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KIPIN SCHOOL *DIGITAL LEARNING*: SOLUTIONS TO INCREASE STUDENTS' READING INTEREST AND MOTIVATION

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Abstract

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This research is motivated by the low interest in reading among students in Riau Province, which demands the active role of all stakeholders in improving the quality of human resources, especially in the field of Education, one of which is collaboration with the government through digital literacy programs. One of them is the use of digital libraries such as the Kipin School application developed by the government to support reading interest and digital literacy. The purpose of this study is to describe and analyze the increase in students' reading interest and learning motivation through the use of the Kipin School at SMK Muhammadiyah Pekanbaru. The research method used is pre-experiment, with the aim of obtaining accurate data through the implementation of direct experiments on the research object. The results of the study showed that the use of Kipin School had a positive effect on students' reading interest and learning motivation. The results of the Paired Sample Test showed an increase in the average reading interest score from 59.71 (pretest) to 65.08 (posttest). This increase proved to be statistically significant, with a significance value of 0.000 (< 0.05) and a positive correlation of 0.736. Similarly, students' motivation to learn also improved, with the average score increasing from 57.32 to 63.28 after the intervention. The significance value of 0.000 (< 0.05) and the correlation of 0.823 confirm that the influence of Kipin School on learning motivation is very strong and this study concludes that digital learning through Kipin School is effective in increasing reading interest and learning motivation, so that it has the potential to be a solution in fostering a literacy culture among students. By implication, schools can use Kipin School as a modern learning tool to foster reading habits and integrate them into more interactive teaching strategies, and become a reference in the development of more advanced digital literacy programs.

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INTRODUCTION

Education is a learning process that is carried out in providing knowledge to students who can make a positive contribution to the development of resources and is expected to bring beneficial changes for the development of the nation's life in the future, including increasing social sensitivity in the surrounding environment obtained through educational (Florida et al., 2012; Liu & Qin, 2010; Sari, 2017) programs. Education programs in Indonesia are more applied in the form of reading activities that lead to a person's reading ability because a good person who is cultured in him, the level of success and chances of success in his life will be better. Reading is an ability that is an important factor in daily life such as speaking and writing (Megantara & Abdul Wachid BS., 2021; Pujiati et al., 2022; Rohman, 2017; Syahidin, 2020)

The development of the world today requires the ability to read because it has a very important influence, namely as a window of information for society and the digital world. A person can find various new information and experiences can be obtained from reading activities and the knowledge he gains can be used as a means to change the view of the mindset for the better. But in reality, it shows that the reading interest of the Indonesian people is very low. And this is shown by the high number of illiterate Indonesian people or people who cannot read. The results of Unesco research show that in 2022 Indonesia ranks second from the bottom in terms of world literacy, meaning that Indonesia's interest in reading is very low, the data shows that only 1 in 1,000 people or 0.001% are diligent in reading and the national average score shows 55.74%. This result is also in accordance with the results of the research of the Riau Province Cultural Study Team showing that Riau Province is included in the medium category and is at 55.20% and this is the task of special educational institutions for higher education in Riau Province. The research also stated that the interest in reading among students is still low and also students are lazy to go to the library and the lack of provision of reading facilities and students are more dominant in playing games (Budiantoro, 2021; Pranowo, 2018; Rohmah & Karim, 2022; Sudiana Nyoman, 2020). Institute of Education and Technology 'Aisyiyah Riau as a university in Riau Province is expected to be a promoter of education and human resource development that assists the government's task in increasing reading interest that can be applied in the form of the use of digital learning.

The results of the study suggest that digital learning based on literacy cloud has a significant impact on increasing students' interest in reading. The use of digital books can also arouse interest in reading among students When they find interesting books that contain the knowledge contained in the book, that way they will be more diligent and trained. In addition, smartboard-based digital learning (Alifia Bilqish et al., 2023; Islami et al., 2024) can also significantly improve students' reading ability and arouse student enthusiasm during learning. Digital learning media based on (Nurkhofifah, 2022) *digital comics* is able to increase students' interest in reading, because comic-based digital learning has an attractive appearance, with students not feeling bored. Flashcard-based digital learning media (Aditya et al., 2023) can also improve students' reading skills because the learning presentation is very interesting so that it arouses students' enthusiasm to learn (Maronta et al., 2023).

Apart from students' reading interests, student motivation also needs to be considered because it is a very important aspect in the learning process (Lestari, 2018). Learning

motivation is the encouragement that arises from within students who are aware or not to carry out activities in achieving learning goals. Students who have a motivation to learn will have perseverance in the learning process (Restu, 2020). Motivation is a change in energy that comes from within a person to achieve a certain goal, this motivation is the will that encourages activities and provides a direction that is stimulated from within or outside of himself (Hamzah B. Uno, 2021). The motivation to learn that comes from outside the students is the existence of interesting learning, namely digital learning. The concept of combined technology where learning is said to be digital technology-based learning, concocting teaching materials in learning with digital technology can be more interesting and provide motivation to learn because it is more interesting and not monotonous so that changes in learning behavior can be better. One of the digital learning is the (Muhasim, 2017). *Kipin School Application media*. The *Kipin School application* is an application issued by the Ministry of Education and Culture which is intended for fun digital-based schools that contain learning libraries that contain books, videos, *tryouts*, and literacy as learning media. The existence of *Kipin School* is important in learning activities that help teachers and increase student motivation (Putri et al., 2024). The attractive appearance of *Kipin School* will be able to arouse students' enthusiasm for learning which is expected to be overcome by learning motivation.

The results of the research on Kipin School-based digital learning show that there is an increase in student learning motivation (Putri et al., 2024), besides the need for assistance in the need for the Kipin School application in learning due to the lack of printed books, with the use of *the Kipin School* application student motivation in understanding learning materials is maintained (Timur et al., 2023). The research also stated that schools, parents feel helped by the *Kipin School* Application because it makes students like learning (Afrianti Desi & Mulyadi Jendri, 2022). The research also stated that the Kipin School 4.0-Based Learning Model is very helpful in process learning in this 4.0 era so that teachers can more easily convey the material that is already in the Kipin school 4.0 application (Malik et al., 2023a). The results of the study also suggest that the use of *Kipin School* can increase students' exploratory power, as well as the active role and participation of students with their peers competitively in learning. So that learning in the classroom becomes more active and creative, interesting and not boring, so that it will motivate students in learning (Susiyanto Deris, 2021).

METHOD(S)

The method used in this study is the True-Experimental method which is a method to obtain accurate data from the data to be studied, namely by conducting direct experiments on the object being studied. This research was carried out using an experimental class. The research design used is One Group Pretest-Posttest (Initial Test-Final Test in the same group), where the sample group is given treatment but the initial ability of the sample is known first through a pretest. After the treatment is given, the results of the study are observed by giving a posttest. The Research Design is as follows (Sugiyono, 2015)

Research Design

Table 1

Research design

Group	Pretest	Treatment	Posttest
Experimental Classes	O1	X1	O2

Note.

O1: Initial Test of Reading Interest and Learning Motivation Experimental Classroom

O2: Final Test of Reading Interest and Learning Motivation Experimental Class

X1: Kipin School's Digital Learning Treat

Data Analysis Techniques

The results of Kipin School's digital learning treatment of students' reading interest and learning motivation will be processed using SPSS v 24 using Validity and Reliability and the difference test between the Experimental class and the Control Class.

FINDINGS AND DISCUSSION

The results of the research that has been carried out at SMK Muhammadiyah Pekanbaru will be presented as follows:

Validity Test

The validity and reliability test of the research instrument on the variables of Reading Interest (Y1) and Learning Motivation (Y2) Validation in this study was carried out with the SPSS Version 25 program. The results showed that the questionnaire on reading interest (Y1) obtained an average score of 65.08. Meanwhile, the questionnaire on Learning Motivation received an average score of 63.28. The results of the validity test showed that of the 15 parts of the Reading Interest questionnaire questions, 14 were declared valid and 2 were declared invalid.

Table 2

Validity Test

Grain	Correlation	Sig 2 Tailed	Information
Y1.1	0.786	0.0000	Valid
Y1.2	0.905	0.0000	Valid
Y1.3	0.795	0.0000	Valid
Y1.4	0.767	0.0000	Valid
Y1.5	0.808	0.0000	Valid
Y1.6	0.778	0.0000	Valid
Y1.7	0.807	0.0000	Valid
Y1.8	0.753	0.0000	Valid

Y1.9	0.876	0.0000	Valid
Y1.10	0.808	0.0000	Valid
Y1.11	0.764	0.0000	Valid
Y1.12	0.705	0.0000	Valid
Y1.13	0.839	0.0000	Valid
Y1.14	0.778	0.0000	Valid
Y1.15	0.816	0.0000	Valid
Y2.1	0.716	0.0000	Valid
Y2.2	0.747	0.0000	Valid
Y2.3	0.775	0.0000	Valid
Y2.4	0.843	0.0000	Valid
Y2.5	0.821	0.0000	Valid
Y2.6	0.782	0.0000	Valid
Y2.7	0.794	0.0612	Invalid
Y2.8	0.758	0.0000	Valid
Y2.9	0.768	0.0000	Valid
Y2.10	0.775	0.0000	Valid
Y2.11	0.776	0.0000	Valid
Y2.12	0.745	0.0000	Valid
Y2.13	0.767	0.0000	Valid
Y2.14	0.874	0.0000	Valid
Y2.15	0.743	0.0000	Valid
Y2.16	0.853	0.0640	Invalid

Source: SPSS Processed Data (2025)

The results of the validity test of the reading interest instrument stated that each item had a good and significant correlation to the total score. This indicates that all items are able to measure the construct of students' reading interest effectively. The high level of validity of all items also strengthens reliability and increases confidence in the data obtained through this instrument. These findings are an important foundation to affirm that the instrument used is really relevant and appropriate in measuring the aspect being studied, namely reading interest.

Meanwhile, the results of the validity test of the learning motivation instrument consisting of 16 questions showed that 2 items were declared invalid. The other 14 items are considered valid because they have a larger r-value than the r-table, which is 0.3961. This indicates that most of the questions on the instrument are able to accurately measure the construct of learning motivation. The results of the validity test for the reading interest variable stated that all 15 questionnaire items were declared valid, with a significant correlation value (< 0.05). This proves that each item in the questionnaire can measure constructs, competencies, reading interests, and learning motivation effectively and consistently. This high validity is a strong basis that research instruments are worth using.

Variable Reliability Test

Table 3

Y1 Variable Reliability Test

Cronbach's Alpha	N of Item
.922	15

Source: SPSS Processed Data (2025)

Table 3

Y2 Variable Reliability Test

Cronbach's Alpha	N of Item
.967	16

Source: SPSS Processed Data (2025)

Research findings show that both variables in this study are categorized as reliable. The reading interest variable (Y1) obtained a reliability value of 0.922, while the student learning motivation variable (Y2) obtained a value of 0.967. Both values fall into the highly reliable category, indicating that the instruments used have strong consistency and reliability in measuring each variable. These values, which are above 0.8, suggest that both instruments have very high reliability. This means the instruments are capable of producing consistent results when used repeatedly and are suitable for further research.

Test Paired Sample

Table 4

Paired Sample Statistic

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test of reading interest	59.7174	46	5.99875	.88447
	Post Reading Interest Test	65.0870	46	3.85185	.56792
Pair 2	Pre Test Learning Motivation	57.3261	46	9.10447	1.34238
	Post Test Learning Motivation	63.2826	46	5.67123	.83618

Source: SPSS Processed Data (2025)

From the results of the SPSS processing above, the data above shows that the average reading interest of students with a sample of 46 people is 59.71 Pretest and Posttest is 65.08. Meanwhile, the learning motivation of Pretest students was 57.32 and Posttest was 63.28. The data illustrates that there is an increase in reading interest and learning motivation of students of SMK Muhammadiyah 1 Pekanbaru after the Digital Defense of *Kipin School*.

Correlation Sample Test

Table 4

Correlation Sample Test

		N	Correlation	Sig.
Pair 1	Pre Test Interest in Reading & Post Test Interest in Reading	46	.736	.000
Pair 2	Learning Motivation Pre Test & Learning Motivation Post Test	46	.823	.000

Source: SPSS Processed Data (2025)

From the results of the SPSS processing above, the data above shows that there is a difference between Pretest and Posttest after being given the *Kipin School* Digital Learning treatment. This shows that there is a significant difference in the difference in treatment given in each variable.

T-Test Sample Test

Table 5

Correlation Sample Test

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Reading Essay - A Reading Essay	-5.36957	4.10072	.60462	-6.58733	-4.15180	-8.881	45	.000
Pair 2	Learning Motivation Pre Test - Learning Motivation Post Test	-5.95652	5.48516	.80874	-7.58541	-4.32763	-7.365	45	.000

Source: SPSS Processed Data (2025)

From the results of the SPSS data processing, the data shows that the significance value is 0.000 and the result is less than 0.05 meaning. There is a significant influence on the difference in the number of variables given to each variable.

Discussion

Based on the results of research conducted at SMK Muhammadiyah 1 Pekanbaru regarding the influence of digital learning based on the Kipin School application on students' reading interest and learning motivation, it can be concluded that digital learning using the Kipin School application has been proven to increase students' reading interest by The results of the Paired Sample Test showed an increase in the average reading interest score from 59.71 in the pretest to 65.08 in the posttest. This shows a significant influence, strengthened by a significance value of 0.000 (< 0.05) and a positive correlation of 0.736, besides that student learning motivation has also increased after the implementation of Kipin School based learning. Results The average learning motivation score increased from 57.32 to 63.28 after treatment. A significance value of 0.000 (< 0.05) and a correlation of 0.823 show that the influence of Kipin School on learning motivation is very significant.

The results of the same study also revealed that the use of Kipin School 4.0 had a significant influence on the learning outcomes of PPKn Pancasila values material, with the category of learning outcomes at a moderate level but increasing compared to before the intervention (Pratiwi, 2023). The results of the study also revealed that the quasi-experimental method with an unequal control group in elementary school students revealed that the motivation to learn science using Kipin School 4.0 was significantly higher than the conventional method (independent t-test) (Ferdis Fernando, 2024) In addition, the results of the study show that training for PAUD teachers who use Kipin School improves professional quality and supports the implementation of digital learning at the PAUD level (Afrianti et al., 2023)

The results of the study concluded that digital content at Kipin School is effective in improving the speaking skills and digital literacy of elementary school students through interactive learning media (Novita et al., 2025). The results of the research through a literature review on the implementation of Kipin School 4.0 concluded that the application is very helpful in the implementation of Indonesian learning, increasing student interest and teacher and parent satisfaction (Desi Affianti & Jendri Düsseldorf, 2022). Research also shows that the Kipin School-based learning model is very helpful for teachers in delivering material and makes students more active and motivated in the digital learning process (Malik et al., 2023b).

The results of the same study also revealed that the use of the Kipin School application increased students' learning motivation to the moderate category (N-Gain score ~ 0.34) and learning outcomes also increased to the medium category with an N-Gain of ~ 0.52 (Fatimah Zuhrotu Jannah & Sukma Perdana Prasetya, 2023). The same results also show that with the Kipin School 4.0 application, grade V students get an increase in activity and motivation to study at home; 80% of students can download the app easily and 90% of students find using the app easy and enjoyable (Wafiqoh & Nugraheni, 2022). The same results also revealed that students' reading ability increased significantly: in cycle I, only $\sim 45\%$ of students "completed" the reading test, while in cycle II it was $\sim 80-85\%$ of students (Salsabila et al., 2024). This finding is in line with research that suggests that the Kipin School Application supports the availability of more interactive teaching materials and easier access to materials, thereby supporting the quality of learning in madrasas (Ramadhan et al., 2025).

The results of the study are supported by research results that show that the use of the Problem Based Learning strategy with the Kipin School 4.0 application significantly affects academic outcomes on ecological content and biodiversity (Hidayah et al., 2025). The results

of the same study on vocational school students that focused on improving reading skills showed that in the first cycle the average score was 67.45 (9 out of 20 students completed), increasing to 80.65 in the second cycle (16 students completed). This means that the use of Kipin School increases reading completeness by 35% (Edi, 2024) . In addition, the study also stated that the use of Kipin School e-books was very effective in increasing motivation, from 50% to 93% in the second cycle of classroom action research in grade III elementary school (Putri et al., 2024).

CONCLUSIONS

Based on the results of research conducted at SMK Muhammadiyah 1 Pekanbaru regarding the influence of digital learning based on the Kipin School application on students' reading interest and learning motivation, it can be concluded that digital learning using the Kipin School application has been proven to increase students' reading interest by The results of the Paired Sample Test showed an increase in the average reading interest score from 59.71 in the pretest to 65.08 in the posttest. This shows a significant influence, strengthened by a significance value of 0.000 (< 0.05) and a positive correlation of 0.736, besides that student learning motivation has also increased after the implementation of Kipin School based learning. Results The average learning motivation score increased from 57.32 to 63.28 after treatment. A significance value of 0.000 (< 0.05) and a correlation of 0.823 show that the influence of Kipin School on learning motivation is very significant. The results of this study are in line with the results of other studies that show that the use of Kipin School is able to improve literacy skills, enthusiasm, active participation, and help teachers and parents in the learning process. Overall, Kipin School contributes positively as an interactive and interesting digital learning medium, and can be an alternative solution in overcoming low reading interest and student learning motivation, especially in the vocational secondary education environment in Riau Province.

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Authorship Contribution Statement

All authors contributed to the research process and preparation of this manuscript. Henri Yanto Daulay and Indah Wati Daulay as lecturer members are responsible for the formulation of research ideas and supervision of the entire research process. Aditya Warman and Shifa Khariunnisa as student members played a role in helping with data collection and research administration. Wimbi Apriwanda Nursiwan contributed to the preparation of the manuscript, editing, and refining the manuscript. All authors have read, reviewed, approved the final manuscript, and are responsible for the entire content of this scientific work.

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