Digital innovation in religious education: Development of a digital book for islamic religious education in vocational school

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Abstract: Islamic religious education has an important role in shaping the character and personality of students at school. However, students' enthusiasm for this learning is still relatively low due to several factors, such as monotonous teaching strategies, limited learning tools, and minimal student participation. In the digital era, the utilization of technology, such as the Book Creator application, offers a solution that allows teachers to create interactive digital books with text, images, videos, and audio, which have the potential to increase student attractiveness and engagement in learning. This study aims to design and evaluate the effectiveness of interactive learning media, which is based on the Book Creator application, for teaching Islamic religious education to grade XI students at SMK Negeri 1 Tapen Bondowoso. This research used the Research and Development (R&D) method by adopting the ADDIE development framework. The data was collected through validation from media and material experts, observation, interviews, and validation questionnaires. The results showed that (1) the developed learning media received media expert assessment with an average score of 3.68 (92%) in the "Very Valid" category; (2) material expert assessment with an average score of 3.742 (93.55%) in the "Very Valid" category; and (3) student trial results with an average score of 0.86 (86%). The results show that the interactive learning media based on Book Creator are feasible and effective for use and implementation in Islamic religious education at SMK Negeri 1 Tapen Bondowoso.

Keywords: Islamic education**,** learning media, technology in education

Abstrak: Pendidikan agama Islam memiliki peran penting dalam membentuk karakter dan kepribadian peserta didik di sekolah. Akan tetapi, antusiasme peserta didik terhadap pembelajaran tersebut masih tergolong rendah karena beberapa faktor, seperti strategi pengajaran yang monoton, keterbatasan perangkat pembelajaran, dan minimnya partisipasi peserta didik. Di era digital, pemanfaatan teknologi seperti aplikasi *Book Creator* menawarkan solusi yang memungkinkan guru membuat buku digital interaktif yang dilengkapi teks, gambar, video, dan audio, yang berpotensi meningkatkan daya tarik dan keterlibatan peserta didik dalam pembelajaran. Penelitian ini bertujuan untuk merancang dan mengevaluasi efektivitas media pembelajaran interaktif berbasis aplikasi *Book Creator* untuk pembelajaran pendidikan agama Islam pada peserta didik kelas XI di SMK Negeri 1 Tapen Bondowoso. Penelitian ini menggunakan metode *Research and Development* (R&D) dengan mengadopsi kerangka pengembangan ADDIE. Pengumpulan data dilakukan melalui validasi ahli media dan materi, observasi, wawancara, dan angket validasi. Hasil penelitian menunjukkan bahwa (1) media pembelajaran yang dikembangkan memperoleh penilaian ahli media dengan skor rata-rata 3,86 (92%) dengan kategori "Sangat Valid"; (2) penilaian ahli materi dengan skor rata-rata 3,742 (93,55%) dalam kategori "Sangat Valid"; dan (3) hasil uji coba siswa dengan skor rata-rata 0,86 (86%). Hasil penelitian menunjukkan bahwa media pembelajaran interaktif berbasis *Book Creator* layak dan efektif untuk digunakan dan diimplementasikan pada pendidikan agama Islam di SMK Negeri 1 Tapen Bondowoso.

Kata kunci: Pendidikan Islam, media pembelajaran, teknologi dalam pendidikan

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INTRODUCTION

The role of education is crucial to the progress of the country. A quality education system can shape the personality and mentality of global-minded professionals (Nugraheni

et al., 2013). Education can also be interpreted as a human way to be able to cultivate and build abilities in humans which include worldly matters and spiritual matters with aspects that exist in human groups and culture. Through this process, individuals can gain inner strength that includes religious aspects and the ability to control themselves (Rahman et al., 2022). This idea is in accordance with the rules in the National Education System Law which states that education is a conscious and planned effort to form a learning atmosphere that encourages students to actively develop their potential. The main goal is to form a person who has spiritual resilience, good self-control, commendable character, adequate intelligence, noble morals, and competencies that are beneficial for personal, community, nation and state interests. Therefore, education acts as a fundamental instrument in producing comprehensive and high-quality human resources (Laili et al., 2022).

The field of education has undergone substantial evolution along with the rapid development of information and communication technology (Aima et al., 2024). Technology is considered to be a fundamental element in the transformation of the education system (Zhang et al., 2021). Considering that technology has developed rapidly and is integrated in all dimensions of human life, the use of technology in the realm of education needs to be strengthened, mastered, and optimized to support the achievement of the goals of the nation and state. Evolution in the study of learning technology has given birth to various educational concepts and implementations that utilize media as a means of learning. This leads to the understanding that learning technology and media have a close relationship, where media is positioned as a tool that facilitates the distribution of information or educational content (Putri, 2016). The demands of the globalization era require the Indonesian education system to adapt to the dynamics of the times to optimize the quality of education (Lailan, 2024). Achievement in efforts to develop the quality of education is highly dependent on various key factors that determine the progress of the world of education, namely the components of educators, students, learning methodologies (including facilities and infrastructure), as well as the environmental situation in which learning activities are carried out. Educators have the responsibility to create creative and innovative learning models to optimize the quality of students' understanding (Adeoye et al., 2024; Nasir et al., 2024).

Learning is considered quality when students have the opportunity to actively participate in teaching and learning activities. Learning models that require students to be actively involved tend to produce more optimal learning outcomes and provide more meaningful learning experiences (Simbolon & Naibaho, 2024). Learning is considered quality when students have the opportunity to actively participate in teaching and learning activities. Learning models that require students to be actively involved tend to produce more optimal learning outcomes and provide more meaningful learning experiences (Widiana et al., 2023). By optimizing internet technology, the learning paradigm has shifted from educator-centered to learner-centered (Setyantoko et al., 2023; Silalahi et al., 2023). Educators are no longer the only reference in the learning process, but students can take a more proactive and innovative role in utilizing information and communication technology to access learning materials and use various learning media (Fahlevi, 2022).

Learning in schools is done by conveying messages or information through learning media. The use of learning media as a supporting tool in the teaching and learning process seems to have a major influence on the success of teachers in teaching. In addition to

creating a pleasant atmosphere for students, learning media also helps teachers deliver material and allows students to receive it as a reciprocal process (Sartika et al. 2022). The various types of media used in the learning process allow for customization with the subject matter. As technology advances, learning materials can be packaged in text, images, videos, graphics, and attractive presentations (Dita et al., 2023; Setiawan et al., 2022).

Islamic Religious Education is one of the most important fields in shaping the personality and character of students in schools (Putro, 2022). Despite this, many students feel less motivated to learn Islamic Religious Education. This could be due to uninteresting learning methods, limited learning media, and the low level of student activeness in participating in learning activities. The current traditional approach to teaching Islamic Religious Education, which often relies on books and lectures, tends to be ineffective in meeting the demands of modern learning that emphasizes skills such as creativity, analytical thinkin, and the ability to collaborate (Hamzah et al., 2023).

In a relatively short period of time, online teaching has come a long way. Originally an experiment of a few brave teachers, it has now become an accepted and increasingly popular alternative option for learning (Shelton & Saltsman, 2006). Thus, the use of creative learning media is necessary to attract students' interest and encourage their motivation in learning. One possible way is by utilizing the ever-evolving digital technology. Digital application-based learning media can be an interesting and effective alternative to strengthen students' interaction with learning materials (Hendra et al., 2023). For this purpose, Book Creator can be a great choice of app. This application facilitates teachers in creating digital books with multimedia content such as text, images, videos, sound recordings, and interactive elements (Munawwarah et al., 2023).

Based on the opinion of Alismail and McGuire (2015), the use of digital learning media can encourage student engagement and provide convenience in the learning process. Currently, various devices for reading digital books have been developed (Gonz´alez et al., 2013). In this case, digital books created with the Book Creator app become a tool that supports student-centered learning, where they can learn according to their own pace and learning style. Book Creator is an application that allows teachers to flexibly design books in digital format (Maharani & Santosa, 2021). Book Creator has resources that guide teachers using the platform to plan classroom learning in different ways (Ezeh-Kehinde, 2020). The utilization of digital books through the Book Creator application in learning Islamic Religious education can be an interesting medium for teachers and students to be more active in understanding the material. The use of digital books brings many benefits to students, such as increasing creativity, digital skills, and understanding of lessons. In addition, this application also encourages active participation, fosters learning motivation, and supports independent learning and cooperation between students (Larasati et al., 2024). Overall, this application helps to create an interesting, interactive, and fun learning atmosphere, so as to increase student motivation and academic achievement, especially in learning Islamic religious education.

Based on the analysis of several previous studies, it appears that the development of digital learning media such as Book Creator and Flipbook Maker has been widely applied at the elementary and junior high school levels for mathematics, fiqh, and Islamic religious education subjects, as well as in creative project and entrepreneurship subjects in vocational schools, but has not specifically targeted the development of interactive digital

books for learning Islamic religious education in vocational schools. Some previous studies, such as those conducted by (2023), focus more on developing digital book media to improve mathematical skills, while Rahayu (2022) examines the process of applying book creator media in learning Islamic religious education in junior high school. In addition, Wulandari (2021) developed Flipbook for Fiqh material for elementary school students, and Avanda & Pratiwi (2024) research related to the development of interactive digital books based on Book Creator in creative project and entrepreneurship subjects in vocational schools also shows a focus on productive subjects. However, until now no research has been found that specifically develops Book Creator-based digital books for Islamic religious education in vocational high schools with a digital innovation approach. Therefore, this study is expected to bridge the gap by presenting digital books as an alternative to modern learning media and in accordance with the characteristics of vocational students in studying Islamic Religious Education.

According to previous research, the application of interactive digital media in learning has the potential to increase students' learning enthusiasm, enrich their learning experience, and improve learning outcomes (Raehang & Karim, 2024). Therefore, it is very important to conduct further research related to the design of interactive digital learning media in the form of digital books on Islamic religious education subjects in schools. Based on this, this study seeks to create learning innovations in the form of digital books with interactive elements through the book creator application in Islamic religious education subjects at SMK Negeri 1 Tapen Bondowoso.

METHOD

The R&D (Research and Development) research method is a research strategy used to create and validate the effectiveness of developed products (Setyosari, 2020). Development research aims to create innovative products or improve the quality of existing products. Therefore, the research process is carried out continuously and through several stages (Sugiyono, 2013). In class XI SMK Negeri 1 Tapen, this research aims to develop interactive learning media based on Book Creator for Islamic Religious Education subjects. The research development method was adapted from the ADDIE instructional design paradigm. The ADDIE model is a very familiar and widely adopted approach to learning design (Aldoobie, 2015). The ADDIE model development research procedure which includes the first stage (analysis), is to analyze the problems that occur in students and educators then determine learning objectives. The design phase is the second stage which includes content preparation and prototype design for learning media development. The third stage, namely (development), is a stage in the process of producing a predetermined program and conducting limited trials. The fourth stage, namely (implementation) this stage is the stage of implementing the learning media developed in the real situation in the learning process. The fifth stage is (evaluation) at this stage evaluating the product that has been implemented (Branch, 2009).

The two important types of data collected for this study are quantitative and qualitative data; these two aspects are important to provide valid and reliable research results.. This study used several data collection methods, including questionnaires and validation documents, were used to collect quantitative data. A detailed examination of the survey was also conducted. On the other hand, more comprehensive techniques, including

field observations and structured or semi-structured interviews, produced qualitative data that was richer and more in line with the focus of the study conducted.

To ensure research activities run more smoothly and the results can be maximized, researchers use tools in the form of instruments to collect data. This instrument is designed so that data collection can be done more thoroughly, regularly, and carefully (Arikunto, 2010). One of the tools used in this research is a validity questionnaire. According to Sugiyono (2013), a questionnaire is a way of collecting data by giving several written statements or questions to respondents. In this study, the validation questionnaire was given to Islamic Religion and Information Technology subject teachers. After that, the results of the questionnaire were analyzed descriptively and quantitatively to see how good the quality of teaching materials in the form of textbooks that have been made.

Validation questionnaire

The validation questionnaire is designed to assess the validity and effectiveness of interactive learning media products made by book developers. This survey uses a Likert scale for evaluation. Likert scale measurements are used to measure individual attitudes, beliefs, and perceptions of social phenomena (Arifin & Aunillah, 2021). This questionnaire has been validated by learning media experts with regard to several important indicators. First, there is the Book Size Creator that helps determine the overall size of the book so that it feels proportional and comfortable when used. Furthermore, the Cover Design Book Creator plays a role in designing the cover layout, choosing the appropriate typography, and adding illustrations that beautify the outer appearance of the book. Then, Book Content Design Creator focuses on designing the content of the book, starting from the layout, selection, and arrangement of typography, to the arrangement of illustrations that enrich the content. Each of these indicators complements each other and contributes to creating a book that is not only visually appealing, but also comfortable to read.

In addition, the material expert has also validated this questionnaire by paying attention to several important indicators. First, self instruction, which means this media is designed so that users can learn independently without having to always depend on a companion. Second, self-contained, which means that all learning materials are presented completely in the media, so they do not require additional sources. Third, stand alone, which indicates that this media can be used as a whole and still function properly even though it is not connected to other media. Fourth, adaptive, which is the ability of the media to adapt to the needs and abilities of diverse users. Finally, user-friendly, meaning that this media is easy to use, has an intuitive display, and is not confusing for users. These five indicators become important guidelines in creating learning media that are effective, efficient, and enjoyable for all users.

The assessment uses five Likert scale responses: very feasible/very practical, somewhat feasible/quite practical, less feasible/less practical, and very unfeasible/very impractical (Sugiyono, 2013).

Table 1. Likert scale scores

Total Score	Media Validation	Material Validation	Student Response
4	Very Valid	Very Valid	Strongly agree
3	Valid	Valid	Agree
2	Less Valid	Less Valid	Disagree Less
1	Not Valid	Not Valid	Don't agree

The percentage calculation formula used in this study refers to research conducted by Sugiyono (2013), with the following explanation:

$$p = \frac{f}{N} \text{ x } 100\% \tag{1}$$

Description:

P : Percentage of responses

f : Frequency of answer

N : Number of respondents

If the validity percentage calculation has been obtained, the last step is to measure the product feasibility criteria. The following is a Table that explains the product feasibility assessment based on the rating scale.

Table 2. Product feasibility criteria (Riduwan & Akron, 2015)

Percentage	Criteria
81% - 100%	Very Good/Very Valid
61% - 80%	Good /Valid
41% - 60%	Good enough / Valid enough
21% - 40%	Less Good/Less Valid
0% - 20%	Very Poor/ Not Valid

RESULTS AND DISCUSSION

The interactive learning materials developed in this project are designed to support students' learning process independently, either with the teacher or individually. This learning media is presented in digital book format and easily accessible online links, and presents material through various formats such as text, images, animations, audio, and video that are interconnected to assist student understanding. In addition to containing core content in accordance with the learning outcomes, this material also provides enrichment items to deepen understanding. The structured arrangement of the material menu makes it easy for students to find and learn each topic, while the repeat learning feature allows them to adjust their own pace and level of understanding. By utilizing interactive learning media based on the book creator for Islamic religious education subjects, students can learn flexibly anytime and anywhere, so that the learning process becomes easier and more enjoyable.

The procedure for developing interactive learning media based on Book Creator for Islamic religious education subjects uses the ADDIE model. The process of improving the quality of Islamic religious education learning is carried out through the following stages:

Analyze
Problem analysis

Learning Islamic Religious education in vocational schools currently still faces a number of obstacles, including: The conventional Islamic religious education textbooks used tend to be less interesting and less interactive, thus reducing students' interest in learning (Jannah et al., 2024). Lack of digital learning media that matches the characteristics of Vocational School students who are more familiar with digital technology (Remiswal & Firman, 2020). Islamic religious education learning has not fully utilized technological information to improve the effectiveness and efficiency of the teaching and learning process. Teachers have difficulty in presenting Islamic religious education material that is interesting and easily understood by students through existing media. Lack of digital learning media innovation tailored to the needs and characteristics of vocational school students (Putri et al., 2024). The problem can be caused by several things, namely: The lack of resources and training for teachers in developing and using digital media for learning Islamic religious education. Limited interactive and accessible digital content, so learning feels monotonous and less interesting. Lack of technology integration in the Islamic religious education curriculum hinders the optimal use of digital media.

This problem analysis becomes the basis for the development of digital Islamic Religious Education books that are innovative and relevant to the needs of learning in Vocational Schools, at the same time answering the challenges that have been faced in the conventional Islamic learning process. This approach refers to the results of research on the development of digital learning media at other educational levels and adapts it to the context of vocational schools.

Needs analysis

After identifying the issues that have been studied, a needs analysis is conducted. Finding answers to these issues is the purpose of this study. Determining whether interactive learning materials based on book authors are appropriate for Islamic religious education learning materials is another purpose of this activity. The curriculum is studied to identify which topics require learning media in the first analysis stage. The curriculum is also studied to identify which resources can be used as a book creator. The second step is to investigate or analyze students to see their personalities, including their backgrounds, hobbies, and abilities, as well as their learning strengths and limitations. Third, the resources to be produced for book creators are analyzed to see which ones meet students' demands. Fourth, an examination of infrastructure and facilities is carried out to see if they are available to support the book products that creators have produced. The availability of resources and equipment to use the media produced is the main emphasis of this examination. Fifth, the purpose of media analysis or research is to identify a book creator who has created books previously. The previous analysis was conducted to build new media. Unstructured interviews with teachers and students were used to conduct this analysis.

Design

In developing Islamic religious education materials, the design stage begins with creating an interactive learning prototype through the Book Creator app. At this stage, the

storyboarding of the interface, organizing the structure and order of the content to be presented, and preparing assessment tools that support the learning process are carried out. All requirements for interactive learning materials based on Book Creator are used as a reference in designing this learning media to suit the needs and learning objectives (Gipson , 2012).

(a) (b) (c)

(d) (e) (f)

Fig. 1. (a) initial display when opening the book creator link, (b) cover page, (c) images and audio, (d) material in the form of text that is easy to understand, (e) video, (f) Google form for practice questions

In this study, the following standards were used to develop interactive learning materials for Islamic religious education based on Book Creator. First, each section of material is made short and concise so that it can be read in 10 to 15 minutes, so that students

stay focused and do not get bored quickly; the assessment is also arranged with 15 interesting questions. Second, the design is made simple but still attractive with the use of colorful but not excessive images, headers, and backgrounds, so that the media remains light and easy to use; background writing uses dark and bright colors to make it more comfortable to read. Third, the materials are designed to provide a clear context to support students' independent learning outside of class hours. Finally, the media is made to be sustainable and adaptive, for example by adding a voice feature to the application menu that helps students know which page they are studying. With this approach, it is expected that learning will be more enjoyable and effective for students.

Development

At this stage, the reviewer assesses the learning media design. The reviewers involved are competent experts, both from the field of media and Islamic Religious Education materials, so they meet the requirements as experienced developers. This assessment is important to ensure that the Book Creator-based learning media has good quality and is easy to understand, starting from the appearance, suitability for the curriculum, content presentation, implementation, assessment, the use of clear language. In addition, aspects of user-friendly interface, the ability of media to be re-modified, ease of management, and compatibility with various devices are also major concern in this evaluation, so that the media can be used effectively and sustainably.

In this development stage, the design that was made at the design stage is realized into interactive learning media in the form of digital books using the Book Creator application. The development process is carried out by the initial design to produce an interactive digital book prototype. In making the page background, images, text and symbols were designed independently using Canva. For audio, the source was taken from YouTube which was then converted into MP3 format, while the video used also came from a YouTube link. All these elements were then combined in the Book Creator application to produce an interactive digital book that can be accessed through a website link and QR code.

The use of Book Creator as a digital learning media is inspired by technological developments, especially in the field of education which increasingly requires students to continue to create and innovate. After the interactive digital book is finished, the media will be validated by experts to get constructive input and suggestions before proceeding to the implementation stage. After receiving the validation results, researchers made revisions based on recommendations from experts, both material experts and media experts. Furthermore, this digital book was tested on a small group of 10 students majoring in Visual Communication Design at SMK Negeri 1 Tapen Bondowoso, in order to get direct feedback and input from students. In this way, it is hoped that the learning media developed can better suit the needs and provide a pleasant learning experience for students. This is in accordance with Branch (2009) statement that at the development stage there is a product trial to students before the product is used in learning activities. The goal is to test and measure interactive learning media based on a book creator that has been validated.

Media validation

The validation process is carried out by involving an assessment from a media expert validator who is an Information Technology teacher through an assessment instrument in

the form of a questionnaire. The media validator will assess several aspects of the interactive learning media based on the developed book creator.

Table 3. Media validation results

Aspect	Average Score	Percentage	Category
Book Size	3.50	87.50	Very Valid
Cover Design	3.75	93.75	Very Valid
Book Content	3.79	94.75	Very Valid
Average	3.68	92.00	Very Valid

Based on table 3, an average score of 3.68 or 92% was obtained. So that the level of validity of interactive learning media development products based on digital books with the books creator application on Islamic religious education subjects for class XI at SMK Negeri 1 Tapen Bondowoso in terms of media aspects is included in the criteria very valid to be implemented during teaching and learning activities.

Material validation

At the validation stage, the interactive book-based learning media material was assessed by the XI grade Islamic religious education teacher who teaches at SMK Negeri 1 Tapen Bondowoso. This validation process is carried out by paying attention to the content of the material presented in the learning media, and using a questionnaire as a tool to collect assessments and input from teachers.

Table 4. Material validation results

Aspect	Average Score	Percentage	Category
Self Intruction	3.71	92.75	Very Valid
Self Contained	4.00	100	Very Valid
Stand Alone	3.50	87.50	Very Valid
Adaptive	4.00	100	Very Valid
User Friendly	3.50	87.50	Very Valid
Average	3.742	93.55	Very Valid

Based on table 4, the average score is 3.742 or 93.55%. Thus, the level of validity of the development of interactive learning media based on digital books with the books creator application in Islamic religious education subjects for Class XI at SMK Negeri 1 Tapen Bondowoso meets the criteria of very valid in terms of material and can be used during the learning process.

Small group trial

The results of this media feasibility assessment show that the media have been declared valid by the validators, both media experts and material experts. Thus, this media is ready to proceed to the small group trial stage consisting of 10 students of class XI DKV 1 at SMK Negeri 1 Tapen, to see the extent to which this learning media is practical and easy to use. Details of the practicality results can be seen in the following table:

Table 5. Small group trial results

Aspect	Average Score	Percentage	Category
Appearance	0.87	87	Very Practical
Material	0.815	815	Very Practical
Benefit	0.815	87.5	Very Practical
Average	0.85	85	Very Practical

Referring to Table 5, it can be seen that the results of the small group trial obtained an average score of 0.85, so the acquisition of the small group questionnaire was 85%. Thus, digital book-based learning media made using the Book Creator application for Islamic religious education material have been declared very feasible and ready to be used in the learning process.

The validation results from media experts, material experts, and small group practical trials show that this interactive learning media based on Book Creator is very feasible to use. During the process, we also received various valuable inputs and suggestions from experts and learners. We then used these inputs to make revisions to produce a better final prototype or final product. After that, the next stage of the development research will be carried out, namely the implementation of the media in Islamic religious education learning in the classroom.

Implementation

The next stage is product implementation, where the learning media that has been designed, validated by media experts and material experts, and tested in small groups, is ready to be implemented. At this stage, researchers test the products that have been developed to students directly in the learning process in the classroom. This implementation aims to evaluate the effectiveness of the media and student responses to the use of Book Creator in learning. Implementation was carried out at SMK Negeri 1 Tapen Bondowoso in class XI DKV 1, involving 34 students as trial samples or field simulations. Each student provided feedback through a questionnaire available in Google forms on the digital book.

The implementation of Book Creator begins by distributing a link or QR code to learners, who can then access the interactive digital book via the internet. We provide learners with a brief guide on how to use this digital book before they begin. Next, they carry out learning activities on the material Adab, using social media. Next, we invite students to complete a questionnaire to provide their feedback on the use of interactive digital books. Table 6 displays the results of students' responses after using interactive digital books.

Table 6. Large group trial results

Aspect	Average Score	Percentage	Category
Appearance	0.8625	86.25	Very good
Material	0.84	84.00	Very good
Benefit	0.8775	87.75	Very good
Average	0.86	86.00	Very good

Based on the results of the score analysis of the learner response questionnaire in Table 6, the result is 0.86 or 86.00% with very good criteria. So it can be concluded that interactive digital books based on the book creator application in Islamic religious education subjects are declared effective for learning activities and can be used as a varied learning media.

Evaluation

At this stage, the researcher improved the final product by considering the input and suggestions given by the large group and experts through questionnaires. The purpose of this evaluation stage is to ensure that each step in the development process has been carried out correctly, as well as to find out whether the final product is suitable for use and how students respond to the digital book. The evaluation includes a formative evaluation, which is an improvement made based on feedback from experts after they review the product, as well as a summative evaluation that aims to assess the feasibility of interactive digital books based on the validation results from experts. In this way, it is expected that the resulting product is of high quality and in accordance with learning needs.

Formative evaluation is conducted at each of the five stages in the ADDIE development model to ensure the product is improved in accordance with expert feedback and validation results. This evaluation was conducted during the Analysis, Design, Development, and Implementation stages. Meanwhile, summative evaluation was conducted at the end of the development process to assess whether the interactive digital book as a whole is feasible for use in the classroom. Based on the final results of the summative evaluation, the interactive digital book obtained a feasibility score of 86.00%, which means it is very feasible to use in learning Islamic religious education. This approach is in line with Putri and Pratiwi (2022) which states that formative evaluation should be carried out continuously throughout the development process, supported by the application of thorough summative assessment.

CONCLUSION

Research on the development of the Book Creator application to create interactive learning media in the form of digital books in Islamic Religious Education class XI at SMK Negeri 1 Tapen Bondowoso concluded that the media was successfully developed through the five stages of the ADDIE model. The developed learning media is rated "very feasible" based on the assessment results from media experts, material experts, and student responses, which include aspects of validity, practicality, and effectiveness. This interactive media has several advantages, such as presenting material in an attractive multimedia form, can be accessed online anytime and anywhere, able to support independent learning and strengthen student motivation and engagement in learning activities.

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