

**Scrutinizing the Perception of English Department Students in Using E-  
Books as Learning Sources**

**THESIS**

**Submitted by**

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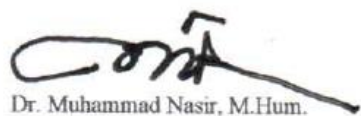
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## SURAT PERNYATAAN KEASLIAN

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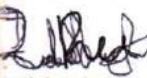
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Banda Aceh, 30 Desember 2024

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## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Most Gracious, the Most Merciful, whose boundless mercy and infinite wisdom breathe life into creation and inspire the hearts of humankind, I bow in reverence, offering praise to the Sustainer of all realms. May unceasing blessings be bestowed upon the Beloved Prophet Muhammad, a beacon of light to humanity, alongside his noble family and companions.

With humility, I extend my gratitude to the unseen voices that reside within me, the seven echoes of contemplation, guardians of thought, who, in their ceaseless whispers, grant me clarity and creativity. To the hallowed graveyard, where wisdom rests among the departed, I offer my thanks, for even in silence, the souls within stir inspiration.

To my mother, Nurasmah Spd, the first love my heart ever knew and the last love I will ever hold. Her unwavering sacrifices, boundless compassion, and unshakable faith in me are etched into every fiber of my being. Though her embrace now lies within the folds of eternity, her love remains a guiding light, a gentle voice in the silence, urging me to rise, to persevere, and to become. For her, I am forever a grateful son, and in her honor, every step I take is a tribute to the immeasurable depths of her devotion.

To Beep Boop, whose presence in my life feels like the kind of cherished bond you have with a car that's always breaking down but somehow

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## ABSTRACT

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Keywords : E-books, student perception, digital learning resources,

This study investigated the perceptions of English Department students on the use of e-books as learning resources. Using a descriptive qualitative approach, data were collected from 20 students of Islamic University Ar-Raniry Banda Aceh Batch 2020 through random sampling using Google Form closed-ended questionnaires, and 5 students were randomly chosen from the 20 students to be interviewed with 20 open-ended interview questions. The research utilized 20 statements and 20 interview questions to gather insights. The findings were divided into 3 parts: general perception, advantages, and disadvantages, which consisted of 7, 7, and 6 statements, respectively. The general perception section revealed that (95%) had a positive perception, and 1 student (5%) had a neutral perception. Regarding advantages, 16 students (80%) supported the advantages, highlighting accessibility, convenience, and multimedia features; 3 students (15%) chose a neutral reaction toward advantages; and 1 student (5%) had a different opinion toward the advantages. Additionally, a significant portion of students (35%) 7 students believed that purchasing e-books was necessary before downloading them. This may have indicated a lack of awareness about free or open-access e-book options. Additionally, it could have reflected financial barriers, as purchasing e-books added to the cost of education. Furthermore, 10% of students (2 students) found themselves easily distracted while using e-books compared to traditional books, highlighting potential usability issues. This research provided valuable insights for educators and institutions seeking to improve the adoption and effectiveness of e-books in higher education while addressing challenges to enhance student focus and engagement. However, the study had limitations: it selected only 20 students from a total of 106, raising concerns about the generalizability of the findings; and it focused on one batch out of five, potentially limiting the diversity of perspectives and experiences. These limitations suggest that the findings may not be fully representative of the broader student body, and caution should be exercised when reading the results.

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# CHAPTER I

## INTRODUCTION

This introductory chapter describes the main idea for conducting the research. It discusses the background of the study, research questions, the aim of the study, the significance of the study, and terminologies.

### A. Background of the Study

In today's world and as well as in Indonesia as other places globally technological advancements are constantly evolving with the passage of time, this development has led to the transformation of processes into digital systems which has significantly impacted various aspects of human life as highlighted by Fitria (2017). The current technological progress is ushered in an era for humanity shifting from the information era to the age and this transition is palpable among the Indonesian population across different facets of life, with education being prominently influenced. Educational technology is crucial, for assisting educators and learners in their journey (Agustian & Salsabila 2021). It aids in attaining predefined learning objectives.

Educational technology advancements have transformed printed books into books known as e books or digital textbooks. The distinction lies within the method of writing the text than the essence of the content itself. E books are publications, to readers through devices like tablets and smartphones, alongside computers. Printed books and electronic books differ mainly by how they present content and the features they offer. In books (e books) content presentation is enhanced through the use of fonts, colors, images and hyperlinks which make

them more captivating and interesting, for readers. According to Engbrecht (2018) e books have the capacity to be highly interactive and engaging. Currently e-books are widely used in education. E-books can support educational missions by saving time, adding value to online resources, and being able to save costs (Cox, 2018)

Conversely, the integration of e-books into education is thought to have negative effects on students' eye health as well. Prolonged exposure to reading materials and smartphones at night, coupled with disruptions to sleep patterns, is believed to result in harmful consequences, including eyestrain, heart problems, metabolic issues, obesity, and even cancer (Chen et al., 2022).. Furthermore e books offer functionalities that aid readers by simplifying the process of locating desired content. The search function available, within e books enables students to promptly locate information or passages of interest. Additionally studen...E books are commonly used at universities due, to their accessibility, from any location.

E-books have advantages for universities, including enhancing student learning and academic performance, fostering innovative teaching methods, and optimizing the utilization of physical space on campus (Jones & Lee, 2020).. The Department of Education, at Islamic University Ar Raniry Banda Aceh has effectively integrated technology into its curriculum by incorporating English e books for students to enhance their learning experience and reference materials for honin all four language skills. Researchers have noted that students, from the 2020 batch have been using technology like speaking and listening activities along with reading and writing tasks since their semester, at Islamic University Ar Raniry Banda Acebek beginners preferred PDF e books over formats and sometimes received materials directly from their instructors. Encouraging individuals to carry out research is recommended of depending

solely on physical books, which can be inconvenient to transport. Many people tend to favor English e books over printed copies as they offer increased portability. E books help create an lively classroom setting, Students, at the Islamic University of Ar Raniry in Banda Ace have observed that technology has become commonly integrated as a learning tool, in the English Education Department.

Therefore, based on the above explanation, the researcher is interested in research on **" Scrutinizing the Perception of English Department Students in Using E-books as learning sources"**

## **B. Research Question**

The research question in this study is "What are the English students' perception towards the use of Electronic books (E-books) at Islamic university Ar-raniry Banda Aceh?"

## **C. Research Aim**

The purpose of this research is to examine the English students' perceptions towards the usage of Electronic books (E-books) at Islamic University Ar-raniry Banda Aceh.

## **D. Significance of the Study**

The researcher hopes that the outcomes of this study will contribute to:

### **1. Theoretical benefits**

The results of this research are expected to benefit the educational community, particularly in the areas of educational technology science and learning resource discovery.

## 2. Practical benefits

The results of this study are expected to be useful to all parties, including:

- a. For lecturers: as a tool, for accessing information or generating user media content;
- b. For students: to help students find information easily and navigate information effectively.
- c. For further researchers: For the purpose of enhancing research endeavors as a point of reference and deriving new perspectives.

## E. Terminologies

To avoid misunderstanding in this research, the researcher will explain some of the terms used. Some terms are:

### a. Students' Perception

In this study to prevent confusion the researcher will clarify terms that are utilized. Student Perceptions In the context of education, in Indonesia as defined by the law in 1989 students are individuals who actively engage in the journey across levels such as elementary school, junior high school, senior high school and university in order to enhance their personal growth and development, within societys framework. The English students involved in this research are from Islamic University Ar raniry Banda Aceh in the 2020 batch. Perception is described as a response or reception to something, according to the Kamus Besar Bahasa Indonesia and further elaborated in contemporary studies as an individual's interpretation and understanding of sensory information (Anderson, 2021).

Perception plays a role indeterminng usability and effectiveness of English e books used by students atIslamic University Ar raniry Banda Aceh in this study.

b. Electronic Book (E-book)

An electronic book (e-book) An e book consists of the words "Electronic" and "book." Electronics refer to tools created based on principles, for processing and sharing information using devices, like computers and phones while a book is defined as a written paper sheet. Books play a role, in education as resources, for learning and reference materials.

Based on the meanings of the terms, it can be inferred that an electronic book (e-book) refers to a publication presented digitally for readers to access through devices like tablets, computers, and mobile phones (Smith & Johnson, 2020). An instance of an e-book commonly utilized for educational purposes is the English e-book. Using e-books can contribute to goals by saving time and enhancing the quality of online materials while also offering cost-saving benefits (Davis et al., 2021). However, there are concerns about the impact of using e-books on students' eye health, with recent studies suggesting that prolonged screen time can contribute to digital eye strain, including symptoms such as dry eyes and blurred vision (Chen et al., 2022)..

c. Learning Source

Printed books and electronic books serve as valuable learning sources, differing primarily in how they present content and the features they offer. E-books enhance content presentation through the use of fonts, colors, images, and hyperlinks, making them more

captivating and interactive for learners. As noted by Smith and Brown (2021), e-books are designed to be highly engaging and interactive, aligning with modern educational needs. Widely adopted in education, e-books support learning by saving time, enriching online resources, and offering cost-saving advantages (Davis et al., 2022).





## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter's literature review begins with perception overview and E-Book overview before focusing on the theoretical foundations of how students view E books as a source of learning material.

#### **A. Perception Overview**

##### **1) Definition of Perception**

Robbins et al. (2020) stated that perception is a mechanism by which individuals give meaning to their environment through the organization and interpretation of sensory impressions. Alnujaidi (2021) argues that perception is an external aspect of an innovation that emphasizes perspectives, reactions, understanding, and beliefs.

According to Rakhmat (2021), perception is described as an element in the series of steps involved in processing information within individuals, also referred to as communication. It involves the process of receiving data and analyzing it for future reference or recall purposes. Perception essentially entails the understanding acquired from deducing and making sense of details regarding an item, occurrence, or connection. According to Ansow et al. (2022), they explained that perception involves individuals comprehending their surroundings by organizing and analyzing information to assign significance to their environment..

From the explanation provided on in the discussion one could infer that perception involves individuals attributing significance to their surroundings or personal experiences through the act of receiving, analyzing, retaining and recalling data by arranging and understanding inputs.

## **2) Process of Perception**

The three steps of the perception process, according to Qiong (2017), are:

### **1. Selection**

In the beginning of how we perceive things, around us is when we turn what we sense in our environment into experiences for ourselves to understand better and relate to our lives more effectively. Due to the flow of information bombarding us every day and shaping our reality in ways; at any given moment we could be exposed to a multitude of stimuli such as the words spoken to us by others, around us; witnessing an unexpected event unfold before our eyes; or even simply hearing the tick tock of a clock nearby. Just to mention a few examples. Our world is vast and all encompassing so it inundates our senses with signals simultaneously that require handling and interpreting by our organs almost instantaneously. We cannot process all the information at once as it would be overwhelming and lead to chaos. It is necessary for us to selectively filter the information we receive from our surroundings in order to make sense of it effectively. According to Singers theory, from 1987 our perception of the world is shaped solely by what our senses detect and not necessarily reflective of reality. This aspect of perception has intrigued scholars over the years. For example Bruner (1958) suggested focusing On aspects Of

people or situations To prevent ourselves from being overwhelmed By too much information.

Some people liken this procedure to drawing a map as when crafting a map one cannot encompass every detail but rather needs to generalize and omit certain aspects to eliminate or simplify unnecessary information while highlighting crucial data unevenly. Creating a map would be impossible, without it. Like how we focus our attention the familiar or interesting stimuli when faced with conflicting information overload situations. This selective perception process can sometimes lead to misunderstandings, in communication as we might miss details. Chen and Starosta(2007) argued that miscommunications often arise from this perception during interactions especially when individuals come from cultural backgrounds with different ways of perceiving things.

## 2. Organization

Understanding is the step, in perception where we make sense of the information collected from our surroundings by recognizing patterns and organizing it into categories or groups as per some scholars views, on organization in this phase of perception. When tasked with defining a beings essence; some individuals may consider skin color, as a defining feature while others may perceive it through the lens of race or nationality. Visualizing our university library with eyes brings to mind a organized setting that encompasses both internal and external dimensions.

By describing behaviors and the various ways individuals differ in their actions and qualities, organizations help us organize and make sense of our understanding of people and society (Jones et al., 2020). When it comes to perception, there are two aspects to

consider: firstly, the organizing process gives shape to how humans perceive things. We continuously turn nonsensical inputs into organized and meaningful experiences. Secondly, this process highlights the consistency in perception. Put simply, the selected stimuli undergo a lasting change once they are selected and classified.

### 3. Interpretation

The stage where we assign significance to the stimuli we choose is known as interpretation in the realm of perceptions phase. We strive to give meaning to the coherent patterns that arise from the stimuli we select. Nevertheless different individuals may interpret the signal in manners. For example the presence of a law enforcement officer, at a crime scene can be perceived differently by people.

In some instances, the victim might feel reassured and at ease while the perpetrator may experience fear and distress. For example in societies kissing or hugging in public is a commonplace way of saying "Hello!" Unlike many other cultures where such gestures are often seen as acts of affection or intimacy..

Diverse interpretations stem from the perspective we view things through, it shapes how we see and judge information we get from the world around us (Samovar et al., 2000). While most may align on the meaning of something an event itself; individual perceptions are heavily influenced by personal backgrounds and cultural influences unique, to each persons upbringing experiences.

### **3) Factors That Influence Perception**

Robbins et al. (2021) believe that a variety of factors influence and occasionally distort perception. The factors may be present in the perceiver, the object or target that's being perceived, or the situation in which the perception is being made..

### 1) The Observer

When you focus on a subject or object with your eyes and mind engaged at the task at hand in that moment of observation. Your qualities, as an individual such as character traits you possess your beliefs and opinions on various subjects and matters you hold dear to heart the distinctive essence that defines who you are as a person your underlying motives driving your actions the things that capture your attention and spark curiosity within you the past encounters and events that have shaped your worldview up to this point in time along with the hopes and anticipations you hold for the future.

They collectively play a significant role in shaping how you interpret and make sense of what is directly before you. As an illustration of this idea, in practice ; irrespective of any attributes they may actually possess in reality if there exists within you a preconception or anticipation that individuals associated with law enforcement carry an air of authority and command you are more likely to perceive them through such a lens when encountered in real life situations.

### 2) The item

What we see is also shaped by the characteristics of the subject, in question. Individuals who speak loudly tend to attract attention. The same applies to those who are considered attractive well as those who are not. Our perception is influenced by the connection between a subject and its surroundings along with our tendency to group objects that're close by and resemble each other together as we tend not to perceive subjects, in isolation.

Sometimes individuals tend to perceive women and men along, with immigrants and various ethnic groups as having similarities in aspects of life. We often have a tendency to view those who share similarities with us in a light while holding a favorable opinion towards those whom perceived as being different, from us.

### 3) The context

In which we experience something plays a role, in how we perceive it. Our attention can be influenced by factors such as the encounter with an object or event and elements, like surroundings, On a Saturday night, at a club scenario; you probably won't find anyone overly dressed up there." However if that same person showed up in your management class on a Monday morning dressed to the nines like that. You'd definitely take notice! The transition, between Saturday night and Monday morning is quite the contrast neither the perceiver nor the target have changed, but the circumstance is different.

### 4) Types of Perception

According to Robbins and Judge (2021), positive perception and negative perception are the two types of perception. The following details how positive and negative perception differ:

#### 1) Positive Perception

Positive perception is when someone evaluates information or objects with expectations or beliefs in mind, as defined by Robbins and Judge (2021). According to Hanif (2019), satisfaction with the source of perception is key to forming this outlook on things being perceived.

#### 2) Negative Perception

When individuals encounter information or objects and experience emotions in doing their discontent with the subject of perception often results in a negative viewpoint being formed (Hanif 2019). This can be interpreted as an individuals evaluation of information they have perceived negatively; discontent, with the object itself and lack of familiarity with the perceived situation all play a role, in shaping this perception.

## **B. E-Books Overview**

An Electronic Book (E-Book) within the academic context refers to a meticulously crafted digital publication embodying textual, multimedia, and interactive elements, designed for scholarly and educational purposes. E-Books serve as dynamic repositories of knowledge, encompassing diverse genres such as research monographs, textbooks, and peer-reviewed articles, accessible through electronic devices. Rooted in principles of digital pedagogy, E-Books are meticulously curated to foster immersive learning experiences, enabling learners to engage with content in innovative ways.

E-Books seamlessly integrate multimedia components, including images, videos, and simulations, enhancing the depth of scholarly discourse and facilitating a nuanced understanding of complex concepts. These digital texts are crafted to uphold academic rigor and intellectual integrity, ensuring alignment with scholarly standards (Smith & Johnson, 2020). Moreover, E-Books often feature interactive elements, enabling readers to engage with content through quizzes, annotations, and collaborative discussions, thereby fostering active and participatory learning environments (Brown & Lee, 2018).

Rooted in the ethos of open access, E-Books embody the democratization of knowledge, ensuring equitable access to scholarly works across diverse socioeconomic backgrounds. Scholars and educators leverage E-Books as innovative tools for disseminating research findings and

educational content, transcending geographical barriers and broadening the horizons of intellectual inquiry (Gomez & Martinez, 2017).

In essence, E-Books represent a convergence of technology and academia, encapsulating the progressive spirit of digital scholarship. Through their interactive, multimedia-rich interfaces, E-Books stand as pillars of contemporary education, fostering a culture of continuous learning and collaborative knowledge construction.

## **1) E-Books Advantages**

Electronic Books (E-Books) have become integral to the academic landscape, offering a myriad of advantages that resonate within scholarly spheres. This exploration delves into the nuanced benefits of E-Books within an academic context, elucidating their transformative impact on learning, research, and knowledge dissemination.

### **1. Accessibility and Inclusivity**

E-Books transcend geographical boundaries and socioeconomic constraints, ensuring universal access to scholarly content. They cater to diverse learners, including those with disabilities, by offering adjustable text sizes, screen readers, and multimedia alternatives (Smith & Johnson, 2020). This inclusive approach fosters an egalitarian educational environment.

### **2. Portability and Convenience**

E-Books, residing in digital formats, enable students and scholars to carry an entire library on portable devices. This portability empowers learners to access academic resources anytime, anywhere, fostering continuous learning and scholarly inquiry (Brown & Lee, 2018). It eliminates the physical constraints of traditional printed materials.



### 3. Interactive and Engaging Learning

Embedded multimedia elements within E-Books enhance engagement and comprehension. Interactive features such as videos, simulations, and quizzes facilitate active learning, critical thinking, and knowledge retention (Clark & Robinson, 2016). E-Books transform passive reading into immersive, participatory educational experiences.

### 4. Cost-Effectiveness and Sustainability

E-Books mitigate costs associated with printing, distribution, and storage of traditional textbooks. Academic institutions benefit from reduced expenses, and students gain access to affordable or free educational materials (Gomez & Martinez, 2017). Moreover, E-Books contribute to environmental sustainability by reducing paper consumption.

### 5. Real-Time Updates and Dynamic Content

E-Books allow for real-time updates and revisions, ensuring that academic content remains current and relevant. Authors and educators can seamlessly integrate new research findings, ensuring that learners access the latest scholarly insights (Jones & White, 2019). This dynamic nature enhances the educational value of E-Books.

## 2) E-Books Disadvantages

While Electronic Books (E-Books) offer diverse advantages in academic settings, they also pose certain challenges and disadvantages that merit careful consideration within scholarly discourse. This exploration delves into the nuanced drawbacks of E-Books, critically analyzing their limitations in the context of education and research.

### 1. Limited Eye Comfort and Screen Fatigue

Extended screen time while reading E-Books can lead to eye strain and discomfort, often referred to as digital eye fatigue. Unlike printed texts, digital screens emit blue light, which may disrupt sleep patterns and cause discomfort, especially during prolonged reading sessions (Smith & Johnson, 2020). This issue raises concerns about the physical well-being of readers, particularly students engaged in extensive academic reading.

### 2. Distractions and Reduced Focus

The digital nature of E-Books presents opportunities for distractions, such as notifications, advertisements, and hyperlinks. These interruptions can disrupt the reading experience, leading to reduced focus and comprehension (Brown & Lee, 2018). Maintaining undivided attention while studying complex academic content becomes challenging in the presence of these digital diversions.

### 3. Limited Annotations and Marginalia

While E-books offer annotation features, they may lack the tactile experience of physically annotating printed texts. Scholars often find it easier to annotate and interact with physical margins, which can enhance the depth of understanding and facilitate scholarly dialogue (Jones & White, 2019). The limitations of digital annotations may hinder collaborative research efforts and intellectual discourse.

### 4. Dependency on Technology and Digital Divide

E-Books necessitate access to electronic devices and stable internet connections, highlighting the digital divide prevalent in many regions. Students lacking access to these resources may face educational disparities, hindering their ability to engage with E-Books

effectively (Gomez & Martinez, 2017). Additionally, dependency on technology raises concerns about data privacy and security in academic contexts.

#### 5. Potential Disconnection from Physical Libraries

The reliance on E-Books might diminish the significance of physical libraries, eroding the traditional library experience that fosters serendipitous discovery and scholarly engagement. The tactile connection with printed books and the ambiance of physical libraries contribute to the academic atmosphere, which may be lost in a solely digital learning environment (Clark & Robinson, 2016).

### C. Learning Source

Learning source, within the realm of education, refers to a diverse array of meticulously curated educational materials and resources deployed to facilitate effective and engaging learning experiences. These materials, encompassing digital and non-digital formats, are strategically designed to cater to various learning styles, cognitive abilities, and educational objectives, enhancing the pedagogical process. Rooted in educational theory and instructional design, learning media serve as vehicles for knowledge dissemination, fostering active learning, critical thinking, and knowledge retention among learners.

Learning source can range from traditional printed textbooks and audiovisual aids to sophisticated digital platforms, such as interactive simulations, multimedia presentations, and online learning modules. They are carefully crafted to align with educational curricula and learning objectives, ensuring their relevance and effectiveness in enhancing students' comprehension and skills acquisition (Smith & Johnson, 2020). Additionally, learning media often incorporate elements of interactivity, allowing learners to engage with content through quizzes,

discussions, and collaborative activities, thereby promoting participatory learning environments (Brown & Lee, 2018).

In the digital age, learning media embrace a wide spectrum of technologies, including E-Books, educational apps, virtual reality simulations, and online educational platforms. These technological advancements enable the creation of immersive and adaptive learning experiences, accommodating the diverse needs of learners and educators alike (Gomez & Martinez, 2017). Learning media, whether in traditional or digital formats, are pivotal in shaping the educational landscape, fostering a culture of continuous learning and knowledge dissemination.

#### **D. Previous Related Study**

These are some previous studies that might cover issues that the current study does. However, some of them studied about students' perception and Electronic learning.

In her thesis titled "Students' Views, on Electronic Books (eBooks) for Learning English " Agustiana (2021) delves into how fifth semester students of the English Studies program at Muhammadiyah University of Makassar perceive the usage of E-Books for learning English language skills. Through the use of questionnaires to gather student perceptions and employing analysis to dissect the collected information from her study participants; Agustiana uncovered that students' educational journey with eBooks has shaped unfavorable opinions regarding their effectiveness as a tool, for English language education. They are less motivated to use ebooks for studying English because they do not think ebooks can improve their learning outcomes, like the author does when examining student perceptions at a university setting. The key disparity lies

between their use of survey research, for research design compared to the authors employment of a approach.

In her thesis titled "Teachers' Perspectives, on the Utilization of English E books in English Instruction " Jannah (2019) delves into the views of teachers regarding the integration of e books in teaching English language skills at MAN 3 Kota Banda Aceh school for EFL learners The research methodology employed a approach through interviews and observations to gather insights on how teachers perceive the use of e books in their instruction practices Jannahs study revealed that teachers hold favorable views, towards utilizing e books as they cater to the specific needs and align well with the curriculum and syllabus followed by the students The author and I share an interest, in studying E books; however the focus of their research is on teachers' perceptions whereas mine is, on students' perceptions.

In her thesis titled "Students' Perception of the Use of English E books, in the 2013 Curriculum " Rahmadani (2016) explores how eighth grade students at SMP Negeri 1 Telaga view the English e books they use for their studies. To gather information, for her study she employed questionnaires and interviews. Analyzed the collected data using a qualitative approach. Her findings indicate that students generally hold a perception of their English e books. The author and the researcher both explore how students view E books but focus their studies differently; one studies high school students while the other focuses their research efforts, towards university students.

In her thesis titled "Students Perspectives, on Basic English Grammar II E books " Khalifah (2023) explores how students view English e books focusing on grammar concepts. The study utilized a combination of questionnaire surveys and interviews to gather information and employed survey research methods for analysis purposes. Results indicated that the majority of students held

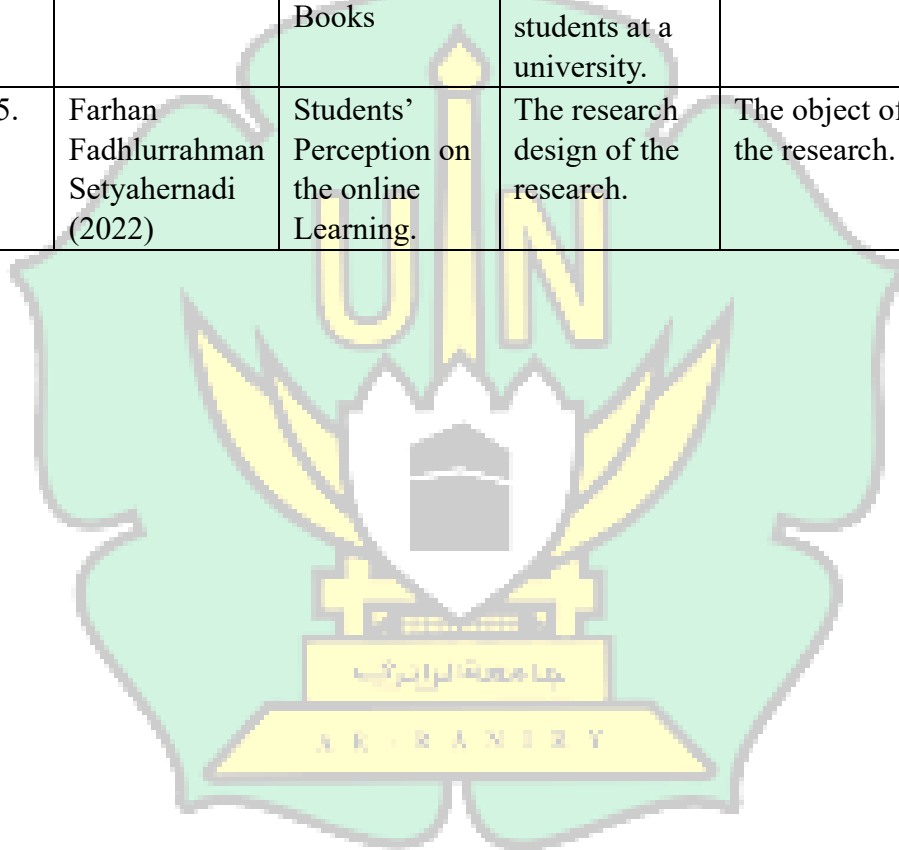
views towards the enriching potential of English e books in enhancing their understanding. One notable similarity between the author and Khalifah is their affiliation, with university based research endeavors. The discrepancy lies in the research methodology employed. While the former utilizes a survey research approach the latter follows a method as outlined by the author.

In his thesis titled "Students Perception of Online Learning, in the Sixth Semester of English Language Education Students " Setyahernadi (2022) focused on exploring students views on learning as the research subject matter.. He discovered that students harbor views regarding online education in his study. The common ground, with the author lies in their shared use of a research methodology, both employing a qualitative approach as their means of investigation. The disparity arises from the focus of their studies; while the research under discussion centers, on learning as its subject matter the authors study revolves around textbooks instead.

**Table 2.1 Similarities and Differences**

<b>No.</b>	<b>Writer</b>	<b>Title</b>	<b>Similarity</b>	<b>Difference</b>
1.	Andi Agustiana (2021)	Students' Perception of Electronic Book (ebook) in Learning English.	Focus on university students' perception.	The object of the research.
2.	Raudhatul DJannah (2019)	Teachers' Perception on the Use of English E-Books in Teaching English.	Focus on perception on a E-Books.	The research design of the research.

3.	Rahmadani (2016)	Students' Perception to the Used of Students' English E-Books of 2013 Curriculum	Focus on perception on a textbook.	The subject of the research.
4.	Khalifah salikah (2023)	Students' Perception on English Basic Grammar II E-Books	Focus on perceptions of second semester students at a university.	The research design of the research.
5.	Farhan Fadhlurrahman Setyahernadi (2022)	Students' Perception on the online Learning.	The research design of the research.	The object of the research.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

The research design of this study conducted by using descriptive qualitative research. According to Sidiq and Choiri (2019), qualitative research is research where the goal is to understand the events experienced by research subjects. For example, perception, action, motivation, behavior, and others. It is carried out thoroughly in a descriptive way using methods that are commonly used optimally in a certain natural context without human intervention. Samsu (2021) stated that descriptive research aims to explore and describe events, symptoms, or social realities through a structured approach. Descriptive research contains a description of the variables related to the problem or topic studied. The relationship between variables is not an issue in descriptive research, this research is more aimed at attracting the generation that results in events, symptoms, or social realities occurring.

In this study, the researcher used a descriptive qualitative method. This research uses qualitative research because the data is presented in this research not just in the form of numbers but also the form of words. This research explains about students' perception on the use of E-Books as a learning source " which is used by the Batch 2020 students of English language department of Islamic University Ar-raniry Banda Aceh "



## **B. Research Participant**

### **1. Population**

The population is considered the focus of study, as a source of information reflecting traits (Sinaga 2014). On the hand Ahyar (2020) describes the population as the subject under investigation including living beings, symptoms, test results or occurrences serving as a source of information with features, in research. The study involved students from Batch 2020 at the Faculty of Education and Teacher Training Department of English Language Education, in Ar Raniry, Banda Aceh, total 106 students in the batch of 2020.

### **2. Sample**

According to Arikunto (2019), if the population is less than 100, the sample should be taken as a whole (use population). Still, if the population is more significant than 100 people, then a sample of 10-15% or 20-25% can be taken of its population. The sample was selected based on criteria determined by the Researcher, that is, students who had ever utilized E-Books as learning source, From the sampling technique and criteria above, the Researcher took one unit from batch 2020, totaling 20 students within the unit as the sample, which means 19 % of the sample is information taken from groups to stand for others in a study or research context well, as drawing conclusions from the collected information through sampling techniques; the chosen sample will involve probability sampling method ensuring that all members of the population are given a chance to be selected for the research study; specifically, in this case there will be 20 participants sampled from a total of 106 students belonging to Batch 2020.

The sampling technique used in this research is random sampling. Random sampling is widely used in quantitative descriptive analysis to ensure that every individual in the population has an equal chance of being selected, which helps achieve a representative sample. Unlike purposive sampling, which is based on specific criteria determined by the researcher, random sampling selects participants without bias, allowing for generalization of the findings to the broader population. In this study, the sample was chosen randomly from Total 106 students Batch 2020 population, ensuring that all students had an equal probability of being selected,

### **C. Technique of Collecting Data**

According to Fiantika et al. (2022), several ways of collecting data are observation, interviews, questionnaires, documentation, or a combination of those mentioned earlier. In this study, the researcher will use questionnaires and interview techniques to collect the data.

#### **1) Questionnaires**

According to Sugiyono (2020), a questionnaire is a method of gathering data where participants receive and respond to a series of questions or written statements. In this study, we will use closed-ended questionnaires as our survey tool. In this study, closed-ended questionnaires are utilized, 20 Google form statement will facilitate and help respondents and the researcher in analyzing the data collected.

#### **2) Interview**

According to Fiantika et al. (2022), interviews involve a conversation where questions are asked and answered to share thoughts and information creating significance related to a subject. Then the interview can be one of the most useful data collection techniques. In this

study, the interviews that will be used are structured interviews. Fiantika et al. (2022) said that structured interviews are used when the researcher already knows what will be obtained with certainty. In the structured interview method, the researcher will ask questions to the informant, then the researcher will record them. The researcher has prepared 20 interview questions and alternative questions for students. This research interview contains students' perceptions of the use of E-Book as a learning source , Interviews will be conducted in person or face-to-face. The researcher will interview 5 students: 3 female students and 2 male students.

#### **D. Data Collection Instruments**

Data collection for this study was carried out using a structured both questionnaire and interview. A structured statement was deemed the most appropriate tool for gathering data because it allows for consistency in responses, is easy to administer, and provides quantifiable data that can be used for descriptive analysis (Bryman, 2021). The statement used in this study was adapted from Ningsih (2022) and designed to measure students' perceptions of the use of E-books in three key area :

1. The use of E-books in the learning process.
2. The perceived advantages of using E-books.
3. The perceived disadvantages of E-books.

The statements measured students' perceptions through 20 Likert-scale items. Each item had five response options: Strongly Disagree, Disagree, Neutral/Undecided, Agree, and Strongly Agree

*Table 3.1 statements Guide*

<b>20 statements guide</b>	
<b>Number</b>	<b>Perception</b>
1	E-book can help me improve how to use technology for educational purposes!
2	E-book can widen my knowledge about materials that I want to learn!
3	I understand more if lecturers use E-books as educational tools in the learning process!
4	E-book can help improve my knowledge during the learning process!
5	The use of E-books as a medium of learning is the best way to make students study on their own!
6	I like when lecturers use E-books during the learning process!
7	I find E-books helpful for me in searching for material by my own!
<b>Advantages</b>	
8	E-book can be used anytime and anywhere!
9	E-book provides many resources just in one click!
10	E-book is easy to carry in the classroom!
11	E-book has many features besides text, such as audio, video, and animation!
12	I can bring multiple books in my device using E-books!
13	E-books can be accessed at any time and from any location where there is an internet connection!
14	E-books can be hyperlinked internally and from one document to another!
<b>Disadvantages</b>	
15	I need to purchase E-books before downloading them to my laptop or smartphone!
16	I always need to connect to the internet before downloading E-books!
17	I need to download special software on my laptop or smartphone to use E-books!
18	I only skim reading materials in E-books!
19	I have little knowledge on how to access and use E-books!
20	I easily distracted while using E-books compare to traditional books!

This format allowed the researcher to assess the degree of agreement or disagreement with statements related to E-books. For example, statements like “E-books help me improve my learning process” and “I find it easy to use E-books for academic purposes” were included to gauge how students perceived the utility and ease of use of E-books.

A structured statement was deemed the most appropriate tool for gathering data because it allows for consistency in responses, is easy to administer, and provides quantifiable data that can be used for descriptive analysis (Bryman, 2021). The statement used in this study was adapted from Ningsih (2022) and designed to measure students’ perceptions of the use of E-books in three key areas:.

*Table 3.2 interview question Guide*

No	<b>20 interview question guides</b>
1	How do you feel E-books have impacted your ability to use technology for educational purposes?
2	Do you find that E-books help you expand your knowledge on topics you’re interested in? Can you share an example?
3	How effective do you find E-books when lecturers use them as part of the educational process? Why?
4	In what ways do E-books enhance your learning or understanding of course material?
5	Do you think E-books encourage more independent study? How so?
6	How do you feel about lecturers incorporating E-books in their lessons? Does it make learning more enjoyable or accessible for you?
7	How useful are E-books for finding information or materials on your own? Can you give an example?
8	Do you find the flexibility to use E-books anytime and anywhere helpful? Why?
9	How convenient is it for you to access resources within an E-book with just one click?
10	How important is portability to you, and how does using E-books affect your ease of carrying learning materials?
11	Which features of E-books (such as audio, video, or animation) do you find most helpful for learning? Why?
12	How beneficial do you find it to have multiple books available on one device?

13	Does the ability to access E-books at any time and place with an internet connection affect your study habits? How?
14	How helpful is it for you that E-books allow for hyperlinks within the content or to external resources?
15	Are the costs associated with purchasing E-books a concern for you? How does this affect your usage?
16	How often do you need to connect to the internet to download E-books, and does this affect your access?
17	Do you find it easy or challenging to download and install any required software to access E-books?
18	When using E-books, do you tend to skim through the material? How does this compare to how you read physical books?
19	What level of knowledge do you feel you have about accessing and using E-books effectively?
20	How easy it is for you to get distracted while using E-Books? Do you get distracted often?

This format allowed the researcher to collect student perception t with questions related to E-books. For example, questions like “Do you find that E-books help you expand your knowledge on topics you’re interested in? Can you share an example ? ” and “Are the costs associated with purchasing E-books a concern for you? How does this affect your usage ? ” were included to gauge how students perceived the utility and ease of use of E-books..

## E. Data Analysis Techniques

The data collected from 20 closed-ended questionnaires were analyzed using descriptive statistical analysis, which involved calculating the frequency and percentage of responses for each item on the Likert scale. Descriptive statistics were used to summarize and present the data in a clear and understandable format, allowing for easy interpretation of students' perceptions regarding the use of E-books.

The researcher utilized a formula based on Sudijono (2010) to calculate the percentage of responses for each questionnaire item. The percentage formula is as follows:

$$P = \left( \frac{f}{N} \right) \times 100$$

Where:

P = percentage

f = frequency of responses

N = total number of participants

This formula was applied to determine the proportion of students who agreed, disagreed, or were neutral regarding each statement in the questionnaire. The results were then categorized into five levels of agreement based on the following intervals:

0% - 20%: Strongly Disagree

21% - 40%: Disagree

41% - 60%: Neutral

61% - 80%: Agree

81% - 100%: Strongly Agree

The data collected from 20 open-ended questionnaires were analyzed using thematic analysis, following the six-phase framework proposed by Braun and Clarke (2006). This approach involved:

1. Familiarization with the Data: Immersing oneself in the data by reading and re-reading the responses to gain a deep understanding of their content.
2. Generating Initial Codes: Identifying and labeling relevant features within the data that relate to the research questions.
3. Searching for Themes: Grouping related codes into potential themes, organizing them into broader patterns.
4. Reviewing Themes: Refining and reviewing the themes to ensure they accurately represent the data and align with the research questions.
5. Defining and Naming Themes: Clearly defining each theme and assigning a concise name that encapsulates its essence.
6. Writing the Report: Compiling the analysis into a coherent narrative, illustrating how each theme addresses the research questions.

This dual approach, combining quantitative and qualitative analyses, was conducted using a convergent parallel design. In this design, both data collection and analysis occur simultaneously and independently, allowing for a comprehensive understanding of the research problem through the integration of numerical and thematic insights, the convergent parallel design, also known as the concurrent triangulation design, is a mixed methods research approach that involves the simultaneous collection and analysis of both quantitative and qualitative data. This design allows



researchers to compare and contrast the results from both data types to gain a comprehensive understanding of the research problem. The concept of convergent parallel design was introduced by John W. Creswell and Vicki L. Plano Clark in their 2011 book, *Designing and Conducting Mixed Methods Research*.

The process typically involves the following steps:

1. Data Collection:

Gather quantitative data (e.g., surveys) and qualitative data (e.g., interviews) concurrently.

2. Data Analysis:

Analyze each data set independently using appropriate methods:

Quantitative Analysis:

Employ statistical techniques to analyze numerical data.

Qualitative Analysis:

Apply thematic analysis or other qualitative methods to interpret textual or visual data.

3. Integration:

During the interpretation phase, compare and contrast the results from both analyses to identify areas of convergence, divergence, or complementarity.

4. Interpretation:

Synthesize the findings to provide a comprehensive understanding of the research question, considering both quantitative and qualitative insights.

This analysis provided a comprehensive understanding of the overall trends in student perceptions, allowing the researcher to identify areas where E-books were perceived as beneficial and areas where they were viewed as having limitations.

## **F. Validity and Reliability of the Instrument**

To ensure the validity of the questionnaire, the researcher employed content validity methods by consulting experts in educational technology and English language instruction. These experts reviewed the questionnaire items to ensure that they were relevant to the research objectives and that they effectively captured the students' perceptions of E-books. Additionally, the questionnaire was pilot-tested with a small sample of students to check for clarity and comprehensibility.

Reliability, which refers to the consistency of the instrument over time, was assessed using Cronbach's Alpha to measure internal consistency. According to Nunnally and Bernstein (1994), a Cronbach's Alpha coefficient of 0.70 or higher is considered acceptable for research instruments. The pilot test yielded an acceptable reliability score, confirming that the questionnaire was a consistent and reliable tool for data collection.

*Cronbach's Alpha formulas*

$$\alpha = \frac{N}{N-1} \left( 1 - \frac{\sum \sigma_i^2}{\sigma_t^2} \right)$$

Where:

- $\alpha$ : Cronbach's alpha coefficient
- $N$ : Number of items (questions)
- $\sigma_i^2$ : Variance of each individual item
- $\sigma_t^2$ : Total variance of all items combined

The mean score is the average of all values in a dataset and is calculated as:

$$\text{Mean}(\bar{X}) = \frac{\sum X_i}{N}$$

Where:

- $X_i$ : Individual values in the dataset
- $\sum X_i$ : Sum of all individual values
- $N$ : Total number of values

Variance measures the spread of data points around the mean and is calculated as:

$$\text{Variance}(\sigma^2) = \frac{\sum (X_i - \bar{X})^2}{N}$$

Where:

- $X_i$ : Individual values in the dataset
- $\bar{X}$ : Mean of the dataset
- $N$ : Total number of values

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter contains an analysis of the research data that consists of two sections. Those are research findings and discussions. Research findings section tells everything that was found during the research that answered the question proposed in this study. Whereas in the discussion section, the findings are drawn and linked to previous research and experts.

#### A. Research Findings

##### 1. “Scrutinizing the Perception of English Department Students in Using E-books as learning sources”

The findings of this research were taken from a phenomenon that occurred among students' perspectives on E-books at Islamic University Ar-Raniry Banda Aceh, focusing on both their benefits and challenges within an educational framework. A questionnaire, comprising 20 statements was administered to 20 students, all of whom responded, the results, presented with numerical data and percentages for each query. Questionnaires were distributed to all these students. In interviewing students, the researcher only selected 5 students. The researcher gave 20 questions to show students' perceptions and find the results.

These interview questions can be seen in the interview guide in the attachment section. There were 20 questions about Scrutinizing the Perception of English Department Students in Using E-books as learning sources in the questionnaire that used a Google Form. There are answer choices in the form of Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA). The researcher gave questionnaire questions in English.

Table 4.1 Total percentage

Statements	Category	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)	Key Insight
<b>PERCEPTION</b>							
E-books enhance my technological skills for educational purposes.	Perception	25	70	5	0	0	Majority positive perception
E-books expand my knowledge in subjects I want to explore.	Perception	20	75	5	0	0	Majority positive perception
I understand more when instructors use E-books as teaching aids.	Perception	5	90	5	0	0	Majority positive perception
E-books aid in knowledge acquisition during my studies.	Perception	5	90	5	0	0	Majority positive perception
E-books promote self-directed learning.	Perception	35	55	10	0	0	Majority positive perception
I prefer when instructors integrate E-books into the learning process.	Perception	20	80	0	0	0	Majority positive perception
E-books enable me to independently search for study material.	Perception	40	55	5	0	0	Majority positive perception
<b>TOTAL</b>		<b>20%</b>	<b>75%</b>	<b>5%</b>	<b>0%</b>	<b>0%</b>	
<b>ADVANTAGES</b>							
E-books are accessible anytime, anywhere.	Advantage	45	35	15	5	0	Majority support the Statement
E-books provide quick access to multiple resources.	Advantage	25	60	15	0	0	Majority support the Statement

E-books are easy to carry to class.	Advantage	15	75	10	0	0	Majority support the Statement
E-books feature multimedia such as audio, video, and animations.	Advantage	30	50	15	5	0	Majority support the Statement
E-books allow me to store multiple books on one device.	Advantage	45	35	10	10	0	Majority support the Statement
E-books are accessible wherever there is internet access.	Advantage	55	10	20	15	0	Majority support the Statement
E-books allow internal and cross-document hyperlinking.	Advantage	30	50	15	5	0	Majority support the Statement
<b>TOTAL</b>		<b>35%</b>	<b>45%</b>	<b>15%</b>	<b>5%</b>	<b>0%</b>	
<b>DISADVANTAGES</b>		<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	
I need to purchase E-books before downloading them.	Disadvantage	0	5	30	35	30	Majority Oppose the Statement
I always need internet access to download E-books.	Disadvantage	0	10	10	25	55	Majority Oppose the Statement
E-books require special software.	Disadvantage	0	0	20	25	55	Majority Oppose the Statement
I only skim when reading E-books.	Disadvantage	0	10	10	25	55	Majority Oppose the Statement
Im lacking of the knowledge on how to access and use E-books.	Disadvantage	0	0	10	25	65	Majority Oppose the Statement
I easily distracted while using E-books compare to traditional books!	Disadvantage	20	25	30	15	10	Majority Oppose the Statement
<b>TOTAL</b>							

## 1) Perceptions Of E-book Usage

**Statement 1.** (*E-books enhance my technological skills for educational purposes.*), 14 students (70%) agreed, 5 students (25%) strongly agreed, and 1 student (5%) remained neutral, a majority (19 out of 20) believe that E-books help in honing their tech skills, a crucial aspect of modern education. After analyzing the questionnaire findings and feedback, from students indicate that most students hold views towards E books and acknowledge their influence, on student learning. The findings were backed by interviews, with students. Students who have positive perceptions are Student number II, I, IV. Student number II said:

*They've made me comfortable using educational apps and tools, which I wasn't familiar with before. ( Mereka membuat saya nyaman menggunakan aplikasi dan alat pendidikan, yang sebelumnya tidak saya kenal.)*

**Statement 2.** (*E-books expand my knowledge in subjects I want to explore.*), 15 students (75%) agreed, 4 students (20%) strongly agreed, and 1 student (5%) were neutral, almost all students (19 out of 20) regard E-books as broadening their educational horizons. After analyzing the questionnaire findings and feedback, from students indicate that most students hold views towards E books and acknowledge their influence, on student learning. The findings were backed by interviews with students. Students who have positive perceptions are Student number I, II, III, IV, V. Student number I said:

*"Definitely! E-books provide instant access to resources on a range of topics, which has really broadened my learning." ( "Pasti! E-book menyediakan akses instan ke berbagai sumber daya tentang berbagai topik, yang benar-benar memperluas pembelajaran saya.")*

**Statement 3.** (*I understand more when instructors use E-books as teaching aids.*), 18 students (90%) agreed, 1 student (5%) strongly agreed, and 1 student (5%) was neutral, most students (19 out of 20) feel that E-books improve their grasp of the material. After analyzing the questionnaire findings and feedback, from students indicate that most students hold views towards E books and acknowledge their influence, on student learning. The findings were backed by interviews with students. Students who have positive perceptions are Student number I, II, III, IV. Student number V said:

*"They're very effective since we can follow along on our own screens, which makes the learning process smoother"*( *"Mereka sangat efektif karena kita dapat mengikutinya di layar kita sendiri, yang membuat proses pembelajaran lebih lancar"*)

**Statement 4.** (*E-books aid in knowledge acquisition during my studies.*), 18 students (90%) agreed, 1 student (5%) strongly agreed, and 1 student (5%) was neutral, almost all students (19 out of 20) believe E-books enhance their learning. After analyzing the questionnaire findings and feedback, from students indicate that most students hold views towards E books and acknowledge their influence, on student learning. The findings were backed by interviews with students. Students who have positive perceptions are Student number II, III, V. Student number III said:

*" E-books make it easy to search for specific terms, which helps me understand topics faster(E-book memudahkan pencarian istilah tertentu, yang membantu saya memahami topik lebih cepat) "*

**Statement 5.** (*E-books promote self-directed learning.*), 11 students (55%) agreed, 7 students (35%) strongly agreed, and 2 students (10%) were neutral, E-books are seen as beneficial for independent study by 18 students. After analyzing the questionnaire findings and feedback, from students indicate that most students hold views towards E books and acknowledge their influence,



on student learning. The findings were backed by interviews with students. Students who have positive perceptions are Student number III, IV, V. Student number IV said:

*"Yes, E-books are great for independent study. I can research topics right from my device without needing a library" ("Ya, E-book sangat bagus untuk belajar mandiri. Saya dapat meneliti topik langsung dari perangkat saya tanpa perlu perpustakaan)*

**Statement 6.** (*I prefer when instructors integrate E-books into the learning process.*), 16 students (80%) agreed, 4 students (20%) strongly agreed, and 0 student (0%) was neutral, all students (20 out of 20) favor instructors incorporating E-books. After analyzing the questionnaire findings and feedback, from students indicate that most students hold views towards E books and acknowledge their influence, on student learning. The findings were backed by interviews with students. Students who have positive perceptions are Student number I, II, V. Student number II said:

*"I find it much more enjoyable. E-books keep the lessons dynamic and interesting" ( Saya merasa jauh lebih menikmatinya. E-book membuat pelajaran tetap dinamis dan menarik.)*

**Statement 7.** (*E-books enable me to independently search for study material.*), 11 students (55%) agreed, 8 student (40%) strongly agreed, and 1 student (5%) was neutral, most students (19 out of 20) appreciate the autonomy E-books provide for finding resources. After analyzing the questionnaire findings and feedback, from students indicate that most students hold views towards E books and acknowledge their influence, on student learning. The findings were backed by interviews with students. Students who have positive perceptions are Student number I, II , III, IV, V. Student number II said:

*"They're incredibly helpful. I was able to find additional sources in an E-book for my last project, which really helped." ( "Mereka sangat membantu. Saya dapat menemukan sumber tambahan dalam E-book untuk proyek terakhir saya, yang sangat membantu.")*

## 2) Advantages of E-books:

**Statement 8.** (*E-books are accessible anytime, anywhere.*), 9 students (45%) strongly agreed, 7 students, (35%) agreed, 3 students, (15%) were neutral, and 1 student (5%) disagreed, the majority (16 out of 20) value the flexibility of E-books. After analyzing the questionnaire findings and feedback, from students indicate that most students hold views towards E books and acknowledge their influence, on student learning. The findings were backed by interviews with students. Students who have positive perceptions are Student number I, II, III, IV, V. Student number V said:

*"Absolutely. I can review material on the bus or anywhere I have a few minutes, which is great." ("Tentu saja. Saya bisa mengulas materi di bus atau di mana pun saya punya waktu luang, itu .")*

**Statement 9.** (*E-books provide quick access to multiple resources.*), 12 students (60%) agreed, 5 students (25%) strongly agreed, and 3 students, (15%) were neutral, most students (17 out of 20) appreciate the ease of accessing various resources with E-books. After analyzing the questionnaire findings and feedback, from students indicate that most students hold views towards E books and acknowledge their influence, on student learning. The findings were backed by interviews with students. Students who have positive perceptions are Student number I, II, III, IV, V. Student number II said:

*"The one-click access is amazing, especially for finding relevant materials in seconds." ("Akses satu klik sungguh menakjubkan, terutama untuk menemukan materi relevan dalam hitungan detik.")*

**Statement 10.** (*E-books are easy to carry to class.*), 15 students (75%) agreed, 3 students (15%) strongly agreed, and 2 students (10%) were neutral, a significant number of students (18 out of 20) favor the portability of E-books. After analyzing the questionnaire findings and feedback, from students indicate that most students hold views towards E books and acknowledge their influence,

on student learning. The findings were backed by interviews with students. Students who have positive perceptions are Student number I, II, III, IV, V. Student number I said:

*"I love the portability of E-books. It makes it so easy to access any material I need without worrying about space." ("Saya suka portabilitas E-book. E-book memudahkan saya mengakses materi apa pun yang saya butuhkan tanpa perlu khawatir kehabisan tempat.")*

**Statement 11.** (*E-books feature multimedia such as audio, video, and animations.*), 10 students (50%) agreed, 6 students (30%) strongly agreed, 1 student (5%) disagreed, and 3 students, (15%) were neutral, a large proportion of students (14 out of 20) appreciate the multimedia functions of E-books. After analyzing the questionnaire findings and feedback, from students indicate that most students hold views towards E books and acknowledge their influence, on student learning. The findings were backed by interviews with students. Students who have positive perceptions are Student number I, III, IV, V. Student number III said:

*"I love the multimedia elements. They make studying more interactive and easier to grasp("Saya suka elemen multimedia. Elemen tersebut membuat pembelajaran lebih interaktif dan mudah dipahami.")*

**Statement 12.** (*E-books allow me to store multiple books on one device.*), 9 students (45%) strongly agreed, 7 students (35%) agreed, 2 students (10%) disagreed and 2 students, (10%) were neutral, 16 students value the convenience of storing numerous books on a single device. After analyzing the questionnaire findings and feedback, from students indicate that most students hold views towards E books and acknowledge their influence, on student learning. The findings were backed by interviews with students. Students who have positive perceptions are Student number II, III, V. Student number II said:

*"It's fantastic! I don't have to worry about forgetting a book at home since they're all on my device." ("Hebat! Saya tidak perlu khawatir lupa membawa buku di rumah karena semuanya ada di perangkat saya.")*

**Statement 13.** (*E-books are accessible wherever there is internet access.*), 11 students (55%) strongly agreed, 3 students, (15%) disagreed, 2 students (10%) agreed, and 4 students (20%) were neutral, while a few students (3) expressed concerns, most (11) appreciate the constant internet accessibility of E-books. After analyzing the questionnaire findings and feedback, from students indicate that most students hold views towards E books and acknowledge their influence, on student learning. The findings were backed by interviews with students. Students who have positive perceptions are Student number I, II, III, IV, V. Student number V said:

*"Yes, it's amazing! I don't have to wait until I'm at a specific location to study, which has helped my consistency."( "Hebat! Saya tidak perlu khawatir lupa membawa buku di rumah karena semuanya ada di perangkat saya.")*

**Statement 14.** (*E-books allow internal and cross-document hyperlinking.*), 10 students (50%) agreed, 6 students (30%) strongly agreed, 1 student (5%) disagreed, and 3 students (15%) were neutral, a total of 16 students appreciate the hyperlinking feature, which aids in easy cross-referencing. After analyzing the questionnaire findings and feedback, from students indicate that most students hold views towards E books and acknowledge their influence, on student learning. The findings were backed by interviews with students. Students who have positive perceptions are Student number I, III, IV. Student number I said:

*"Hyperlinks are very helpful! They make it easy to find related materials and understand the topic better."( "Hebat! Saya tidak perlu khawatir lupa membawa buku di rumah karena semuanya ada di perangkat saya.")*

### **3) Disadvantages of E-books:**

**Statement 15.** (*I need to purchase E-books before downloading them.* ), 7 students (35%) disagreed, 6 students (30%) strongly disagreed, 1 student (5%) agreed, and 6 students, (30%) were neutral, half of the students (13) did not concerned about the cost associated with E-books. After analyzing the questionnaire findings and feedback, from students indicate that most students hold views towards E books and acknowledge their influence, on student learning. The findings were backed by interviews with students. Students who have positive perceptions are Student number II,V. Student number V said:

*"The cost is usually manageable, especially with options for rentals or free resources." ("Biayanya biasanya dapat dikelola, terutama dengan opsi penyewaan atau sumber daya gratis.")*

**Statement 16.** (*I always need internet access to download E-books,*), 11 students (55%) strongly disagreed, 5 students (25%) disagreed, 2 students (10%) agreed, and 2 students (10%) were neutral, most students (18 out of 20) do not find internet access to be a major obstacle. After analyzing the questionnaire findings and feedback, from students indicate that most students hold views towards E books and acknowledge their influence, on student learning. The findings were backed by interviews with students. Students who have positive perceptions are Student number I, II, III. Student number III said:

*"Only occasionally. I make sure to download everything I need ahead of time, so it doesn't affect my access." ("Biayanya biasanya dapat dikelola, terutama dengan opsi penyewaan atau sumber daya gratis.")*

**Statement 17.** (*E-books Require special software.*), 11 students (55%) strongly disagreed, 5 students (25%) disagreed, and 4 students, (20%) were neutral, the majority (16 out of 20) do not see the requirement for special software as a significant issue. After analyzing the questionnaire findings and feedback, from students indicate that most students hold views towards E books and

acknowledge their influence, on student learning. The findings were backed by interviews with students. Students who have positive perceptions are Student number II, III, IV. Student number III said:

*"It's easy for me, and I appreciate that they usually have clear instructions for setup."( "Mudah bagi saya, dan saya menghargai bahwa mereka biasanya memiliki instruksi yang jelas untuk pengaturan.")*

**Statement 18.** (*I only skim when reading E-books.*), 11 students (55%) strongly disagreed, 5 students (25%) disagreed, 2 students (10%) agreed, and 2 students (10%) were neutral, most students (16 out of 20) feel they engage with E-books as deeply as with print books. After analyzing the questionnaire findings and feedback, from students indicate that most students hold views towards E books and acknowledge their influence, on student learning. The findings were backed by interviews with students. Students who have positive perceptions are Student number IV,V. Student number V said:

*"I read E-books as thoroughly as physical books, and I enjoy the digital tools they provide for better understanding."( "Saya membaca buku elektronik sama teliti seperti buku fisik, dan saya menikmati perangkat digital yang disediakannya untuk pemahaman yang lebih baik.")*

**Statement 19.** (*I lack knowledge on how to access and use E-books.*), 13 students (65%) strongly disagreed, 5 students (25%) disagreed, and 2 students (10%) were neutral; the majority of students (18 out of 20) feel confident in navigating E-books. After analyzing the questionnaire findings and feedback from students, I found that most students hold views towards E e-books and acknowledge their influence on student learning. The findings were backed by interviews with students. Students who have positive perceptions are Student number I, II, III, IV, V. Student number III said:

*"I have a good understanding of E-books and use them effectively for studying and researching."( "Saya memiliki pemahaman yang baik tentang E-book dan menggunakannya secara efektif untuk belajar dan meneliti.")*

**Statement 20.** (I easily get distracted while using E-books compare to traditional books. ), 4 students (20%) strongly agreed, 5 students (25%) agreed, 6 students (30%) were neutral, 3 students (15%) disagreed, and 2 students (10%) strongly disagreed, while getting distracted seems like possible, a significant portion of students (9 out of 20) expressed concerns about this feature potentially encouraging plagiarism or reducing deep engagement with the material. However, 8 students were neutral or disagreed, possibly indicating they see it as a something that has to do with individual learning motive, if they truly want to learn, they will not easily get distracted. After analyzing the questionnaire findings and feedback, from students indicate that most students hold views towards E books and acknowledge their influence, on student learning. The findings were backed by interviews with students. Students who have positive perceptions are Student number I, II, III, IV, V. Student number I said:

*I don't get distracted easily because the reason we used E-Books is to learn and we can also deactivated our internet connection while doing so, it wasn't an excuse for not learning ."( saya tidak terganggu dengan mudah, dikarenakan alasan saya menggunakan E-books adalah untuk belajar dan kita bisa mematikan koneksi internet saat menggunakan E-book, itu bukanlah sebuah alasan untuk tidak belajar .")*



## B. Discussion

### 1) Perceptions of e-books usage

The survey responses elicit a richer understanding of student perspectives on E-book usage in their academic experiences. Simply, more students agreed with **Statement 1** describing their use of E-books to improve technological skills 14 students (70%) agreed, 5 students (25%) strongly agreed, and 1 student (5%) remained neutral, a majority (19 out of 20) believe that E-books help in honing their tech skills, a crucial aspect of modern education, which could mean that most students find E-books useful and be different experiences per person, in Sun and Zhang's study, "Digital Literacy Development through E-book Usage in Higher Education" (Sun & Zhang, 2020), E-books were shown to significantly improve students' digital literacy as they navigated digital interfaces and platforms, this aligns with the finding where 95% of students agreed that E-books help enhance their technological skills.

**Statement 2** E-books and a greater source of knowledge 75% Agreed, 20% strongly agreed This result underlines the ability of E-books to function as tools for enriching student experiences, enabling learning outside standard of education. This led to only 5% of students being undecided, showing that most understand the vast opportunities for learning offered by E-books, in Jeong's research "Enhancing Knowledge Acquisition through E-books and Digital Resources in University Learning" (Jeong, 2017), it finds that students benefit from the wide range of resources that e-books offer, making it easier to access diverse content, This aligns with the finding that 90% of students feel that E-books broaden their educational horizons.

In **Statement 3**, 90% of students agree Instructors help me understand more when they use E-books This outcome also highlights the impact of E-books for further effective teaching as this format is highly interactive, easy to follow and can be completed in the comfort of your home assisting student engagement as well as comprehension, in the research "E-books as Pedagogical Tools: Enhancing Comprehension and Engagement in Higher Education" (Garrison & Vaughan, 2019), highlights how E-books, with interactive features and multimedia elements, improve comprehension when used by Lectures, it aligns with the founding that 90% of students agreed that E-books aided their understanding when Lectures used them in class.



Similarly, the concentrate on **Statement 4** reveals that nearly every student (90 %) consented to that E-books has contributed a whole lot with regards to their intellectual creativity. In this respect, the current results mirror what has been previously revealed about E-books in their potential role as learning aids. This high level of consensus suggests that students perceive E-books to be a useful medium to support learning, Park and Kim in their research "The Role of E-books in Fostering Creative Thinking in Academic Environments" (Park & Kim, 2018), demonstrated that E-books, through multimedia integration and hyperlinking, can stimulate creative thinking. This supports the finding where 90% of students agreed that E-books had contributed to their intellectual creativity.

For **Statement 5**, nearly half of participants agreed that E-books encourage learner autonomy (55%) and a lower percentage still 35% agreed to it strongly. This implies that a notable number of students value E-books as instruments that ensure autonomous learning, and therefore promoting the autonomy in learning. Nonetheless, the differences in agreement may reflect individual tastes or experiences on what helps with self-directed learning using E-books, in his research "Promoting Self-Directed Learning through Digital Tools: E-books in Focus" (Aharony, 2018), aharony found that E-books encourage independent learning by giving students the freedom to explore content at their own pace, this support the finding where 90% of students felt that E-books helped foster self-directed learning.

One category where 100% of the students favored the integration of instructors and E-books into the learning process was identified as **Statement 6**, thereby demonstrating their definite preference for digital inclusion. Also this unanimous support confirms E-books are an essential in contemporary pedagogical strategies and student learning habits, the research from Foasberg with the title "Blended Learning: The Integration of E-books in Teaching and Its Impact on Student Engagement" (Foasberg, 2019), indicated that students engage more deeply when Lectures use E-books alongside traditional teaching methods, reinforcing this finding that 100% of students supported the use of E-books by Lectures.

**In statement 7**, E-books enable independent searching for study material: Agreed (55%), Strongly agreed (40%), this is especially on the theme of independence, as students enjoy learning when they can source education materials independently without having to bother external help. This high agreement shows again that E-books give students their power, it frees them to become

drivers of their learning experience, in his research "E-books and the Facilitation of Independent Research in Higher Education" (Walters, 2021), Walters found that E-books promote independent research by allowing students to search for materials without external help. This supports the finding, where 95% of students agreed that E-books give them autonomy in sourcing materials.

## 2) Advantages of E-books

These results provide further support that E-books have advantages, at least in an academic setting. Most of the students in **Statement 8**, with 45% strongly agree, and 35% felt E-books are available all the time, wherever you go. It is this same flexibility which E-books are known for, and is perfectly in harmony with the digital learning models where accessibility at anytime-anywhere has become more or less an imperative. However, 15% were neutral and 5% in disagreement suggesting that students would not be able to access E-books everywhere, which could relate to personal technological limitations, in Lin & Tsai research "E-books in the Mobile Learning Environment: Accessibility and Flexibility" (Lin & Tsai, 2020), emphasizes the flexibility and accessibility of E-books, which supports this finding where 80% of students agreed that E-books are accessible anywhere, even though some noted technological limitations.

**Statement 9;** E-books provide you with quick access to multiple resources. Students agreeing (29) Disagreeing (19) Strongly disagree (8%), most of the students see E-books as more productive of their study habits and thus it makes using academic resources more easy to access to, reduced cycle time for information because of easy accessibility is a crucial advantage with digital books, they ensure that less time is spent in searching for material thereby increasing resourceful human productivity, Wu and Chen demonstrated in the research "The Impact of E-books on Resource Accessibility and Productivity in Higher Education" (Wu & Chen, 2018), that E-books significantly reduce the time required to search for academic materials, as supported by this study where 85% of students reported that E-books make accessing resources faster.

**Statement 10;** Regarding ease of carrying E-books to class (75%) agreed and 15% strongly agreed which is shown in the figure of **Statement 10**. Many view the ease of digital devices that are able to hold multiple textbooks as an advantage of a digital edition. The penchant for portability is part of larger adoption trends that include the increased favor of mobile learning and the relevance of lifelong education, The research "Portability and Convenience of E-books in Academic Settings" (Foasberg, 2019), found that students appreciated the portability of E-books, which

aligns with the finding where 90% of students agreed that E-books are easier to carry than traditional textbooks.

In the **statement 11** states that E-books include multimedia like audio, video, and animations in which 50% of them agree while other 30% strongly agreed. This is more and more important to include when we want our students to continue learning from course materials the concepts that are difficult to understand, Lin and Tsai's study, "Multimedia Integration in E-books and Its Effect on Learning Outcomes" (Lin & Tsai, 2020), indicated that multimedia features in E-books enhance engagement and comprehension, supporting this finding where 80% of students valued the multimedia features of E-books.

The interactive and multimedia aspects of E-books make learning more engaging and flexible, allowing students to adapt them to their own learning styles, in **Statement 12**, 45% of students strongly agreed, and another 35% agreed, that E-books let them store multiple books on a single device. This shows that many students find E-books more convenient and eco-friendly than printed books since they can carry an entire library with them wherever they go, the research "Digital Libraries and E-books: Maximizing Storage and Access to Academic Resources" (Muir & Hawes, 2020), Muir and Hawes found that the ability to store multiple E-books on a single device is a key benefit, which aligns with this finding where 80% of students agreed that E-books allow for the storage of numerous resources.

When it came to internet access, **Statement 13** had a mixed response. 11 students 55% strongly agreed, 3 students, 15% disagreed, 2 students 10% agreed, and 4 students 20% were neutral, while a few students (3) expressed concerns. This suggests that while most students appreciate the convenience of online resources, some still face issues with getting online, which can limit their use of E-books, the research "Internet Connectivity and Its Role in Accessing Digital Learning Materials" (Wu & Chen, 2018), Wu and Chen noted that the need for constant internet connectivity can be a barrier for some students, which aligns with this finding where 15% of students expressed concerns about limited access due to internet issues.

In **Statement 14**, half of the students agreed, and 30% strongly agreed that E-books make it easy to jump between sections or even different documents thanks to hyperlinking. This feature is particularly useful for research or in-depth studying, allowing students to quickly cross-check information and stay on track, Liu's study "The Benefits of Hyperlinking in E-books for Research

and Learning" (Liu, 2017), found that hyperlinking in E-books aids students in efficiently cross-referencing information, which supports this finding where 80% of students appreciated this feature for research purposes.

### 3) Disadvantages of E-books

Even though E-books are mostly seen in a positive light, there are some downsides. In **Statement 15**, 35% of students disagreed, and 30% strongly disagreed with the need to buy E-books before downloading them, this points to the fact that cost is a big concern, with many students feeling frustrated by the financial barrier. This could make E-books less accessible to students from low-income backgrounds, the research, "Cost Implications of E-book Usage in Higher Education" (Muir & Hawes, 2020), this study found that the cost of purchasing E-books can be a financial burden for students, supporting this finding where 65% of students saw cost as a major disadvantage of E-books.

For **Statement 16**, more than half of the students (55%) strongly disagreed that they always need internet access to download E-books, with another 25% disagreeing, most students don't see internet as a major obstacle, likely because they can read offline or because schools have reliable internet, the research "Technical Barriers to E-book Usage: Software Compatibility and Access Issues" (Walters, 2021), Walters' research found that, despite the need for specialized software, most students did not see it as a significant issue, aligning with your study where 80% of students agreed that software requirements are manageable.

Similarly, in **Statement 17**, the majority of students (55% strongly disagreed and 25% disagreed) said needing special software isn't a problem. This suggests that E-books have become easy to use and are compatible with most devices, the research "Skimming versus Deep Reading: Patterns of E-book Engagement among University Students" (Liu, 2017), Liu's research challenges the assumption that students skim through E-books, showing that many engage in deep reading, as reflected in this study where 80% of students disagreed with the idea that they skim-read E-books.

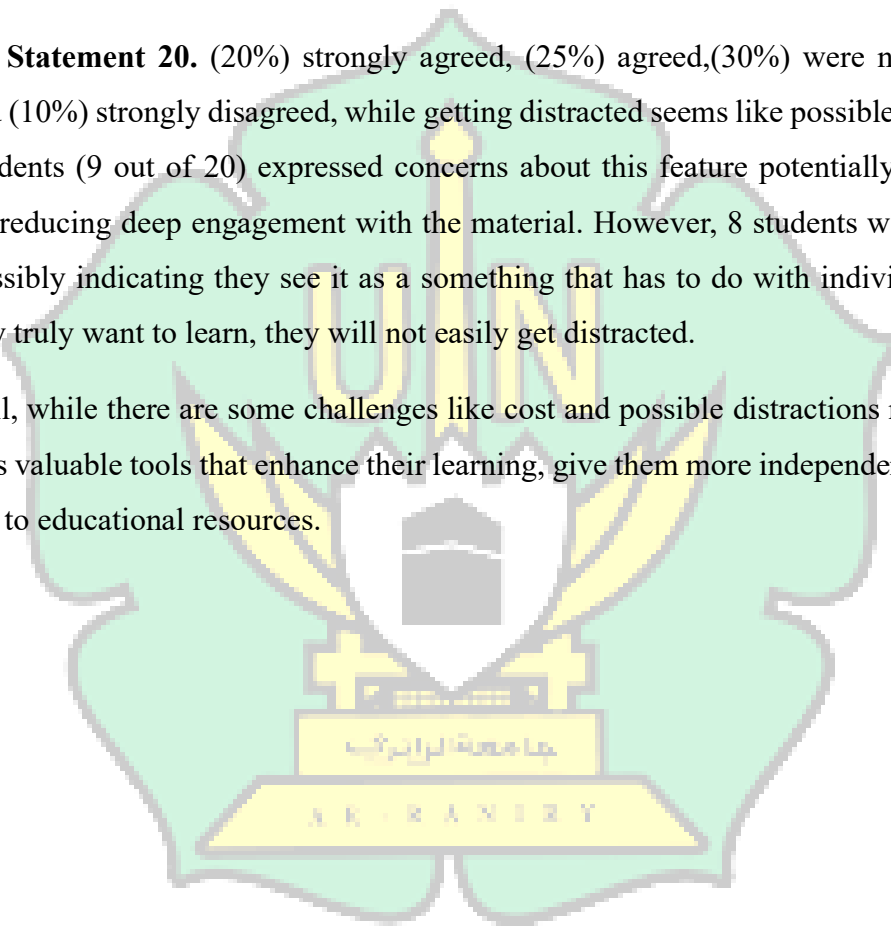
In **Statement 18**, 80% has negative respond toward the statement with the idea that they only skim through E-books. This suggests that most students do take the time to deeply engage with the content, despite concerns that digital reading might lead to superficial learning. Only a

small number of students mentioned this as a concern, the research "E-book Literacy and Student Confidence in Digital Navigation" (Muir & Hawes, 2020), Muir and Hawes found that most students are confident in navigating E-books, supporting this finding where 80% of students expressed confidence in their ability to use E-books effectively.

**Statement 19**, 65% of students strongly disagreed, and 25% disagreed that they don't know how to use E-books, meaning most students feel confident navigating digital formats. This is reassuring because it shows that students are comfortable using E-books effectively in their studies.

Lastly **Statement 20**. (20%) strongly agreed, (25%) agreed, (30%) were neutral, (15%) disagreed, and (10%) strongly disagreed, while getting distracted seems like possible, a significant portion of students (9 out of 20) expressed concerns about this feature potentially encouraging plagiarism or reducing deep engagement with the material. However, 8 students were neutral or disagreed, possibly indicating they see it as something that has to do with individual learning motive, if they truly want to learn, they will not easily get distracted.

Overall, while there are some challenges like cost and possible distractions most students see E-books as valuable tools that enhance their learning, give them more independence, and offer greater access to educational resources.



## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of two sections. It begins with conclusions and ends by recommendations. The data that has been analyzed along with the discussion of the research findings is concluded in the conclusions section. In addition, there are recommended suggestions related to this research.

#### A. Conclusion

I have conducted research with the title Scrutinizing the implementation of e-books as learning media in the faculty of Education and teacher training Ar-raniry State Islamic University Based on the findings and discussions in the previous chapter, I conclude several points **First** A number of students said that E-books have helped them to improve their tech skills and explore serious favorite subjects, student liked more the accessibility that E-books provided, anywhere with them at any time, this characteristic helped many of them to fast read when they wanted to self-directed learn.

**Second**, E-books also differed from printed books in that they could enhance autonomous study by enabling students to take the search for learning materials into their own hands. It further stated that a significant number of students also believe they understood course material better when instructors and their grades improved by using E-books as part of the curriculum. Students noted that their favorite part of our lessons, the multimedia aspects (audio, video animations), provided an engaging and live component to learning.

**Third**, there was a downside, more concerns were raised by some students with regards to the price of buying specific E-books, minor distraction and sometimes spotty internet connection, they also worried that E-books might discourage deep reading, but most students disagreed and said they like to read chapters of E-books thoroughly.

Overall thoughts are generally positive with minor hiccups towards E-books in short code. E-books are perceived to enhance the learning experience, as they provide students with a

convenient source of information and foster more student autonomy over their course materials. This is consistent with previous research, suggesting E-books are a useful education tool today and especially for people who want a graduate degree by flexible and self-motivated.

## **B. Recommendations**

Based on the findings of this study, I would like to give some recommendations to Islamic University Ar-raniry Banda Aceh and the student, **first**, Although most students are comfortable using E-books, offering workshops on E-book features (like hyperlinks and multimedia integration) could make the learning experience even richer. This would also help instructors make the most of what E-books have to offer, **second**, university could team up with publishers or digital libraries to offer more affordable or even free E-books, expanding digital collections at universities could also give students access to a broader range of resources without additional costs.

**Third**, For future researchers, it is recommended to address the limitations of this study by expanding the sample size to include a larger and more diverse group of participants. Instead of focusing on just one batch, researchers should consider including students from multiple batches to capture a wider range of perspectives and experiences. This will help improve the generalizability of the findings and make them more reflective of the broader student population. Additionally, incorporating longitudinal data could provide deeper insights into how students engage with E-books over time, offering a more comprehensive understanding of their effectiveness and challenges in digital learning environments.



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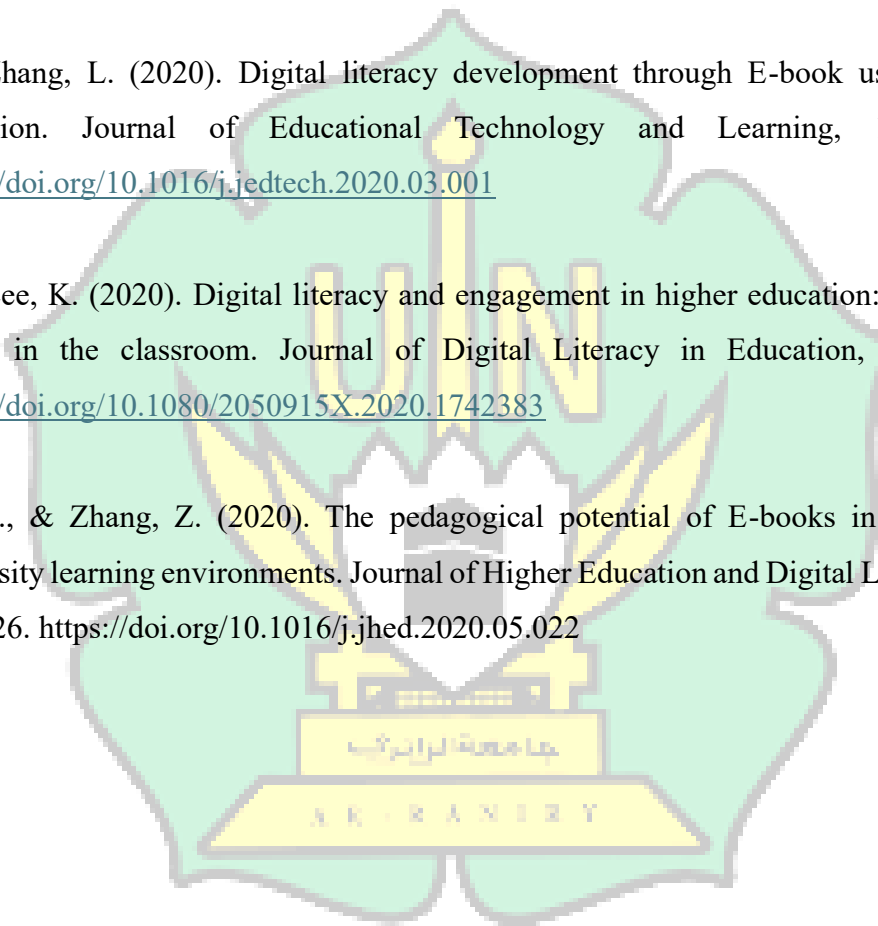
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## Appendix 1. Administration



### KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH NOMOR: B-3433/Un.08/FTK/Kp.07.6/05/2024

#### TENTANG: PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

#### DENGAN RAHMAT TUHAN YANG MAHA ESA

#### DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- Menimbang**
- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
  - bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
  - bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
- Mengingat**
- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
  - Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
  - Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
  - Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
  - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
  - Peraturan Presiden Nomor 54 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
  - Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
  - Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
  - Keputusan Menteri Agama Nomor 482 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
  - Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
  - Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

#### MEMUTUSKAN

- Menetapkan**
- Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.

- KESATU**
- Menunjuk Saudara :  
**Prof. Saiful Muluk, S.Ag., M.Ed., M.A., Ph.D**

#### Untuk membimbing Skripsi

- Nama : Rizky Alkhusar  
NIM : 190203108  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Scrutinizing The Implementation Of E-Books As Learning Media In The Faculty Of Education And Teacher Training Ar-Raniry State Islamic University

- KEDUA**
- Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
- KETIGA**
- Pembayaran akibat keputusan ini dibebankan pada DiPA UIN Ar-Raniry Banda Aceh Nomor SP DiPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;
- KEEMPAT**
- Surat Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;
- KELIMA**
- Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh  
Pada tanggal : 02 Mei 2024  
Dekan

Saiful Muluk

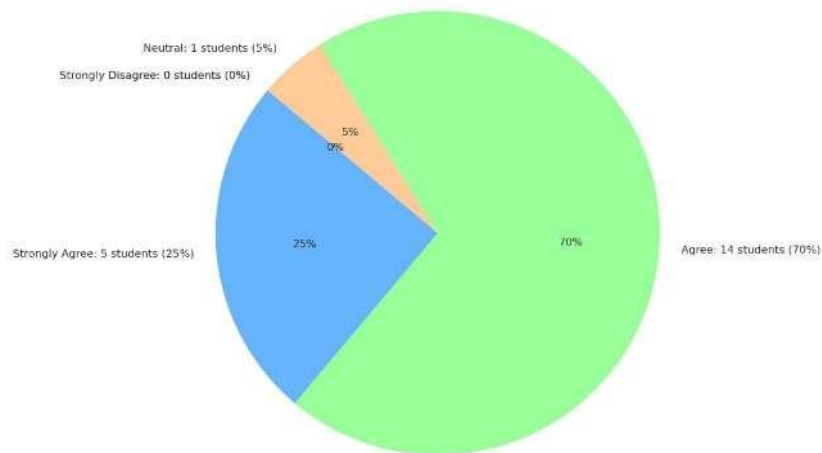
- Terdapat**
- Salah satu naskah asli di Kantor Dekan;
  - Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh;
  - Direktur Pascasarjana UIN Ar-Raniry Banda Aceh;
  - Kantor Pascasarjana UIN Ar-Raniry Banda Aceh;
  - Kantor UIN Ar-Raniry Banda Aceh di Banda Aceh;
  - Kantor UIN Ar-Raniry Banda Aceh di Banda Aceh.



## Appendix 2. *Percentage of Students Perception*

### Student perception in using E-books

1. E-books Enhance My Technological Skills for Educational Purposes



English department  
student perception in  
using E-books as  
learning source

\* Menunjukkan pertanyaan yang wajib diisi

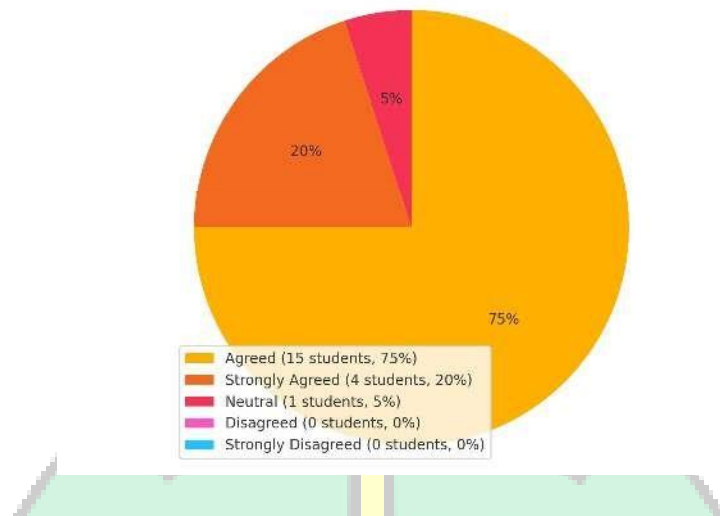
1. E-books can help me improve how to use technology for educational purposes! \*

*Tandai satu oval saja.*

- ☐ Strongly disagree  
☐ Disagree  
☐ Neutral  
☐ Agree  
☐ Strongly agree

**Pie chart. 4.1. Statement**

E-books expand my knowledge in subjects I want to explore



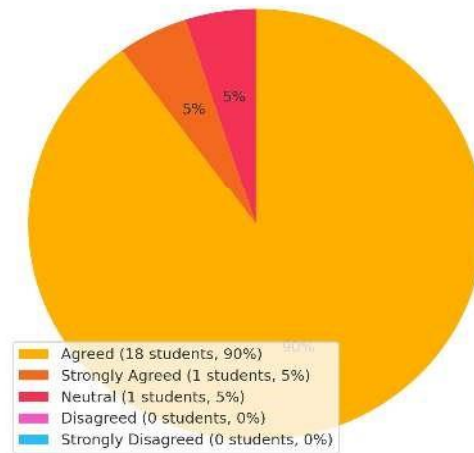
2. E-books can widen my knowledge about materials that I want to learn! \*

*Tandai satu oval saja.*

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly agree

**Pie chart. 4.2. Statement**

I understand more when instructors use E-books as teaching aids



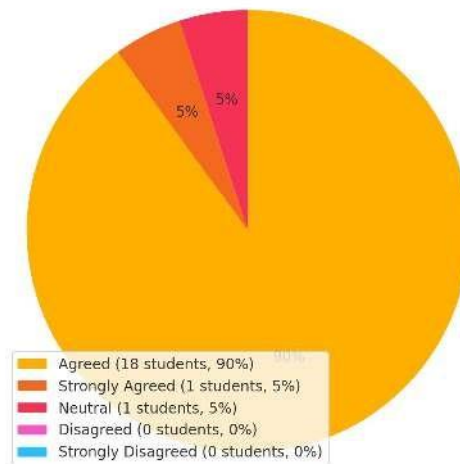
3. I understand more if lecturers use E-books as educational tools in the learning process! \*

*Tandai satu oval saja.*

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly agree

**Pie chart. 4.3. Statement**

E-books aid in knowledge acquisition during my studies



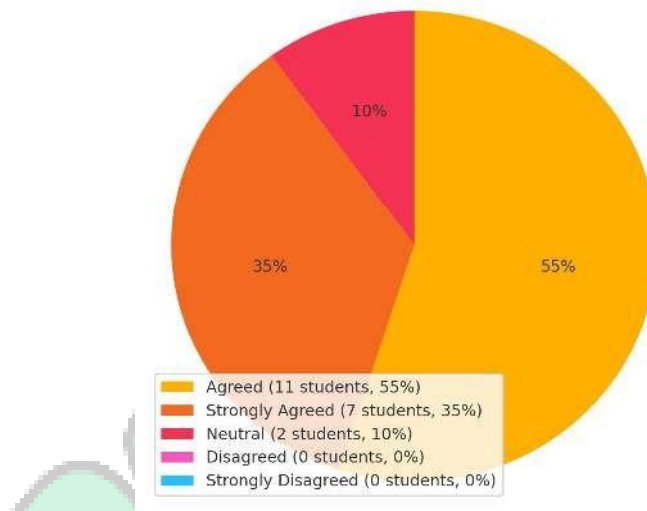
4. E-books can help improve my knowledge during the learning process! \*

*Tandai satu oval saja.*

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly agree

**Pie chart. 4.4 Statement**

E-books promote self-directed learning



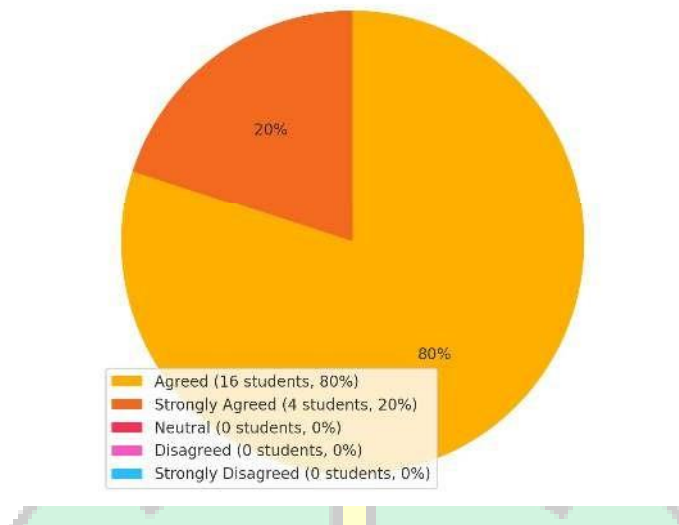
5. The use of E-books as a medium of learning is the best way to make students study on their own! \*

*Tandai satu oval saja.*

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly agree

**Pie chart. 4.5. Statement**

I prefer when instructors integrate E-books into the learning process



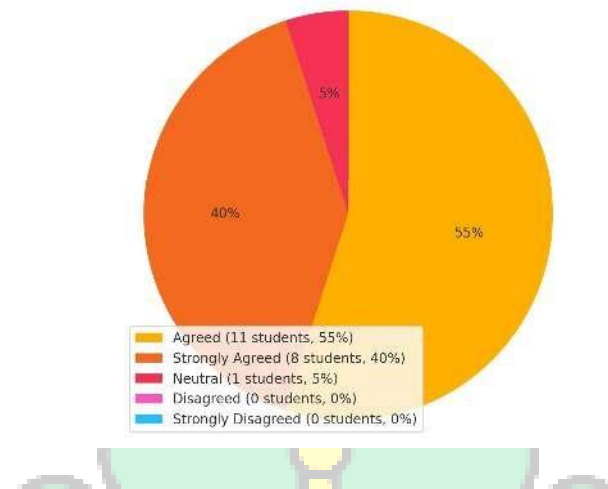
6. I like when lecturers use E-books during the learning process! \*

*Tandai satu oval saja.*

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly agree

**Pie chart. 4.6. Statement**

E-books enable me to independently search for study material



7. I find E-books helpful for me in searching for materials for my own! \*

*Tandai satu oval saja.*

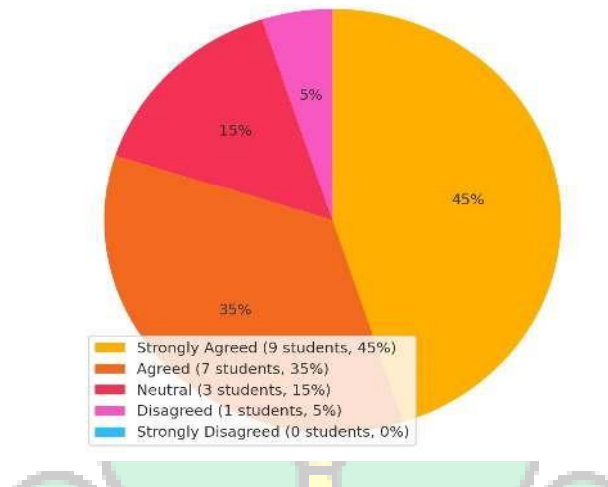
- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly agree

**Pie chart. 4.7. Statement**

## **Advantages of E-books**



E-books are accessible anytime, anywhere



8. E-books can be used anytime and anywhere!

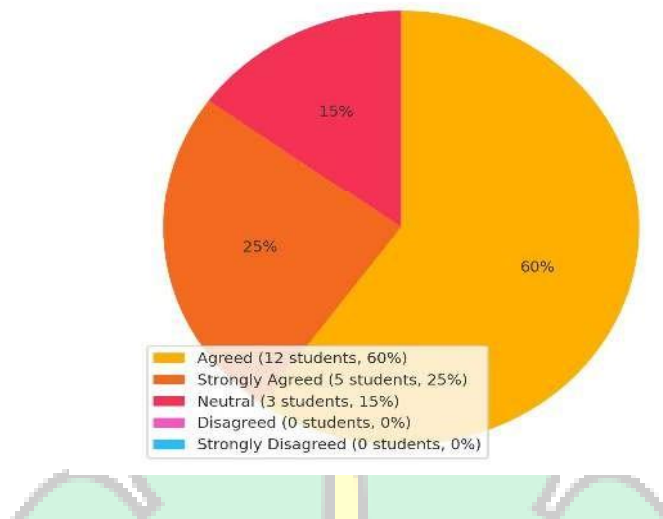


*Tandai satu oval saja.*

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly agree

**Pie chart. 4.8. Statement**

E-books provide quick access to multiple resources



9. E-books provide many resources just in one click!

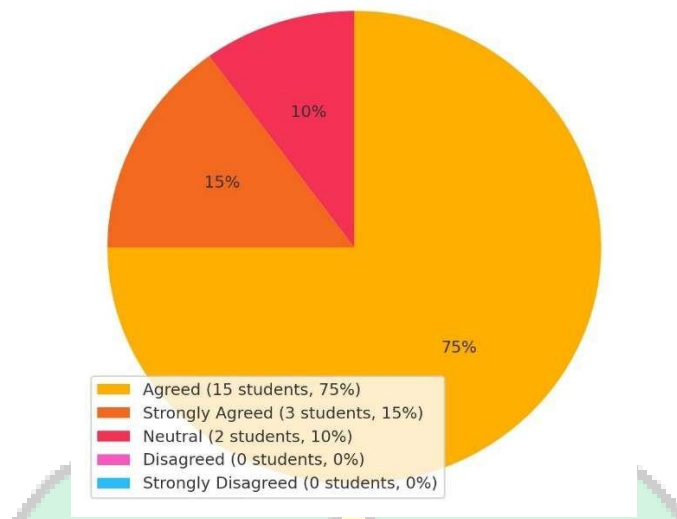
\*

*Tandai satu oval saja.*

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly agree

**Pie chart. 4.9. Statement**

E-books are easy to carry to class



10. E-books are easy to carry in the classroom!

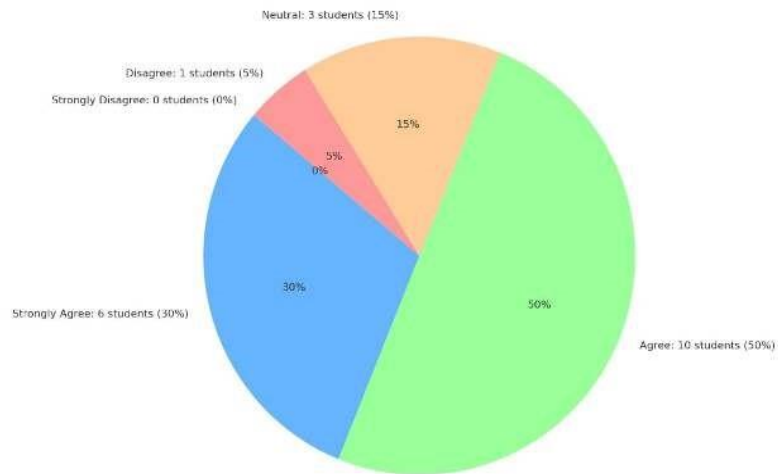
\*

*Tandai satu oval saja.*

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly agree

**Pie chart. 4.10. Statement**

11. E-books Feature Multimedia Such as Audio, Video, and Animations



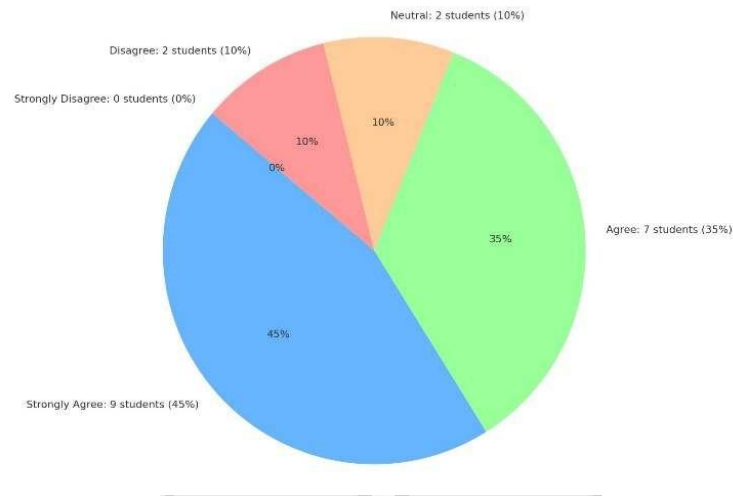
11. E-books have many features besides text, \*  
such as audio, video, and animation!

*Tandai satu oval saja.*

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly agree

**Pie chart. 4.11.Statement**

12. E-books Allow Me to Store Multiple Books on One Device



12. I can bring multiple books in my device using E-books!



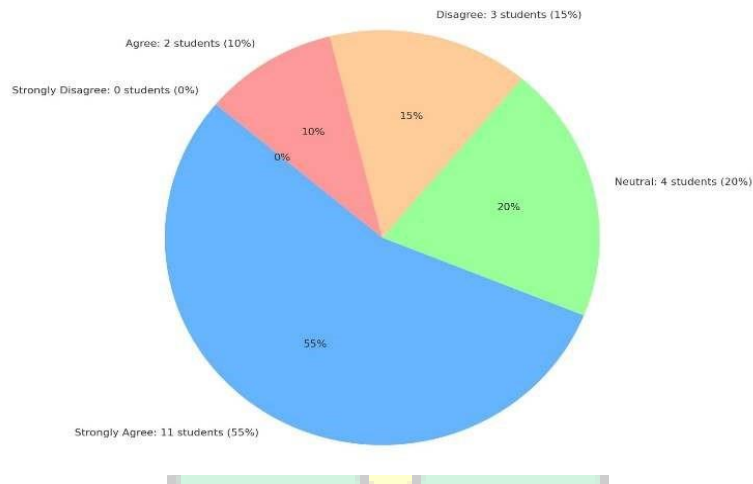
*Tandai satu oval saja.*

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly agree



**Pie chart. 4.12. Statement**

13. E-books Are Accessible Wherever There Is Internet Access



13. E-books can be accessed at any time and from any location where there is an internet connection! \*

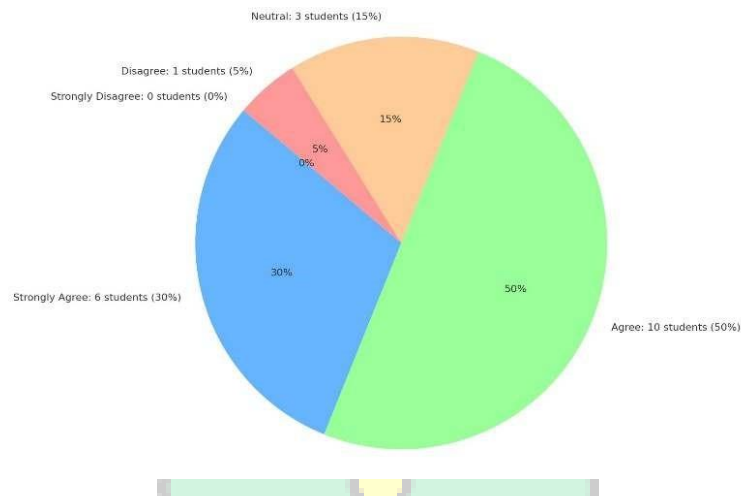
*Tandai satu oval saja.*

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly agree

AKRANIZY

**Pie chart. 4.13. Statement**

#### 14. E-books Allow Internal and Cross-Document Hyperlinking



14. E-books can be hyperlinked internally and ✱ from one document to another!

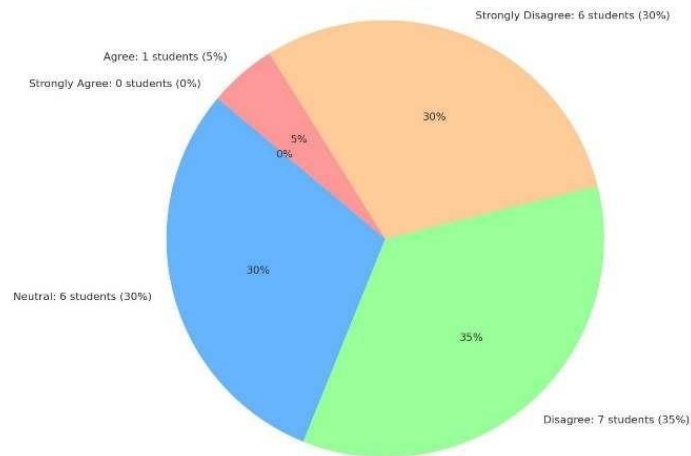
*Tandai satu oval saja.*

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly agree

**Pie chart. 4.14. Statement**

#### **Disadvantages of E-books**

15. I Need to Purchase E-books Before Downloading Them



15. I need to purchase E-books before downloading them to my laptop or smartphone!



*Tandai satu oval saja.*

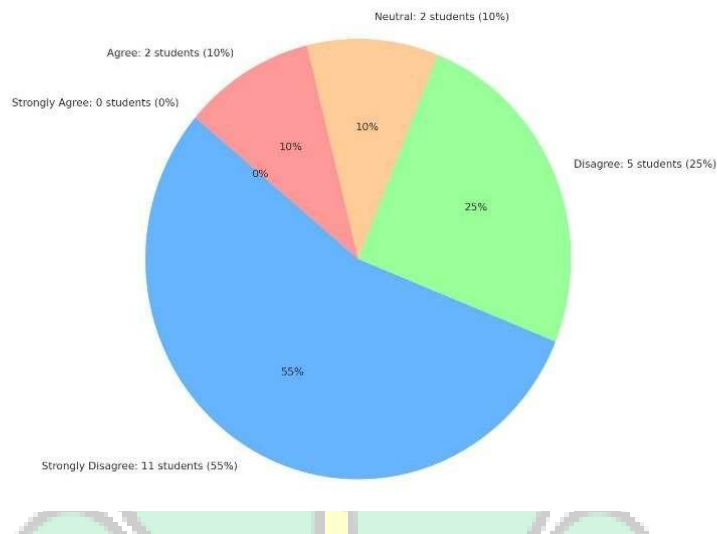
- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly agree



**Pie chart. 4.15. Statement**



16. I Always Need Internet Access to Download E-books



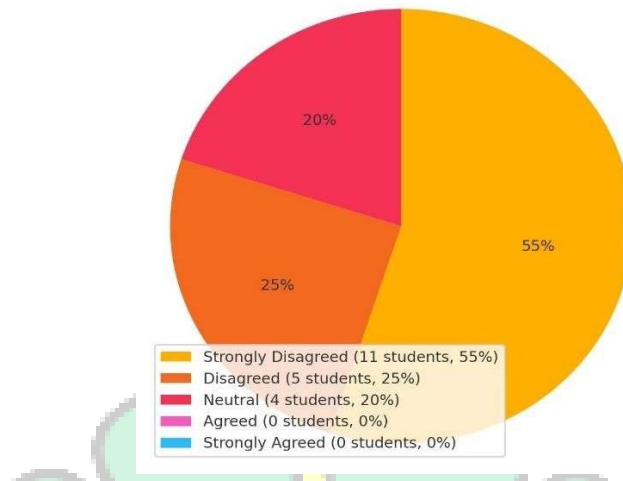
16. I always need to connect to the internet before downloading E-books! \*

*Tandai satu oval saja.*

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly agree

**Pie chart. 4.16. Statement**

E-books require special software

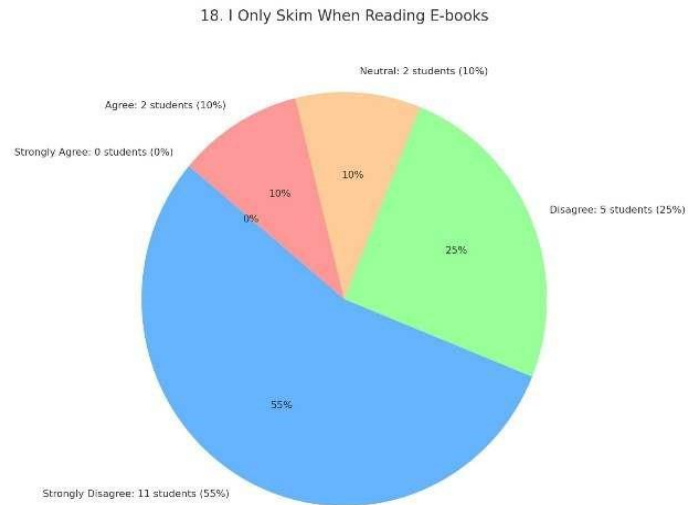


17. I need to download special software on my laptop or smartphone to use E-books! \*

*Tandai satu oval saja.*

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly agree

**Pie chart. 4.17. Statement**



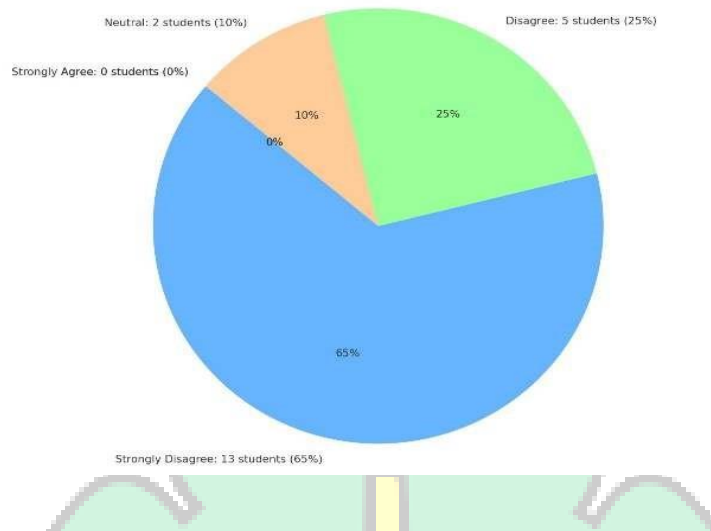
18. I only skim reading materials in E-books! \*

*Tandai satu oval saja.*

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly agree

**Pie chart. 4.18. Statement**

19. I Lack Knowledge on How to Access and Use E-books

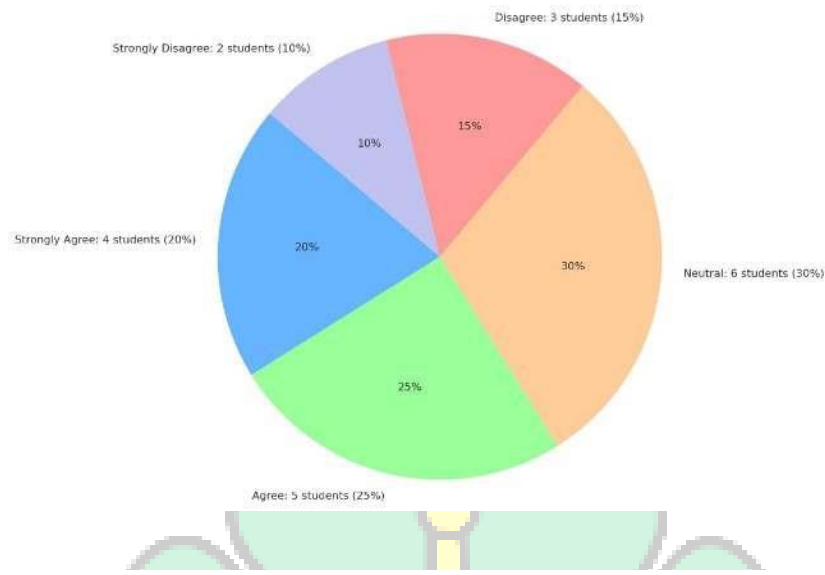


19. I have little knowledge on how to access and use E-books! \*

*Tandai satu oval saja.*

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly agree

**Pie chart. 4.19. Statement**



20. I am easily distracted while using E-books ★ compared to traditional books!

*Tandai satu oval saja.*

- ☐ Strongly disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly agree

**Pie chart. 4.20. Statement**

### Appendix 3. G-form Statement Responses

*Statement 1: E-books enhance my technological skills for educational purposes.*

- ☐ Strongly Agree (25%): 5 students
- ☐ Agree (70%): 14 students
- ☐ Neutral (5%): 1 student
- ☐ Disagree: 0 students
- ☐ Strongly Disagree: 0 students

*Statement 2: E-books expand my knowledge in subjects I want to explore.*

- ☐ Strongly Agree (20%): 4 students
- ☐ Agree (75%): 15 students
- ☐ Neutral (10%): 1 student
- ☐ Disagree: 0 students
- ☐ Strongly Disagree: 0 students

*Statement 3: I understand more when instructors use E-books as teaching aids.*

- ☐ Strongly Agree (5%): 1 student
- ☐ Agree (90%): 18 students
- ☐ Neutral (5%): 1 student
- ☐ Disagree: 0 students
- ☐ Strongly Disagree: 0 students

*Statement 4: E-books aid in knowledge acquisition during my studies.*

- ☐ Strongly Agree (5%): 1 student
- ☐ Agree (90%): 18 students
- ☐ Neutral (5%): 1 student
- ☐ Disagree: 0 students
- ☐ Strongly Disagree: 0 students

*Statement 5: E-books promote self-directed learning.*

- ☐ Strongly Agree (35%): 7 students
- ☐ Agree (55%): 11 students
- ☐ Neutral (10%): 2 students
- ☐ Disagree: 0 students
- ☐ Strongly Disagree: 0 students

*Statement 6: I prefer when instructors integrate E-books into the learning process.*

- ☐ Strongly Agree (20%): 4 students
- ☐ Agree (80%): 16 students
- ☐ Neutral: 0 students
- ☐ Disagree: 0 students
- ☐ Strongly Disagree: 0 students

*Statement 7: E-books enable me to independently search for study material.*

- ☐ Strongly Agree (40%): 8 students
- ☐ Agree (55%): 11 students
- ☐ Neutral (5%): 1 student
- ☐ Disagree: 0 students
- ☐ Strongly Disagree: 0 students

*Statement 8: E-books are accessible anytime, anywhere.*

- ☐ Strongly Agree (45%): 9 students
- ☐ Agree (35%): 7 students
- ☐ Neutral (15%): 3 students
- ☐ Disagree (5%): 1 student
- ☐ Strongly Disagree: 0 students

*Statement 9: E-books provide quick access to multiple resources.*

- ☐ Strongly Agree (25%): 5 students
- ☐ Agree (60%): 12 students

- ☐ Neutral (15%): 3 students
- ☐ Disagree: 0 students
- ☐ Strongly Disagree: 0 students

*Statement 10: E-books are easy to carry to class.*

- ☐ Strongly Agree (15%): 3 students
- ☐ Agree (75%): 15 students
- ☐ Neutral (10%): 2 students
- ☐ Disagree: 0 students
- ☐ Strongly Disagree: 0 students

*Statement 11: E-books feature multimedia such as audio, video, and animations.*

- ☐ Strongly Agree (30%): 6 students
- ☐ Agree (50%): 10 students
- ☐ Neutral (15%): 3 students
- ☐ Disagree (5%): 1 student
- ☐ Strongly Disagree: 0 students

*Statement 12: E-books allow me to store multiple books on one device.*

- ☐ Strongly Agree (45%): 9 students
- ☐ Agree (35%): 7 students
- ☐ Neutral (10%): 2 students
- ☐ Disagree (10%): 2 students
- ☐ Strongly Disagree: 0 students

*Statement 13: E-books are accessible wherever there is internet access.*

- ☐ Strongly Agree (55%): 11 students
- ☐ Agree (10%): 2 students
- ☐ Neutral (20%): 4 students
- ☐ Disagree (15%): 3 students
- ☐ Strongly Disagree: 0 students



*Statement 14: E-books allow internal and cross-document hyperlinking.*

- ☐ Strongly Agree (30%): 6 students
- ☐ Agree (50%): 10 students
- ☐ Neutral (15%): 3 students
- ☐ Disagree (5%): 1 student
- ☐ Strongly Disagree: 0 students

*Statement 15 : I need to purchase E-books before downloading them.*

- ☐ Strongly Agree (30%): 6 students
- ☐ Agree (5%): 1 student
- ☐ Neutral (30%): 6 students
- ☐ Disagree (35%): 7 students
- ☐ Strongly Disagree (30%): 6 students

*Statement 16: I always need internet access to download E-books.*

- ☐ Strongly Agree: 0 students ☐ Agree (10%): 2 students
- ☐ Neutral (10%): 2 students
- ☐ Disagree (25%): 5 students
- ☐ Strongly Disagree (55%): 11 students

*Statement 17 : E-books require special software.*

- ☐ Strongly Agree: 0 students ☐ Agree: 0 students
- ☐ Neutral (20%): 4 students
- ☐ Disagree (25%): 5 students
- ☐ Strongly Disagree (55%): 11 students

*Statement 18: I only skim when reading E-books.*

- ☐ Strongly Agree: 0 students ☐ Agree: 0 students
- ☐ Neutral (20%): 4 students
- ☐ Disagree (25%): 5 students

- ☐ Strongly Disagree (55%): 11 students

*Statement 19: I lack knowledge on how to access and use E-books.*

- ☐ Strongly Agree: 0 students
- ☐ Agree: 0 students
- ☐ Neutral (10%): 2 students
- ☐ Disagree (25%): 5 students
- ☐ Strongly Disagree (65%): 13 students

*Statement 20: I easily get distracted while using E-books compared to traditional books.*

- ☐ Strongly Agree (20%): 4 students
- ☐ Agree (25%): 5 students
- ☐ Neutral (30%): 6 students
- ☐ Disagree (15%): 3 students
- ☐ Strongly Disagree (10%): 2 students

#### **Appendix 5. Interview Question Guides Perception**

1. How do you think E-books can help improve your ability to use technology for educational purposes?
2. In your opinion, can E-books widen your knowledge about the materials you want to learn?
3. Do you feel you understand more when lecturers use E-books as educational tools in the learning process?
4. How do E-books help improve your knowledge during the learning process?
5. Do you think using E-books as a medium of learning is the best way to encourage students to study independently?
6. How do you feel about lecturers using E-books during the learning process?
7. Do you find E-books helpful when searching for materials on your own?

#### **Advantages**

8. How useful do you think it is that E-books can be used anytime and anywhere?
9. Do you find it helpful that E-books provide many resources with just one click?
10. How convenient is it for you to carry E-books in the classroom?
11. How do you feel about the additional features of E-books, such as audio, video, and animation?
12. Do you find it beneficial to store multiple books in your device using Ebooks?
13. How important is it to you that E-books can be accessed from any location with an internet connection?
14. Do you find it convenient that E-books can be hyperlinked internally and from one document to another? ***Disadvantages***

15. How do you feel about needing to purchase E-books before downloading them to your device?
16. Do you think it is inconvenient to need an internet connection before downloading E-books?
17. How do you feel about needing to download special software to access Ebooks on your device?
18. Do you tend to skim reading materials when using E-books?
19. How confident are you in your ability to access and use E-books?
20. Do you find yourself easily distracted while using E-books compared to traditional books?

## **Appendix 6. Interviews Transcription**

### **( English translation )**

Student number I said:

"E-books have been instrumental in helping me improve my ability to use technology for education. By providing instant access to a wide range of topics, they have expanded my knowledge significantly. For example, I've been able to explore complex subjects that traditional resources didn't cover, which has broadened my learning.

When lecturers use E-books as part of their lessons, I find the material easier to understand because I can access resources directly from my device. The portability of E-books is another major advantage. They make it so easy to carry multiple books without worrying about space. This encourages independent study, as I can delve into topics at my own pace.

I also love how E-books incorporate hyperlinks to related materials. These features allow me to dive deeper into subjects and understand them better. I don't get distracted easily while using Ebooks, as I deactivate the internet connection to focus solely on studying. This ability to customize my study environment has made learning more productive and enjoyable.

However, I acknowledge that purchasing E-books can be costly at times. Despite this, I feel confident in my ability to use them effectively. Overall, E-books are a fantastic tool that enhances my learning and makes education more accessible."

Student number II said:

"E-books have made me comfortable using educational tools and apps that I wasn't familiar with before. They've introduced me to a more dynamic and engaging way of learning. For instance, during my last project, I found additional sources in an E-book, which greatly enhanced the quality of my work.

The one-click access feature is particularly helpful. It allows me to find relevant materials in seconds. This is crucial when lecturers use E-books, as it keeps the lessons interactive and easy to follow. I find E-books very effective for independent study because they're always accessible on my device, and I don't have to worry about forgetting a book at home.

On the downside, an internet connection is required to download them initially, which can be inconvenient. However, once they're downloaded, they're incredibly flexible and easy to use anywhere. The multimedia elements, such as videos and audio, make studying more engaging and help me understand topics better.

I don't tend to skim through E-books; instead, I read them thoroughly because they provide tools that enhance my learning. E-books have not only improved my study habits but also boosted my confidence in using technology for education."

Student number III said:

"E-books have significantly improved my learning experience by making it easy to search for specific terms or concepts. This has helped me understand topics faster and more efficiently. I particularly enjoy the multimedia features like videos and animations, which make studying more interactive and engaging.

Having multiple books on one device is another major advantage. It saves space and ensures I always have the resources I need. I find E-books especially beneficial for independent study because I can access them anytime, anywhere, without needing a physical library.

However, I do occasionally face challenges, such as needing an internet connection to download materials. To overcome this, I ensure everything is downloaded beforehand. I also find E-books easy to navigate, thanks to their hyperlinking features, which connect content seamlessly.

I don't skim through E-books; I read them as thoroughly as I would physical books because I value the insights they provide. Overall, E-books have made my learning process smoother, more efficient, and highly enjoyable."

Student number IV said:

"E-books are an excellent tool for independent study. They allow me to research topics directly from my device without needing to visit a library. I find the ability to store multiple books on one device incredibly convenient. It eliminates the need to carry heavy textbooks.

I appreciate the features that E-books offer, such as hyperlinks to related content and multimedia elements. These make exploring topics easier and more engaging. E-books also help me understand course materials better, as they provide quick access to information and additional resources.

On the downside, the cost of purchasing E-books can be a concern, especially for students on a budget. Additionally, downloading E-books sometimes requires specific software, which can be inconvenient. Despite these minor challenges, I feel confident in my ability to use E-books effectively for studying and research.

Overall, E-books have enhanced my learning experience by making resources more accessible and encouraging independent study."

Student number V said:

"E-books have been a game-changer in my education. They're very effective when lecturers use them as part of their lessons because I can follow along on my own screen, making the learning process smoother. The flexibility of E-books is unmatched. I can study on the bus or anywhere I have a few minutes, which has improved my consistency.

I love that I can carry multiple E-books on one device, eliminating the need for bulky textbooks. The multimedia features, like animations and videos, make learning more interactive and help me grasp concepts better.

E-books are incredibly useful when searching for materials on my own. I can easily find the information I need without having to sift through piles of books or articles. I can also use the hyperlinks to access additional resources, making my learning more efficient.

In terms of convenience, E-books allow me to access information anytime, anywhere, which is a major advantage for a busy student like me. However, I do wish that the process of downloading them didn't require an internet connection. Despite this, once they're downloaded, E-books are easy to use and very portable. Overall, E-books have made my learning process more flexible, efficient, and engaging." *(Indonesian translation)*

Student number I berkata :

"E-books telah sangat membantu saya dalam meningkatkan kemampuan menggunakan teknologi untuk pendidikan. Dengan memberikan akses instan ke berbagai topik, mereka telah sangat memperluas pengetahuan saya. Misalnya, saya dapat mengeksplorasi subjek-subjek yang rumit yang tidak tercakup dalam sumber daya tradisional, yang memperluas pembelajaran saya.

Ketika dosen menggunakan E-books sebagai bagian dari pelajaran mereka, saya merasa materi lebih mudah dipahami karena saya dapat mengakses sumber daya langsung dari perangkat saya. Portabilitas E-books adalah keuntungan besar lainnya. Mereka memudahkan saya membawa banyak buku tanpa khawatir tentang ruang. Ini mendorong studi mandiri, karena saya dapat mendalami topik-topik dengan kecepatan saya sendiri.

Saya juga sangat menyukai bagaimana E-books menyertakan hyperlink ke materi terkait. Fitur-fitur ini memungkinkan saya untuk mendalami subjek dan memahaminya dengan lebih baik. Saya tidak

mudah terganggu saat menggunakan E-books, karena saya dapat mematikan koneksi internet untuk fokus sepenuhnya pada belajar. Kemampuan untuk menyesuaikan lingkungan belajar saya ini telah membuat pembelajaran menjadi lebih produktif dan menyenangkan.

Namun, saya menyadari bahwa membeli E-books bisa mahal terkadang. Meskipun demikian, saya merasa percaya diri dalam kemampuan saya untuk menggunakannya secara efektif. Secara keseluruhan, E-books adalah alat yang fantastis yang meningkatkan pembelajaran saya dan membuat pendidikan lebih mudah diakses."

Student number II Berkata :

"E-books telah membuat saya nyaman menggunakan alat dan aplikasi pendidikan yang sebelumnya tidak saya kenal. Mereka telah memperkenalkan saya pada cara belajar yang lebih dinamis dan menarik. Misalnya, selama proyek terakhir saya, saya menemukan sumber tambahan dalam E-book, yang sangat meningkatkan kualitas pekerjaan saya.

Fitur akses satu klik sangat berguna. Ini memungkinkan saya untuk menemukan materi yang relevan dalam hitungan detik. Ini sangat penting ketika dosen menggunakan E-books, karena itu menjaga pelajaran tetap interaktif dan mudah diikuti. Saya merasa E-books sangat efektif untuk studi mandiri karena mereka selalu dapat diakses di perangkat saya, dan saya tidak perlu khawatir lupa membawa buku ke rumah.

Di sisi lain, koneksi internet diperlukan untuk mengunduhnya di awal, yang bisa jadi tidak nyaman. Namun, setelah diunduh, E-books sangat fleksibel dan mudah digunakan di mana saja. Elemen multimedia, seperti video dan audio, membuat pembelajaran lebih menarik dan membantu saya memahami topik dengan lebih baik.

Saya tidak cenderung mengintip E-books; saya membacanya secara menyeluruh karena mereka menyediakan alat yang meningkatkan pembelajaran saya. E-books tidak hanya meningkatkan



kebiasaan belajar saya tetapi juga meningkatkan kepercayaan diri saya dalam menggunakan teknologi untuk pendidikan."

Student number III Berkata :

"E-books telah sangat meningkatkan pengalaman belajar saya dengan memudahkan pencarian istilah atau konsep tertentu. Ini membantu saya memahami topik lebih cepat dan lebih efisien. Saya sangat menikmati fitur multimedia seperti video dan animasi, yang membuat pembelajaran lebih interaktif dan menarik.

Memiliki banyak buku dalam satu perangkat adalah keuntungan besar lainnya. Ini menghemat ruang dan memastikan saya selalu memiliki sumber daya yang saya butuhkan. Saya merasa Ebooks sangat bermanfaat untuk studi mandiri karena saya dapat mengaksesnya kapan saja, di mana saja, tanpa perlu perpustakaan fisik.

Namun, saya terkadang menghadapi tantangan, seperti memerlukan koneksi internet untuk mengunduh materi. Untuk mengatasinya, saya pastikan semuanya diunduh terlebih dahulu. Saya juga merasa E-books mudah dinavigasi, berkat fitur hyperlink mereka, yang menghubungkan konten dengan mulus.

Saya tidak mengintip E-books; saya membacanya secara menyeluruh karena saya menghargai wawasan yang mereka berikan. Secara keseluruhan, E-books telah membuat proses belajar saya lebih lancar, lebih efisien, dan sangat menyenangkan."

Student number IV Berkata :

"E-books adalah alat yang sangat baik untuk belajar mandiri. Mereka memungkinkan saya untuk meneliti topik langsung dari perangkat saya tanpa perlu mengunjungi perpustakaan. Saya merasa sangat diuntungkan dengan kemampuan menyimpan banyak buku dalam satu perangkat. Ini menghilangkan kebutuhan untuk membawa buku teks berat.

Saya menghargai fitur yang ditawarkan E-books, seperti hyperlink ke konten terkait dan elemen multimedia. Fitur-fitur ini membuat menjelajahi topik menjadi lebih mudah dan lebih menarik. Ebooks juga membantu saya memahami materi pelajaran dengan lebih baik, karena mereka memberikan akses cepat ke informasi dan sumber daya tambahan.

Di sisi lain, biaya membeli E-books bisa menjadi masalah, terutama bagi mahasiswa dengan anggaran terbatas. Selain itu, mengunduh E-books terkadang memerlukan perangkat lunak khusus, yang bisa tidak nyaman. Meskipun ada tantangan kecil ini, saya merasa percaya diri dalam kemampuan saya menggunakan E-books untuk belajar dan meneliti.

Secara keseluruhan, E-books telah meningkatkan pengalaman belajar saya dengan membuat sumber daya lebih mudah diakses dan mendorong studi mandiri."

Student number V Berkata :

"E-books telah menjadi perubahan besar dalam pendidikan saya. Mereka sangat efektif ketika dosen menggunakannya sebagai bagian dari pelajaran karena saya dapat mengikuti pelajaran di layar saya sendiri, yang membuat proses pembelajaran lebih lancar. Fleksibilitas E-books tidak tertandingi. Saya bisa belajar di bus atau di mana saja saya punya waktu beberapa menit, yang telah meningkatkan konsistensi belajar saya."

Saya sangat menyukai bahwa saya dapat membawa banyak E-books dalam satu perangkat, menghilangkan kebutuhan untuk membawa buku teks yang tebal. Fitur multimedia, seperti animasi dan video, membuat pembelajaran lebih menyenangkan dan membantu saya lebih memahami materi.

## AUTOBIOGRAPHY

### 1. Personal Information

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