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Digital Books for Improving Students' Learning Motivation at SDN 001 Pasar Dolok Sanggul

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Abstract: This study aims to develop digital books as a learning medium to enhance students' learning motivation at SDN 001 Pasar Dolok Sanggul. The digital books are designed to be more interactive and engaging in order to stimulate students' interest and active participation in the learning process. The method used is Research and Development (R&D) with the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation). Data collection techniques include observation, interviews, and questionnaires given to teachers and fourth-grade students. The results of the study show that the digital books effectively increase students' learning motivation, as indicated by greater activeness, persistence in completing tasks, and enthusiasm for the subject matter. Teachers also reported that the media helped them deliver material more efficiently and enjoyably. There are still some obstacles faced, such as limited electronic devices, unequal internet access, and the ability of teachers and students to use digital technology that still needs to be improved. Therefore, the quality of learning can be further improved, and students' motivation to learn will grow in the digital era like today.

Keywords: Digital books; Learning motivation; Elementary school students

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Introduction

Terminologically, digital books consist of two words, namely "book" and "digital." "Book" is generally understood as a collection of sheets containing writing and images that provide information or knowledge to its readers. While "digital" refers to an electronic form based on information technology, displayed through devices such as computers, tablets, or smartphones. So, digital books are electronic reading materials that not only contain text, but also contain interactive elements such as moving images, sound, and video, which

allow for a more dynamic and interesting learning experience. In the world of education, digital books are present as one form of learning media innovation that is in line with the development of the times and the needs of 21st century students who are familiar with technology.

The history of the emergence of digital books is rooted in the rapid development of information and communication technology, especially since the introduction of online learning and e-learning systems in the early 21st century. Digital books began to be widely known in the world of global education along

with the increasing use of computers and the internet in school environments. In Indonesia, the use of digital books began to receive serious attention since the COVID-19 pandemic forced the learning process to switch to an online system. However, before the pandemic, the implementation of digital books in elementary schools was still very limited, especially in areas that did not have adequate digital infrastructure. This change marks a paradigm shift in the world of education from a conventional system to digitalization, which requires teachers and students to be able to adapt.

In general, learning motivation is an important element in the educational process. Learning motivation can be interpreted as internal and external psychological drives that encourage students to be actively involved in learning activities. Factors that influence this motivation include the learning environment, teaching methods, learning media, and the relevance of the material to students' lives. In many studies, digital books have been shown to increase learning motivation because the presentation of the material is more interesting, interactive, and easily accessible at any time. In various urban areas, the use of digital books has become part of an effective and modern learning strategy. However, its implementation in semi-urban and rural areas still faces various challenges, both in terms of technology, human resources, and the readiness of educational institutions.

SDN 001 Pasar Dolok Sanggul is one of the public elementary schools located in Humbang Hasundutan Regency, North Sumatra. This school is located in an area that is starting to be touched by digital developments, but has not fully implemented technology-based learning. Based on initial observations, it was found that students in this school showed a low level of learning

motivation. This is indicated by the lack of student participation during learning, boredom in following lessons, and weak interest in teaching materials, especially those delivered conventionally. Meanwhile, most teachers still use lecture methods and printed books as the main media in teaching, which are less effective in attracting the interest of today's students to learn. Although some teachers have basic knowledge of digital media, its use in learning is still very minimal.

In this context, the development of digital books as a learning medium becomes very relevant and urgent to be done. Digital books not only offer a new way of delivering material, but also have the potential to change the learning atmosphere to be more enjoyable and participatory. In addition, the application of digital books can also be a contextual learning tool that is in accordance with the needs and characteristics of today's students. Therefore, the development of digital books at SDN 001 Pasar Dolok Sanggul is not just an effort of modernization, but also a form of educational transformation that has an impact on improving the quality of learning. Based on this description, the main problem to be studied in this study is: how can the development of digital books as a learning medium increase students' learning motivation at SDN 001 Pasar Dolok Sanggul and what are the challenges and opportunities in its implementation?

Method

The method section should provide enough detail to enable readers to reproduce the experiment. Include sufficient information for replication, and reference any previously published methods, describing only relevant modifications. Avoid repeating details of established methods. The method section covers: Respondents, Instruments, Procedures, and Data Collection, and Data analysis. You may use any type of

subheadings, table, or figure to help you clarify the explanations of the research method.

Results

Definition of Digital Book

Digital books, or commonly called e-books (electronic books), are modern versions of printed books that can be accessed via electronic devices such as computers, laptops, tablets, smartphones, or e-readers. As technology advances, digital books are the answer to the need for information that can be accessed more quickly, easily, and flexibly. Loisa and Arumsari (2021) state that digital books are books that are presented in digital format and can be read via electronic devices, either online or offline, with or without an internet connection. This book not only contains text like printed books, but can also be equipped with multimedia elements such as images, sound, video, and even animation. This makes it more interesting and interactive, especially when used in the learning process.

This was also conveyed by Sugiyanto and Handayani (2020). According to them, digital books are a collection of information or knowledge that is arranged digitally and can be accessed via electronic media. This book can replace the role of printed books in learning or as a reference. In other words, digital books are not just copies of physical books, but can be specially designed to be more suitable for use on digital devices, both in terms of appearance and function.

The Role of Digital Books in Learning

Nowadays, digital books are becoming increasingly important in the world of education. These digital books are not only a substitute for regular printed books, but also make learning easier and more flexible. We can access them anytime and anywhere, no need to carry thick books everywhere. According to Loisa and Arumsari (2021), digital books allow students to learn without having to depend on time and place. This is especially helpful during distance learning, like during the pandemic, when we couldn't

meet the teacher directly in class. In addition, digital books are usually equipped with images, videos, sounds, and animations that make learning more interesting and easier to understand.

From the teacher's perspective, digital books are also very helpful. Teachers can provide the same material to all students via the internet, so learning can be more effective and collaborative. In addition, digital books are also easy to integrate with online learning platforms that are now widely used by schools and campuses. But for these digital books to be truly useful, the design and content must match the curriculum and character of the students. Digital books must be made by considering the right learning aspects, an attractive appearance, and also be accessible to everyone, including those with disabilities or living in remote areas.

The Relationship Between Digital Books and Learning Motivation

Nowadays, technology is developing so rapidly and bringing many changes, including in the world of education. One of the results of this development is digital books or e-books. These digital books can be accessed via various devices such as laptops, tablets, or even mobile phones. Compared to printed books, digital books have many advantages ranging from ease of access, do not require large storage space, to being able to be read anytime and anywhere. Moreover, digital books can also display learning materials in a more interesting and interactive way. These are the things that make digital books have a big influence in increasing students' enthusiasm and motivation to learn (Lestari & Yudhiantara, 2018).

Self-study motivation is actually a drive from within or outside a person that makes them want and enthusiastic to learn in order to achieve a certain goal. According to Sardiman, learning motivation is a strength from within students that makes them continue to learn and know the direction they want to achieve in the learning process. Well, this is where digital books can play a big role. Because of their flexible and fun nature, digital books can help students feel more

involved and motivated in their learning process (Sardiman, 2011).

One of the reasons why digital books can increase learning motivation is because the content is not just plain text. Digital books can present material in the form of images, videos, sounds, and even animations. This is very helpful because each student has a different learning style. Some prefer to see images, hear explanations, or do it directly. When their learning style is fulfilled, students will be more interested and enthusiastic in learning. In addition, digital books also allow students to learn independently. Because they can be accessed at any time, students are freer to manage their own study time. This helps to form motivation from within, not because they are told to by teachers or parents, but because they really want to know and learn. Motivation like this, which comes from within, is usually much stronger and lasts longer (Suyanto, 2005).

Obstacles and Solutions in Digital Book Development

The development of digital technology has brought about major changes in the world of education. One of its real manifestations is the presence of digital books that can be accessed via devices such as laptops, tablets, or even mobile phones. Digital books promise easy access, fast distribution, and interactive content that can make learning more interesting. However, behind all these advantages, there are major challenges that need to be faced so that digital books can truly be utilized optimally by all parties.

One of the main problems is the unequal access to technology. There are still many schools in remote areas of the country that do not have adequate devices or a stable internet connection. In places like this, teachers and students have difficulty simply downloading or opening digital books. As a result, the gap between schools in cities and villages in terms of access to learning is widening (Hermawan, 2019).

Another problem arises from the low digital literacy skills, both among teachers and students. Many teachers are still

comfortable with the old teaching methods and feel overwhelmed when they have to switch to digital media. Likewise, students, not all have the habit of learning independently using technology. If teachers and students are not ready, then the presence of digital books may not provide significant changes in the learning process (Yudhiantara & Lestari, 2018).

On the other hand, the content of digital books themselves is sometimes not optimal. Many are just copies of printed books, in a rigid and boring PDF format. In fact, the main strength of digital books is their ability to present interactive content, including video, sound, quizzes, and even animation. Unfortunately, not all digital books take advantage of this potential. In fact, some have not followed the latest curriculum or the learning needs of today's students (Rusman, 2016).

In addition, developing digital books requires a lot of money and expertise. Writers, designers, programmers, and multimedia editors are needed so that digital books can be attractive and usable. This makes many schools or publishers reluctant to develop digital books seriously because the costs are considered expensive (Wibowo, 2020).

But of course, every challenge can be faced if there are cooperation and the right strategy. The government, for example, can take a role by strengthening digital infrastructure, especially in areas that are still lagging behind. Good devices and internet access are the main foundations so that digital books can be enjoyed by all students. The role of the government in providing policy support and incentives is very important. With assistance such as grants or development funds, educators and developers can be encouraged to create innovative and relevant digital books (Hamalik, 2015).

Discussion

The results of this study really show real changes after digital books were implemented at SDN 001 Pasar Dolok Sanggul. Digital books made with various interactive features

such as images, sound, and video turned out to be very effective in attracting students' attention. They became more enthusiastic about following lessons, more active in asking and discussing, and more diligent in doing assignments. The results of interviews conducted before and after the use of digital books also proved that there was a significant increase in learning motivation. Students who previously tended to be passive and less interested now appear more enthusiastic and involved in every learning activity. Interestingly, this experience was also felt directly by the teachers. One of them, Mrs. Rismawan Simanullang, who was a resource person in this study, admitted that she was very helped by the existence of digital books. According to her, the lesson material became easier to convey and the classroom atmosphere felt livelier and more enjoyable. Mrs. Rismawan also saw positive changes in her students who are now more independent in learning because they can access materials at any time via digital devices, both at school and at home.

However, Mrs. Rismawan also honestly revealed several challenges faced, such as the limited number of electronic devices and unequal internet access in the school environment. In addition, the ability of teachers and students to use digital technology also still needs to be improved. However, she remains optimistic that these obstacles can be overcome if there is regular training and support for facilities from schools and the government. Overall, this study confirms that digital books are indeed effective in increasing student learning motivation and can be an innovative solution for learning in the digital era, especially in areas such as Dolok Sanggul. With the right support and training, it is hoped that digital books can be further optimized in the teaching and learning process in the future.

Conclusions

The conclusions section of your research paper is crucial as it provides a clear and concise summary of your findings and their implications. It should directly address

the research objectives stated in the Introduction and explain how your work advances the field beyond the current state of knowledge. The conclusions should not be in the forms of points or numbers.

Based on this study, it can be concluded that digital books really bring positive changes in learning at SDN 001 Pasar Dolok Sanggul. The presence of interactive digital books, complete with images, sound, and videos, makes students much more enthusiastic about learning. They become more active in class, more diligent in doing assignments, and more enthusiastic about following lessons, as seen from the results of the questionnaire and direct observations in class. Teachers also feel very helped because the lesson material is easier for students to understand, and the learning atmosphere in the classroom becomes much livelier and enjoyable. Even so, there are still some obstacles faced, such as limited electronic devices, unequal internet access, and the ability of teachers and students to use digital technology that still needs to be improved. However, these obstacles can be overcome if schools routinely provide training and adequate facility support. Therefore, it is highly recommended that schools, especially in semi-urban areas such as Dolok Sanggul, start using digital books as an innovative learning medium. That way, the quality of learning can be further improved, and students' motivation to learn will grow in the digital era like today.

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