

Development of teaching materials for writing fantasy story texts using book creator junior high school students

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ABSTRACT

This study develops teaching materials for writing fantasy texts based on *Book Creator* using the *Problem-Based Learning* (PBL) model to enhance the creativity and writing skills of seventh-grade junior high school students. This research employs the *Research and Development* (R&D) method, encompassing needs analysis, product development, expert validation, small-scale trials, and large-scale trials. Validation results indicate that the teaching materials are highly feasible, with an average score of 86.2 based on expert and student assessments. Moreover, these materials effectively improve students' writing skills, with a 75% increase in the experimental class compared to 38% in the control class. The strength of these teaching materials lies in the interactive features of *Book Creator*, which enable students to develop fantasy stories using text, images, and other multimedia elements. The implementation of the PBL model also helps students understand story structures while enhancing critical and creative thinking skills. Thus, this study concludes that *Book Creator*-based teaching materials with the PBL model are more effective than conventional methods in improving students' writing skills and creativity. These findings are expected to serve as a reference for teachers in developing technology-based learning innovations in the digital era.

Keywords: Teaching Materials, *Book Creator*, *Problem-Based Learning*, Creativity, Fantasy Text Writing.

ABSTRAK

Penelitian ini mengembangkan bahan ajar penulisan teks fantasi berbasis *Book Creator* menggunakan model *Problem-Based Learning* (PBL) untuk meningkatkan kreativitas dan kemampuan menulis siswa kelas tujuh. Penelitian ini menggunakan metode Penelitian dan Pengembangan (R&D), yang mencakup analisis kebutuhan, pengembangan produk, validasi ahli, uji coba skala kecil, dan uji coba skala besar. Hasil validasi menunjukkan bahwa bahan ajar sangat layak, dengan skor rata-rata 86,2 berdasarkan penilaian ahli dan siswa. Selain itu, materi ini secara efektif meningkatkan keterampilan menulis siswa, dengan peningkatan 75% di kelas eksperimental dibandingkan dengan 38% di kelas kontrol. Kekuatan dari bahan ajar ini terletak pada fitur interaktif *Book Creator*, yang memungkinkan siswa mengembangkan cerita fantasi menggunakan teks, gambar, dan elemen multimedia lainnya. Penerapan model PBL juga membantu siswa memahami struktur cerita sekaligus meningkatkan keterampilan berpikir kritis dan kreatif. Dengan demikian, penelitian ini menyimpulkan bahwa bahan ajar berbasis *Book Creator* dengan model PBL lebih efektif dibandingkan metode konvensional dalam meningkatkan kemampuan menulis dan kreativitas siswa. Temuan ini diharapkan dapat menjadi acuan bagi guru dalam mengembangkan inovasi pembelajaran berbasis teknologi di era digital.

Kata kunci : bahan ajar, pembuat buku, pembelajaran berbasis masalah, kreativitas, penulisan teks fantasi.

INTRODUCTION

The development of teaching materials for writing fantasy story texts using the Book Creator application aims to enhance the creativity of seventh-grade junior high school students. In the context of education in Indonesia, the *Kurikulum Merdeka* emphasizes the importance of student-centered learning that fosters character development in alignment with the *Profil Pelajar Pancasila*. This curriculum is designed to shape students who are not only academically intelligent but also possess strong character, independence, and creativity. One of the main challenges in achieving this goal is improving students' writing skills, particularly in composing fantasy story texts.

Writing fantasy story texts is an integral part of Indonesian language learning. This activity not only hones students' critical and creative thinking skills but also helps them express their imagination and ideas through writing. However, many students struggle to write fantasy stories with the proper structure, which includes orientation, complication, and resolution. These difficulties often arise due to a lack of effective writing practice and low motivation in learning.

This research aims to develop teaching materials for writing fantasy story texts using the Book Creator application. This application was chosen for its ability to provide an engaging and interactive digital learning medium. By utilizing Book Creator, students can participate more actively and creatively in the learning process, as the application supports multimedia features such as text, images, audio, and video (Diana, 2020) .

Previous studies have shown that incorporating digital applications in learning can increase student engagement and interest. Moreover, digital teaching materials developed using Book Creator have been proven to be highly valid and practical. Therefore, this study seeks to complement previous research by focusing on enhancing students' creativity through fantasy story writing.

One of the major issues in teaching fantasy story writing is the lack of student enthusiasm. A teaching approach that focuses solely on theory and structure without sufficient practice is one of the contributing factors. Additionally, limitations in learning facilities and infrastructure further hinder students' needs. Therefore, this study also aims to identify the challenges faced by students and teachers in implementing learning using the *Problem-Based Learning* (PBL) model supported by Book Creator.

The development of teaching materials using Book Creator is expected to improve students' ability to write fantasy story texts and boost their creativity. With this approach, students are anticipated to become more motivated to learn and capable of producing more imaginative and creative works. This research is also expected to contribute to both theoretical and practical advancements in Indonesian language learning, particularly in writing fantasy story texts.

In the learning process, teaching materials play a crucial role. Effective teaching materials should align with the curriculum and be designed according to student characteristics, including their social, cultural, and geographical backgrounds, as well as their level of development. Therefore, when developing teaching materials, it is essential to consider students' characteristics and needs, ensuring that the curriculum's objective of active student participation in the learning process is met. Well-structured teaching materials can make learning more effective and help students develop their knowledge, attitudes, understanding, and skills.

In this context, Book Creator serves as a highly beneficial tool. This application allows students to create interactive and engaging digital books. With features such as interactive text, illustrations, narrated audio, and supporting videos, students can more easily comprehend and convey their ideas in the form of fantasy stories. Furthermore, Book Creator facilitates online collaboration, enabling students to work together on a single digital book project remotely.

The use of Book Creator in fantasy story writing not only enhances student engagement and motivation but also helps them develop better writing skills. By utilizing its features, students can produce more creative, engaging, and imaginative works. This aligns with the objective of this research—to enhance students' creativity in writing fantasy story texts through the use of Book Creator.

In developing teaching materials, it is essential to ensure that the content is comprehensible to students. Proper evaluation enables teachers to refine and improve the developed instructional materials. According to Gatot, as cited in Rosidhah & Forijati, the development of teaching materials is a systematic process of identifying, designing, and evaluating content and instructional planning to achieve learning objectives effectively and efficiently (Rosidhah, E., 2020). Thus, teachers can create instructional resources that facilitate students' understanding of the subject matter.

The learning modules developed using Book Creator should incorporate all essential components of teaching materials. The modules must be systematically and attractively structured, covering content, techniques, and evaluation while allowing for independent use. According to Tri, a module is a systematically and engagingly designed teaching material that includes substance, content, techniques, and evaluation, enabling independent learning (Tri, 2021). This view is supported by Iskandar, who stated that a module is a collection of systematically designed teaching materials that assist teachers or facilitators (Iskandar, 2024). Therefore, the development of teaching materials for writing fantasy story texts using Book Creator is expected to serve as an innovative solution to enhance students' creativity and writing skills. Through the integration of technology in learning, students are expected to be more actively and creatively involved in the learning process. This study not only contributes to improving the quality of Indonesian language learning but also supports character development in students in accordance with the *Profil Pelajar Pancasila*.

METHOD

The research method used in developing teaching materials for writing fantasy story texts with the Book Creator application to enhance the creativity of seventh-grade junior high school students is the Research and Development (R&D) method. This study follows the model proposed by Borg & Gall, which consists of eight main stages. The first stage is research and information gathering, which involves surveys and literature studies related to the issues being examined. This step aims to formulate a solid research framework. Next, the planning stage is carried out by identifying the necessary skills and competencies and determining the objectives to be achieved at each stage. The third stage is the development of the initial product, where the preliminary version of the teaching materials is created. This includes preparing supporting components, developing guidelines, and evaluating the feasibility of the supporting tools. Afterward, an initial field trial is conducted on a limited scale involving 30 subjects. Data is collected through interviews, observations, and questionnaires for further analysis.

The next stage involves revising the product based on the results of the initial trial. Improvements are made to produce a main product draft ready for broader testing. The primary field test involves subjects at the first trial school, followed by operational product revisions for refinement before the final validation. The final stage is the dissemination and

implementation of the developed product. The validated product is then applied in the field. In this study, some steps, such as operational field trials and final product revisions, were adjusted or omitted due to time, resource, and budget constraints.

The research instruments include questionnaires designed using a Likert scale to assess the feasibility of the teaching module. A creativity test is also conducted to compare the effectiveness of the Book Creator module with conventional teaching materials. The collected data is analyzed using SPSS and Microsoft Excel to ensure the accuracy and validity of the research results. This method provides a comprehensive framework for developing and evaluating innovative teaching materials, focusing on enhancing students' creativity in writing fantasy story texts.

RESULT AND DISCUSSION

Result

Teaching Material Development Process

The PBL model based on Book Creator was developed through several stages, including needs analysis, concept design, expert validation, and product trials. The PBL learning syntax consists of problem presentation, organization for learning, independent/collective investigation, development and production, result presentation, and process analysis and evaluation. The Book Creator media was used as an interactive tool to support students' creativity in writing.

Feasibility of the Learning Model

Expert validation results indicate that this learning model is highly feasible, with an average score of 89.78% for product design, 92% for teaching modules, and 95.56% for media technology aspects. Additionally, student assessments from four trial schools showed an average score of 86.7%, which falls into the highly feasible category.

Table 1. Expert Validation Results

Aspect	Average Score (%)	Criteria
Product Design	89.78	Highly Feasible
Teaching Module	92.00	Highly Feasible
Media Technology (IT)	95.56	Highly Feasible

Table 2. Student Assessments from Four Schools

School	Average Score (%)	Criteria
SMP An-Nur (Small-Scale Trial)	84.9	Highly Feasible
SMPN 2 Tirtamulya (Large-Scale Trial A)	85.9	Highly Feasible
SMP IT Nurul Ilmi (Large-Scale Trial B)	86.3	Highly Feasible
SMP Pupuk Kujang (Product Trial)	89.7	Highly Feasible
Overall Average	86.7	Highly Feasible

Explanation:

- Expert Validation:** The validation results indicate that this learning model is highly feasible for use, with an average score above 89% for product design, teaching modules, and media technology aspects. Experts provided high scores because the model meets quality standards and is effective in supporting learning.
- Student Assessment:** Students from four schools responded positively, with an average score of 86.7%, classified as highly feasible. This shows that students find this learning model engaging, interactive, and helpful in improving their ability to write fantasy texts.
- Conclusion:** The PBL model based on Book Creator has been proven feasible and effective for teaching fantasy text writing at the junior high school level. This conclusion is supported by validation and student assessment data, which indicate a high level of satisfaction and significant learning improvements.

Effectiveness of the Learning Model

Trial results showed a significant improvement in students' ability to write fantasy texts. In the small-scale trial, the average score increase reached 78.2, while in the large-scale trial, the average score increased to 85.9. N-Gain analysis demonstrated that this model is categorized as moderately effective, with an average score of 71.98% for knowledge and 73.02% for skills.

Table 3. Small-Scale and Large-Scale Trial Results

Trial	Initial Average Score	Final Average Score	Score Increase
Small-Scale Trial	78.2	85.9	+7.7
Large-Scale Trial	81.07	86.3	+5.23

Table 4. N-Gain Analysis Results

Aspect	Average N-Gain (%)	Effectiveness Criteria
Knowledge	71.98	Moderately Effective
Skills	73.02	Moderately Effective

Table 5. Comparison of Experimental and Control Classes

Class	Average N-Gain Knowledge (%)	Average N-Gain Skills (%)	Effectiveness Criteria
Experimental Class	71.98	73.02	Moderately Effective
Control Class	21.49	32.06	Not Effective

Table 6. Validation and Feasibility Results

Aspect	Average Validation Score (%)	Feasibility Criteria
Product Design	89.78	Highly Feasible
Teaching Module	92	Highly Feasible
Media Technology (IT)	95.56	Highly Feasible
Student Assessment	86.7	Highly Feasible

Explanation:

1. **Small-Scale Trial:** The initial average score of 78.2 increased to 85.9 after applying the PBL model based on Book Creator, indicating a significant improvement.
2. **Large-Scale Trial:** The initial average score of 81.07 increased to 86.3, also showing significant improvement.
3. **N-Gain Analysis:**
 - a. Knowledge: The average N-Gain of 71.98% falls within the moderately effective category.
 - b. Skills: The average N-Gain of 73.02% also falls within the moderately effective category.
4. **Comparison of Experimental and Control Classes:**
 - a. The experimental class showed significant improvement, whereas the control class did not meet the effectiveness criteria.
5. **Validation and Feasibility:** This model is deemed highly feasible based on expert validation and student assessment.

Thus, the Problem-Based Learning (PBL) model based on Book Creator has proven effective in enhancing junior high school students' ability to write fantasy texts.

Discussion

1. Model Development Process

The PBL model based on Book Creator was designed to address students' challenges in writing, such as difficulty expressing ideas, limited vocabulary, and lack of imagination. The structured learning syntax helps students understand the material comprehensively, while the interactive features of Book Creator facilitate their creative development of fantasy stories.

2. Model Feasibility

Expert validation and student assessments indicate that this model is feasible and effective for use. Experts rated highly on aspects such as syntax, reaction principles, social principles, and support systems. Additionally, students responded positively to the use of Book Creator, making learning more engaging and interactive.

3. Model Effectiveness

The implementation of the PBL model based on Book Creator has been proven to enhance students' ability to write fantasy texts. The increase in formative assessment scores from pre-test to post-test demonstrates that this model effectively helps students develop creativity and writing skills. These results align with previous research, which shows that PBL can improve students' learning outcomes.

4. Challenges and Solutions

- a. **Challenges:** Students still experience difficulties in expressing ideas, selecting appropriate diction, and building an imagination that supports fantasy storytelling.
- b. **Solutions:** The PBL model based on Book Creator is designed to provide guidance and stimuli that help students overcome these challenges. The interactive features of Book Creator, such as illustrations and visual elements, assist students in developing their imagination.

The Problem-Based Learning model based on Book Creator has proven effective in improving junior high school students' ability to write fantasy texts. This model is suitable for the learning process as it meets feasibility standards based on expert validation and student assessments. With structured learning syntax and interactive features of Book Creator, students can optimally develop their creativity and writing skills.

CONCLUSION

The development and implementation of a Problem-Based Learning (PBL) model using the Book Creator application aims to enhance the ability of seventh-grade junior high school students to write fantasy stories and foster their creativity. This study follows a simplified Research and Development (R&D) methodology consisting of five stages: product analysis, initial version development, expert validation, small-scale testing, and large-scale testing. The findings indicate the effectiveness of the PBL model, with an average score of 84.9 in small-scale trials and 86.3 in large-scale trials conducted in four schools. The experimental group demonstrated significant improvements in both knowledge and writing skills compared to the control group. However, challenges such as students' difficulties in structuring creativity and technical constraints were also identified. Future research is recommended to adapt the PBL model to various learning materials and contexts while enhancing collaboration and providing structured guidance in the writing process. In conclusion, the Book Creator-based PBL model holds great potential for improving language learning. However, further development is needed to optimize its effectiveness.

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