
Factors Influencing Students' Interest in Interactive Tourism E-Books Among Higher Education Students

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Abstract

Interactive educational reading materials in higher education have become increasingly prominent due to the shift from a physical learning environment to a combination of physical and digital learning. However, the design and impact of interactive e-books on students' interest and academic achievement remain low due to a lack of understanding among educators, librarians, and interactive e-book providers regarding the potential of these books in education. This study was conducted to identify the factors influencing students' interest in interactive e-books. A total of 112 certificate and diploma students in Tourism, both male and female, from Pasir Salak Community College, Hulu Selangor Community College, and Sultan Idris Shah Polytechnic participated in this study. A set of questionnaires was used as the research instrument, consisting of 20 items measured using a Likert scale. Data were analysed using the Statistical Package for the Social Sciences (SPSS) software version 27.0. Overall, the study findings revealed that curriculum relevance, assessment uniqueness, design, the variety of platforms used, and the content of the interactive e-book were rated at a high level. Each student has different learning needs and styles, making it challenging for educators to control and sustain student engagement in learning. Therefore, identifying and integrating these factors into a single platform is crucial to attracting students' interest and making learning more effective.

Keywords: interactive; e-book; tourism; factor; interest; academic

I. INTRODUCTION

Education is extremely important in the era of globalization, as educators must enhance the quality of human resources capable of adapting to all forms of change. The use of communication and information technology to facilitate learning implementation has become increasingly widespread [22], [28], [36], prompting educators to enhance their creativity so that learning becomes enjoyable, and meaningful, and indirectly encouraging students' interest in learning [15]. Various learning mediums can be utilized [2], [25] and offer numerous benefits [10] and [20]. However, time constraints and teaching workloads make it difficult for educators to prepare suitable interactive materials [1], [34] and [41]. As a result, students struggle to understand the lessons and tend to feel bored and disengaged, as educators still rely on textbooks and worksheets as primary learning references.

Furthermore, theoretical learning that requires memorization and precise comprehension becomes increasingly challenging, especially for today's generation of students, who prefer technology over traditional methods in education as one of their learning mediums [18], [38]. According to Flavin [8], each student has different learning needs and styles, making it difficult for educators to manage and keep students engaged in the learning process. Therefore, integrating various digital platforms into a single link as a resource to customize lessons, create simulations, and provide learning experiences using mobile devices is crucial to engaging students at their own pace and making learning more effective. This approach also allows individualized instruction to be tailored to their unique needs and learning styles.

A good learning medium captures students' attention [6], [32] and delivers information that enables them to learn or access materials. It can take

86

Received: 20 March 2025

Revised: 25 March 2025

Accepted: 08 April 2025

the form of text, video, audio, visuals, and manipulable objects [10], [29]. However, the design and impact of interactive e-books on students' academic achievement remain underexplored, as educators, students, librarians, and e-book providers do not share the same understanding of the potential of e-books in education [9], [40]. Most publishers and e-book providers show little interest in addressing users' needs [5], [17], [35], [40]. Hence, the objective of this study is to identify the factors that influence students' interest in using Interactive E-Books for tourism studies, aligning with the recommendations of Lim et al. [21], who emphasize that e-book developers should consider user perspectives when designing e-books.

II. LITERATURE REVIEW

Interactive E-Books are one of the mediums that can facilitate both offline and online learning processes [14], [43]. It is an abbreviation for "digital book," containing images, text, and audio, and can be published in digital format to be read on electronic devices and computers [24], [26]. Interactive E-Books can be accessed using computers or mobile phones, depending on the developer's choice of format—whether in HTML, which allows access via mobile phones or other digital devices [11], [39].

This medium fosters a student-centered learning process and enables interaction between the E-Book and the learner. One of its advantages is that it requires minimal storage space, can be saved on a hard drive, is portable, and can be accessed anytime and anywhere. Unlike printed books, Interactive E-Books incorporate images, text, audio, and video, allowing readers to visualize the demonstrated processes. They can be distributed through electronic media and are interactive as they include animated features that help students understand the content more easily [11], [27].

Many researchers have stated that Interactive E-Books can enhance teaching quality and boost students' enthusiasm for learning [12], [13], [19], [31], [33].

III. RESEARCH METHODOLOGY

A. Research Design

According to Marican [23], research design is a planned framework for conducting a study. Meanwhile, a survey research design is a method of collecting data directly from the subjects being studied through questionnaires to enable

generalization to the population [7]. Therefore, the researcher implemented a survey research design using questionnaires to collect data, with respondents consisting of certificate and diploma-level Tourism Management students. This method was used to identify the factors influencing students' interest in using Interactive E-Books during learning.

B. Sampling

In this study, a total of 112 students participated as the research sample. The breakdown of the student sample is as follows:

Table 1: Distribution of Respondent Samples by Institution

| Institutions | Total Student |
|------------------------------|---------------|
| Kolej Komuniti Pasir Salak | 15 |
| Kolej Komuniti Hulu Selangor | 18 |
| Politeknik Sultan Idris Shah | 79 |

C. Research Instrument

The research instrument used was a questionnaire adapted from Rusdiana and Wulandari (2022) using Google Forms. The questionnaire was designed based on the structure and content of the interactive e-book. It was divided into two sections: Section A (Demographics) and Section B (factors influencing students' interest in interactive tourism e-books in learning activities). Each item in the instrument used a five-point Likert scale: 1 = Very Weak, 2 = Weak, 3 = Moderate, 4 = Good, and 5 = Very Good.

IV. ANALYSIS

I. Analysis

The collected data were analysed using the Statistical Package for the Social Sciences (SPSS). Descriptive analysis was conducted to determine the extent to which factors influence students' interest in interactive tourism e-books in their learning activities. The analysis method focused on the use of descriptive statistics, including frequency, percentage, and mean score.

II. Research Measurement Method

Descriptive statistical analysis involving the mean score was conducted to identify the factors influencing students' interest in interactive tourism e-books in their learning activities. According to Mohd Majid (2005), the mean serves as an indicator of the study's direction. Therefore, the classification of the mean range as high, moderate, or low was

determined based on the mean range table, as shown in Table 2.

Table 2: Respondents' Assessment Levels Based on Mean Score

| Scale | Level |
|-------------|----------|
| 3.68 - 5.00 | High |
| 2.34 - 3.67 | Moderate |
| 1.00 – 2.33 | Low |

III. RESULT

A. Respondent Profile Demographic

Based on the study findings, as shown in Table 3, the majority of respondents were female, totalling 65 (58%), while the number of male respondents was 47 (42%). Additionally, in terms of age, since the respondents consisted of certificate and diploma students, the majority fell within the age range of 18 to 20 years (100%). As for educational background, all respondents held the Malaysian Certificate of Education (100%).

B. Interactive E-Books Design Factors

In Table 4, all items are at a high level for the design of the interactive e-book produced, with the highest mean score recorded for item 8. This indicates that all respondents agreed with the design that was developed.

C. Interactive E-Books Usage Factors

In Table 5, all items are at a high level for the usage of the interactive e-book produced, with the highest mean score recorded for item 6. This indicates that all respondents agreed with its usage.

Table 3: Demographic Profile of Respondents (N = 112)

| Demographic Factor | Category | Percentage (%) | Frequency (%) |
|--------------------|----------------------------------|----------------|---------------|
| Gender | • Male | 42 | 65 |
| | • Female | 58 | 47 |
| Age | • 18 – 20 years old | 100 | 112 |
| | • 21 – 23 years old | | |
| | • 24 – 26 years old | | |
| Education Level | • Sijil Pelajaran Malaysia (SPM) | 100 | 112 |
| | • Certificate | | |
| | • Diploma | | |

Table 4: Factors of Interactive E-Book Design

| Bil | Item | Scale | | | | | Min | Level of Interest |
|-----|--|-------|---|---|---------------|----------------|------|-------------------|
| | | 1 | 2 | 3 | 4 | 5 | | |
| 1. | Appropriate text size | | | | 44.6% (50) | 55.3% (62) | 4.55 | High |
| 2. | Appropriate font type | | | | 30.3% (34) | 69.6% (78) | 4.70 | High |
| 3. | Appropriate text spacing | | | | 42.0% (47) | 58.0% (65) | 4.58 | High |
| 4. | Use of images supports learning | | | | 22.3% (25) | 77.7% (87) | 4.78 | High |
| 5. | Use of videos supports material comprehension | | | | 13.4% (15) | 86.6% (97) | 4.87 | High |
| 6. | Easy-to-understand content | | | | 30.4% (34) | 69.6% (78) | 4.70 | High |
| 7. | Clear content explanation | | | | 25.9% (29) | 74.1% (83) | 4.74 | High |
| 8. | Clear instructions for using links | | | | | 100% (112) | 5.00 | High |
| 9. | Clear assessment instructions | | | | 10.7% (12) | 89.3% (100) | 4.89 | High |
| 10. | Assessment questions are relevant to the content | | | | 16.1% (18) | 83.9% (94) | 4.84 | High |
| 11. | Easy-to-understand language | | | | 24.1% (27) | 75.9% (85) | 4.76 | High |
| 12. | Media helps students understand the content | | | | 33.0% (37) | 67.0% (75) | 4.67 | High |
| 13. | Media enhances students' motivation | | | | 42.0% (47) | 58.0% (65) | 4.58 | High |
| 14. | Attractive media display | | | | 12.5% (14) | 87.5% (98) | 4.88 | High |

Table 5 Factors of Interactive E-Book Usage

| Bil | Item | Scale | | | | | Min | Level of Interest |
|-----|--------------------------------|-------|---|---|---------------|---------------|------|-------------------|
| | | 1 | 2 | 3 | 4 | 5 | | |
| 1. | User-friendly media | | | | 44.6% (50) | 53.4% (62) | 4.55 | High |
| 2. | Good display quality | | | | 26.8% (30) | 73.2% (82) | 4.73 | High |
| 3. | Balanced screen display | | | | 30.4% (34) | 69.6% (78) | 4.70 | High |
| 4. | Text readability | | | | 30.4% (34) | 69.6% (78) | 4.70 | High |
| 5. | Clear images | | | | 19.6% (22) | 70.4% (90) | 4.80 | High |
| 6. | Clear videos | | | | | 100% (112) | 5.00 | High |

IV. DISCUSSION AND SUGGESTION

This study endeavors to develop an Interactive E-Book as a pedagogical tool to enhance the learning experience of certificate and diploma-level tourism management students. The initiative seeks to address specific challenges encountered by educators, particularly the limited integration of interactive learning technologies in instructional practices. To assess the feasibility and effectiveness of the Interactive E-Book, a validation process involving student assessments were conducted, guided by evaluation criteria centered on curriculum alignment, instructional materials, and assessment strategies. The effectiveness of interactive learning media depends on the congruence between the learning materials and the intended learning objectives. It is imperative that the content of the learning tool aligns with competency standards and that assessment methods accurately measure the attainment of these competencies [3], [37].

From an instructional design perspective, the Interactive E-Book received highly favorable evaluations. Evidence from the evaluation process suggests that the tool positively influences student motivation, fosters active participation, and facilitates an engaging and effective learning experience while minimizing monotony [39]. These outcomes underscore the importance of employing well-structured instructional strategies that accommodate diverse learning preferences, ensuring

that content is delivered clearly and that the learning experience is effective [30], [42]. Design elements such as clear visual representation, concise explanations, and appealing color schemes were identified as factors that contributed to increased student interest and engagement [32], [37].

The implementation of the Interactive E-Book demonstrated a notable improvement in students' learning outcomes, suggesting its efficacy in supporting the educational needs of tourism management students. These findings align with existing literature, which affirms the capacity of Interactive E-Books to enhance learner motivation, stimulate interest, and facilitate knowledge acquisition [3], [4], [11], [19], [24], [31], [33]. Furthermore, the adoption of Interactive E-Books can empower educators to innovate, adapting diverse interactive applications that cater to various learning styles and preferences, thereby modernizing instructional approaches to align with the evolving needs of contemporary learners.

While this study offers meaningful insights into the benefits of Interactive E-Books, further research is recommended to deepen the understanding of their effectiveness. A more nuanced investigation into student engagement could identify the specific design features—such as interactive components, visual aesthetics, and content variety—that most effectively captivate and

sustain student interest. Incorporating qualitative data through student feedback or interviews may enrich this exploration, providing deeper insight into user experiences.

Moreover, examining the long-term impact of Interactive E-Books on academic achievement is necessary to understand their enduring influence on learning. A longitudinal study could explore whether the sustained use of Interactive E-Books contributes to improved knowledge retention, deeper comprehension, and overall academic performance over time.

Additionally, this study could benefit from considering non-user factors that may hinder the effective adoption of Interactive E-Books. Technological limitations, such as restricted access to devices or unstable internet connectivity, as well as a preference for traditional learning methods, could impact student engagement. Addressing these barriers would provide a more holistic understanding of the challenges associated with the integration of digital learning tools, potentially guiding the development of more inclusive and accessible educational strategies.

V. CONCLUSION

This study concludes that the application of Interactive E-Books in learning activities is a feasible and effective method for delivering knowledge. Innovative lecturers who create engaging, creative, and easy-to-understand learning media can capture students' interest and lead to optimal learning outcomes. Indirectly, it will provide students with a greater opportunity to stay focused and makes learning an enjoyable process.

ACKNOWLEDGMENT

This research has no funding from a public, private or non-profit organization.




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