

THE EFFECT OF E-BOOK MEDIA ON STUDENTS' READING INTEREST

Ayu Agustina Nasution, Parianto

Universitas Islam Sumatera Utara

Email: ayunasutiongustin455@gmail.com, parianto@fai.uisu.ac.id

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh media e-book terhadap minat baca siswa dalam pembelajaran Pendidikan Agama Islam di Madrasah Aliyah Ikhwanul Muslimin Tembung. Penelitian ini menggunakan pendekatan kuantitatif dengan desain asosiatif kausal. Populasi penelitian terdiri atas 34 siswa kelas X, XI, dan XII yang seluruhnya dijadikan sampel melalui teknik sampling jenuh. Data dikumpulkan menggunakan angket skala Likert yang mengukur penggunaan media e-book dan minat baca siswa. Analisis data dilakukan dengan bantuan SPSS versi 22.0 melalui uji validitas, reliabilitas, normalitas, linearitas, uji-t, dan koefisien determinasi. Hasil penelitian menunjukkan bahwa seluruh 17 butir pernyataan pada masing-masing variabel dinyatakan valid dengan nilai koefisien korelasi lebih besar dari nilai kritis 0,339. Instrumen juga dinyatakan reliabel dengan nilai Cronbach's Alpha sebesar 0,726 untuk media e-book dan 0,762 untuk minat baca. Data berdistribusi normal dan memiliki hubungan yang linear. Hasil pengujian hipotesis menunjukkan adanya pengaruh positif dan signifikan media e-book terhadap minat baca siswa, dengan nilai t sebesar 6,113 dan signifikansi $0,000 < 0,05$. Koefisien determinasi (R^2) sebesar 0,539 menunjukkan bahwa media e-book menjelaskan 53,9% variasi minat baca siswa. Temuan ini menunjukkan bahwa media e-book berpotensi memperkuat minat baca siswa dalam pembelajaran Pendidikan Agama Islam.

Kata Kunci: Media E-book, Minat Baca, Pendidikan Agama Islam

Abstract

This study examines the effect of e-book media on students' reading interest in Islamic Religious Education learning at Madrasah Aliyah Ikhwanul Muslimin Tembung. This study employed a quantitative approach with a causal associative design. The population consisted of 34 students from Grades X, XI, and XII, all of whom were selected using a saturated sampling technique. Data were collected through Likert-scale questionnaires measuring e-book media and students' reading interest. Data analysis was conducted using SPSS version 22.0 through validity, reliability, normality, linearity, t-test, and coefficient of determination tests. The results showed that all 17 items for each variable were valid, with the calculated correlation coefficients exceeding the critical value of 0.339. The instruments were also reliable, with Cronbach's Alpha values of 0.726 for e-book media and 0.762 for reading interest. The data were normally distributed and demonstrated a linear relationship. Hypothesis testing indicated a positive and significant effect of e-book media on students' reading interest, with $t = 6.113$ and significance = $0.000 < 0.05$. The coefficient of determination (R^2) was 0.539, indicating that e-book media explained 53.9% of the variance in students' reading interest. These findings demonstrate the potential of e-book media to strengthen students' reading interest in Islamic Religious Education learning.

Keywords: E-book Media, Reading Interest, Islamic Religious Education

INTRODUCTION

Education is essentially a conscious and planned process that does not take place only within formal classrooms but also encompasses all dimensions of human life. Education serves as a means of developing individual potential so that individuals possess intelligence, skills, and good moral character, enabling them to actively participate in social life. From an Islamic perspective, the urgency of education is emphasized through the first revelation given to the Prophet Muhammad, namely the command to read in Qur'an Surah Al-'Alaq, verses 1–5, indicating that literacy is a fundamental foundation for building human civilization. The command "Iqra'" does not merely mean reading texts but also reading the realities of life as a means of continuously developing knowledge. Thus, education and literacy are two inseparable elements in developing high-quality human resources.

Nevertheless, empirical reality indicates that reading interest in Indonesia remains relatively low. Various international studies have shown that Indonesia ranks relatively low in global literacy indices, indicating that the reading culture among the population remains weak (Indra et al., 2021). This condition is a serious concern because reading interest is closely related to critical thinking skills, problem-solving abilities, and knowledge acquisition. Reading interest is not merely a habit but an important characteristic of lifelong learning that influences an individual's intellectual quality (Sudarsana & Bastiano, 2010). Low reading interest can result in limited knowledge, weak analytical abilities, and low academic achievement among students in understanding learning concepts in depth.

In the context of education, particularly Islamic Religious Education, the challenge of low reading interest becomes increasingly complex. Islamic Religious Education does not merely emphasize cognitive aspects but also affective and psychomotor aspects, which require a deep conceptual understanding. In practice, however, many students still experience boredom during the learning process because teaching methods tend to be monotonous and lack variety. This condition affects students' learning motivation and reduces their interest in literacy activities in the classroom (Farida Rahim, 2008). Therefore, innovation in the learning process is needed to increase reading interest while encouraging students' active involvement.

Along with the development of science and technology, the field of education has undergone significant transformation, particularly in the utilization of digital learning media. One rapidly developing innovation is the use of electronic books (e-books) as technology-based learning resources. E-books not only provide textual content but can also be equipped with multimedia elements such as images, audio, video, and animations that can enhance students' understanding of learning materials (Andani, 2021). In addition, e-books provide flexibility in learning access because they can be used through various electronic devices, such as smartphones and laptops, thereby supporting a more effective and efficient learning process (Khairrani, 2019).

The utilization of e-books in education is also consistent with the demands of the Industrial Revolution 4.0, which emphasizes digitalization in various aspects of life, including

education. Digital learning media have been shown to improve the effectiveness of the learning process by presenting materials in a more interactive and engaging manner (Mawar Sari et al., 2024). Furthermore, e-books offer advantages in terms of cost efficiency, ease of distribution, and broader availability of learning resources compared with conventional printed books (Cintiara et al., 2023). In this context, e-books represent a potential solution for increasing students' reading interest amid the challenges of a low reading culture.

Nevertheless, the implementation of e-books in learning does not always operate optimally. Several studies have shown that the successful use of digital media is strongly influenced by students' internal and external factors, such as motivation, discipline, and the learning environment (Djarwo, 2020). In some cases, technology may even be misused by students for activities unrelated to learning, resulting in no significant impact on improving literacy. Anindia (2023) emphasizes that the use of e-books should be accompanied by the development of students' character and digital morality to prevent misuse and inappropriate practices.

Based on these findings, research on the effect of e-books on reading interest is highly relevant, particularly in the context of Islamic Religious Education at the Madrasah Aliyah level. E-books are expected not only to serve as alternative learning media but also as a strategic means of sustainably increasing students' reading interest. Previous research has also indicated that the use of e-books has a positive effect on improving students' reading interest and conceptual understanding when implemented appropriately (Eka Wahyu Ningsih, 2025). Therefore, further empirical investigation is needed to determine the extent to which e-books are effective in increasing students' reading interest, particularly at Madrasah Aliyah Ikhwanul Muslimin Tembung.

This research is important because it offers novelty in the context of utilizing digital learning media in Islamic Religious Education, which has received relatively limited specific attention at the madrasah level. Furthermore, this study is expected to make a theoretical contribution to the development of educational science and a practical contribution to teachers and educational institutions in optimizing the use of e-books as effective learning media. Thus, this research focuses not only on the technological aspects of education but also on efforts to strengthen students' reading culture as part of a comprehensive effort to improve the quality of education.

METHOD

This study employed a quantitative approach using a causal associative research design aimed at examining the cause-and-effect relationship between e-book media as the independent variable (X) and students' reading interest as the dependent variable (Y). The quantitative approach was selected because it enables researchers to measure phenomena objectively and systematically and to analyze them using statistical procedures, consistent with the characteristics of positivist research, which emphasizes empirical hypothesis testing (Sugiyono, 2016). In this context, the

study not only describes the phenomenon but also examines the extent to which the use of digital learning media influences students' reading interest.

The research was conducted at Madrasah Aliyah Ikhwanul Muslimin II Tembung, Deli Serdang Regency, North Sumatra. The site was selected purposively because the school had implemented e-book media in Islamic Religious Education learning, making it relevant for examining the effectiveness of its use in relation to students' reading interest. The population consisted of all students in Grades X, XI, and XII, totaling 34 students. Given the relatively small population size, a saturated sampling technique was employed, in which the entire population was included as the research sample. Therefore, the findings were expected to provide a comprehensive representation of the population without partial generalization (Arikunto, 2013).

The research variables consisted of e-book media as variable X and students' reading interest as variable Y. E-book media were defined as digital teaching materials in PDF format accessed through electronic devices and measured based on indicators of ease of use, practicality, visual presentation, and function as learning media. Meanwhile, students' reading interest was defined as an internal tendency characterized by enjoyment of reading, reading frequency, awareness of the benefits of reading, and interest in seeking additional reading materials. Both variables were measured using a Likert-scale questionnaire developed based on the operational indicators of each variable.

The research instrument was a closed-ended questionnaire developed based on the indicators of variables X and Y. Before being administered, the instrument was tested for validity using Pearson's Product-Moment correlation to ensure that each item accurately measured the intended construct (Sugiyono, 2016). In addition, the reliability of the instrument was tested using Cronbach's Alpha through SPSS version 22. The instrument was considered reliable when the Alpha value was ≥ 0.60 , indicating that its internal consistency was in the high to very high category (Arikunto, 2013).

Data were collected through observation, questionnaires, and documentation. Observation was used to obtain an initial overview of the learning conditions, questionnaires were used to obtain quantitative data from respondents, and documentation was used to support the research data, such as school profiles and student records. The collected data were then analyzed using descriptive and inferential statistics. Descriptive statistics were used to describe the data through the mean and standard deviation, while inferential statistics were used to test the research hypothesis through Pearson correlation and the t-test.

Before hypothesis testing was conducted, the data were first subjected to assumption tests, including normality, linearity, and homogeneity tests. The normality test was conducted to determine whether the data followed a normal distribution, the linearity test was used to determine whether there was a linear relationship between the variables, and the homogeneity test was conducted to ensure the equality of data variances. These procedures were carried out to ensure that the analytical results had statistically valid and reliable foundations that could be scientifically justified (Indra et al., 2021). Thus, the research methodology was systematically

designed to produce objective empirical findings regarding the effect of e-book use on students' reading interest.

RESULTS AND DISCUSSIONS

The Quality of E-Book Media and Students' Reading Interest

The findings of this study indicate that the use of e-book media and students' reading interest were in relatively good conditions in the learning process at Madrasah Aliyah Ikhwanul Muslimin Tembung. The research data were obtained from 34 respondents through Likert-scale questionnaires used to measure the e-book media variable (X) and students' reading interest variable (Y). Based on the descriptive analysis, the e-book media variable had a mean score of 55.7647 with a standard deviation of 4.62574, while the students' reading interest variable had a mean score of 55.6176 with a standard deviation of 7.13087. These results indicate that e-book media had been reasonably well received in the learning process and were associated with students' reading interest.

The quality of the research instrument was first established through a validity test. The validity test of the 17 items measuring the e-book media variable showed that all calculated *r*-values were higher than the critical *r*-value of 0.339. The item correlation coefficients ranged from 0.356 to 0.734. Therefore, all 17 items measuring the e-book media variable were declared valid. Similar results were obtained for the students' reading interest variable. All 17 items had calculated *r*-values greater than 0.339, with correlation coefficients ranging from 0.487 to 0.814. These findings indicate that each questionnaire item was able to represent the construct being measured. Instrument validity is an important component of quantitative research because a valid instrument enables the data obtained to accurately represent the research variables (Sugiyono, 2016). This view is consistent with Janna (2021), who explains that validity testing is conducted to ensure the accuracy of an instrument in measuring the intended research object or construct.

The consistency of the research instrument was further confirmed through the reliability test. The e-book media variable obtained a Cronbach's Alpha value of 0.726, while the students' reading interest variable obtained a value of 0.762. Both values exceeded the minimum threshold of 0.60 used in this study, indicating that both instruments were reliable. This means that the items demonstrated adequate internal consistency in measuring their respective variables. Arikunto (2013) explains that a reliable instrument can produce relatively consistent measurement results when used under comparable conditions. Therefore, the data used in this study had an adequate measurement basis for further inferential analysis.

This condition is important because digital learning media are not merely related to the format in which learning materials are delivered but also to the learning experience provided to students. E-books have characteristics that allow learning materials to be accessed more flexibly through electronic devices. Khairrani (2019) explains that e-books have potential as future learning media because they provide easy access to learning materials through digital devices.

Similarly, Ningsih and Ulya (2024) demonstrate that e-books can be utilized as learning resources that are consistent with the development of technology-based learning.

In the context of reading interest, the availability of digital media can serve as an alternative to overcome limitations associated with the use of printed books. Sudarsana and Bastiano (2010) describe reading interest as a tendency that encourages individuals to pay attention to and engage continuously in reading activities. Thus, reading interest is determined not only by the availability of reading materials but also by their attractiveness, accessibility, and the experience obtained during reading. Indra et al. (2021) also demonstrate that efforts to foster reading interest need to consider various factors that influence students' engagement in reading activities.

The findings concerning the quality of e-book media in this study are also consistent with Andani (2021), who found that e-book media can be developed and utilized as learning media by considering the quality of presentation and the characteristics of the learning materials. Mawar Sari et al. (2024) similarly emphasize that digital-based learning media can increase students' interest in the learning process. Therefore, the valid and reliable instruments, together with the relatively favorable mean scores of the two variables, provide a basis for considering e-books as relevant media for further investigation in relation to students' reading interest.

Overall, the findings at this stage demonstrate that e-book media and students' reading interest are two variables that can be empirically measured using instruments that meet the criteria of validity and reliability. This condition provides a sound methodological basis for further examining whether the use of e-book media has an effect on students' reading interest.

The Effect of E-Book Media on Students' Reading Interest

The results of the assumption tests indicate that the research data met the requirements for parametric statistical analysis. The Kolmogorov-Smirnov normality test produced an Asymp. Sig. value of 0.182 for the e-book media variable and 0.200 for the students' reading interest variable. Both values were greater than 0.05, indicating that the data for both variables were normally distributed. This result was further supported by the Normal P-P Plot, in which the data points were distributed along and close to the diagonal line. This indicates that there was no substantial deviation from the normality assumption. Meeting the normality assumption is important because parametric analyses, including regression coefficient analysis and the t-test, require data that satisfy the relevant distributional assumptions.

The linearity test subsequently showed a Deviation from Linearity significance value of 0.157. Since this value was greater than 0.05, while the significance value for the linearity component was 0.000, which was less than 0.05, the relationship between e-book media and students' reading interest was considered linear. This finding indicates that changes in the e-book media variable followed a linear pattern in relation to changes in students' reading interest. The linear relationship provided an important basis for proceeding with the analysis of the effect of the independent variable on the dependent variable.

The main findings were obtained through the partial significance test or t-test. Based on the coefficients table, the e-book media variable obtained a t-value of 6.113 with a significance value of 0.000. Meanwhile, with 32 degrees of freedom and a significance level of 5%, the critical t-value was 2.037. Since the calculated t-value of 6.113 was greater than the critical t-value of 2.037 and the significance value of 0.000 was less than 0.05, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Therefore, e-book media had a positive and significant effect on students' reading interest at Madrasah Aliyah Ikhwanul Muslimin Tembung.

The direction of the relationship can also be observed from the standardized coefficient beta of 0.734. The positive value indicates that better or more effective use of e-book media tends to be accompanied by higher levels of students' reading interest. Substantively, this finding indicates that e-books do not merely function as substitutes for printed books but can also become part of a learning strategy that encourages students to become more interested in reading. Their flexibility, ease of use, and digital characteristics enable students to access reading materials through devices that are already familiar in their everyday lives.

This finding is consistent with Khairrani (2019), who explains that e-books provide advantages in terms of flexibility and accessibility as learning media. The results also reinforce the findings of Ningsih (2025), who specifically examined the effect of e-book use on students' reading interest and found a positive relationship between e-book use and reading interest. Thus, the findings from Madrasah Aliyah Ikhwanul Muslimin Tembung provide additional empirical evidence that e-books can serve as one approach to increasing students' interest in reading activities.

The relationship between digital media and students' learning interest can also be explained by the characteristics of more engaging and flexible learning. Mawar Sari et al. (2024) demonstrate that digital-based learning media can increase learning interest because they are capable of presenting materials in a more engaging manner and are consistent with technological developments. Meanwhile, Falah (2025) emphasizes the importance of utilizing digital media to foster students' awareness of reading culture. This indicates that technology does not automatically increase reading interest; rather, its pedagogical use can create an environment that better supports reading activities.

In the context of Islamic Religious Education, this finding has broader implications. Islamic Religious Education requires reading activities because much of its learning content is derived from the Qur'an, hadith, Islamic literature, and other written sources. The use of e-books can broaden students' access to these sources and provide opportunities for them to read learning materials more flexibly. Adriani et al. (2022), for example, demonstrate that e-books can be applied in delivering religious learning materials to students. This indicates that e-books are relevant not only to general subjects but also to supporting religious education.

The findings also demonstrate that increasing reading interest cannot be separated from the quality of the learning experience provided to students. Farida Rahim (2008) emphasizes the importance of creating reading instruction that can develop students' interest. In the digital context, this principle can be implemented by providing reading materials that are easily

accessible, relevant to students' needs, and presented in an engaging manner. Therefore, the significant effect identified in this study does not merely demonstrate the superiority of technology but also highlights the importance of using technology appropriately within the pedagogical process.

The Contribution of E-Book Media to Strengthening Reading Interest in Islamic Religious Education

Further analysis shows that the relationship between e-book media and students' reading interest was relatively strong. This can be observed from the correlation coefficient (R) of 0.734. This value indicates a strong positive relationship between the use of e-book media and students' reading interest. The better the use of e-book media in learning, the higher the tendency of students' reading interest. This finding reinforces the results of the t-test, which demonstrated a significant effect. Thus, the relationship between the two variables is not only statistically significant but also substantively meaningful in the context of the learning process.

The contribution of e-book media to students' reading interest can be observed from the R Square value of 0.539. Therefore, e-book media accounted for 53.9% of the variance in students' reading interest, while the remaining 46.1% was influenced by other factors that were not included in the research model. The Adjusted R Square value in the SPSS output was 0.524 or 52.4%. Because this study involved only one independent variable, the R Square value of 53.9% can be used to explain the proportion of variance in reading interest associated with e-book media, while the Adjusted R Square represents the adjusted model estimate. This finding indicates that e-book media made a substantial contribution, although it was not the only factor determining students' reading interest.

The magnitude of this contribution demonstrates that the use of educational technology can become an important component of literacy-strengthening strategies. Falah (2025) highlights the importance of digital media in fostering students' awareness of reading culture. This is relevant to the present findings because e-books allow reading activities to take place not only during classroom instruction but also outside the classroom. Students can access materials through electronic devices, making the boundary between formal learning time and independent learning activities more flexible.

This advantage is also related to the characteristics of e-books as learning resources. Khairrani (2019) explains that e-books provide convenience and flexibility in the learning process. Agustian and Vlora (2023) similarly demonstrate that the development of e-books is closely related to users' need for information sources and reading materials that are more accessible. From an educational perspective, this development provides opportunities for teachers to provide reading materials that are more compatible with the characteristics of students in the digital era.

Nevertheless, the contribution of 53.9% should be interpreted critically. This percentage means that 46.1% of the variance in reading interest originated from other factors. Therefore,

increasing reading interest cannot be achieved merely by providing e-books. Indra et al. (2021) explain that reading interest is influenced by various factors, meaning that efforts to develop it require a comprehensive approach. Internal factors such as motivation, reading habits, attention, and awareness of the benefits of reading may contribute to the formation of students' reading interest. Djarwo (2020) also demonstrates that internal and external factors can influence students' learning motivation. Therefore, e-books should be positioned as one component within a broader school literacy ecosystem rather than as the sole solution.

In Islamic Religious Education, the use of e-books can also be directed toward strengthening students' reading culture through Islamic sources. Teachers can utilize e-books to provide materials related to the Qur'an, hadith, Islamic morality, Islamic jurisprudence, Islamic cultural history, and other supporting resources. In this way, students do not merely receive information through teacher explanations but also have opportunities to read and explore learning resources independently. Adriani et al. (2022) demonstrate that e-books can be used to deliver religious learning materials to students, indicating their relevance to Islamic Religious Education.

At the same time, the use of e-books needs to be accompanied by appropriate guidance to ensure that digital devices are genuinely used for educational purposes. Anindia (2023) emphasizes the importance of utilizing electronic books in developing the morality of the digital generation. This is important because the devices used to access e-books can also be used for various non-academic activities. Therefore, teachers need to provide guidance concerning device-use ethics, the selection of credible sources, time management for reading, and responsible use of technology.

The findings also have implications for teachers' instructional strategies. The use of e-books should not stop at simply providing digital files but should be integrated with learning activities that encourage student engagement. Teachers can assign reading tasks, summaries, identification of main ideas, discussions of reading content, or activities connecting the material to students' everyday lives. Such approaches transform e-books into active and productive learning media rather than merely digital versions of printed books. Hartati et al. (2024) demonstrate that e-book development can support constructive learning strategies that are responsive to educational needs.

These findings further reinforce the view that digital transformation in education should be directed toward improving the quality of students' learning experiences. Cintara et al. (2023) show that e-book-based learning resources also provide benefits in terms of efficiency and cost savings. Therefore, e-books can simultaneously provide benefits in terms of accessibility, economic efficiency, and pedagogy. However, these benefits can be optimized only when supported by teacher readiness, device availability, students' digital literacy, and a supportive learning environment.

Overall, the findings demonstrate that e-book media have a positive and significant effect on students' reading interest, with a contribution of 53.9%. This finding confirms that the integration of technology into learning can serve as a potential strategy for strengthening reading

culture, including in Islamic Religious Education. Nevertheless, this contribution does not mean that e-books are the sole determinant of reading interest. Other factors account for the remaining 46.1% and therefore need to be considered in both educational practice and future research. Consequently, sustainable development of a reading culture requires the integration of digital media, pedagogical strategies, student motivation, teacher involvement, the school environment, and reading habits. Through such an approach, e-books can function not merely as technology-based learning media but also as pedagogical instruments that support the sustainable development of students' literacy culture.

CONCLUSIONS

This study concludes that the use of e-book media has a positive and significant effect on students' reading interest at Madrasah Aliyah Ikhwanul Muslimin Tembung. The research findings demonstrate that the instruments used to measure e-book media and students' reading interest were valid and reliable, with all questionnaire items meeting the validity criteria and Cronbach's Alpha values of 0.726 and 0.762, respectively. The normality and linearity tests also confirmed that the data met the requirements for further statistical analysis. Hypothesis testing showed a t-value of 6.113 with a significance value of 0.000, indicating that the use of e-book media significantly influences students' reading interest. Furthermore, the correlation coefficient of 0.734 indicates a strong positive relationship between the two variables, while the R Square value of 0.539 demonstrates that e-book media account for 53.9% of the variance in students' reading interest. The remaining 46.1% is influenced by other factors beyond the scope of this study. These findings indicate that e-books can function not only as digital learning resources but also as effective pedagogical media for strengthening students' reading culture. In Islamic Religious Education, e-books provide flexible access to learning materials and can encourage students to engage more actively in reading activities. Therefore, their effective integration, supported by appropriate teacher guidance, can contribute to improving literacy and the overall quality of learning.

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