

The Influence of Teaching Materials, Reading Literacy, and Achievement Motivation on Learning Outcomes

Lilis Ismayani*, Sumanti, Hariki Fitrah

Ilmu Pendidikan Sosial, Sekolah Pascasarjana, Universitas Almuslim, Bireun,
Indonesia

*lilis.ummie@gmail.com

Abstract

This study aims to analyze the influence of teaching materials, reading literacy, and achievement motivation on the geography learning outcomes of tenth-grade students at SMAN 1 Indrajaya. The research employed a quantitative approach with a descriptive design. A total of 103 students were selected as the sample using Slovin's formula. Data were collected through a Likert-scale questionnaire and analyzed using multiple linear regression. The results indicate that the three variables significantly affect learning outcomes, both simultaneously and partially, with a coefficient of determination of 0.728. Reading literacy has the most dominant influence ($\beta = 0.375$), followed by teaching materials ($\beta = 0.343$) and achievement motivation ($\beta = 0.162$). These findings highlight the critical role of reading literacy as the primary determinant of success in learning geography. This study contributes to existing research by presenting a comprehensive analytical model, emphasizing the need for learning strategies that prioritize literacy, contextual teaching materials, and motivation. The limitation of this study lies in the sample scope, which was restricted to a single school; therefore, further research with a broader sample is recommended.

Keywords: Teaching Materials, Reading Literacy, Achievement Motivation, Learning Outcomes

DOI: [10.20527/jpg.v12i2.23707](https://doi.org/10.20527/jpg.v12i2.23707)

Received: 26 August 2025; **Accepted:** 26 September 2025; **Published:** 28 September 2025

How to cite: Ismayani, L., Sumanti, Fitrah, H. (2025). The Influence of Teaching Materials, Reading Literacy, and Achievement Motivation on Learning Outcomes. *JPG (Jurnal Pendidikan Geografi)*, Vol. 12 No. 2.

<http://dx.doi.org/10.20527/jpg.v12i2.23707>

© 2025 JPG (Jurnal Pendidikan Geografi)

*Corresponding Author

JPG (Jurnal Pendidikan Geografi) is licensed under
a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License



1. Introduction

Education serves as the fundamental foundation for the development of high-quality human resources. In the era of globalization, education is expected to equip

students with competencies relevant to the demands of the 21st century, such as critical thinking, creativity, communication, and collaboration (Ariyanto et al., 2020). However, the reality in the field shows that the quality of education in Indonesia still faces various challenges. One of the crucial issues is the low learning outcomes of students in certain subjects, including geography. Data on the learning outcomes of tenth-grade students at SMAN 1 Indrajaya reveal relatively low average scores, ranging between sixty and seventy-two. This condition indicates the existence of both quantitative issues, in the form of suboptimal academic achievement, and qualitative issues, such as low learning motivation, weak reading literacy, and limited student engagement in the learning process.

Previous studies have made significant contributions in explaining the factors influencing learning outcomes. Nugroho (2020) and Anita (2020) found that conventional, teacher-centered learning tends to make students passive, resulting in learning objectives not being optimally achieved. Aribowo et al. (2023) emphasized that achievement motivation plays an important role in enhancing student learning outcomes. Meanwhile, Oktariani and Ekadiansyah (2020) highlighted the significance of reading literacy, which is closely correlated with concept comprehension, critical thinking, and analytical skills. Other studies have also stressed that varied and contextual teaching materials are capable of increasing learning interest while simultaneously facilitating active student engagement in the learning process (Sarbitinil et al., 2024; Triyanto et al., 2022).

Nevertheless, most previous research has focused on a single dominant factor in isolation. Some studies highlighted the role of motivation, while others emphasized reading literacy or the quality of teaching materials (Aisyah et al., 2023; Soraya et al., 2023). Few studies have integrated these three aspects simultaneously, particularly within the context of geography learning in Indonesia, which is currently implementing the Merdeka Curriculum. In other words, a research gap remains in understanding how teaching materials, reading literacy, and achievement motivation complement each other in improving students' academic performance.

This study aims to address this gap by emphasizing an integrated analysis of the roles of teaching materials, reading literacy, and achievement motivation in geography learning outcomes. The focus is directed at how these three variables can function as complementary determinants in creating more active, meaningful learning experiences aligned with the spirit of the Merdeka Curriculum. Thus, this research not only provides theoretical contributions by enriching the literature on learning outcome determinants but also practical contributions in the form of recommendations for learning strategies relevant to teachers and schools.

Specifically, this study seeks to demonstrate that well-designed teaching materials, adequate reading literacy skills, and high achievement motivation have a significant positive influence on students' geography learning outcomes. The main argument proposed is that improvements in these three aspects can serve as the key to creating a more enjoyable learning atmosphere while sustainably enhancing students' academic achievement. Furthermore, this study considers previous limitations, such as cultural, socioeconomic, and institutional factors that may mediate the relationships among variables, thereby providing a more comprehensive and contextually relevant perspective

for Indonesian education.

2. Method

This study employed a quantitative approach with a descriptive design, aiming to analyze the influence of teaching materials, reading literacy, and achievement motivation on students' geography learning outcomes. This design was selected because it allows for an objective overview of the relationships among variables while providing the opportunity to test hypotheses through statistical analysis, thus offering both descriptive and inferential insights. This approach aligns with Ismawati and Isnawati (2019), who state that quantitative research is used to study specific populations or samples with the objective of testing predetermined hypotheses using statistical methods.

The study population comprised all tenth-grade students of SMAN 1 Indrajaya, totaling 138 individuals. Considering time and resource constraints, a probability sampling technique was employed to randomly select a representative sample. The sample size was determined using Slovin's formula at a 5% margin of error, resulting in 103 respondents. According to Desyandri (2018), the use of a sample ensures research efficiency while adequately representing the characteristics of the population. It is acknowledged that the use of a single school sample may limit the generalizability of the findings, highlighting a need for caution in extending conclusions beyond the studied context.

The research variables consisted of one dependent variable—geography learning outcomes, measured through cognitive, affective, and psychomotor aspects—and three independent variables: teaching materials, reading literacy, and achievement motivation. Learning outcomes, as defined by Rohmaini et al. (2020), refer to observable changes in students' knowledge, attitudes, and skills following the learning process. The teaching materials variable included alignment with the curriculum, material completeness, accuracy of information, content relevance, and quality of visual presentation. Julia and Hayati (2022) emphasized that effective teaching materials should be systematic, relevant to learners' needs, and capable of promoting meaningful learning.

Reading literacy was measured through pre-reading, reading, and post-reading activities. According to Nurhasanah et al. (2023), reading literacy is the ability to comprehend, use, and reflect on written texts to develop knowledge and participate in society. Achievement motivation was operationalized through indicators such as responsibility in learning, drive to excel, ability to face challenges, and determination to achieve success. This aligns with Zulaika et al. (2021), who emphasize the critical role of achievement motivation in encouraging individuals to achieve optimal learning outcomes.

Data were collected using a five-point Likert-scale questionnaire, ranging from "strongly disagree" to "strongly agree." The research instruments were developed based on the indicators of each variable. Validity was assessed using the product-moment correlation technique to ensure each item appropriately measured its intended construct, while reliability was evaluated using Cronbach's Alpha coefficient. Results indicated adequate validity and high reliability, with alpha values exceeding 0.70. According to Binasdevi (2021), a reliability coefficient of at least 0.70 is acceptable, indicating the instruments are dependable. For increased transparency, item-level examples and factor loadings could be presented in future studies to further strengthen measurement validity.

The data were analyzed using SPSS version 22. Descriptive statistics summarized the characteristics of the data, including mean, median, mode, standard deviation, and percentage distribution of responses. Inferential statistics were conducted through multiple linear regression analysis to examine the influence of independent variables on the dependent variable. Prior to regression, data were tested for normality using the Kolmogorov-Smirnov test, for homogeneity using Levene's test, and for multicollinearity using the Variance Inflation Factor (VIF). Subsequently, the t-test assessed the partial influence of each independent variable, while the F-test evaluated the simultaneous influence of all independent variables. The contribution of teaching materials, reading literacy, and achievement motivation to learning outcomes was measured using the coefficient of determination (R^2).

Overall, this methodology was systematically designed to provide empirical evidence regarding the extent to which key learning factors—specifically teaching materials, reading literacy, and achievement motivation—affect geography learning outcomes among high school students. While this approach provides robust statistical insights, it is acknowledged that a longitudinal or experimental design in future studies could better establish causal relationships and enhance external validity.

3. Result and Discussion

A. Research Findings

The classical assumption tests indicated that the research data met the requirements for further analysis. The normality test using the Kolmogorov-Smirnov method produced a significance value of 0.071, which was greater than 0.05, indicating that the data were normally distributed and suitable for regression analysis. The heteroscedasticity test using the Glejser method showed that all variables had significance values above 0.05, suggesting homoscedasticity in the data. Meanwhile, the multicollinearity test results indicated tolerance values greater than 0.10 and VIF values below 10, demonstrating that multicollinearity was not a concern. Therefore, the regression model used in this study was deemed appropriate.

Multiple linear regression analysis was conducted to determine the influence of teaching materials, reading literacy, and achievement motivation on students' geography learning outcomes. The analysis revealed a strong relationship between the three independent variables and the dependent variable, as evidenced by a correlation coefficient (R) of 0.853 and a coefficient of determination (R^2) of 0.728. This indicates that 72.8% of the variance in students' learning outcomes can be explained by teaching materials, reading literacy, and achievement motivation, while the remaining 27.2% is likely influenced by other factors not examined in this study, such as digital media use, teacher quality, or socioeconomic conditions.

Table 1. Results of the Coefficient of Determination Test

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.853	0.728	0.718	2.914

The simultaneous test (F-test) revealed that the three independent variables jointly had a significant effect on students' learning outcomes. The calculated F-value was 88.221, with a significance level of 0.000, which is less than 0.05, confirming that the three factors collectively contribute to the improvement of learning outcomes in a statistically significant manner.

Table 2. Results of the Simultaneous Test (F-test)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2256.739	3	752.246	88.221	0.000
Residual	842.897	99	8.515		
Total	3099.636	102			

The partial test (t-test) showed that all independent variables significantly affected students' learning outcomes. Teaching materials contributed positively, with a regression coefficient of 0.343 and a significance value of 0.000. Reading literacy demonstrated the most dominant influence, with a regression coefficient of 0.375 and a significance value of 0.000. Meanwhile, achievement motivation also had a positive effect, with a regression coefficient of 0.162 and a significance value of 0.016. These findings suggest that while all three factors are important, interventions aimed at improving reading literacy may yield the greatest impact on student achievement.

Table 3. Results of the Partial Test (t-test)

Variable	Regression Coefficient	t-value	Sig.
Teaching Materials	0.343	4.527	0.000
Reading Literacy	0.375	5.886	0.000
Achievement Motivation	0.162	2.445	0.016

Overall, the results confirm that teaching materials, reading literacy, and achievement motivation significantly influence students' geography learning outcomes, both simultaneously and partially. Among these factors, reading literacy is the most dominant, emphasizing the need for prioritized strategies to enhance students' literacy skills. Supported by high-quality teaching materials and strong achievement motivation, students' learning outcomes can be sustainably improved. These findings also highlight potential areas for future research, including the examination of other contextual or socio-economic variables that may mediate or moderate these relationships.

B. Discussion

The study findings demonstrated that teaching materials, reading literacy, and achievement motivation significantly influenced students' geography learning outcomes, both simultaneously and partially. These results align with Hidayat et al. (2020) and Habsy et al. (2023), who, within the constructivist learning framework, emphasize that knowledge is constructed through active student engagement in the learning process. This is consistent with Piaget's constructivist theory, which highlights that learning occurs when students actively interact with their environment and construct knowledge through experience. Well-structured teaching materials serve as the primary resource to facilitate conceptual understanding, while reading literacy functions as a critical skill that enables students to access, comprehend, and critically interpret information (Violla & Fernandes,

2021). Meanwhile, achievement motivation acts as an internal driver that determines the extent to which students are willing to exert effort to achieve optimal results, as emphasized by McClelland's achievement motivation theory.

Quantitatively, the coefficient of determination of 72.8% illustrates the substantial contribution of the three independent variables to variations in students' learning outcomes. This reinforces the perspective of Irsyad et al. (2022) that academic success is not solely determined by cognitive factors, but also by the preparedness of learning instruments and students' psychological readiness. Within this framework, reading literacy proved to be the most dominant factor among the three variables. This finding supports prior educational research emphasizing that literacy skills form the foundation of academic achievement, particularly in subjects requiring strong analytical abilities, such as geography (Supeno & Suseno, 2020). UNESCO (2017) underscores that literacy encompasses more than reading and writing; it involves critical thinking and the application of knowledge in real-world contexts.

Compared to earlier studies that focused only on the influence of achievement motivation on academic performance, this study provides a novel contribution by presenting a comprehensive analysis of the simultaneous roles of teaching materials, reading literacy, and achievement motivation. The novelty of this research lies in integrating these three variables into a single analytical model, thereby addressing the limitations of previous studies that examined variables in isolation. This holistic perspective strengthens the theoretical framework of geography education by recognizing the synergy among learning instruments, cognitive literacy skills, and affective motivation.

The partial test results also demonstrated that teaching materials had a significant positive effect on learning outcomes. This underscores the importance of designing teaching materials that are relevant, contextual, and tailored to students' needs. According to Saryanto et al. (2020), within content-based learning theory, the quality of teaching materials serves as a strategic tool for facilitating students' construction of new knowledge. Poorly designed materials may hinder students' ability to grasp concepts effectively, whereas well-developed materials enhance both comprehension and retention. Within the framework of the Merdeka Curriculum, the development of adaptive and student-centered teaching materials is crucial for achieving the competencies outlined in the Profile of Pancasila Students.

Furthermore, Biatun (2020) emphasized that although the contribution of achievement motivation was relatively lower, it remained significant, suggesting that affective factors should not be overlooked in the learning process. Highly motivated students are more persistent in facing difficulties, more proactive in engaging with materials, and more likely to achieve better learning outcomes. Thus, motivation functions as a reinforcing factor that sustains students' efforts when dealing with challenging geography topics. McClelland (1987) also highlighted that students with strong achievement motivation are more likely to set goals, persist through challenges, and show resilience in learning.

These findings carry important practical implications for developing geography learning strategies in schools. Enhancing reading literacy skills must be prioritized, both through the provision of information-rich teaching materials and instructional strategies

that cultivate students' critical thinking abilities. Teachers can design activities such as text summarization, map interpretation, spatial data analysis, and project-based tasks to strengthen literacy skills within the geography context. Moreover, integrating digital resources and online reading platforms can enhance students' engagement with texts and support independent learning.

Additionally, as noted by Amiruddin & Fahmi (2022), teachers should foster achievement motivation by providing recognition, challenges, and supportive learning environments. Positive reinforcement, constructive feedback, and opportunities for students to express their ideas are crucial in shaping motivation. Teachers may also implement gamification, peer collaboration, and inquiry-based learning as strategies to maintain students' enthusiasm and persistence. When students feel both valued and challenged, their willingness to engage more deeply in the learning process significantly increases.

From a theoretical perspective, this research contributes to the knowledge base of geography education by demonstrating the interconnection between cognitive factors, affective factors, and learning instruments. The findings confirm that the effectiveness of the learning process cannot be measured solely by the availability of teaching materials or the level of motivation, but rather by the synergy among these factors. This aligns with systems thinking, which posits that educational outcomes are shaped by interactions among multiple components rather than isolated variables.

This study also provides valuable insights for policymakers in designing curriculum interventions. According to Sukijan et al. (2024), literacy improvement programs should not be separated from efforts to develop teaching materials and motivational strategies. Integrated interventions ensure that improvements in one aspect reinforce progress in others, leading to sustainable learning outcomes. For example, literacy enhancement programs can be incorporated into the geography curriculum through project-based learning that emphasizes exploration, analysis, and synthesis of geographic phenomena.

In summary, the findings confirm that improving students' geography learning outcomes requires a balanced focus on teaching materials, reading literacy, and achievement motivation. Each factor plays a distinct but interrelated role in shaping student success. Therefore, teachers, schools, and policymakers should adopt comprehensive strategies that integrate these three aspects into the learning process. Through such an integrated approach, geography education can better equip students with the knowledge, skills, and dispositions necessary to meet the demands of 21st-century learning.

4. Conclusion

This study found that reading literacy, teaching materials, and achievement motivation significantly influence students' geography learning outcomes. The key finding revealed that reading literacy exerts a greater impact than previously anticipated, even surpassing the contributions of teaching materials and achievement motivation. This challenges the long-standing assumption that tends to place motivation as the dominant factor, while simultaneously opening new discussions on the importance of strengthening literacy as the fundamental foundation of academic success, particularly in subjects requiring high analytical skills, such as geography.

From a scientific contribution perspective, this study reinforces previous research

highlighting the importance of reading literacy, while addressing the limitations of earlier studies that focused on a single factor in isolation. This article presents a comprehensive analysis by integrating three variables—teaching materials, reading literacy, and achievement motivation—into a single regression model, thereby providing a more holistic understanding of the determinants of learning outcomes. Thus, this study enriches academic discourse while offering practical contributions for the development of learning strategies aligned with the Merdeka Curriculum.

The practical implications of these findings are highly relevant for teachers and schools. Reading literacy should be prioritized in the geography learning process through the provision of information-rich teaching materials, activities that develop critical thinking skills, and the integration of various contextual reading sources. Teachers also need to ensure that teaching materials are adaptive, relevant to students' needs, and capable of connecting abstract concepts with real-world phenomena. Moreover, strategies to sustain achievement motivation remain essential, such as providing constructive feedback, offering appropriate challenges, and creating a supportive learning environment.

Despite these contributions, the study has limitations. The sample was limited to tenth-grade students from a single school, reducing the generalizability of the findings. Furthermore, the study focused solely on three variables, while many other factors may influence geography learning outcomes, such as family support, socioeconomic background, gender differences, and the use of technology in learning.

Based on these limitations, future research is recommended to involve larger and more diverse samples from schools with different characteristics. Subsequent studies may also incorporate additional variables, such as the role of the social environment, the use of digital media, and project-based learning strategies, to provide a more comprehensive picture of the determinants of geography learning outcomes. By doing so, future research can offer a stronger foundation for both educational policy development and instructional practices.

Overall, this study reaffirms that reading literacy is a more dominant factor than teaching materials and achievement motivation in determining geography learning outcomes. Nevertheless, the three variables remain complementary and must be managed in balance within learning practices. By focusing on literacy enhancement, the provision of high-quality teaching materials, and the creation of a motivating learning climate, geography education in schools can be made more effective in equipping students to face both academic challenges and real-life situations.

5. Acknowledgment

The author would like to express the highest gratitude to Almighty God for His blessings, guidance, and strength, which have enabled the successful completion of this research. Sincere appreciation is extended to the academic supervisors, Dr. Sumanti, M.Pd., and Dr. Hariki Fitrah, M.Pd., for their invaluable guidance, constructive advice, and meaningful contributions throughout the process of this study. The author also wishes to thank the teachers and Grade X students of SMAN 1 Indrajaya for their willingness to

participate and provide support during the implementation of this research, which was essential in obtaining the necessary data. Furthermore, heartfelt thanks are conveyed to family and friends for their prayers, encouragement, and continuous motivation. It is the author's hope that this research will contribute positively to the development of geography education and serve as a valuable reference for future studies in the field of learning strategies.

6. References

- Aisyah, Z. S., Makrifah, I. A., Saifudin, A., & Mubarak, T. A. (2023). Relationship between Learning Motivation and Students' Learning Achievements in English Education Study Program at Nahdlatul Ulama University of Blitar. *Briliant: Jurnal Riset Dan Konseptual*, 8(3), 576. <https://doi.org/10.28926/briliant.v8i3.1312>
- Amiruddin, & Fahmi, Z. (2022). Peran Guru Sebagai Motivator Dan Pengaruhnya Terhadap Hasil Belajar Siswa. *Jurnal Al-Fikrah*, 11(1), 29–44. <https://doi.org/10.54621/jiaf.v11i1.259>
- Anita, F. D. (2020). Penerapan Pendekatan Realistic Mathematics Education (Rme) Melalui Perangkat Pembelajaran Terhadap Motivasi Belajar Matematika Siswa. *Jurnal PEKA (Pendidikan Matematika)*, 3(2), 54–59. <https://doi.org/10.37150/jp.v3i2.787>
- Aribowo, N. S., Nurkolis, N., & Haryati, T. (2023). Pengaruh Tunjangan Kerja Dan Ke Puasan Kerja Terhadap Motivasi Berprestasi Guru SMK Swasta Di Kecamatan Batang. *Jurnal Manajemen Pendidikan (JMP)*, 11(3). <https://doi.org/10.26877/jmp.v11i3.14856>
- Ariyanto, S. R., Lestari, I. W. P., Hasanah, S. U., Rahmah, L., & Purwanto, D. V. (2020). Problem Based Learning dan Argumentation Sebagai Solusi dalam Meningkatkan Kemampuan Berpikir Kritis Siswa SMK. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 6(2), 197. <https://doi.org/10.33394/jk.v6i2.2522>
- Biatun, N. (2020). Pengaruh Motivasi Belajar terhadap Prestasi Belajar PAI di MIN 3 Bantul. *Jurnal Pendidikan Madrasah*, 5(2), 253–258. <https://doi.org/10.14421/jpm.2020.52-11>
- Binasdevi, M. (2021). Hubungan Kegiatan Literasi Sekolah Dan Motivasi Belajar Melalui Mediasi Kemampuan Berpikir Kritis Dengan Prestasi Belajar Matematika Siswa Pendidikan Dasar. *MUBTADI: Jurnal Pendidikan Ibtidaiyah*, 3(1), 70–82. <https://doi.org/10.19105/mubtadi.v3i1.4793>
- Desyandri, D. (2018). Nilai-Nilai Kearifan Lokal untuk Menumbuhkembangkan Literasi Budaya di Sekolah Dasar. *Sekolah Dasar: Kajian Teori Dan Praktik Pendidikan*, 27(1), 1–9. <https://doi.org/10.17977/um009v27i12018p001>
- Habsy, B. A., Zakirah, A., Rahmah, M. A., & Nafisah, C. A. (2023). Implementasi Teori Kognitif dan Konstruktivisme dalam Pembelajaran bagi Peserta Didik. *TSAQOFAH*, 4(1), 326–342. <https://doi.org/10.58578/tsaqofah.v4i1.2182>
- Hidayat, D. W., Satiti, E. M., & Widiyatmoko, W. (2020). Implementasi Teori Belajar Konstruktivistik Dalam Pembelajaran IPS Untuk Meningkatkan Prestasi Belajar

- Siswa Di SMP Muhammadiyah 4 Sambu. *Buletin Literasi Budaya Sekolah*, 2(2), 169–174. <https://doi.org/10.23917/blbs.v2i2.12846>
- Irsyad, N., Damayanti, N., Arrizky, N. M., Za'idah, K., & Faridah, R. 'Afifah N. (2022). Pengaruh Kepercayaan Diri, Motivasi Dan Literasi Terhadap Prestasi Akademik Mahasiswa UMS Masa Pandemi Covid-19. *Inteligensi : Jurnal Ilmu Pendidikan*, 4(2), 77–82. <https://doi.org/10.33366/ilg.v4i2.2829>
- Ismawati, P., & Iisnawati, I. (2019). Pengaruh Sentra Bahan Alam Terhadap Kemampuan Sains Anak Pada Kelompok B Ra Roudlotul Mujtahidin Jrambe Kecamatan Dlanggu Kabupaten Mojokerto. *JCE (Journal of Childhood Education)*, 2(1). <https://doi.org/10.30736/jce.v1i2.17>
- Julia, A. P., & Hayati, F. (2022). Pengaruh Motivasi Terhadap Hasil Dan Prestasi Belajar Mahasiswa. *JAS-PT (Jurnal Analisis Sistem Pendidikan Tinggi Indonesia)*, 6(2), 117. <https://doi.org/10.36339/jaspt.v6i2.720>
- Michael, D., & Kyriakides, L. (2023). Mediating effects of motivation and socioeconomic status on reading achievement: A secondary analysis of PISA 2018. *Large-Scale Assessments in Education*, 11(1), 31. <https://doi.org/10.1186/s40536-023-00181-9>
- Nugroho, S. (2020). Increase Participants Motivation to Learn Students Through Interactive Media on PPKN in SDN Daleman Kidul 1. *Social, Humanities, and Educational Studies (SHEs): Conference Series*, 3(3), 1320. <https://doi.org/10.20961/shes.v3i3.46665>
- Nurhasanah, S., Najib, M., & Ruknan. (2023). The Influence of Literacy Culture on Reading Interest of Elementary School Students. In P. Hartanto & J. Suprapmanto (Eds.), *Proceedings of the International Conference on Education, Humanities, Social Science (ICEHoS 2022)* (Vol. 763, pp. 403–409). Atlantis Press SARL. https://doi.org/10.2991/978-2-38476-088-6_43
- Oktariani, O., & Ekadiansyah, E. (2020). Peran Literasi dalam Pengembangan Kemampuan Berpikir Kritis. *Jurnal Penelitian Pendidikan, Psikologi Dan Kesehatan (J-P3K)*, 1(1), 23–33. <https://doi.org/10.51849/j-p3k.v1i1.11>
- Rohmaini, L., Netriwati, N., Komarudin, K., Nendra, F., & Qiftiyah, M. (2020). Pengembangan Modul Pembelajaran Matematika Berbasis Etnomatematika Berbantuan Wingeom Berdasarkan Langkah Borg And Gall. *Teorema: Teori Dan Riset Matematika*, 5(2), 176. <https://doi.org/10.25157/teorema.v5i2.3649>
- Sarbaitinil, Muzakkir, Muhammad Yasin, Irfan Sepria Baresi, & Muhammadong. (2024). Menumbuhkan Minat Belajar Siswa melalui Metode Pembelajaran Kreatif. *Journal of International Multidisciplinary Research*, 2(2), 367–379. <https://doi.org/10.62504/JIMR75xf4w76>
- Saryanto, S., Budiningsih, A., Usman, H., Alfina, A., & Anwar, R. N. (2020). Strategy and Learning Motivation of Students in Education Management Major. *Universal Journal of Educational Research*, 8(11), 5178–5182. <https://doi.org/10.13189/ujer.2020.081117>
- Soraya, S. M., Kurjono, K., & Purnamasari, I. (2023). Pengaruh Literasi Digital Siswa Terhadap Hasil Belajar Siswa Dengan Motivasi Belajar sebagai Variabel

- Moderator. *Jurnal Educatio FKIP UNMA*, 9(2), 681–687.
<https://doi.org/10.31949/educatio.v9i2.4537>
- Sukijan, A., Simega, B., & Tanduk, R. (2024). Strategi Guru dalam Meningkatkan Kemampuan Membaca Permulaan pada Siswa Kelas Rendah SD Negeri 004 Bulu Kabupaten Mamasa. *Indonesian Research Journal on Education*, 4(3), 588–594.
<https://doi.org/10.31004/irje.v4i3.850>
- Supeno, S., & Suseno, I. (2020). Penerapan Teknik JIGSAW untuk Meningkatkan Keterampilan Memahami Bacaan Bahasa Inggris Dengan Memperhatikan Sikap Berbahasa Siswa. *DEIKSIS*, 12(01), 106.
<https://doi.org/10.30998/deiksis.v12i01.4890>
- Triyanto, A., Istiqomah, I., & Arigiyati, T. A. (2022). The Learning Process with Contextual Approach to Improve Students' Motivation and Mathematics Learning Achievement. *Journal of Instructional Mathematics*, 3(1), 26–35.
<https://doi.org/10.37640/jim.v3i1.1043>
- Violla, R., & Fernandes, R. (2021). Efektivitas Media Pembelajaran E-Booklet Dalam Pembelajaran Daring Untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran Sosiologi. *Jurnal Sikola: Jurnal Kajian Pendidikan Dan Pembelajaran*, 3(1), 13–23. <https://doi.org/10.24036/sikola.v3i1.144>
- Zulaika, Z., Fitria, H., & Eddy, S. (2021). The relationship between learning outcomes and motivation for learning to write using indonesian against student management. *JPGI (Jurnal Penelitian Guru Indonesia)*, 6(1), 200.
<https://doi.org/10.29210/021026jpgi0005>