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E Development–Interactive Module Assisted by Integrated Book Creator Media by I Colliq Pujie in Improving Narrative Text Writing Skills in Elementary Schools

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Abstract

This study aimed to develop a Book Creator-assisted interactive e-module integrated with I Colliq Pujie to improve elementary school students' narrative writing skills and to examine its validity, practicality, and effectiveness. The research employed the Research and Development (R&D) method using the ADDIE model, which consists of Analysis, Design, Development, Implementation, and Evaluation stages. The participants included media experts, content experts, teachers, and fifth-grade students of UPTD SDN 44 Barru. Data were collected through expert validation sheets, learning implementation observation sheets, teacher and student response questionnaires, and pre-test and post-test assessments. The data were analyzed using descriptive quantitative techniques, while the N-Gain test was used to measure students' improvement in narrative writing skills. The findings revealed that the interactive e-module obtained a validity score of 93%, indicating that it was highly feasible for classroom use. Practicality results showed excellent performance, with learning implementation reaching 98%, teacher responses 95%, and student responses 98%, all categorized as highly practical. The effectiveness of the e-module was demonstrated by a substantial improvement in students' narrative writing achievement, with the mean score increasing from 59.53 on the pre-test to 91.70 on the post-test. Furthermore, the average N-Gain score of 0.79 was classified as high, indicating significant learning improvement. These findings suggest that the Book Creator-assisted, I Colliq Pujie-integrated interactive e-module is a valid, practical, and effective instructional medium for Indonesian language learning,

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particularly in enhancing the narrative writing skills of elementary school students.

Keywords: Book Creator, I Colliq Pujie, Interactive E-Module, Narrative Text, Writing Skills

INTRODUCTION

The rapid advancement of digital technology has fundamentally transformed educational practices, particularly in the development of learning media that support student-centered learning. In the twenty-first century, teachers are expected not only to deliver learning materials but also to design innovative learning environments that encourage active participation, creativity, critical thinking, and digital literacy. Consequently, the integration of technology into classroom instruction has become an essential component of improving educational quality. Various studies have demonstrated that technology-based learning media facilitate students' understanding of concepts, increase learning motivation, and create more meaningful learning experiences (Wahdini, 2025; Syabrina, Imron, et al., 2025). Therefore, the development of digital teaching materials has become one of the strategic efforts to respond to the educational challenges of the digital era.

One of the digital teaching materials currently receiving considerable attention is the electronic module (e-module). Unlike conventional printed modules, e-modules present learning content in digital form integrated with multimedia elements such as text, images, audio, video, animations, and interactive assessments. These features enable students to learn independently, flexibly, and according to their individual learning pace while simultaneously increasing engagement throughout the learning process (Laraphaty et al., 2021; Sholikhah et al., 2024). Interactive e-modules are therefore considered an effective innovation for supporting the implementation of contemporary curricula that emphasize student autonomy, active learning, and meaningful learning experiences.

One platform that has significant potential for developing interactive e-modules is Book Creator. This web-based application enables educators to design digital books by integrating various multimedia components, including text, illustrations, narration, videos, hyperlinks, and interactive activities within a single learning resource. Such multimedia integration not only enhances the attractiveness of learning materials but also accommodates diverse student learning styles and improves classroom interaction (Sanjaya et al., 2023). Previous studies have also indicated that Book Creator effectively supports literacy learning, particularly in improving students' writing abilities by providing authentic opportunities for students to create, revise, and

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publish their own digital works (Puspitasari et al., 2020).

The importance of literacy development, especially writing skills, is also emphasized from an Islamic educational perspective. The first revelation received by Prophet Muhammad in Surah Al-'Alaq (96:1–5) highlights the significance of reading and writing as the foundation of knowledge acquisition. Specifically, verses four and five explain that Allah teaches humanity through the pen, symbolizing writing as a medium for preserving, developing, and disseminating knowledge across generations. These values indicate that literacy education is not merely intended to develop linguistic competence but also to cultivate intellectual, moral, and character development. Consequently, strengthening writing skills among elementary school students aligns with both educational objectives and Islamic values concerning lifelong learning.

Writing is one of the most complex productive language skills because it requires students to organize ideas systematically, select appropriate vocabulary, construct coherent sentences, and apply linguistic conventions accurately. Within Indonesian language learning, narrative writing occupies a particularly important position because it enables students to express experiences, imagination, and ideas creatively while developing higher-order thinking and communication skills. Nevertheless, narrative writing remains one of the most challenging competencies for elementary school students. Numerous studies report that students frequently experience difficulties in generating ideas, organizing story structures, maintaining coherence, selecting appropriate diction, and applying correct spelling and punctuation (Sholeh et al., 2023; Bahri Aliem, 2019).

This condition is also reflected in observations conducted at UPTD SDN 44 Barru. The results showed that the average score of fifth-grade students' narrative writing skills was only 68, which remains below the Minimum Learning Achievement Criteria (KKTP) of 75. Of the thirty students, only thirteen students (43%) achieved mastery, while seventeen students (57%) did not meet the expected standard. Classroom observations further revealed that learning activities were predominantly teacher-centered, relying heavily on printed textbooks with limited use of interactive digital media. Consequently, students demonstrated low motivation during writing activities, experienced difficulty organizing ideas into coherent narratives, and showed limited creativity in expressing their thoughts. These findings indicate an urgent need for innovative learning media capable of facilitating writing instruction while simultaneously increasing student engagement and learning motivation.

Besides technological innovation, contemporary education also emphasizes the importance of integrating local wisdom into learning. Local cultural values play a significant role

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in strengthening students' cultural identity, promoting character education, and preserving cultural heritage amid rapid globalization. Integrating local culture into digital learning resources enables students not only to acquire academic competencies but also to develop appreciation for their own cultural traditions. Such an approach is consistent with the objectives of Indonesia's Independent Curriculum, which encourages contextual learning experiences that connect classroom content with students' social and cultural environments.

In this context, the present study integrates the cultural values of I Colliq Pujie, a prominent nineteenth-century Bugis female intellectual renowned for preserving the La Galigo manuscript, one of the world's longest literary epics recognized by UNESCO as a Memory of the World. Her contribution to literacy, manuscript preservation, and cultural development represents an exemplary model of intellectual dedication, perseverance, and cultural responsibility. Incorporating I Colliq Pujie's values into narrative writing instruction is expected not only to improve students' writing competence but also to strengthen cultural literacy, appreciation of local heritage, and positive character development (Rohayati, 2025). This integration provides authentic contextual learning materials that are relevant to students' cultural backgrounds while fostering national identity.

Previous studies have consistently reported that digital learning media improve students' learning outcomes, motivation, engagement, and literacy skills (Rani, 2025). Likewise, research concerning Book Creator has demonstrated its effectiveness in enhancing literacy learning through interactive multimedia environments. Other studies have also examined the development of digital teaching materials integrated with local wisdom to support contextual learning. However, existing studies generally investigate these aspects separately. Very limited research has simultaneously integrates interactive e-modules, Book Creator, and the local cultural values of I Colliq Pujie within narrative writing instruction for elementary school students (Ameliana Balya Sakti, 2024). Furthermore, empirical evidence regarding the validity, practicality, and effectiveness of such integrated learning media remains scarce. This gap indicates the necessity of developing innovative digital teaching materials that combine technological advancement with cultural preservation to improve students' narrative writing skills.

Therefore, this study develops an interactive e-module assisted by Book Creator and integrated with the local cultural values of I Colliq Pujie as an innovative learning medium for elementary schools. The development aims to produce digital teaching materials that are pedagogically valid, practically applicable, and empirically effective in improving students' narrative text writing skills while simultaneously promoting cultural literacy and character

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education. The findings are expected to contribute both theoretically and practically to the advancement of digital literacy-based learning media that integrate local wisdom within elementary education.

Accordingly, this study seeks to answer the following research questions: (1) How is the prototype of an interactive e-module assisted by Book Creator and integrated with the cultural values of I Colliq Pujie developed for narrative writing instruction in elementary schools? (2) What is the validity level of the developed interactive e-module? (3) How practical is the interactive e-module when implemented in classroom learning? (4) How effective is the interactive e-module in improving elementary school students' narrative text writing skills? In line with these research questions, the objectives of this study are to describe the development prototype of the interactive e-module and to evaluate its validity, practicality, and effectiveness in enhancing students' narrative writing skills.

METHOD

This study employed a Research and Development (R&D) approach using the ADDIE instructional design model, which consists of five sequential phases: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model was selected because it provides a systematic framework for developing, validating, implementing, and evaluating educational products to ensure their quality and effectiveness. During the analysis phase, a needs assessment was conducted through classroom observations, interviews with teachers, and an analysis of the fifth-grade Indonesian language curriculum to identify students' difficulties in narrative text writing and the need for interactive digital learning media. The design phase involved preparing the e-module framework, designing learning activities, selecting multimedia components, integrating the local cultural values of I Colliq Pujie, and developing assessment instruments. In the development phase, the interactive e-module was created using Book Creator and subsequently validated by media experts and subject-matter experts to determine its content validity, instructional quality, language appropriateness, and technical feasibility. Following expert revisions, the product proceeded to the implementation phase, where it was tested with fifth-grade students at UPTD SDN 44 Barru. Finally, the evaluation phase assessed the validity, practicality, and effectiveness of the developed e-module based on expert validation, user responses, classroom implementation, and student learning outcomes.

The participants in this study consisted of media experts, material experts, one fifth-grade Indonesian language teacher, and fifth-grade students of UPTD SDN 44 Barru. The expert

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validators were responsible for evaluating the feasibility of the developed e-module before classroom implementation, while the teacher and students participated in the practicality and effectiveness testing. Data were collected using several instruments, including expert validation sheets, observation sheets of learning implementation, teacher response questionnaires, student response questionnaires, and pre-test and post-test instruments designed to assess students' narrative text writing skills. The validation sheets evaluated four aspects of the e-module, namely content feasibility, instructional design, language quality, and media presentation. Observation sheets were used to examine the implementation of learning activities, while questionnaires measured the practicality of the developed media from the perspectives of teachers and students.

The collected data were analyzed using descriptive quantitative analysis. Expert validation scores, observation results, and questionnaire responses were converted into percentage values and categorized according to predetermined feasibility criteria to determine the validity and practicality of the e-module. The effectiveness of the developed product was evaluated by comparing students' pre-test and post-test scores. Improvements in narrative text writing skills were determined using the Normalized Gain (N-Gain) test, which classifies learning improvement into high, moderate, or low categories. The resulting N-Gain values were interpreted using the following criteria: high (≥ 0.70), moderate (0.30–0.69), and low (< 0.30). These analyses were used to determine the validity, practicality, and effectiveness of the interactive e-module assisted by Book Creator and integrated with the local cultural values of I Colliq Pujie in improving elementary school students' narrative text writing skills.

RESULTS AND DISCUSSION

Interactive E-Module Prototype Assisted by Book Creator Media to Improve Narrative Text Writing Skills in Elementary Schools

1. Analysis Stage

Analysis of the needs of teaching materials currently used with analysis of the needs for the development of assisted Interactive E-ModulesBook CreatorIntegrated learning model I Colliq Pujie was conducted to identify learning needs that are appropriate to student characteristics and classroom learning conditions. Based on the results of observations, interviews, and questionnaires distributed to teachers and fifth-grade students of UPTD SDN 44 Barru, information was obtained that learning to write narrative texts is still dominated by the use of textbooks and oral explanations from teachers. The teaching materials used have not utilized technology optimally and have not provided interactive learning activities so that students tend

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to be passive in participating in learning.

2. Design Stage

Assisted Interactive E-Module DesignBook CreatorI Colliq Pujie's integrated book design began with designing the cover, writing format, layout, and the selection of attractive images and illustrations suited to the characteristics of elementary school students. The design process was carried out using the Book Creator application, with attention to ease of navigation, text readability, and an attractive and interactive visual display.

Furthermore, the E-module design is adjusted to the Learning Outcomes and objectives of Indonesian Language learning for fifth grade on the topic of writing narrative texts. The targeted learning outcomes include the ability to understand the content of biographical texts, identify important information, arrange the sequence of events, and develop information into a coherent narrative text according to linguistic rules. The learning objectives are for students to be able to understand the biography of I Colliq Pujie, identify important information in the biography, and write narrative texts by paying attention to structure, use of standard vocabulary, effective sentences, and correct spelling..

3. Development Stage

At this stage, the development process of Interactive E-Modules was carried out with the help of I Colliq Pujie's integrated Book Creator for the Indonesian Language subject for grade V on the material of writing narrative texts. The development of the e-module includes the preparation of I Colliq Pujie's biography material, presentation of narrative text writing material, creation of examples and writing exercises, addition of images, audio, video, and preparation of learning evaluations that are tailored to student characteristics and learning objectives. The stages of development of Interactive E-Modules with the help of I Colliq Pujie's integrated Book Creator are as follows:

Table 1 Stages of Creating Interactive E-Modules with the help of Integrated Book Creator I Colliq Pujie

No	Stages of Production
1	Determining the theme of Indonesian language learning for grade V, namely writing narrative text based on the biography of regional figure I Colliq Pujie and determining the form of media in the form of an Interactive E-Module assisted by Book Creator.
2	Compiling learning materials that include the biography of I Colliq Pujie, the concept of narrative text, the structure of narrative text, elements of story building, examples of

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	narrative text, exercises, and evaluations in accordance with the Indonesian Language Learning Outcomes for grade V.
3	Design the appearance of the e-module using the Book Creator application by arranging the page layout, color selection, images, icons, fonts, and navigation to make it attractive, interactive, and easy to use by elementary school students.
4	Add multimedia components in the form of images, audio, video, interactive links, learning activities, and narrative text writing exercises to support students' understanding of the material.
5	Conduct validation tests by media experts and material experts, then refine the content, appearance, and features of the e-module based on suggestions and input from the validator.
6	Implementing e-modules in Indonesian language learning for class V at UPTD SDN 44 Barru and observing student involvement and learning implementation during the use of e-modules.
7	Produce an Interactive E-Module assisted by the integrated Book Creator I Colliq Pujie which has been declared valid and ready to be used to improve students' narrative text writing skills.

4. Implementation Stage

The implementation was carried out in Indonesian language learning, covering the topic of writing narrative texts based on the biography of regional figure I Colliq Pujie. Before the learning began, students were given a pretest to determine their initial ability in writing narrative texts. Next, students participated in the learning process using an e-module containing materials, examples of narrative texts, images, audio, video, and various interactive activities that helped students understand the content of the biography, identify important information, construct a story outline, and develop narrative texts coherently. During the implementation process, researchers observed the implementation of the learning, student engagement, and the use of the e-module in learning activities. After the entire learning series was completed, students were given a posttest to measure the improvement in narrative text writing skills after using the e-module. In addition, data was also collected through observation sheets for the implementation of the learning, teacher response questionnaires, and student response questionnaires to determine the level of practicality and effectiveness of using the e-module. The results of the

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implementation were then used as a basis for the evaluation and product refinement stages..

5. Evaluation Stage

Based on the trial results, the Interactive E-Module assisted by the Book Creator integrated by I Colliq Pujie received an excellent response from teachers and students because it was interesting, easy to use, and helped improve understanding and writing skills of narrative texts. This study used a Research and Development (R&D) model with the ADDIE approach which includes the stages of analysis, design, development, implementation, and evaluation. The results of expert validation showed that the e-module was in the very feasible category with an average percentage of 93%. The level of practicality was also very high, indicated by the implementation of learning (98%), teacher responses (95%), and student responses (98%). Meanwhile, the effectiveness of the e-module was seen from the increase in the average student score from 59.53 (pretest) to 91.70 (posttest), with an N-Gain value of 0.79 in the high category. Based on these results, the e-module was declared valid, practical, and effective so that it is suitable for use as a learning medium to improve the writing skills of narrative texts of elementary school students. The results of this study were then disseminated through scientific publications and academic forums as an effort to disseminate and further develop the product..

The Validity of Interactive E-Modules Assisted by Book Creator Media in Improving Narrative Text Writing Skills in Elementary Schools

The media produced in this study is an interactive e-module assisted by Book Creator, developed to improve elementary school students' narrative writing skills. The e-module's validity was tested through validation by media and content experts.

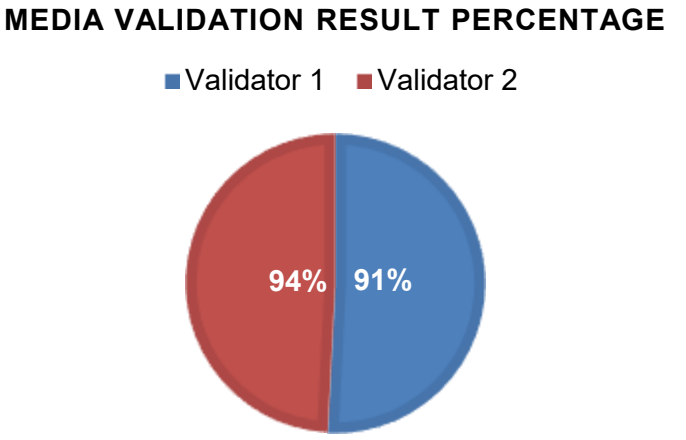


Figure 1 Percentage Diagram of Media Validation Results

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Based on the image above, there are a number of assessment indicators with a maximum score of 4 for each item, thus obtaining a total maximum score for each validator. In Validator 1, the number of indicators assessed was 15 items, so the maximum score was 15 × 4 = 60. The assessment results showed that 15 items obtained the "Very Good" category and 5 items obtained the "Good" category, so the total score obtained by Validator 1 was 75.The percentage gain is calculated using the formula (75 ÷ 80) × 100%, resulting in a result of 94% with the category “Very Eligible”. In Validator 2, the number of assessment indicators also produces a maximum score of 80. The assessment results show 13 items in the “Very Good” category with a score of 52 and 7 items in the “Good” category with a score of 21, so that the total score obtained is 73. The percentage gain is calculated using the formula (73 ÷ 80) × 100%, resulting in a result of 91% with the category “Very Eligible”. Based on these results, it can be concluded that the Interactive E-Module assisted by the integrated Book Creator I Colliq Pujie obtained very decent validation results from both validators, so that the product is declared valid and can be used in learning.

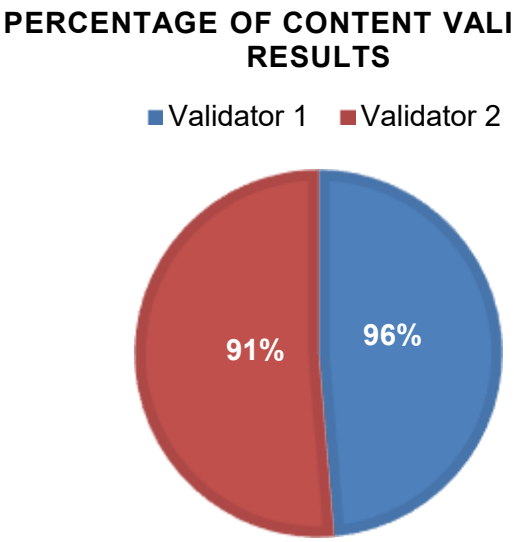


Figure 2 Percentage Diagram of Material Validation Results

Based on Figure 2, there are 14 assessment indicators with the highest score of 4, so that the total maximum score that can be obtained by each validator is 14 × 4 = 56. In Validator 1, there are 9 indicators that obtained the Very Good category with a total score of 36 and 5 indicators that obtained the Good category with a total score of 15, so that the total score obtained is 51.The validation percentage is calculated using the formula (51 ÷ 56) × 100%, resulting in a value of 91% with a Very Feasible category. In Validator 2, there are 12 indicators that obtained the Very Good

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category with a total score of 48 and 2 indicators that obtained the Good category with a total score of 6, so that the total score obtained is 54. The validation percentage is calculated using the formula (54 ÷ 56) × 100%, resulting in a value of 96% with a Very Feasible category. The results of the material validation show that the Interactive E-Module assisted by the integrated Book Creator I Colliq Pujie obtained a percentage of 91% from Validator 1 and 96% from Validator 2, both of which are in the Very Feasible category. Thus, the material presented in the e-module is considered to be in accordance with Learning Outcomes, learning objectives, and student needs, so it is suitable for use to support learning to write narrative texts in elementary schools. The recapitulation of the percentage of the eligibility score for the interactive e-module assisted by Book Creator media in improving narrative text writing skills in elementary schools from media and material expert validators can be seen in the following table:

Table 2 Recapitulation of Eligibility Aspect Score Percentage

No	Aspect	Validator 1		Validator 2	
		Percentage Score	Information	Percentage Score	Information
1	Media	94%	Very Worthy	91%	Very Worthy
2	Material	91%	Very Worthy	96%	Very Worthy
Average		92.5%	Very Worthy	93.5%	Very Worthy
Overall Average		93%	Very Worthy		

Source: Recapitulation Results of 2026 Eligibility Score Percentage

Based on the recapitulation results, it shows that the validation results of the assisted Interactive E-Module*Book Creator*The integrated learning module by Colliq Pujie showed that the media and material aspects obtained a Very Feasible category from both validators. The average validation percentage by Validator 1 was 92.5% and Validator 2 was 93.5%, with an overall average of 93%. These results indicate that the developed e-module has met the validity criteria and is suitable for use in learning to write narrative texts in grade V of elementary school.

The Practicality of Interactive E-Modules Assisted by Book Creator Media in Improving Narrative Text Writing Skills in Elementary Schools

The practicality of the interactive e-module assisted by Book Creator and integrated with the values of I Colliq Pujie was evaluated to determine its ease of use during the learning process. Practicality data were obtained through observations of learning implementation conducted over

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two classroom meetings by two fifth-grade teachers at UPTD SDN 44 Barru using a Guttman-scale observation sheet (Yes/No). The observation results were used to assess the extent to which the developed e-module could be implemented effectively in classroom instruction. The scores and practicality criteria obtained are presented in the following table.

Table 3 Results of Observations on Learning Implementation

Observer	Score	Criteria
Class VA Teacher	24/25 × 100 = 96%	Very Practical
Class Teacher VB	25/25 × 100 = 100%	Very Practical
Average	98%	Very Practical

Source: Results of Observations on Learning Implementation, 2026.

The observation results indicated that the interactive e-module assisted by Book Creator and integrated with the values of I Colliq Pujie was implemented very well during classroom learning. The observer in Class VA awarded a score of 24 out of 25 aspects (96%), while the observer in Class VB awarded a perfect score of 25 out of 25 aspects (100%). The average implementation score reached 98%, which falls into the Very Practical category. These findings demonstrate that the developed e-module is easy to use and that all learning activities can be implemented according to the planned instructional design. In addition to classroom observations, the practicality of the developed e-module was evaluated through teacher response questionnaires completed by two fifth-grade teachers at UPTD SDN 44 Barru. The questionnaire consisted of nine statements using a four-point rating scale ranging from Not Practical to Very Practical. The collected responses were analyzed to determine teachers' perceptions regarding the ease of use, usefulness, and applicability of the e-module in supporting narrative text writing instruction. The results are presented in the following table.

Table 4 Teacher Response Questionnaire Results

Respondents	Percentage Score	Criteria
Class VA Teacher	33/36 × 100 = 92%	Very Practical
Class Teacher VB	32/36 × 100 = 89%	Very Practical
Average	90%	Very Practical

Source: Teacher Response Questionnaire Results, 2026.

The teacher response questionnaire indicated that the interactive e-module assisted by Book Creator and integrated with the values of I Colliq Pujie achieved a 92% practicality score from

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the Class VA teacher and 89% from the Class VB teacher. The average score of 90% falls within the Very Practical category, indicating that the developed e-module is appropriate, easy to use, and capable of supporting narrative text writing instruction effectively in fifth-grade classrooms. Student responses were also collected to evaluate the practicality of the developed e-module from the users' perspective. The questionnaire was administered to all 30 fifth-grade students at UPTD SDN 44 Barru and consisted of 12 statements using a rating scale. The instrument measured students' perceptions regarding the ease of use, attractiveness of the interface, clarity of the learning materials, and the overall usefulness of the e-module in supporting narrative text writing activities. The results of the student response questionnaire are presented in the following table.

Table 5 Student Response Questionnaire Results

Respondents	Percentage Score	Criteria
Fifth Grade Students	1411/1440 × 100 = 98%	Very Practical

Source: Student Response Questionnaire Results, 2026.

Based on the results of student responses to the practicality of using the Interactive E-Module assisted by the integrated Book Creator I Colliq Pujie in the table above, it can be seen that the number of student response questionnaire statements is 12 items with the highest score of 4, so that the maximum score of the questionnaire is 48. The total score obtained by students is 1411. The total maximum score is 1440, which is obtained from the maximum score of the questionnaire 48 multiplied by the number of students 30. Furthermore, the score of 1411 is multiplied by 100 and then divided by the total maximum score of 1440 to obtain a percentage of 98%. Overall, student responses to the practicality of using the Interactive E-Module assisted by the integrated Book Creator I Colliq Pujie are in the Very Practical category. These results indicate that the developed e-module is very practical to use in learning Indonesian, especially in the material of writing narrative texts. Students consider the e-module easy to use, interesting, helps understand the material, and can be used independently in learning activities.

The Effectiveness of Interactive E-Modules Assisted by Book Creator Media in Improving Narrative Text Writing Skills

A trial of the use of Interactive E-Modules assisted by the integrated Book Creator I Colliq Pujie was conducted on 30 fifth-grade students of UPTD SDN 44 Barru to determine its effectiveness in improving narrative text writing skills. Effectiveness was measured through a

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pretest and posttest which were compiled based on five assessment aspects, namely the content of ideas, content organization, grammar, diction, and spelling and punctuation. The pretest results showed that students' initial abilities were still low with an average score of 59.53, the highest score of 66, and the lowest score of 52, so they were still below the KKTP of 75. Most students still had difficulty in developing ideas, composing storylines, choosing diction, and applying PUEBI rules.

After learning using the e-module, the posttest results showed a significant increase with an average score of 91.70, the highest score of 96, and the lowest score of 88. All students have achieved KKTP and demonstrated better abilities in developing content, composing narrative structures, using grammar, choosing diction, and applying spelling correctly. The effectiveness of the e-module is strengthened by the results of the N-Gain test which obtained an average of 0.80 with a high category, where all students obtained an N-Gain score above 0.70. These results indicate that the Interactive E-Module assisted by the integrated Book Creator I Colliq Pujie is effective in improving the narrative text writing skills of fifth-grade students of UPTD SDN 44 Barru.

DISCUSSION

This study developed an Interactive E-Module assisted by I Colliq Pujie's integrated Book Creator using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) to produce valid, practical, and effective learning media in improving the narrative text writing skills of fifth-grade students of UPTD SDN 44 Barru. At the analysis stage, it was found that learning was still dominated by conventional methods so that students had difficulty in developing ideas, composing storylines, using diction, and applying correct spelling. To overcome these problems, a Book Creator-based e-module was developed that combines text, images, audio, video, and interactive activities with the biography of local figure I Colliq Pujie, in line with the findings of Sanjaya et al. (2023) and Syabrina & Arrazi (2025) that Book Creator is able to increase student engagement and learning outcomes.

The results of the study showed that the e-module achieved a validity level of 93% (very valid), supported by research by Rohayati et al. (2025) and Sholikhah et al. (2024). From the practical aspect, the learning implementation reached 98%, teacher response 95%, and student response 98.59%, so the e-module was considered very practical and easy to use. Meanwhile, the effectiveness aspect was shown by an increase in the average student score from 59.53 in the pretest to 91.70 in the posttest with an N-Gain value of 0.79 (high category). These results are in

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line with research by Bilqis et al. (2023), Soepandi (2024), and Kesuma et al. (2025) which showed that interactive digital media based on Book Creator was able to improve students' writing skills.

The strength of this research lies in the integration of digital technology with the local wisdom of I Colliq Pujie, so that the e-module not only improves narrative text writing skills, but also introduces local cultural values to students. The novelty of this research is the development of an e-module that combines Book Creator, narrative text writing learning, and I Colliq Pujie's biography as a contextual learning resource. Based on the results of the validity, practicality, and effectiveness obtained, the Interactive E-Module assisted by I Colliq Pujie's integrated Book Creator is declared suitable for use as a medium for Indonesian language learning in elementary schools.

CONCLUSION

It can be concluded that (1) The Interactive E-Module Prototype assisted by I Colliq Pujie's integrated Book Creator media was successfully developed using the ADDIE model which contains materials, exercises, evaluations, and interactive multimedia features so that it is suitable for learning to write narrative texts based on local wisdom. (2) The validity level of the e-module is in the very valid category with an average percentage of 93%, so it is suitable for use as a learning medium. (3) The practicality level of the e-module is in the very practical category, indicated by the results of observations of learning implementation of 98%, teacher responses of 90%, and student responses of 98%, so that the e-module is easy to use and supports the learning process. (4) The effectiveness level of the e-module is in the high category, indicated by an increase in the average student score from 59.53 (pretest) to 91.70 (posttest) with an N-Gain value of 0.80, so it is proven to be effective in improving the narrative text writing skills of fifth grade elementary school students.

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