



The Implementation of Digital Book Creator Media in Teaching Arabic Speaking Skills

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Abstract: This study aims to describe the implementation of Book Creator, a digital media platform, in teaching Maharah Kalam Arabic to students at Muhammadiyah 4 High School in Jakarta and to determine its contribution to the learning process and outcomes. Using a qualitative descriptive case study approach, descriptive data were obtained through written or oral statements from their participation and behavioral observations. The research subjects were students in class XI IPS 1. Data were obtained through observation, interviews, and documentation, and analyzed using the Miles and Huberman model, which included data reduction, data presentation, and conclusion drawing. The results showed that implementing Book Creator enabled a more interactive and creative learning experience and supported student engagement in the learning process. This media helped students compose dialogues, practice pronunciation, and introduce Arabic vocabulary, while providing space for creativity and collaboration. The discussion shows that Book Creator contributes to the development of speaking skills and strengthens students' cognitive and affective aspects. These findings suggest that this digital media supports more dynamic and flexible Arabic language learning and facilitates various student learning styles through multimedia.

Keywords: Arabic Language Learning, Book Creator, Digital Media, Maharah Kalam

INTRODUCTION

Teaching Arabic as a foreign language or second language requires innovative teaching strategies to address the challenges of understanding complex vocabulary, grammatical structures, and effective communication skills. Learning media play an important role as tools that not only convey material, but also facilitate interaction between learners and learning content in a more concrete and dynamic way. Appropriate learning media are designed to increase student motivation, engagement, and understanding of Arabic language learning materials, so that the learning process is not monotonous but can encourage comprehensive linguistic competency development (Hilmi, Zuhra, and Hikmah 2024).

Various studies over the past few years have shown that the use of learning media, including visual, audio, and digital multimedia, has been proven effective in improving Arabic language learning outcomes in various language skills, including vocabulary, reading, and speaking (Murtaziah 2022). For example, digital game-based and

multimedia media support students' interest in learning and their involvement in active learning, while audio-visual media significantly strengthen listening, speaking, and reading skills. The integration of appropriate media with modern learning strategies is one of the keys to success in achieving effective and efficient Arabic language learning objectives in both formal and non-formal educational environments.

In education, Arabic plays a very important role in developing the cultural and spiritual heritage of Islam (Al Qolbi, Khan, and Ulfiandi 2024). However, in this day and age, there are many challenges that affect its prospects, as well as many factors that have an impact on Arabic language education in teaching and learning, such as technological developments, social changes, and economic dynamics. Technological developments in Arabic language learning have progressed rapidly, such as the use of interactive digital media as an alternative solution for compiling teaching and learning materials for students online (Haq 2023).

In the context of interactive digital media technology, audiovisual methods engage the senses of sight and hearing through video, images, and audio (Nur et al. 2023), which poses a challenge in Arabic language learning due to a tendency toward a lack of creativity and innovation. According to research conducted by Mayang Serungke, Parulian Sibuea, Annisa Azzahra, Mutia Asmi Fadillah, Suci Rahmadani, Rahmat Arian (Taufik and Wardatul jannah 2024) in their study entitled "The Use of Audiovisual Media in the Learning Process for Students" said that audiovisual media opens up space for students to form critical skills for creative thinking, media literacy development, and understanding messages conveyed in visual and audio forms.

The issues outlined above are daunting for students learning Arabic, especially when using digital media. Therefore, in order to improve the quality of interactive digital media use, teachers need to constantly come up with ideas, strategies, and creative methods (in their daily lives to create more interactive and enjoyable learning experiences. They are also required to use the facilities provided by the school, which are always responsive to developments and the needs of the times (Taufik1 2023), including computers, projectors, audio equipment, video recordings, and digital books, which are the tools and media of choice for learning Arabic.

Book Creator, often referred to as "Digital Media Book Creator or Interactive E-Book," is a digital learning medium that allows teachers and students to create electronic books with a combination of text, images, audio, and video. This makes it different from conventional print media, as the presentation of material can be varied in a multisensory way, making it more interesting and easily accessible via digital devices such as computers, tablets, or mobile phones (Ayuni and Fadlan 2023). This Book Creator digital media supports Vygotsky's Constructivist theory (1978), where students actively build knowledge through participation and creation.

Research on the implementation of Book Creator specifically in Maharah kalam is still limited, especially at the high school level. Thus, the researcher provides a solution with the implementation of Book Creator digital media as a medium for learning Arabic, especially in Maharah kalam learning. Book Creator is a "tool" for creating interesting virtual storybooks that not only display images but can also insert audio or video (Munawwarah et al. 2023). In this study, Book Creator uses images and audio to compose short Arabic stories so that students can remember, think creatively, and stimulate vocabulary, text, audio pronunciation, and practice Arabic Maharah Kalam skills in these short stories (Azhari 2024).

Maharah Kalam is one of the four skills in Arabic language learning (Kamil, Febriansyah, and Purwasandy 2025) that helps students stimulate communication in the

form of stories, thereby creating an interactive environment among peers. The term Maharah Kalam in Indonesian is equivalent to BF. Skinner's theory (NAJA ALWI 2023), namely Behaviorism, which discusses behavioral changes as a result of the interaction between stimuli and responses. This applies to the ability of students to experience change in new ways as a result of the interaction between stimulus and response (Meisya and Darmansyah 2023) through interaction with their environment, so that messages and mandates can be received by listeners through the codes provided.

Unlike the previous journal discussed by Tiffany Diah Rachmanisa and Imam Fauji (Rachmanisa and Fauji 2024) entitled "Development of Book Creator Application-Based Textbooks in Maharah Istima' Learning for Madrasah Aliyah" which discusses the development of Book Creator to support Maharah Istima' learning. However, in this study, the researchers specifically focused on the implementation of Book Creator as an interactive digital medium for Maharah Kalam learning, with images and audio as the main media to control the extent to which students are able to understand and grasp the storyline, as well as the Arabic vocabulary contained in the story. Various previous studies explain that images and audio are able to provide auditory stimuli, ideas, and even freely describe the imagination of students.

A number of previous studies have discussed the use of digital media and the Book Creator application in language learning, both in terms of learning interest and specific language skills. Several studies have also raised the use of digital media in Arabic language learning (Nurhayati 2025). These studies generally focus on receptive skills, such as maharah istima', literacy development, and so on. However, research that deeply examines the implementation process of Book Creator in Arabic Maharah Kalam learning is still limited, especially research that examines student learning experiences, forms of student involvement during learning, and how the media is used in the classroom context. Therefore, this study focuses on the implementation of the Book Creator digital media in Maharah Kalam Arabic language learning through a qualitative approach to describe the learning process and student responses to the use of this media.

Based on the above description, the problem is formulated as follows: how to apply Book Creator as a digital medium in teaching Arabic language at Muhammadiyah 4 High School in Jakarta, particularly for students in class XI Ips 1. This research is expected to contribute to expanding students' knowledge in learning success (, building confidence in speaking Arabic, active participation, and positive changes from the use of digital media in this study.

METHOD

This study uses a descriptive qualitative approach that produces data in the form of written or spoken words from people and observed behavior from this study, with a case study approach at Muhammadiyah 4 High School in Jakarta. A case study is an event or incident that aims to reveal unique characteristics in the case being studied (Ilhami et al. 2024) . This approach was chosen because the researcher wanted to describe in depth the process of implementing the Book Creator digital media in Maharah Kalam Arabic language learning in a specific context. This study did not focus on measuring effectiveness quantitatively, but rather on understanding the learning process, student engagement, and student responses during the implementation of Book Creator.

This research was conducted in Arabic language learning activities at Muhammadiyah 4 Jakarta Senior High School for students in class XI Ips 1, using Book Creator as a learning medium for Maharah Kalam. As we can see, Arabic language lessons are not only theoretical (Rahmasari 2021) , but also provide more interactive learning using Book Creator as a medium for Maharah Kalam learning.

The subjects in this study were 35 students in grade XI at SMA Muhammadiyah 4 Jakarta. In practice, the students were divided into five groups, each consisting of seven students. The study was conducted over four learning sessions, each lasting 90 minutes. During the study, the researcher acted as both a teacher and a researcher who was directly involved in the learning process and observed the students' responses during the activities.

Using Purposive Sampling Technique (Putu 2024) , researchers select one class sample to explore in-depth knowledge or direct experience using the Book Creator application in Arabic language learning activities. As stated by Sugianto in a research journal (Prof. H. Hafied Cangara 2021) , purposive sampling is used to ensure that a study is conducted with specific considerations so that the information obtained is more representative.

Data collection analysis was conducted using the method proposed by Miles and Huberman (Qomaruddin and Sa'diyah 2024) . Data was collected in three stages: data reduction, data presentation, and conclusion drawing.

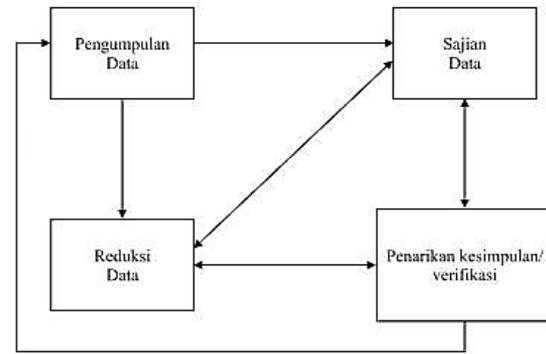


Figure 1. Components of data analysis (Milles, M. B and Huberman, A. M)

Data reduction is obtained from raw data collected from interviews and observations to become relevant data. Data display presents reduced data in the form of an easy-to-understand narrative. Meanwhile, conclusions/verification are the final results of data patterns and ensure that the conclusions are correct.

The data collection process (Mia, Nugrahawan, and Rofi'ah 2022) in this study was carried out through observation, interviews, and documentation. Observations were conducted directly during the learning process, focusing on aspects such as student involvement in speaking Arabic, student courage and confidence when dialoguing, fluency, and interactions between students in group work. Semi-structured interviews were conducted with students and Arabic teachers, with questions such as 1). What is your experience of using Book Creator in Maharah Kalam learning? 2). Which part is most helpful in practicing Arabic speaking? Meanwhile, the questions for teachers covered the methods and implementation of Arabic language learning that are usually taught. Documentation was used to supplement the data in the form of student work in Book Creator, screenshots of learning activities, and relevant learning notes.

Data validity using technical and source triangulation. Technical triangulation is carried out by comparing data from observations, interviews, and documentation to reach a conclusion (Ule et al. 2023) . Meanwhile, source triangulation is carried out by comparing data obtained from teachers and students.

RESULT AND DISCUSSION

Implementation of Book Creator in Maharah Al-Kalam Learning

Interactive digital learning media has become one of the motivations for students to participate in learning activities. The use of this media is highly relevant to the independent curriculum, which emphasizes flexible learning, the use of technology, and a focus on students'

learning interests (Afni 2025) . As stated in the journal (Sinta et al. 2024) , according to Sutirman (2013), learning media are electronic tools that can be used as a place to collect, process, and compile verbal and visual information. With the rapid development of science and technology today, research has become important so that students can take advantage of learning media that are interesting, interactive, and useful, one of which is through the use of Book Creator.

At Muhammadiyah 4 Jakarta School, students in grade XI IPS 1 are seen using interactive learning methods as media, especially in Arabic lessons such as Quiziz, Wordwall, Educaplay, and others, but have never tried using Book Creator media in Arabic lessons. Technology truly opens the door to more flexible and innovative ways of learning. Through e-learning platforms, interactive learning applications, and instructional videos, the teaching and learning process can be more lively and not confined to the classroom. Technology-based learning media not only makes learning more interesting and interactive (Nastiar 2021) , but also provides access to materials and information anytime and anywhere.

In the context of Maharah Al-Kalam learning, students are required to hone their speaking, listening, reading, and writing skills in Arabic. Book Creator can serve as a learning medium that supports a multimodal approach. Students not only write dialogues or narratives, but can also include voice recordings or voiceovers for pronunciation practice, videos, and relevant illustrations, so that speaking and listening skills can be practiced simultaneously (Yesaya 2024) . In this case study, the researcher's goal was to teach Arabic using Book Creator in Maharah Kalam lessons so that students could understand and practice using Book Creator as a medium for developing speaking skills and self-confidence, since they had never used this medium for Arabic lessons before.

The integration of Book Creator in Maharah Al-Kalam learning promises a more dynamic, interactive, and contextual pedagogical alternative to conventional methods. This media-based digital module allows students to not only learn theory, but also actively practice their language skills, both speaking and writing, and develop their language proficiency in a more enjoyable and relevant atmosphere (Yulianti et al. 2024) . The implementation of this media requires a lot of preparation by researchers. Before collecting data, researchers prepare basic Arabic conversation materials in accordance with the students' Arabic learning books, as well as the necessary observation and interview instruments, such as a list of questions and statements to be used after the implementation process.

Based on observations of practical activities, the use of Book Creator media implemented at SMA Muhammadiyah 4 Jakarta in class XI ips 1 was attended by 35 students in

Arabic language classes at the school. The use of this digital media supports active involvement in the learning process. The use of technology-based digital learning media can increase student involvement and motivation and enrich their learning experience. As Mayer states in his dictionary, multimedia-based learning can improve conceptual understanding because information presented visually and auditorily makes the cognitive process more effective than using conventional media alone (Aryani et al. 2025) .

The activity began with the researcher entering the classroom and checking the completeness of the infrastructure to be used in the practice, as well as ensuring the students' readiness in using the Book Creator application. The researcher provided an explanation and the objectives of the research. This process is in line with the principle of *instructional design*, which states that planning and providing supporting facilities for successful and effective learning experiences important . This is important because technological infrastructure affects the implementation of digital media in learning, especially when students work collaboratively or in small groups.

As shown in Figure 2, students were provided with three laptops, which they then used to form groups, and the school provided Wi-Fi. The availability of devices and internet connection from the outset was a form of scaffolding (Saputri and Wahyuningtyas 2024) that supported the students' learning process so that they could participate actively without technical obstacles and made it easy for students to carry out practical activities.



Figure 2. Researcher's instructions and presentation of learning materials

First, the researcher introduced the Book Creator media platform as shown in Figure 2. Then, the researcher presented the students with one of the digital textbooks that was the researcher's work. The example of the digital book that was displayed was related to Arabic language material, which attracted the students' interest and enthusiasm and aroused their curiosity about the Book Creator media, as seen after the digital book was displayed. As stated in the research on the use of Book Creator, this tool not only provides a medium for reading material but also gives students space to be creative and actively

participate in producing digital content that increases student motivation in learning (Adibah 2024). In addition, the researcher provided technical guidance by explaining the various features available on the Book Creator page. Students are guided to try accessing the platform themselves, creating accounts and logging in as teachers or students, collaborating in the creation of digital books, and publishing the results. All of these guidelines are conveyed directly during the activity and are used specifically to support the research process.

In the second step, students are instructed to create an account and log in to the Book Creator platform. The login process allows them to register as teachers or students in the system. The authentication and initial access stages facilitate student engagement with the learning tools provided. Once all students have successfully logged in, the activity continues with direct practical guidance. As shown in Figure 3, students are invited to try making their first digital book, starting from creating the cover, inserting Arabic text such as conversations (hiwar) in accordance with the textbook, images, and other creative elements that can enhance the appearance of the book. This increases participation during the learning process so that the learning experience is not passive (*student engagement*) (Priyatno et al. 2024). The researchers also provided examples to make the book design more attractive and easier for students to read. Throughout the session, the students showed active participation. They asked questions, tried out the features, and followed each instruction enthusiastically so that the research process could run smoothly and interactively.



Figure 3. Students enthusiastically using Book Creator

The third step shows that students actively followed the researcher's instructions and immediately sought assistance when encountering difficulties during the activity. *Help-seeking* behavior, or asking for help while learning, is an important learning strategy, especially in digital learning. This study shows that in a digital environment, students who recognize difficulties and proactively seek help from teachers or peers () will

experience increased success in completing learning tasks (. As seen from the many questions asked when they encountered difficulties, some students received direct guidance from the researcher. This indicates that this medium is capable of encouraging interaction and independent learning. The audio feature provided by the book creator was also utilized by students to record the pronunciation of conversations, thereby facilitating the language skill aspect in a more multimodal way.

However, there were still some students who were not fully focused and tended to engage in other activities unrelated to the material being practiced. To overcome this, the researcher reiterated that each group must produce a digital book as the final product of this practical activity to be presented the following day.

Data Observasi	Reduksi Data	Display (Penyajian)	Kesimpulan
Guru menjelaskan tujuan & memberi contoh Book Creator	Tahap orientasi	Guru mengenalkan tujuan & model produk	Media jelas arah penggunaannya
Guru mengarahkan, mendampingi, dan memberi koreksi	Aktivitas inti pembelajaran	Interaksi guru-siswa intensif	Book Creator mendukung proses bimbingan
Siswa membuat teks/dialog & mengikuti instruksi	Aktivitas belajar siswa	Siswa mampu menyusun konten Arab	Media efektif meningkatkan keterampilan menulis/berbicara
Siswa memakai fitur audio & antusias bertanya	Respon afektif dan kognitif	Partisipasi tinggi dan eksplorasi fitur	Media meningkatkan motivasi dan kreativitas
Laptop, login, fitur teks/audio berfungsi	Kondisi teknis	Infrastruktur mendukung	Tidak ada hambatan berarti

Figure 4. Analysis of Observation Results Based on Milles & Huberman's Theory

Figure 4 shows the observation results that the learning practice process ran smoothly without significant obstacles. The laptop devices functioned well, the Book Creator login process experienced minor obstacles but could still be overcome, and all features such as text and audio could be used optimally. This condition shows that the readiness of supporting facilities plays an important role in the successful use of digital media (Asyaari 2025).

In the fourth step, researchers focused on presenting students' work using conversations they had compiled in Book Creator. Before the presentation began, the teacher provided instructions on the flow of activities and assessment criteria, which included accuracy in Arabic structure, fluency in pronunciation, and clarity in delivering dialogues. Students were then asked to prepare their Book Creator pages. Figure 5 below shows one of the students' Arabic digital books, specifically the dialogue section that will be used as a guide when presenting in front of the class. The dialogue corresponds to the material in the book, with the male section being mudzakkar and the female section being muannas. These instructions help

students reorganize the content of the dialogue and ensure that the text composition and audio features are suitable for presentation. This applies multimodal language learning, as students use text and audio simultaneously as a guide for speaking. In learning, a multimodal approach can help students understand language structure and fluency, especially when students use digital media as a presentation tool (Kayati 2022).



Figure 5. One of the books produced by students

Step five: The presentation process takes place in turns, starting with the group that is most prepared. Each group brings their devices and projects their Book Creator pages onto the classroom screen so that their classmates can see the content. Students read the conversations they have created, while other groups listen to the pronunciation examples. The teacher pays attention to the pronunciation of Arabic sounds, sentence structure, and the students' ability to convey messages naturally. During the presentation, the teacher provides brief notes and corrections as needed, especially when there are errors in vocabulary, sentence structure, or makharijul huruf. Previous research has proven that this type of presentation activity is an effective strategy for improving students' speaking skills because it encourages them to prepare their material thoroughly, deliver it in front of an audience, and receive feedback from teachers and peers (Nurhidayah and Aflah 2024).

The students' enthusiasm was evident throughout the presentation process. Many of them showed greater confidence than in previous meetings, although there were still quite a few students who were shy about performing in front of others. The students who acted as listeners also paid close attention, because an active audience creates a dynamic social interaction that facilitates collaborative language learning (Veng 2024). Some of them asked simple questions and helped students who had difficulty with Arabic, such as vocabulary mistakes and other

questions. This interaction enriched the classroom atmosphere and made the maharah kalam practice process more communicative.



Figure 6. Student presentation activities

The presentation activity is shown in Figure 6, which indicates that Book Creator not only helps students compose texts but also supports structured speaking activities. By displaying dialogues visually with the help of textbooks and audio features, students can connect between texts, intonation, and conversation contexts. Figure 6 shows students practicing conversations using Book Creator media and teaching materials (books) to help them pronounce Arabic words correctly and optimally. After finishing, students will be asked about the meaning of the conversation and the vocabulary they know in the material. Overall, observations show that Book Creator is effective as a medium that not only supports Arabic speaking and writing skills but also increases student motivation and participation during learning.

The **sixth step** was to conclude the activity by having several students (in groups) fill out an interview evaluation. The interview contained twelve questions that assessed the students' knowledge before and after learning how to use Book Creator, as well as their input and expectations for improving its use in the future. Analysis of the interview data shows that students' experiences in using Book Creator during Arabic language learning tend to be positive. At the initial stage, some students were already familiar with Book Creator, while others only became familiar with it during the learning process. However, these differences in initial experience did not affect the students' enthusiasm in participating in the activity.

Emotionally, the majority of students described learning with Book Creator as fun, interesting, and a new experience compared to conventional learning methods. These positive feelings arose because during the learning process, they were able to do creative activities (Adnan 2022) such as composing conversations, designing digital book layouts, and combining designs from Canva into Book Creator. These activities provide space for students to express themselves, making learning feel more alive. Obstacles during the use of the media were also minimal. Most students stated that they did not experience any difficulties, although some admitted to experiencing

technical obstacles when transferring designs from Canva to Book Creator. However, these obstacles did not interfere with the overall learning process.

In terms of Arabic language skills, all students stated that using Book Creator helped them speak Arabic (Maharah Kalam) more fluently. They also felt that their vocabulary and pronunciation had improved, although the increase in vocabulary varied. In addition, this medium also gave students confidence in speaking in front of their friends or teachers. Although some students still felt unsure of themselves, the majority showed more confident attitudes. Students' motivation to learn also increased after using Book Creator. They felt more interested in learning Arabic, found it easier to understand the material, and were encouraged to try new things in the learning process. A creative and non-monotonous learning atmosphere is one of the factors that strengthens this motivation. The following table shows the findings from the analysis of interviews conducted by students in class XI IPS 1 in Figure 7.

NO	FOKUS PERTANYAAN	INTI JAWABAN SISWA	TEMA
1	Penggunaan sebelumnya	Ada yang sudah pernah, sebagian belum.	Pengalaman awal
2	Perasaan saat menggunakan	Senang, seru, menarik.	Emosi positif
3	Aktivitas selama pembelajaran	Membuat percakapan, menyusun buku digital.	Aktivitas kreatif
4	Perbandingan dengan metode biasa	Lebih menarik dan tidak membosankan.	Minat & motivasi
5	Bagian yang disukai	Mendesain di Canva, mengetik dialog.	Preferensi aktivitas
6	Kesulitan	Umumnya tidak sulit; sedikit kendala teknis saat memindah desain.	Kendala teknis
7	Kelancaran berbicara	Semua merasa lebih lancar.	Kemampuan berbicara
8	Kepercayaan diri	Mayoritas meningkat, sebagian masih ragu.	Kepercayaan diri
9	Peningkatan kosakata/pelafalan	Meningkat (beragam: sedikit-lumayan).	Penguasaan bahasa
10	Motivasi belajar	Lebih semangat, rasa ingin tahu meningkat.	Motivasi
11	Saran perbaikan	Tidak ada.	Evaluasi media
12	Harapan penggunaan ke depan	Semua ingin dilanjutkan karena seru & kreatif.	Keberlanjutan

Figure 7. Summary of findings from student interviews

The results of the student interviews show that almost all students stated that the use of Book Creator has been running well and does not require major changes. In fact, all students expressed their desire for learning with digital media such as this to continue in the future because it is considered more enjoyable, creative, and minimizes boredom. This condition also occurred in a study at SDN 2 Prayungan Nganjuk, which showed that Book Creator has good quality and is creative (Sakti and Purwowidodo 2024). From the categories and consistency of the three data sources, it can be concluded that Book Creator contributes to the cognitive, affective, and psychomotor aspects of students during Arabic language learning. The use of Book Creator not only generates enthusiasm but also produces tangible work that reflects the development of students' language skills.

The steps involved in implementing Book Creator make students active participants in the learning process. This medium also supports diverse learning styles, allowing visual learners who understand better with images to use audio or pronunciation features and utilize other appropriate features. In addition, with digital products, learning can be more flexible, as students can access teaching materials at any time, repeat lessons, or practice conversations while viewing text and audio. The results of student observations and presentations also show that Book Creator contributes to training Arabic speaking skills. The available digital text and audio features serve as support for students in pronouncing vocabulary and constructing sentences with more confidence.

Research supports Book Creator as a learning medium in second language acquisition. In the article "Book Creator as a Medium in Second Language Acquisition" in the journal (Muliarta 2024), the author asserts that the use of Book Creator helps develop vocabulary, pronunciation, and interest in learning because students hear and see many new words through visual and audio media. Additionally, Book Creator can be used effectively to develop Maharah Kalam teaching materials, making it relevant to the context of this research.

Studies in other languages also support the contribution of digital media in developing speaking skills. For example, research using digital storytelling techniques shows a significant improvement in students' speaking abilities (Zamzam 2020). Although in the context of English, these findings can be used as a comparison that digital-based methods and storytelling do strengthen speaking output. The findings of this study are in line with previous research results which state that interactive digital media can build experiences, forms of student engagement, and student learning motivation. The difference lies in the focus of this study, which specifically examines the process of implementing Book Creator in Maharah Kalam learning.

Thus, Book Creator is not just an auxiliary medium, but a pedagogical tool that can facilitate more comprehensive language learning in cognitive, affective, and psychomotor aspects, which can be developed simultaneously through content production activities and interaction with the media. Some of the main advantages of Book Creator in Maharah Kalam Learning are: 1) Learning media becomes more interactive and interesting, thereby increasing student interest and motivation; 2) It opens up space for student creativity and production; 3) It facilitates the improvement of productive skills in speaking and writing as well as understanding structure and vocabulary through direct practice; 4) Provides flexibility in access and use (Oktavia 2022) 5). Makes it easier for teachers to design interesting digital teaching materials that can be

easily distributed to students, both for online and face-to-face learning.

Despite its many advantages, the implementation of Book Creator also faces a number of obstacles and limitations that need to be considered, especially when applied simply without adequate planning and guidance, namely 1). This medium is highly dependent on the digital capabilities and readiness of students and teachers 2). The risk that students will focus more on aesthetic or visual aspects 3). Dependence on devices and connections 4). Long preparation and implementation time 5). Flexibility and Creativity: In this context, not all types of language skills can be fully facilitated through digital books. For instance, aspects such as direct interaction, spontaneous speaking, and communication practice will still require face-to-face activities or direct interaction. Digital media is only one component of comprehensive learning (Rahmatul Zikri Amalia, Selvi Yulianis, and Gusmaneli Gusmaneli 2025).

CONCLUSION

Based on the results of the study, the implementation of the Book Creator digital media in teaching Maharah Al-Kalam Arabic at SMA Muhammadiyah 4 Jakarta class XI Ips helps and contributes to the learning process of students. This media allows students to be more actively involved in composing dialogues, practicing pronunciation, and enriching their Arabic vocabulary through more creative and interactive methods. The use of Book Creator provides space for students to be creative and collaborate in groups, as well as supporting more flexible learning with a multimodal approach that combines text, images, and audio.

The implications of this study indicate that digital media can enrich the Arabic language learning experience and support students' speaking skills. The implementation of Book Creator not only facilitates the development of speaking skills but also builds students' confidence in communicating in Arabic. In addition, the results of observations and interviews show that the use of digital media provides a more enjoyable and interactive learning experience and can help students understand and remember vocabulary through visualization and pronunciation. Suggestions for further research include exploring the use of other digital media that can support Maharah Kalam learning, such as video-based applications or technologies that allow students to interact directly with learning materials. Research can also be conducted to see how the use of digital media benefits students with different digital literacy backgrounds, as well as expanding the study to the university level to see the application of digital media in Arabic language learning at a more advanced level.

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