

Efforts to Increase Interest in Reading Using Digital Comics as a Learning media Indonesia Language Subject SDN 19 Rantau Selatan Labuhan Batu Regency

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ABSTRACT

This study aimed to determine the effect of using digital comic media on the reading interest of fourth-grade students of SDN 19 Rantau Selatan. The background of this study is the lack of interest in reading students due to the lack of interesting learning media. The research used a quantitative method with a quasi-experimental design. The research sample consisted of two classes: the experimental class (IV-A) consisting of 26 students who used digital comics in learning, and the control class (IV-B) consisting of 27 students who used conventional methods. The research instrument was a questionnaire that measured the students' interest in reading before and after treatment. The results showed a significant increase in reading interest in the experimental class after the use of digital comics. The average reading interest score in the experimental class increased from 34.96 to 43.73, whereas in the control class, the increase was not significant, with an average of 34.44. The results of the t-test showed that the use of digital comics had a significant positive effect on increasing students' reading interest with $t_{count} = 5.548$, which was greater than $t_{table} = 1.675$ at a significance level of 5%. Thus, this study concludes that digital comics is an effective learning medium for increasing elementary school students' interest in reading. This study provides recommendations for teachers to use digital comics as an alternative to learning Indonesian to increase students' reading interest.

Keywords: Reading Interest, Digital Comics, Indonesian Language Learning, Elementary School

I. INTRODUCTION

Read is one of the skills bases in learning language that plays an important role in the development of intellectual participant education. Good reading skills allow participants to educate them to understand various information and expand their outlook. Reading also becomes a base for mastery of knowledge in various fields, so that reading ability is necessary in daily life and in the world of education (Vo & Christison, 2024).

However, in reality, the literacy level in Indonesia is still classified as low. Based on data from the 2018 Programme for International Student Assessment (PISA) released by the Organisation for Economic Co-operation and Development (OECD), Indonesia ranked 74th out of 79 countries. matter ability reading. This result show that level literacy participant education in Indonesia is still well below average, so need existence effort strategic For increase ability read student (Schmohl et al., 2025).

One reason for low competence in reading participant education is the lack of interest in reading caused by some factors, such as availability of material, insufficient reading interest, method monotonous learning, and lack of habit reading in the environment family and school (Diana & Markhamah, 2024). In fact, interest has a significant relationship with reading skills, where more and more tall interest somebody to read, then the more big possibility he owns ability good reading (Jumatriadi & Satria, 2025).

In the basic school environment, low interest read participant education becomes a challenge for educators in increasing competence reading students. Based on the results, the initial activity was carried out at SDN 19 Rantau Selatan Regency Labuhan Batu, and it was found that participants who were educated in class IV were still not enthusiastic about reading activity. This is seen from habit participant rare education reading books outside of class hours, as well as low participation in activity reading held at school. In addition, many participant students who feel bored moments given the task read text in conventional textbooks.

Besides factor boredom, low competence in reading is also caused by insufficient use of learning media. Most teachers still use method lectures and text reading in textbooks as the main sources of learning reading. In fact, according to Rahmayanti et al. (2025), the use of interesting visual media can increase understanding and

retention of information to participants, especially for children's age school bases, which tend to be more interested in pictures and colors (Rahmayanti et al., 2025).

In the digital era, this technology can be utilized as a means to increase participants' interest. Digital comics is one of the learning media that can be used. Digital comics are adapted from comics conventionally packaged in a digital format and can be accessed through electronic devices such as computers, tablets, or cell phone smart devices. Sztembis et al. (2025), comics own power pull alone because they can combine element images and text so that it is easier to understand and interesting for the reader (Sztembis et al., 2025).

Digital comics as a learning medium own a number of superiority compared to with text reading conventional. First, digital comics are capable of serving stories in more interesting forms with colored illustrations to increase the power pull for participant education. Second, digital comics can simplify complex information by supporting visual text, so that participants can easily understand content reading. Third, digital comics can be accessed anywhere and anytime through device electronics, so that participants can educate their flexibility in using it as material reading (Fauzi et al., 2025).

Research conducted by Sofwan et al. (2024) showed that the use of comics in learning can increase skills read by participants, especially in understanding the meaning of words and sentences in a text (Sofwan et al., 2024). In addition, research conducted by Fatsena et al. (2025) also shows that using digital comics in learning can increase motivation to study as well as the ability to understand reading students (Fatsena et al., 2024).

Based on various studies that have been conducted, digital comics can be a solution to overcome low interest in reading participants educated on a school basis. Therefore, his study aimed to to investigate how using digital comics as a learning medium can increase interest in reading participants in Class IV of SDN 19 Rantau Selatan Regency Labuhan Batu. It is hoped that this study can find effective strategies for implementing digital comics as an innovative and appropriate learning medium with the characteristics of participant education in the digital era.

II. METHODS

A. Types & Approach Study

The type of research used in this study is field research or study of the field used to obtain concrete data and problems and directly relate to the object to be researched. However, the approach used was quantitative. According to the level explanation, this study includes study correlation, namely research involving action data collection for purposes, to determine whether there is a connection between two or more variables. Meanwhile, in the calculation of the data-use technique, simple linear regression was performed.

B. Population

The population is an overall subject of research. Population is a generalization area consisting of from object / subject that has quality and characteristics certain conditions determined by researchers For studied and then withdrawn conclusion. Population in study This is all over student class IV SDN 19 Rantau Selatan year 2025-2026 academic year. The sample is the number of individuals taken from a population, or it can also be said to be the real object from something research. The samples were also interpreted as part of the number and characteristics of the population. This study uses a sample from the student class IV SDN 19 Rantau Selatan year 2025-2026 academic year. Class IV-A consisted of 26 students as class experimental and class IVB, with 27 students as class control (Sugiyono, 2019).

C. Operational Design Variables

A variable study is an attribute, characteristic, or mark from people, objects, or activities that have certain variation conditions determined by researchers for studied and then withdrawn conclusion. The variables are subject studies or what has become the focus of research. Researchers use two variables in this study: independent (x) and dependent (y).

Variables Independent (x) is influencing variables or which becomes reason variables dependent variable Independent (x) in study This is use digital comics in learning Indonesian with steps use as following:

- a. Student prepare cell phone or digital devices that have installed digital comics.
- b. Student observe picture illustration in digital comics.
- c. Student read alternating digital comics with Friend.
- d. Student active ask answer around material Indonesian language lessons in digital comics.
- e. Student do exploration with open the interactive menu in the digital comic.
- f. Student play quizzes contained in digital comics.
- g. Student capable explain message from content digital comics.

Dependent variables (y) are influenced variables or consequences because existing variables are independent (x). Variable Dependent (y) in study This is interest read student with indicator, as follows:

- a. Feeling happy in activities read
- b. Interest students on reading media
- c. Involvement in activity read
- d. Awareness will benefit read
- e. Willingness and ability read

D. Data Collection Technique

According to Suharsimi Arikunto, method questionnaire is a number of question written in use For get information from respondents in the sense of reporting his personality, or the things he know. A questionnaire is a method that uses a number of questions that must be answered by respondents.

The questionnaire was filled out from reports about self-referring by students or knowledge, beliefs, and attitudes of personal students. An instrument questionnaire was used, especially in the assessment of self (self-assessment) and assessment of friend peers (peer assessment), to evaluate the attitude of students. In addition, the questionnaire can be used as an instrument to evaluate students' interest and motivation.

Method questionnaire in study This was used to obtain information about interest from students and to respond to students regarding digital comic media. The questionnaire used in this study was closed. A questionnaire that is closed or also called a questionnaire provides possible answers to the questions asked. Respondents were asked to choose one appropriate answer based on the condition themselves. In the study method, a questionnaire was used to obtain data on digital comic media usage and interests from student class IV SDN 19 Rantau Selatan.

Method documentation is used to look for data about things or variables in the form of notes, transcripts, books, letters news, magazines, inscriptions, minutes, agendas, and so on. Data collection can be performed using a camera or photocopy method.

Method: This was used to obtain verbal, written, and agenda data from SDN 19 Rantau Selatan in the form of profile school, number and name students, and activities learning class IV.

E. Data Analysis Technique

Quantitative data analysis techniques focus on the answer formulation problem or test hypotheses that have been formulated. In this section, we analyze the data collected through a technique questionnaire using statistical data with the following steps.

1. Analysis Validity of Digital Comic Media

Digital comic media were designed and validated by experts (validators). The validators involved in the validation of this media are expert material, expert language, and media experts.

2. Instrument Test Analysis

a. Validity Test

A validity test was used to determine the eligibility grains in a list (construct) of questions defining variables. In general, the questionnaire supports Group A variables.

F. Hypothesis Test Analysis

A hypothesis testing study was used to test the answer hypothesis. The t-test was used to test differences between two averages, aiming to determine whether average interest values read students before and after using digital comics as a learning medium had different average values. The formula for hypothesis testing is as follows:

$H_a: \mu_1 > \mu_2$ (there is average difference in interest significant reading)

$H_0: \mu_1 \leq \mu_2$ (no there is average difference in interest significant reading)

Information :

μ_1 : average interest read after use digital comics

μ_2 : average interest read before use digital comics

III. RESULTS AND DISCUSSION

A. Research Result

This study was implemented at the SDN 19 Rantau Selatan Regency Labuhan Batu year 2025/2026 academic year. Research data collection was conducted on August 25, 2025, until September 12, 2025. Data collection in the study: This was done through two methods, namely method questionnaire and method documentation.

The interview method was used for knowledge description learning and the media used by the teachers during Indonesian language learning. A questionnaire was used to obtain data about the use of digital comic media and interests. Method documentation was used to obtain the student and school data.

Population study This is all over student class IV with a total of 53 students, consisting of two classes: Class IV-A, 26 students, and Class IV-B, 27 students. The determination class control and class experiment were performed randomly with the method lottery, with class IV-B as the class control and class IV-A as the class experiment. The control class received treatment without using digital comic media and the class experiment received treatment using digital comic media.

Before the study is ongoing, researchers have prepared instruments that will be tested by students. The prepared instruments are Plan Implementation Learning (RPP) for class control and class experiments, digital comic media, and instrument questionnaires. The instrument questionnaire was used to collect data regarding the use of comic media to read student class IV-A, namely, a questionnaire-type statement. The instrument questionnaire, which was formerly tested, was administered students in class IV SDN 19 Rantau Selatan already get relevant material.

The trial results questionnaire the tested validity and reliability, so that truly obtained instruments can be used to measure the use of digital comic media and interests. Questionnaire use of digital comic media consisted of as many as 15 questions and questionnaire items interest read as many as 15 items of questions, each of which consisted of 9 questions positive and 6 questions negative.

A validity test was performed using the method to disseminate instrument data to 26 Class IV-A students. **Validity test:** This was used to determine whether it was valid or not grains instruments. Invalid instruments were excluded. While valid instruments were used to obtain the results of the data analysis, the validity grains question instrument r_{xy} consulted with price Product Moment criticism. Level significant 5%. With $N = 21$, $r_{Table} = 0.433$. If price $r_{xy} > r_{Table}$, the grain instrument is declared valid. If price $r_{xy} < r_{Table}$, then the grain instrument is invalid.

A reliability test was used for know-level consistency answers from the instrument. To determine whether the instrument's power constancy measure or reliability is high, researchers use Cronbach's alpha statistical test. The answer is said to be reliable if $r_{11} > r_{Table} 0.433$ with a significance level of 5%.

Table 1. Reliability Instrument

Variables	Cronbach Alpha	N of items	Information
Use of comic media	0.796	15	Reliable
Interest read student	0.833	15	Reliable

An analysis questionnaire was used to process the collected data through questionnaires distributed to respondents in the class control and class experiment. At this stage, a scoring questionnaire was used to provide answers presented in the following from.

Table 2. Answer Scoring Provisions

Type question	Answer Score			
	No Agree	Not enough Agree	Agree	Very Agree
Positive	1	2	3	4
Negative	4	3	2	1

The steps taken after counting each respondent's score are the measure level achievement of each indicator variable, based on the provisions presented in the following form:

Table 3. Achievement Level Requirements Respondents Variables

No.	Criteria	TCR %
1	Very good	90-100
2	Good	80-89
3	Enough Good	70-79
4	Not good	55-69
5	No Good	1-54

The following data results about the use of class IV-B media with a total of 27 students as class control and use of digital comic media in Indonesian language for class IV-A with 26 students as class experiments are presented in the form table based on a questionnaire that was distributed. Table value is the amount from answer respondents in accordance with the answer that has been set in the accordance table.

Table 4. Quality Media Usage

Interval	Category
$X > 48.75$	Special
42.79 – 48.75	Good Very
36.83 – 42.79	Good
30.87 – 36.83	Enough
< 30.87	Not enough

Based on the table above show that use of learning media class IV-B as class control including in "Sufficient" category, namely in the interval 30.87 – 36.83 with average value of 34.44. Meanwhile use of digital comic media for class IV-A as class experiment including in "Good" category Once, namely in the interval 42.79 - 48.75 with average value 44.54.

Distribution results answer respondents in each indicator use of media in students class control (IV-B) and class experiment (IV-A), as can be seen in table following.

Table 5. Response Score Student Use of Learning Media in Control Class

No	Indicator	Number of items		Criteria Answer			Amount	Average	TCR%	
		Positive	Negative	SS	S	KS				
1	Own appearance interesting	2	1	20	102	60	12	194	2.49	59.88
2	The story presented in accordance material	1	1	64	87	4	7	162	3.12	75.00
3	Make it easy student in understand material	2	1	64	108	44	7	223	2.86	68.83
4	student in understand material	1	1	44	72	34	2	152	2.92	70.37
5	Can accessible to all student	2	1	24	90	60	15	189	2.42	58.33
	Amount							920	2.76	66.48

Based on the table above, the research data scores on the use of learning media class IV SDN 19 South Rantau Regency Labuhan Batu year learning 2025-2026, obtained an average score of 2.76 with a level achievement score of 66.48%. Based on the provision level achievement respondents' variables, average scores and scores level achievement show that, in a way, general score use of learning media class "Poor" control.

Table 6. Response Score Student Use of Digital Comic Media in Experimental Class

No	Indicator	Number of Items		Criteria Answer			Amount	Average	TCR%
		Positive	Negative	SS	S	KS			
1	Own appearance interesting	2	1	160	102	6	1	269	3.45
2	The story presented in accordance material	1	1	136	45	4	1	186	3.58
3	Make it easy student in understand material	2	1	152	66	12	1	231	2.96
4	Can accessible to all student	1	1	112	57	10	0	179	3.44
5	Make student more active in learning	2	1	140	111	12	0	263	3.37
Amount		13					1128	3.36	84.01

Based on the table above, research data scores on the use of digital comic media for class IV SDN 19 Rantau Selatan Regency Labuhan Batu year learning 2025-2026, obtained an average score of 3.36 with a level achievement score of 84.01%. Based on provision level achievements respondents variables, average scores and scores level achievement This show that in a way general score use of digital comic media in class "Good" experiment.

Table 7. Quality Student Reading Interest

Interval	Category
X>52.75	Special
45.06 – 52.75	Good Very
37.36 – 45.06	Good
29.66– 37.36	Enough
<29.66	Not enough

Based on the table above show that interest read student class IV-B as class control including in "Sufficient" category, namely in the interval 29.66–37.36 with average value of 34.59. Meanwhile, interest read class IV-A as a class experiment including in "Good" category Once " category Once, namely at the interval 45.06 - 52.75 with an average score of 46.27.

Distribution results answer respondents in each indicator interest read student class control (IV-B) and class experiment (IV-A) and can serve in the following table.

Table 8. Reading Interest Score of Control Class

No	Indicator	Number of Items		Criteria Answer			Amount	Average	TCR%
		Positive	Negative	SS	S	KS			
1	Feeling happy in activities read	2	1	8	93	72	12	185	2.37
2	Interest in reading media	1	1	28	60	34	10	132	2.54
3	Involvement in activity read	2	1	68	108	50	3	229	2.94
4	Awareness will benefit read	1	1	60	84	14	4	162	3.12

No	Indicator	Number of Items		Criteria Answer				Amount	Average	TCR%
		Positive	Negative	SS	S	KS	TS			
5	Willingness and ability read	2	1	76	120	36	4	236	3.03	72.84
	Amount		13					944	2.80	67.35

Based on the table above, a known score study about interest read by student class IV-B as class control received an average score of 2.80 with a level achievement score of 67.35%. Based on provision level achievements respondents variables, average scores and levels achievement show that score interest read class IV-B in "Less Good" category.

Table 9. Reading Interest Score of Experimental Class

Questionnaire Results Reading Interest of Experimental Class										
No	Indicator	Number of Items		Criteria Answer				Amount	Average	TCR%
		Positive	Negative	SS	S	KS	TS			
1	Feeling happy in activities read	2	1	156	93	14	1	264	3.38	84.62
2	Interest in reading media	1	1	108	69	4	0	181	3.48	87.02
3	Involvement in activity read	2	1	136	105	16	1	258	3.31	82.69
4	Awareness will benefit read	1	1	96	78	4	0	178	3.42	85.58
5	Willingness and ability read	2	1	152	78	24	2	256	3.28	82.05
	Amount		13					1137	3.38	84.39

Based on the table above, a known score study about interest read student class IV-A has an average score of 3.38, with a level achievement score of 84.39%. Based on provision level achievements respondents variables, average scores and levels achievement show that score interest read class IV-A in "Good" category.

Prerequisite tests using normality tests were used to determine whether the class experiments and classes were normally distributed. The normality test was performed using the Liliefors test. The data used were mark questionnaire interest, read class experiments, and class control.

Criteria testing is If $L_{count} < L_{table}$ with level significance 5%, then H_0 is accepted. Based on the results calculated from the normality test mark, interest-read-class experiments and controls obtained the following results.

Table 10. Normality Test Results

Class	L_{count}	L_{table}	Information
Experiment	0.155	0.173	Normal
Control	0.102	0.161	Normal

Based on the table above, the normality test in the class experiments and controls are normally distributed because $L_{count} < L_{table}$. Calculation read more can see attachment.

Difference test two average goals: To know whether marks between class experiments and classes control their own different average values. The mean difference test was performed with a t-test with hypothesis H_a in the hearing if interest read class experiment was better than class control. The difference test results for the two averages can be seen in the table below.

Table 11. Difference Test Two Averages

Class	Average (X)	Standard Deviation (S)	Number of Students (N)	Variance (2)
Experiment	43.73	5,661	26	32,045
Control	34.96	5,847	27	34,191

Based on calculation of data obtained average interest value read class experiment of 43.73 and the class average control of 34.96, with $n_1 = 26$ and $n_2 = 27$, t count = 5.548 with level significant 5% and $dk = 26+27-2 = 51$, then obtained t table 1.675. Criteria tester is H accepted if t count $>$ t table. So that can concluded that after given different treatment show interest read student class experiment more tall from class control.

B. Discussion

Before conducting the research, the researcher prepared instruments that were tested for student Class IV of SDN 19 Rantau Selatan Regency Labuhan Batu year 2025-2026 learning. The trial results instrument was tested for validity and reliability. A trial instrument was used to select the valid and reliable items. Invalid and unreliable questions discarded, and valid and reliable data used for measure use of comic media and interests read student student Class IV of SDN 19 Rantau Selatan Regency Labuhan Batu year 2025-2026 learning.

Learning in class control uses conventional learning with book media students and LKS, while classroom learning experiments involve the use of digital comic media (Shopia et al., 2025).

At the end learning, researchers spread questionnaire media use and interests read students in class control and class experiment For measure use of learning media and interests read student eye Indonesian language lessons. Based on the analysis questionnaire, students' use of learning media and interests read class experiments taller than class control. The average values of the questionnaires interest read class experiment namely 44.54 and 43.73, respectively. Meanwhile average response value use of learning media and questionnaires interest read class control namely 34.44 and 34.59 (Daulay & Daulay, 2025).

After completing the analysis questionnaire, students' use of learning media and questionnaires interest read student Class IV of SDN 19 Rantau Selatan Regency Labuhan Batu year 2025-2026 learning conducted data prerequisite tests using mark questionnaire interest read student class experiments and class control, using the normality test. Based on the normality test, class experiments and classes are normally distributed, because the results L count $<$ L table.

Based on hypothesis testing through the equation test two average obtained average interest rate read student class experiment of 43.73 and the average interest read class control of 34.96, with $n_1 = 26$ and $n_2 = 27$, t count = 5.548 with level significant 5% and $dk = 26+27-2 = 51$, then obtained t table 1.675. The results show t count $>$ t table so can known that with using digital comic media of interest read class experiment more tall from class control.

IV. CONCLUSIONS

Based on results research and discussion that has been described about influence the use of digital comic media for interest reading in eye Indonesian language lessons, student Class IV of SDN 19 Rantau Selatan Regency Labuhan Batu year learning 2025-2026 shows that the use of learning media influences digital comics to interest read student class IV. This matter was proven based on the analysis questionnaire response to student use of learning media, class experiment using digital comic media has an average value that is more tall than class control using book media packages, namely 44.54 and 34.44. Based on the hypothesis test results using the t-test interest read class experiments and class control, a mark t count of 5.548 and t table with a significance level of 5% was 1.675. The results of the hypothesis test show that t count $>$ t table; thus, the proposed hypothesis is accepted. Based on hypothesis testing, it can be concluded that the use of digital comic media influences students' interest in reading Indonesian language lessons for class IV at SDN 19 Rantau Selatan Regency Labuhan Batu year learning 2025-2026. Thus, this research is beneficial for researchers, especially for students and teachers at SDN 19 Rantau Selatan Regency Labuhan Batu year 2025-2026 learning, as well as for readers.

Funding Statement

"No external funding was received for this study."

Ethical Compliance

All procedures performed in this study involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

Data Access Statement

No datasets were generated or analyzed during the current study

Conflict of Interest Declaration

The authors declare that they have no affiliations with or involvement in any organization or entity with any financial interest in the subject matter or materials discussed in this manuscript.

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