Enhancing Teachers' Skills, Social Studies Learning, and Students' Outcomes Through Book Creator and the ADDIE Model

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ABSTRACT

This study aims to improve teachers' skills in creating teaching media, enhance the quality of social studies learning, and boost students' learning outcomes by utilizing Book Creator as a teaching medium within the ADDIE framework. The R&D method was employed, guided by the ADDIE model. The media was validated by experts in material, language, and media design, and then implemented with sixth-grade students in a real classroom setting. Practicality and effectiveness were assessed using teacher and student feedback questionnaires. The findings demonstrated significant improvements in teachers' ability to design effective teaching materials, with high validation scores from experts. Social studies learning quality was enhanced through interactive features, fostering student engagement and critical thinking. Teachers and students rated the practicality of the teaching media highly, scoring 83% and 81%, respectively. Additionally, students' academic performance improved markedly, with average scores increasing from 68 ("sufficient") to 82 ("good"). The ADDIE framework enabled systematic development and iterative refinement, ensuring alignment with pedagogical goals. This study highlights the potential of combining structured instructional design models like ADDIE with innovative digital tools to improve educational outcomes. The studies provide a robust foundation for broader application in various subjects and educational contexts.

Keywords: *ADDIE model, Book creator, Teaching media, Social studies, Student outcomes.*

INTRODUCTION

Education plays a crucial role in shaping an individual's behavior, values, and principles. As stipulated in Article 1, point 1 of Law No. 20/2002, education refers to a conscious effort to create a conducive learning environment and process, enabling students to fully realize their potential and develop spiritual strength, intelligence, noble character, and the skills required by themselves, society, the nation, and the state. With the continuous advancement of technology, it is essential for all stakeholders to actively participate in its development. Enhancing the quality of learning largely depends on the influence of teachers. According to Zainal et al (2022), the quality of learning design created by teachers can significantly impact the overall quality of education. The rapid growth of science and technology has transformed curricula, allowing teachers to integrate technological advancements into their teaching practices (Sumantri et al., 2016).

Social Studies, one of the core subjects, is taught at all educational levels, including elementary schools. Kennedy et al (2019) argue that social studies are a mandatory subject because it is closely related to our daily lives. Therefore, it should be integrated with the use of Industry 4.0 technology to make social studies learning more engaging, functional,

and interactive (Efrani & Zainil, 2020). Utilizing engaging teaching media in learning activities has the potential to enhance the efficiency and effectiveness of education. Ilahi & Desyandri (2020) emphasize that teaching media can motivate students, spark interest, and stimulate their knowledge acquisition while learning (Arwin et al., 2022). Teaching media should be present in every learning session, whether in the form of audio, visual, or audiovisual resources.

The primary challenge in teaching social studies today lies in addressing the content of social materials and the rapid social, cultural, and economic changes. These transformations in the social, cultural, and economic landscapes are extensive, multidimensional, and international in scope, often associated with globalization and the rapid development of science and technology. The problem is further compounded by the fact that social studies has historically received less attention from students.

Book Creator is considered beneficial for implementing blended learning models. Its features allow for the inclusion of images, videos, and animations that facilitate student learning in various ways. Additionally, teachers can add challenges such as simple games tailored to students' cognitive abilities. As a result, Book Creator can increase students' motivation to learn and provide a meaningful and enjoyable learning experience. The layout and presentation of the material are designed to align with students' cognitive development and learning styles (Hasanah, 2021). Using this media, students are encouraged to be more active and ask more questions to better understand the material. This process makes learning more meaningful, diverse, creative, and engaging, thereby encouraging students to actively participate in social studies learning, both individually and in groups. Ultimately, this process will improve learning outcomes (Astuti, 2019).

The researcher also observed the available facilities and infrastructure in the schools, noting that the three schools surveyed had sufficient resources, including computers, projectors, and reliable internet networks. Technology-assisted teaching media is seen as a recent innovation in the education sector. This is particularly relevant given that students today prefer reading on their mobile devices over traditional books. Students are expected to engage more interactively with digital life (Putri et al., 2022).

After analyzing the data, the researcher sought to explore the potential of using Book Creator to teach the concept of "Six Continents in the World" in social studies. The aim is to assist teachers in creating engaging teaching materials that encourage active participation, excitement, and enthusiasm among students. The ultimate objective is to simplify students' understanding of social studies concepts during the learning process. Book Creator is a versatile software or application designed to create visually engaging digital media. Unlike conventional reading materials, it offers a variety of multimedia content, such as educational audio and video recordings (Schwier & Misanchuk, 1993). The application is user-friendly and ideal for novice teachers, as it operates both online and offline. With its simple user interface and intuitive tool menus, creating digital teaching media has never been easier (Tidwell, 2010). This study aims to: 1) Improve teachers' skills in creating teaching media; 2) Enhance the quality of social studies learning; and 3) Improve students' learning outcomes in social studies by using Book Creator as a teaching medium.

METHODS

2.1 Research Type
This study applied the Research and Development (R&D) method, as described by Kamal (2019), which focuses on developing and evaluating new educational products. The ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) was used as a framework to guide the study process (Almomen et al., 2016).

2.2 Research Procedures
− Analysis Stage: Key learning needs were identified through curriculum analysis and problem identification to align the teaching media with student needs.
− Design Stage: A teaching media prototype was planned using Book Creator, incorporating visual aids like world maps to make lessons more interactive.
− Development Stage: The media was created and validated by: 1) Material experts (content accuracy); 2) Language experts (linguistic clarity), and 3) Media experts (presentation and design). Feedback was used to improve the media.
− Implementation Stage: The improved teaching media was used in a real classroom with sixth-grade students, focusing on the topic of continents.
− Evaluation Stage: The practicality and effectiveness of the media were evaluated through teacher and student feedback using questionnaires.

2.3 Research Subjects
The study involved sixth-grade students and teachers from Elementary School 9 Lut Tawar during the 2023/2024 academic year.

2.4 Data Collection
Data were collected using: 1) Validation questionnaires to assess content, language, and media design; and 2) Practicality questionnaires to measure usability and effectiveness.

2.5 Data Analysis
Data were analyzed using a Likert scale to determine:
− Validity: Scores 81%-100% = "Very Valid."
− Practicality: Scores 81%-100% = "Very Practical."

The ADDIE framework enabled the systematic development of effective and practical teaching media, enhancing the quality of learning and student outcomes in social studies.

RESULTS

This study aimed to (1) improve teachers' skills in creating teaching media, (2) enhance the quality of social studies learning, and (3) improve students' learning outcomes using Book Creator as a teaching medium. The findings, enriched with expert insights, validate the effectiveness of this approach.

3.1 Improving Teachers' Skills in Creating Teaching Media

The integration of the ADDIE model within the R&D methodology significantly enhanced teachers' ability to design and develop impactful teaching media. Molenda (2003) emphasized that the ADDIE framework ensures the alignment of educational media with learning objectives through its structured phases Analysis, Design, Development, Implementation, and Evaluation. This systematic approach empowered teachers to produce engaging, pedagogically sound resources. During the Design stage, teachers utilized Book Creator to create interactive materials like maps and multimedia content. Richey & Klein (2005) argued that such integration of technology not only fosters creativity but also strengthens teachers' technological competence. Teachers reported increased confidence in using digital tools to enrich lesson delivery, reflecting Bilbao-Osorio & Rodríguez-Pose (2004) assertion that R&D fosters professional growth and innovation in educators. The validation process, involving material, language, and media experts, further enhanced teachers' understanding of best practices in instructional design. Sumarsih & Sanjaya (2013) noted that validation helps refine teaching media, providing constructive feedback to improve content and presentation. This iterative feedback loop allowed teachers to identify and address weaknesses, leading to the creation of high-quality teaching materials.

3.2 Enhancing the Quality of Social Studies Learning

The use of Book Creator markedly improved the quality of social studies learning, as students engaged more actively with the interactive and visually rich materials. Hooper & Rieber (1995) emphasized that technology-based teaching media foster active learning environments and enhance student motivation. In this study, the inclusion of interactive maps helped students visualize the distribution of continents, making abstract geographical concepts tangible and comprehensible. Taber (2018) stated that visual aids simplify complex ideas and make them more accessible to students of varying abilities. This was evident as students demonstrated a deeper understanding of the subject matter, engaging with the content in meaningful ways. Teachers observed that the use of visuals encouraged collaborative discussions, aligning with Muruganantham (2015) observation that digital tools promote critical thinking and student participation. The practicality scores 83% from teachers and 81% from students further underscore the usability and effectiveness of the teaching media. Howard (2019) noted that user-friendly digital tools reduce barriers to learning, enabling smoother integration of technology into classroom activities. Teachers also highlighted how the media fostered a more inclusive learning environment, accommodating diverse learning preferences and styles.

3.3 Improving Students' Learning Outcomes

The implementation of Book Creator resulted in significant improvements in students' academic performance, with average scores rising from 68 (sufficient) to 82 (good). This finding aligns with Sugiyono (2013), who argued that well-structured and engaging teaching media positively influence learning outcomes by promoting active engagement and knowledge retention. By incorporating multimedia elements such as clickable maps, videos, and annotations, the teaching media addressed diverse learning needs, ensuring all students could benefit. Voltz et al (2010) noted that interactive tools accommodate a wide range of learning preferences, improving overall performance and engagement. Students reported feeling more motivated and connected to the material, demonstrating the

effectiveness of contextualized learning resources. The integration of culturally relevant examples and geographical contexts further enriched the learning experience. Zhao et al (2023) highlighted the importance of contextual learning in fostering deeper understanding and retention of knowledge. By using real-world examples and interactive elements, the teaching media made the subject matter relatable and engaging for students.

3.4 The Impact of the ADDIE Framework on Research Outcomes

The ADDIE model was instrumental in achieving the study's objectives, guiding the systematic creation and refinement of the teaching media. Each phase played a critical role: 1) Analysis identified gaps in students' understanding and informed the development of targeted teaching media; 2) Design and Development incorporated expert feedback to produce validated, high-quality resources; 3) Implementation provided real-world classroom insights, demonstrating the media's effectiveness; and 4) Evaluation assessed the practicality and validity of the media, highlighting areas for improvement. The iterative nature of ADDIE facilitated continuous refinement of the teaching media, ensuring its alignment with pedagogical goals. Kimmons & Jensen (2023) stated that ADDIE supports a cycle of ongoing improvement, enabling educators to adapt their approaches based on empirical evidence. This approach was pivotal in creating teaching resources that combined engagement with effectiveness.

CONCLUSION

This study illustrates the effectiveness of integrating the ADDIE model and Book Creator as tools to enhance educational outcomes. First, the systematic application of the ADDIE model significantly boosted teachers' abilities in designing and developing teaching materials. By adhering to the structured phases ADDIE teachers successfully aligned instructional materials with defined learning goals. The integration of Book Creator enabled the creation of interactive, multimedia resources, such as dynamic maps, which improved teachers' creativity and technological proficiency. Furthermore, the validation process, which involved material, language, and media experts, helped refine instructional designs, leading to the development of superior-quality teaching materials. Second, social studies education saw a marked improvement through the introduction of Book Creator. The interactive features of the teaching materials promoted active student participation, collaboration, and critical thinking. Visual aids, alongside interactive maps, simplified complex geographical concepts, ensuring that students with various learning styles could engage effectively. Teachers and students provided high practicality ratings for the media, scoring 83% and 81%, respectively, which underscored its usability and effectiveness in classroom applications. Third, the adoption of Book Creator was associated with notable enhancements in students' academic performance and engagement. Average scores increased from 68 ("sufficient") to 82 ("good"), with a majority of students surpassing the Minimum Competency Criteria. The inclusion of multimedia features such as interactive maps and embedded videos catered to diverse learning needs, making lessons more engaging and relatable. The contextualized and interactive nature of these teaching tools also deepened students' comprehension and retention of concepts. Finally, the ADDIE model proved instrumental in guiding the systematic development and

improvement of the teaching media. Each stage of the process contributed to aligning materials with pedagogical objectives while addressing gaps in students' understanding. The iterative design of the ADDIE model ensured continuous enhancements, resulting in educational resources that balanced engagement with instructional effectiveness. Overall, this study emphasizes the potential of combining structured instructional design models like ADDIE with cutting-edge digital tools to elevate educational quality. These findings underscore the significance of integrating technology into teaching practices and offer a robust framework for applying such approaches to other subjects and educational settings.

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