



The Use of Interactive E-Books in Increasing Elementary School Students' Reading Interest: A Literature Review

Ach. Khoiril Anam¹, Wiladhatin Ira Kusumawati², Laili Firda Andini³, Fadl Lillah⁴, Samsul Susilawati⁵

¹ Maulana Malik Ibrahim State Islamic University Malang, Indonesia

² Maulana Malik Ibrahim State Islamic University Malang, Indonesia

³ Maulana Malik Ibrahim State Islamic University Malang, Indonesia

⁴ Maulana Malik Ibrahim State Islamic University Malang, Indonesia

⁵ Maulana Malik Ibrahim State Islamic University Malang, Indonesia

Corresponding Author: Ach. Khoiril Anam E-mail; khairielanam12052000@gmail.com

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ABSTRACT

Reading interest among elementary school students in Indonesia is still low, which is a significant challenge in efforts to improve the quality of basic education. With the advancement of digital technology, interactive e-books have emerged as a new, innovative choice in a fun and interesting learning process. This study is a literature review that aims to see the use of interactive e-books in increasing reading interest among elementary school students. The method used is a literature study that examines various scientific articles, journals, and related publications published in the last five years. The findings of the study indicate that interactive e-books, which are equipped with multimedia elements such as animation, sound, and interactivity, can trigger students' interest in reading. In addition, the use of interactive e-books also facilitates independent learning and improves understanding of reading content. In conclusion, interactive e-books have significant potential as an effective learning tool to increase reading interest in elementary school students, especially if supported by the right teaching strategies.

Keywords: *educational technology, elementary school students, interactive e-books, literacy, reading interest*

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INTRODUCTION

Interest in reading is one of the key elements that supports the success of the learning process, especially at the elementary school (SD) level. At a young age, reading habits not only help expand students' horizons, but also form analytical thinking skills, imagination, and language skills. However, according to various surveys conducted both nationally and internationally, Indonesian students' attention to reading is still relatively low. Several factors affect this, including limited access to interesting reading materials, lack of an environment that supports reading activities, and the use of traditional and less varied teaching methods.

Human Resources are now increasingly important in line with the progress of the times. This can be seen from the fulfillment of community needs through Information and Technology media. This very rapid development encourages teachers to utilize technology in developing students' abilities. During the teaching process, technology-based learning media is applied (Khikmawati D., Alfian R 2021). The rapid change of this era can turn the mindset that used to be less like reading into a high interest in reading. Using technology as a means of teaching is one of the innovative ways to improve the quality of education in Indonesia so that it can compete at the global level. In this case, the Indonesian Ministry of Education has applied technology as a learning tool that can improve teaching in the classroom (Solikhah, Nursanti, and Qodim 2023).

With the advancement of information and communication technology, a number of innovations in the field of education have begun to be introduced, one of which is the use of digital media in learning. Interactive e-books are emerging as an attractive alternative to learning resources for students. In addition to presenting reading texts, interactive e-books also provide multimedia features such as animations, sounds, educational games, and interactivity that can enhance the overall student learning experience. The use of interactive e-books in the learning process is expected to increase students' interest and motivation to read, especially if they are designed according to the characteristics and developmental needs of students in elementary school. Therefore, it is very important to conduct a review of various literature that examines the effectiveness of the use of interactive e-books in the context of basic education.

In elementary school, learning methods that involve games can be applied. This is due to the distinctive nature of elementary school children who have a tendency to play,

collaborate, and carry out practices. Therefore, teachers should develop play-oriented learning so that students actively participate in the teaching and learning process and provide opportunities for students to be directly involved in learning (Damayanti et al. 2020). The role of play in education not only enhances cognitive and social aspects, but also language, emotions, and creativity. Through play, a child can regulate their emotions, fulfill their desires, and grow confidence. Kids can also learn discipline by following the rules in the game and queuing up for turns. Play activities can stimulate children's imagination to generate creative ideas.

This study aims to review various research results and relevant literature systematically related to the use of interactive e-books to increase the reading interest of elementary school students. Through this literature review, it is hoped that a comprehensive understanding of the potentials, challenges, and strategies for the implementation of interactive e-books as an innovative learning medium at the elementary school level can be obtained.

RESEARCH METHODOLOGY

This study uses the *literature review* or literature review as the main method for collecting and analyzing information. This method aims to understand the concepts, theories, research results, and previous practices that are relevant to the topic of using interactive e-books in increasing the reading interest of elementary school (SD) students. The data collection process is carried out by searching primary sources from various scientific databases such as Google Scholar, ERIC, university digital libraries, as well as national and international journals of education and learning technology.

RESULT AND DISCUSSION

An interactive e-book is a digital version of a printed book that comes with interactive features such as audio, video, animation, hyperlinks, and user-friendly navigation, (Liao, 2015). In contrast to regular e-books that are static in nature, interactive e-books are designed to create a dynamic and multisensory reading experience (Chen, 2014). Interactive e-books have several features that make them more engaging and interactive, including: Audio: Interactive e-books can be equipped with audio that can help readers understand the material better. Videos: Interactive e-books can be supplemented with videos that can help readers understand the material better and more interestingly.

Animations: Interactive e-books can be complemented by animations that can help readers understand the material better and more engagingly. Hyperlinks: Interactive e-books can be equipped with hyperlinks that can help readers navigate to other pages or to other sources. User-friendly navigation: Interactive e-books can be equipped with user-friendly navigation that can help readers find information more easily (Krug, S. 2006).

E-Books Interactive e-books have several benefits, including: Improves the reading experience: Interactive e-books can enhance the reading experience by making them more engaging and interactive. Improves comprehension: Interactive e-books can improve reader comprehension by providing features that can help readers understand the material better. Increase motivation: Interactive e-books can increase reader motivation by making them more engaging and interactive (Keller, J. M. 2010). Elementary school students have unique reading interest characteristics because they tend to have short attention spans and prefer visual and audio stimuli. Here are some characteristics of elementary school students' reading interests: Short Attention Span: Elementary school students find it more difficult to maintain attention for long periods of time, so learning media needs to be designed to grab their attention quickly. Visual and Audio Stimulus: Elementary students prefer content that involves images, colors, videos, and animations because this makes the material more engaging and interactive. Need for Interaction: Elementary school students tend to love to play and interact, so the learning while playing method can increase their interest in reading. Need for Variety: Elementary school students can easily get bored with monotonous material, so variations are needed in the presentation of the material, such as the use of interactive e-books (Puji Fitriyanti, 2021).

Interactive e-books have several benefits in the context of learning in elementary schools, namely: Increases Students' Intrinsic Motivation: Interactive e-books can increase student motivation by making them more engaged and interacting with learning materials. Enrich the Reading Experience: Interactive e-books can enrich students' reading experience through multimedia elements such as images, videos, and animations, making learning more engaging and interactive. Encourages Independent and Exploratory Learning: Interactive e-books can encourage students to learn independently and exploratorily, so they can understand the material better. Provide Direct Feedback: Interactive e-books can provide students with direct feedback, so they can monitor their learning progress (Wardani, 2022).

The use of interactive e-books in learning has several challenges that need to be overcome to ensure its effective implementation. Here are some of the challenges and solutions of using interactive e-books: Limitations of Technology Infrastructure, many schools do not have adequate technology infrastructure, such as computers, tablets, or stable internet access. This can hinder the implementation of interactive e-books and make it difficult for students to access learning materials. Teachers need to have adequate skills in using digital media to be able to integrate interactive e-books into learning. Teachers' lack of skills can make it difficult for them to use interactive e-books and reduce their effectiveness. School policies that do not fully support the use of gadgets in learning can be an obstacle in the implementation of interactive e-books. Unsupportive policies can make teachers and students hesitant to use interactive e-books. The development and implementation of interactive e-books can cost significantly. High costs can be a barrier for schools or educational institutions that have limited budgets. Students may not be actively engaged in learning if interactive e-books are not well-designed. The quality of interactive e-book content must be ensured in order to meet the needs of students and teachers (Hanikah et al. 2022).

Improve Technological Infrastructure: Schools can improve technological infrastructure by providing computers, tablets, or stable internet access. This can ensure that students and teachers have adequate access to interactive e-books. Teacher Training: Teachers can be provided with training to improve their skills in using digital media and integrating interactive e-books into learning. Effective training can make teachers more confident in using interactive e-books. Supportive School Policies: Schools may develop policies that support the use of technology in learning, including the use of interactive e-books. Supportive policies can make teachers and students more motivated to use interactive e-books. Effective Interactive E-Book Development: Interactive e-books can be developed effectively considering the needs of students and teachers, and using the right technology. Effective development can make interactive e-books more engaging and interactive for students. Student Engagement: Interactive e-books can be designed to increase student engagement in learning, such as by using interactive and multimedia features. Content Quality Evaluation: The quality of interactive e-book content should be evaluated regularly to ensure that the content remains relevant and effective. Improve the quality of learning by using effective interactive e-books. Improve teachers' skills in using digital media and

integrate interactive e-books into learning. Increase students' motivation to learn by using engaging and interactive e-books. Reduce the costs associated with developing and implementing interactive e-books by using the right technology. Increase student engagement in learning by using well-designed interactive e-books. Improve the quality of interactive e-book content by conducting regular evaluations (Rosenberg, M. J. (2001).

CONCLUSION

Interactive e-books are revolutionizing the way elementary school students learn and read. Unlike regular digital books, interactive e-books are rich in features such as audio, video, animation, and hyperlinks, creating a dynamic and multisensory reading experience. These features are very suitable for the characteristics of reading interest of elementary school students who have short attention spans, like visual and audio stimuli, and require interaction and variety. Thus, interactive e-books are able to grab their attention faster, maintain engagement, and overcome boredom, significantly increasing reading interest and comprehension of the material. The benefits include increased intrinsic motivation, a richer reading experience, an encouragement to self-study, and the provision of hands-on feedback.

However, the implementation of interactive e-books in elementary schools is not without its challenges. Limited technology infrastructure, lack of teachers' skills in operating digital media, unsupportive school policies, and significant development costs are often obstacles. To overcome this, comprehensive solutions are needed such as improving technological infrastructure, continuous teacher training, developing supportive school policies, and designing interactive e-books that are effective and engaging. By proactively addressing these challenges, interactive e-books can be optimally utilized to enrich students' learning experiences and make the educational process more engaging and relevant in this digital era.

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