EDUCATOR : Jurnal Inovasi Tenaga Pendidik dan Kependidikan
Vol. 6, No. 4, Oktober-Desember 2026
e-ISSN : 2807-8659 | p-ISSN : 2807-8829
Online Journal System : https://jurnalp4i.com/index.php/educator

STUDENTS' PERCEPTIONS OF DIGITAL OUTCOME TASKS USING BOOK CREATOR IN AN INTERNATIONAL EFL CLASSROOM

Itsna Lathifa Maulidiya[1], Vega Rahayu Septyaningsih[2], Widyastuti[3]
[123] Universitas Islam Negeri (UIN) Salatiga
e-mail: nanalalala36@gmail.com[1], vegarahayuseptya@gmail.com[2], widyastuti@uinsalatiga.ac.id[3]

Diterima: *14/10/2026*; Direvisi: *20/10/2026*; Diterbitkan: *4/11/2026*

ABSTRAK

Beberapa penelitian sebelumnya telah mengkaji persepsi pengajar terhadap efektivitas multimedia digital melalui platform *Book Creator*. Namun, kajian mengenai persepsi siswa terhadap penugasan luaran digital (*digital outcome tasks*) berbasis *Book Creator* dalam kerangka pembelajaran bahasa Inggris masih sangat terbatas. Dalam kerangka *Outcome-Based Education* (OBE), proses pembelajaran menitikberatkan pada pencapaian kompetensi terukur melalui unjuk kerja autentik siswa. Penelitian ini bertujuan untuk menganalisis persepsi siswa *English as a Foreign Language* (EFL) terhadap implementasi tugas luaran digital menggunakan *Book Creator* dalam kerangka OBE. Penelitian kualitatif deskriptif ini melibatkan 19 mahasiswa kelas internasional pada mata kuliah *Active English* yang menyelesaikan proyek pembuatan buku digital. Hasil analisis tematik menunjukkan bahwa integrasi *Book Creator* berhasil memperkuat tanggung jawab akademik, literasi digital, motivasi intrinsik, serta keterlibatan aktif siswa, meskipun mereka menghadapi kendala manajemen waktu dan keterbatasan fitur teknis aplikasi.

Kata Kunci: *Book Creator, Outcome-Based Education, Project-Based Learning, siswa EFL, tugas hasil belajar*

ABSTRACT

Several prior studies have primarily examined teachers' perceptions regarding digital multimedia effectiveness through the Book Creator platform. However, how learners perceive specific digital outcome tasks using Book Creator within English language learning frameworks remains underexplored. Under an Outcome-Based Education (OBE) framework, the instructional process prioritizes measurable learning competencies demonstrated through authentic student performances. This study aimed to investigate English as a Foreign Language (EFL) students' perceptions of digital outcome tasks using Book Creator within an OBE curriculum. This qualitative descriptive study involved 19 international class students enrolled in an Active English course who completed digital book projects. Thematic analysis revealed that integrating Book Creator strengthened students' academic responsibility, digital literacy, intrinsic motivation, and active learning engagement, although learners encountered technical limitations and time management constraints.

Keywords: *Book Creator, EFL students, outcome-based education, outcomes task, project-based learning*

INTRODUCTION

The adoption of an *Outcome-Based Education* (OBE) framework in higher education has transformed global instructional paradigms significantly. This innovative pedagogical approach prepares learners to face the multifaceted challenges and demands of the twenty-first

Copyright (c) 2026 EDUCATOR : Jurnal Inovasi Tenaga Pendidik dan Kependidikan
https://doi.org/10.51878/educator.v6i4.16512

EDUCATOR : Jurnal Inovasi Tenaga Pendidik dan Kependidikan
Vol. 6, No. 4, Oktober-Desember 2026
e-ISSN : 2807-8659 | p-ISSN : 2807-8829
Online Journal System : https://jurnalp4i.com/index.php/educator

century (Lestari, 2025). Rather than simply delivering passive subject matter, OBE shifts the instructional focus toward achieving measurable competencies through authentic assessment practices (Mufanti, 2024). In this curriculum, learning outcomes must clearly reflect the actual communicative performances that students demonstrate upon completing instruction (Muzakir & Susanto, 2023). Consequently, lecturers must design active learning environments that stimulate critical student inquiry beyond conventional lecture delivery.

Project-Based Learning (PBL) has emerged as an effective instructional model that promotes collaborative inquiry and meaningful language application. Through project work, learners actively investigate real-world problems and construct authentic artifacts reflecting their evolving competencies (Ngadiso, 2021). Collaborative project assignments require learners to practice team coordination, negotiation, and shared decision-making with peers (Farida et al., 2025). Furthermore, students synthesize their target language knowledge through structured group presentations delivered at the end of the instructional term (Sudarso et al., 2024). Within this student-centered environment, the lecturer functions as a supportive facilitator who guides students through the iterative stages of project completion.

The integration of educational technology into language classrooms has expanded the implementation of project tasks substantially. Combining project learning with digital media produces tangible digital outcome tasks that satisfy the authentic performance requirements of OBE (Ginusti, 2023). Modern students represent digital learners who engage extensively with interactive software, web applications, and digital platforms in their daily academic routines (Syakur & Dewi, 2023). Among various interactive digital authoring tools, *Book Creator* has emerged as a versatile platform that seamlessly combines written text with audio recordings, images, and video media (Spaliviero, 2022). While digital authoring tools cultivate autonomy and technological skills, students often encounter unexpected procedural challenges such as device limitations and collaborative scheduling issues.

Ideally, OBE requires documented proof of student competence through meaningful, learner-centered artifacts. However, many higher education institutions in Indonesia continue to rely heavily on traditional written examinations, thereby restricting opportunities for authentic student performance (Muzakir & Susanto, 2023). To bridge this pedagogical gap, project-based activities provide realistic language practice that strengthens communicative proficiency and learner autonomy (Sudarso et al., 2024). This approach becomes even more effective when supported by multimodal authoring applications that enable learners to produce collaborative digital publications (Farida, 2025). In this context, *Book Creator* offers an accessible digital environment where students can design customized e-books that showcase their spoken and written language skills.

Therefore, this study investigates how first-semester international EFL students perceive digital outcome tasks created through *Book Creator* within an OBE framework. Specifically, the inquiry explores students' views regarding the alignment of these digital tasks with intended learning competencies, creative development, and motivational engagement. Additionally, the study examines the operational challenges encountered by students during collaborative digital production. Understanding these learner perspectives provides empirical insights into how digital authoring tools can be optimized to support authentic outcome-based language education.

RESEARCH METHOD

This study employed a qualitative descriptive research design to explore students' perceptions of digital outcome tasks completed using *Book Creator*. A descriptive qualitative

Copyright (c) 2026 EDUCATOR : Jurnal Inovasi Tenaga Pendidik dan Kependidikan
https://doi.org/10.51878/educator.v6i4.16512

EDUCATOR : Jurnal Inovasi Tenaga Pendidik dan Kependidikan
Vol. 6, No. 4, Oktober-Desember 2026
e-ISSN : 2807-8659 | p-ISSN : 2807-8829
Online Journal System : https://jurnalp4i.com/index.php/educator

design is suitable for examining human experiences and perceptions within natural classroom settings without manipulating experimental variables (Creswell & Creswell, 2023). The primary focus was placed on capturing the lived learning experiences of EFL learners as they planned, designed, and published their digital books. These narrative accounts were systematically analyzed to interpret how students experienced technology-mediated project tasks within an OBE-oriented curriculum.

The research was conducted in an international first-semester class at Universitas Islam Negeri (UIN) Salatiga during the 2024/2025 academic year. The participants comprised nineteen undergraduate students enrolled in the *Active English* course who represented diverse academic departments. A purposive sampling technique was applied to select informants based on their direct engagement with the assigned *Book Creator* project. All participants had completed the digital outcome task, ensuring that their interview responses and submitted artifacts provided rich experiential data.

Data collection was carried out using three complementary techniques to ensure comprehensive information gathering. First, participatory classroom observations were conducted throughout the project cycles to observe collaborative dynamics and student interactions with the digital platform. Second, semi-structured interviews were conducted with selected key informants to elicit in-depth reflections regarding their creative processes, motivation, and task difficulties. Third, documentation analysis was performed on students' final digital book products, pedagogical guidelines, and online project submissions.

The collected qualitative data were examined using thematic analysis procedures (Braun & Clarke, 2022). The analytical process involved repeated data reading for familiarization, generating initial codes, collating codes into broader candidate themes, and refining thematic categories against raw data transcripts. Data trustworthiness was established through credibility, dependability, confirmability, and transferability checks, including member checking of interview summaries with participants. Ethical considerations were strictly maintained by guaranteeing that participation remained voluntary and using pseudonyms (R1, R2, R3, and R4) to protect student identities.

FINDINGS AND DISCUSSION

Findings

Thematic analysis of the qualitative data identified four primary themes regarding students' perceptions of digital outcome tasks: alignment with learning outcomes, technology-enhanced creativity, motivational factors, and perceived challenges. These themes emerged consistently across the interview transcripts, questionnaire responses, and product evaluations. The findings illustrate how international EFL learners interacted with the multimodal platform to complete their required course outcomes. The qualitative evidence demonstrating these four themes is systematically compiled in the empirical triangulation summary.

Prior to presenting the comprehensive analytical evaluation, the triangulation data gathered from the key informants, survey questionnaires, and project artifact evaluations are presented systematically. The synthesized evidence reflects how participants across different academic departments engaged with the multimodal authoring platform. Table 1 summarizes the distribution of responses and product observations corresponding to each identified theme.

Copyright (c) 2026 EDUCATOR : Jurnal Inovasi Tenaga Pendidik dan Kependidikan
https://doi.org/10.51878/educator.v6i4.16512

EDUCATOR : Jurnal Inovasi Tenaga Pendidik dan Kependidikan
Vol. 6, No. 4, Oktober-Desember 2026
e-ISSN : 2807-8659 | p-ISSN : 2807-8829
Online Journal System : https://jurnalp4i.com/index.php/educator

Table 1. Triangulation Summary of Student Perceptions on Book Creator Tasks

Theme	Informant R1	Informant R2	Informant R3	Informant R4	Questionnaire (N=15)	Product Observation (N=4)
Alignment with Learning Outcomes	Very good and creative	Helpful for authentic book creation	Multimedia tasks sharpen critical thinking	Modern and practical learning media	14/15 positive responses	4/4 projects aligned with target language competencies
Technology-Enhanced Creativity	Free idea expression and editing via Canva	Personalized styles and AI tool integration	Interactive text and audio content design	Flexible layout and template manipulation	13/15 positive responses	4/4 projects integrated multimodal elements
Motivational Factors	Active communicative practice	Fun and engaging learning process	Autonomous publishing experience	Interactive and meaningful tasks	12/15 positive responses	4/4 projects demonstrated learner ownership
Perceived Challenges	Laptop hardware dependency	Device access constraints	Group scheduling coordination	External image editing required	14/15 reported obstacles	1/4 project omitted audio integration

The empirical records displayed in Table 1 confirm that the vast majority of participants recognized substantial educational value in completing digital outcome tasks through *Book Creator*. Fourteen out of fifteen survey respondents agreed that the platform facilitated genuine alignment with course objectives, while thirteen affirmed noticeable creative development. Nevertheless, the documentation in Table 1 also reveals recurring technical and logistical hurdles, such as hardware dependency and collaborative coordination difficulties. These recorded responses provide a grounded basis for detailing each specific thematic dimension below.

Regarding the first theme, participants perceived a clear alignment between the *Book Creator* tasks and the communicative goals of the course. Informants noted that designing digital books required them to compose original narrative dialogues, craft descriptive passages, and record spoken voiceovers directly onto the pages. This multimodal production required active language synthesis rather than passive grammatical drills. Consequently, learners viewed the task as an authentic demonstration of what they could construct using English in meaningful communicative contexts.

The second theme highlighted how the application served as a catalyst for multimodal creativity and digital literacy. Students enjoyed substantial creative autonomy in customizing typography, color schemes, graphic layouts, and interactive elements. To overcome the lack of advanced graphic manipulation within the platform, learners incorporated external editing

Copyright (c) 2026 EDUCATOR : Jurnal Inovasi Tenaga Pendidik dan Kependidikan
https://doi.org/10.51878/educator.v6i4.16512

EDUCATOR : Jurnal Inovasi Tenaga Pendidik dan Kependidikan
Vol. 6, No. 4, Oktober-Desember 2026
e-ISSN : 2807-8659 | p-ISSN : 2807-8829
Online Journal System : https://jurnalp4i.com/index.php/educator

applications such as Canva and artificial intelligence tools before importing their visual assets. This cross-platform workflow stimulated artistic exploration and fostered digital resourcefulness among group members.

The third theme captured the motivational factors stimulated by the digital authoring experience. Informants reported that transforming their written scripts into published digital artifacts generated strong intrinsic satisfaction and heightened classroom enthusiasm. The prospect of sharing interactive e-books with peers created a genuine audience, which motivated students to refine their pronunciation and visual presentation. Having full ownership over the design process fostered an empowering sense of academic agency that conventional paper-based worksheets could not provide.

The fourth theme addressed the operational challenges encountered during project execution. Technical constraints within the platform, such as the inability to crop or retouch images internally, caused initial workflow interruptions. Additionally, group coordination presented interpersonal hurdles when scheduling collaborative work sessions across differing departmental timetables. Students also reported hardware constraints, as several groups depended on a single laptop to finalize their digital layouts.

Discussion

The empirical findings demonstrate that utilizing *Book Creator* for digital outcome tasks successfully translates the theoretical principles of Outcome-Based Education into authentic classroom practice. In line with modern OBE tenets, learning is defined by observable student competencies and authentic performance outputs rather than passive rote memorization (Lestari, 2025; Mufanti, 2024). By integrating spoken audio tracks and contextual written narratives into digital books, students produced tangible proof of their communicative proficiency. This authentic artifact construction confirms that technology-supported project work effectively bridges conceptual syllabus goals and practical communicative competence (Sudarso et al., 2024). Furthermore, the collaborative creation of multimedia projects encouraged learners to negotiate meaning, plan narrative structure, and evaluate peer work, which mirrors the reflective and performance-oriented assessment practices valued in outcome-driven curricula (Bereczki & Kárpáti, 2021; Fan, 2025; Jaelani et al., 2026; Maryam et al., 2026).

Furthermore, the creative workflows observed during project completion illustrate the development of critical digital literacies among language learners. When students encountered functional boundaries within *Book Creator*, they proactively leveraged secondary editing applications to achieve their design objectives (Syakur & Dewi, 2023). This adaptive behavior demonstrates that digital outcome tasks encourage learners to become resourceful content curators rather than passive software consumers (Farida, 2025). Engaging with multimodal design also enhanced students' confidence in manipulating contemporary educational software, reinforcing technical competencies vital for their future academic careers (Ginusti, 2023). Although these findings are drawn from a single classroom context, they suggest that multimodal digital projects can serve as a practical bridge between outcome-oriented curriculum design and the everyday communicative demands learners will face beyond the course(Almusharraf & Engemann, 2020; Arnó-Macià et al., 2021; Dressen-Hammouda & Wigham, 2022; Jaelani et al., 2026).

The high levels of learner motivation documented in this study can be understood through the fulfillment of core psychological needs for autonomy, competence, and relatedness. Granting learners creative freedom to select narrative themes and graphic styles established strong psychological ownership over their projects (Ismail & Kurniawan, 2023). Moreover,

Copyright (c) 2026 EDUCATOR : Jurnal Inovasi Tenaga Pendidik dan Kependidikan
https://doi.org/10.51878/educator.v6i4.16512

EDUCATOR : Jurnal Inovasi Tenaga Pendidik dan Kependidikan
Vol. 6, No. 4, Oktober-Desember 2026
e-ISSN : 2807-8659 | p-ISSN : 2807-8829
Online Journal System : https://jurnalp4i.com/index.php/educator

embedding spoken audio directly into digital pages provided a low-anxiety rehearsal space where students could review, rerecord, and refine their spoken output without immediate face-to-face peer evaluation (Spaliviero, 2022). This self-paced multimodal practice reduced affective filters and sustained intrinsic motivation throughout the course (Cherrez, 2021; Fathi, 2023; Liao, 2025; Sidig, 2023; Wald & Seiwald, 2026).

Despite these notable pedagogical benefits, the study identified systemic infrastructural constraints that reflect the digital divide in developing educational contexts. Disparities in personal laptop ownership and internet access created uneven collaborative workloads among group members (Muzakir & Susanto, 2023). Scheduling conflicts between students from different academic majors further compounded time management pressures during collaborative editing (Ngadiso, 2021). Nevertheless, the collaborative problem-solving strategies adopted by students demonstrated resilience, highlighting that digital project learning fosters collaborative adaptability even within resource-constrained environments.

CONCLUSION

This study concludes that first-semester international EFL students perceive digital outcome tasks using *Book Creator* as highly effective, authentic, and pedagogically engaging within an Outcome-Based Education framework. The platform successfully bridges theoretical language instruction with tangible communicative performance by enabling students to synthesize spoken and written English into published multimodal e-books. Furthermore, the collaborative project tasks significantly enhanced students' technology-based creativity, active learning motivation, and functional digital literacy. Although learners encountered operational hurdles related to device dependency and collaborative time management, their overall learning experiences remained overwhelmingly positive and productive.

These findings imply that higher education institutions must provide adequate technological infrastructure and scaffolded task frameworks when implementing digital outcome tasks in language classrooms. Instructors are encouraged to integrate clear collaborative guidelines and technical orientations to assist students in managing digital workflows efficiently. Future research should investigate the longitudinal impact of digital book authoring across diverse language proficiencies using mixed-methods approaches. Additionally, exploring how different multimodal platforms influence specific language sub-skills, such as academic writing mechanics and pragmatic competence, would further enrich technology-enhanced language pedagogy.

REFERENCES

Almusharraf, N., & Engemann, J. (2020). Postsecondary instructors' perspectives on teaching English as a foreign language by means of a multimodal digital literacy approach. *International Journal of Emerging Technologies in Learning (iJET)*, *15*(18), 86–107. https://doi.org/10.3991/ijet.v15i18.15451

Arnó-Macià, E., McCall, M., Kenzie, D., Isohella, S., & Maylath, B. (2021). Designing telecollaborative projects for professional communication and user experience. *JUCS - Journal of Universal Computer Science*, *27*(5), 450–471. https://doi.org/10.3897/jucs.67050

Bereczki, E. O., & Kárpáti, A. (2021). Technology-enhanced creativity: A multiple case study of digital technology-integration expert teachers' beliefs and practices. *Thinking Skills and Creativity*, *39*, Article 100791. https://doi.org/10.1016/j.tsc.2021.100791

Copyright (c) 2026 EDUCATOR : Jurnal Inovasi Tenaga Pendidik dan Kependidikan
https://doi.org/10.51878/educator.v6i4.16512

Braun, V., & Clarke, V. (2022). Conceptual and design thinking in thematic analysis. *Qualitative Psychology*, *9*(1), 3–26. https://doi.org/10.1037/qup0000196

Cherrez, N. J. (2021). Leveraging asynchronous speaking tasks to promote willingness and confidence to speak in Spanish: A qualitative study. *Australasian Journal of Educational Technology*, *37*(4), 1–14. https://doi.org/10.14742/ajet.6657

Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.

Dressen-Hammouda, D., & Wigham, C. R. (2022). Evaluating multimodal literacy: Academic and professional interactions around student-produced instructional video tutorials. *System*, *105*, Article 102727. https://doi.org/10.1016/j.system.2022.102727

Fan, Y.-S. (2025). From text-centric to multimodal: Implementing multiliteracies and learning-oriented assessment in a first-year EFL curriculum. *RELC Journal*. https://doi.org/10.1177/00336882251410729

Farida, L., Waluyo, U., Soepriyanti, H., & Fitriana, E. (2025). Digital tools and project-based learning in supporting students' writing development in SMKN 1 Sekotong, West Lombok. *Journal of English Educational Forum*, *8*(1), 56–61. https://doi.org/10.29303/jeef.v8i1.745

Farida, N. (2025). Digital project-based learning to improve students' autonomy and creativity. *International Journal of Language Education*, *12*(1), 33–45. https://doi.org/10.26858/ijole.v12i1.4821

Fathi, S. D. (2023). From silence to speech: The role of digital interactive platforms in motivating reluctant EFL speakers. *Neliti*. https://doi.org/10.22161/ijels.82.42

Ginusti, G. N. (2023). The implementation of digital technology in online project-based learning during pandemic: EFL students' perspectives. *J-SHMIC: Journal of English for Academic*, *10*(1), 45–56. https://doi.org/10.25299/jshmic.2023.vol10(1).11285

Ismail, M., & Kurniawan, A. (2023). Multilingual digital pedagogy through Book Creator for EFL contexts. *TESOL Review*, *15*(1), 45–60. https://doi.org/10.46529/tesolreview.v15i1.156

Jaelani, A., Lustyantie, N., & Murtadho, F. (2026). Assessing communicative performance through a multimodal video project in English for tourism and hospitality. *JEELS (Journal of English Education and Linguistics Studies)*, *13*(1), 187–212. https://doi.org/10.30762/jeels.v13i1.5668

Lestari, P. (2025). Integrating project-based learning into outcome-based education in polytechnic English classrooms: Literature review. *Culturalistics: Journal of Cultural, Literary, and Linguistic Studies*, *9*(1), 32–36. https://doi.org/10.14710/culturalistics.v9i1.2185

Liao, M.-H. (2025). Cultivating proficient and efficacious L2 English speakers via VoiceThread-mediated self- and peer assessments. *Humanities and Social Sciences Communications*, *12*(1), Article 5674. https://doi.org/10.1057/s41599-025-05674-2

Maryam, N. S., Fajriah, Y. N., & Hasim, W. (2026). The implementation of project-based learning in teaching narrative text: A case study in one senior high school in Garut. *EDUCATIONAL: Jurnal Inovasi Pendidikan & Pengajaran*, *6*(4), 4128–4137. https://doi.org/10.51878/educational.v6i4.15832

Copyright (c) 2026 EDUCATOR : Jurnal Inovasi Tenaga Pendidik dan Kependidikan
https://doi.org/10.51878/educator.v6i4.16512

Mufanti, R. (2024). Outcomes-based education in Indonesian higher education. *Studies in English Language and Education*, *11*(2), 789–804. https://doi.org/10.24815/siele.v11i2.33214

Muzakir, M. I., & Susanto. (2023). Implementasi kurikulum outcome-based education (OBE) di dalam sistem pendidikan tinggi di era 4.0. *Edukasiana: Journal of Islamic Education*, *2*(1), 118–139. https://doi.org/10.56114/edukasiana.v2i1.401

Ngadiso, N. (2021). Project-based learning (PBL) in EFL learning: Lessons from Indonesia. *Al-Ishlah: Jurnal Pendidikan*, *13*(2), 1120–1130. https://doi.org/10.35445/alishlah.v13i2.548

Sidig, L. F. (2023). From silence to speech: The role of digital interactive platforms in motivating reluctant EFL speakers. *International Journal of English Literature and Social Sciences*, *8*(2), 291–295. https://doi.org/10.22161/ijels.82.42

Spaliviero, C. (2022). Pre-service primary teachers' beliefs, practices, and needs regarding the teaching of a second language through Book Creator. *International Journal of Linguistics*, *14*(5), 34–64. https://doi.org/10.5296/ijl.v14i5.20288

Sudarso, H., Nurhikmah, A., Deiniatur, M., Megawati, & Syam, A. F. (2024). Analyzing the use of project-based learning in English language education. *Educendikia Journal*, *4*(1), 15–27. https://doi.org/10.53990/educendikia.v4i1.320

Syakur, A., & Dewi, R. (2023). Digital literacy and learner autonomy through Book Creator in EFL classes. *JEES (Journal of English Education Studies)*, *8*(1), 91–102. https://doi.org/10.30659/e.8.1.91-102

Wald, M., & Seiwald, R. (2026). Get ready to mingle! From authentic practice to authentic assessment. *Innovation in Language Learning and Teaching*, 1–19. https://doi.org/10.1080/17501229.2026.2660854

Copyright (c) 2026 EDUCATOR : Jurnal Inovasi Tenaga Pendidik dan Kependidikan
https://doi.org/10.51878/educator.v6i4.16512