Teacher Empowerment: Engaging E-Modules with Book Creators

Elsita Lisnawati Guntar[1]*, I Made Agus Oka Gunawan[2], Ida Ayu Oka Purnami[3] iD

[1,3] IKIP Saraswati, Tabanan, Indonesia
[2] Universits Tabanan, Tabanan, Indonesia

A R T I C L E   I N F O

A B S T R A K

Penggunaan teknologi ini sering kali belum optimal karena keterbatasan pelatihan atau kurangnya kolaborasi antara guru dan pencipta buku sebagai ahli konten. Dengan melibatkan pencipta buku, guru dapat mendapatkan bimbingan dalam menghasilkan bahan ajar yang tidak hanya berbasis teknologi, tetapi juga memiliki standar kualitas tinggi. Penelitian ini bertujuan meningkatkan kompetensi guru dalam membuat e-modul pembelajaran interaktif menggunakan aplikasi Book Creator di salah satu sekolah negeri. Melalui pelatihan dan pendampingan, guru-guru semua mata pelajaran dilatih untuk merancang modul yang menarik dan efektif. Pada penelitian ini, peneliti menggunakan instrumen catatan lapangan, kuesioner dan wawancara tidak terstruktur untuk mengetahui permasalahan yang di hadapi oleh partisipan. Jumlah peserta sejumlah 48 orang, peserta berasal dari guru-guru dalam berbagai bidang keahlian. Hasil evaluasi menunjukkan bahwa pelatihan ini sangat efektif dalam meningkatkan pemahaman dan keterampilan peserta dalam membuat buku digital. Sebanyak 69,4% peserta sangat setuju bahwa mereka merasa lebih terbantu dengan penggunaan E-Modul berbasis Book Creator, sementara 72,2% merasakan kebermanfaatan yang signifikan dari pelatihan ini. Modul-modul yang dihasilkan kemudian diimplementasikan dalam pembelajaran dikelas dan berhasil meningkatkan motivasi dan pemahaman siswa terhadap mata pelajaran. Hal ini menunjukkan bahwa pelatihan pembuatan e-modul berbasis Book Creator dapat menjadi solusi yang efektif untuk meningkatkan kualitas pembelajaran di sekolah. Implikasi penelitian ini memberikan kontribusi signifikan bagi pengembangan profesional guru, terutama dalam konteks pemanfaatan teknologi dan pengayaan bahan ajar.

A B S T R A C T

Technological advances offer great opportunities to enrich the learning process, one of which is through the development of e-modules. However, the use of this technology is often not optimal due to limited training or lack of collaboration between teachers and book creators as content experts. By involving book creators, teachers can get guidance in producing teaching materials that are not only technology-based, but also have high quality standards. This research aims to increase teacher competence in creating interactive learning e-modules using the Book Creator application in one of the state schools. Through training and mentoring, teachers of all subjects are trained to design interesting and effective modules. In this research, researchers used field note instruments, questionnaires and unstructured interviews to find out the problems faced by participants. The number of participants was 48 people, participants came from teachers in various fields of expertise. The evaluation results show that this training is very effective in increasing participants' understanding and skills in making digital books. As many as 69.4% of participants strongly agreed that they felt more helped by using the Book Creator-based E-Module, while 72.2% felt significant benefits from this training. The resulting modules were then implemented in classroom learning and succeeded in increasing students' motivation and understanding of the subject. This shows that training in creating e-modules based on Book Creator can be an effective solution for improving the quality of learning in schools. The implications of this research provide a significant contribution to teacher professional development, especially in the context of the use of technology and enrichment of teaching materials.

*Corresponding author
E-mail addresses: elsitaguntar@gmail.com (Elsita Lisnawati Guntar)

1. INTRODUCTION

21st century learning which places students at the center of learning aims to equip them with 21st century skills, namely 4C: Critical Thinking, Communication, Collaboration and Creativity. In the context of the Industrial Revolution 5.0 and Society 5.0 era, digital technology has become an inseparable part, this learning approach is increasingly relevant. The integration of technology in education, such as the development of interactive e-modules, is the key to meeting the demands of an increasingly complex era. E-modules are designed to facilitate a more interesting and effective teaching and learning process, in line with students' needs to develop 21st century skills. E-module is a digital learning module designed to be interactive and interesting to facilitate the teaching and learning process. Society in the Society 5.0 era is no longer only influenced by the flow of technological innovation, but this technological innovation has become part of people's lives. The rapid development of technology in the Society 5.0 era demands an increase in the quality of human resources (HR). Every individual must be able to anticipate rapid global changes. The ideal human resources in this era are those who are adaptive, innovative, have digital skills, think critically and analytically, are creative, collaborative, and have strong ethics (Fukuyama, 2018; Pinatih, 2020; Salgues, 2022). To achieve this, continuous human resource development is needed through relevant education and training, as well as the creation of a conducive learning environment. The world of education also needs to adjust the curriculum and learning methods to be able to produce graduates who are ready to face future challenges.

To ensure the quality of materials and support the effectiveness of learning, the development of teaching materials must be based on a development model. Teaching materials are a complete package that contains everything needed by teachers and students to achieve optimal learning outcomes. These teaching materials can be in the form of textbooks, modules, worksheets, presentations, videos, or other forms of media that are tailored to the subject matter and student characteristics. The advantages of information and communication technology can be utilized in developing teaching materials. One of them is replacing paper/printed module materials with electronic modules or better known as e-modules. Use of e-learning platforms, interactive multimedia, and online collaboration tools to support the teaching and learning process. Initially digital learning was introduced as a practical solution to increase learning access and flexibility (Gunawan & Saraswati, 2023; Widodo & Jasmadi, 2018). However, over time, this concept has evolved into a comprehensive strategy that not only targets accessibility but also engagement, personalization of learning, and digital skills development.

E-modules are a structure for providing independent learning content organized into separate learning units and presented digitally, complete with all learning elements including navigation to encourage student engagement. Video, animation, and audio presentations are incorporated into e-modules to further enhance the educational experience. Free and open source software and website development tools enable the production of e-modules. Book Creator is one service that allows users to create their own e-modules. Several previous studies support interactive and interesting learning media by including images, animation, video, text, audio explanations of material, and other graphics combined with beautiful colors to encourage students' interest, enthusiasm and motivation in learning, thus having an impact on understanding. they. The use of e-books with the Book Creator application increases interaction between teachers and students, so that learning becomes more interesting and easier for students to understand during the learning process (Aprillianti & Wiratsiwi, 2021; Feriyanti et al., 2016; Setiawan & Fikri, 2022).

Through e-modules, students can interact with learning material independently and find the meaning of learning. Apart from that, e-modules can also support student-centered learning, where students become active learning subjects. Creating effective e-modules requires special skills from an educator. Not only do you master software like Book Creator, but you also understand the principles of good learning design. E-modules can be an effective medium for connecting students with various learning resources, both online and offline. However, not all teachers have adequate skills in developing quality e-modules. Lack of knowledge and skills in the field of educational technology is one of the main obstacles. In fact, the role of teachers is very important in developing e-modules (Astuti et al., 2024; Rodríguez, Velastequí, 2019). Teachers as learning facilitators have the responsibility to design e-modules that suit student characteristics and learning objectives. To overcome this problem, efforts are needed to increase teacher competency in creating e-modules. One solution that can be done is through training and mentoring. This training does not only focus on mastering the software, but also understanding the basic concepts of learning and instructional design (Fatimah et al., 2023; JASMINE, 2014).

Book Creator as a popular application offers various features that make it easier for users to create interactive e-modules. By using Book Creator, teachers can easily combine text, images, audio, video and various other interactive elements into their e-modules. However, to make optimal use of these features, teachers need to be given adequate training. Book Creator is the easiest application to create e-modules and

improve skills in four learning areas, namely writing, reading, speaking and listening (Puspitasari & Walujo, 2020; Sanjaya, 2022). The results of observations in several junior high schools in Tabanan Regency found that teachers used printed materials and minimal use of internet networks to access interactive learning media such as Book Creator, Quizizz, Canva, and Kahoot, due to several factors such as technical matters. obstacles, and habits of using conventional methods (Haqe et al., 2023; Priwantoro et al., 2018). The same thing was also found, at SMPN 1 Kerambitan the dominant use of the internet network was to access social media such as Instagram, TikTok, Facebook and YouTube. This results in students not understanding the material presented by the teacher. Apart from that, the use of visual-based teaching materials alone cannot meet students' needs in terms of developing creative abilities and utilizing technology.

SMPN 1 Kerambitan is a state junior high school located on Jalan I Wayan Bered, Kukuh, Kerambitan District, Tabanan Regency, Bali. Based on the results of initial observations conducted through interviews with the Principal of SMPN 1 Kerambitan, it was found that training and mentoring were needed to support teachers' abilities in designing interactive and innovative e-modules based on bookmakers to support student learning. process. By optimizing the modules that teachers have, it is hoped that they can provide benefits and motivation for students in the learning process. Creating e-module-based books is not only beneficial for teachers, but also has a positive impact on students. Students will get a more interesting and enjoyable learning experience. Apart from that, quality e-modules can also increase student learning motivation and learning outcomes. The novelty of this research lies in the collaborative approach that integrates teacher empowerment with e-module technology and the involvement of book creators as expert partners.

Different from previous research which focused more on the independent development of teaching materials by teachers or the use of e-modules separately, this research proposes a synergy between teachers and book creators in creating high-quality teaching materials (Hastiningrum & Haryanto, 2020). This approach not only improves teachers' technology skills but also emphasizes the importance of content standards in learning. Thus, this research offers a new empowerment model that combines aspects of technology, professionalism and cross-disciplinary collaboration, which are relevant for responding to educational challenges in the digital era. The aim of this research is to develop a teacher empowerment model that integrates the use of e-modules and collaboration with book creators to improve teachers' professional competence in compiling quality and relevant teaching materials. This research aims to understand how this collaborative process can help teachers utilize digital technology effectively and produce teaching materials that are interesting and appropriate to students' needs. Apart from that, this research also aims to identify factors that support the success of teacher empowerment through this approach, so that it can provide practical recommendations for educational institutions in implementing similar strategies to improve the quality of learning.

2. METHOD

The training implementation is divided into 3 stages. The first stage is the Problem Identification Stage. At this stage, the activity analyzes the solutions needed by participants to solve the problems they face. At this stage the activity also designs the activities to be carried out along with appropriate material to be presented as a solution to the problems faced. The Community Service Workflow is presented in Figure 1.
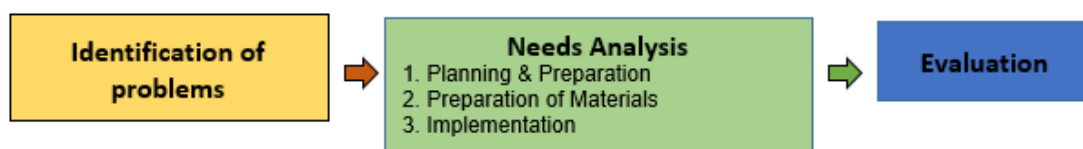

Figure 1. Community Service Workflow

The first stage is the Problem Identification Stage. At this stage, the activity is to carry out observations at the location, namely at SMPN 1 Kerambitan. At this stage the researcher used field notes, questionnaires and unstructured interviews to find out the problems faced by participants. Stages of Needs Analysis, Next, the activity implementer analyzes the solutions needed by participants to solve the problems they face. At this stage, the activity implementer also designs the activities to be carried out along with the appropriate material to be presented as a solution to the problems faced. The activity organizer then coordinates with the SMPN 1 Kerambitan contact person to prepare facilities and other needs such as room readiness, sound system, projector, laptop for practice, etc. After obtaining a date according to the readiness

of the activity organizer and participants, the activity is carried out. Activities were carried out in the Multimedia Lab room with a total of 48 people. All participants came from teachers in various fields of expertise.

To improve the competency of teachers at SMPN 1 Kerambitan through guidance, training and mentoring, which will be described as follows. First, Digital literacy counseling, training and mentoring. This is done so that teachers have insight into digital literacy. Second, counseling, training and assistance in using simple electronic media, in this case teachers will be trained how to operate computers/laptops, cell phones and projectors for learning activities. Third, Counseling, training and assistance on how to access various innovative and creative learning media. In this case, SMPN 1 Kerambitan teachers will be trained and guided on how to access various innovative learning media. Fourth, Counseling, training and assistance in creating E-modules. In this case, teachers will be given counseling about the importance of innovative media in the form of E-modules and will be trained and guided on how to create E-modules. Fifth, Counseling, training and assistance in using the Book Creator application. In this case, the E-module that the teacher has worked on will be moved to Book Creator. Teachers will be trained and guided on how to create E-modules using Book Creator.

Activity Evaluation Stages, to carry out the evaluation, researchers distribute questionnaires. After carrying out the activities, an evaluation process was carried out to determine the effectiveness of the workshop. The results of this evaluation can also be used as reflection material for activity resource persons for similar activities in the future. At this evaluation stage, the implementing team distributed questionnaires to determine mastery skills in creating bookmaker-based e-modules. The subjects involved in this activity were all subject teachers in various fields of class VII, VIII and IX SMPN 1 Kerambitan. The number of participants involved in this activity was 48 people. SMPN 1 Kerambitan is a state junior high school located on Jalan I Wayan Bered, Kukuh, Kerambitan District, Tabanan Regency, Bali. The activity implementation process starts from the problem identification stage on March 15 2024. This activity begins with the process of making an activity permit letterhead. Next is the process of coordinating preparations for the implementation of activities with the Principal and teachers of SMPN 1 Kerambitan. Implementation of community service will be carried out on August 2 – August 24 2024.

3. RESULTS AND DISCUSSION

Results

All community service activities will begin in August 2024. It begins with an administrative coordination process between SMPN 1 Kerambitan and researchers. Next, an interview process was carried out with the school principal and teachers and a needs questionnaire was given. The interview used an unstructured interview guide instrument to obtain in-depth answers regarding the problems that occurred and a questionnaire. Documentation of the interview with the Principal is presented in Figure 2.

Figure 2. Interview with the Principal

After conducting interviews, it was discovered that teachers needed additional supplements in creating interactive and innovative e-modules which were expected to support classroom learning. Thus, it was decided that the activities carried out could be focused on providing training and assistance to teachers to design and improve their abilities in creating e-modules. During the preparation process, coordination was carried out by the researcher. Technical preparations carried out by the school include preparing

rooms, table facilities, chairs, halls, projectors, laptops, speakers/sound, and other necessary equipment. Apart from that, researchers also carried out preparations by providing outreach, preparing material to be given to teachers in the training process. Socialization of E-Module Making Training is presented in Figure 3.

Figure 3. Socialization of E-Module Making Training

Socialization carried out by researchers at SMPN 1 Kerambitan. The material presented has been designed in such a way as to accommodate teacher needs based on the results of problem analysis that has been carried out previously. The material presentation is presented in Figure 4.

Figure 4. Material Presentation

There are 5 sub-materials presented in this Training and Mentoring material presented by resource persons, including; Digital literacy counseling, training and mentoring. Counseling, training and assistance in the use of simple electronic media, in this case teachers will be trained how to operate computers/laptops, cell phones and projectors for learning activities. Counseling, training and assistance on how to access various innovative and creative learning media. In this case, SMPN 1 Kerambitan teachers will be trained and guided on how to access various innovative learning media. Counseling, training and assistance in creating E-modules. In this case, teachers will be given counseling about the importance of innovative media in the form of E-modules and will be trained and guided on how to make E-modules. Counseling, training and assistance in using the Book Creator application. The e-module is presented in Figure 5.
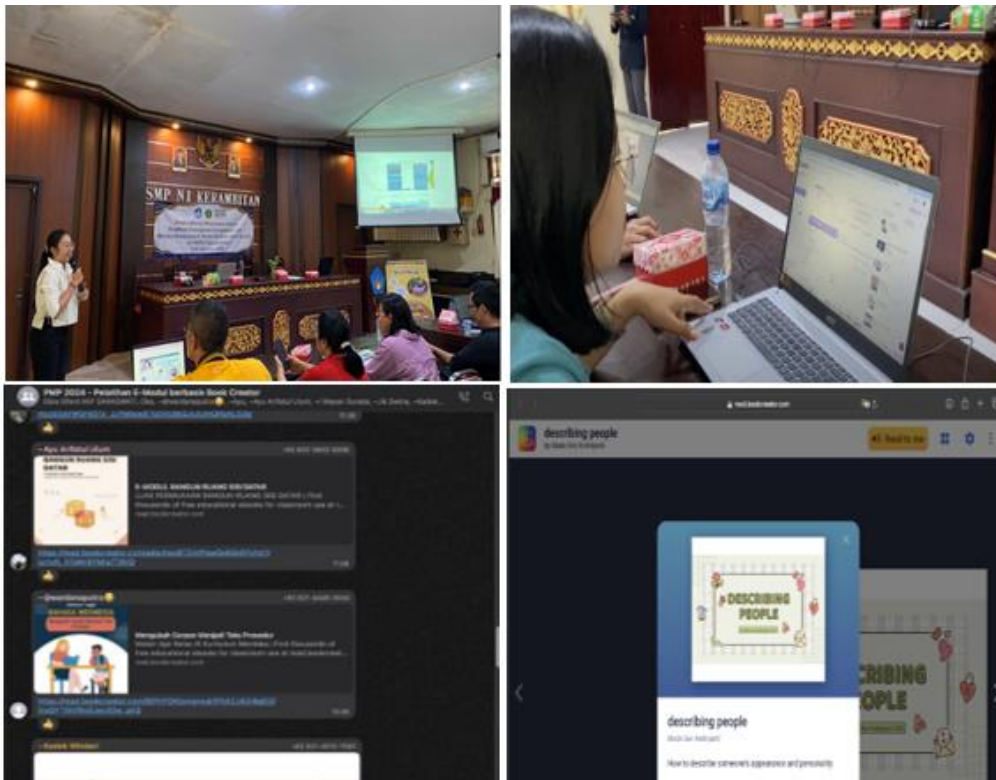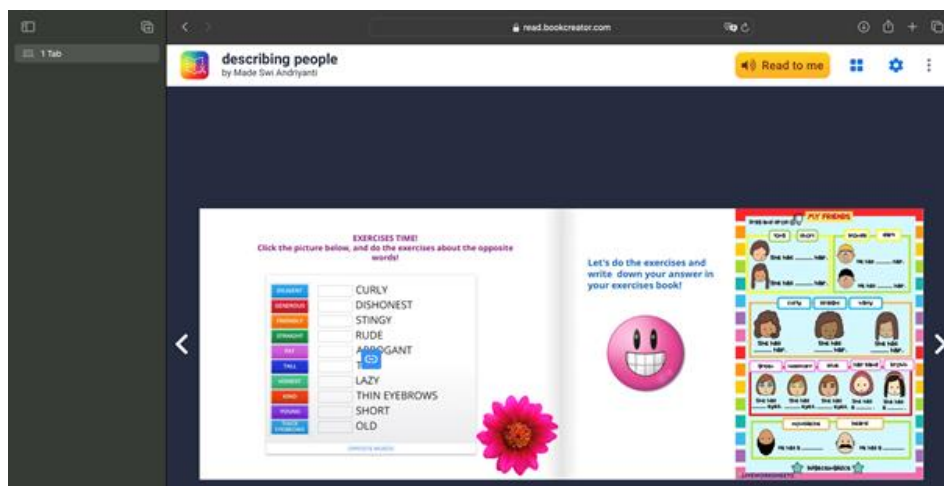
Figure 5. E-Module Creation Practice

Figure 6. E-Module Based on Book Creator

As can be seen in Figure 5 and Figure 6, practice and assistance in creating Book Creator-based e-modules was carried out after counseling and presentation of the material. Teachers from various subjects according to their fields gathered to create an e-module based interactive book maker. The process begins with planning, where the teacher selects material, determines learning objectives, and designs the appearance of the e-module. Training participants are then directed to create an account and log in to the Book Creator page. Participants can log in as a teacher to the Book Creator page using a Belajar.id account. All participants were directly directed to practice how to make digital books and design books with a more creative and attractive appearance. Next, they started creating e-modules by utilizing various interesting features provided by Book Creator. The training activities are interactive, where participants are seen following the team's directions and immediately asking for help if they encounter problems during the training. Apart from that, groups were also created to discuss and send the results of the e-module. Once completed, the e-module that has been created is then tested and evaluated together. In this way, teachers not only gain new skills in creating digital learning media, but can also collaborate and share ideas to produce innovative e-modules that suit student needs. Some examples of books produced by training

participants. Making digital books by participants is easier because participants already have teaching material documents that can be uploaded to Book Creator. Participants only need to redesign the book size, cover appearance, and add a video or quiz link. The implementation of E-books based on book creators in the classroom is presented in Figure 7.

Figure 7. Implementation of E-books based on Book Creators in the Classroom

The Book Creator-based e-module implemented by the team has had a very positive impact. The trainee teachers succeeded in creating innovative and interesting e-modules. When applied in class, this e-module can significantly increase student learning motivation. Students look very enthusiastic and actively interact with various interactive features available on the e-module, such as videos, animations and quizzes. The evaluation results show that students' understanding of the subject matter has increased significantly after using this e-module. The Book Creator training succeeded in generating high interest among the participants, especially considering that previously they were more familiar with other platforms such as Quizizz, Canva, and Wordwall. The evaluation results show that this training is very effective in increasing participants' understanding and skills in making digital books. As many as 69.4% of participants strongly agreed that they felt more helped by using the Book Creator-based E-Module, while 72.2% felt significant benefits from this training. Participants further stated that they felt motivated to use innovative and creative learning media in classroom learning. This shows that the training not only provides technical knowledge, but also inspires participants to continue to develop more interesting and effective learning practices.

Discussion

Book Creator-based E-module training shows that this training is very effective in increasing participants' understanding and skills in creating digital books. Most participants expressed satisfaction with this training and emphasized its benefits in daily teaching practice. Training that covers topics such as attractive layout design, selection of relevant content, and integration of interactive media, successfully equips participants with the necessary skills (Aima et al., 2024; Tuminah et al., 2022). E-modules have tremendous potential to increase students' enthusiasm for learning by revolutionizing the learning process. By utilizing interesting features such as images, videos, animation and interactivity, e-modules can transform previously static learning material into a dynamic and enjoyable learning experience. Research also states that e-modules can increase student involvement in the learning process (Mardliyah & Krisdiana, 2023; Pratama et al., 2021). In training and creating e-modules at SMPN 1 Kerambitan, the use of a book writer not only makes it easier to create digital books, but also allows teachers and students to create more interesting and interactive learning materials. An attractive display of digital books can increase students' learning motivation and facilitate better understanding of concepts (Sanjaya, 2022; Sutiarini & Yuntina, 2022). Well-designed training can help teachers master the Book Creator feature, design interactive learning activities, and select relevant content (Akmalia et al., 2022; Pinatih, 2020). Starting from adding text, images and videos to creating interactive quizzes, simulations and animations. By mastering these features, teachers can create e-modules that are rich in media and able to accommodate various student

learning styles (Endaryati et al., 2021; Kusumandari et al., 2023; Novianti et al., 2023). The implications of this research provide a significant contribution to teacher professional development, especially in the context of the use of technology and enrichment of teaching materials. By involving e-module and book creators in the teacher empowerment process, this research can become the basis for educational policies that encourage cross-sector collaboration to improve the quality of learning. Teachers can be more confident and skilled in producing relevant and interesting digital teaching materials, thereby creating a more interactive learning experience for students. Apart from that, this research can also encourage educational institutions to provide continuous training and technological support for teachers. Practically, the results of this research can be used as a model for other schools in combining technology and professional collaboration to increase the effectiveness of learning at various levels of education.

The limitation of this research lies in the scope of implementation which may be limited to certain groups of teachers or certain regions, so that the results cannot necessarily be fully generalized to all educational contexts. In addition, the collaboration process with book creators can face challenges, such as differences in vision or time constraints on both parties. The use of e-modules also depends on the available technological infrastructure, which can be an obstacle in schools with limited access to digital tools. Based on these limitations, it is recommended to conduct further research involving more participants from various backgrounds and regions to expand the validity of the findings. In addition, there is a need to develop structured collaboration guidelines between teachers and book creators to ensure alignment of goals. Educational institutions are also advised to increase technological accessibility through the provision of tools and training, so that teachers in various conditions can make optimal use of e-modules.

4. CONCLUSION

The implementation of this community service activity was concluded to be able to optimize the knowledge and skills of increasing activity participants, namely teachers at SMPN 1 Kerambitan in terms of creating e-Modules based on book creators. At the end of the activity, the training participants were able to create and implement a bookmaker-based E-Module in the classroom. By applying the technical understanding explained by the resource person, participants were able to create an e-module based on the creator's book as an interactive medium. In the future, it is hoped that similar training can be carried out again to increase teacher competence in the learning process.

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