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Book creator application development using storytelling method to increase reading interest in early childhood

Nahla Laitha Fasha[1*], Agus Hasbi Noor[2], Ratna Dwi Nurcahyani[3]

[1] Institut Keguruan dan Ilmu Pendidikan Siliwangi. Indonesia
[2] Institut Keguruan dan Ilmu Pendidikan Siliwangi. Indonesia
[3] Institut Keguruan dan Ilmu Pendidikan Siliwangi. Indonesia

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Abstract

This study focuses on the development of learning media in the form of a digital storybook based on the Book Creator application while also testing its feasibility and effectiveness in increasing reading interest in children aged 4–6 years. Product development was carried out using the Research and Development (R&D) method with the Borg and Gall model. Research data were collected through observation, interviews, documentation, and reading interest observation sheets. Media quality was determined through validation by material experts, media experts, and class teachers, while its effectiveness was analyzed using the N-Gain test and Paired Sample t-test. The validation results showed that the media met the very feasible category for application in learning. The effectiveness analysis showed an N-Gain value of 0.875 (high category) and a significance value of the Paired Sample t-test of 0.044 ($p < 0.05$). Book Creator application can be used as an effective learning alternative to foster reading interest in early childhood

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Corresponding Author:

Name Author: Nahla Laitha Fasha
Affiliation, Country : Institut Keguruan dan Ilmu Pendidikan Siliwangi, Indonesia
Email Author: nahlafasha@gmail.com

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INTRODUCTION

Literacy skills in early childhood develop through engaging learning experiences and opportunities to interact with a variety of reading materials. However, in practice, reading is not always an engaging activity for children. Most children are more interested in playing games or other activities they consider more enjoyable, resulting in relatively low levels of interaction with books. This situation results in less than optimal literacy stimulation. Finding Sumitra & Sumini, (2019) Research shows that early childhood reading interest still requires ongoing stimulation because children's attention is more easily diverted to activities other than reading. Therefore, learning strategies are needed that can provide literacy experiences that are more appropriate to children's developmental characteristics.

Developing a love of reading from an early age is a crucial part of a child's growth and development, as it is linked to improved language skills, vocabulary mastery, comprehension of various information, and the development of imagination. The success of developing a reading habit depends not only on the availability of reading materials but also on the media used during learning activities. Media designed to suit children's developmental characteristics can help them understand material more concretely while encouraging active involvement in the learning process.Nurul et al., (2024)explains that the use of learning media, including illustrated storybooks, can make it easier for children to understand the material presented. As technology advances, digital media is increasingly being utilized because it can integrate illustrations, sound, and interactive elements into a single learning environment. According toSaid et al., (2025), the combination of these various elements contributes to increasing children's participation during literacy activities.

Early childhood learning will be more meaningful when delivered through activities that provide opportunities for children to play, explore, and gain visual stimulation. However, literacy learning in many early childhood education institutions still relies heavily on print media, such as storybooks, children's magazines, and worksheets, leaving children passive recipients of information. This situation can easily distract them before the reading activity is completed, thus under-developing their interest in literacy activities.Fauziah et al., (2023)stated that the limited use of engaging learning media is one of the factors influencing low reading interest in early childhood. The results of this studyKuswandi et al., (2022)Research also shows that digital media is more capable of capturing children's attention than conventional reading materials. Based on these conditions, innovative learning media that better align with children's learning characteristics are needed to make reading activities more engaging, active, and meaningful.

Efforts to foster reading interest cannot rely solely on providing reading materials; they also require a learning process that actively engages children. Media tailored to children's developmental stages has the potential to create more engaging learning experiences, encouraging children to participate during literacy activities.Darmawani et al., (2022) explains that interactive learning media provides opportunities for children to interact directly with the material, making the learning process more meaningful.Kuswandi et al., (2022)emphasizes that literacy skills are closely related to the development of thinking skills, understanding information, and children's readiness to face the next level of education. Based on this description, the use of media that combines visual, audio, and interactivity elements is seen as a relevant approach to supporting the growth of reading interest from an early age.

Previous studies have shown that the use of digital media makes a positive contribution to the development of literacy skills in early childhood.Tapiah (2021)stated that low interest in reading is inseparable from the use of learning media and teaching strategies that are less varied, so innovations that are more capable of attracting children's attention are needed. This finding is supported byBenua et al., (2023)which reported that e-book stories met the eligibility criteria as a learning medium and were able to increase student engagement during literacy activities.Fitriyani et al., (2025)also shows that the application of digital storytelling creates a more enjoyable reading experience, thereby increasing children's interest in literacy activities.Patimah & Rohmalina, (2026)explained that the use of illustrated storytelling media helps children better understand the content of reading material and encourages positive responses during the reading process. These findings demonstrate that digital media has strong potential to be used as a supporting tool for literacy learning and to foster reading interest in early childhood.

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However, the application of digital media in learning still faces several obstacles.Trianingsih & Nopriansyah, (2025)explained that technology utilization is influenced by educator competence, facility availability, and the suboptimal integration of digital media into literacy activities.Hendrica et al., (2023)also shows that the implementation of digital storytelling in Indonesia is still dominated by teachers, thus limiting children's opportunities to explore media independently.Friwahyuni et al., (2026)found that digital flipbooks were more effective than conventional books in attracting reading interest, even though the medium emphasized visual aspects over interactive audio support. These findings suggest there is still potential for developing digital literacy media that integrate stories, illustrations, and audio while providing space for children to learn more independently.

Various previous studies have shown the need for literacy media that better aligns with the learning characteristics of early childhood. Based on this, this research has produced a digital media application based on the Book Creator application that combines stories, illustrations, and audio narration in a single learning product. Unlike media that still rely on the teacher as the storyteller, this media allows children to explore the story more independently through the audio features available on each page. This approach is expected to enrich children's literacy experiences, increase their engagement during the learning process, and encourage the growth of reading interest. The focus of this research includes the media development process, feasibility assessment based on expert validation and teacher evaluation, and testing the media's effectiveness in increasing reading interest in early childhood.

METHOD

This research was conducted using a Research and Development (R&D) approach referring to the Borg and Gall model. This approach was chosen because the research not only focuses on product development but also includes the testing and refinement process until the media is declared suitable for use in learning. The product developed is an interactive digital storybook based on the Book Creator application as a supporting medium for storytelling activities for early childhood. The development stages include needs analysis, product design preparation, media development, validation by experts, product revision, limited trials, media refinement, and large-scale trials. During the research implementation, two types of data were collected: qualitative and quantitative data. Qualitative data were used to describe the development process along with validation results and user responses, while quantitative data were used as a basis for assessing the effectiveness of the developed media. The research was conducted at one RA on April 6–29, 2026, every Monday and Tuesday. The research subjects consisted of children aged 4–6 years, namely five children in the limited trial stage and ten children in the large-scale trial stage. Class teachers were also involved as informants through observation and interviews.

Research information was collected through several data collection techniques, including observation, interviews, documentation, expert validation, and teacher assessment as practitioners. Observations were conducted to record student engagement during learning, responses to media use, and changes in reading interest indicators. Interviews with classroom teachers were used to obtain an overview of the implementation of literacy learning and the need for media appropriate to student characteristics. Documentation was used to supplement data covering the product development process, trial implementation, and other research activities. Before the media was implemented with students, the product was first assessed by material experts and media experts. In addition to these two validators, classroom teachers also provided assessments to determine the media's suitability for classroom learning needs.

The research data collection used several instruments developed according to the research objectives, namely observation sheets, interview guidelines, material expert validation sheets, media expert validation sheets, and teacher evaluation sheets. The observation sheets were used to document the development of children's reading interest while using learning media. The interview guidelines served as a guide in obtaining information regarding the condition of literacy learning in schools. Assessment of media quality was carried out through validation instruments completed by material experts and media experts by assessing aspects of content, presentation, and product appearance. The class teacher then provided an evaluation of the ease of use of the media and its suitability for the implementation of learning. All instruments were developed based on

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indicators of early childhood reading interest and adapted to the characteristics of digital media based on the Book Creator application.

Data processing was carried out through qualitative and quantitative analysis according to the characteristics of the data obtained. Data derived from observations, interviews, and input from validators and teachers were analyzed descriptively as a basis for evaluating and refining the media at each stage of development. Meanwhile, numerical data were analyzed using statistical techniques. The level of media feasibility was determined based on the percentage of validation results from material experts, media experts, and teachers as practitioners. Media effectiveness was evaluated through N-Gain calculations to determine the increase in scores before and after media use. Furthermore, the significance of these changes was tested using a Paired Sample t-Test at a significance level of 0.05. The overall results of the analysis were used to determine whether the developed media had met the feasibility criteria and was effective in increasing reading interest in early childhood

RESULTS AND DISCUSSION

Result

The initial stage of the research began with an activity to identify literacy learning needs through interviews with class teachers at one RA in Cimahi City, conducted on April 6, 2026. The interview results showed that literacy activities in the classroom have utilized various learning media, including picture storybooks, animated videos, and simple e-books. The teacher explained that some children have shown interest in reading and listening to stories. However, the level of children's attention during learning is still strongly influenced by the teacher's delivery strategy and the media used. The teacher also stated that children's responses to storytelling activities are not entirely uniform. Some children are able to follow the story enthusiastically and provide active responses, while others still easily lose focus due to distractions from their surroundings. These findings indicate that the ability to maintain attention remains a challenge in implementing literacy activities in the classroom. Based on these conditions, the teacher hopes for the availability of learning media that are more interactive, interesting, and aligned with the learning theme to be able to optimally increase children's engagement during literacy activities.



Figure 1. Group photo of the class teacher and principal after the initial interview and observation activities.

The initial stage of the research began with a needs analysis to obtain a concrete picture of the implementation of literacy learning in the classroom. This information was collected through observations of the learning process and interviews with the principal and class teachers, as presented in Figure 1. The data collection revealed that reading activities still require media that are more capable of attracting attention and

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actively engaging children during learning. Based on these conditions, an interactive digital storybook was developed using the Book Creator application. The development followed the steps of the Borg and Gall model, starting from drafting, creating the initial product, validating it with experts, refining it based on input, and conducting trials. The final product combines illustrations, text, and voice narration in one medium so that each element supports each other to help children enjoy and understand the story.

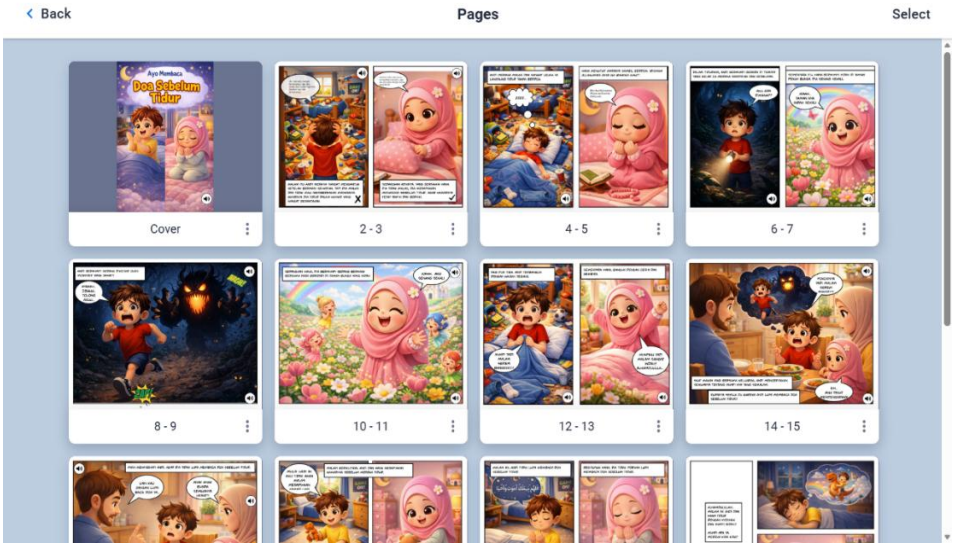


Figure 2. Display of the learning media based on the Book Creator application that was developed

The resulting product is an interactive digital storybook based on Book Creator, as shown in Figure 2. This media is designed by integrating colorful illustrations, text, and audio narration to make reading more engaging than using printed media. The layout takes into account children's developmental characteristics through simple navigation, contrasting color choices, communicative illustrations, and easy-to-use audio features. Before being implemented with students, the product underwent an evaluation process by material experts, media experts, and class teachers. The assessment percentages reached 93.75%, 96.88%, and 95.83%, respectively, all of which are in the very appropriate category. The material validator assessed the suitability of the story content, language use, and delivery of moral values for the developmental stage of children aged 4–6 years. Meanwhile, the media validator stated that the quality of the visual display, illustrations, audio, navigation system, and other technical aspects met the expected standards. The class teacher also gave a positive response to the ease of use of the media in learning, although he suggested adjusting the duration of some parts of the story for more effective implementation. Based on the overall evaluation results, the media was declared eligible for use in the trial phase.

The limited trial phase involved five early childhood students as early users of the developed media. The trial aimed to obtain an overview of children's responses to the use of Book Creator in literacy activities. Throughout the activity, children demonstrated a high level of interest in the digital media used. This was evident in their enthusiasm when observing illustrations, listening to audio narration, and trying out various features available in the application. However, children's attention in the initial stages was still more focused on using the device than on understanding the story's content. Some children also needed guidance from the teacher to operate certain features. Observations showed that the length of the story in some parts caused children's concentration to decrease toward the end of the activity. Based on these findings, product improvements were made by adjusting the story content to be more concise and adding audio narration where necessary. These improvements were made to help children follow the storyline more easily and increase their independence during reading and storytelling activities.

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Figure 3. Implementation of the initial stage of a wide trial using learning media based on the Book Creator application with teacher assistance.

The initial phase of the extensive trial is shown in Figure 3, when children began using the Book Creator app-based learning media with teacher guidance. At this stage, the teacher provided guidance to the children on how to operate several application features, such as playing audio, moving pages, and recognizing the functions of the available navigation buttons. This guidance was provided so that children could adapt to using digital media before using it more independently. Although some children still needed assistance initially, the media received a positive response. During the activity, most children were able to focus on the story content, enthusiastically participated in the storytelling activities, and displayed happy expressions throughout the learning process. These conditions indicate that the Book Creator app-based learning media was able to capture children's attention from the initial phase of the extensive trial.

The children's attention was drawn to the illustrations and audio within the digital story. While listening to the story "Let's Read Prayers Before Bed," one child (DZ) asked,

"Mom, if the room is messy, they say there will be lots of demons in the room, right?"

These questions indicate that the children were paying attention to the storyline and trying to understand the message contained within. An enthusiastic response was also seen in child (ES), who several times asked the teacher to repeat the page featuring the monster illustration because he was interested in the image. In the next meeting, through the story "The Beauty of Sharing and Helping Each Other," the children began to connect the story's content to their daily experiences. One child (ZL) described his habit of shaking hands with his parents before leaving for school to gain his mother's love. Meanwhile, child (CE) tried to complete the assignment more quickly because he wanted to immediately join the story reading activity. These various responses indicate that the media used was able to encourage children's involvement in literacy activities while drawing their attention to the content of the story being conveyed, although in the initial stages some children still needed assistance in using the application.

The use of the story "I'm Not Afraid Because I Have God" in the third and fourth sessions demonstrated an increase in children's interest in the learning media used. Compared to the previous session, children appeared more accustomed to using the application and were able to follow the storyline better. The story's appeal was evident in the children's responses to the visual illustrations and the conflicts that arise in the story. One child (QL) showed enthusiasm from the start of the activity when he saw the title page featuring a picture of a monster. This condition shows that visual and imaginative elements can build children's curiosity throughout the activity. A positive response also emerged from child (EC) who spontaneously said,

"Come on, guys, fight the monster until it's defeated! Just pray!"

The children's verbal responses when the characters encounter the monster demonstrate that they have connected the storyline to the intended message. This demonstrates that the experience of reading through

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media extends beyond the visual aspect and also helps children develop an understanding of the story's content and its values.

In the fifth and sixth sessions, the children's ability to utilize the features available in the application improved. Most children began using the media more independently compared to the previous stage. When returning to the story "Let's Read Prayers Before Bed," the children appeared more focused on following the storyline and began to recognize the characters and messages conveyed. Child (FJ) appeared proud because he was able to move through the story pages without teacher assistance, although he still needed direction when using the audio feature. Similar progress was also seen in child (HM), who began to be able to play the audio and move through the pages with increasingly minimal assistance. Furthermore, HM demonstrated his understanding of the story's content through statements such as,

"Mom, I want to be like Hanna, whose room is clean and who reads prayers before bed, so she doesn't have nightmares."

This statement illustrates that children are not only interested in using digital media but are also beginning to understand and apply the values learned from stories. These findings suggest that Book Creator-based media can support children's active participation in literacy activities while helping them understand the positive messages contained within the stories.



Figure 4. Independent use of learning media based on the Book Creator application in the final stage of extensive trials.

The final stage of the extensive trial is shown in Figure 4, when most children were able to use the Book Creator app-based learning media independently without requiring much teacher assistance. Children's ability to utilize the media showed positive development compared to the initial trial phase. By the seventh and eighth meetings, most children were able to independently select stories to read, play the audio narration, and move pages as needed. This development was evident in child (IN), who used the media confidently and remained focused on the storyline. When the teacher attempted to provide assistance, IN chose to continue reading independently without experiencing difficulty operating the media. Furthermore, the use of earphones helped children concentrate, allowing them to better maintain their attention to the story content throughout the reading activity. Observations during the trial showed that the Book Creator app-based media not only increased children's interest in reading but also helped them become more independent in utilizing digital media during the learning process.

At the eighth meeting, the visible changes were not only related to the children's ability to operate media, but also to their engagement with the content of the stories they read. One of the children (DZ) chose to reread the story "The Beauty of Sharing and Helping One Another." Upon observing the behavior of one of the characters, DZ spontaneously responded by saying,

"Ugh, what's wrong with him? He says he doesn't like me, but he keeps getting close to me."

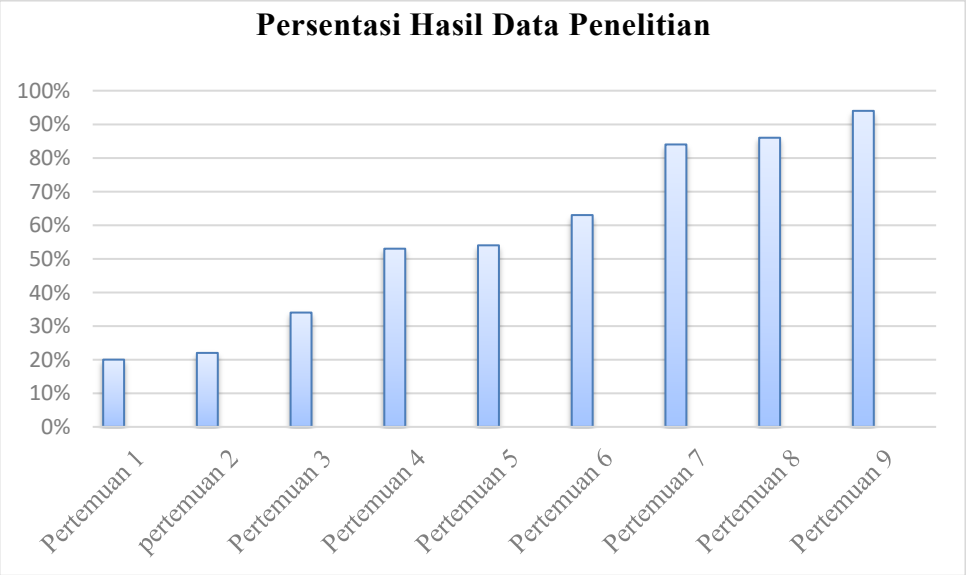
while showing an annoyed expression. This response shows that the children are beginning to understand the characters, relationships between characters, and the conflicts in the story. After the reading activity was completed, several children also expressed a desire to read other stories with similar themes and suggested

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additional stories. The various responses that emerged during the activity indicate that the media developed not only helps children use digital technology more independently, but also encourages deeper engagement with the story content, increases their understanding of the storyline, and fosters interest in reading and storytelling.

Based on observations conducted over eight sessions, a trend toward increased reading interest in children across various indicators was observed. This improvement included attention, enthusiasm, involvement in literacy activities, comprehension of story content, and the ability to use learning media independently. A summary of the development of children's reading interest at each session is presented in the following diagram.

Graph 1. Percentage of occurrence of children's reading interest indicators at each meeting during the research**.**



Based on Figure 5, the development of children's reading interest shows an increasing trend during the implementation of learning activities using Book Creator-based media. At the beginning of the media implementation, the reading interest indicator achievement was still at 20%. This percentage then increased to 22% in the second meeting and 34% in the third meeting. A more visible increase began to appear in the fourth and fifth meetings with percentages of 53% and 54%, respectively. These changes indicate that children are beginning to adapt to the media used and are increasingly understanding the flow of reading and storytelling activities carried out during the learning process.

More significant progress was seen in subsequent meetings. The indicator achievement percentage increased to 63% at the sixth meeting, then increased to 84% and 86% at subsequent meetings, reaching 94% at the end of the research activity. This improvement was reflected in the children's increasing ability to focus on the story, participate actively during the activity, use media features more independently, and understand the characters, plot, and moral message conveyed. This trend indicates that the use of learning media based on the Book Creator application combined with the storytelling method has made a positive contribution to increasing children's interest in reading during the learning process.

The effectiveness of the media was not only evident in the development of reading interest indicators at each meeting but also demonstrated through a comparative analysis of scores before and after the media's use. This analysis used pretest and posttest data to determine changes in children's reading interest after participating in learning with the Book Creator app. A summary of the comparative results of the pretest and posttest scores is presented in the following table.

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Table 1. Results of N-Gain Calculation of Early Childhood Reading Interest

No	Indicator	Pretest	Posttest
1	Children pay attention when the story is shown	11	15
2	Children follow the story from beginning to end.	5	15
3	Children show happy expressions during reading activities	13	15
4	Children answer simple questions about the content of the story.	13	15
5	Children ask questions about the story	13	13
6	The child asked for the story to be repeated again.	13	15
7	Children are able to name the characters in the story	13	13
8	Children are able to retell the contents of the story in a simple way.	7	15
	Total Pretest	88	
	Total Posttest	116	
	Total	0.875	
	Category	Tall	

The media effectiveness analysis was conducted using the N-Gain calculation based on the comparison of pretest and posttest scores on eight indicators of children's reading interest. The results of data processing showed that the total pretest score reached 88, while the total posttest score increased to 116 from a maximum score of 120. The difference in scores illustrates an increase in reading interest after children participated in learning activities using interactive digital storybook media based on the Book Creator application. The N-Gain calculation used in this study is presented as follows.

$$g = \frac{Posttest - Pretest}{Skor\ Maksimum - Pretest}$$

$$g = \frac{116 - 88}{120 - 88}$$

$$g = \frac{28}{32}$$

$$g = 0{,}875$$

Measurement of reading interest was conducted using N-Gain analysis. The calculation yielded a score of 0.875, which is considered high. This value indicates that the implementation of Book Creator-based media significantly improved children's reading interest indicators. These quantitative findings align with observations during the learning process. Compared to baseline, children appeared to be able to focus more easily on the story content, were more enthusiastic about participating in each reading session, were more frequently involved in simple discussions about the story, and demonstrated improved listening skills when listening to the narrative. Thus, the use of media not only enriches the learning experience but also contributes to the development of children's interest in reading activities.

To ensure that the improvement was truly influenced by media use and not a random occurrence, statistical testing was conducted using a Paired Sample t-Test. This analysis compared the scores obtained by participants before receiving treatment (pretest) with the scores after learning (posttest) in the same group. The test was conducted using a significance level of $\alpha = 0.05$. The formula used in this analysis is shown in the following section.

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$$t = \frac{\bar{d}}{s_d/\sqrt{n}}$$

Information:
t = t-test value
$\bar{d}$ = average difference between pretest and posttest scores
sd = standard deviation of score difference
n = number of samples

Table 2. Results of T-test calculations

Variables	Mean Pretest	Mean Posttest	T count	Sig. (2-tailed)	Decision
Children's Reading Interest	5.87	7.47	-2,215	0.044	H_0rejected, H_1accepted

The analysis results in Table 2 show an increase in scores after students used the developed media. The average pretest score of 5.87 increased to 7.47 in the posttest. Testing using the Paired Sample t-Test produced a t value = -2.215 with a significance level of 0.044. This value is smaller than the significance level of 0.05, so the null hypothesis is rejected and the alternative hypothesis is accepted. Thus, the change in scores that occurred after the treatment can be declared statistically significant. This finding is in line with the results of the N-Gain test which previously showed a high increase category, so the effectiveness of Book Creator-based media in increasing reading interest in early childhood is supported by both descriptive analysis and inferential testing.

Discussion

Research findings show that the use of digital media based on Book Creator can create a literacy process that is more in line with the learning characteristics of early childhood. During the learning activities, children showed positive behavioral changes, marked by increased attention to the storyline, enthusiasm when observing illustrations, active participation in audio narration, and the courage to use media more independently. These conditions indicate that the integration of visual elements, sound, and interactivity provides stimulation that can maintain children's engagement during reading activities. These results strengthen the findings of the study.Hidayat et al., (2026)which states that the use of interactive multimedia can increase student participation because the presentation is more appropriate to children's developmental needs. In this study, text, illustrations, audio narration, and storytelling methods do not work in isolation but complement each other, helping children understand the story more easily. These findings also support this opinion.Rahiem (2021)which explains that digital storytelling provides a richer learning experience through a combination of stories, visuals, audio, and digital technology. Thus, the effectiveness of the developed media is not only reflected in increased reading interest scores but also in changes in children's behavior, who become more active, focused, and engaged throughout literacy activities.

Another finding from the research indicates that the interactive characteristics of Book Creator media contribute to increased child engagement in learning. Unlike conventional media, which tend to position children as recipients of information, the developed media provides children with the opportunity to determine the story they will read, activate voice narration, and control page changes as needed. This involvement makes children active users during the learning process. This condition is evident in increased curiosity, the emergence of a desire to reread stories that have been completed, and the development of children's ability to operate the media without much assistance from teachers. These results align with research.Purnamasari, (2023)which states that interactive learning media can strengthen early childhood literacy development by providing space for them to participate directly in learning activities. Based on these findings, it can be understood that the interactivity of Book Creator media not only functions as a learning attraction but also

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plays a role in building reading habits through a more active, enjoyable, and child-centered learning experience.

Another finding that emerged during the study was the differences in children's responses to each story used. Of all the stories presented, "I'm Not Afraid Because I Have God" was the one that most captured children's attention. Throughout the activity, children appeared more focused on the storyline, more actively responding to the characters that appeared, and displaying various emotional expressions that aligned with the events in the story. These results indicate that stories that combine fantasy elements, simple conflicts, and religious messages can build children's engagement more optimally than stories that are primarily informative. This phenomenon can be explained through Social Cognitive Theory, which views the learning process as occurring through observing, imitating, and interacting with the environment. Therefore, engaging learning experiences will more easily foster children's attention and engagement. This interpretation is supported by research.Trianingsih & Nopriansyah, (2025)which explains that digital storytelling can increase children's participation because it presents stories through a combination of visuals, audio, and plots that suit their developmental characteristics. In the context of this research, monster characters not only serve as entertainment but also as a medium to convey religious values about the importance of prayer and trusting in God when facing fear. Thus, the insertion of fantasy elements combined with moral messages and religious values can create a more meaningful reading experience while supporting character development in early childhood.

In addition to increasing reading interest, the implementation of Book Creator media also demonstrated changes in how children engage in independent learning activities. At the beginning of using the media, most participants still frequently asked the teacher for assistance with audio narration and navigation buttons. However, this dependence diminished after several sessions with the media. Children began to be able to select stories, play audio, and control page changes without constant assistance. These changes indicate that digital media designed to suit children's developmental characteristics can facilitate learning processes that provide space for independent exploration and decision-making. This interpretation supports the view Lestari & Fathiyah, (2023)which explains that the opportunity to make choices and be directly involved in learning activities is one of the factors that encourages the development of children's independence. Thus, the function of Book Creator in this study is not limited to delivering material, but also as a medium that facilitates the growth of children's self-confidence, initiative, and responsibility during literacy activities.

Overall, the research results show that digital media based on Book Creator has the potential as an alternative literacy learning tool in early childhood education. Its effectiveness is reflected not only in increased reading interest scores but also in changes in learning behavior that emerge during the learning process. Children become more focused when following stories, participate more actively in reading activities, and demonstrate higher engagement compared to before the media was implemented. These findings support the theory.Hidayatullah et al., (2021)which emphasizes that learning in the digital era requires media that can adapt to children's learning characteristics while utilizing technological developments as part of the learning experience. The strength of this research lies in the integration of the Book Creator application, storytelling methods, and religious values into one learning medium so that literacy activities are not only oriented towards improving reading skills but also support character formation through the moral messages contained in the story. However, the interpretation of the results of this study still has limitations because the number of participants is relatively small and the entire testing process was only conducted at one educational institution. Therefore, further research is recommended to involve more diverse participants, expand the research location, and develop variations in stories and interactive features so that the effectiveness of the media can be studied in a broader learning context.

CONCLUSION

Based on the entire series of development and testing that has been carried out, the Book Creator-based digital learning media is considered capable of supporting the implementation of literacy in early childhood. The validation process involving material experts, media experts, and teachers showed that the product meets the very feasible category so that it can be applied in learning activities. The implementation of the media was

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also followed by positive changes in children's learning behavior, marked by increased attention to the story, engagement during reading activities, enthusiasm for participating in learning, and the ability to use the media more independently. The effectiveness of the media is strengthened by the results of statistical analysis which showed an N-Gain value of 0.875 (high category) and the results of the Paired Sample t-test with a significance value of 0.044 ($p < 0.05$). These findings indicate that the use of Book Creator combined with the storytelling method can be an effective learning alternative to foster reading interest in early childhood. Future research is recommended to develop story variations, enrich interactive features, and involve a wider number of participants and research locations so that the findings obtained have a better level of generalization.

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