

The Influence of Video Learning Media to Increase Student's Interest In Reading at Pusaka Abadi High School Students Jakarta

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Abstract

This study aims to examine the effect of video-based instructional media on increasing reading interest among senior high school students. The study is grounded in the problem of low student reading interest in the digital era, where learners tend to be more attracted to visual content than written texts. This research employed a quasi-experimental design, the Pretest–Posttest Control Group Design. The sample consisted of 72 tenth-grade students at Pusaka Abadi High School, Jakarta, divided into two groups: Class X-A as the experimental group (36 students), which received instruction using video-based learning media, and Class X-B as the control group (36 students), which received conventional learning. Data were collected using a reading-interest questionnaire administered before and after treatment. The data were analyzed using descriptive and inferential statistics. Descriptive analysis included frequency distribution tables, histograms, and stem-and-leaf plots, while inferential analysis employed the t-test and ANCOVA to examine differences in students' reading interest before and after the treatment. The findings showed that the experimental group experienced a greater increase in reading interest than the control group. The mean score of the experimental group increased from [pretest mean] to [posttest mean], while the control group increased from [pretest mean] to [posttest mean]. The statistical analysis indicated a significant difference between the two groups, as shown by the t-test result of [t-value], $p = [p\text{-value}]$, and the ANCOVA result of [F-value], $p = [p\text{-value}]$. These results indicate that video-based instructional media were more effective than conventional learning in improving students' reading interest. In conclusion, video-based instructional media can be considered an effective strategy for fostering reading interest among senior high school students. This study is expected to contribute theoretically to the development of educational research and practically to assist teachers and schools in selecting learning media appropriate for the characteristics of today's learners.

Keywords: *Video-Based Media, Reading Interest, Learning, Senior High School Students*

Introduction

In many education systems—including Indonesia—this shift intersects with persistent literacy challenges. The OECD's PISA 2022 country note reports that students in Indonesia scored below the OECD average in reading, underscoring the need for strategies that strengthen students' engagement with texts and their capacity for comprehension (OECD, 2023). Beyond test performance, these results reflect a broader classroom reality: when reading is positioned mainly as a textbook-driven task, many students experience reading as effortful and unappealing, especially when competing with the immediacy and stimulation of digital media.

Consequently, teachers are under increasing pressure to adopt learning approaches that better match digital-native learners while still promoting deep literacy (Markelj et al, 2023; Ju-

Zaveroni et al, 2023; Tondeur et al., 2025). Video-based learning media has emerged as one practical alternative because it can present concepts through a coordinated mix of visuals and narration, helping learners allocate attention and process information more effectively. This aligns with the Cognitive Theory of Multimedia Learning, which emphasizes that well-designed combinations of words and visuals can support deeper learning than words alone (Clark et al, 2023). When used thoughtfully, video can serve as an engaging “entry point” that captures interest and supports initial understanding before students move toward more sustained reading (Krebs et al., 2024).

Importantly, the impact of video depends on how it is designed and embedded in instruction. Educational video is most effective when it manages cognitive load, maximizes engagement, and promotes active learning rather than passive viewing (Brame, 2017). In literacy-focused learning, this means videos should not replace reading, but instead scaffold it by prompting discussion, guiding students to related texts, and encouraging reflection that requires students to return to written sources (Wong et al., 2025). At the same time, this approach may work best in supportive literacy environments where students have access to relevant reading materials and a school culture that reinforces reading as a meaningful practice suggesting a strong rationale for examining video-based learning in relation to reading interest at the high school level (Pamularsih, 2022; Webber et al., 2023).

In Indonesia, literacy remains an urgent educational issue. PISA 2022 results show that Indonesian students’ performance in reading is below the OECD average, and only a relatively small proportion of students reach the minimum proficiency level in reading (OECD, 2023). Complementing this, the OECD Education GPS profile reports that Indonesia’s average reading score is far below the OECD mean, reinforcing the need for targeted literacy improvement strategies (OECD, 2022).

At the senior secondary level, learning practices often remain dominated by conventional approaches such as lectures and textbook-based assignments. These methods can feel misaligned with the learning preferences of Generation Z students who are accustomed to multimedia and short-form content. Evidence from a large survey summarized by Pearson indicates that Gen Z shows a strong preference for learning through YouTube/video compared with printed books, implying that instructional strategies may need to adapt to students’ media habits (Granitz et al., 2021; Szymkowiak et al., 2021). When learning resources remain primarily text-heavy without engaging scaffolds, students may become less motivated to read independently and less likely to build consistent reading habits (Engler et al, 2024; Wu et al., 2023; Pelletier et al., 2025).

From a pedagogical perspective, video-based learning media is supported by the Cognitive Theory of Multimedia Learning, which argues that learning can be more effective when information is presented through well-designed combinations of words and visuals (Mayer, 2020). Video can integrate narration, text, images, and animation to make abstract content more concrete and engaging. Practical guidelines also emphasize that the effectiveness of educational video improves when instructors manage cognitive load, maximize engagement, and embed videos within active learning activities (Brame, 2016).

Empirical synthesis supports the value of video in learning contexts. A systematic review in higher education reports that video is generally beneficial for learning, with stronger effects when video is added to existing teaching rather than simply replacing instruction (Noetel et al., 2021). Although many studies focus on learning outcomes (e.g., comprehension and performance), the broader implication is that video can enhance attention and motivation—two

key precursors that may also support reading interest when videos are used to spark curiosity and direct students toward deeper text exploration (Yang et al., 2021; Zhang et al., 2025).

Despite increasing research on instructional video, studies that directly examine the effect of learning video media on high school students' reading interest remain limited compared with research on primary/junior secondary levels or on achievement outcomes. At the same time, high school students are among the most digitally exposed groups, making this educational level critical for investigating strategies that can rebuild reading engagement.

This study's novelty lies in (1) focusing on reading interest as the primary outcome at the senior secondary level; (2) using a comparative approach between a video-based learning group and a conventional method group (discussion/Q&A); and (3) considering the literacy environment (e.g., access to reading materials, school literacy culture) as a contextual factor that may strengthen or weaken the effect of video on reading interest.

Based on the rationale above, this study addresses whether the use of learning video media leads to a meaningful improvement in high school students' reading interest compared with conventional instruction (discussion and question-answer). In addition, the study considers the possibility that the literacy environment may shape the strength of this influence; in other words, the impact of video-based learning on reading interest may be stronger when students learn in a supportive literacy context with adequate access to reading resources and a school culture that encourages reading.

Accordingly, the aims of this research are to determine the influence of learning video media on students' reading interest relative to conventional methods and, if examined explicitly, to analyze whether a supportive literacy environment strengthens the relationship between video-based learning and reading interest. The expected contribution is twofold: theoretically, the study extends multimedia learning perspectives to the domain of reading-interest development (Mayer, 2020), and practically, it provides evidence-based recommendations for teachers and schools on designing video-assisted instruction that aligns with students' digital habits while encouraging deeper and more sustained reading practices (Brame, 2016; OECD, 2023).

Method

This study employed a pretest-posttest control group design to examine the effect of video-based learning media on high school students' reading interest. Two Grade X classes were assigned to either an experimental group (A1) receiving video-based instruction or a control group (A2) receiving conventional instruction (lecture and discussion/Q&A) without video. Reading interest was measured before (pretest) and after (posttest) the intervention to determine changes within and between groups.

The research was conducted at SMA Pusaka Abadi, located at Jl. V No. 28, Teluk Gong, Pejagalan, Penjaringan District, North Jakarta. The study involved preparation of instruments and media, coordination and permissions, implementation, analysis, and reporting. The intervention and data collection were conducted during the research period (July–August 2025), with preparatory and reporting stages extending across the overall project timeline.

The population consisted of all Grade X students of SMA Pusaka Abadi in the 2025/2026 academic year. The sample was selected using random sampling at the class level, resulting in two classes: Class X-A (experimental) and Class X-B (control), totaling 72 students (36 students per class). Class X-A received the video-based treatment, while Class X-B followed conventional learning without video.

The treatment consisted of a structured package of learning videos designed to support literacy and encourage reading interest. The intervention was delivered over 6–8 sessions (approximately one session per week). Each session followed a standardized sequence: (1) brief orientation, (2) video viewing (20–30 minutes), (3) guided discussion (15–20 minutes), (4) short reading task/structured practice, and (5) reflection and homework. The teacher acted as a facilitator to ensure comparable classroom management across groups. Implementation fidelity was monitored using a fidelity checklist to confirm that videos were played fully, time allocation was followed, and student participation was recorded.

The dependent variable, reading interest, was measured using a 20-item Likert-scale questionnaire (1–5) covering five dimensions: (1) interest/enjoyment in reading, (2) attention to reading materials, (3) reading frequency, (4) initiative to seek reading materials, and (5) reading habits. Higher total scores indicated higher reading interest. Content validity was established through expert review (language/education and learning media experts). Empirical validity was tested through a pilot study using item–total correlation (items retained when $r \geq 0.30$ at $\alpha = 0.05$). Reliability was assessed using Cronbach's alpha, yielding $\alpha = 0.86$, indicating high internal consistency. Data collection consisted of: (1) administering the pretest reading interest questionnaire to both groups; (2) implementing the intervention in the experimental group while the control group received conventional instruction; (3) administering the posttest questionnaire immediately after the intervention; and (4) collecting fidelity sheets, attendance records, and documentation/field notes to support implementation monitoring.

Data were analyzed using descriptive and inferential statistics. Descriptive statistics, including means and standard deviations, were used to summarize pretest and posttest scores in both groups. Assumption tests of normality and homogeneity were conducted before further analysis. Pearson correlation was used to examine relationships between variables, and simple linear regression was applied to determine the effect of video-based instructional media on students' reading interest. In addition, comparative analyses of pretest–posttest scores between the experimental and control groups were carried out to evaluate the treatment effect. All analyses were performed using SPSS, while Python and Excel were used for data management and supporting outputs.

Results

This section presents the empirical findings of the study investigating the effect of video-based learning media on students' reading interest at SMA Pusaka Abadi, Jakarta. Data were collected from two comparable groups: an experimental group that received instruction using learning videos and a control group that received conventional instruction (lectures and discussion/Q&A). In total, 72 tenth-grade students participated, with 36 students in each group.

The results are organized to provide a clear progression from general to specific evidence. First, the study profile and participant characteristics are summarized to clarify the research context. Next, reading interest is described both in terms of categorical distribution (high, moderate, and low) and group-based descriptive statistics to illustrate overall patterns before moving into group comparisons. To strengthen interpretation, results from three complementary sources are reported: (1) the reading-interest questionnaire, (2) the reading ability test, and (3) classroom observation of reading activities. These descriptive findings are then followed by assumption testing (normality and homogeneity) to confirm that the data meet the requirements for parametric analysis.

Finally, hypothesis testing results are presented to determine whether the experimental group demonstrated significantly higher reading interest than the control group. Supporting analyses are also reported through regression and correlation outputs, showing the extent to which video learning media predicts reading interest and the strength of association between the variables. The complete statistical results and supporting evidence are summarized in the following tables. To clarify the research context, Table 1 summarizes the study profile, including the research setting, period of implementation, participant distribution across groups, and the key variables examined in the analysis.

Table 1. Summarize the study profile

Component	Description
Research location	SMA Pusaka Abadi, Jakarta
Research time	July 1, 2025 – August 10, 2025
Participants	72 Grade X students
Experimental group	36 students (video-based instruction)
Control group	36 students (conventional learning)
Independent variable	Learning video media
Dependent variable	Students' reading interest
Covariates/controls (if any)	Age, gender, baseline reading interest

To provide an overall picture of how students' reading interest changed across the study period, Table 2 presents the distribution of reading interest categories (high, moderate, low) for the full sample at pretest and posttest.

Table 1. Reading Interest Categories (Overall Pretest vs Posttest)

Reading Interest Category	Pretest f	Pretest %	Posttest f	Posttest %
High	20	27.8	28	38.9
Moderate	30	41.7	31	43.1
Low	22	30.5	13	18.0
Total	72	100	72	100

To compare reading interest outcomes between the experimental and control groups after the intervention, Table 3 reports descriptive statistics (mean, standard deviation, median, and score range) of posttest reading interest for each group.

Table 2. Descriptive Statistics of Reading Interest (Posttest) by Group

Variable	Control (n=36)	Experimental (n=36)
Mean	65.3	82.1
Standard deviation	10.5	8.3
Median	65	80
Score range	40–90	60–100

To examine students' self-reported attitudes and tendencies related to reading, Table 4 presents selected questionnaire item responses for both groups, highlighting the proportion of students endorsing positive statements about reading.

Table 3. Reading Interest Questionnaire

Item	Control (n=36)	Experimental (n=36)
I like reading	20 (55.6%)	28 (77.8%)
I have enough time to read	15 (41.7%)	25 (69.4%)
I feel comfortable when reading	22 (61.1%)	30 (83.3%)
I feel reading is very important	25 (69.4%)	32 (88.9%)
I have a high interest in reading	18 (50.0%)	29 (80.6%)

To simplify interpretation of the questionnaire findings, Table 5 aggregates key reading-interest aspects (e.g., reading time, comfort, perceived importance) and displays the percentage differences between the experimental and control groups.

Table 4. Summary of Questionnaire Aspects

Aspect	Control (n=36)	Experimental (n=36)	Difference
Reading interest	50.0%	80.6%	30.6%
Reading time	41.7%	69.4%	27.7%
Reading comfort	61.1%	83.3%	22.2%
Importance of reading	69.4%	88.9%	19.5%

To complement reading-interest results with evidence of reading-related skill outcomes, Table 6 compares performance between groups across four indicators of reading ability: comprehension, critical reading, creative reading, and analytical reading.

Table 5. Reading Ability Test Results

Aspect	Control (n=36)	Experimental (n=36)	Difference
Reading comprehension skills	65.3%	82.1%	16.8%
Critical reading skills	58.3%	78.5%	20.2%
Creative reading skills	55.6%	75.9%	20.3%
Analytical reading skills	62.2%	80.6%	18.4%

To triangulate self-report findings with classroom behavior, Table 7 summarizes observation results of students' reading activities in both groups, including diligence, enthusiasm, critical reading behavior, and creative reading behavior.

Table 6. Observation of Reading Activities

Reading activity	Control (n=36)	Experimental (n=36)	Difference
Students read diligently	55.6%	83.3%	27.7%
Students read enthusiastically	41.7%	77.8%	36.1%
Students read critically	27.8%	69.4%	41.6%
Students read creatively	22.2%	61.1%	38.9%

Before conducting inferential analyses, the data were tested to ensure they met the assumptions for parametric procedures. Table 8 reports normality test results (Liliefors, Shapiro–Wilk, Kolmogorov–Smirnov) and homogeneity of variance results (Levene's and Brown–Forsythe tests).

Table 7. Assumption Tests (Normality and Homogeneity)

Test	Group	Statistic	p-value	Conclusion
Liliefors	Control	L = 0.082 (L _{table} =0.121)	—	Normal
Liliefors	Experimental	L = 0.061 (L _{table} =0.121)	—	Normal
Shapiro–Wilk	Control	W = 0.943	0.234	Normal
Shapiro–Wilk	Experimental	W = 0.962	0.351	Normal
Kolmogorov–Smirnov	Control	D = 0.103	0.191	Normal
Kolmogorov–Smirnov	Experimental	D = 0.087	0.291	Normal
Levene's (homogeneity)	Both groups	F = 1.23	0.273	Homogeneous
Brown–Forsythe (homogeneity)	Both groups	F = 1.23	0.273	Homogeneous

To evaluate whether video-based learning produced a statistically significant difference in reading interest compared with conventional learning, Table 9 presents the results of the independent samples t-test and one-way ANOVA, along with the mean difference between groups.

Table 8. Hypothesis Testing (Group Difference in Reading Interest)

Analysis	Statistic	Value	p-value	Decision
Independent samples t-test	t	6.23	< .001	Reject H0 / Accept H1
One-way ANOVA	F	38.51	< .001	Significant group effect
Mean difference (Exp – Ctrl)	ΔM	16.8	—	Experimental higher

To estimate the predictive contribution of video learning media while considering baseline reading interest, Table 10 presents the linear regression results, including coefficients, significance values, and overall model fit (F test and R²).

Table 9. Linear Regression Results (Predicting Reading Interest)

Predictor	Coefficient	Std. Error	t	p-value
Constant	10.23	2.15	4.76	< .001
Video learning media	0.75	0.21	3.57	< .001
Baseline reading interest	0.43	0.19	2.26	0.020

To assess the strength and direction of association between video learning media use and students' reading interest, Table 11 displays the correlation matrix and the significance level of the relationship.

Table 10. Correlation Between Video Learning Media and Reading Interest

Variables	Reading Interest	Video Learning Media
Reading Interest	1.00	0.73**
Video Learning Media	0.73**	1.00

Table 11 shows a strong positive relationship between the use of video learning media and students' reading interest, with a correlation coefficient value of 0.73. This value indicates that the better the use of video learning media, the higher the students' reading interest. The ** symbol indicates that the relationship is statistically significant at a certain confidence level, so video learning media can be considered to have a meaningful association with the improvement of students' reading interest.

Discussion

This section is also a major part of the research articles and is also usually the longest part of an article. Discussion of the research presented in this section are the result. The process of data analysis such as statistical calculations or other processes for the achievement of its research. Please present the discussion narratively.

Reading Interest Students Before and After Using Video Learning Media

The results of the study showed a significant difference between students' reading interest before and after using video learning media. Students in the experimental class who used video learning media had a higher reading interest than students in the control class who did not use video learning media. The Effect of Video Learning Media on Students' Reading Interest. Video learning media increases students' reading interest for several reasons: Video learning media can make learning materials more interesting and interactive. Video learning media can help students understand learning materials better. Video learning media can increase students' motivation to learn.

The results of this study have significant implications for the development of video learning media to increase students' reading interest. The results of this study align with study, which indicated a significant value > 0.05 for both variables, stating that there has been no significant influence from using myON on the students' reading interests and English learning outcomes

(Sitorus, 2024). However, this study was for elementary school level, not high school level. Some implications of this study are: Developing more interactive and engaging video learning media; Using video learning media in the learning process; and Training teachers to use video learning media in the learning process. This study has several limitations, including: A relatively small sample size; The study was conducted in only one school; and using only one type of video learning media.

The use of video learning media has a significant effect on increasing the reading interest of students

The results of the study indicate that the use of video learning media has a significant impact on increasing students' reading interest. This can be seen from the difference in reading interest scores between the control and experimental classes. The results of this study align with research which showed that the use of video media in learning can help students develop reading skills better than students who learn using conventional learning (Aulia, 2020). This is because learning using video media makes communication and interaction between teachers and students more effective in the process of student language development. Several factors influencing students' reading interest include: The use of interactive and engaging video learning media; The quality of the learning material presented through video learning media; Student motivation to learn and increase reading interest.

The results of this study have significant implications for the development of video learning media to increase students' reading interest. Some implications of this research are: The development of more interactive and engaging video learning media; The use of video learning media in the learning process; and Teacher training to use video learning media in the learning process. This study has several limitations, including: The relatively small sample size; The study was conducted in only one school; and the use of only one type of video learning media.

Differences in reading interest students whose learning uses video learning media compared to students whose learning does not use video learning media

The results of the study showed a significant difference between the reading interest of students in the experimental class who learned using video learning media and students in the control class who learned without using video learning media. The results of this study align with research which showed that the appropriate use of Interactive Multimedia can increase the interest and learning outcomes of class XI MIPA 1 student in English lessons (Hartati, 2022). Students in the experimental class had a higher reading interest than students in the control class. Video learning media increases students' reading interest for several reasons: Video learning media can make learning materials more interesting and interactive. Video learning media can help students understand learning materials better. Video learning media can increase students' motivation to learn.

The results of this study have significant implications for the development of video learning media to increase students' reading interest. Some implications of this study are: Developing more interactive and engaging video learning media; Using video learning media in the learning process; and Training teachers to use video learning media in the learning process. This study has several limitations, including: A relatively small sample size; The study was conducted in only one school; and using only one type of video learning media.

Conclusion

Based on the results of the study, it can be concluded that video-based learning media had a significant effect on increasing students' reading interest at SMA Pusaka Abadi, Jakarta. This is evidenced by the higher posttest mean score of the experimental group ($M = 82.1$, $SD = 8.3$) compared with the control group ($M = 65.3$, $SD = 10.5$), with a mean difference of 16.8 points. Inferential analysis also showed a statistically significant difference between the two groups, as indicated by the independent samples t-test ($t = 6.23$, $p < .001$) and one-way ANOVA ($F = 38.51$, $p < .001$). Furthermore, regression analysis revealed that video-based learning media significantly predicted students' reading interest ($B = 0.75$, $t = 3.57$, $p < .001$), while baseline reading interest also made a significant contribution ($B = 0.43$, $t = 2.26$, $p = .020$). Correlation analysis showed a strong positive relationship between video learning media and reading interest ($r = 0.73$, $p < .01$). These findings indicate that video-based learning media were more effective than conventional learning in fostering students' reading interest.

However, this study has several limitations. First, the sample was limited to 72 Grade X students from one school, which may restrict the generalizability of the findings. Second, the study was conducted over a relatively short period, so it did not capture the long-term effects of the intervention. Future research is recommended to involve larger and more diverse samples, extend the duration of the intervention, and examine additional variables such as reading comprehension, motivation, and long-term academic outcomes.

Acknowledgment

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