



## Utilization of the Anyflip Digital Library in Reading Comprehension Learning

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### ABSTRACT

This study aims to describe: 1) the procedures for utilizing the Anyflip digital library in reading comprehension learning; 2) the reading comprehension learning outcomes through the utilization of the Anyflip digital library; and 3) the factors influencing students' reading comprehension outcomes. This study was conducted at MTs. Negeri 2 Bolaang Mongondow Selatan during eight-grade students, with a sample of one class year. The population consisted techniques included observation, interview, and document analysis. The instruments of the study consisted of observation sheet, reading comprehension test question, and interview guideline. The reading comprehension assessment referred to the PIRLS indicators, which cover aspects such as locating explicit information, drawing inferences, integrating ideas, and evaluating content. Data were analyzed using a descriptive qualitative approach. The findings show that: 1) the procedure for utilizing the Anyflip digital library was carried out in three stages; 5 initial activities, 3 core activities of the preparation stage, implementation stage, and evaluation stage, as well as 3 closing activities; 2) the average student reading comprehension scores were 79,54 in the first activity, 80,45 in the second activity, and 80,79 in the third activity; and 3) the factors influencing learning outcomes included students' prior abilities, text difficulty levels, infrastructure, internet access, and teacher assistance during the digital learning process.

*Keywords: anyflip, digital library, reading comprehension*

## Penggunaan Perpustakaan Digital Anyflip dalam Pembelajaran Membaca Pemahaman

### ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan: 1) prosedur penggunaan perpustakaan digital Anyflip dalam pembelajaran membaca pemahaman; 2) hasil belajar membaca pemahaman siswa dengan menggunakan perpustakaan digital Anyflip; 3) dan faktor-faktor yang memengaruhi hasil belajar membaca pemahaman siswa. Penelitian ini dilaksanakan di MTs. Negeri 2 Bolaang Mongondow Selatan pada semester genap tahun pelajaran 2023/2024. Populasi penelitian adalah seluruh siswa kelas VIII, sedangkan sampel penelitian adalah satu kelas berjumlah 22 siswa. Teknik pengumpulan data menggunakan observasi, wawancara, dan dokumen. Instrumen penelitian berupa lembar observasi, soal tes membaca pemahaman, dan pedoman wawancara. Penilaian membaca pemahaman mengacu pada indikator PIRLS yang mencakup aspek menelusuri informasi eksplisit, menarik kesimpulan, mengintegrasikan ide, dan mengevaluasi konten. Data dianalisis secara deskriptif kualitatif. Hasil penelitian menunjukkan bahwa: 1) prosedur penggunaan perpustakaan digital Anyflip melibatkan tiga tahap, yaitu 5 kegiatan awal, 3 kegiatan inti yang terdiri dari tahap persiapan, tahap pelaksanaan, dan tahap evaluasi, serta 3 kegiatan penutup; 2) rata-rata hasil belajar membaca pemahaman siswa pada aktivitas 1 mencapai rata-rata 79,54, pada aktivitas 2 mencapai 80,45, dan pada aktivitas 3 mencapai rata-rata 80,79; dan 3) faktor yang memengaruhi hasil belajar mencakup kemampuan awal siswa, tingkat kesulitan teks, sarana dan prasarana, akses internet, serta pendampingan guru dalam proses pembelajaran digital.

*Kata kunci: perpustakaan digital, anyflip, membaca pemahaman.*

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## INTRODUCTION

The ability to comprehend written information is one of the skills that determines students' success in school. Reading skills not only serve to acquire knowledge, but also serve as a starting point for developing critical thinking, language skills, and effective communication (Irawati & Masie, 2023; Yuniarti et al., 2024)). Indonesian language learning in Islamic junior high schools (Madrasah Tsnowiyah) incorporates reading skills as a key element in improving students' literacy competencies. The reading skills developed go beyond pronunciation, emphasizing the ability to comprehend text content, draw conclusions, connect information, and evaluate ideas contained within the reading (Tarigan, as cited in Rahmawati et al., 2020; Razak, 2015; Harjasujana & Damaianti, 2003).

Conditions at MTs Negeri 2 Bolaang Mongondow Selatan indicate that students' reading comprehension skills still require special attention. Observations indicate that low utilization of the school library facilities is a key contributing factor. The Madrasah library is not functioning optimally due to limited reading materials and the ongoing renovation of the space. Meanwhile, the presence of libraries in schools is believed to contribute significantly to providing information resources, increasing motivation, and encouraging student independence in learning (Bafadal, 2008; Ladan et al., 2020; Winata et al., 2021).

Technological advances in education have opened up alternative solutions to the constraints of limited conventional facilities. One such solution is the use of the Anyflip website-based digital library, which allows students to access a variety of reading materials flexibly, interactively, and according to their needs (Akviandah & Sariyatun, 2020; Hikamudin et al., 2019; Mahedy, 2009). The use of this digital library aligns with the Merdeka Curriculum policy, which emphasizes the importance of using technology-based learning media to improve student literacy, critical thinking skills, and language competency (Kemendikbud, 2022).

Despite its significant potential, the use of digital libraries at MTs Negeri 2 Bolaang Mongondow Selatan has not been systematically monitored. It is unknown to what extent the procedures for using the Anyflip website digital library are implemented in reading comprehension lessons, what student learning outcomes are after using it, and what factors influence these learning outcomes.

These issues formed the basis for this research, which formulated the following questions. 1) What is the procedure for using the digital library on the Anyflip website in learning reading comprehension for eighth-grade students at MTs Negeri 2 Bolaang Mongondow Selatan? 2) What are the learning outcomes of eighth-grade students' reading comprehension skills using the Anyflip digital library? 3) What factors influence the learning outcomes of eighth-grade students' reading comprehension using the Anyflip digital library?

This study aims to describe the procedure for using the Anyflip digital library in learning reading comprehension, uncover and describe student learning outcomes using the Anyflip digital library, and describe the factors that influence the learning outcomes of eighth-grade students' reading comprehension at MTs Negeri 2 Bolaang Mongondow Selatan.

This research can benefit those involved in the learning process. The author gained additional insight and knowledge regarding the use of the Anyflip digital library in student reading comprehension at MTs. Negeri 2 Bolaang Mongondow Selatan. The school gained an alternative to improve the quality of learning, particularly in efforts to maximize the use of digital libraries to support teaching and learning activities. Educators gained additional resources regarding the development of technology-based lesson plans and insights into designing innovative strategies to improve students' reading comprehension skills. Students have the opportunity to increase their interest in learning, digital literacy, and independence in obtaining information through access to a



digital library that can be used anytime according to learning needs.

Reading ability is a crucial part of language skills that students must master. Reading not only functions as an activity of recognizing symbols or words, but also as a process of understanding the content and meaning of a text as a whole (Paomban, 2019). This ability plays a significant role in increasing knowledge, developing thought patterns, and training students' reasoning skills. Therefore, strengthening reading comprehension skills is essential in the learning process.

Reading comprehension assessment indicators can refer to international standards such as the Progress in International Reading Literacy Study (PIRLS). Mullis & Martin (2021) explain that reading comprehension involves four important processes: finding explicit information, drawing conclusions, integrating ideas, and evaluating the content and contextual elements of the text. Each aspect carries a different assessment weight: 20% for finding explicit information, 30% for drawing conclusions, 30% for integrating ideas, and 20% for evaluating the reading.

Reading comprehension assessments based on the PIRLS standards provide an objective picture of students' ability to access and process information from reading texts. The results of this study not only measure the ability to read and understand the text literally but also demonstrate students' capacity to draw conclusions, connect ideas, and evaluate the content of the reading. Through this assessment approach, educators can identify students' strengths and weaknesses and design appropriate learning strategies to improve reading comprehension skills.

Several studies have demonstrated the effectiveness of digital media in teaching reading comprehension. Nurhofifah (2022) demonstrated that the use of Smartboards qualitatively improved students' reading comprehension skills. Nugraha (2024) demonstrated through experimental research that there is a significant influence of the use of Literacy Cloud on the reading interest and reading comprehension skills of elementary school

students. Meanwhile, Fauziah (2015) examined the effectiveness of conventional libraries as learning resources that have a positive impact on the learning outcomes of vocational high school students. Different from these three studies, this study focuses on the use of the Anyflip website as a digital library to examine students' reading comprehension skills, especially at the MTs level, which has not been widely studied specifically.

## METHOD

This study employed a qualitative descriptive design with systematic procedures to understand the phenomenon of digital library use on the Anyflip website in learning reading comprehension. This design was chosen to describe the learning process, activities, and outcomes without conducting hypothesis testing or rigorous statistical measurements (Fathoni, 2006; Richey & Klein, 2014).

The research procedure began with observations of students' activities utilizing the Anyflip digital library, followed by a reading comprehension test, and concluded with interviews to explore students' experiences and perceptions of the learning process. This research was conducted naturally in a classroom setting, with the researcher acting as the primary instrument, collecting, analyzing, and interpreting data (Creswell, 2018).

The data collection took place at MTs. Negeri 2 Bolaang Mongondow Selatan during the even semester of the 2023/2024 academic year. The study subjects were all 22 eighth-grade students, selected as a total sample because they only covered one study group at that level. Grade VIII was chosen because students have received Indonesian language instruction for one year and are prospective participants in the Computer-Based National Assessment (ANBK) for years 2-24, which includes a literacy assessment.

Data collection tools consisted of observations, documents, and interviews. Observations were conducted to directly observe students' use of Anyflip during classroom learning. The documents in this study were student test results to

measure their reading comprehension skills after reading teaching materials through Anyflip. The test instrument was structured based on the four reading comprehension skill processes according to PIRLS (Mullis & Martin, 2021): finding explicit information, drawing conclusions, interpreting ideas, and evaluating content. Furthermore, interviews were conducted to gather in-depth information regarding students' experiences and challenges in understanding texts and utilizing digital libraries during learning.

The data analysis technique used descriptive qualitative analysis. Data from observations, documents, and interviews were reduced, classified, and presented in narrative form, tables, and flowcharts according to the stages of the interactive analysis model (Miles & Huberman in Sugiyono, 2013). To determine students' understanding of the material, the researcher created an assessment rubric based on Nurgiyantoro (2017), with slight modifications to make it easier for the researcher to assess students' reading comprehension skills. The assessment rubric is as follows:

Table 1  
 Student Reading Comprehension Assessment Rubric

No.	Kinds of Item	Rated Aspect	Indicators	Score
1	Investigating explicit information	Understanding Text Content	The answer is in accordance with the information in the text	1
		Sentences Structure	Sentences are structured correctly and effectively	1
		Spelling and Grammar	Spelling and grammar according to the rules	1
		Text organization	Gagasan tersusun runtut dan logis	1
2	Explicit Information	Understanding Text Content	The answer is in accordance with the information in the text	1
		Sentence Structure	Sentences are structured correctly and effectively	1
		Spelling and Grammar	Spelling and grammar according to the rules	1
3	Drawing Conclusion-1	Understanding Text Content	The answer is in accordance with the information in the text	1
		Sentences Structure	Sentences are structured correctly and effectively	1
		Spelling and Grammar	Spelling and grammar according to the rules	1
		Text organization	Coherent and logical ideas	1



4	Drawing Conclusion-2	Understanding Text Content	The answer is in accordance with the information in the text	1
		Sentences Structure	Sentences are structured correctly and effectively	1
		Spelling and Grammar	Spelling and grammar according to the rules	1
		Text organization	Coherent and logical ideas	1
5	Drawing Conclusion-3	Understanding Text Content	The answer is in accordance with the information in the text	1
		Sentences Structure	Sentences are structured correctly and effectively	1
		Spelling and Grammar	Spelling and grammar according to the rules	1
		Text organization	Coherent and logical ideas	1
6	Interpretation Ideas-1	Understanding Text Content	The answer is in accordance with the information in the text	1
		Sentences Structure	Sentences are structured correctly and effectively	1
		Spelling and Grammar	Spelling and grammar according to the rules	1
		Text organization	Coherent and logical ideas	1
7	Interpretation Ideas-2	Understanding Text Content	The answer is in accordance with the information in the text	1
		Sentences Structure	Sentences are structured correctly and effectively	1
		Spelling and Grammar	Spelling and grammar according to the rules	1
		Text organization	Coherent and logical ideas	1

8	Interpretation Ideas-3	Understanding Text Content	The answer is in accordance with the information in the text	1
		Sentences Structure	Sentences are structured correctly and effectively	1
		Spelling and Grammar	Spelling and grammar according to the rules	1
		Text organization	Coherent and logical ideas	1
9	Content Evaluation-1	Understanding Text Content	The answer is in accordance with the information in the text	1
		Sentences Structure	Sentences are structured correctly and effectively	1
		Spelling and Grammar	Spelling and grammar according to the rules	1
		Text organization	Coherent and logical ideas	1
10	Content Evaluation-2	Understanding Text Content	The answer is in accordance with the information in the text	1
		Sentences Structure	Sentences are structured correctly and effectively	1
		Spelling and Grammar	Spelling and grammar according to the rules	1
		Text organization	Coherent and logical ideas	1

Next, students' final scores were calculated using the following formula, also using the Nurgiyantoro percentage:

$$\text{Total Score} = \frac{(\text{final score})}{(\text{maximum score})} \times 100$$

Meanwhile, the qualitative data from the reading comprehension test results were analyzed using simple descriptive statistics in the form of a mean or average score. The formula used is (Razak, 2015; Malik & Hamied, 2014):

$$\text{mean} = \frac{(\Sigma x)}{n}$$

Where:

mean = average reading comprehension score  
 $(\Sigma x)/n$  = total scores of all students  
 n = number of students

The interpretation of test scores refers to the category scale used by Indonesian language teachers at MTs Negeri 2 Bolaang Mongondow Selatan: Very Good (86-100), Good (71-85), Adequate (56-70), and Poor (= 55).



## RESULTS

### 1. Procedures for Using the Anyflip Digital Library in Reading Comprehension Learning

#### 1.1 Initial Activities

The initial activities in the reading comprehension learning process using the Anyflip library involve five activities. In this stage, the teacher builds students' readiness to learn through opening activities that create a conducive atmosphere and motivate them to participate in the learning process. The initial activities also serve as an opportunity to convey the learning objectives so that students understand the focus of the activities to be carried out.

- 1) The teacher opens the lesson by greeting and inviting students to pray together.
- 2) Takes attendance.
- 3) Invites students to sing the national anthem to foster enthusiasm and nationalism.
- 4) The teacher conveys the learning objectives.
- 5) Provides an appreciation of the importance of reading to increase knowledge and insight, and provides prompting questions relevant to the reading material to be read.

#### 1.2 Core Activities

This stage is the core of the learning process, which focuses on the use of the Anyflip digital library. The core activities in this learning process are divided into three phases: preparation, implementation, and evaluation. These three phases are presented as follows.

##### a. Preparation Stage

- 1) The teacher determines relevant reading materials appropriate to the students' ability level to make the material easier to understand and increase reading motivation.
- 2) The teacher explains the steps for using the Anyflip digital library, as follows:
  - The teacher displays the barcode for the digital library of MTs Negeri 2 Bolaang Mongondow Selatan.

- Students scan the barcode using their mobile phones.
- Students open the link that appears: <https://bit.ly/perpustakaan2bolsel>.
- Students are directed to open the link using Google Chrome or another search engine.
- Students are taken to the main homepage of the Anyflip digital library.
- The teacher directs students to search for the assigned reading materials, namely the short stories: "Sweet Punishment for Arya," "Habits Can Change Destiny," and "Small Friends, Big Opponents."

##### b. Implementation Stage

- 1) The teacher explains the concept of reading comprehension, which is reading by understanding the explicit and implicit content of the text. 2) The teacher delivers reading strategies based on four aspects of reading comprehension skills:
  - Searching for explicit information: Students are directed to find information written directly in the text, such as character names, places, times, and events.
  - Drawing conclusions: Students re-read specific sections to understand the hidden meaning, then write a conclusion in the form of a short sentence.
  - Integrating or interpreting ideas: Students are asked to connect the story's content to personal experiences and understand the overall moral message.
  - Evaluating content: Students provide a personal assessment of the reading content, assess the characters' actions, and relate the story's message to everyday life.

- 3) Students read the selected text using their own devices.
  - 4) The teacher guides students to read carefully, note important points, and understand the structure of the reading.
- c. Evaluation Stage
- 1) Students answer 10 reading comprehension questions in each activity, which cover four aspects: searching for explicit information, drawing conclusions, interpreting or integrating ideas, and evaluating content.
  - 2) The teacher provides feedback on students' answers and provides additional explanations if necessary.
  - 3) The teacher checks students' work and assigns scores based on the established assessment rubric for reading comprehension skills.

### 1.3 Closing Activities

Closing activities are conducted to reflect on the learning process, evaluate the results achieved, and provide further motivation to students. This activity also marks the end of the formal learning process.

- 1) Students reflect on the learning activities and share what they have understood and what remains difficult.
- 2) The teacher motivates students to continue improving their reading skills and utilize the digital library independently.
- 3) The teacher closes the lesson with a prayer and greetings.

### 2. Student Learning Outcomes

Students engaged in reading comprehension skills through reading activities using predetermined reading materials found in the digital library on the Anyflip website. After the learning process was completed, students were assigned to answer questions about the text they had read. There were 10 questions regarding the text they had read. These questions aimed to measure students' understanding of the text.

The 10 questions consisted of 2 questions regarding explicit information, 3 questions regarding conclusions from the text read, 3 questions related to interpretation/integration of ideas, and 2 questions regarding evaluation/critique of the reading content. The scoring format used in this study utilizes several assessment aspects. These assessment aspects include comprehension and accuracy of story content, accuracy of text organization, accuracy of diction, and spelling and grammar.

The first reading comprehension learning activity was conducted on Friday, June 7, 2024. In this lesson, students were assigned to read the text "A Sweet Punishment for Arya." The results of the reading comprehension test are shown in the following table.

Table 2  
Summary of Student Reading Comprehension Test Results in Reading Activity 1

No.	Assessment Aspect	n	Mean
1	Finding Explicit Information (20%)	22	3,61
2	Drawing Conclusions (30%)	22	4,24
3	Integrating Ideas (30%)	22	2,92
4	Evaluating Content (20%)	22	3,31
	Total		31,81
	Final Score		79,54
	Category		good

Next, the second reading activity was conducted using the text "Habits Can Change Destiny." This activity took place on Monday, June 10, 2024. The results of the students' reading comprehension test in Activity 2 are presented in the following table.



Table 3  
 Summary of Students' Reading Comprehension Test Results in Reading Activity 2

No.	Assessment Aspect	n	Mean
1	Finding Explicit Information (20%)	22	3,66
2	Drawing Conclusions (30%)	22	3,24
3	Integrating Ideas (30%)	22	2,98
4	Evaluating Content (20%)	22	3,11
	Total		32,18
	Final Score		80,45
	Category		good

The final reading comprehension learning activity was conducted using the text "Small Friends, Big Opponents." This activity took place on Tuesday, June 11, 2024. The results of the student reading comprehension test are presented in the following table:

Table 4  
 Summary of Students' Reading Comprehension Test Results for Reading Activity 3

No.	Assessment Aspect	n	Mean
1	Finding Explicit Information (20%)	22	3,63
2	Drawing Conclusions (30%)	22	3,25
3	Integrating Ideas (30%)	22	3,02
4	Evaluating Content (20%)	22	3,08
	Total		32,31
	Final Score		80,79
	Category		good

### 3. Factors Influencing Student Learning Outcomes

The research results show that students' reading comprehension skills through the use of the Anyflip digital library are classified as good, with a final average score of 80.79. This achievement is influenced by several supporting factors, namely students' initial reading abilities, the level of discourse difficulty, and their reading experience. Students with extensive reading experience more easily understand text structure, identify explicit information, and draw conclusions from digital reading, thus positively contributing to their reading comprehension skills.

Furthermore, the availability of technological facilities, infrastructure, and stable internet access are determinants of successful reading using Anyflip. Students with personal devices such as mobile phones have greater flexibility in accessing digital reading, while limitations force some students to rely on school facilities. Obstacles such as temporarily unavailable computer labs did impact the learning process, although this was only temporary. Smooth internet access also made it easier for students to read digital texts without technical glitches, improving their focus and comprehension of the reading content.

Another important factor is teacher support during the digital learning process. Teachers not only help students understand the reading content but also guide them in maximizing the use of the Anyflip digital library's features. This guidance encourages students to be more active, critical, and confident in comprehending texts, and hones their reading skills, particularly in identifying explicit information, drawing conclusions, interpreting ideas, and evaluating the content. Therefore, the success of using technology in teaching reading comprehension is determined not only by the availability of digital resources but also by the teacher's active role as a learning facilitator.

### DISCUSSION

The process of using the digital library on the Anyflip website to teach students reading compre-

hension begins with strategic steps to support reading activities, in accordance with the learning process outlined in the lesson plan (RPP). As previously mentioned, according to Hanum (2017), the lesson plan in the RPP consists of three stages: 1) initial activities, 2) core activities, and 3) closing activities. The process of using the digital library on the Anyflip website to teach reading comprehension is a stage implemented within the core activities.

Reading comprehension skills play a crucial role in the learning process, particularly in understanding various information presented in text form. As explained by Nurgiyantoro (2015), reading comprehension is the process of understanding written text. Reading comprehension involves more than simply enjoying the language of the text being read; it also involves acquiring and understanding the information contained within. Today, most knowledge is presented in written form, requiring reading to understand it. Therefore, reading skills are essential for acquiring and understanding knowledge and technology. Therefore, training and measuring students' reading competency must receive serious attention.

The measurement of students' reading comprehension competency in this study followed the reading comprehension skill measurement standards proposed by PIRLS (in Mullis & Martin, 2021). Furthermore, Mullis & Martin (2021) explain that reading comprehension encompasses four important processes: (1) focusing on explicitly stated information; (2) drawing immediate conclusions; (3) interpreting and integrating ideas and information; and (4) evaluating and critiquing content and contextual elements.

In this study, reading comprehension assessments were used three times. Data on reading comprehension skills from twenty-two students in the first phase showed that eighth-grade students at MTs. Negeri 2 Bolaang Mogondow Selatan obtained an average score of 79.54, categorized as Good. In the second phase, students obtained an average score of 80.45, while in the third phase,

students obtained an average score of 80.79. All three reading comprehension learning outcomes fall into the Good category. This research data demonstrates that the digital library on the Anyflip website can be used in students' reading comprehension learning process.

Based on the four assessment aspects according to the PIRLS (Purpose and Assessment) described previously, eighth-grade students at MTs. Negeri 2 Bolaang Mongondow Selatan achieved the highest average score in the three reading activities for the aspect of examining explicit information, with an average of 3.63. The aspect with the lowest average score was interpreting ideas, with an average score of 2.97, and evaluating content, with an average score of 3.08. This is indicated by the number of students who scored below the Minimum Competency (KKM) in each reading activity. Four students scored below the Minimum Competency (KKM) in Reading Activity 1, and three students scored below the Minimum Competency (KKM) in Reading Activities 2 and 3.

One of the main factors contributing to students achieving the highest average scores in the aspect of examining explicit information is the fundamental nature of the explicit information itself. According to Muliawanti et al. (2022:866), explicit information is usually clearly defined and directly stated in the text, making it easier for students to find, recognize, and answer questions related to that information. In this context, students can more easily understand questions that ask them to identify clear facts or details because the answers can be found directly in the reading.

Students scored low on average on the aspects of interpreting/integrating ideas and evaluating content. This is influenced by several interrelated factors, according to several researchers who have conducted previous research. First, according to (Rofi'i & Susilo, 2022), difficulties in initial reading significantly impact the ability to connect in more advanced reading skills. They further explain that difficulties in initial reading hinder students



from developing more complex reading skills, including the ability to integrate ideas and evaluate content.

Furthermore, Alfino et al. (2023) observed a close relationship between reading comprehension skills and writing skills. If students are not accustomed to reading critically, they tend to struggle to extract ideas and construct solid arguments, which are part of the content evaluation process. These skills will not develop if students not only read texts but also regularly practice writing and communicating the ideas they glean from those readings.

Furthermore, learning during the pandemic has also contributed to a decline in skills in integrating ideas and evaluating content. Priaga and Siswanto (2022) explain that the challenges arising during distance learning reduce the effectiveness of the learning process. The inability to ask questions directly to teachers or discuss with classmates often hinders students from developing in-depth understanding.

Finally, limitations in accessible reading materials also impact low reading comprehension skills. This is in line with research by Muliawanti et al. (2022), which states that students who struggle to access high-quality reading materials experience difficulties developing their reading comprehension skills. A varied and engaging reading resource is key to encouraging students to explore new ideas and connect information, which in turn hones content evaluation skills.

Overall, students' low ability to integrate ideas and evaluate content in reading comprehension can be caused by difficulties with basic skills, learning conditions affected by the pandemic, and limited access to reading materials. This highlights the need for a more holistic and transformative learning approach to address these challenges in the classroom.

Data processing results show that of the twenty-two students, the average across the three stages of reading activity showed that 23% consistently scored in the excellent category, 68%

scored in the good category, 9% scored in the fair category, and no students scored in the poor category.

The success of 23% of students in the excellent category indicates that they were able to understand the text very well, including identifying explicit information, drawing conclusions, interpreting ideas, and evaluating content. Furthermore, the 9% of students who scored in the fair category indicated that they still had some difficulties in understanding the text in depth. The following table presents the final results of the three reading comprehension test activities.

Table 5  
Total Achievement and Reading Comprehension Score Categories for Grade VIII Students

Category	Range	Phase-1	Phase-2	Phase-3
very good	86 – 100	5	5	5
good	71 – 85	14	15	16
adequate	56 – 70	3	2	1
poor	< 55	0	0	0

The absence of students in the "poor" category indicates that digital libraries can be used in reading comprehension learning activities to support effective learning. However, more attention is needed for the 9% of students in the "sufficient" category, for example by providing a more personalized learning approach or adjusting the difficulty level of the material to better suit their abilities.

More specifically, the research results show that the aspect of examining explicit information was the component with the highest average achievement score, at 3.63. This can be explained by the basic nature of explicit information itself, which, as explained by Muliawanti et al. (2022), tends to be easier to find in texts because the answers are directly stated. Students only need to read carefully without resorting to complex interpretations, making this aspect easier to master.

However, the lowest achievement scores were in the aspects of integrating ideas and evaluating content, with averages of 2.97 and 3.08, respectively. The low achievement in these two aspects indicates that students still face challenges in understanding texts more deeply, particularly in connecting information, deriving implied meanings, and critically evaluating text content. This study also found that some students, as many as 9%, still demonstrated adequate achievement, highlighting challenges in higher-order thinking skills in reading learning.

This study has the advantage of implementing the Anyflip digital library, which utilizes barcode technology and online access, allowing students to directly access reading materials without the hassle of manual searching. Another advantage is that the study involved all eighth-grade students at a Madrasah (Islamic school), allowing the sample size to more fully reflect the real-world situation. The three-stage evaluation also provides a longitudinal picture of reading achievement, allowing for a more accurate snapshot of student learning dynamics.

On the other hand, this study has limitations in its analysis of individual factors such as reading motivation, digital literacy, and home reading habits. Furthermore, the sample size was limited to a single class, so the findings should be interpreted with caution. It is recommended that teachers provide more intensive guidance to students, particularly in the integration of ideas and content evaluation, through discussions, small-group guidance, and critical reading and argumentative writing exercises. Further research with a broader scope and additional variables is recommended for more comprehensive results.

## CONCLUSION

First, the procedure for using the Anyflip digital library in teaching reading comprehension skills for eighth-grade students at MTs Negeri 2 Bolaang Mongondow Selatan in the 2023/2024 academic year involved three stages: five initial

activities, three core activities consisting of the preparation stage, the implementation stage, and the evaluation stage, and three closing activities. All learning activities were carried out in accordance with the activities contained in the lesson plan. The average student learning outcome in activity 1 reached a score of 79.54, in activity 2 with a score of 80.45, and in activity 3 with a score of 80.79. The assessment carried out in assessing students' reading comprehension skills using the Anyflip digital library refers to the percentage of reading comprehension assessments according to PIRLS (Mullis & Martin, 2021) by considering the four assessment aspects mentioned in the previous explanation. The highest average score achieved by students was in the aspect of examining explicit information, and the lowest aspect was in the aspect of integrating ideas. Third, factors influencing the successful use of the Anyflip digital library in improving students' reading comprehension skills include students' initial reading ability, the level of discourse difficulty, the availability of technological resources and infrastructure, stable internet access, and teacher support in digital learning. Based on the results of research conducted at MTs Negeri 2 Bolaang Mongondow Selatan, it can be concluded that the use of the digital library on the Anyflip website was successful and assisted students in learning reading comprehension skills.

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