



## The relationship between critical reading interest and LMS learning using the CRIS (critical reading intention scale) instrument

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Article info	Abstract
Keywords: critical reading, LMS learning, cris	This study aims to determine the relationship between critical reading interest and Learning Management System (LMS) learning using the Critical Reading Intention Scale (CRIS) instrument and its effect on student learning outcomes. Along with technological development in education, LMS has become an increasingly used platform for learning, but its relationship to students' critical reading interests has not been widely explored. The data used in this study were taken from various related journals, using the Critical Reading Intention Scale (CRIS) instrument to measure students' critical reading interest and questionnaires to identify LMS usage patterns and test questions to determine student learning outcomes. Through descriptive and quantitative descriptive analysis, the study results showed a significant positive relationship between students' critical reading interest and LMS learning using the Critical Reading Intention Scale (CRIS) instrument. After being given test questions, it was found that students with high reading interest got high learning outcomes and vice versa; students with low reading interest got low learning outcomes.

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### 1. Introduction

Critical reading interest is one of the important skills that every individual needs to have, especially in the era of information that is fast and dynamic. The ability to read carefully and be able to analyze and evaluate the information obtained can help someone process information more effectively in the context of education; critical reading interest plays a huge role in improving the quality of learning, especially in the development of critical thinking skills and analytical students (Andriani, S., & Syamsul, A, 2021).

Learning that uses the Learning Management System (LMS) system has become an increasingly popular method in education, both at the school and college levels. LMS allows the learning process to be more flexible and efficient and can be accessed anytime and anywhere. However, although technology has facilitated access to learning materials, the challenge is how to increase student involvement in digital-based learning. One key to improving the quality of LMS-based learning is understanding and developing students' interests, especially critical reading.

The critical reading interest referred to here is a condition where students not only read to understand the text on a surface but also can analyze, evaluate, and interpret text more deeply. This is

very important in the context of LMS-based learning because, in many cases, learning material presented through this platform tends to be text and may require a higher level of understanding than just ordinary reading to measure the level of critical reading interest, one of the instruments that can be used is the Critical Reading Intention Scale (CRIS). CRIS is a measuring instrument designed to evaluate a person's intentions or tendencies when conducting a critical reading. This instrument can provide a deeper insight into how students see and interact with the material they read and the extent to which they are committed to critically reading. By using CRIS, educators can more easily identify the factors that influence the critical reading interest of students and how this can be improved in the context of LMS learning (Amalia, D., & Utami, M. A., 2020).

In this research, the relationship between critical reading interest and LMS learning is the main focus. LMS learning that is well designed can increase the interest in critical reading, especially if the learning material presented is designed in such a way as to stimulate critical thinking. Therefore, it is important to identify how the features in LMS, such as quizzes, online discussions, and interactive modules, can influence students' interest in reading and analyzing material more critically (Fajri, M., Haris, R., & Ibrahim, A, 2020).

Overall, understanding the relationship between interest-critical reading and LMS learning using the CRIS instrument will provide useful insights for designing learning strategies that can facilitate the development of student's critical thinking skills in this digital era. This study explores the relationship between Learning Management System (LMS) learning and students' critical reading interests.

## **2. Method**

This study uses a quantitative approach with a descriptive correlational design to analyze the relationship between students' critical reading interest and using a Learning Management System (LMS) based on data from relevant journals. This study explores how much the level of students' critical reading interest affects the effectiveness of LMS learning.

### **2.1 Population and sample**

According to Sugiyono (2019), population is a generalization area consisting of objects or subjects with certain qualities and characteristics determined by researchers to be studied and then conclusions drawn. From this understanding, it can be understood that what is meant by population is all research subjects, both in the form of humans or other elements contained in the scope of a predetermined research object. The population of this study consisted of PPG PGSD Prajabatan students at Riau University. Sugiyono (2017) states that a sample is part of the population's number and characteristics. If the population is large and researchers cannot study everything due to limited funds, manpower, and time, then researchers can use samples from that population. The technique used in this study is simple random sampling, where samples are taken randomly without considering the population levels. The sample in this study consisted of 50 students.

### **2.2 Research instrument**

The instrument used in this study was the critical reading intention scale (CRIS) instrument developed by Nadia Anuar et al. (2023). The critical reading intention scale (CRIS) instrument was developed using the Theory of Planned Behavior developed by Ajzen (1991). The results of Nadia Anuar's research, et al. concluded that the critical reading intention scale CRIS instrument met the requirements of confirmatory factor analysis (CFA) and was valid for measuring students' intentions to participate in critical reading. CRIS contains several statements about students' intentions to engage in the critical reading process and is arranged on a Likert scale.

The Critical Reading Intention Scale instrument has seven indicators, namely, behavioral belief (Behavioural Belief), Attitude (Attitude), normative belief (Normative Belief), subjective norms (Subjective Norms), control belief (Control Belief), perceived behavioral control (Perceived Behavioral Control), and goals (Intention).

Another instrument used is a test question consisting of 20 questions. This test question is used after the students' critical reading interest analysis results are obtained. The test questions in this study are used to determine the learning outcomes of students with high critical reading interest and those with low critical reading interest. To find out the learning outcomes of students with a high interest in critical reading and those with a low interest in critical reading.

### 2.3 Research procedures

Sugiyono (2015) states that quantitative research methods are used to research a particular population or sample using quantitative/statistical instruments and data analysis to test hypotheses. Research procedures are tools to collect data and solve research problems. The procedures in this study are:

- a. Determine the research sample
- b. Preparing research instruments in the form of questionnaires and test questions
- c. Instrument validation test
- d. Distributing questionnaires to students (samples)
- e. Analyze the questionnaire data
- f. Giving test questions to students (sample)
- g. Processing student learning outcome data
- h. Grouping student categories based on reading interests and learning outcomes
- i. Make conclusions

### 2.4 Validity and Reliability

#### 2.4.1 Validity Instrument

Research instruments are data collection tools in the form of tests and questionnaires obtained in the interview or observation process. Before the instrument is used, its validity is first tested. And its reliability (Sugiyono, 2014). If it has been said to be valid, then the instrument can be used to measure something that will be measured. The instrument used by researchers in this study is a questionnaire and test questions with freedom  $dk = n - 2$ . Furthermore, compare the results of the  $r$  count with the  $r$  table to determine whether the question is valid or not, with the following provisions:

- 1) The question is invalid if  $r \text{ count} < r \text{ table}$ .
- 2) If  $r \text{ count} > r \text{ table}$ , then the question is valid

In this study, the questionnaire and test questions were given to 20 students, and the calculation of the level of questionnaire items and questions was done using a significance level of 5% for  $n = 20$ , which is 0.4438. The validity test used was the product-moment correlation test using the Statistical Product and Service Solution (SPSS) version 22 facility.

**Table 1.** Questionnaire validation results

Questionnaire Number	R Count	R Table	Information
1	0.619	0.4438	Valid
2	0.496	0.4438	Valid
3	0.527	0.4438	Valid
4	0.464	0.4438	Valid
5	0.496	0.4438	Valid
6	0.471	0.4438	Valid
7	0.526	0.4438	Valid
8	0.561	0.4438	Valid
9	0.589	0.4438	Valid
10	0,533	0,4438	Valid
11	0,841	0,4438	Valid
12	0,752	0,4438	Valid

Questionnaire Number	R Count	R Table	Information
13	0,820	0,4438	Valid
14	0,765	0,4438	Valid
15	0,783	0,4438	Valid
16	0,877	0,4438	Valid
17	0,794	0,4438	Valid
18	0,808	0,4438	Valid
19	0,820	0,4438	Valid
20	0,656	0,4438	Valid
21	0,463	0,4438	Valid
22	0,617	0,4438	Valid
23	0,607	0,4438	Valid
24	0,780	0,4438	Valid
25	0,798	0,4438	Valid
26	0,809	0,4438	Valid
27	0,870	0,4438	Valid
28	0,780	0,4438	Valid
29	0,854	0,4438	Valid
30	0,800	0,4438	Valid

Based on **Table 1**, the results show that all questions to be used in this study are valid because  $r$  count  $>$   $r$  table with a significance level of 5%.

**Table 2** Test question validation results

Question Number	R Count	R Table	Information
1	0.526	0.444	Valid
2	0.488	0.444	Valid
3	0.463	0.444	Valid
4	0.553	0.444	Valid
5	0.553	0.444	Valid
6	0.582	0.444	Valid
7	0.646	0.444	Valid
8	0.582	0.444	Valid
9	0.468	0.444	Valid
10	0.489	0.444	Valid
11	0.710	0.444	Valid
12	0.488	0.444	Valid
13	0.577	0.444	Valid
14	0.488	0.444	Valid
15	0.577	0.444	Valid
16	0.577	0.444	Valid
17	0.651	0.444	Valid
18	0.463	0.444	Valid
19	0.465	0.444	Valid
20	0.619	0.444	Valid

Based on **Table 2**, the results show that all test questions used in this study are valid because the  $r$  count  $>$   $r$  table has a significance level of 5%.

#### 2.4.2 Instrument reliability

Reliability testing is a statistical process or technique used to measure the extent to which a measuring instrument or questionnaire can be relied upon or consistently provides the same results

for each measurement. Cronbach's Alpha calculations are used to measure the reliability of questionnaires and test questions using IBM SPSS Statistics 25. Wiratna (2014) explains that reliability testing can be carried out simultaneously on all items or question items in a research instrument that has been said to be valid. The basis for decision-making in reliability testing is as follows:

- 1) The questionnaire will be declared reliable or consistent if the Cronbach's Alpha value  $> 0.60$ .
- 2) The questionnaire is declared unreliable or inconsistent if the Cronbach's Alpha value is  $< 0.60$ .

**Table 3.** Questionnaire reliability test results

Cronbach's Alpha	N of items
0,953	30

Based on **Table 3**, the results of the questionnaire reliability test were 0.953, which means  $> 0.60$ , so it can be concluded that the questionnaire instrument used in this study can be said to be reliable or consistent.

**Table 4.** Questionnaire reliability test results

Cronbach's Alpha	N of items
0,714	20

Based on **Table 4**, the results of the questionnaire reliability test were 0.714, which means  $> 0.60$ , so it can be concluded that the test question instrument used in this study can be said to be reliable or consistent.

### 3. Results

The instrument used in this study is the Critical Reading Intention Scale (CRIS). Where the Critical Reading Intention Scale instrument has seven indicators, namely, behavioral beliefs (Behavioural Belief), Attitude (Attitude), normative beliefs (Normative Belief), subjective norms (Subjective Norms), control beliefs (Control Belief), perceived behavioral control (Perceived Behavioral Control), and goals (Intention). The researcher will present the research data on the critical reading interests of PPG PGSD Prajabatan students at Riau University in detail on each indicator as follows:

#### 3.1 Behavioural belief indicators

In this study, 50 respondents answered the questionnaire according to the facts carried out by PPG PGSD Pre-Service students. This questionnaire assesses the competency of behavioral beliefs (behavioral beliefs). The behavioral belief indicator consists of 4 statement items. *My general knowledge increases when I participate in reading, and my Indonesian language level increases when I participate in reading activities. My creative thinking increases. When I participate in critical reading, my concentration level increases when I participate in reading.* Then, the following is a recapitulation of the behavioral belief indicators (Behavioural beliefs) of PPG PGSD Pre-Service students at the University of Riau.

**Table 5.** Results of behavioral belief indicators

Percentage Interval	Number of students	%	Category
81% - 100%	41	90%	Very good
61% - 80%	9	10%	good
41% - 60%	0	0	Pretty good
0 - 40%	0	0	Less good
Amount	50	100 %	
Number of values	4637.5	92.75%	Very good

### 3.2 Attitude indicator

In this study, 50 respondents answered the questionnaire according to the facts carried out by PPG PGSD Prajabatan students. This questionnaire aims to see Attitude competency. In this Attitude indicator, there are 6 statement items. Participating in critical reading is useful. Participating in critical reading is very useful. Participating in critical reading is important. Participating in critical reading is boring and difficult, and it is just a waste of time. Then, the following is a summary of the Attitude indicators of PPG PGSD Prajabatan students at Riau University.

**Table 6.** Results of attitude indicators

Percentage Interval	Number of students	%	Category
81% - 100%	35	70%	Very good
61% - 80%	15	30%	Good
41% - 60%	0	0	Pretty good
0 - 40%	0	0	Less good
Amount	50	100%	
Number of values	433.33333	86,6%	Very good

### 3.4 Normative Belief Indicators

In this study, 50 respondents answered the questionnaire according to the facts carried out by PPG PGSD Pre-Service students. This questionnaire aims to see the competence of normative beliefs (Normative Belief). The normative belief indicator consists of 5 statement items. *My parents think that I should participate in critical reading, My friends think that I should participate in critical reading, My lecturers will approve of me to participate in critical reading, My lecturers will approve of me to participate in reading activities, My friends participate in critical reading when they read the text.* Then, the following is a recapitulation of the normative belief indicators (Normative Belief) of PPG PGSD Pre-Service students at Riau University.

**Table 7.** Results of normative belief indicators

Percentage Interval	Number of students	%	Category
81% - 100%	30	60%	Very good
61% - 80%	19	38%	Good
41% - 60%	1	2%	Pretty good
0 - 40%	0	0	Less good
Amount	50	100%	
Number of values	4475	89,50%	Very good

### 3.5 Subjective norms indicators

In this study, 50 respondents answered the questionnaire according to the facts carried out by PPG PGSD Pre-Service students. This questionnaire aims to assess subjective norm competency (Subjective norms). The subjective norm indicator (Subjective Norms) consists of 3 statement items. *I am expected to participate in critical reading.* Then, the following is a recapitulation of the subjective norm indicators (Subjective Norms) of PPG PGSD Pre-Service students at Riau University.

**Table 8.** Results of subjective norms indicators

Percentage Interval	Number of students	%	Category
81% - 100%	36	72%	Very good
61% - 80%	13	26%	Good
41% - 60%	1	2%	Pretty good

Percentage Interval	Number of students	%	Category
0 - 40%	0	0	Less good
Amount	50	100%	
Number of values	4550	91%	Very good

### 3.6 Control belief indicator

In this study, 50 respondents answered the questionnaire according to the facts presented by PPG PGSD Pre-Service students. This questionnaire assesses the competence of control belief (control belief). The indicator of control belief (Control Belief) consists of 5 statement items. *I hope that I will be very motivated when I participate in reading, and I hope my Indonesian will improve when I participate in reading. I become mentally tired when I participate in critical reading, and I hope my fear of negative feedback will prevent me from participating in critical reading, I hope the fear of being wrong will prevent me from participating in critical reading.* Then, the following is a recapitulation of the control belief indicator data (Control Belief) of PPG PGSD Pre-Service students at Riau University.

**Table 9.** Results of control belief indicators

Percentage Interval	Number of students	%	Category
81% - 100%	27	54%	Very good
61% - 80%	19	38%	good
41% - 60%	4	8%	Pretty good
0 - 40%	0	0	Less good
Amount	50	100%	
Number of values	4140	82,80%	Very good

### 3.7 Perceived behavioral control indicators

In this study, 50 respondents answered the questionnaire according to the facts carried out by PPG PGSD Prajabatan students. This questionnaire aims to see the competence of perceived behavioral control (Perceived Behavioral Control). The indicator of perceived behavioral control (Perceived Behavioral Control) consists of 4 4-item statements. *I am confident that I can participate in critical reading. I find it easy to participate in critical reading. Participating in critical reading is within my control, and participating in critical reading is entirely up to me.* Then, the following is a summary of the perceived behavioural control indicators (Perceived Behavioral Control) of PPG PGSD Prajabatan students at Riau University.

**Table 10.** Results of perceived behavioral control indicators

Percentage Interval	Number of students	%	Category
81% - 100%	33	66%	Very good
61% - 80%	16	32%	good
41% - 60%	1	2%	Pretty good
0 - 40%	0	0	Less good
Amount	50	100%	
Number of values	4362,5	87,25%	Very good



### 3.8 Intention Indicator

In this study, 50 respondents answered the questionnaire according to the facts carried out by PPG PGSD Prajabatan students. This questionnaire aims to see the competency of objectives (Intention). The objective indicator (Intention) consists of 3 statement items. *I will try to participate in critical reading when I read academic texts. I intend to participate in critical reading when I read academic texts, and I plan to participate in critical reading when I read academic texts.* Then, the following is a recapitulation of the objective indicators (Intention) of PPG PGSD Prajabatan students at the University of Riau.

**Table 11.** Results of the intention indicator

Percentage Interval	Number of students	%	Category
81% - 100%	32	64%	Very good
61% - 80%	17	34%	Good
41% - 60%	1	2%	Pretty good
0 - 40%	0	0	Less good
Amount	50	100%	
Number of values	4550	91%	Very good

Next, after the students' reading interest category was known, the researcher gave 20 test questions to 50 respondents whose reading interest categories were known. Based on the test results that had been given, the total score was 3,960, with an average of 79.2. Furthermore, the results of the students' tests will be tested for normality, homogeneity, and t-tests to determine whether students' reading interest influences their learning outcomes.

### 3.9 Prerequisite test

#### 3.9.1 Normality test

This normality test is used to determine whether the research data is normally distributed or not normally distributed. This normality test uses student learning outcome data using the Kolmogorov-Smirnov test. Kolmogorov-Smirnov is used because the number of respondents is more than 30. The results of the normality test are as follows:

**Tabel 12.** One-sample kolmogorov-smirnov test

		Learning outcomes
N		50
Normal Parameters <sup>a,b</sup>	Mean	79.20
	Std. Deviation	9.708
Most Extreme Differences	Absolute	.145
	Positive	.107
	Negative	-.145
Test Statistic		.145
Asymp. Sig. (2-tailed) <sup>c</sup>		.010
Monte Carlo Sig. (2-tailed) <sup>d</sup>	Sig.	.009
	99% Confidence Interval	Lower Bound
		Upper Bound
		.007
		.012

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 303130861.



Based on the table, the normality test results were 0.10, which means they were greater than the significance level of 0.05. It can be concluded that the learning outcomes of PPG PGSD Prajabatan students at Riau University are normally distributed.

**Table 13.** Homogeneity test result

		Levene Statistic	df1	df2	Sig.
Nilai	Based on Mean	.025	1	48	.875
	Based on Median	.017	1	48	.897
	Based on Median and with adjusted df	.017	1	48.000	.897
	Based on trimmed mean	.022	1	48	.883

Based on the table's results, the homogeneity test results were 0.883, which means  $>0.05$ , so it can be concluded that the learning outcomes of PPG PGSD Pre-Service students at Riau University are homogeneous.

### 3.9.2 Sample T-test

After the researcher conducted a normality and homogeneity test on student learning outcomes, the results showed that the data were normally distributed and homogeneous. Furthermore, a t-test or independent sample t-test was conducted on student learning outcomes with the help of IBM SPSS Statistics. This hypothesis test is to see whether there is an influence of critical reading interest in PPG PGSD Prajabatan Universitas Riau students on their learning outcomes. The following are the results of the t-test on the learning outcomes of PPG PGSD Prajabatan Universitas Riau students.

**Table 14.** Results of the one-sample t-test

		Significance			Mean Difference	Lower	Upper
	t	df	One Sided p	Two Sided p			
Hasil Belajar	21.269	49	<.001	<.001	29.200	26.44	31.96

Based on **Table 14**, the significance results were obtained at 0.001-0.005, which means that the learning outcomes of PPG PGSD Pre-Service students at Riau University influence critical reading interest.

## 4. Discussions

This study's main objective is to explore the relationship between students' critical reading interest in Learning Management System (LMS) learning as measured using the Critical Reading Intention Scale (CRIS) instrument. Based on the results of the research that has been conducted, some significant findings can be identified to explain how students' critical reading interest in LMS learning can affect student learning outcomes using the Critical Reading Intention Scale (CRIS) instrument. (Dwi, A. P., et al., 2023).

The results of this study are in line with the research of Anuar et al. (2023) entitled "Development and Validation of Critical Reading Intention Scale (CRIS) for University Students using Exploratory and Confirmatory Factor Analysis with the aim of this study is to develop and validate a survey instrument in measuring students' interest in participating in critical reading. This study discusses the Critical Reading Intention Scale (CRIS), which is also an instrument used in the research conducted by the author. In addition, it is strengthened by the research of Anggraini et al. (2023) entitled "Critical Reading Ability to Write Scientific Paper Skills (Study on Grade XI Students at SMK Negeri 6 Padang)" with the results of the study that there is a significant relationship between critical

reading habits and scientific writing skills in grade XI students at SMK Negeri 6 Padang. This study also discusses the importance of critical reading in improving students' academic abilities. Students' critical reading abilities need to be known because, in the current global era, a critical reader can see intelligently and sharply all the information received through a comprehensive understanding and then analyze it carefully so that it will improve their academic abilities with good learning outcomes.

Bashir & Mattoo (2012) added that reading interests help students always be good in academics in every situation. In addition, students gain the necessary meaning and knowledge. Research conducted by Ogbodo (2010:234), Bhan & Gupta (2010), and Singh (2011) also explains that reading interest plays a role in success in learning. This is following research conducted by Hidayat & Aisah (2013:113) showing that there is a significant relationship between reading interest and student learning outcomes with a level of significance (0.003) (0.005) with a correlation coefficient of 0.485 which indicates a relationship between reading interest and learning outcomes. The results of Acheaw & Larson's (2014:19) research also show that reading interest has a positive relationship with learning outcomes.

In this study, students who used LMS were more often involved in reading activities that required in-depth understanding and critical analysis, such as reading academic articles or reading materials related to the learning topic. These activities improved their critical reading skills because they were trained to understand information and evaluate, analyze, and critique the sources they read.

Students who actively use LMS tend to participate more often in online discussion forums that allow them to exchange opinions and present their arguments. This discussion is one way to deepen their understanding of the material being read and encourage the development of critical thinking skills. This finding suggests that using LMS involving interactive elements can increase students' interest in reading critically because they feel more involved in learning (Putra, A. H., & Ardianto, P., 2020). This will affect student learning outcomes, where someone who already feels more involved in the learning process will use their critical reading interest to form critical thinking patterns so that they will get good results in every learning process.

## 5. Conclusion

This study revealed good results for students' critical reading interest in learning using the Learning Management System (LMS) using the Critical Reading Intention Scale (CRIS). With its interactive features, such as quizzes, discussion forums, and multimedia-based learning modules, LMS can encourage students to be more involved in learning and improve their critical thinking skills. Students who actively use LMS access learning materials and participate in discussions and other analytical activities that deepen their understanding of the studied topics.

In addition, independent learning driven by LMS allows students to read and analyze the material more deeply, improving their critical reading skills. So that students get very satisfying learning outcomes. The implications of this study are the importance of critical reading interest in LMS learning and the importance of designing learning strategies that can encourage students to be more involved and think critically. Thus, LMS has great potential to improve the quality of learning and critical thinking skills in the digital era to affect student learning outcomes positively.

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