

## **Media Trends and Students' Perceptions of Using Book Creator in English Learning: Audiovisual Media in Education**

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### **Abstract**

This study aimed to know students' perception of using book creator in English learning: audio visual media in education. This research used quantitative approach. The design of research was survey. Total population was 43 respondents. The researcher took the sample by using total sampling technique. Sample of this research was 43 respondents. The learners have the same qualification and academic background before doing survey. They had ever learned by using book creator in English learning. Total rating percentage of learners' interest by using book creator was 73.8%. it was agree category. This categories showed the respondents perception by using book creator in learning process. Based on overall mean is 4.23 and standard deviation is 0.81. The respondents agree used it in learning process. It means that the students were agree by using book creator as media trends in audio visual form in English learning.

**Keywords:** Students' Perception, Book Creator

### **Introduction**

In the era of revolution or Industrial Revolution 4.0, work has become more digitalize and easier through the help of technology. The same thing also happens to teaching and learning process in schools where the current generation, referred to as Generation Z can easily update and get information with the help of technology. Generation Z is living in an unparalleled climate of virtually navigated encounters as a result of the advancement of technology. Technology has influenced how Gen Z students learn on college campuses. They can operate technology because most of their time is spent searching for information with the help of technology. The phenomenon is also influenced by the increasingly fierce global competition that requires every nation and country to continue to innovate. Demanding every nation and country to continue to innovate and improve the quality of its nation.

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By this technology, all information obtained from all over the world can be accessed very easily and very quickly. The press and other traditional media channels have evolved into new media platforms with two-way interactions (Hazaea, 2021). It is possible to access the Internet both locally and globally, or globally. The Internet enables the global construction, deconstruction, and reconstruction of global media discourse since it is a global medium for communication. Students as well as lecturers can develop their creativity, collaborate with friends and can make a new innovation that may never have been imagined before. One of them is how to make textbooks virtually, which is interesting and interactive, and can be owned by all participants educate. In addition, by having basic technological skills in making books and internet-based teaching materials, it will make a lot of teachers creative, so that the number of textbooks will also increase. Retno Palupi et al. (2022) stated E-books are an interactive learning media in the delivery of information because they can be multimedia illustrations are displayed. The e-book is written in an interactive style that allows students to pick and choose the parts of the subject they want to study.

The use of audiovisual materials increase student interest, particularly when the students are given access to a variety of short films with engaging plots and easy-to-understand language. As a result, students become more interested in the material being covered (Ruhama' & Purwaningsih, 2018). Audiovisual media is one of the learning tools that is thought to be able to boost the students' attention in the lectures. It plays a role in enhancing learning processes as an alternative method of performing technology-based learning activities. Employing the media offers users a number of advantages, including the ability to a) conveniently bundle learning activities, b) make learning more attractive for students, and c) amend or correct content at any moment. It is not new to use audio-visual materials as teaching and learning aids. In general, slides, filmstrips, microforms, projected opaque materials, educational DVDs, PowerPoint, television educational series, and other multimedia files on MP3 and MP4 are regarded to be classroom-friendly audiovisual resources. However, young people are using social media platforms like Facebook, WhatsApp, Twitter, 2go, YouTube, and others at an exponentially higher rate. Social media platforms with audio-visual enhancements can be useful teaching tools for students by making the courses easy to understand, engaging, and participatory (Olagbaju & Popoola, 2020; Mellisa & Yanda, 2019).

Stevi & Haryanto (2020) explained that information is more likely to be understood and maintained in memory when more sensory devices are used to receive and process it. Media that can be heard and seen is referred to as audio-visual media. One that involves audio visual media, internet-based media. The development of internet-based technology has led many interesting applications in the field of education. The Internet is one of the technologies that make the learning environment is different from before. Student as well as lecturers can develop their creativity, collaborate with friends and can make a new innovation that may never have been imagined before. One of them is how to make textbooks virtually, which is interesting and interactive, and can be owned by all students. In addition, by having basic technological skills in making books and internet-based teaching materials, will make a lot of teachers creative, so that the number of textbooks will also increase.

If you used to get this information by reading books manually, it is different in the digital era like today. Now you can utilize e-books (digital books) that you can use to read books more efficiently anytime and anywhere. E-books or digital books themselves are certainly familiar to our ears. Books that can be read digitally are indeed like an alternative to books as a source of information for more enjoyable learning. You can even save it in the form of a file and then open it via smartphone, laptop, computer or other electronic devices. Electronic Book or e-book is one type of electronic book in the

form of soft-copy that can be opened and read through various electronic devices. The shape itself is not much different from the usual book. There is still a variety of information, it can be in the form of text or images. PDF is the most commonly used e-book format. This is because the PDF format can remain open even if the electronic device used is not connected to an internet connection. Some lectures are already familiar with e-books as reading material, and have even implemented e-books in learning. However, there are still many educators who are not aware of e-books and have not introduced them to students. Some educators have not been able to design book according to the courses taught. E-books do not have to be accessed from well-known E-book publishers. Educators can create their own E-books that contain material to be delivered to students. Of course, the content must be in accordance with the curriculum, campus conditions, and the conditions of each student.

In Majoring English Department STAI Hubbulwathan Duri have already used e-books, it is a book creator. This e book is designed according to the subjects taught. Book Creator can assist students in creating attractive digital books free and simple internet based. Therefore, Book Creator media can be used as an effort to create effective and efficient learning. Students have used the book creator in the learning process. The writer wants to know students' perceptions on the use of this book creator as audio visual media in the process of learning English.

**Methods**

This is a quantitative method, and it aims to analyze Media Trends and Students' Perceptions of Using Book Creator in English Learning: Audiovisual Media in Education. The design of research was survey. The survey has been further classified into four categories: (a) Descriptive (b) Analytical (c) School survey and (d) Genetic and survey can be descriptive and analytic. This research, the researcher conducted descriptive (Kumar Singh, 2006; Cohen, 2007) Total population was 43 respondents. The learners have the same qualification and academic background before doing survey. They had ever learned English by using book creator. The sampling technique in this study was total sampling. Total sampling is a sampling technique where the number of samples is the same as the population (Sugiono, 2011). The reason took the total sampling because population less than 100, the entire population is sampled study. Sample of this research was 43 respondents because all of students used Book creator in learning process.

The data was collected using questionnaires. The respondents were required to respond on each item based on the given rating scale: Strongly Agree (5), Agree (4), Netral (3), Disagree (2), and Strongly Disagree (1). The writer shared the questionnaires by using google form. Every respondent answers the questionnaires by using Google form in their handphone. Google form showed the result percentages of every questionnaire. Before doing the survey, the researcher did try out of the questionnaires to find reliability and validity tests.

**Table 1. Blue Print of Questionnaires try out based on Perception Factors**

No	aspect	Number of Questionnaires
a. Internal		
1	Physiological.	1, 12

2	Caution.	2, 13
3	Interests.	3, 14
4	One-way needs.	4, 15
5	Experience and memory.	5, 16
6	Mood.	6, 17
b. External		
1	The size and placement of the object or stimulus.	7, 18
2	The color of the objects.	8, 19
3	The uniqueness and contrast of the stimulus.	9, 20
4	The intensity and strength of the stimulus.	10, 21
5	Motion or movement.	11, 22

**Table 2. Validity Questionnaires Try Out**

Significant 5% ( $r_{table} = 0.3$ )

$r_{observed} > r_{table}$  (Valid)

$r_{observed} < r_{table}$  (Invalid)

Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
0,	0,	0,	0,	0,	0,	0,	0,	0,	0,	0,	0,	0,	0,	0,	0,	0,	0,	0,	0,	0,	0,
1	95	1	9	9	9	1	0,	1	6	16	95	12	95	16	97	16	47	97	55	95	97
6		7	5	2	7	1	6	2													
0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
iv	v	iv	v	v	v	iv	v	iv	v	iv	v	iv	v	iv	v	Iv	v	v	v	v	v

**Table 3. Reliability Questionnaires Try Out****Reliability Statistics**

Cronbach's Alpha	N of Items
0,91	15

Based on the table above, the researcher knew that the items of questionnaires were reliable. The value of Cronbach's Alpha was 0.91. It was higher than the coefficient reliability 0.6. Index reliability can be seen in Table based on Guilford categories.

**Table 4. Guilford Categories**

No	Coefficient correlation	Qualification
1	0.91-1.00	Very High
2	0.71-0.90	High
3	0.41-0.70	Moderate
4	0.21- 0.40	Low
5	Negative- 0.20	Very low

Based on the result of try out, the value of Cronbach's Alpha was 0.91. The category of reliability was very high. The test can be stated as reliability. The test would be shared with respondents based on the validity of the questionnaires. The writer also rearrange the number of items of questionnaires, it makes the questionnaires to be a sequence. So, the total item for the questionnaires test is 15 questionnaires. All questionnaires represent each perception factor.

**Table 5. Blue Print of Questionnaires try out based on Perception Factors**

No	aspect	Number of Valid Questionnaires	Rearrange Number of Questionnaires
a. Internal			
1	Physiological.	1, 12	12 7

2	Caution.	2, 13	2	1
3	Interests.	3, 14	14	8
4	One-way needs.	4, 15	4	2
5	Experience and memory.	5, 16	5, 16	3, 9
6	Mood.	6, 17	6	4
b. External				
1	The size and placement of the object or stimulus.	7, 18	18	10
2	The color of the objects.	8, 19	8, 19	5, 11
3	The uniqueness and contrast of the stimulus.	9, 20	20	12
4	The intensity and strength of the stimulus.	10, 21	10, 21	6, 13
5	Motion or movement.	11, 22	22	14

## Result and Discussion

The questionnaire items have been analyzed and the data was calculated in percentages. The result can be referred in Table below:

**Table 6. Percentage of Learners' responds**

No	Questionnaires number	Strongly Disagree	Disagree	Netral	Agree	Strongly Agree
1	Q1	0%	11,6%	0%	46,5%	41,9%
2	Q2	0%	11,6%	2,3%	46,5%	39,5%
3	Q3	0%	14%	0%	46,5%	39,5%
4	Q4	0%	11,6%	0%	48,8%	39,5%
5	Q5	0%	0%	0%	58,1%	41,9%
6	Q6	0%	0%	0%	58,1%	41,9%
7	Q7	0%	11,6%	2,3%	46,5%	39,5%
8	Q8	0%	11,6%	2,3%	46,5%	39,5%
9	Q9	0%	11,6%	0%	48,8%	39,5%
10	Q10	0%	0%	0%	46,5%	53,5%
11	Q11	0%	11,6%	0%	48,8%	39,5%
12	Q12	0%	0%	0%	60,5%	39,5%
13	Q13	0%	11,6%	2,3%	46,5%	39,5%

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14	Q14	0%	11,6%	0%	48,8%	39,5%
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Based on the table above, percentage average of internal factor is 47,2%. It means the student agree that book creator can help English practice in the class. Book creator can improve curiosity in learning English. The student was easier to answer the questions given because the source material already exists in this digital book, it can be opened anytime and anywhere. With digital material presented in the book creator, it will be easier to remember. It will be easy to remember the material again because the explanation of the material is in video form. The atmosphere of the heart is more comfortable by enjoying learning with sound and moving images.

External factor percentage average is 52,5%. This percentage average of external factor gave information, book creator is in accordance with the concept of learning English. Book creator presents colourful colours. The choice of media colours presented depends on the educator who designed it. Book creator can present moving objects. With colourful colours, it can attract the interest of book readers, especially students. This book present combined the material with sound and pictures or something that moves, it can foster enthusiasm for learning. With sound explanations it makes it easier to understand the material presented.

Data collected from the questionnaires were also analyzed quantitatively to determine the mean and the standards deviation.

**Table 7. Questionnaires Result: Descriptive statistics**

No	Questionnaires Items Number	Mean	Std. Deviation
1	Q1	4,19	0,93
2	Q2	4,14	0,94
3	Q3	4,12	0,98
4	Q4	4,16	0,92
5	Q5	4,42	0,5
6	Q6	4,42	0,5
7	Q7	4,14	0,94
8	Q8	4,14	0,94
9	Q9	4,16	0,92
10	Q10	4,54	0,5
11	Q11	4,16	0,92
12	Q12	4,40	0,49
13	Q13	4,14	0,94
14	Q14	4,16	0,92

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Overall

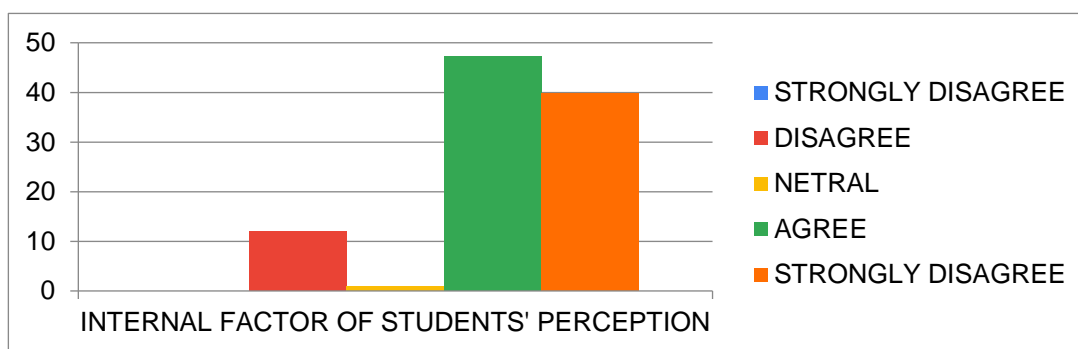
4,23

0,81

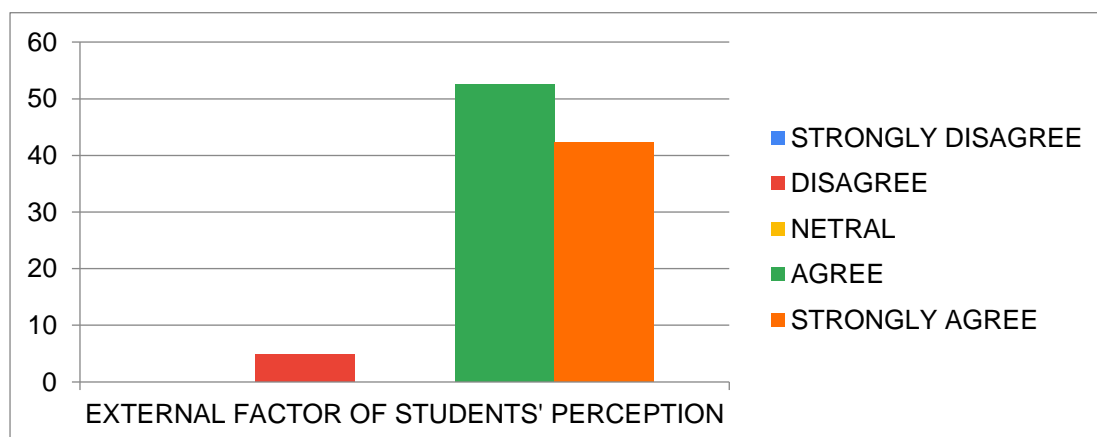
\*N = 43

From the table above showed that the overall mean is 4,21 and standard deviation is 0.81. It meant students' perception was agree by using book creator as media trends in learning English as Audio visual media in Education.

The Finding of the research showed the respondents were agree of using book creator in English Learning as audio visual media: media trends in education. Perception factor, internal factor showed average the percentage was 47,2%.



The external factor of students' perception showed average percentage was 52,5%.



In previous research, book creators make learning easier that be done by another researcher. Device product learning with differentiation models using Book Creator which has unit planning specifications constitute the syllabus which is made. Student responded to implementation learning shows a positive response which students are very happy get learning with model differentiation by using Book Creator at anytime and anywhere (Puspitasari et al., 2020). The results of the study show that most respondents were in favor of using Book Creator as an audiovisual media tool for English learning. This may indicate that kids are open to utilizing technologically based tools in their language learning process.



An average percentage of 47.2% was obtained from the internal variables affecting students' perceptions of utilizing Book Creator. A more in-depth examination of these variables may reveal certain elements that Book Creator users either enjoy or find difficult. It would be advantageous to look more deeply into these internal variables to comprehend how they might be modified to improve students' learning experiences. An average percentage of 52.5% was found to be the influence of outside influences on students' opinions of utilizing Book Creator. The educational environment as a whole and contextual elements that affect students' acceptance and desire for using audiovisual mediums like Book Creator could be better understood by looking into these external issues in greater depth. Making decisions regarding how to successfully include such tools into the curriculum might be aided by understanding these factors for educators and institutions (Siti Rodi'ah, 2021; Sitanggang, 2022; Sintta et al., 2022).

Regarding media trends in education, the study's emphasis on audiovisual media trends in education is in line with the general trend towards utilizing multimedia tools in the teaching and learning process. In accordance with current media trends, the results show that Book Creator is seen as a useful instrument for learning English. The discussion here emphasizes how critical it is to stay on top of new technological developments and to use them wisely in educational settings. According to the research's findings, using Book Creator or related audiovisual tools in the instruction of English can be beneficial. This knowledge can be used by educators to develop and implement teaching methods that encourage student engagement and language learning. The findings of the study may also persuade institutions to spend money on audiovisual technologies and to give teachers the necessary training to fully utilize them. Some research finding stated that by viewing the creation of audiovisual and the study of their component in molar units of meaning through whole scenes from their preferred audiovisual medium led for a deeper grasp of the meaning and sense of the music from those media (Longo, 2019; Porta & Herrera, 2017). The relevance and importance of including audiovisual materials, like Book Creator, in English language learning are generally emphasized in these conversations. They give educators and institutions knowledge on students' internal and external perceptions, which can help them use media trends to improve the educational process.

Utilization of E-Book Creator as a medium, digital learning is inspired by the rise of technological developments especially digital learning media in the field of education that demands students must continue to be a creative and innovative person. E-Book Creator expected to explore the potential and increase the creativity of both teachers and students in learning which will certainly affect the improvement of the self-quality of students especially and education. An electronic book called Book Creator can also include audio or video and information in the form of text and graphics (Darmayanti et al., 2022). To make learning media interesting and interactive, one way that teachers can use is to write modules with a book creator. Book Creator is a simple "tool" used to create an attractive book. So, by this tool, teachers can not only display pictures and writing like in e-books but can also insert audio or video. Application for lecturers and students in publishing their work. Students can not only write a work, for example short stories or poetry, but they can publish their work for free through a book creator. Publications through book creators can be done online or printed according to the desired paper size. In addition, teachers and students can design books to be published according to their individual tastes. By publishing works, students and teachers can build students' pride and confidence in what they create. Thus, students and lecturers are encouraged to continue writing and inspire others to write as well.

The novelty of Book Creator could spark students' interest and enthusiasm. In the present industry 4.0 era, Book Creator is a highly useful tool for students to use. Media The learning tool Book Creator integrates a variety of media and it one of web based platform that accessible through the <https://app.bookcreator.com/>. Students can readily access audio, video, and photos. The links provided in the e-book make it easier for students to access the numerous supplementary materials. A type of hypermedia called Book Creator is shown as a book. The Book Creator is a piece of software

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that enables teachers and students to write and read multimodal digital books (Novita & Christinawati, 2023; Zakiyatus Sholihah et al., (2022)). Through the use of multimedia design and story development, it is a fantastic tool for raising student involvement. If a student or instructor wants to create their own book, they can either create their own content (by writing, painting, or uploading original films, audio files, and photographs) or they can compile online multimedia resources from the Internet. Because it enables several students to collaborate in real-time on a single book, the Book Creator can also be utilized in project-based learning activities. While creating their own books, the students' ability to read multi modal books created by others to broaden their knowledge offers the greatest educational advantages.

For lecturers, teachers, and students to produce written work, visual work, and auditory work, book creators are highly helpful. Because new vocabulary has been spoken aloud by native speakers in the book's creator, it is very simple for students to understand it and its pronunciation. Book creator is an attractive tool because the tools (elements of available facilities) are not only in the form of text and pictures, books, or casual reading, but can also insert record audio and even video. So that students can comprehend the reading more easily as a whole. As a move from traditional to contemporary techniques, technology can be used in teaching and learning activities. Book Creator is one of the results of technological advances that can be used in the world of education, especially learning. KholiS (2022) explained apart from getting used to create books, Book Creator is also equipped with tools which can input media in the form of sound or video as well as images and interactive button.

The use of book creators is quite simple and is available to everyone at any time and from any location (Fadjar Kurniawan & Faridha, n.d., 2022). The key requirement is that good facilities and infrastructure are available, which means that the location chosen to open a book creator must have a reliable internet connection. By addressing the flaws in conventional learning systems where time and space are still constrained, this book author also contributes to addressing the concerns of the day. Due to the nature of the internet, which makes anything connectable, affordable, straightforward, and accessible so that anyone (everyone), everywhere (everywhere), and at any time can use it, information technology (IT) that adheres to an internet platform standard can be a solution to these issues.

Perception is an impression obtained by an individual through the five senses and then analyzed (organized), interpreted and then evaluated, so that the individual gains meaning. Real perception requires a process of learning and experience. Perception is learned through interaction with the surrounding environment. Suryani & Daulay (2022), a person's perception arises from childhood through interaction with other humans. Selecting, organizing, and interpreting sensory input so that it is useful in the environment is the process of perception. While this is going on, perception can be connected to dynamic behaviour that is constantly changing. It means that a person's perspective has an impact on their habit system.

Rahmatullah (2014) asserts that a person's perspective is influenced by the following two factors. There are two factors that influence a person's perception, follows:

a. Internal Factor

Internal factors are factors that influence perceptions from within the individual. Internal factors include several things, including the following:

1. Physiological, information enters through the senses
2. Caution, individuals need a certain amount of energy expended to pay attention or focus on the physical form and mental facilities that exist in an object.
3. Interests, the perception of an object varies depending on how much energy or perceptual vigilance is driven to perceive.
4. One-way needs, this factor can be seen from how strong an individual is looking for objects or messages that can provide answers according to him.
5. Experience and memory, experience can be said to depend on memory in the sense of how far a person can remember past events to know a stimulus in a broad sense.
6. Mood, emotional state affects a person's behavior, this mood shows how a person feels at a time that can affect how a person receives, reacts and remembers.

#### b. External Factors

External factors are factors that affects perception, in the form of characteristics of the environment and the objects seen in it. These elements can change one's perspective on the world around them and influence how one feels or accepts it. External factors that influence perception are as follows:

1. The size and placement of the object or stimulus. This factor states that the greater the relationship of an object, the easier it is to understand. This shape will affect individual perceptions and by looking at the shape and size of an individual object it will be easy for attention, which in turn forms perceptions.
2. The color of the objects. Objects that affect more light will be more easily understood (to be perceived) than those with less.
3. The uniqueness and contrast of the stimulus. External stimuli whose appearance against the background and surroundings which are completely beyond the expectations of other individuals will attract a lot of attention.
4. The intensity and strength of the stimulus. Stimulus from the outside will give meaning to be noticed more often than those that are only seen once. The strength of the stimulus is the power of an object that can affect perception.
5. Motion or movements. Individuals will pay a lot of attention to objects that provide movement within the field of view compared to stationary objects.

## **Conclusion**

Related to findings indicate that students are open to adopting technology-based resources into their language learning process and regard Book Creator as a beneficial tool. The study is consistent

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with current media trends in education, which stress the use of audiovisual media in the learning environment. Integrating Book Creator or similar tools into English language instruction can have a good impact on student engagement and language development. Book Creator as a learning medium, which facilitates the learning process for lecturers to students in providing attractive online materials or reading materials and assignments. Students' perceptions on the use of the book creator provide an approved respond of the use of the book creator in the classroom because it provides convenience, presents interactive and colourful media. Book creator can present moving objects. With colourful colour, it can attract the interest of book readers, especially students. The students were easier to answer the questions given because the source material already exists in this digital book, it can be opened anytime and anywhere. Book creator is one of media trend in learning English using digital technology.

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