

## USERS' EXPERIENCES IN USING BOOK CREATOR FOR CREATIVE AND INNOVATIVE LEARNING

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**Abstract.** Within the 21st century learning framework, the blueprint of education in the future making the hybrid learning model ideal option including in learning English. In English learning, using certain kind of technology is important for creative and innovative learning and the students must take into account to decide their own learning model and media. This study aimed at exploring users' Experiences in using "Book Creator" for creative and innovative English learning. Quantitative descriptive research was conducted to 26 students of English class as the users of Book Creator. Six scales of User Experience Questions (UEQ) were used and analyzed using UEQ tool. Generally, the participants responded positively towards the use of Book Creator in English learning. The level of users' experiences in using Book Creator with an average scale of test result on six scales; attractiveness 1.667, Perspicuity 1.440, Efficiency 1.340, Dependability 0.620, Stimulation 1.670, Novelty 1.070. The highest scale was on the stimulation scale at 1.670 which was categorized as "Excellent" while the lowest score was the Dependability at 0.620 which was categorized "bad". In short, there is positive experience of the users in using Book Creator for learning and the alternative hypothesis is accepted.

**Keywords:** Book Creator, Creative, Innovative, Learning Users' Experience

**Abstrak.** Dalam kerangka pembelajaran abad 21, denah pendidikan masa depan menjadikan model pembelajaran hybrid sebagai pilihan ideal termasuk dalam pembelajaran bahasa Inggris. Dalam pembelajaran bahasa Inggris, penggunaan teknologi tertentu penting untuk pembelajaran yang kreatif dan inovatif dan siswa harus menjadi perhatian dalam menentukan model dan media pembelajarannya sendiri. Penelitian ini bertujuan untuk mengeksplorasi Pengalaman pengguna dalam menggunakan "Book Creator" untuk pembelajaran bahasa Inggris yang kreatif dan inovatif. Penelitian deskriptif kuantitatif dilakukan terhadap 26 siswa kelas bahasa Inggris sebagai pengguna Book Creator. Enam skala Pertanyaan Pengalaman Pengguna (UEQ) digunakan dan dianalisis menggunakan alat UEQ. Secara umum peserta memberikan tanggapan positif terhadap penggunaan Book Creator dalam pembelajaran bahasa Inggris. Tingkat pengalaman pengguna dalam menggunakan Book Creator dengan rata-rata skala hasil pengujian pada enam skala; daya tarik 1.667, Perspicuity 1.440, Efisiensi 1.340, Ketergantungan 0.620, Stimulasi 1.670, Kebaruan 1.070. Skala tertinggi terdapat pada skala stimulasi sebesar 1,670 yang dikategorikan "Sangat Baik" sedangkan skor terendah terdapat pada Skala Dependabilitas sebesar 0,620 yang dikategorikan "buruk". Singkatnya, terdapat pengalaman positif pengguna dalam menggunakan Book Creator untuk pembelajaran dan hipotesis alternatif diterima.

**Kata Kunci:** Book Creator, Creative, Innovative, Learning Users' Experience

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## INTRODUCTION

The blueprint for education in the future making the hybrid learning model the ideal option. (Sari & Purwanta, 2021). It is suggested that a hybrid learning model can maximize students' understanding, their connection with their teachers, make learning enjoyable, and put them at the center of the learning process (Aristika et al., 2021; Aristika & Juandi, 2021; Febnesia et al., 2021; Harun et al., 2021; Rachmawati et al., 2022). This perspective is consistent with the constructivist theory of learning, which considers students as active participants in the process of gaining knowledge. Constructivist theory holds that knowledge is confined to the human mind and is not bound to correspond with any external reality. Students will be attempting to construct their own mental models of the real world from their observations of it all the time. Learners create their own interpretations of reality by continuously updating their mental models to incorporate new information as they perceive each new experience (Driscoll, 1995).

Learning is the process of change brought about by experience, which raises the possibility of better performance and additional learning in the future (Ambrose et al., 2010) and creative and innovative learning, is an alternative classroom learning. Because creativity is regarded as the essential cognitive ability of the twenty-first century and highlighted as crucial skills (Nakano & Wechsler, 2018; Newton & Newton, 2014; Salehudin, 2020; Salehudin et al., 2021) as well as offers enormous benefits for both the individual and the society (Bereczki & Karpati, 2018). By this reason, the interest in creativity within the context of education has increased significantly in recent decades (Hernández-Torrano & Ibrayeva, 2020; Newton & Newton, 2014; Salehudin, 2020; Salehudin et al., 2021). In the academic setting and during the learning process, creative and or innovative learning are a type of artistic expression. They blend prior knowledge with fresh learning opportunities and contributions in the form of fresh viewpoints, ideas, insights, and comprehension of oneself and others (Beghetto, 2021).

Regarding creative and innovative learning model, we cannot deny the role of technology as media for learning (Ahmadi, 2018; Ghory & Ghafory, 2021), to facilitate creative learning and innovative teaching, there are five main areas that require work and development: curricula, pedagogies and assessment, teacher preparation, ICT and digital media, and educational culture and leadership (Commission - JRC - IPTS, 2010). In addition, to support hybrid learning model, teachers are expected to use technology more and more to facilitate innovative teaching and learning methods. Hence, a wide range of technologies are being applied in education for creative and innovative purposes (Ghory & Ghafory, 2021; Jadhav et al., 2022; Uerz et al., 2018; Umugiraneza et al., 2018). Technology has a significant impact on the educational experience and can be used as a platform to encourage innovative teaching and

creative learning (Commission - JRC - IPTS, 2010).

Moreover, as technology and information develop, various learning media is also developing. Lecturers or teachers in language class integrate their lesson on various media including digital book formats which frequently needed for teaching and learning process. There are variety of ways and a wide range of devices that can be used to create and use interesting and attractive digital books (Martani, 2020; Mulyaningsih & Saraswati, 2017; Qohar et al., 2021; Salehudin et al., 2021), one of which is E-Book or Electronic Book. E-Books can be used as learning material in the classroom with easy access to various types of learning media in one tap. E-Books are also easy to store, access, and publish (Afiyattena & Pravitasari, 2022). An application that can be used to create E-Book is Book Creator with various attractive and innovative features for students to learn.

Book Creator application from <https://bookcreator.com/> was developed by Dan Amos and his wife, children's writer Ally Kennen in 2011. At first it was only to improve the reading ability of their child who was diagnosed with dyslexia, then it was developed and used by teachers in the world of education. This application continued to develop and was launched and is widely used today in almost all fields, especially in the field of education. More than 100 million e-books have been created using Book Creator in more than 90 countries.

Book Creator is a simple-to-use tool for creating multimedia digital books for students in elementary school and higher. Teachers can create content by combining together text, audio, video, illustrations, pictures, etc. and provided in several languages, with page turns and word highlights. Additionally, using Book Creator, teachers can publish the book by making it available online, downloading it as an ePub file, or printing it as a PDF. With more than 2 million books created each month by educators and learners worldwide, Book Creator may spark students' creativity in the classroom, encourage hesitant writers, and give them a chance to show what they've learned.

In 2017, Book Creator became live online. It was once limited to the Chrome browser, but it now functions with Microsoft Edge and Apple's Safari browser as well. Teachers must register for an account on Book Creator's website and ask students to join their library in order to start creating books. Teachers who sign up for a free account gain access to a single library that can hold 40 books. However, the iPad is the only device on which the downloaded and offline Book Creator for iPad app is compatible. It's an iPad app that can be downloaded and installed.

Some studies have been conducted regarding the use of Book Creator for creative and innovative learning. Some researches (Asmara & Anggoro, 2023; Estuhono et al., 2023; Gusri, 2022; Lailiyah & Arsana, 2023; Langgora et al., 2023; Taufik et al., 2023) which aimed at developing E-book or e-module with the help of Book Creator and found that Book Creator is practice, effective, interactive, suitable, feasible, and efficient to be used in learning process. Whereas, not many tried to explore the use of Book Creator in English language learning and only few tried to find the students' point of view related to their experiences on the use of the Book Creator itself. In fact, in discussing learning, students are not the object of learning, but the subject who are able to decide their own learning model or media to improve their learning outcomes. In other words, how students experience the learning process determines whether educational goals are achieved or not (Siregar et al., 2023). One significant limitation of education is that students must actively create knowledge in their own minds; teachers cannot merely impart knowledge to them. Accordingly, allowing children to build their own personal understanding through experiences and reflection on those experiences is the best way to support their learning (Arikpo & Domike, 2015). Students should have more opportunities to learn independently and being supported by the learning media that meet their need and interest.

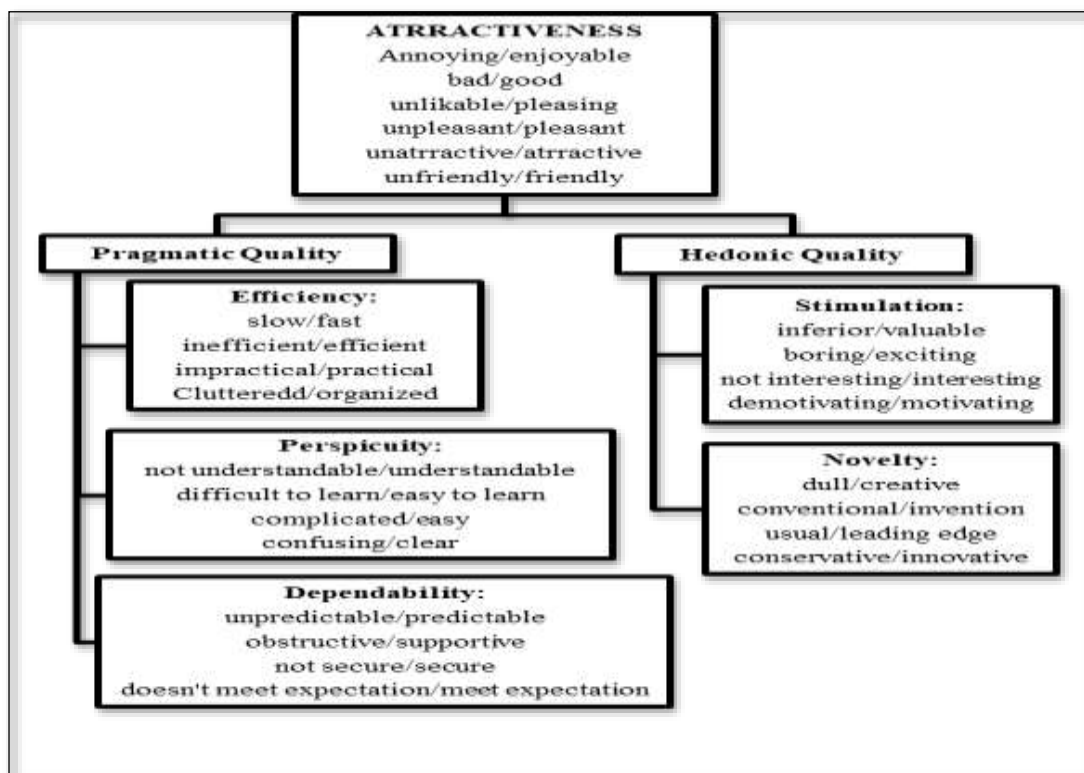
Equally important, one of the key factors for the use of software or application is on the needs and emotions of users. User Experience (UX) becomes very significant to explore and fulfil the need of product based on the users' point of view (Henim & Sari, 2020). User Experience refers to how a user interact with the product or application and the positive user experience is when the users can achieve their goal using such product (Jesse, 2011). Change comes from experience, and learning is a process that expands one's capacity for both present-day learning and future performance enhancement. In other words, the more positive experience the users have in using media of learning, the more positive impact they get for their learning process.

In the light of the above consideration, the present study underscores the capacity of Information and Communications Technology (ICT) to foster creative and innovative learning environments in educational settings. Therefore, in order to describe students' experience on the use of technology, specifically Book Creator, in their learning process, it is interesting that the current research poses a fundamental question regarding users' experiences with the application.

## METHOD

The researcher employed the descriptive quantitative method to explain the users' experiences in using Book Creator for creative and innovative English learning. The researcher provided e-book using Book Creator for the students to learn in English class. The link of Book Creator sent to the students before the class as their reading material and basic knowledge before having more instructions in the classroom. At the end of the semester, the students were asked to sum up the whole materials using Book Creator.

Twenty-six of the 5th semester university students in English for Young learners' class, participated in this study. To get the users' experiences, the researcher used the Users' Experiences Questionnaire (UEQ) version 12 developed by Martin Schrepp. With the User Experience Key Performance Indicator (UX KPI), the UEQ has been utilized by more than 20 countries worldwide due to its accuracy in analysis (Hinderks et al., 2019). Which means, it has been valid and reliable to be used in the research of user' experiences. Six scales totaling 26 items comprise the UEQ: attractiveness, perspicuity, efficiency, dependability, stimulation, and novelty. The Attractiveness scale has 6 items, all other scales have 4 items. The six scales were then divided into three; attractiveness, pragmatic quality and hedonic quality. The UEQ scales can be seen clearly in figure 1 below.



**Figure 1.** Assumed scale structure of the UEQ (Source: Schrepp, 2023)

To find the users' experiences in using Book Creator for learning English, after giving the questionnaires then the data from UEQ were analyzed using statistical analysis through UEQ data analysis tool version 12. This tool was completed online using accurate and reliable benchmarks at [www.ueq-online.org](http://www.ueq-online.org). The 26 six items of UEQ were firstly analyzed, followed by analyzing the three groups; Attractiveness, Pragmatic, and Hedonic Quality, then the six scales of UEQ; Attractiveness, efficiency, perspicuity, dependability, stimulation, and novelty. (Schrepp, 2023; Schrepp & Thomaschewski, 2023). The researcher analyzed the Mean and Variance to know which of the scales is the highest or the lowest based on the students' answers, as well as to analyze the Benchmark, to clearly measure the sufficiency of Book Creator based on the users' experience.

## RESULTS

After gathering the data from User Experience Questionnaire (UEQ), then the researcher analyzed the UEQ using UEQ data analysis tool version 12 and found the results of the Users Experience (UX) in using Book Creator for learning English. The result of UEQ can be seen in table 1.

**Table 1.** The result of UEQ  
**Three Groups of UEQ (Mean)**

Attractiveness	1.67
Pragmatic Quality	1.13
Hedonic Quality	1.37

(Source: UEQ Data Analysis Tool Version 12)

Based on the result above, among three groups of UEQ, the highest aspect is attractiveness with the mean score 1.67 followed by Hedonic Quality, 1.37, and Pragmatic Quality, 1.13. To get more detail results, the six scales were also analyzed. Table 2 displays the average test result and standard deviation of users' experiences using Book Creator across six UEQ scales.:

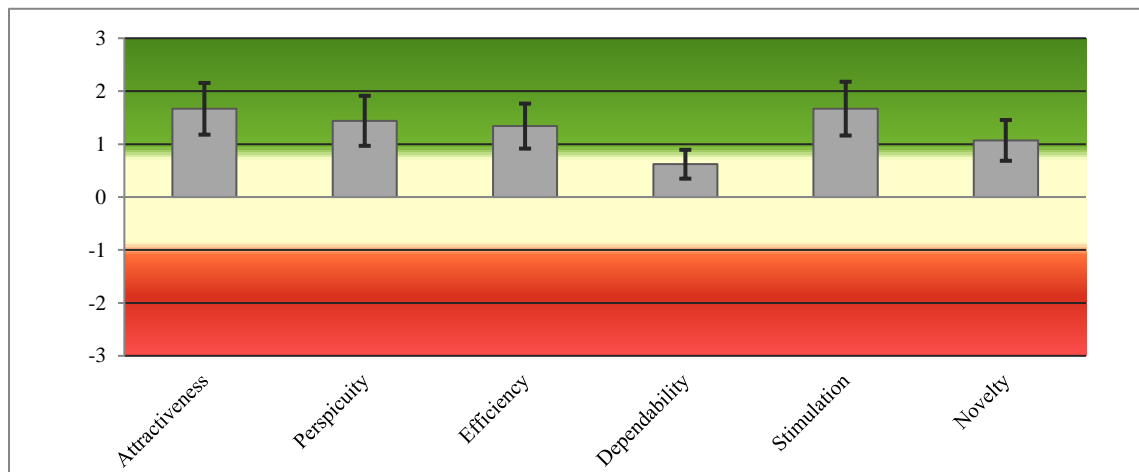
**Table 2.** The result of six Scales UEQ  
**UEQ Scales (Mean and Variance)**

Attractiveness	1.667	1.55
Perspicuity	1.440	1.45
Efficiency	1.340	1.18
Dependability	0.620	0.49
Stimulation	1.670	1.68
Novelty	1.070	0.97

(Source: UEQ Data Analysis Tool Version 12)

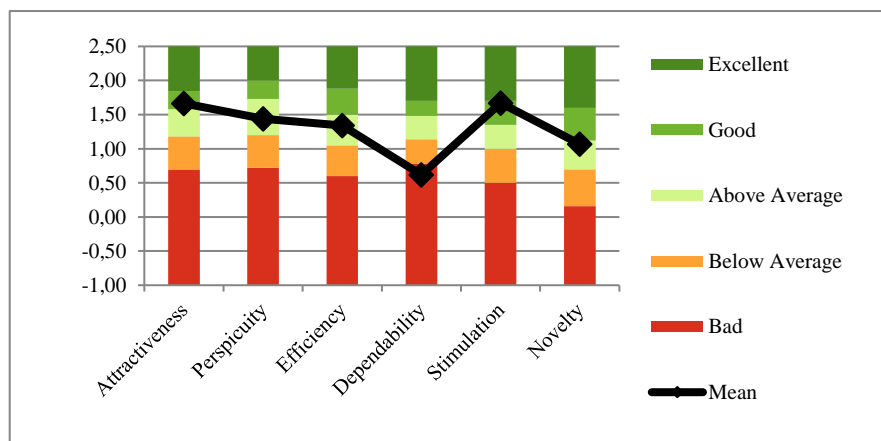
Of the six scales to determine the experience of Book Creator users, the attractiveness scale gets an average score 1.667, Perspicuity was 1.440, Efficiency was 1.340, dependability was lowest with 0.620, while Stimulation was the highest with 1.670, and for Novelty scale was 1.070. It can be seen that among the six, stimulation as part of hedonic quality is the highest, followed by attractiveness, perspicuity, efficiency, and novelty, while dependability which part of pragmatic quality is the lowest among all.

The further analysis was also conducted to see if the Book Creator has sufficient user experience, to clearly see the result, it is shown in figure 2:



**Figure 2.** Users' Experience of using Book Creator (Source: UEQ Data Analysis Tool Version 12)

The UEQ questionnaire is reduced by 4 and a positive value or negative value is obtained for each item of UEQ. The range of the scales is between -3 (bad) and +3 (excellent). Figure 2 showed that in general, the users had good experiences in using Book Creator for learning English. To clearly measure the sufficiency of Book Creator based on the users' experience, see figure 2 below:



**Figure 3.** Benchmark of the Users' experience in using Book Creator

The level of users' experiences in using Book Creator with an average scale of test result on six scales; attractiveness 1.667, Perspicuity 1.440, Efficiency 1.340, Dependability 0.620, Stimulation 1.670, Novelty 1.070. The highest scale was on the stimulation scale at 1.670 which was categorized as "Excellent" while the lowest score was the Dependability at 0.620 which was categorized "bad".

## **DISCUSSION**

The current study provided description of the users' experiences in using Book Creator. The researcher used Book Creator as a learning tool in English learning process. At the beginning of the class, the students were given the outline and a brief explanation of the material through Book Creator. The students must read and learn the material before the class in order to have the students active in the discussion class. At the end of the semester, the students made their own E-Book using Book Creator to create the summary of the material.

The overall result of the current study agreed with some studies (Afiyattena & Pravitasari, 2022; Asmara & Anggoro, 2023; Estuhono et al., 2023; Gusri, 2022; Lailiyah & Arsana, 2023; Langgora et al., 2023; Novita & Christinawati, 2023; Putri & Kelana, 2022; Tuminah et al., 2022; Widyasmi et al., 2021; Yuliana, 2022) which experimented Book Creator as an e-module in teaching and learning process then showed Book Creator valuable and useful for the students.

Based on the data, among 3 groups of UEQ; Attractiveness, Pragmatic Quality, and Hedonic Quality, Attractiveness is the highest. Almost all of the users stated that Book Creator is good and attractive tool to be used for learning and they enjoyed and pleased using it because it is friendly and pleasant application. Book Creator with all the attractive features such as various images, recorded audio and video, emoji, etc. make the students enjoy and find the learning process more pleasant, the students not only see the text or image like other the common books but also listen and watch the videos linked to the e-book provided by the Book Creator. Besides, by having other application linked to the E-Book using Book Creator, the students as the users found Book Creator more attractive and friendly.

The result found in this study related to the attractiveness of Book Creator corroborated another study (Wahyudin et al., 2019) which also found that Book Creator increased the students' interest in writing to a higher degree through its customization features. This finding suggested the teachers to count on the attractiveness value of the learning media in order to improve the students' willingness and interest to learn. Different from this research, another research investigated

Additionally, Hedonic Quality is the second among the three which includes stimulation and novelty. The result showed stimulation as the highest which means Book Creator valuable for the users and motivated them. The users found Book Creator as the worth and special application and this tool is interesting and exciting tool for them. Consequently, by using Book Creator, the students as the users found Book Creator improving their motivation to learn. Again, this result supported by the finding of another research (Afiyattena & Pravitasari, 2022) where the findings revealed that students were excited with the presence of the grammar in written discourse E-book created using Book Creator as the students' handbook.

Besides Stimulation, Novelty is also part of Hedonic Quality. The students found Book Creator as a creative, conventional, and innovative tool for them in learning which also helped them learn creatively. This finding proved that the Novelty of the application or learning media is urgently important especially in 21st century. As mentioned previously, creative and innovative learning, is an alternative classroom learning because creativity is regarded as the essential cognitive ability of the twenty-first century and highlighted as crucial skills (Nakano & Wechsler, 2018; Newton & Newton, 2014; Salehudin, 2020; Salehudin et al., 2021)

The last group in UEQ scales is Pragmatic Quality which include perspicuity, efficiency, and dependability. Perspicuity refers to the easiness of using certain tool, in this case Book Creator. The students found Book Creator as an easy, clear, and understandable tool for learning English. The students were able to use Book creator easily learning media that is practice and easy to use should be prepared by the teachers to help the students easily understand the material. This finding corporate the finding of another research (Novita & Christinawati, 2023) that showed that Book Creator can stimulate the learning process and increase students' enthusiasm for learning because it is applicable and simple to use when they use Book Creator-based E-Module for learning TOEIC practice.

Additionally, efficiency is the next scale from the UEQ that students showed Book Creator good for the students to be used in learning English. The students stated that Book creator is fast enough to operate, organized, efficient, practical tool to help them in learning. In line with this finding, some studies developed E-Module using Book Creator to improve the students' comprehension (Afiyattena & Pravitasari, 2022; Dewi Zakiyatus Sholihah et al., 2022; Novita & Christinawati, 2023) and found it efficient for learning.

However, among the six scales of UEQ regarding the use of Book Creator, finding revealed that dependability was the lowest. It showed the students found Book creator not secure enough to be used in learning. This might be because the students can only use Book Creator online, they cannot access Book Creator without internet connection except if they use the downloaded

version of Book Creator on iPad. Whereas, from the UEQ, the students still found Book Creator supportive and meet their expectation. Many studies in learning English using E-module or E-Book with the help of Book Creator supported this finding (Afiyattena & Pravitasari, 2022; Lailiyah & Arsana, 2023; Novita & Christinawati, 2023; Tuminah et al., 2022), those studies found that Book Creator supported the students' comprehension and ability in such skills of English.

On the whole, based on the benchmark, Book Creator is found to be excellent tool in terms of the stimulation and attractiveness category, besides, in terms of the efficiency, novelty, and perspicuity, Book Creator is found above average category. While on dependability of the tool, Book Creator is categorized bad, especially on the security of the tool must be improved in order to meet the students' expectation in using the learning media.

## **CONCLUSION**

There not many researches have been done on the college students' experiences of using Book Creator application to create electronic book for English learning. Several previous studies did not really explore the use of Book Creator based on the point of view of the students as the users and only few of those researched on the university students' level. Thus, it is essential for the researcher to conduct this research in order to uncover new knowledge contributions to the globe, particularly in the area of English learning and education in Indonesia. Book Creator found to be Creative and innovative media and can be implemented in English learning process because based on the students as the users, Book Creator was attractive, stimulated, Effective, easy and innovative to help improving their English learning outcomes.

The students of English learning class had positive experience in using Book Creator application as their learning media. This present study reveals based on the Users' Experience Questions (UEQ) analyzed using UEQ analysis tool. Through the various features of Book Creator such as recorded audio, video, emoji, the attachment of other applications, illustrations, pictures, and provided in several languages, with page turns and word highlights. the students experienced the attractiveness, efficiency, perspicuity, stimulation, and novelty of e-book created using Book Creator in their learning process. Though, the security in using Book Creator for creating e-book in learning process must be evaluated and improved.

## RECOMMENDATIONS

For the betterment of the future studies, it is suggested that researchers include more participants to expand the evidence pool for future studies. It is also suggested that the future studies can expand the research scope of language learning media or users' experiences. Furthermore, teachers are supported to use various media for learning especially for English learning to make the learning process more attractive, interactive, and effective and the goal of learning can be easily and satisfyingly achieved by the students.

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