



Students Experiences in Using E-Books As A Learning Resource

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Abstract

E-books have emerged as an important learning tool that supplements traditional resources, and rapid technological advancements have brought about significant changes in education. Because they provide widespread and early access, e-books are an essential way to meet the demands of 21st-century skills. Despite the effectiveness and technological challenges of e-books, there is a study shortage addressing in-depth qualitative investigation of students' subjective experiences in the learning context. In order to create a more effective curriculum, this study aims to ascertain students' experiences, emotions, and use of e-books in the learning process. 36 grade XI 7 students from SMA Negeri 2 Kotabumi participated in this study, which employed a qualitative descriptive method. A single tool, a 12-item open-ended questionnaire, was used to gather the data, which were then subjected to qualitative systematic content analysis techniques. The findings indicate that students' experiences are dualistic. Many had positive experiences: e-books considerably helped conceptual understanding, offered simple access, mobility, and cost-effectiveness, and delivered enhanced academic performance. On the other hand, this experience is offset by significant challenges, namely distractions from other app notifications (resulting in loss of focus), visual fatigue, and technical constraints (signal/battery). This paradox shows that comfortable learning is not always ensured by digital efficiency. E-books are a vital tool in the digital age and efficiently facilitate self-directed learning. To ensure a balanced and ideal learning experience, however, environmental challenges necessitate that educators and schools adopt digital policies that reduce distractions and incorporate e-books as an enrichment resource rather than a total replacement.

Keywords: *E-book, Student Experience, Adaptive Learning, Digital Distraction.*

Introduction

Rapid technological developments have brought major changes to the world of education (Hasanah & Lubis, 2024). Technological advancements have revolutionized the educational landscape, with the traditional reliance on printed textbooks for teaching and learning being strengthened by the availability of digital resources and interactive (Nasrulloh et al., 2024). The role of technology is important because education is a major investment in the development of individuals and society, which aims to improve knowledge and learning skills (Kalyani, 2024). In line with the development of 21st century science, individuals are required to have high abilities, including mastery of concepts, critical thinking skills, problem solving, and independent learning (Malveira & Valentim, 2023). Technology functions as a medium that provides broad access to information, supporting teachers' efforts to deliver material in a more interesting and innovative way (Parveen & Ramzan, 2024).

In the innovation of teaching methods, electronic books (e-books) have emerged as a significant learning tool (Hairil et al., 2025). E-books are digital versions of printed books that can be accessed through various electronic devices (Tarigan et al., 2024). Its use overcomes the constraints of physical books such as weight, space limitations, and difficulties in updating information. According (Hanif, 2019) E-books help students find information easily accessible online. Most importantly, e-books enable self-directed learning anytime and anywhere as long as they have an internet connection, thus training them in problem-solving and optimal use of digital features.

(Naharia et al., 2024) mentioned that the progress of digital technology is important in reshaping students' growth, particularly in offering expanded and more adaptable learning opportunities. Educators should make efforts to implement the most efficient educational strategies and effectively use appropriate learning instruments or resources. Similarly, educators should adapt to student preferences and exhibit skill in selecting educational resources.

Throughout the educational process, educators are responsible for inspiring, instructing and furnishing students with learning opportunities; using more advanced technologies can assist in learning within the school environment (Sulaiman, 2021). Previous research has confirmed that e-books are very useful in developing critical thinking skills, increasing reading interest, and increasing student enthusiasm, especially if presented interactively; (Rosmawati, 2023) It turns out that e-books are very beneficial in developing students critical thinking skills. Furthermore, e-books are a solution for encouraging students' interest in reading, as the availability of e-books in this modern era significantly helps students increase their understanding and experience, thus continuing to grow. (Ningsih & Ulya, 2024)

This article explains that while e-books offer various advantages and are very practical for learning, we must also recognize that technology has drawbacks, such as dependence on battery life. Furthermore, prolonged use of technology can cause eye strain. However, without the aid of technology, the learning process would be

largely limited to printed textbooks. This can make learning inefficient, less engaging, and very boring. Meanwhile, in an independent curriculum, students are expected to be more creative and active in the learning process.

Therefore, the use of e-books is recommended as a learning resource. According to (Zahfa Fitria Rifdaniar, 2019) The future of learning through e-books is highly appealing because they contribute significantly to the learning process. E-books also offer a wealth of resources that can be used as learning references for both teachers and students. Therefore, students can take advantage of the facilities available at school, such as good and easy internet access. Using e-books is more practical and enjoyable, allowing teachers to present material as efficiently as possible to their students. (Suprpto et al., 2019) This article explains that using animated e-books in the learning process increases student enthusiasm, enabling them to learn independently. The presence of animation in e-books prevents students from getting bored, thereby enhancing their creativity in learning.

However, the use of e-books also faces challenges, such as limited battery life, unstable signals, fatigue due to long-term use, and loss of focus due to the interference of other application notifications. Some students even expressed their preference for physical books for better focus. (Rosmawati, 2023), (Ningsih & Ulya, 2024), (Zahfa Fitria Rifdaniar, 2019), (Suprpto et al., 2019) Therefore, although the effectiveness and technical challenges of e-books have been investigated, there remains a significant research gap related to the lack of in-depth (qualitative) exploration of students' subjective experiences—including their feelings, thoughts, and applications—in learning contexts, which provide the basis for more effective development.

In this regard, e-books serve as engaging learning resources, enabling students to progress in their educational path and achieve satisfactory results through optimal use of digital resources. Information Technology (IT) is now seen as a provider of all the information people need (Fahrizandi, 2020), where the integration of digital media can increase student interest, motivation, and understanding of material more quickly through interactive presentations (Munardi in Maret et al., 2025). This capacity is crucial in the digital era, making the use of technology an effective solution to improve the quality of classroom teaching, especially for subjects that require mastery of various skills, such as English, by creating a more engaging learning environment through interactive devices and applications (Naharia et al., 2024).

Digital versions of traditional books, known as e-books, can be read on various electronic devices, including smartphones, tablets, laptops, and e-readers (Khikmawati et al., 2021). E-books are available in diverse formats like PDF, EPUB, and MOBI, allowing users to conveniently carry numerous titles on a single, compact device (Sanjaya, 2023). These books feature a wide array of content—encompassing narrative text, pictures, illustrations, audio, and video—and span various genres, from fictional novels and academic texts to scientific papers on motivation and spiritual works.

(Chao et al., 2018), (Kouis & Konstantinou, 2015) E-books offer several benefits; besides being practical, they are sustainable, eliminating the need for paper and ink. They often come at a reduced cost compared to their physical counterparts, and many are accessible without charge through online repositories, allowing users to transport their entire collection wherever they go without any physical burden. Features like text search, note-taking, and digital bookmarks enhance the ease of reading.

Experience can be defined as what students experience during the learning process, which can influence their understanding, abilities, and attitudes. There are several theories related to the e-book learning experience (Kolb, 2013). Experiential learning theory, this theory states that learning occurs through experiences felt directly by individuals in a particular situation or interaction. Constructivism theory, this theory states that students construct their own knowledge through experience and interaction with the environment.

There is a theory that says, technology-based learning theory, this theory states that technology can enhance learning by providing access to a wide range of resources and enabling students to learn independently because it is an indirect experience that is felt through other sources such as videos, stories, or books. Connectivism theory, this theory states that learning occurs through connections and networks, that technology can facilitate learning by providing access to extensive resources and networks.

Based on the theoretical explanation above, the data collection method used was the same: a questionnaire. This questionnaire aimed to gather information about each individual's learning experiences, their thinking patterns, and how they applied the concepts they had learned. This was done by analyzing how individuals reflected on their learning experiences and how they completed tasks requiring critical thinking and problem-solving. Furthermore, we also examined how they utilized technology to obtain information when using e-books as learning aids. By implementing appropriate data measurement methods, we were able to understand the application of these theories in the learning context and assess and provide feedback on individual learning experiences.

The purpose of this study is to uncover students' experiences using e-books as a learning resource. By understanding students' experiences, we can determine the impact of e-books on their motivation and understanding of learning. Therefore, it is important to understand students' feelings and understanding of e-book technology in the learning context. This way, we can identify effective ways to utilize e-books in the teaching and learning process. One of the main goals of this study is to improve the quality of learning. By exploring students' experiences using e-books, we can understand how e-books can help improve the quality of education. Therefore, experience can be used as a basis for building better knowledge and skills.

Understanding these aspects will provide practical guidance for educators in integrating technology into the curriculum effectively, responding to student needs, and being able to improve learning outcomes optimally (Eka Melati, 2024). The purpose of using e-books as a learning medium is to engage students in the learning process. Based on the background described above, the researcher wants to know "what are students' experiences in using e-books as a learning resource?".

Method

Real-world events in their natural environments are used to evaluate qualitative research. This approach offers a chance to thoroughly examine real-life circumstances and experiences while generating reliable data. (Sugiyono, 2020) defines qualitative research as a methodology based on philosophical ideas that is used in practical contexts, with the researcher acting as the main instrument for gathering data. As a result, qualitative research takes into account a variety of social, cultural, and environmental elements that affect the phenomenon under study in addition to thoroughly analyzing data. This method is very useful for comprehending how students use e-books as a teaching tool. Thirty-six students from Class XI 7 SMA Negeri 2 Kotabumi participated in this study.

This study used a descriptive qualitative approach. Thirty-six students were hand-selected from Grade XI 7 of SMA Negeri 2 Kotabumi. The researcher chose this class to focus on a group with direct and recent experience using e-books as a primary learning resource. Gender Distribution: The sample consisted of 14 male students and 22 female students. Age Range: All participants were between 16 and 17 years old. Prior E-book Experience: All students had used e-books for learning in the previous semester, indicating a consistent level of prior experience.

Data Collection and Instruments (Data Collection and Instruments): According to (Frank, W., 2012), the study used a methodical procedure and framework for data collection and analysis. A questionnaire to gather information on students' experiences utilizing e-books as a learning resource was the only tool utilized in this descriptive qualitative study.

Details of the Questionnaire: There were twelve questions on the questionnaire. Crucially, this questionnaire was entirely open-ended and was utilized to gather detailed qualitative information regarding students' subjective experiences, emotions, ideas, and use of e-books in educational settings.

Validation and adaption of the Instrument: This instrument is an adaption of the study "Adaptive Learning Model: Improving Learning Effectiveness in the Digital Era" by (Rakha Aditya Putra et al., 2024). It is crucial to take into account both student pleasure and the efficiency of the learning process in order to attain academic advancement in learning. Several sentences were changed to better fit the study "Student Experiences Using E-Books as a Learning Resource," which used an

instrument that was adjusted to assess each student's experience using e-books as a learning resource.

Data Analysis Procedures

The data in this study is a descriptive analysis to gather information from students' experiences using e-books as learning resources to support adaptive learning models. By using a systematic qualitative analysis method, this research aims to describe students' experiences in an orderly manner and provide explanations to make them easier for readers to understand.

Qualitative Content Analysis Procedure

Responses to 12 open-ended questions administered to 36 students were analyzed using the Qualitative Content Analysis method, following these systematic steps:

Data Reduction

All verbal responses from the open-ended questionnaire were transcribed and verified to ensure accurate data representation. The researcher then filtered the data by selecting, focusing, simplifying, and transforming the raw data into statements relevant to the students' experiences. Repetitive sentences or phrases that were irrelevant to the research objectives (e.g., off-topic remarks) were excluded.

Coding and Thematic Categorization

The reduced data was then analyzed line by line to identify initial codes that reflected students' perspectives, experiences, and challenges. These initial codes were grouped into categories and then consolidated into key themes that emerged from the data (bottom-up findings).

Based on the findings presented, the key themes identified from the open-ended questionnaire were:

Main Themes (Categories)	Sub-Themes and Descriptions
I. Positive Learning Perceptions	Promote for Conceptual Understanding: Because the content is thorough, easily accessible, and clearly conveys important points, e-books greatly aid and effectively promote the understanding of learning concepts. Enhanced Academic Performance: Due to their active participation, students who regularly utilize e-books exhibit improved academic accomplishment.
II. Ease of Access and Flexibility	Convenience and portability: Because e-books are digital, they can be accessed at any time and from any location, making them far more convenient than conventional books. Cost-effectiveness: Since students do not have to buy physical books, using e-books is simpler and less taxing. Large Reference Sources: E-books offer an infinite number of references, which helps satisfy students'

	curiosity and need for more information outside of the classroom.
III. Barriers and Challenges to Digital	Use Technical Limitations: Unstable signal, poor battery power, and unsuitable mobile devices. Distraction and Focus: Using digital media might cause one to become distracted by other apps' notifications, which results in spending more time playing games than studying. Visual Fatigue: Using mobile devices for extended periods of time can lead to eye strain and watering.
IV. Student Preferences and Learning Styles	Divergence of Preferences: While most students prefer e-books because they are easier to access, other students prefer physical books because they are more comfortable to read, improve focus, and cause less eye strain. Need for More Explanation: Because different students have different learning styles—some are at ease with reading, while others find it difficult—some students still need more explanations from professors. As a result, e-books are a tool rather than a total substitute.

Data Presentation

To make it easier for the reader to comprehend the connections between themes and the general patterns of student experiences, the classified coding results are arranged and presented in descriptive narratives and thematic tables (as seen above).

Drawing a Conclusion

In order to provide comprehensive insights into student experiences, conclusions are developed based on emergent themes and patterns that connect the findings to the research objectives. Review of Supporting Literature: Following the formulation of conclusions, the researcher looks at ideas that can be used to support adaptive learning. To contextualize and reinforce the results, this entails reading a variety of pertinent materials, including books, journals, articles, and other online sources (Fitriyanti, 2021), (Widayanti, 2013), (Sanjaya, 2023), (Rosmawati, 2023), (Ela, Suryani, Khoiriyah, 2018), (Groves & Welsh, 2010).

Results

The results of an open-ended survey that 36 Grade XI 7 students at SMA Negeri 2 Kotabumi completed on their experiences utilizing e-books as a learning tool are presented in this study. The results are arranged into three primary themes that characterize the experiences of the students: Advantages and Assistance with the Learning Process, Technical and Non-Technical Difficulties, and Learning Preferences and Styles.

Advantages and Assistance for the Educational Process: Most of the students who took part in this study said they had good experiences utilizing e-books as a learning tool.

Flexibility and Accessibility: When printed books are not available in the library, teachers use e-books to aid in the learning process. Students reported that e-books are very convenient because they are available in digital format. As a result, they can be used whenever and wherever. Because they don't need to purchase physical books, students who use e-books are less burdened. E-books are also believed to help students better manage their study time due to their practicality and ease of usage.

Supplementary Resources: Teachers' information is frequently insufficient due to students' intense curiosity; e-books provide a means of acquiring more material, enabling students to expand their knowledge through curious investigation.

Supplementary Resources: Teachers' information is frequently insufficient due to students' intense curiosity; e-books provide a means of acquiring more material, enabling students to expand their knowledge through curious investigation.

Technical and Non-Technical Difficulties: Even with all of the advantages, some students still had trouble utilizing e-books.

Technical Obstacles: These issues included inadequate mobile devices, fast device battery consumption, and erratic signal strength. Students' eyes frequently become fatigued and wet after using e-books on mobile devices for extended periods of time.

Focus on Non-Technical Barriers: Some pupils felt that actual books were more effective than e-books. This resulted from accessing digital media while distracted by notifications from other apps, which made it difficult to concentrate. Students spend more time playing phone games than studying as a result of these diversions.

Learning Styles and Preferences: The results show that pupils have a variety of learning preferences and styles.

Divergence of Preferences: A number of students stated that they would rather use physical books since they are more comfortable to read and study without being distracted by other app updates. Even after reading for extended periods of time, these students believed they could concentrate entirely on physical books and did not suffer from eye tiredness.

Different Learning Styles: Due to the fact that every student has a unique learning style, it was discovered that while some students can grasp the content by reading it without more explanation, others still have difficulty and need more explanations in order to grasp it. In conclusion, the majority of students tended to like e-books because of their mobility and convenience of access, which suggests that they fit with their present learning preferences.

Perceived Effect on Academics

Students' perceptions of the influence on the learning process and results are also reflected in their experiences.

Learning Outcomes: According to this study, pupils who regularly use e-books perform better academically than those who don't.

Skills Development: Students who utilize e-books are encouraged to comprehend a variety of digital functionalities in order to improve their learning process. Through proactive knowledge gathering, this enables technological advancements not learned in school.

Long-Term Impact: E-books are regarded as a teaching tool that motivates students to continue actively participating in their education, allowing them to gain a deeper understanding of the subject matter.

Discussion

Examining how students use e-books as a learning tool is the goal of the study topic. The study's main conclusions indicate that the students' experience is dualistic, with major advantages in terms of efficiency and accessibility predominating but being eclipsed by severe psychological and technical difficulties with concentration and visual comfort. The majority of students expressed satisfaction, which is consistent with earlier research that emphasizes the value of e-books in fostering a love of reading and broadening perspectives via digital media (Fitriyanti, 2021). Easy access and flexibility, which are intrinsic characteristics of e-books as products of technical advancement, dominate students' positive experiences.

Theoretical Connection (Independent Learning): According to student's experiences, e-books enable them to study anywhere and more effectively. The idea of independent learning is directly supported by this flexibility, which resonates with the claim made by (Sanjaya, 2023) that students can more easily obtain information thanks to technology improvements rather than having to painstakingly hunt for printed books.

Pedagogical Advantage: E-books offer thorough content and make important ideas easy to understand. This suggests that e-books are useful resources for enhancing conceptual understanding. Additionally, this result is in line with study by Rosmawati (2023), which claims that e-books may be used as tools to improve critical thinking abilities and promote independent learning, both of which students believe lead to improved academic accomplishment. Comparatively, our experience supports the findings of (Ela, Suryani, Khoiriyah, 2018), which emphasize the use of e-books in high schools as crucial resources for learning support when physical

books are scarce or for catching up on missed material.

Student experiences also highlight a major conflict: the contradiction between digital convenience and cognitive ease, despite the acknowledged benefits of digital technology.

Contradictory Preferences: Some students specifically state that they prefer physical books since they are easier to focus on, don't get interrupted by notifications, and don't cause eye strain. This paradox is an important discovery because it implies that perceived learning efficacy and digital efficiency are not always correlated.

Theoretical Connection (Learning Styles): This range of preferences confirms that different learning styles are important. According to (Artiniasih et al., 2024), each learner learns in a unique way. E-books are therefore not a panacea, despite being effective instruments. Teachers need to understand that different experiences—both good and bad—are impacted by how pupils handle distractions and digest information.

Barriers to Address: School infrastructure and personal device support continue to be significant barriers to a completely satisfying e-book experience, as seen by technical issues including erratic signal strength, short battery life, and subpar equipment.

Implications for Policy and Suggestions: According to student experiences, e-book implementation calls for a methodical approach rather than only offering digital files.

Domain	Policy Implication	Specific Recommendations
Focus Enhancement (Non-Technical)	Student experience shows that application distraction is the biggest barrier.	Schools should enforce strict mobile phone usage policies during study hours and provide brief training to students on digital study time management.
Teacher Pedagogical Support	Teachers need to adapt their teaching methods to maximize e-book benefits while managing distraction risks.	Teachers should use e-books as enrichment and supplementary references, not a total replacement for classroom explanation, especially for slower learners, in line with adaptive learning principles.
Technical Infrastructure	Signal and battery issues directly impede access	The Education Department and schools should allocate a budget for improving

	and positive experience.	stable Wi-Fi infrastructure and providing adequate charging facilities in study areas.
Curriculum Development	The findings reinforce (Groves & Welsh, 2010)'s view that student perspectives are fundamental to improving learning.	Teachers are advised to regularly gather feedback (such as open-ended questionnaires) on learning tools used to ensure continuous enhancement of the student learning experience.

Restrictions and Ideas for Further Study

This study's reliance on a descriptive qualitative method and its concentration on a single, unique sample of 36 students from one class at SMA Negeri 2 Kotabumi are basic limitations, despite the fact that it provides rich, detailed data regarding student perceptions. As a result, without more empirical research, the conclusions on the dualistic experience of e-books—which highlight both advantages and disadvantages—might not be widely applicable to various educational settings, academic levels, or student demographics. Future research must thus move toward more methodologically rigorous designs in order to guarantee the validity and wider applicability of these ideas as well as to empirically validate the descriptive findings.

Based on the knowledge acquired, it is strongly advised that future studies follow a number of distinct paths. First, to statistically quantify the relationship between e-book usage frequency and student academic achievement, a comparative quantitative or mixed-methods study is required, carefully accounting for confounding variables like gender disparities or prior technology ability. Second, an urgent action research study should be conducted to test the efficacy of combining e-books with specialized e-reader devices—which by definition do not have notifications—as a potential remedy to lessen the loss of focus.

This will directly address the two main issues that have been identified, namely distraction and visual fatigue. In order to ascertain whether these improved features can effectively convert the learning process from a passive reading exercise into an interactive and captivating educational tool, future research should thoroughly examine the pedagogical impact of incorporating multimedia elements (such as videos or animations) within e-books on student motivation and comprehension.

Conclusion

Students' experiences of e-books as a learning tool at SMA Negeri 2 Kotabumi were successfully discovered by this study, painting a nuanced and dualistic image.

1. Nature and Impact of E-books: E-books have demonstrated efficacy as efficient resources and learning facilitators, meeting the expectations of 21st-century abilities. The majority of students expressed satisfaction with their

experiences, highlighting how e-books promote individual study, provide limitless accessibility, and aid in conceptual understanding—all of which eventually led to improved academic performance.

2. **Important Difficulties and Contradictions:** These experiences are counterbalanced by important difficulties related to the digital world. The main problem is cognitive distraction brought on by notifications from other apps, which makes it difficult to concentrate and increases the propensity to engage in non-academic activities. Furthermore, visual fatigue from prolonged device use and technical constraints (battery/signal) are key physical and technical obstacles. These contrasts illustrate that digital efficiency does not necessarily ensure learning convenience or efficacy.
3. **Implications and Recommendations:** Policy changes and instructional modifications are desperately needed in light of these findings. Strict device restrictions must be put in place in schools to reduce distractions that impair concentration. Additionally, given the variety of learning styles, teachers should utilize e-books as an additional source of enrichment and reference rather than as a total replacement for instruction. To guarantee easy access to e-books, it is also advised to upgrade the technological infrastructure, including reliable Wi-Fi and charging stations. All things considered, e-books are a useful tool, but their effective use must strike a balance between the advantages of digital learning and the demands on students' concentration and wellbeing.

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