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The innovative functions of the ai-assisted book creator in supporting teachers' administrative and learning needs

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Abstract
The integration of digital authoring applications has provided new opportunities for teachers to create learning materials that are more engaging, relevant, and contextual to students' needs. Nevertheless, in practice, many teachers have not yet fully optimized these technologies due to time constraints and limited digital literacy. This research explores the innovative functions of the AI-assisted Book Creator application in supporting both administrative and instructional needs of teachers in Semarang Regency and Salatiga who have previously participated in Book Creator training programs. This research employed a qualitative research design to capture teachers' real-life experiences with using AI-assisted Book Creator in their daily professional practices. Data were collected through classroom observation, in-depth interviews, and analysis of administrative and teaching documents. This approach enables the researchers to obtain a comprehensive understanding of how the application was utilized, adapted, and perceived by teachers in authentic educational contexts. The findings demonstrate that AI-assisted Book Creator was perceived as useful for administrative purposes such as organizing lesson plans, creating a digital portfolio, and compiling learning reports. The application also plays an important role in helping teachers develop interactive learning materials, digital student projects, and reflective learning documents. However, the research reveals persistent challenges, including teachers' lack of digital literacy, the limited duration of training, internet connectivity, and infrastructure constraints. This research concludes that AI-assisted Book Creator has strong potential to support teachers' administrative and pedagogical work when accompanied by institutional support and continuous professional development. The findings are expected to inform school leaders and educators in making more effective decisions regarding the integration of digital technologies, particularly Book Creator in Educational practice.

Keywords: administrative needs, book creator, digital learning; educational technology.

1. Introduction

The massive growth of digital technology has made its integration into education inevitable. Teachers wish to be capable of managing instructional activities and administrative tasks in more effective and efficient ways. The implementation of the Merdeka Curriculum requires teachers to continuously adapt to digital learning, as it emphasizes Technological Pedagogical Content Knowledge (TPACK) (Mishra & Koehler, 2006). This situation requires teachers to improve their digital competence while maintaining the quality of the teaching and learning process.

The AI-assisted Book Creator application is one of the technological innovations that has the potential to support the teachers' needs. Book Creator is a digital authoring platform that enables the design of interactive books, incorporating text, images, audio, and video. The integration of artificial intelligence further extends its functionality, particularly for teachers, by supporting both instructional design and administrative work. Through AI-supported features, teachers can organize learning materials more systematically, receive suggestions for instructional design, and reflect on the effectiveness of their teaching practices (Wang & Tahir, 2020).

Teacher administration needs many activities, for example, a teaching module or deep learning plan, instructional materials, and the evaluation of student learning outcomes. Regular communication with parents is important for early childhood and primary school teachers. The teachers often send the activities of students in the classroom and school in the form of photos or videos through WhatsApp; sometimes, this makes the device full. However, AI-assisted Book Creator offers a practical solution; the teachers can compile administrative documents, reports, and learning portfolios in an accessible digital format. They only share Book Creator links, and parents can access information about classroom and school activities. Besides, the parents can watch the interesting design of Book Creator, assisted by AI and Canva, and their personal device storage will not be overloaded; the reports are more organized and visually engaging.

In instructional contexts, AI-assisted Book Creator also plays a significant role in enhancing learning experiences. Teachers can design interactive and multimodal learning materials that increase student participation and learning motivation (Hwang, 2019). The availability of multimedia features allows learning content to be presented in formats that accommodate diverse student learning styles. Furthermore, the adaptive potential of AI-supported technologies contributes to more effective and responsive learning processes by aligning content with students' learning needs (Siemens & Long, 2011).

Despite these advantages, the implementation of AI-assisted Book Creator is not without challenges. One major issue is the limited digital literacy of teachers, which affects their ability to utilize digital technologies optimally (Mardiana, 2021). In addition, unequal access to technological infrastructure, such as stable internet connections and classroom equipment, remains a critical factor influencing successful implementation (Selwyn, 2020). Time constraints and limited opportunities for continuous professional development further restrict teachers' engagement with new technologies beyond basic use.

Previous studies have examined the use of Book Creator in educational settings. Tuminah, Kurniawan, and Faridha (2022) reported that the use of Book Creator in storytelling activities effectively improved students' reading skills. However, their study focused only on Book Creator without the integration of artificial intelligence. Similarly, Handayani, Puspita, and Syamsiah (2023) highlighted the positive effects of Book Creator on students' writing skills, yet the application was not combined with AI-supported tools. Almas Adibah (2024) also found that Book Creator not only enhanced students' writing abilities but also increased learning motivation and enjoyment. In addition, Suryati and Arsyid Irfan (2023) demonstrated the role of Book Creator in supporting teacher administration by developing attractive digital teaching materials. However, these studies emphasize only learning outcomes and have not found the broader administrative functions of Book Creator yet, especially as supported by artificial intelligence. Based on these limitations, the present study aims to explore the innovative functions of AI-assisted Book Creator in supporting teachers' instructional and administrative

needs. This study focuses on teachers in Salatiga and Semarang Regency who have followed training about the use of AI-assisted Book Creator. By researching the experiences, perceived benefits, and challenges of the teachers, this study tries to give contributions of empirical evidence and practical insights for educators, the schools' leaders, and policymakers on how to use Book Creator supported by AI in educational practice.

2. Literature Review (optional)

Constructivist Learning Theory

Constructivist learning theory is an educational theory about knowledge that is constructed by learners through interaction and experience. Learning is a process in which learners actively build understanding based on meaningful engagement and prior knowledge, so it is not only a process of transferring knowledge from teachers to students. (Masgumelar & Mustafa, 2021, as cited in Amrina Rosyida & Putri Syahada, 2025). Dewey highlighted that learning should be experiential, student-centered, and connected to learners' interests; on the other hand, Piaget and Vygotsky viewed active cognitive development and social interaction are important. From this perspective, teachers are facilitators who create learning environments that support enjoyable and meaningful learning that can lead to a strong and long-term understanding

Deep Learning Approach

Deep learning focuses on students' deep understanding through application, reflection, and critical thinking of knowledge in an authentic context, and it is closely related to constructivist principles (Khairi et al., 2023). Research reports that deep learning approaches, which are designed to be mindful, meaningful, and joyful learning, can enhance students 'conceptual and engagement. (Biggs et al., 2022). In the Indonesian educational context, deep learning is operationalized through the 8–3–3–4 framework, which integrates eight graduate profiles, three learning principles, three learning experiences, and four instructional frameworks, including the effective use of digital technology.

Technological Pedagogical Content Knowledge (TPACK)

The TPACK framework provides a conceptual foundation for integrating technology into teaching. Mishra and Koehler (2006) define TPACK as the intersection of content, pedagogy, and technology knowledge required for effective instruction. TPACK is relevant in 21st-century education, because it guides teachers in using and selecting digital technology that enhances learning outcomes and engagement. It also indicates that technology integration should align with pedagogical strategies and instructional goals.

Teacher Administration in the Merdeka Curriculum

Teacher administration within the Merdeka Curriculum includes systematic planning, implementation, and evaluation of learning activities (Berutu et al., 2023; Masluroh, 2013). Teachers are responsible for managing teaching modules, learning objective pathways, instructional materials, assessments, and learning documentation. To support teachers in managing the administrative responsibilities without increasing workload, an effective and efficient digital technology is needed.

Artificial Intelligence and Book Creator in Education

Artificial intelligence refers to computer systems designed to simulate human intelligence, including decision-making, learning, and reasoning. (Karyadi, 2023). In education, AI supports

personalization, instructional, and administrative efficiency. Book Creator (Note 7) is a DST tool aimed at creating, reading, and sharing digital books. It was elaborated in 2011 by Tools for School and since then, more than 30 million e-books have been produced. It is a versatile educational app, since it can be used both by teachers and students for a wide range of subjects (languages, mathematics, art etc.) and school grades (from pre-kindergarten to high school). (Spaliviero, 2022). Its design is simple, intuitive, and accessible to Book Creator is a digital authoring application that enables the creation of interactive learning materials using multimedia elements. Previous studies have demonstrated that Book Creator supports students' literacy development, motivation, and engagement (Tuminah et al., 2022; Handayani et al., 2023; Almas Adibah, 2024). However, most existing research focuses on learning outcomes and does not examine the integration of AI or the application's role in supporting teachers' administrative needs. This gap highlights the need for further research on the innovative functions of AI-assisted Book Creator from teachers' perspectives.

3. Research Method

Research Design

This research employed a qualitative approach because it allows for an in-depth understanding of participants' perceptions, practices, and experiences within their real educational contexts. The qualitative research design was chosen to explore the innovative functions of AI -assisted Book Creator in supporting teachers' instructional and administrative needs. For capturing complex phenomena related to technology integration in education, the qualitative research design is appropriate. It cannot be explained through quantitative measurement. This research is based on an interpretative paradigm that emphasizes meaning-making and understanding from the participants' perspectives (Creswell,2013)

Research Setting and Participants

This research was conducted in Semarang Regency and Salatiga, Central Java, Indonesia. The participants consist of various educational levels teachers from early childhood education (PAUD/TK), primary school (SD/MI), secondary schools (SMP, SMA, and SMK), who had previously participated in a training workshop of AI-assisted Book Creator. Participants were chosen by using purposive sampling, because they were considered information -rich cases with their experience in implementing Book Creator for administrative and instructional contexts.

Data Collection Techniques

To get credible and comprehensive findings, data were collected through multiple qualitative techniques. First, non-participant observations were conducted to examine how Book Creator, assisted by AI, was utilized as administrative documentation and in classroom activities. Second, in-depth interviews were conducted to explore teachers' experiences, challenges, and perceptions in using the AI-assisted Book Creator. The interview questions focused on administrative applications, instructional practices, perceived benefits, and encountered constraints. The interviews were conducted using a semi-structured approach to allow flexibility in follow-up probing while maintaining consistency across core questions. (Kvale & Brinkann,2015). Third, document analysis was employed to review Book Creator, assisted by AI produced by teachers, such as teaching modules, learning reports, interactive books, and

students' book creators for portfolios task. The use of multiple data sources enables data triangulation, thereby strengthening the credibility of the findings.

Data Analysis

The data analysis of this research followed the interactive model proposed by Miles, Huberman, and Saldana (2014), which consists of data display, data condensation, and verification or conclusion drawing. Observation notes, interview transcripts, and documents were first organized and condensed through coding to identify meaningful units related to the administrative and instructional functions of AI-assisted Book Creator. Data Displays were presented in the form of thematic matrices to facilitate interpretation. Then the coded data were categorized into themes that reflected patterns across participants. Finally, a verification or conclusion was drawn through continuous comparison across data sources, which were verified throughout the research process to ensure accuracy and consistency.

Trustworthiness of the Study

This research applied Lincoln & Guba's (1985) four criteria to ensure the trustworthiness of the qualitative findings: transferability, dependability, confirmability, and credibility. Transferability was addressed by providing detailed descriptions of the research context, procedure, and participants, allowing readers to determine the applicability of the findings to other settings. Dependability was ensured through a clear documentation of research data analysis and procedure process, creating an audit trail that supports the consistency of this research. Confirmability was established by maintaining reflexive notes and ensuring that the findings were grounded in the data rather than the researchers' personal assumptions. Finally, credibility was enhanced through data triangulation across observation, interviews, and document analysis, as well as member checking, where participants were given chances to confirm and review the accuracy of the researchers' interpretation.

Ethical Considerations

This research process also considers ethics carefully. The purpose of this research was explained to the participants, and they provided their consent before data collection. Anonymity and confidentiality were maintained by removing identifiable information and using pseudonyms in research reports. For research purposes, all data were used solely and were stored securely to protect participants' privacy

3. Results and Discussion

Result

1.1 AI-Assisted Book Creator in Meeting Teachers' Administrative Needs

The findings indicate that Book Creator plays a significant role in supporting teachers' administration tasks. Teachers utilized the platform to compile teaching modules, lesson plans, deep learning-based instructional design, student portfolios, and learning reports in a single, structured digital book. In preparing administrative documents, the assistance of AI tools reduced effort, cognitive load, and time, so it allows teachers to focus more on instructional quality.

This finding extends earlier research that emphasized AI for instructional support by highlighting Book Creator as a practical administrative repository. Unlike the prior research that treated administrative workload as a constraint, this research reports how the AI-assisted Book

Creator functions as an integrative solution that enhances organization, sustainability, and efficiency of teachers' administrative work.

1.2 Implementation of AI-Assisted Book Creator in Supporting Teaching and Learning

The findings also demonstrate that teachers across PAUD(Kindergarten), primary, secondary, and senior high schools consistently used Book Creator as a digital platform for learning media, teaching materials, and student worksheets. The integration of AI tools such as Bing AI Image Creator, Canva, ChatGPT, and Gemini enabled teachers to design visually rich, interactive, and multimodal learning resources. This implementation fostered active student participation, engagement, collaboration, and creativity among Generation Z and Alpha students who are highly familiar with the digital environment.

Unlike previous studies that positioned Book Creator primarily as aliteracy or language-learning tool, this research reveals its broader pedagogical function as a flexible learning ecosystem that supports deep learning principles: mindful, meaningful, and joyful learning through multimodal content creation and collaborative tasks. Teachers stated that students were more actively involved and more motivated, as learning tasks allowed them to express ideas through audio, images, video, and digital storytelling.

1.3 Strengths and Limitations of AI-Assisted Book Creator

The major strengths of AI-assisted Book Creator identified include reduced administrative burden, cost-effectiveness, enhanced student engagement, increased instructional efficiency, and support for collaborative and self-directed learning. Additionally, Book Creator serves as a digital portfolio, providing an activity album accessible to parents through a single link, which enhances school-home communication and minimizes storage issues.

However, there are several limitations of the AI-assisted Book Creator, including limited training duration, teachers' varying levels of digital literacy, unequal access to devices, time constraints for content development, and unstable internet connectivity. These challenges indicate that the effectiveness of the AI-assisted Book Creator is closely tied to infrastructure, ongoing professional development, and institutional support.

Discussion

The findings regarding the innovative function of AI-assisted Book Creator in supporting administrative needs and teachers' learning are supported by constructivist learning theory, deep learning approaches, TPACK, and the administrative demands of the Merdeka Curriculum.

First, the findings of this research highlight the significant administrative function of Book Creator, particularly within the context of the Merdeka Curriculum. Teachers stated that using Book Creator to organize annual and semester programs, teaching modules, learning materials, assessment documentation, and reflective teaching records. This finding supports the concept of curriculum administration as a planned, systematic, and continuous process covering planning, implementation, and evaluation (Masluroh,2013; Berutu et al.,2023). The digital format of Book Creator helped to reduce administrative burden and improve consistency, accessibility, and efficiency of teaching documents.

Second, the implementation of Book Creator as an interactive and student-centered digital platform allows learners to actively construct knowledge through multimedia texts, creative outputs, and reflection. This aligns strongly with the theory of constructivist learning,

which emphasizes knowledge as actively built by learners through experience rather than transmitted directly from teacher to student (Masgumelar&Mustafa,2021, cited in Amrina Rosyida & Putri Syahada, 2025). The role of teachers as mediators and facilitators observed in this research reflects Dewey's views on active, experiential, and interest-based learning, as well as Vygotsky's and Piaget's principles that learners continuously reconstruct understanding through meaning engagement.

Third, the integration of Book Creator supported deep learning practices by enabling students to be more engaged through three learning experiences: understanding, applying, and reflecting on learning content. This finding is consistent with research by Khairi et al. (2023), who argued that deep learning encourages critical analysis, connection with prior knowledge, and meaningful application. The use of multimedia, reflective pages, and project-based outputs in Book Creator facilitated mindful, meaningful, and joyful learning, which resonates with the deep learning framework and its 8-3-3-4 formulation, including eight dimensions of the graduation profile, three learning principles, three learning experiences, and four learning frameworks (Bigg et al.,2022).

Fourth, these findings demonstrate the relevance of the TPACK framework in understanding teachers' digital practices. Teachers were able to integrate pedagogical strategies, content knowledge, and technological tools through Book Creator in a coherent manner. This supports the statement of Mishra and Koehler (2006) that effective technology integration occurs when teachers have an understanding of technology, pedagogy, and content. AI-assisted features within Book Creator further strengthened teachers' technological knowledge (TK), technological pedagogical knowledge (TPK), and technological pedagogical content knowledge (TPACK), enabling them to design engaging learning experiences while maintaining alignment with instructional goals.

Finally, the integration of artificial intelligence within Book Creator enhanced both administrative and pedagogical practices. According to Karyadi (2023), AI-support features help teachers in idea generation, content creation, and media integration, thus enabling adaptive and efficient learning design. This reinforces the role of AI as a supportive tool rather than a replacement for teachers, fostering efficiency, creativity, and professional competence.

Overall, this discussion confirms that AI-assisted Book Creator as an integrated administrative and pedagogical ecosystem. By aligning constructivist learning theory, deep learning approach, TPACK, and curriculum administration needs, this research contributes to a holistic understanding of how digital authoring tools can support teacher sustainable educational innovation and professionalism.

4. Conclusion

This research aims to explore how the integration of Book Creator, powered by artificial intelligence (AI), is utilized in administrative practices among teachers at various educational levels. These findings suggest that Book Creator, when combined with generative AI tools, advances teaching and learning beyond its conventional role as a digital textbook platform, positioning it as an integrated pedagogical and administrative ecosystem.

First, this research demonstrated that the AI-assisted Book creator application effectively addresses' administrative burdens' and simplifies teachers' work, particularly in the context of the Merdeka Curriculum. The findings indicate that an AI-assisted lesson plan, teaching materials, portfolio-based assessment, and digital reporting integrated within Book Creator significantly improve the efficiency, organization, and accessibility of administrative tasks. This

contribution extends previous studies on AI in education by highlighting its practical role in integrating pedagogical innovation with administrative effectiveness within a single platform.

Second, this research stated that Book Creator, supported by AI, substantially enhances the quality of learning processes. The platform enables teachers to design media, learning materials, and student worksheets that are student-centered, interactive, and multimodal, thereby fostering active learning, creativity, critical thinking, and collaboration. These practices align with constructivist learning theory, TPACT, and the Deep learning approach, indicating that the Book creator not only digitizes existing practices but also facilitates deeper cognitive engagement and meaningful learning experiences.

Finally, this research reports that the administrative and pedagogical benefits of Book Creator, supported by AI, simultaneously contribute to teachers' professional growth. AI-assisted Book Creator encourages continuous creativity, innovation, and reflective practice, enabling teachers to adapt to massive technological change while maintaining pedagogical integrity. The platform encourages continuous innovation, creativity, and reflective practice, enabling teachers to adapt to rapid technological change while maintaining pedagogical integrity. However, this research also identified persistent challenges, including the limited duration of professional training, gaps in digital literacy, unequal access to devices and internet connectivity, and infrastructure constraints.

Overall, this research highlights that the AI-assisted Book Creator is a transformative tool that bridges administrative efficiency and learning innovation, and provides empirical insights for teacher educators and school leaders in designing digital learning policies and professional development programs that are responsive to contemporary educational demands.

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