The Effect of Frequency of E-Book Use and Ease of E-Book Access on Reading Habits with Digital Literacy in the Faculty of Economics and Business, Universitas Negeri Jakarta

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Abstract. This study aims to analyze the effect of frequency of e-book use and ease of e-book access on student reading habits, with digital literacy as a moderator variable. The background of this research is based on the rapid development of digital technology and the shift of learning media from printed books to digital forms, especially e-books, in the Faculty of Economics and Business, Universitas Negeri Jakarta. This research uses a quantitative approach with a survey method, involving 100 active students as respondents. Data were collected through a Likert scale-based questionnaire and analyzed using Structural Equation Modeling (SEM) techniques through SmartPLS 4 software. The results showed that the frequency of e-book use and ease of e-book access had a positive effect on reading habits. In addition, digital literacy is proven to strengthen the relationship between the independent variables and reading habits. This research contributes to the development of more effective digital learning strategies and serves as a basis for educational institutions in improving digital literacy and optimal utilization of e-books.

Keywords: e-books, reading habits, ease of access, frequency of use, digital literacy.

Introduction

In the current development of education, the use of e-books has become an increasingly important part of supporting the learning process. The frequency of e-book use refers to how often students utilize digital books as a learning medium, including the number of days, duration of time, and the number of titles read. The more frequently e-books are used, the greater their potential impact on improving students' reading habits. Moreover, the ease of accessing e-books also plays a significant role. This ease includes the speed of information retrieval, the availability of e-books on various devices such as smartphones or laptops, and the ease of operating digital library systems. With quick and flexible access, students can more easily access reading materials anytime and anywhere.

Reading habits themselves are activities that are consistently performed until they become part of a routine. These habits are not only dependent on interest but are also influenced by the availability of time, the purpose of reading, and the type of reading material chosen. In the digital age, students' reading habits have shifted from using printed books to reading through digital screens. Along with this, digital literacy skills have become equally important. Digital literacy involves the ability to access, understand, evaluate, and utilize digital information effectively and wisely. This includes skills in searching for information, creating digital content, communicating online, and maintaining data privacy when using technology.

These four concepts, e-book usage frequency, ease of access, reading habits, and digital literacy, are interconnected and form an important unity in the learning process of students in the digital age. By understanding the relationship between each aspect, it is hoped that students can maximize available technology to enhance the quality of their learning and strengthen their literacy skills amid the rapidly advancing development of the times.

Literature Review

In the digital age, e-books have become one of the most widely used learning media among students due to their practicality and ease of access. The frequency of e-book usage refers to how often students utilize digital books as a learning resource. This usage not only encompasses how frequently students read e-books but also how much time is spent in each session, as well as how many titles are read within a specific period (Rosmaida, 2022). According to (Thessa Aprilia & Marsofiyati, 2024), the intensity of e-book usage is influenced by information needs, interests, and perceptions of effectiveness and ease of access. Factors such as the completeness of the digital collection and the convenience of using the application also determine how often students use them (Alghifari et al., 2024).

One of the main reasons why e-books are popular is their ease of access. Students are no longer limited by time and space when they want to read, as e-books can be downloaded and opened on various devices such as phones, tablets, or laptops. This ease includes the speed of searching for titles, the user-friendly system, and the availability of comprehensive information (Daulay, 2024). (Sri Hastuti Sihite, 2024) adds that ease of access is also related to the internet network used and the availability of collections relevant to students' learning needs.

Reading habits are also influenced by how often and how easily students access digital reading materials. These habits emerge when reading activities are performed repeatedly and consistently, becoming part of someone's daily routine. (Rifki et al., 2023) mention that reading habits are formed from personal motivation and awareness of the importance of reading as part of self-development. Indicators reflecting these habits include reading frequency, duration, variety of reading materials, reading objectives, and the availability of dedicated time set aside for reading (Wafiroh & Citrawati, 2023).

In technology-based learning processes, students are also required to have digital literacy skills. Digital literacy is not merely the ability to use technological devices, but also includes skills in accessing, understanding, evaluating, and effectively utilizing digital information (Listiaji & Subhan, 2021). (Surya et al., 2025) explain that digital literacy involves five main aspects, namely the ability to manage digital information, communicate and collaborate online, create digital content, maintain personal data security, and solve problems using technology independently.

The literature review shows a variety of findings regarding the relationship between these variables. Regarding the direct effect, studies on the frequency of e-book use (X_1) on reading habits (Y) often show a positive effect, such as (Thessa Aprilia & Marsofiyati, 2024) who state that e-book use "has a positive and significant effect on increasing the frequency and duration of student reading". However, (Yusnimar, n.d.) rejects this by finding that "students still prefer reading printed books over e-books", which "suggests that the frequency of e-book use does not directly improve reading habits". Similarly, ease of access to e-books (X_2) tends to contribute positively to reading habits (Y), as shown by (Nariratri et al., 2024) which states "ease of access to e-books still contributes positively to reading habits". However, (Aulia et al., 2025) rejected this, finding that "ease of e-book access is not always directly proportional to the increase in reading habits" due to constraints such as device limitations.

Furthermore, the relationship between e-books and digital literacy (Z) also shows mixed results. Frequency of e-book use (X_1) was found to have a positive effect by (Wulan Sari et al., 2024) which states "the use of digital libraries, including e-books, has a significant effect on increasing student literacy". On the other hand, (Yuliadi Saputra et al., 2024) rejected, stating that "the frequency of using e-books alone is not enough to significantly improve digital literacy". Regarding the ease of e-book access (X_2) to digital literacy (Z), (Alfadila & Rosiyanti, 2024) support that "the application of Let's Read application significantly increases students' reading interest". However, (Irawan & Putri, 2024) disagreed, finding that "traditional reading books are more effective in building basic reading skills and vocabulary than digital books".

The relationship between reading habits (Y) and digital literacy (Z) is also debated. (Hidayati et al., 2024) support this positive relationship, stating "there is a positive and significant relationship between reading interest and students' digital literacy skills". However, (Haerunisa et al., 2024) disagreed, stating that "students' reading interest in academic reading is still low" despite digital technology providing easy access to information.

Finally, when testing indirect effects, the study of the frequency of e-book use (X_1) on reading habits (Y) through digital literacy (Z) was supported by (Syam et al., 2024) who found "digital literacy has an influence on students' reading interest". However, (Andriyani et al., 2024) rejected, showing

"there is no significant interaction between e-book usage and students digital literacy in influencing students' cognitive test results". Similarly, ease of access to e-books (X_2) on reading habits (Y) through digital literacy (Z) is supported by (Syafarudin et al., 2024) which states "digital libraries provide easy access to various reading resources, which significantly increases reading interest". However, (Haslinda et al., 2022) disagreed, stating "the use of digital books to develop literacy is still not effective enough". Based on this comprehensive review, a research conceptual framework and seven main hypotheses were developed to examine the dynamics of e-books' influence on reading habits with the role of digital literacy.
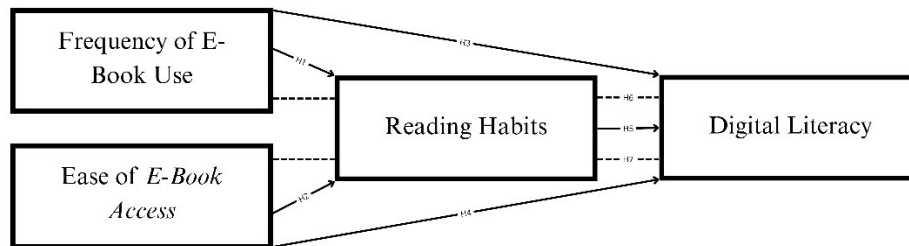

Figure 4: Research Hypothesis

From the figure, it can be seen that the frequency of e-book use (X_1) and ease of access to e-books (X_2) have a direct influence on reading habits (Y). This means that the more often students use e-books and the easier access they have, the more likely they are to develop reading habits. Furthermore, both the frequency of e-book usage (X_1) and the ease of access to e-books (X_2) also have a direct influence on digital literacy (Z). This implies that regular and easily accessible e-book usage can enhance students' ability to manage, understand, and utilize digital information. Additionally, digital literacy (Z) also has a direct influence on reading habits (Y). Students with good digital literacy will be better able to utilize digital reading resources effectively, thereby encouraging the formation of more consistent reading habits. Not only that, the figure also shows the indirect (mediating) influence of e-book usage frequency (X_1) and ease of access to e-books (X_2) on reading habits (Y) through digital literacy (Z). This indicates that digital literacy strengthens or mediates the influence of these two independent variables on reading habits. In other words, the influence of e-book usage frequency and ease of access on reading habits will be stronger if students have good digital literacy.

Methods

This study uses a quantitative approach with a survey method to examine the relationship between the frequency of e-book use and ease of access to e-books on students' reading habits, with digital literacy as an intermediary variable. The quantitative method was chosen because it is able to describe and analyze the relationship between variables objectively, measurably, and systematically. Survey techniques were used because they allow data collection from many respondents in a relatively efficient and fast manner. The main instrument in this study was a questionnaire, which was designed based on indicators from each variable and distributed online using a five-point Likert scale, ranging from "strongly disagree" to "strongly agree" This technique was chosen because it is considered effective in collecting data from a large population in a relatively short time (Ardiansyah et al., 2023).

The population in this study was all students of the Faculty of Economics and Business, Universitas Negeri Jakarta, who actively use e-books as a learning medium. Students were chosen because they are in an academic environment that encourages the use of digital learning resources. From this population, a sample of 100 active students was taken. The sample was determined by considering the representativeness of e-book users relevant to the research focus, so that the results could be generalized appropriately (Amin et al., 2023).

The first variable studied was the frequency of e-book use, defined as the intensity or how often students access e-books in their learning activities. Measurement was conducted by examining the number of days of use per week, the duration of each reading session, and the number of e-books read within a specific period. The next variable, ease of access to e-books, refers to the level of ease with which students can access e-books without spatial or temporal constraints. This access is evaluated in terms of search speed, availability of information across various devices, user-friendly systems, and the

completeness of the digital collection available.

Reading habits in the context of this study are understood as regular reading activities that have become part of students' routines. This behavior is not only measured by the frequency and duration of reading but also by the type of reading material consumed, the purpose of reading, and the specific time allocated by students for reading activities. Furthermore, digital literacy is positioned as a mediating variable that reflects students' ability to understand and manage digital information wisely and responsibly. This literacy encompasses aspects of information literacy, online communication and collaboration, the ability to create digital content, awareness of digital security, and technology-based problem-solving.

Indicators for each variable are incorporated into statements in the questionnaire. For example, the indicator for the frequency of e-book use is formulated in the form of questions about the duration and number of reading sessions per week. The indicator of ease of access concerns students' perceptions of the digital library system, platform comfort, and access speed. The indicator of reading habits includes consistent reading behavior and preferences for digital reading, while the indicator of digital literacy is based on students' ability to actively assess, use, and create digital-based information.

The collected data were analyzed using SmartPLS 4 software with Structural Equation Modeling (SEM) techniques. SEM was chosen because it can test direct and indirect relationships between variables and analyze the role of digital literacy as a mediator. Before hypothesis testing, validity and reliability tests were conducted to ensure that all research instruments were valid and consistent in measuring each indicator.

Through this method, the study aims to provide a comprehensive understanding of the extent to which the frequency of e-book use and ease of access can shape students' reading habits, while also demonstrating how digital literacy strengthens or mediates these relationships. With a measurable and systematic approach, the results of this study are expected to serve as a foundation for designing more effective digital learning strategies tailored to the needs of students in the rapidly evolving technological landscape of higher education.

Result and Discussion

This study presents comprehensive results and discussions on the relationship between the frequency of e-book use (X_1), ease of access to e-books (X_2), reading habits (Y), and digital literacy (Z) in the Faculty of Economics and Business at Universitas Negeri Jakarta. This research was conducted by involving 100 active students as respondents, using a quantitative approach with a survey method, and the data was analyzed using Structural Equation Modeling (SEM) through SmartPLS 4 software.

The initial stage of analysis is validity testing, which aims to ensure that each indicator in the questionnaire is able to accurately and consistently represent the variables being studied. The outer loading test results show that all indicators in the E-Book Usage Frequency (X_1), E-Book Accessibility (X_2), Reading Habits (Y), and Digital Literacy (Z) constructs have values above 0.700. Specifically, the indicators in X_1 and X_2 have valid and consistent loading values in measuring their constructs. The Y construct also meets the validity criteria despite having the lowest loading value of 0.719. Meanwhile, the Z construct shows the strongest results with the highest loading value reaching 0.883. These overall results conclude that all indicators used are valid and none need to be eliminated from the model.

After validity, reliability testing was conducted to assess the internal consistency of the research instrument. The test results showed that all constructs of variables X_1, X_2, Y, and Z met the recommended criteria. Cronbach's Alpha and Composite Reliability values for all constructs were above 0.700, indicating good internal consistency. Additionally, the Average Variance Extracted (AVE) values were also above 0.500, indicating adequate convergent validity. Although construct X_1 had the lowest Cronbach's Alpha value of 0.750, it was still deemed reliable. Construct Z even showed the best performance with the highest reliability and AVE values. Thus, all constructs are deemed reliable and valid for use in the subsequent analysis stages.

Classical assumption tests were also conducted, particularly multicollinearity tests evaluated using the Variance Inflation Factor (VIF) value. The results showed that all indicators in constructs X_1, X_2, Y, and Z had VIF values below the threshold of 5.000, indicating no multicollinearity issues in the model. The VIF values for indicator X_1 ranged from 1.263 to 1.692, X_2 from 1.556 to 1.916, Y from 1.272 to 1.995, and Z had the highest value of 2.320 on indicator Z.4. Although some indicators have VIF values close to 2, all values are still considered low and safe, so all indicators are free from

multicollinearity and suitable for use in further model testing.

Next, discriminant validity testing was conducted using the Fornell-Larcker criteria. The results showed that the AVE square root values for each construct (X_1: 0.756, X2: 0.800, Y: 0.779, Z: 0.823) were greater than the correlation values of those constructs with other constructs. For example, the correlation between X_1 and X_2 was 0.452, between X_2 and Z was 0.684, and between Y and Z was 0.557, all of which were lower than the AVE values for each construct. This proves that each construct has a stronger relationship with its constituent indicators than with other constructs, thus all constructs in the model meet the criteria for discriminant validity.

The evaluation of the structural model begins with an R-Square analysis, which measures how well the independent variables explain the dependent variable. The R-Square value for the Reading Habits variable (Y) is 0.422, indicating that E-Book Usage Frequency (X_1) and E-Book Accessibility (X_2) explain approximately 42.2% of the variation in Y. Meanwhile, the R-Square value for Digital Literacy (Z) is 0.540, indicating that X_1, X_2, and Y together can explain 54.0% of the variation in Z. The slightly lower Adjusted R-Square values (0.410 for Y and 0.525 for Z) correct for potential bias due to the number of predictors in the model. In general, these values indicate that the model has moderate predictive power, and the relationships between constructs in the model are strong enough for further analysis. The F-Square (F^2) value is used to measure the magnitude of the effect or contribution of an independent construct to the dependent construct in a structural model. Construct X_1 has a small effect on Y (F^2=0.262) and a very small effect on Z (F^2=0.036). Construct X_2 contributes a small effect to Y (F^2=0.143) and a moderate effect to Z (F^2=0.389), indicating that X_2 is more influential in explaining the variation in Z. Construct Y has a very small effect on Z (F^2=0.050). According to Cohen's (1988) general guidelines, an F^2 value of 0.020 is considered small, 0.150 is moderate, and 0.350 is large. Therefore, it can be concluded that in this model, X2 makes the most significant contribution to Z, while the other contributions are small to moderate.

Table 1: Path Coefficient

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
X_1 -> Y	0.436	0.438	0.104	4.185	0.000
X_1 -> Z	0.162	0.151	0.158	1.029	0.303
X_2 -> Y	0.322	0.333	0.090	3.596	0.000
X_2 -> Z	0.507	0.515	0.160	3.179	0.001
Y -> Z	0.199	0.208	0.106	1.875	0.061

The last section is hypothesis testing, which is divided into direct and indirect effects in producing varied findings regarding the effect of e-book usage frequency (X_1) and e-book accessibility (X_2) on reading habits (Y) and digital literacy (Z). For the direct effect, the first hypothesis states that frequency of e-book use (X_1) has a positive effect on reading habits (Y). The test results show that variable X1 has a significant effect on Y with a coefficient value of 0.436, T-Statistic of 4.185, and P-Value of 0.000. The P-Value is less than 0.050 and the T-Statistic is greater than 1.960 indicating that this influence is strong and significant. This finding is consistent with previous studies by (Thessa Aprilia & Marsofiyati, 2024), who also concluded that the frequency of e-book use has a positive influence on increasing interest and reading habits.

Next, in the second hypothesis, namely the Effect of E-Book Accessibility (X_2) on Reading Habits (Y), this hypothesis tests the effect of e-book accessibility (X_2) on reading habits (Y). The analysis results show that variable X_2 has a significant effect on Y with a coefficient value of 0.322, T-Statistics of 3.596, and P-Value of 0.000. Consistency with the significance criteria (P-Value < 0.050 and T-Statistics > 1.960) indicates a strong and significant effect. The results of this study support the findings of (Nariratri et al., 2024), all of whom state that easy access to e-books greatly contributes to an increase in students' reading habits because it facilitates the acquisition of information.

However, in the third hypothesis, namely the Effect of E-Book Usage Frequency (X_1) on Digital Literacy (Z), the results showed insignificance. Based on the results of the table, variable X_1 does not have a significant effect on Z, as indicated by a coefficient value of 0.162, T-Statistics of 1.029, and P-Value of 0.303, which is greater than 0.050. Thus, the effect is not significant. These results are not in line with several previous studies such as (Wulan Sari et al., 2024), who found that the frequency of e-

book use effectively contributes to improving students' digital literacy. However, this result is consistent with the research by (Yuliadi Saputra et al., 2024), which indicate that low e-book usage or limitations in providing engaging learning materials have not significantly contributed to improving students' digital literacy.

In contrast to frequency of use, the fourth hypothesis, namely the Effect of E-Book Accessibility (X_2) on Digital Literacy (Z), shows that variable X_2 has a significant effect on Z with a coefficient value of 0.507, T-Statistics of 3.179, and P-Value of 0.001. The P-Value, which is far below 0.050, confirms a strong and significant influence. This finding is consistent with previous research by (Alfadila & Rosiyanti, 2024), which indicates that ease of access through digital applications, such as "Let's Read," can enhance literacy.

Furthermore, when examining the influence of the fifth hypothesis, namely reading habits (Y) on digital literacy (Z), the analysis produced insignificant findings. The analysis results indicate that variable Y does not have a significant effect on Z, as the coefficient value is 0.199, the T-Statistic is 1.875, and the P-Value is 0.061, which is greater than 0.050. Therefore, the effect is considered insignificant. These results are inconsistent with studies by (Simamora et al., 2023), which state that reading habits supported by digital literacy can enhance students' literacy skills. However, these results align with the findings of (Naimah et al., 2024), which indicate that despite high levels of digital literacy and smartphone use, students' reading interest remains low, suggesting that other factors may be more influential on reading habits and that digital literacy does not always correlate directly with reading habits.

Table 2: Specific Indirect Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
X_1 -> Y -> Z	0.087	0.092	0.055	1.589	0.112
X_2 -> Y -> Z	0.064	0.069	0.041	1.555	0.120

Finally, indirect effect testing reviews the mediating role of digital literacy (Z) in the relationship between frequency of e-book use (X_1) and reading habits (Y), as well as ease of e-book access (X_2) and reading habits (Y). For sixth hypothesis, namely the Effect of Frequency of E-Book Use (X_1) on Reading Habits (Y) through Digital Literacy (Z). This indirect effect test aims to see whether digital literacy (Z) mediates the relationship between frequency of e-book use (X_1) and reading habits (Y). The results of the analysis show that this indirect effect is not significant, with a coefficient value of 0.087, T-Statistics of 1.589, and P-Value of 0.112 (> 0.050). This indicates that digital literacy does not significantly mediate the relationship. This finding is not in line with the research of (Syam et al., 2024) which state that good digital literacy, supported by interactive features and e-book optimization, tends to increase reading interest. However, this result is in line with the research of (Haslinda et al., 2022) who found that the use of digital books to develop literacy is still not effective enough.

Similarly, the seventh hypothesis that examines the indirect effect of ease of e-book access (X_2) on reading habits (Y) through digital literacy (Z) also shows insignificant results, with a coefficient value of 0.064, T-Statistics of 1.555, and a P-Value of 0.120 (>0.050). This means that digital literacy does not significantly mediate the relationship. This finding is not in line with the research of (Alfanda & Samosir, 2024) which state that easy access to e-books encourages students to read more often. However, this result is in line with the research of (Fatimah & Muthi, 2024) which show that although digital books are considered practical, their effectiveness in increasing reading interest and literacy is not optimal, and other factors may have more influence on reading habits.

Conclusion

Based on the results of the study, it can be concluded that the frequency of use and ease of access to e-books have a positive and significant influence on the reading habits of students of the Faculty of Economics and Business, Universitas Negeri Jakarta. The more often students utilize e-books and the easier they access them, the more consistent the reading habits they develop. E-books are proven to offer a number of advantages, including convenience, practicality, and time and cost efficiency, making them a very relevant and supportive alternative in the learning process in a higher education environment. E-books have become an essential part of the learning system, especially since the

COVID-19 pandemic accelerated the adoption of digital technology.

However, this research also identifies several obstacles that need serious attention to optimize the utilization of e-books. Distractions in the form of notifications from digital devices, eyestrain due to prolonged screen usage, as well as technical barriers such as unstable internet connection and device compatibility issues, are still challenges perceived by students. These factors have the potential to reduce the effectiveness of e-books as learning media.

Digital literacy, defined as an individual's ability to understand and use information from various digital sources effectively and efficiently, is proven to strengthen the relationship between the independent variables (frequency of use and ease of access to e-books) and reading habits. Students who have a high level of digital literacy are able to utilize e-books more effectively, both in searching, understanding, and managing digital information. However, the results of hypothesis testing show that digital literacy does not significantly mediate the relationship between frequency of e-book use or ease of e-book access with students' reading habits in this research model. Therefore, to maximize the benefits of e-books as learning media, it is necessary to increase digital literacy as well as improve the accessibility and convenience of its use. This research is expected to contribute to the development of a more effective digital learning strategy and become the basis for educational institutions in improving digital literacy and optimal utilization of e-books.

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