undergone substantial changes. Conventional instructional methods are being replaced as teachers increasingly utilize digital learning resources to promote more interactive and integrative learning experiences (Madina & Zulherman, 2023).

This transformation enhances educators' information literacy, enabling them to design adaptive learning experiences that align with contemporary demands and students' needs. Learning media plays a crucial role in stimulating students' interest and motivation, thereby encouraging continuous learning and personal development (Zulherman et al., 2021). Students' academic achievement is strongly influenced by their motivation, especially in Natural and Social Sciences (NSP) subjects, which require active student

How to Cite:
Wahdaniyah, R. H., & Zulherman. (2025). Development of Book Creator-Assisted E-Modules on Earth's Shape and Surface to Enhance Learning Motivation among Elementary School Students. *Jurnal Penelitian Pendidikan IPA*, *11*(7), 312–319. https://doi.org/10.29303/jppipa.v11i7.11629

engagement in the classroom learning process (Keller, 2010). Among the key factors that enhance learning effectiveness and student motivation is the use of instructional media. Therefore, integrating Electronic Modules (E-Modules) with book creation applications represents an innovative strategy to address the limitations of traditional, less interactive print media (Juliana & Sulistyowati, 2023).

Instructional modules are designed to support teachers in the teaching and learning process while also encouraging students to engage in self-directed learning. E-modules provide learners with the opportunity to better understand course content through independent study. The goal of independent learning is to foster students' ability to construct knowledge, actively explore information, and cultivate sustained interest in lifelong learning (Robinson & Persky, 2020). Students in such contexts tend to be more engaged and exert greater control over their learning preferences, resulting in increased active participation throughout the learning process (Qomara et al., 2024). With advancements in educational technology, traditional modules have transformed into digital formats, commonly referred to as E-Modules or Electronic Modules.

E-Modules are digital instructional tools E-Modules are digital instructional tools specifically designed and developed to align with the characteristics of the subject matter, thereby facilitating students' learning processes (Effendi et al., 2024). These modules are methodically structured to promote independent learning, enabling students to acquire and apply skills efficiently without direct teacher supervision. Additionally, E-Modules are cohesively packaged to enhance usability (Inayah et al., 2020). The interactive design of E-Modules integrates various multimedia elements such as images, videos, animations, illustrations, and practice questions, which serve to illustrate concepts and improve students' understanding of the learning materials (Hardianti & Alyani, 2023). Beyond increasing student engagement, E-Modules provide convenient and flexible access, supporting a dynamic learning environment that caters to individual cognitive needs. Accessible anytime and anywhere, E-Modules allow learners to study according to their own schedules and preferences (Fitrianna et al., 2022). This flexibility aligns with the principles of self-directed learning, empowering students to organize their study time and adopt effective learning strategies. In the current era dominated by digital technology, E-Modules represent an innovative approach to enhancing educational competencies through digital learning.

Recent technological advancements have facilitated the development of E-Modules through software accessible on computers and laptops (Hidayati et al., 2020). Among these tools, the Book Creator web platform is widely utilized for constructing E-Modules (Nurliana et al., 2024). This application allows the creation of engaging and interactive digital instructional materials by incorporating multimedia elements such as images, videos, audio, and hyperlinks, thereby enhancing the integration of technology in education and providing students with easy access to learning resources (Solís Ruiz et al., 2022). By combining various multimedia components—including text, graphics, audio, and video—Book Creator supports the production of digital books that foster students' comprehension and promote autonomous learning (Muhisom et al., 2023).

Based on investigations and discussions with instructors in grade V at a primary school in the Jakarta region, it was found that instructional activities have yet to incorporate E-Modules specifically designed for IPAS courses. Moreover, the availability of textbooks at the school remains limited, as many students are unable to bring textbooks home, which diminishes their motivation to learn (Wonda et al., 2022). This situation highlights the urgent need for teaching materials that actively engage students during classroom learning, as the scarcity of textbooks contributes to an uninteresting and ineffective learning experience.

Building on existing research in learning media development, this study focuses on utilizing Book Creator to develop instructional materials. The primary objective is to produce electronic learning media through the Book Creator platform. Specifically, this research aims to explore the design and development of Book Creator-assisted electronic modules to enhance IPAS learning, with a particular emphasis on the topic of the shape and surface of the Earth.

Method

This research and development process was carried out through a series of systematic phases. Initial data collection was conducted at SDN Ciganjur 04 and SDN Jagakarsa 05 Pagi using observational and interview methods. The primary objective of this stage was to obtain an accurate understanding of the current conditions and learning needs in the field.

Students in the fifth grade at SDN Ciganjur 04 Pagi and SDN Jagakarsa 05 Pagi served as the study's subjects. A total of 120 pupils were included in the data collected from the two schools. The experimental and control groups were not chosen at random, but rather according to certain criteria, as the study design demonstrated. In educational research, this methodology is frequently employed. Two classes the experimental class and the control class were involved in the data gathering process for this study. The experimental class learned by using E-Module media,

which was intended to boost learning motivation. Meanwhile, the control class followed a traditional learning process that did not include the use of digital learning media, so material was delivered in the traditional manner that is prevalent in classrooms (Nuraeni et al., 2024). The experimental class had 60 pupils, while the control class had 60 people. Technique Researchers collected data at different stages of the Book Creator media production process, including observation, interviews, questionnaires, testing, and documentation.

The study employed a Research and Development (R&D) methodology (Dewi & Setyasto, 2024). This systematic approach aims to create a specific product while assessing its effectiveness in practical application. The process involves not only product design but also essential stages such as validation, testing, and comprehensive evaluation to ensure the product's suitability for public use and its relevance to the needs of the target users (Rustandi & Rismayanti, 2021). Hence, this approach highlights the significance of transparency between theoretical and practical design so that the resultant product contributes meaningfully to research.

This study follows the ADDIE methodology, which has five stages: analysis, design, development, implementation, and evaluation. This approach was chosen because of its systematic yet flexible properties, making it ideal for use in an efficient and structured learning media production process (Branch, 2009). The ADDIE model is employed as a strategic strategy in the learning product development process because of its capacity to generate creative, responsive, and relevant media for contemporary learning needs. This concept encourages the building of a structured instructional design that allows for flexibility at each step of development. The ADDIE model's value is its capacity to integrate needs analysis, planning, development, implementation, and assessment, resulting in products that are suitable for more than only direct learning in the classroom.

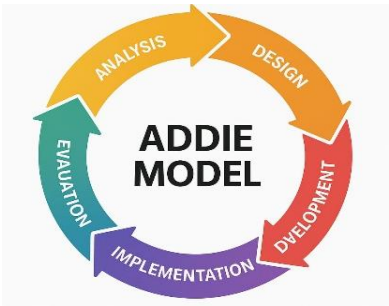

Figure 1. ADDIE diagram models

This study used a combination of qualitative and quantitative data analysis to acquire a full grasp of the research (Leso et al., 2023). In this study, three experts validated the media, material, and language specialists who analysed the data. Researchers gather input to establish how beneficial the product under development is (Hiralda & Zulherman, 2023). The data from the questionnaire was analyzed using a Likert scale as a perception measuring method. This scale has five rating categories to express the respondent's level of agreement: strongly agree, agree, moderate, disagree, and strongly disagree. Experts calculated and verified data validation results using Likert scale instruments, as shown in Table 1.

Table 1. Product Validation Rating Scale Criteria

Category	Score
Verry Good	5
Good	4
Good Enough	3
Not Good	2
Very Poor	1

Table 1 shows the score convection used to determine how efficient the E-Module supported by Book Creator is in enhancing learning motivation, with a focus on the topic of Earth's Shape and Surface. The descriptive proportion of student responses is calculated using a specific method to ensure the legitimacy of the media compiled and validated by the validators. Table 2 gives a scale for analyzing the viability of E-Module development products using Book Creator, which considers material content, presentation, language, and media quality. This scale is an important tool for analyzing whether a learning media fits the criteria for effective use in the learning process.

Table 2. The Feasibility Scale of E-Module Book Creator Development Criteria

Description	Criteria
81% - 100%	Very Feasible
61% - 80%	Feasible
41% - 60%	Decent Enough
21% - 40%	Not Decent
0% - 20%	Very Unfeasible

Normality Gain, or N-Gain value, is used to assess the effectiveness of an instruction. Comparing the study's pretest and posttest scores. The N-Gain calculation can demonstrate how effective the picture display learning paradigm is in assisting students in understanding complicated learning topics. This study suggests that using interactive learning media can result in greater N-Gain scores than traditional learning (Chusni et al., 2022). Learning using digital media can significantly improve the quality of student learning (Ishartono et al., 2022).

Table 3. Score Criteria for N-Gain Test

Gain Index	Criteria
$g > 0.7$	High
$0.3 < g \leq 0.7$	Medium
$g \leq 0.3$	Low

To find the significant difference between the two groups, the hologeneity test and the Independent T-test were performed on the data in this study using the SPSS (Statistical Product and Service Solutions) application. Research data analysis is made simple by SPSS's capacity to deliver trustworthy statistical data in a variety of formats, including tables, graphs, and percentages.

Result and Discussion

Following data collection, a detailed analysis was performed to further identify specific learning requirements. Based on these analytical results, the researchers proceeded to design the E-Module. During the design phase, core competencies were defined, learning objectives formulated, appropriate materials selected, and relevant references sourced to support the development of the instructional content (Safitri & Sari, 2023).

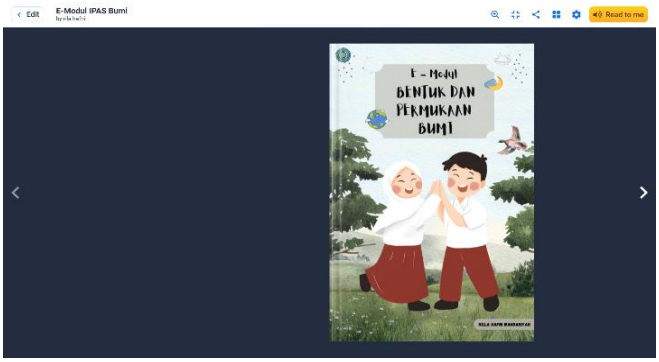

Figure 2. E-module book creator development view

In the context of IPAS learning, the study produced an E-Module on the earth's shape and surface utilizing the Book Creator application, following the ADDIE model framework. During the analysis phase, the researcher conducted observations and interviews with a fifth-grade teacher to gather relevant information regarding the instructional material and to identify key components such as themes, titles, content, and study questions. The learning resources within the E-Module were systematically organized according to pre-determined subthemes to ensure coherent content coverage. The development phase involved designing the initial cover or appearance of the E-Module using the Canva application, which facilitated the creation of visually appealing graphics. Subsequently, the main content was developed and formatted in Microsoft Word to ensure clarity and organization of the material. The finalized document was then converted to PDF format to preserve the layout. Finally, the PDF file was uploaded to the Book Creator application to create an interactive digital book that offers an engaging learning experience. Figure 2 illustrates the resulting E-Module developed with the support of Book Creator.

The Book Creator program assists in the production of the E-Module, which includes a validation test process to confirm the product's quality and viability before it is utilized in learning. This validation is carried out by specialists who serve as validators and have appropriate knowledge in learning design, material, and technology. The data collected throughout the validation process is carefully reviewed to determine the level of efficacy of E-Module-based learning media based on expert assessments. This analysis seeks to determine the extent to which the E-Module generated satisfied the qualifying criteria, both in terms of design and instructional contents. This validation stage is critical for ensuring that the media designed is not only proper, but also simple to use in the learning process. Thus, the validation results serve as the foundation for making product adjustments to meet the desired quality criteria (Sugiharni, 2018). The media validation stage ensures that the e-module display is practicable and appropriate for usage in the classroom, including visual appearance, navigation, and interactivity (Sung et al., 2016). Researchers made changes following the validation phase in response to professional validators' suggestions and feedback. The findings of the expert validators' evaluation of the use of E-Module media with Book Creator's assistance are shown in Figure 3 and Table 4.

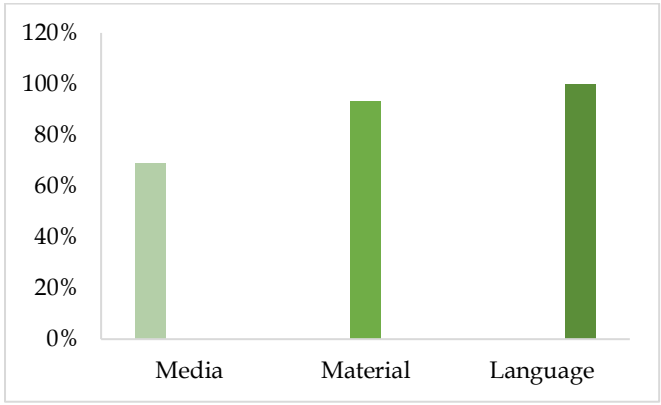

Figure 3. Recap of validation result of the validator experts

The findings of this study were conducted with the participation of professionals in the IPAS E-Module development stage, including media experts, material specialists, and linguists. This e-module is specifically created to help students learn about the materials that make up the earth's shape and surface. Each expert

contributes based on their area of expertise. The goal of this collaboration is to ensure that the e-modules created are not only academically valid, but also practical for use in the classroom. As a result, this research product can help students achieve their highest levels of competence. Table 4 displays the following validation result data.

Figure 3 depicts the validation findings of the developed e-modules, indicating that the level of feasibility based on the validator experts' assessments is extremely good. The media expert validation obtained a score of 69%, indicating that the e-module is generally technically feasible, however the visual and interactive design of the media has to be enhanced. Furthermore, the content expert ensures that the evaluation is consistent with the basic competencies, concepts, and the needs of grade V pupils. According to linguists, it has satisfied the need for a language that primary school pupils can comprehend. Since the quality and look of the media are tailored to the features of primary school-aged pupils, the development of this E-Module is thought to be successful in increasing IPAS learning in elementary school.

Table 4. Validation Assessment

Validator	Score Obtained	Maximum Score	Average Percentage
Media	38	55	69%
Material	70	75	93%
Language	60	60	100%
Total			88%
Qualifications			Very Feasible

According to table 4, the findings of the media feasibility test from the expert validators are classified as extremely practical with a percentage of 88%, indicating that the media may be used in education. Of course, this demonstrates that the E-Module learning media was planned in accordance with CP and TP, and that the E-Module media is appropriate for use in studying science about the form and surface of the earth.

Table 5. Average N-Gain Score of Experiment and Control Classes

No	Experiment N-Gain Score	Control N-Gain Score
Average	74.89	38.27
Minimum	33.33	00.00
Maximum	100.00	80.00

According to the data in Table 5, the experimental class group's learning outcomes significantly improved when using Book Creator-based E-Module media. They achieved an N-Gain score of 74.89% on average, which is classified as "Feasible," while the control class's average results only reached 38.27%, which is classified as "Not Feasible" with a maximum score of 80.00 and a minimum of 00.00. This demonstrates that, in comparison to using traditional media, the e-module supported by the Book Creator program had the highest gain in student learning outcomes. This discrepancy demonstrates how interactive digital learning, particularly when it comes to visual material display, can improve student engagement and comprehension (Martin & Bolliger, 2018). Animation improves comprehension and has a significant impact on elementary school students' conceptions of the world through the use of interactive media e-modules based on Book Creator in science education, as demonstrated by the use of visuals (Mijares, 2023).

Following the N-Gain Score Test, the Independent T-Test is used to assess the outcomes of the N-Gain Score. The Independent T-test, a parametric statistical procedure, is used to calculate the average difference between two sample groups that are not related to one another (Akpan et al., 2023). This test is frequently used in research to assess the efficacy of an experimental treatment group to a control group. The results of the Independent T-Test are presented in the table below.

Table 6. Independent T-Test N-Gain Score

Statistics		Levene's Test for Equality of Variances				
		f	Sig.	t	df	Sig. (2-tailed
N-Gain Percentage	Equal variances assumed	.146	.703	10.457	118	.000

The Independent T Test on the N-Gain percent score yielded a Sig. (2-tailed) of 0.00, which is less than 0.05. This indicates a statistically significant difference between the experimental and control classes. The experimental class uses E- Module material in conjunction with Book Creator, whilst the control class employs traditional learning methods. The T value of 10.457 and the df of 118 demonstrate that the difference between the two groups is significant.

Sig value 0.703 > 0.05 indicates that the variance data is homogeneous between the two groups. As a result, the Equal Variances model should be used in the T test since the assumption of equality of variances is satisfied. These findings offer assurance that the created e-module actually contributes to bettering student learning outcomes.

The concept that interactive digital materials, such as those created with Book Creator, can enhance students' understanding of the subject matter and

increase their learning motivation is supported by the higher N-Gain scores observed in the experimental group. The E-Module's visual, auditory, and navigational features contribute to making the learning experience more engaging and meaningful. This aligns with the findings of Subhan et al. (2024), who investigated the efficacy, feasibility, and validity of E-Modules. Validation by media, linguistic, and content experts yielded an overall score of 85%, categorizing the module as highly valid. Furthermore, the E-Module received a 90% practicality rating from both teachers and students, and demonstrated an efficacy rate of 85.71% in improving student learning outcomes.

The implementation of Book Creator as a tool for developing E-Modules has proven effective in enhancing students' interest and motivation to learn. This platform integrates text, images, audio, and video, thereby enriching the presentation of content and creating a more engaging and suitable learning environment. By supporting diverse instructional approaches, Book Creator addresses the varied needs of learners comprehensively. Furthermore, it enables educators to design E-Modules tailored to specific materials and learning objectives. Consequently, Book Creator is recognized as a digital solution that facilitates the creation of meaningful and impactful learning experiences (Fitria, 2024).

According to previous research results, the use of interactive e-modules greatly improves learning achievement at the primary school level. It has been demonstrated that e-modules created with a multimedia approach can produce a more engaging and joyful learning environment, which influences students' eagerness to engage with the material. One prior study found that using multimedia applications in IPAS subjects can effectively reduce student boredom while encouraging them to participate actively in classroom learning activities (Subhan et al., 2024). Thus, the use of interactive-based technology in E-Modules is a viable technique for addressing pedagogical issues in today's digital era.

The effectiveness of E-Module implementation in the learning process is strongly influenced not only by the quality of its design and techniques but also by the pedagogical approach employed. One of the most impactful strategies is to engage students as active participants throughout all learning activities. This approach encourages direct student involvement in exploring content, solving problems, and constructing knowledge independently. Therefore, the developed E-Module functions not merely as a medium for information delivery but also as a facilitator of student autonomy in learning. According to studies Ismaniati et al. (2023), this strategy can boost students' ability to retain material and comprehend things thoroughly. As a result, combining E-Module design with student-centered learning methodologies is critical to learning success.

The successful integration of E-Modules developed with Book Creator has been demonstrated to positively influence student motivation. This finding highlights that technology in education serves not only as a tool but also as a significant motivator for fostering greater student engagement and enthusiasm. The designed E-Module facilitates student interaction with the curriculum through multiple media formats, including audio, video, and graphics. Employing a method that combines active participation with diverse learning styles has proven effective in promoting deeper and more meaningful learning experiences. This is consistent with research Permata et al. (2023), which found that digital learning media that prioritizes interactivity and displays students' learning characteristics might boost students' learning motivation. As a result, the E-Module's success in promoting student engagement and excitement for learning is heavily reliant on the design's ease of comprehension by students.

Conclusion

The study revealed that the Electronic Module (E-Module) developed with the assistance of Book Creator underwent thorough product development and validation processes. Both student evaluations and validity tests support the effectiveness of this module. The findings indicate that the E-Module significantly enhances students' motivation to learn, likely due to its visually engaging design that stimulates interest during classroom instruction.

Acknowledgments
Thank you to all those who have helped the implementation of this research. Hopefully the results of this research can provide benefits.

Author Contributions
R.H.W. contributed in conducting research, developing research products, collecting, analyzing data, and writing articles. Z. acted as a supervisor who provided direction during the implementation of research activities and in the process of writing scientific articles.

Funding
The researcher self-funded all activities of this research without receiving any external support.

Conflicts of Interest
This research was conducted free from any personal or financial conflict of interest.

References

Akpan, E. E., & Clark, L. J. (2023). Independent T-test statistics: It's relevance in educational research. *Int. J. Eminent Sch, 10*, 79-88. Retrieved from https://www.globalacademicstar.com/download/article/independent-t-test-statistics-it-s-relevance-in-educational-research.pdf

Branch, R. M. (2009). *Instructional Design: The ADDIE Approach*. Springer US. https://doi.org/10.1007/978-0-387-09506-6

Chusni, M. M., Saputro, S., Surant, S., & Rahardjo, S. B. (2022). Enhancing Critical Thinking Skills of Junior High School Students through Discovery-Based Multiple Representations Learning Model. *International Journal of Instruction*, *15*(1), 927–945. https://doi.org/10.29333/iji.2022.15153a

Dewi, I. M., & Setyasto, N. (2024). Pengembangan Media Pembelajaran Digital Flipbook Berbasis Canva Pada Mata Pelajaran IPAS Materi Sistem Pernapasan Kelas V di Sekolah Dasar. *Jurnal Penelitian Pendidikan IPA*, *10*(5), 2300–2308. https://doi.org/10.29303/jppipa.v10i5.7030

Effendi, R., Estuhono, E., & Rizki Handayani, J. (2024). Pengembangan E-Modul Materi Wujud Zat Dan Perubahannya Pada Pelajaran IPAS Kelas IV Sekolah Dasar. *Jurnal Muara Pendidikan*, *9*(2), 468–474. https://doi.org/10.52060/mp.v9i2.2279

Fitria, T. N. (2024). Using "Book Creator" Application in Making e-Modules as Teaching Material for English TOEFL Courses. *International Journal of Computer and Information System (IJCIS)*, *5*(2), 109–118. https://doi.org/10.29040/ijcis.v5i2.160

Fitrianna, D., Hasanah, F. N., & Ernawati, S. (2022). Inovasi Media Pembelajaran Menggunakan Book Creator di SDN Kadumerak 1. *Proseding Didaktis: Seminar Nasional Pendidikan Dasar*, *7*(1), 353–362. Retrieved from https://proceedings.upi.edu/index.php/semnaspendas/article/view/2381

Hardianti, R., & Alyani, F. (2023). Pengembangan E-Modul Berbasis Google Sites Pada Materi Rangka Manusia Kelas V Sekolah Dasar. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, *8*(1), 5596–5604. https://doi.org/10.23969/jp.v8i1.8707

Hidayati, A., Saputra, A., & Efendi, R. (2020). Development of E-Module Oriented Flipped Classroom Strategies in Computer Network Learning. *Jurnal RESTI (Rekayasa Sistem Dan Teknologi Informasi)*, *4*(3), 429–437. https://doi.org/10.29207/resti.v4i3.1641

Hiralda, A., & Zulherman. (2023). A Kvisoft Flipbook Maker-Assisted E-Book to Increase Students' Interest in Elementary Schools. *Jurnal Ilmiah Sekolah Dasar*, *7*(3), 444–451. https://doi.org/10.23887/jisd.v7i3.61193

Inayah, N., Hidayat, M. T., & Nur, M. (2020). Effectivity of Scientific Approach Oriented Learning in Heredity toward Senior High School Students's Scientific Creativity. *JPPS (Jurnal Penelitian Pendidikan Sains)*, *10*(1), 1857. https://doi.org/10.26740/jpps.v10n1.p1857-1873

Ishartono, N., Nurcahyo, A., Waluyo, M., Prayitno, H. J., & Hanifah, M. (2022). Integrating GeoGebra into the flipped learning approach to improve students' self-regulated learning during the covid-19 pandemic. *Journal on Mathematics Education*, *13*(1), 69–86. https://doi.org/10.22342/jme.v13i1.pp69-86

Ismaniati, C., & Iskhamdhanah, B. (2023). Development of Interactive E-Modules to Increase Learning Motivation and Science Literacy in Elementary School Students. *Jurnal Iqra' : Kajian Ilmu Pendidikan*, *8*(1), 156–173. https://doi.org/10.25217/ji.v8i1.2699

Juliana, I., & Sulistyowati, R. (2023). Pengembangan e-modul interaktif berbasis aplikasi book creator mata pelajaran produk kreatif dan kewirausahaan kelas XII BDP SMK PGRI 13 Surabaya. *Jurnal Pendidikan Ekonomi (JUPE)*, *11*(3), 328–334. https://doi.org/10.26740/jupe.v11n3.p328-334

Keller, J. M. (2010). *Motivational Design for Learning and Performance*. Springer US. https://doi.org/10.1007/978-1-4419-1250-3

Leso, B. H., Cortimiglia, M. N., & Ghezzi, A. (2023). The contribution of organizational culture, structure, and leadership factors in the digital transformation of SMEs: a mixed-methods approach. *Cognition, Technology & Work*, *25*(1), 151–179. https://doi.org/10.1007/s10111-022-00714-2

Madina, N. P., & Zulherman, Z. (2023). Pengembangan E-Book Berbantuan Book Creator pada Materi Sistem Peredaran Darah Manusia untuk Meningkatkan Hasil Belajar Siswa Kelas V SD. *Research and Development Journal of Education*, *9*(2), 779–787. Retrieved from https://journal.lppmunindra.ac.id/index.php/RDJE/article/view/19012

Martin, F., & Bolliger, D. U. (2018). Engagement matters: Student perceptions on the importance of engagement strategies in the online learning environment. *Online Learning Journal*, *22*(1), 205–222. https://doi.org/10.24059/olj.v22i1.1092

Mijares III, B. F. (2023). Development and Validation of A Supplementary Learning Material In Earth Science. *Cosmos an International Journal of Art and Higher Education*, *12*(1), 56–76. https://doi.org/10.46360/cosmos.ahe.520231005

Muhisom, Anjar, F., Destiani, & Pangestu, D. (2023). *Utilizing Book Creator as a Digital Module to Improve Student Listening Skills in Elementary School* (pp. 355–361). https://doi.org/10.2991/978-2-38476-046-6_35

Nuraeni, R., Permana, R., & Nurfitriani, M. (2024). Pengaruh Media E-Modul Terhadap Hasil Belajar Siswa Pada Materi IPA Sistem Pencernaan Manusia Kelas V di SDN 1 Cibunigeulis. *Indonesian Journal of Education and Development Research*, *2*(2), 1313–1324. https://doi.org/10.57235/ijedr.v2i2.2599

Nurliana, D. Y., Budiana, S., & Sukmanasa, E. (2024). Pengembangan E-Modul Dengan Menggunakanaplikasi Book Creator Pada Materi Aku Dan Kebutuhanku Peserta Didik Kelas IV di SDN Kebon Pedes 1. *Didaktik : Jurnal Ilmiah PGSD STKIP Subang*, *10*(3), 457–465. https://doi.org/10.36989/didaktik.v10i3.4245

Permata, A., & Zulherman. (2023). Anyflip-Assisted E-Book to Enhancing Elementary School Students' Motivation. *International Journal of Elementary Education*, *7*(3), 410–417. https://doi.org/10.23887/ijee.v7i3.61756

Qomara, D. A., Wijayanto, A., & Erfiana, N. A. N. E. (2024). Pengembangan Bahan Ajar Digital Menggunakan Book Creator Untuk Optimalisasi Pembelajaran IPAS Materi Harmoni Ekosistem. *Ibriez Jurnal Kependidikan Dasar Islam Berbasis Sains*, *9*(2), 245–260. https://doi.org/10.21154/ibriez.v9i2.612

Robinson, J. D., & Persky, A. M. (2020). Developing Self-Directed Learners. *American Journal of Pharmaceutical Education*, *84*(3), 847512. https://doi.org/10.5688/ajpe847512

Rustandi, A., & Rismayanti. (2021). Penerapan Model ADDIE dalam Pengembangan Media Pembelajaran di SMPN 22 Kota Samarinda. *Jurnal Fasilkom*, *11*(2), 57–60. https://doi.org/10.37859/jf.v11i2.2546

Safitri, D. H., & Sari, P. M. (2023). Pengembangan E-Modul Berbasis Kemampuan Literasi Sains pada Pembelajaran IPA bagi Siswa Kelas V Sekolah Dasar. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*. Retrieved from https://api.semanticscholar.org/CorpusID:264568787

Solís Ruiz, M. A., Cambo Chisag, N. V., & Poaquiza Anchatuña, M. Y. (2022). Book Creator como herramienta didáctica para promover la escritura creativa en los estudiantes. *Pro Sciences: Revista de Producción, Ciencias e Investigación*, *6*(46), 58–69. https://doi.org/10.29018/issn.2588-1000vol6iss46.2022pp58-69

Subhan, M., Prasetyo, D. E., & Puspita, A. (2024). The Development of Book Creator Assisted Learning E-Modules in the Curriculum Merdeka on Plants as the Source of Life on Earth at Grade IV Elementary School. *TOFEDU: The Future of Education Journal*, *3*(4), 840–851. https://doi.org/10.61445/tofedu.v3i4.157

Subhan, M., Prasetyo, D. E., & Puspita, A. (2024). Pengembangan E-Modul Pembelajaran Di Kurikulum Merdeka Pada Materi Tumbuhan Sumber Kehidupan Di Bumi Kelas IV SD. *Didaktik : Jurnal Ilmiah PGSD STKIP Subang*, *10*(3), 340–350. https://doi.org/10.36989/didaktik.v10i3.3876

Sugiharni, G. A. D. (2018). Pengujian Validitas Konten Media Pembelajaran Interaktif Berorientasi Model Creative Problem Solving. *Jurnal Penelitian Dan Pengembangan Pendidikan*, *2*(2), 88. https://doi.org/10.23887/jppp.v2i2.15378

Sung, Y. T., Chang, K. E., & Liu, T. C. (2016). The effects of integrating mobile devices with teaching and learning on students' learning performance: A meta-analysis and research synthesis. *Computers and Education*, *94*, 252–275. https://doi.org/10.1016/j.compedu.2015.11.008

Warr, M., Driskell, S. O. S., Langran, E., Mouza, C., & Schmidt-Crawford, D. A. (2023). *Curriculum design for technology infusion: A continuous collaborative process. Contemporary Issues in Technology and Teacher Education* (Vol. 23, Issue 1). Retrieved from https://citejournal.org/volume-23/issue-1-23/general/curriculum-design-for-technology-infusion-requires-a-continuous-collaborative-process/

Wonda, H., Kota, M. K., & Arianti, C. D. (2022). Pengembangan Buku Digital Sebagai Media Untuk Meningkatkan Motivasi Belajar Siswa Kelas IV. *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, *11*(6), 1751. https://doi.org/10.33578/jpfkip.v11i6.9115

Zulherman, Z., Aji, G. B., & Supriansyah, S. (2021). Android Based Animation Video Using Millealab Virtual Reality Application for Elementary School. *JPI (Jurnal Pendidikan Indonesia)*, *10*(4). https://doi.org/10.23887/jpi-undiksha.v10i4.29429