Dikdas bantara

Jurnal DIKDAS BANTARA

Vol. 8, No. 1 (2025), pp. 1-16 | p-ISSN: 2615-4285, e-ISSN: 2615-5508
https://journal.univetbantara.ac.id/index.php/dikdasbantara

DEVELOPMENT OF E-BOOK TEACHING MATERIALS BASED ON BOOK CREATOR ON THE TOPIC OF FLAT BUILDING CLASS IV

Siti Luthfiyyah Salsabila[1], Lina Novita[2], and Nur Hikmah[3]
[1] PGSD, Universitas Pakuan, Bogor, Indonesia
[2] PGSD, Universitas Pakuan, Bogor, Indonesia
[3] PGSD, Universitas Pakuan, Bogor, Indonesia
E-mail: [1]luthfiyyahsalsabila8@gmail.com, [2]linov12@unpak.ac.id, [3]nur.hikmah@unpak.ac.id

Article History: Received: January, 16 2025; Accepted: February, 10 2025; Published: March, 24 2025

ABSTRACT

This study aims to develop an interactive learning material in the form of an e-book based on the Book Creator application on the topic of two-dimensional shapes for fourth-grade elementary school students. The research employed a research and development (R&D) method by adapting the steps of the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The development results show that the created e-book meets valid criteria in terms of content, appearance, and interactivity based on expert assessments of material and media. Limited trials with students indicate that the e-book enhances learning interest and understanding of two-dimensional shape concepts. Therefore, the Book Creator-based e-book is feasible to be used as an attractive and effective alternative teaching material for mathematics learning in elementary schools.

Keywords: *teaching material, e-book, Book Creator, two-dimensional shapes, grade IV*

ABSTRAK

Penelitian ini bertujuan untuk mengembangkan bahan ajar interaktif berupa e-book berbasis aplikasi Book Creator pada topik bangun datar untuk siswa kelas IV sekolah dasar. Metode penelitian yang digunakan adalah model penelitian dan pengembangan (R&D) dengan mengadaptasi langkah-langkah dari model ADDIE (Analysis, Design, Development, Implementation, and Evaluation). Hasil pengembangan menunjukkan bahwa e-book yang dibuat memenuhi kriteria valid dari segi isi, tampilan, dan interaktivitas berdasarkan penilaian para ahli materi dan media. Uji coba terbatas terhadap siswa menunjukkan bahwa e-book ini meningkatkan minat belajar dan pemahaman konsep bangun datar. Oleh karena itu, e-book berbasis Book Creator ini layak digunakan sebagai bahan ajar alternatif yang menarik dan efektif dalam pembelajaran matematika di sekolah dasar.

Kata kunci: bahan ajar, e-book, Book Creator, bangun datar, kelas IV

INTRODUCTION

Teaching materials are a very important part of the teaching and learning process, because they play a role as a tool in realizing learning objectives. Well-designed teaching materials have the ability to increase understanding and foster students' interest and enthusiasm for learning. To make the material easy to understand, teaching materials can utilize interesting images, graphics or videos. Apart from that, learning becomes interactive if the material is presented through various activities such as games, discussions and experiments. These activities not only enhance engagement but also encourage collaboration among students, allowing them to share ideas and learn from one another. Ultimately, this dynamic approach to teaching materials can lead to deeper comprehension and a more enjoyable learning experience. This enjoyable learning experience fosters a positive attitude towards education, motivating students to actively participate and take ownership of their learning journey. By incorporating diverse methods and tools, educators can cater to different learning styles and create an inclusive environment where every student can thrive. Thrive in their studies. Such an environment not only enhances academic performance but also builds critical social skills, encouraging collaboration and respect among peers.

As students engage with varied resources and perspectives, they develop a more holistic understanding of the subject matter. This comprehensive approach fosters a culture of curiosity and innovation, equipping students with the skills necessary to navigate complex challenges in the future. Ultimately, by nurturing a love for learning, educators can inspire students to become lifelong learners who actively seek knowledge beyond the classroom. This pursuit of knowledge not only enriches their personal experiences but also empowers them to contribute meaningfully to society. As they explore new ideas and engage in continuous learning, they become adaptable individuals ready to tackle the demands of an ever-changing world.

The development of appropriate, interesting, and interactive teaching materials by utilizing technological advances aims to accommodate the needs and characteristics of students, in line with developments in science and technology. It is hoped that the presentation of various activities and learning resources in this teaching material can meet the various learning styles of students, make it easier to understand the material, and achieve learning targets. Thus, the development of these teaching materials will create a better learning experience and maximize students' potential.

Based on observations and interviews with class IV-A teachers at SDN Ciomas 06, the teaching and learning process in class still relies on printed textbooks. This situation occurs because teachers are less skilled in using teaching material-making applications.

Learning tends to be less interesting and does not motivate students. Students also have difficulty understanding material from printed books and are not yet trained to study independently due to the lack of variety in teaching materials. Apart from that, learning is centered on the teacher as the main source of information. So schools need to develop application-based teaching materials so that learning objectives can be achieved effectively. Students need more diverse teaching materials because they find it difficult to understand the material and feel bored, especially in mathematics subjects.

In practice, many elementary school teachers face various obstacles in developing teaching materials independently. One of the main problems is time constraints. Teachers are often burdened with administrative tasks, extracurricular activities, and busy curriculum demands, so they have difficulty finding time to design or modify teaching materials that suit students' needs. As a result, many teachers choose to use teaching materials that are generally available, even though they may not be completely relevant to the local context or students' abilities.

Apart from that, teachers' ability to develop teaching materials, especially digital-based ones, is still uneven. Many teachers do not have adequate training in designing teaching materials that are interesting, interactive, and in line with developments in educational technology. Some teachers also lack confidence in using digital devices and applications as part of their learning strategy. The lack of supporting facilities, such as access to technological devices and a stable internet network, is also an obstacle, especially in schools located in remote areas. These problems have an impact on the lack of variety in teaching materials and limited innovation in classroom learning.

So far, teachers' use of mathematics teaching materials in elementary schools tends to be conventional. Teachers become the center of learning and use textbooks more as the main source in delivering material. Learning takes place in one direction, where the teacher explains the concept in front of the class, provides example problems, and then asks students to do exercises. This process does not provide enough space for students to explore concepts independently or work together in groups.

The use of learning media is still limited, both in terms of concrete teaching aids and supporting technology. Often, mathematics learning takes place abstractly without the help of sufficient visualization, making it difficult for students to understand basic concepts. Assessment also places more emphasis on the final results through written tests, not on the thinking process or problem solving. As a result, learning mathematics feels less interesting and limits the development of students' creativity and critical thinking abilities.

Several studies show the positive impact of using the Book Creator application in learning. Research conducted by Putri (2022) found that teaching materials created with Book Creator were able to improve students' learning abilities. In line with these findings, research from Ayuni (2023) and Estuhono (2023) also concluded that Book Creator-based digital teaching materials are worth implementing because they make it easier for teachers to prepare teaching materials and help students understand lessons.

The use of e-books in learning in elementary schools has been widely studied and shows various relevant advantages in supporting the teaching and learning process. One of the main advantages of e-books is their ability to provide learning material that is more interactive, interesting, and easily accessible. E-books can be equipped with multimedia elements such as images, videos, animations, and sounds that help students understand abstract concepts, especially in subjects such as mathematics and science. This makes the learning process more lively and enjoyable and can increase students' motivation and attention during learning (Wulandari & Mulyono, 2021).

In addition, e-books provide flexibility and personalization in learning. Students can access the material at any time and repeat parts they don't understand according to their individual learning pace. Search and navigation features also make it easier for students to find the information they need without having to read the entire contents of the book. For teachers, e-books can be a tool to deliver material more dynamically and variedly, as well as making it easier to integrate with digital learning platforms. A study by Ramadhani et al. (2020) also shows that the use of e-books in elementary schools can significantly improve student learning outcomes compared to the use of conventional printed books.

E-book teaching materials offer a more interactive delivery of information through the display of illustrations and other interesting elements. In addition, summary descriptions in e-book teaching materials help students understand the material more easily. Book Creator is an online platform that facilitates understanding of subject matter for students. The teaching materials produced through Book Creator are interactive and interesting because they can be equipped with sound, images, videos,, and links, which support various student learning styles, making it easier to understand the material, especially in mathematics learning.

Recent research shows that the use of digital-based teaching materials in mathematics learning in elementary schools can significantly increase learning effectiveness. One of the relevant findings comes from a study by Putra & Hidayati (2022), which revealed that interactive digital teaching materials are able to increase student involvement in the learning process and help them understand abstract mathematical concepts through visualization and animation. The use of digital media such as educational applications, learning videos,, and online learning platforms has also

been proven to support diverse learning styles and provide space for students to learn independently at their own pace.

In addition, research by Lestari and Nugroho (2021) shows that teachers who use digital teaching materials more easily integrate contextual and problem-based learning approaches. Digital teaching materials not only make it easier for teachers to deliver material ut also give students the opportunity to explore concepts in more depth through simulations, interactive quizzes, and instant feedback. This contributes to increasing student learning motivation and achieving better learning outcomes compared to conventional approaches,, which rely solely on lecture methods and practice questions.

Based on previous research and existing problems, it was deemed necessary to develop more interesting teaching materials at the Ciomas 06 State Elementary School through the use of e-books. This is what underlies researchers conducting research with the title "Development of Book Creator-based E-book Teaching Materials on the Topic of Flat Figures for Class IV."

RESEARCH METHODS

This research uses a Research and Development (R&D) approach, which is included in the development research category. This method is systematically used to go through the stages of design, development and validation of a particular product or application (Andarsyah dan Fadilla, 2020). Before producing a product, researchers conduct an initial survey, which is usually in the form of a field survey. The results of this survey help identify consumer needs, preferences, and potential market trends. By gathering this information, researchers can tailor the product design and marketing strategies to better align with the target audience's expectations. By understanding these expectations, companies can enhance their chances of success in a competitive market. This targeted approach not only improves product relevance but also fosters stronger brand loyalty among consumers. By cultivating this loyalty, businesses can create a dedicated customer base that not only continues to purchase their products but also advocates for the brand within their communities.

Ultimately, investing in comprehensive market research is a crucial step toward building lasting relationships with consumers and achieving sustainable growth. This survey was carried out with the aim of identifying media or products that are suitable for development through in-depth analysis. To ensure the widespread usefulness of the product, research is needed to test its level of effectiveness. This research focuses on developing teaching materials in the form of e-books created using Book Creator, with learning material about flat buildings aimed at class IV students at Ciomas 06 State Elementary School.

Research Procedures

This development research uses the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. This model was chosen to build basic performance in learning, with an emphasis on the learning product design development process. ADDIE is a teaching design model designed to create effective learning for each individual. This model has structured and interrelated stages, is systematic, and is based on a systems approach that considers human knowledge and learning processes. By following the ADDIE model, educators can ensure that each phase of the learning experience is carefully crafted and assessed, ultimately leading to improved educational outcomes. This approach not only enhances individual understanding but also fosters an environment conducive to collaborative learning and continuous improvement. Continuous improvement is essential for adapting to the evolving needs of learners and the educational landscape. By regularly evaluating the effectiveness of their teaching strategies and materials, educators can make informed adjustments that enhance engagement and promote better retention of knowledge (Hidayat dan Nizar, 2021).

Data Analysis Techniques

The data in this research were analyzed using two descriptive approaches, namely qualitative and quantitative. This research's qualitative data analysis technique is based on descriptive findings obtained through a process of observation, interviews, and validation by experts in the related field. The data collected is analyzed carefully to explain the current situation.

Data analysis in this research uses a simple quantitative approach, where the main emphasis is on processing and interpreting data in the form of numbers. The results of the questionnaire will be calculated and analyzed to provide an overview of the appropriateness level of the teaching materials being developed. Quantitative techniques are described as follows:

Expert validation questionnaire. The use of the questionnaire in this research aims to measure the validity of the instrument for developing e-book teaching materials, which is used to test the feasibility level of the product produced. The measurement scale used is a Likert scale with a number range of 1 to 5, where each number indicates the following criteria: (1) Very Inadequate, (2) Not Appropriate, (3) Fairly Appropriate, (4) Appropriate, and (5) Very Appropriate. The data obtained from the validation results is then analyzed by calculating the score. The formula used to process data into percentage form is as follows (Syafira Sindy dan Syafri 2023).

$$NP = \frac{R}{SM} x\ 100\ \%$$

Information:
NP = Questionnaire percentage value
R = validation score obtained
SM = maximum score

Table 1. Product Eligibility Categories

Category Percentage Range	**Category**
81% – 100%	Very Appropriate
61% – 80%	Appropriate
41% – 60%	Less Eligible
21% – 40%	Not Eligible
0% – 20%	Very Infeasible

Source: (Wati, Rahmanto, dan Fernando, 2019)

Student and teacher response questionnaires. Response questionnaires are given after implementing or testing e-book teaching materials in class. The main purpose of using this questionnaire is to collect feedback from students and teachers regarding their experiences after using the e-book. The following is the formula used to analyze results or calculate the average score.

$$Percentage = \frac{Total\ score\ obtained}{Maximum\ total\ score} x\ 100\ \%$$

Table 2. Student and Teacher Response Criteria

Percentage **(%)**	**Criteria**
81 – 100	Very good
61 – 80	Good
41 – 60	Enough
21 – 40	Not enough
0 – 20	Very less

Source: (Riskynianyo, Novita, and Windiyani, 2024)

RESULTS AND DISCUSSION

Research result

The development of e-book teaching materials based on Book Creator on the Flat Building topic uses the ADDIE (Analysis, Design Development, Implementation and Evaluation) development model. Details of each stage in the ADDIE development model are as follows.

1. Analysis Stage (Analysis)

Analysis is the initial stage of this research. Researchers started by identifying the need for developing e-book teaching materials and collecting data that would be included in Book Creator-based e-books. Observations and interviews with class IV-A teachers held on Tuesday, November 5 2024 to obtain information regarding the obstacles faced during the learning process.

The use of teaching materials is limited to school textbooks and the occasional YouTube video, due to constraints in the availability of devices such as projectors. It is felt that school textbooks are not sufficient to support the achievement of learning objectives because there is too much text, making it difficult for students to understand. The effectiveness of learning can be increased by providing teaching materials that are more diverse and able to attract students' attention. However, the development of teaching materials is hampered by limited time and learning resources. Based on this needs analysis, researchers developed teaching materials in the form of e-books based on Book Creator at SDN Ciomas 06.

Implementation of the Independent Curriculum at SDN Ciomas 06 requires adapting learning to the needs and characteristics of students, and giving freedom to educational units and teaching staff to design contextual learning processes. In line with this principle, the learning resources used must be relevant to learning outcomes, connected to students' experiences, varied, support students' learning preferences to be more participatory, and have high accessibility. Thus, it is necessary to develop and utilize relevant technology-based teaching materials such as e-books with the Book Creator platform for flat material.

Based on observations carried out in class IV-A at SDN Ciomas 06, it can be concluded that the learning process is still conventional with limitations in the variety of teaching materials, which are dominated by printed books. Even so, student participation looks positive, but the effectiveness of classroom conditions and student understanding has not been achieved optimally. Thus, it can be concluded that to achieve more effective and quality learning, it is necessary to develop teaching materials that are more diverse, interactive and relevant to what students need.

2. Design Stage (Planning)

At the design stage, researchers analyzed the findings from the needs analysis and provided a solution in the form of an initial e-book design based on Book Creator. The goal is to produce an e-book that is optimal and meets expectations. Researchers used the help of the Canva application to design an e-book with material sourced from books by Mathematics teachers and students of class IV SD/MI Mathematics which had been discussed with the class IV-A teacher at SDN Ciomas 06.

This interesting and interactive e-book is equipped with an audio feature and a link to practice questions in the Book Creator, which is then shared with students via the link. The results of the e-book design include: cover, foreword, table of contents, introduction, material, summary, practice questions, glossary, bibliography and author profile. The choice of e-book teaching materials based on Book Creator is because it can adapt to rapid technological developments. This e-book format is considered interesting and easy to use as a learning resource both at school and at home. In addition, e-books allow online access via various devices such as smartphones, laptops or computers. After the initial design is complete, the next step is the product validation process by experts in the fields of media, language and learning materials.

3. Development Stage (Development)

The product that has been designed will then be validated so that the product development is suitable for use and publication. The validation test involves four validators who have different expertise: a media expert to evaluate the design, a language expert to assess the quality of the language, a material expert to test the content of the material, and a homeroom teacher.

The validation stage involves collecting data and information from experts to assess the suitability of the e-book teaching materials being developed. This research aims to validate the level of suitability of Book Creator-based e-book teaching materials on the topic of flat figures. Feedback from this validation will be implemented to improve the quality of the e-book before use. The validation process involved three experts, namely media experts, language experts, material experts consisting of three Pakuan University lecturers and a class IV-A teacher at SDN Ciomas 06. Validation data was collected through assessment instruments filled in by experts, who also provided criticism and suggestions for the e-books presented.

Table 3 Validator Assessment Regarding Overall Feasibility Aspects of Book Creator-Based E-Book Teaching Materials

Validator	Percentage	Validity Aspect Assessment
Media Expert	94%	Very Worth It
Linguist	76%	Worthy
Lecturer Material Expert	86,15%	Very Worth It
Teacher Material Expert	90,76%	Very Worth It

Based on the results of trials involving media, language and materials experts, Book Creator-based e-book teaching materials on the topic of flat figures for class IV

received an average first validation percentage of 86.72%. This figure shows that the teaching materials are included in the "Very Eligible" category.

Table 4. Validator Assessment Regarding Overall Feasibility Aspects of Book Creator-Based E-Book Teaching Materials

Validator	Percentage	Validity Aspect Assessment
Media Expert	98%	Very Worth It
Linguist	94%	Very Worth It
Lecturer Material Expert	100%	Very Worth It
Teacher Material Expert	92,30%	Very Worth It

Based on validation results from experts in the fields of media, language and materials, it can be concluded that the average percentage obtained is 96.07%, which is included in the "Very Eligible" criteria. Therefore, the development of e-book teaching materials based on Book Creator on the topic of flat shapes is considered very suitable for testing at the elementary school level.

1. Implementation Stage (Implementation)

The results of analysis of response questionnaires filled out by students and teachers show that Book Creator-based e-book teaching materials on the topic of flat figures for class IV students received an average score of 92.33%, which is classified as "very good".

Table 5. Recapitulation of Student Responses

No.	Respondent	Percentage Assessment
1.	Learners	88%
2.	Teacher	96,66%
Average Percentage		92,33%

2. Evaluation Stage (Evaluation)

The results of data analysis show the superiority of e-book teaching materials based on Book Creator on the topic of flat shapes in terms of ease of use by students, presentation of material that is easy to understand, ability to arouse interest in learning, encouragement to use technology in learning, as well as creating a fun and motivating learning experience. Thus, it can be concluded that this e-book is very suitable for use and effective in increasing students' learning motivation. A graph of the percentage of validation results and student and teacher responses is presented below

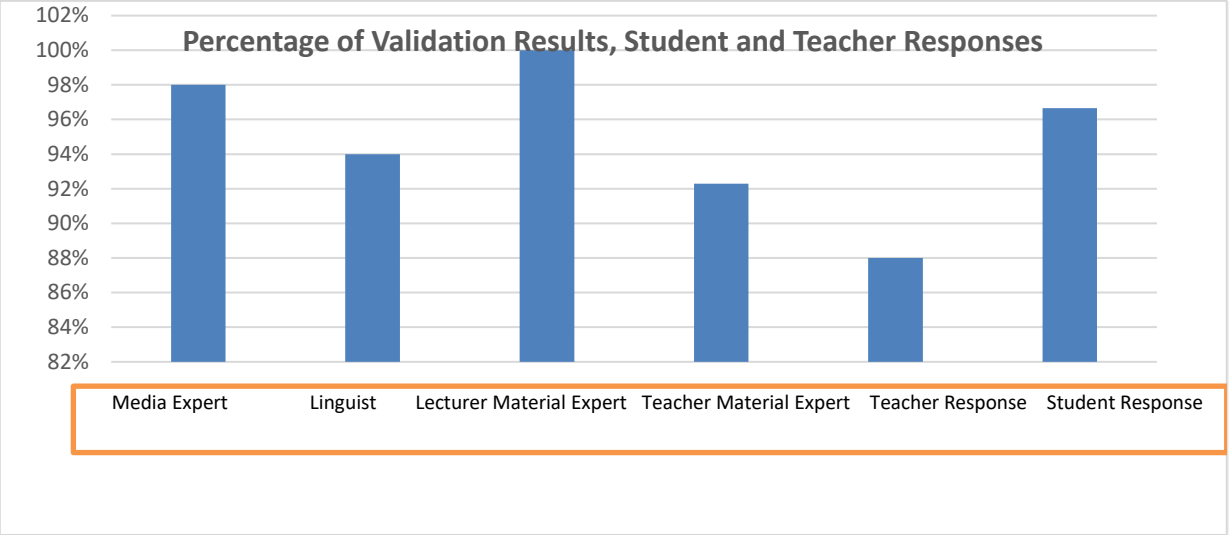

Figure 1. Graph of Validation Results and Student and Teacher Responses

Based on graphic data, it shows that the e-book teaching materials developed with Book Creator have succeeded in facilitating students' understanding and increasing their interest and enthusiasm in learning. This also triggers the emergence of new ideas in the application of technology-based teaching materials. Thus, it can be concluded that e-book teaching materials based on Book Creator are "very suitable" for learning the topic of flat figures.

Discussion

This research uses a Research and Development (R&D) approach with the ADDIE development model, which includes five stages, namely Analyze, Design, Development, Implementation, and Evaluation. Basically, teaching materials have an important role in learning, especially in triggering students' creativity and critical thinking abilities when facing learning challenges (Kosasih, 2021:7). Thus, selecting appropriate teaching materials is very important in increasing effective knowledge for students. Along with the rapid development of technology, teachers are required to be able to utilize technology as part of classroom learning, especially in the use of teaching materials. Book Creator is present as a relevant publication media for presenting teaching materials in digital format that combines text, images and sound, so that it is easily accessible via computer, smartphone or tablet (Ayuni dan Fadlan, 2023).

Based on observations and interviews conducted at SDN Ciomas 06, it was found that learning in class IV-A still relied on printed books and centered on teacher instructions, which were deemed not to fully support optimal achievement of learning objectives. The textbooks used tend to have a dominant text composition and are less attractive to students. Implementing the Merdeka Curriculum in this school which emphasizes the use of teaching materials that are relevant, varied and adaptive to students' learning styles, researchers developed an e-book based on Book Creator on the topic of flat figures to increase learning effectiveness, stimulate students'

enthusiasm and motivation to learn, and facilitate a deeper understanding of the material.

At the analysis stage, researchers identified needs in class IV-A at SDN Ciomas 06. Observation results showed that learning was still teacher-centered and the use of teaching materials was limited to printed books without the support of electronic media, so it did not support students' understanding optimally. Based on research by Romadlon Habibullah and Suyanti in 2024 has the advantage that it can be accessed anywhere and at any time, supports students' learning styles, and is interactive.

The design phase is carried out by designing E-book teaching materials, looking for references, compiling the materials, and starting production. With Book Creator, various types of media can be combined to provide learning resources that students can access according to their learning style (Sanjaya, 2022).

Next, at the development stage, Book Creator-based e-book teaching materials are prepared based on the design framework that has been designed, then consultation is carried out with supervisors and a validation process is carried out by experts. Validation was carried out by three lecturers from Pakuan University and one teacher from SDN Ciomas 06. After the validation process, the product was revised based on input from the validators.

Based on the results of the media validation test conducted by Mr. Agung Prajuhana Putra, M.Kom., he gave a questionnaire assessment of 98% with a note that he adjusted the font size for grade IV elementary school children. Based on the results of the language validation test conducted by Mrs. Siti Chodijah, M.Pd., a questionnaire score of 94% was obtained, with a note to make improvements to the use of words to comply with KBBI standards. Meanwhile, the results of the validation test from the material expert lecturer, Mrs. Ratih Purnamasari, M.Pd., gave a questionnaire assessment of 100% with notes that the preparation of the material started from understanding, examples of use, exercises and discussions. The results of the material validation test were also carried out by Mrs. Saripah, S.Pd., with a questionnaire assessment of 92.30% with the note of adding pictures to the practice questions. Through this assessment, the quality of the e-book teaching materials produced has increased.

After going through the validation stage by experts, the product implementation was tested on 28 class IV-A students at SDN Ciomas 06. Students used e-book teaching materials based on Book Creator on the topic of flat shapes, then provided responses by filling in a questionnaire consisting of 10 statements. The results of the questionnaire showed a very positive response from students with a percentage of 88%, which was included in the "Very Good" category. The response questionnaire given to teachers showed an assessment of 96.66%, which is also included in the "Very Good" category in evaluating the use of Book Creator-based e-book teaching materials. Overall, based on

the expert assessment results of 96.07% in the "Very Appropriate" category, positive responses from students with an average of 88%, and teacher responses of 96.66%, it can be concluded that e-book teaching materials based on Book Creator on the topic of flat shapes are very suitable to be implemented without requiring additional revisions.

These results are in line with research Aprillianti dan Wiratsiwi (2021) with the title Developing an e-book with the Book Creator Application on Space Building Materials for Class V Elementary School Students. This research applies the R&D method with the ADDIE development model. The results of research at the Sugihan 01 State Elementary School showed that the e-book was effective and practical to use, with teacher responses reaching 82% and student responses 82%.

Supported by research conducted by Suryanti (2023) with the title Development of E-book Based Teaching Materials Using the Book Creator Application on Circle Equation Material. This research uses the R&D method with the ADDIE development model. The research results show that the teaching materials are very feasible based on validation results, namely 96% and very practical based on analysis of student responses, a score of 3.53 was obtained.

Similar research was carried out by Romadlon Habibullah dan Suyanti (2024) with the title Developing E-book Based Teaching Materials Using the Book Creator Application in Learning Pancasila Education Material I Get to Know Indonesia Class 1 MI. This research uses R&D research using the ADDIE development model. The results of research conducted at MI Islamiyah Tulungagung Baureno Bojonegoro were declared very feasible based on validation results, namely 90% and very practical based on student questionnaires 95%.

The validation results of this research show a superior average, namely 96.07% when compared with research Aprillianti dan Wiratsiwi (2021) which only reached 82% (material) and 79% (media). Apart from that, this teaching material received a very positive response from teachers and students with significant scores of 96.66% and 88% respectively. These results show a considerable improvement compared to previous research which only obtained a score of 82%. Meanwhile, research Suryanti (2023) also obtained validation results of 96% and a high practical response. However, this research is superior because it includes thorough validation on media, language and material aspects. Study Romadlon Habibullah dan Suyanti (2024) which focused on class I MI got a validation score of 90%–92% and a student response of 95%.

The good validation results from media, language and material experts, as well as positive responses from students and teachers in this research are supported by the results of previous research studies. This shows that the development of e-book teaching materials has great potential to create a more interesting learning experience, increase students' learning independence, and facilitate understanding of competencies. Apart from that, the increase in interest in learning shown by the positive

responses of students shows that the e-book teaching materials developed are very suitable for implementation in learning activities at school and as a source of independent learning at home.

CONCLUSION

Based on all the development stages that have been passed and the results of testing e-book teaching materials based on Book Creator on the topic of flat shapes, the conclusions that can be drawn are as follows:Pengembangan bahan ajar *e-book* ini menggunakan model ADDIE (*Analysis, Design, Development, Implementation, Evaluation*).

The analysis stage aims to identify learning problems at SDN Ciomas 06 through observation and interviews. The design stage produces a product design for e-book teaching materials. The development stage makes the design that has been designed into an attractive and interactive e-book product. The validation stage involves media, language and material experts to identify deficiencies and provide input for improvement. The implementation phase tested the product on 28 class IV-A students to measure student and teacher responses. The evaluation stage involves collecting suggestions and comments from experts during the validation process.

Responses regarding product feasibility were obtained through validation results which overall showed that the development of e-book teaching materials based on Book Creator was very suitable for use. Data from the media expert questionnaire shows a percentage of 98%, while linguists give a percentage value of 94%. Validation by material experts, both lecturers and teachers, showed very positive results, expert lecturers gave an assessment of 100% and teachers gave an assessment of 92.30%. Apart from that, the response from 28 class IV-A students was very positive with an assessment percentage of 88% and a response from teachers of 96.66%. Based on these findings, it can be concluded that e-book teaching material products based on Book Creator on the topic of flat figures are very suitable to be implemented in the context of learning activities.

REFERENCE

Andarsyah, Roni, and Rojasqi Fadilla. 2020. "Aplikasi Lelang Online Geographic Information System (WEBGIS) Intelligence PT. Pegadaian (Persero) Menggunakan Metode Research and Development." *Jurnal Teknik Informatika* 12(2): 1–7. https://ejurnal.poltekpos.ac.id/index.php/informatika/article/view/868.

Aprillianti, Prima, and Wendri Wiratsiwi. 2021. "Pengembangan E-Book Dengan Aplikasi Book Creator Pada." 6(1): 80–88. http://prosiding.unirow.ac.id/index.php/SNasPPM.

Ayuni, Amanda Putri, and Muhammad Noer Fadlan. 2023. "Pengembangan Bahan Ajar Digital Berbasis Aplikasi Book Creator Pada Tema Pertumbuhan Dan Perkembangan Makhluk Hidup Kelas Iii Sd." *Joyful Learning Journal* 12(4): 190–97. doi:10.15294/jlj.v12i4.73437.

Estuhono, Sonia Yulia Friska, and Ika Paradila. 2023. "Pengembangan E-Modul Berbasis Research Based Learning Berbantukan Aplikasi Book Creator Pada Pembelajaran IPAS Untuk Mendukung Merdeka Belajar Siswa Sekolah Dasar." *Jurnal Ika: Ikatan Alumni Pgsd Unars* 13(2): 112–26. www.fsct.modares.ac.ir.

Hidayat, Fitria, and Muhamad Nizar. 2021. "Model Addie (Analysis, Design, Development, Implementation and Evaluation) Dalam Pembelajaran Pendidikan Agama Islam." *Jurnal Inovasi Pendidikan Agama Islam (JIPAI)* 1(1): 28–38. doi:10.15575/jipai.v1i1.11042.

Putri, Indira Salshanabila, and Jajang Bayu Kelana. 2022. "Pengembangan Bahan Ajar Pada Materi Tata Surya Dengan Menggunakan Model Student Teams Achievement Division Berbantuan Aplikasi Solar System Scope Dan Book Creator Untuk Meningkatkan Pemahaman Konsep IPA Kelas VI Sekolah Dasar." *Jurnal Profesi Pendidikan* 1(2): 67–81. doi:10.22460/jpp.v1i2.13024.

Riskynianyo, Herlinda Rahayu, Lina Novita, and Tustiyana Windiyani. 2024. "Pengembangan E-Modul Berbasis Flipbook Materi Manusia Dan Lingkungan." *Journal on Education* 06(03): 16091–99. https://www.jonedu.org/index.php/joe/article/view/5491.

Romadlon Habibullah, Muhammad, and Isnaeni Suyanti. 2024. "Pengembangan Bahan Ajar Berbasis E-Book Menggunakan Aplikasi Book Creator Pada Pembelajaran Pendidikan Pancasila Materi Aku Mengenal Indonesia Kelas I MI." 01(1): 16–23.

Sanjaya, Putu Adi. 2022. "Pengembangan Pembelajaran Sejarah Berdiferensiasi Menggunakan E-Module Berbasis Book Creator." *PRODIKSEMA I Prosiding Seminar Nasional Pendidikan Sejarah dan Ilmu Sosial "Pembelajaran Sejarah Berbasis Kearifan Lokal Sebagi Sumber Pendidikan Karakter Di Era Disrupsi"*: 52–60.

Suryanti, dan Irfan Arsid. 2023. "Pengembangan Bahan Ajar Berbasis E-Book Menggunakan Aplikasi Book Creator Pada Materi Persamaan Lingkaran." *Jurnal Pendidikan Matematikan* 4(2): 167–79.

Syafira Sindy, and Ahmad Syafri. 2023. "Pengembangan Media Pembelajaran SAC (Smart Application Creator) Dengan Model Discovery Learning Di Kelas IV SD." *Jurnal Pendidikan Tambusai* 7(2): 17497–502.

Wati, Dwi Herlina, Yuri Rahmanto, and Yusra Fernando. 2019. "Rancang Bangun Sistem Informasi Manajemen Kegiatan Ekstrakurikuler Berbasis Web (Studi Kasus : Smk Ma'Arif Kalirejo Lampung Tengah)." *Jurnal Tekno Kompak* 13(2): 11. doi:10.33365/jtk.v13i2.339.

Lestari, D., & Nugroho, S. 2021. Pengaruh Penggunaan Bahan Ajar Digital terhadap Hasil

Belajar Matematika Siswa Sekolah Dasar. *Jurnal Pendidikan Dasar,* 9(2), 101–110.

Putra, A. Y., & Hidayati, N. 2022. Pemanfaatan Media Digital Interaktif dalam Pembelajaran Matematika di Sekolah Dasar. Jurnal Inovasi Teknologi Pendidikan, 7(1), 55–65.

Ramadhani, R., Umam, R., Abdurrahman, A., & Syazali, M. 2020. The Effect of E-book on Students' Learning Outcomes in Elementary Schools: A Meta-Analysis. *International Journal of Instruction*, 13(2), 243–258.

Wulandari, S., & Mulyono, H. 2021. Penggunaan E-Book Interaktif dalam Meningkatkan Pemahaman Konsep Matematika Siswa Sekolah Dasar. *Jurnal Teknologi Pendidikan Dasar*, 5(1), 45–54.