

Reading Interest Analysis *eBook* as a Learning Resource for STKIP Muhammadiyah Sampit Students

Muhammad Hadianur¹, Ellia², Muhamat Qahfi³

¹²³Economic Education Study Program, STKIP Muhammadiyah Sampit

Article Info

Article history:

Received : 25 July 2024

Published : 02 Agustus 2024

Keywords:

interest in reading, digital books, learning resources

Abstract

The aim of this research is to describe the interest in reading digital books (e-books) as a learning resource for students of STKIP Muhammadiyah Sampit. The sample were students majoring in Economics Education from 2018th until 2021th, it is used a proportional random sampling technique. The number of samples used in this study was 32 students, which was taken from 25% for each class. Data collection technique using a questionnaire. The research data was analyzed using the SPSS statistical program version 16 for windows. The data analysis technique used is descriptive quantitative. The results of this research, there are three categorizations of interest in reading digital books, they are the medium category which is 72% with the number of respondents being 23rd students, the high category is 16% with the number of respondents 5th students, and the low category is 13% with the number of respondents 4th students.

This is an open access article under the [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)



Corresponding Author:

Muhammad Hadianur

STKIP Muhammadiyah Sampit

1. INTRODUCTION

As time goes by, science and technology continue to experience very rapid development. According to the opinion of *Tondeur et al* in (Lestari, 2018), which states that digital technology is now starting to be used in the world of education as a means to support learning, either as an information tool or as a learning tool.

The main problem faced by education before the advent of the internet was access to information sources. So, the presence of the internet makes it easier for students to get information and knowledge. Students can access online learning resources such as searching for learning information through *google* and *yahoo*, find data related to lessons and library access *online* (Sasmita, 2020).

Technology is not only used as a tool to achieve educational goals but also as a benchmark for progress in the field of education in a country. If there is a country whose education is managed without being based on educational technology, it can be said that that country is a primitive country. In this case, educators teach only using the lecture method using books that were published decades ago as the only learning source, while students are required to listen to boring teacher explanations (Haryanto, 2015).

As technological advances develop, the world of education is also increasingly becoming more innovative and creative. One of them is the development of various learning sources. Learning resources are components that have an important role in supporting successful learning.

Prastowo said that learning resources are essentially anything, whether objects, data, facts, ideas, people, etc. that can lead to a learning process. For example, textbooks, modules, LKS

(student worksheets), reality, models, markets, banks, museums, zoos and markets (Samsinar, 2019).

Apart from that, the Association for Educational Communication and Technology (AECT) explains that learning resources are all sources which include data, people and items that are used by students either individually or in combination, usually in informal situations, to provide ease of learning. These sources include messages, people, materials, tools, techniques and settings (Samsinar, 2019).

From the definitions above, it can be concluded that learning resources are part of the learning process that are obtained from various sources in the form of data, media, or anything used by students or educators to support teaching and learning activities.

The use of technology as a learning resource aims to attract students' interest in the learning process. Using technology as a learning resource also makes it easier for both students and educators to deliver material. One learning source that is often found is e-books or electronic books.

In the era of the millennial generation which is filled with developments in information and communication technology, currently books are no longer available in print form but now books are also available in a more modern form, namely electronic or more often called e-books (Prajawinanti, 2020).

Digital books are electronic versions of books. Books generally consist of a collection of paper containing text and images, while e-books contain information in digital form and can also take the form of text and images (Sukardi, 2021).

With various benefits and ease of access, e-books are also very relevant to use during the online learning era during the pandemic. Apart from that, the presence of e-books is one way to increase people's interest in reading.

Reading is an important activity in student life and activities. By reading you will gain information, knowledge and new experiences. Everything that is obtained through reading will make the person able to increase their thinking power, sharpen their views and broaden their horizons (Sukardi, 2021).

The existence of digital books as a learning resource for students at STKIP Muhammadiyah Sampit is one solution when restrictions or social distancing are implemented to reduce the impact of the Covid 19 pandemic. Students do not need to worry about limited learning resources when online lectures occur. Because with access to digital devices and the internet, students already have learning resources other than books obtained from libraries on campus or regional libraries.

The results of observations in the form of observations of student activities carried out in the STKIP Muhammadiyah Sampit environment, found the fact that students always access digital devices and often access the internet for both academic and non-academic purposes. Supported by campus facilities such as free WIFI access, students are always in control of digital devices such as smartphones. The easier access to digital devices and the internet should also be accompanied by an increase in the culture of reading in the campus environment in particular. Because in reality it is often found that students prefer to play games or social media during free hours or while waiting for lecturers. STKIP Muhammadiyah Sampit is a university whose vision is to produce professional educators. So as prospective professional educators you cannot be separated from the culture of literacy, where literacy is the core of improving the quality of education accompanied by improving the quality of human resources produced.

Based on the description above, researchers can formulate a problem, namely how students' reading interest in using e-books as a learning resource at STKIP Muhammadiyah Sampit. Therefore, it is hoped that this research can help students to increase their interest in reading both digital books (e-books) and physical books.

Interest in Reading

Interest is an impulse that arises within a person towards an activity consciously without coercion and carried out consistently. Meanwhile, reading is a method or activity used to interact between readers and writers in which there are thought processes such as understanding or remembering.

According to Lilawati in (Solikhah, 2016) interest in reading is a strong and deep attention accompanied by feelings of pleasure towards reading activities, thus directing individuals to read of their own accord. Interest in reading is one of the important keys for someone to obtain knowledge and information.

According to Sugihartati in (Amalia, 2019) interest in reading is a person's strong desire or will to pay attention, feel interested and happy to carry out reading activities so that they want to read of their own accord. Then, according to Rahim in (Ruslan, et al, 2019) interest in reading is a strong desire that is accompanied by a person's efforts to realize their willingness to look for reading material and read it with self-awareness.

Based on the discussion above, it can be concluded that interest in reading is a conscious effort towards the interest and benefits of reading. And in it there are skills to improve the thinking process and understanding of what is read. According to Sudarsana and Bastiano in (Solikhah, 2016), there are four aspects that can be used to determine a person's level of interest in reading, namely:

1) pleasure of reading

Feelings of pleasure towards an object, whether a person or thing, will arouse interest in a person. People who enjoy reading will carry out reading activities of their own accord. So that the feeling of pleasure will become a strong basis for carrying out activities continuously.

2) awareness of the benefits of reading

To form a reading habit, what you need to do is build awareness starting from within yourself. Therefore, realizing the benefits of reading will certainly have a positive impact.

3) reading frequency

Increasing interest in reading will certainly influence the frequency of books read. Someone who has a high reading habit will always use the available free time to read books.

4) number of books ever read

As the frequency of reading books increases, this will affect the number of books read.

Digital book (*eBook*)

Danang in (Salma, 2021) states that *e-book* as an electronic version of a printed book that can be read on a device, such as a computer or cellphone, and other electronic devices that support reading documents *eBook*. Apart from that, Widodo in (Makdis, 2020) said that printed books consist of a collection of paper containing text or images, while *ebooks* contain digital information which can also be in the form of text or images. And in the *Oxford dictionaries*, *e-book* is a printed book converted into electronic form. Where *e-book* can be read using a handheld computer device.

E-book Sometimes it is made without a printed version which is produced commercially and sold specifically to be read by readers *e-book* or called *e-reader*. However, due to the sophistication of today's digital era, almost all electronic devices have display screens that can be controlled, including computers and almost everything *smartphone*, can use or read *e-book*.

E-book not only about the development of the digital era itself or new styles of publishing reading sources but also about convenience for humans themselves. So the *e-book* aims to ensure that people have easy access to increase their insight and knowledge. *Smartphones* As is known, this is an object that almost all people on earth own and always carry around with them, humans can store hundreds or even thousands *e-book* in it so that whenever and wherever people can read it (Makdis, 2020).

Learning Resources

Learning resources come from two words, namely sources and learning. Sources are usually known by the term's origin, origin, and material. Meanwhile, learning is a process or effort carried out by each individual to obtain changes in behavior, both in the form of knowledge, skills, attitudes and positive values as an experience from various materials that has been studied (Ahdar, et al, 2019).

Seels and Richey in (Supriadi, 2015) explain that learning resources are all supporting sources for learning activities, including support systems and materials and the learning environment. Learning resources are not only the tools and materials used in learning, but also include people, budget and facilities. Learning resources can include anything that is available to help someone learn

Learning resources are vital in the learning process, because no matter how good the material provided by educators in the classroom will not be sufficient for students' understanding of the subject matter. Other learning resources are needed to facilitate students gaining more comprehensive knowledge. As explained by Sumiati and Asra in (Angga, et al, 2021), what is crucial in the learning process, apart from the competence of educators, is also influenced by the availability of adequate learning resources. The more learning resources provided, the greater the opportunity for increased understanding.

Learning resources are all forms of sources in the form of data, images, people, the environment, or certain forms that are used by students, either in separate or combined forms, to make it easier for students to achieve the learning goals and competencies they want to achieve. The presence of learning resources is an ideal thing to happen in the learning process both at the elementary school level and up to the tertiary level (Sujarwo, et al, 2018).

Referring to the opinions of various experts above, it can be concluded that learning resources are all forms of sources originating from data, images, or the surrounding environment to support learning or all materials that facilitate a person's process of gaining experience. Good learning resources are used through organized experiences where problem solving is solved using scientific methods and a scientific attitude (Santrianawati, 2018).

2. RESEARCH METHOD

This research was carried out on 11 June - 20 June 2022 at STKIP Muhammadiyah Sampit which is located at Jalan Ki Hajar Dewantara No. 03 Baamang Hilir, Baamang, East Kotawaringin Regency, Central Kalimantan. This research uses a descriptive quantitative approach. The population in this study were students majoring in economic education study programs from 2018 to 2021.

Sampling techniques using proportional *random sampling* 25% is taken for each class with the following details; of the existing population, namely 122 students. The operational definition of this research variable is the variable used is reading interest. The data collection technique is in the form of a questionnaire with scoring criteria using a scale *Likert* which is then tested with a Validity test and Reliability test to prove the questionnaire is valid and reliable.

3. RESEARCH RESULTS AND DISCUSSION

To find out the results of descriptive analysis of interest in reading digital books (*e-book*) data is processed using SPSS *version* 16 and *Microsoft excel* 2016. Based on the results of the data analysis of the STKIP Muhammadiyah Sampit students' reading questionnaire, a statistical picture was obtained regarding the students' reading interest questionnaire scores as follows:

Table 1: Descriptive analysis of interest in reading digital books in general

N	Min	Max	Mean	Std. Deviation
---	-----	-----	------	----------------

32	37	103	82,44	14,77
----	----	-----	-------	-------

To determine the level of analysis scale for interest in reading digital books, three categorizations were determined, namely low, medium and high. Scoring is done by giving the number 5 to the highest score, and the statement with the lowest score is given the number 1. For quantitative data obtained from the questionnaire, the data is processed using a scale of *Likert*. Based on these scores, Azwar's categorization will be made in (Norhayatun, et al, 2019) that the determination of categories is based on standard deviation units and *mean* with the following formula:

Table 2: Category Formula

Category Formula	Information
$X > mean + SD$	Height
$Mean - SD \leq x \leq mean + SD$	Currently
$X < mean - SD$	Low

Information:

X = Subject Score

Mean = Rate-rate

SD = Standard Deviation

As for the categorization results based on the descriptive test values in table 1, the categorization obtained is as follows:

Table 3: Categories of interest in reading digital books in general

Value Range	Respondent	Percentage	Category
$X > 97,21$	5	16%	Height
$67,67 \leq X \leq 97,21$	23	72%	Currently
$X < 67,67$	4	13%	Low
Total	32	100%	

From the table of 3 categories of interest in reading digital books in general above, three categorizations are obtained, including:

1. The low category was 13% with the number of respondents being 4 students
2. The medium category was 72% with the number of respondents being 23 students
3. The high category was 16% with the number of respondents being 5 students

Based on the results of research data analysis, it was found that students' reading interest in using digital books (*e-book*) as a learning resource at STKIP Muhammadiyah Sampit, based on four indicators, namely enjoyment of reading digital books, awareness of the benefits of reading digital books, frequency of reading digital books and the number of digital books read which are in the medium category.

The percentage of reading interest categories for STKIP Muhammadiyah Sampit students shows that 72% of students' interest in reading digital books is in the medium category. Only 16% of students' interest in reading is in the high category. The remaining 13% of students' interest in reading is in the low category.

Of the 21-reading interest questionnaire statement items (numbers 1 to 21) that have been analyzed, statement item number 7 received the highest score from respondents, namely 142 or 89% of respondents strongly agreed with the statement that digital books are very helpful in completing assignments or research. Questionnaire item number 3 received the second highest score, namely 140 or 88% of respondents agreed with the statement that after reading digital books they gained additional knowledge. And questionnaire item number 9 received the third highest score, namely 139 or 87% of respondents agreed with the statement that digital books can improve creative thinking skills.

On the other hand, statement item number 19 received the lowest score from respondents, namely 101 or only 63% of respondents agreed to set a target for the number of books to read. Statement item number 18 received the second lowest score, namely 102 or 64% of respondents who agreed to be able to finish 1 book every week. And statement item number 21 received the third lowest score, namely 104 or only 65% of respondents agreed to take the time to read digital books every day.

This shows that the frequency and number of digital books read is still relatively low. As stated by Soeatimah in (rahayu, 2016), one of the factors that influence interest in reading is individual habit factors. Someone who has a habit of liking reading will certainly try to manage their time wisely and appropriately to always read books.

However, most students also show enjoyment in reading digital books and are aware of the benefits they will get, such as helping to complete academic assignments, gaining additional knowledge and stimulating creative thinking.

Based on the findings presented above, it can be concluded that 72% of students' interest in reading digital books at STKIP Muhammadiyah Sampit is in the medium category. It could be said that this figure is quite satisfactory but still not encouraging. If we observe each percentage value for each indicator, it shows the same level of categorization, namely being included in the medium category with different percentage values. The highest percentage value for the medium category is shown from the results of the indicator test based on the enjoyment of reading digital books. This illustrates that interest in reading digital books begins with a feeling of enjoyment towards digital books first so that the culture of reading can increase among students. Having a feeling of enjoyment towards digital books will certainly have an impact on awareness of the benefits of reading and will then have an effect on increasing the frequency and number of books read. Apart from that, to be able to develop an interest in reading, one must start from oneself.

Students' reading interest in the low category is 13%, influenced by two indicators, including: the number of books read by students who get a total score of 430, the first lowest, followed by the frequency of reading, which gets a total score of 490, the second lowest. This shows that the level of frequency of reading books among students is still relatively low so it

influences the number of books read. In line with the increasing frequency of reading books, this will of course also affect the number of books read.

However, to overcome this, you can start by building motivation for your own interest in reading, then by starting to read something you like and starting to set aside the right and comfortable time to read. Someone who has an interest in reading will try to read a variety of literature. They not only read the reading they need at that time but also read the reading they consider important.

4. CONCLUSION

From the results of the research that has been carried out, it can be concluded that interest in reading digital books (*e-book*) as a source of learning for STKIP Muhammadiyah Sampit students, is in the medium category, namely 72% with 23 students, the high category is 16% with 5 students, and the low category is 13% with 4 students. In general, the analysis of interest in reading digital books based on indicator test results based on enjoyment of reading digital books illustrates that interest in reading digital books can start with a feeling of enjoyment towards digital books first so that the culture of reading can increase among students. Interest in reading digital books (*e-book*) which is included in the medium category is quite satisfactory but of course it is still not encouraging. This is because the increasingly rapid development of technology should also be accompanied by an increasing interest in reading digital books, so that the results obtained are not only in the medium category but can increase to the high category.

5. BIBLIOGRAPHY

- Ahdar, dkk. (2019). *Belajar dan pembelajaran 4 pilar peningkatan kompetensi pedagogis*. Yogyakarta: cv. kaaffah learning center.
- Amalia, E. F. (2019). Hubungan minat baca dengan efikasi diri di kalangan mahasiswa Universitas Airlangga. *tt*, 01-16.
- Angga, dkk. (2021). Pemanfaatan perpustakaan digital sebagai sumber belajar elektronik pada masa pandemi covid19 di tingkat SMA. *Jurnal Penelitian Pendidikan*, 36-48.
- Haryanto. (2015). *Teknologi Pendidikan*. Yogyakarta: UNY Press.
- Lestari, S. (2018). Peran teknologi dalam pendidikan di era globalisasi. *Jurnal Edureligia*, 94-100.
- Makdis, N. (2020). Penggunaan e-book pada era digital. *Jurnal Al-Maktabah*, 77-84.
- Norhayatun, dkk. (2019). Kesiapan Belajar Siswa Menjalani Sekolah Lima Hari di Kota Sampit. *Jurnal Paedagogie*, 111-115.
- Prajawinanti, A. (2020). Pemanfaatan buku oleh mahasiswa sebagai penunjang aktivitas akademik di era generasi milenial. *Jurnal Pustaka Karya*, 34-45.
- Ruslan, dkk. (2019). Pentingnya Meningkatkan Minat Baca Siswa. *Prosiding Seminar Nasional Pendidikan Program Pascasarjana Universitas PGRI Palembang*, 767-775.
- Salma. (2021, Juni 21). <https://penerbitdeepublish.com>. Retrieved from www.google.com: <https://penerbitdeepublish.com/pengertian-ebook/>
- Samsinar. (2019). Urgensi learning resources (sumber belajar) dalam meningkatkan kualitas pembelajaran. *Jurnal Didaktika*, 194-205.
- Santrianawati. (2018). *media dan sumber belajar*. Yogyakarta: Deepublish.
- Sasmita, R. S. (2020). Pemanfaatan Internet Sebagai Sumber Belajar. *Jurnal Pendidikan dan Konseling*, 99-103.
- Solikhah, I. A. (2016). *hubungan minat baca dengan hasil belajar bahasa indonesia siswa kelas V SDN Gugus Dipayuda kecamatan Banjarnegara kabupaten Banjarnegara*. Semarang: Universitas Negeri Semarang.
- Sujarwo, dkk. (2018). *Pengelolaan Sumber Belajar Masyarakat*. Yogyakarta: Universitas Negeri Yogyakarta.

- Sukardi. (2021). Analisa Minat Membaca Antara E-Book Dengan Buku Cetak Menggunakan Metode Observasi Pada Politeknik Tri Mitra Karya Mandiri. *Jurnal IKRA-ITH Ekonomika*, 158-163.
- Supriadi. (2015). Pemanfaatan sumber belajar dalam proses pembelajaran. *Jurnal Lantanida*, 127-139.