



The Effectiveness of the Notion Application in Enhancing Motivation and Local Wisdom-Based Sustainable Reading Strategies

Nikmah Sari Hasibuan^{1*}, Ribut Wahyu Eriyanti¹, Hari Sunaryo¹, Daroe Iswatiningsih¹, Lili Tansliova¹

¹Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Malang, Indonesia

*Corresponding author: nikmah.sari@um-tapsel.ac.id

Received: May 20, 2026; Revised: June 12, 2026; Accepted: August 25, 2026; Published: August 31, 2026

Abstract. Low levels of students' reading motivation and reading strategies, along with high digital distractions, present significant challenges to literacy learning in higher education. This study aims to analyze the effectiveness of utilizing the Notion application in strengthening sustainable reading skills grounded in local wisdom. The research employed a quantitative approach using a pretest-posttest design. The participants consisted of 36 fifth-semester students from the Indonesian Language Education Study Program at Universitas Muhammadiyah Tapanuli Selatan enrolled in the course Literature and Local Wisdom. The research instruments included a reading motivation questionnaire, a reading strategy questionnaire, a reflection rubric, and Notion activity logs. Data analysis involved descriptive statistics, reliability testing, normality testing, and paired-samples t-tests. The results indicated a significant improvement in reading motivation ($t = -7.57$; $p < 0.001$) and reading strategies ($t = -8.98$; $p < 0.001$) following the Notion-based intervention. The application facilitated the centralization of literacy activities, reduced digital distractions, and enhanced students' self-regulation skills in reading. This study concludes that Notion is effective in supporting the reinforcement of local wisdom-based literacy, with practical implications for students, lecturers, and higher education institutions in fostering sustainable reading habits through the integration of digital technology.

Keywords: notion; reading motivation; learning strategies; local wisdom; sustainable literacy



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

1. Introduction

Reading literacy among the Indonesian population has shown significant improvement in recent years, although it continues to face several persistent challenges, such as limited access to reading materials, low motivation, and increasing digital distractions. A study conducted by the National Library of the Republic of Indonesia (Perpusnas) in collaboration with PT Indekstat Konsultan (2024) reported that the Reading Interest Index (Tingkat Gemar Membaca-TGM) of Indonesian society reached a score of 72.44 in 2024, an increase from 66.70 in 2023. Despite this progress, the score remains classified within the moderate category. The study involved 174,226 respondents aged 10–69 years across 38 provinces and 514 regencies/cities (Perpusnas & Indekstat Konsultan, 2024).

This improvement was also accompanied by an increase in the Community Literacy Development Index (Indeks Pembangunan Literasi Masyarakat-IPLM), which reached 73.52 in 2024, surpassing both the previous year's results and the national strategic target. Nevertheless, the fact that these indices remain within the "moderate" category indicates that reading literacy has not yet fully evolved into a strong cultural practice. This condition is particularly evident in

the development of sustainable reading habits among students and university learners, who are part of a generation undergoing continuous digital transformation. Reading literacy issues at the higher education level in Indonesia are reflected in students' weak reading motivation and learning strategies.

A study conducted at UIN Syarif Hidayatullah Jakarta in 2024 revealed that students of the Indonesian Language and Literature Education program demonstrated suboptimal reading comprehension due to the lack of systematic reading strategy implementation and low academic curiosity toward reading texts (Zahroh & Kirani, 2024). Similarly, research at Universitas Jambi in 2023 found that students in the same program attempted to sustain their literacy engagement through participation in literary communities and study groups, although formal technology-based interventions remained limited (Rosanti et al., 2023). Local conditions at Universitas Muhammadiyah Tapanuli Selatan in the Literature and Local Wisdom course reveal comparable patterns.

A total of 36 students in the odd semester of the Indonesian Language Education Study Program frequently experienced a decline in reading motivation after the second week of instruction and identified digital distractions as the primary factor hindering the consistency of their reading activities. This situation underscores that sustainable learning strategies and reading motivation still require innovative, technology-based approaches that are relevant to the local cultural context. Self-regulated learning (SRL) theory conceptualizes students as active managers of their learning processes through cognitive, motivational, and behavioral dimensions (Winne & Hadwin, 1998; Zimmerman, 1990). The cognitive dimension includes planning, goal setting, selecting reading strategies appropriate to the context, monitoring the reading process, and conducting evaluation and reflection on text comprehension.

The motivational dimension relates to self-efficacy beliefs, task value, and both intrinsic and extrinsic goal orientations. The behavioral dimension encompasses the regulation of the learning environment, time management, and efforts to minimize distractions. Cultural literacy theory emphasizes that reading materials closely connected to local culture enhance intrinsic motivation, increase the relevance of the reader's sociocultural context, and promote deeper text comprehension (Pujiatna, 2021). A study conducted at Universitas Muhammadiyah Makassar in 2023 reported that an SRL-based approach utilizing learning journals significantly improved students' interest and analytical reading skills in language studies (Wahid et al., 2023). Similarly, a social-cognitive literacy model incorporating self-regulation demonstrated effectiveness in improving students' reading ability and reasoning skills at a university in Mataram (Lestariani, 2023).

Notion is a digital learning management application that provides features such as note-taking, reading databases, reflection templates, checklists, collaborative comments, and learning progress tracking (Notion, 2025; Williams & Hodges, 2023). A study conducted in Vietnam indicated that Notion was effective in fostering university students' learner autonomy in English language learning, particularly in terms of self-directed learning management, positive attitudes toward learning tasks, and collaboration with peers (Huynh, 2024). Usability studies in Indonesia have found that Notion demonstrates a high level of usability in supporting student productivity, especially in task organization and the documentation of learning activities (Cahyani et al., 2023; Matte & Latuperissa, 2025; Mustakim et al., 2025).

However, no quantitative research has specifically examined the effects of Notion on reading motivation, reading learning strategies, reading duration and consistency, as well as the reduction of digital distractions within the context of literature and local wisdom in higher education settings such as Universitas Muhammadiyah Tapanuli Selatan. This research gap constitutes a central focus of the present study. The urgency of this study arises from the position of Indonesia's reading literacy, which remains within the moderate category despite improvements in index scores over the past two years. This condition highlights the need for innovative strategies capable of integrating digital technology with local cultural contexts to foster sustainable reading skills. Research utilizing Notion as a learning medium has the potential

to expand the body of literature on the implementation of self-regulated learning supported by digital knowledge management applications.

The academic contribution of this study lies in its theoretical enrichment regarding the integration of digital platforms, cultural literacy, and sustainable reading skills at the higher education level. The practical contribution is reflected in the potential application of the research findings as a learning model within the Indonesian Language Education Study Program at Universitas Muhammadiyah Tapanuli Selatan, with possibilities for replication in other study programs. The socio-cultural contribution resides in the preservation of local wisdom values through the integration of traditional texts into technology-based learning, which can enhance the relevance of instructional materials while fostering the development of consistent reading habits among university students.

The purpose of this study is to examine the impact of utilizing the Notion application in supporting students' sustainable reading skills through the integration of a self-regulated learning approach and local wisdom. Specifically, this study aims to test the effectiveness of Notion in enhancing students' motivation and sustainable reading strategies grounded in local wisdom. The research focuses on changes in reading motivation and the strengthening of reading strategies among fifth-semester students of the Indonesian Language Education Study Program at Universitas Muhammadiyah Tapanuli Selatan after participating in a six-week learning intervention using Notion as a medium for reading management, reflection, and learning planning.

Explicitly, this study aims to: (1) measure changes in students' reading motivation following the implementation of Notion integrated with local wisdom-based texts; (2) assess improvements in students' reading learning strategies, including planning, annotation, progress monitoring, and self-reflection skills; and (3) analyze the effectiveness of Notion in reducing digital distractions during academic reading activities. The clarification of these objectives aligns with recommendations from contemporary studies, which emphasize that the use of digital platforms can support students' self-regulation, enhance learner autonomy, and expand culture-based literacy practices (Baharuddin et al., 2022; Martha et al., 2024).

2. Methodology

This study employed a quantitative approach using a one-group pretest-posttest design. The research participants consisted of 36 fifth-semester students from the Indonesian Language Education Study Program at Universitas Muhammadiyah Tapanuli Selatan who were enrolled in the Literature and Local Wisdom course. The research instruments included a reading motivation questionnaire based on a Likert scale (8 items) and a reading strategy/reading learning strategy questionnaire (8 items). In addition, supporting data were obtained from students' reading reflection and annotation rubrics, as well as activity logs from the Notion application, including the number of entries, annotations, and active days during the intervention period. Content validity of the instruments was established through expert judgment. To ensure internal consistency, reliability was assessed using Cronbach's Alpha coefficient.

The results indicated that the reading motivation scale yielded alpha values of 0.86 (pretest) and 0.84 (posttest), while the reading strategy scale showed alpha values of 0.80 (pretest) and 0.86 (posttest). All values met or exceeded the 0.70 threshold, indicating that the instruments were reliable and suitable for data collection. The research procedure was conducted in three stages. The initial stage involved administering pretests on reading motivation and reading strategies. The intervention stage lasted for six weeks and involved the use of Notion for note-taking, reflection, and monitoring reading progress based on local wisdom texts. The final stage consisted of administering posttests using the same instruments. Data were analyzed using normality tests (Kolmogorov-Smirnov and Shapiro-Wilk) as prerequisites for parametric testing, followed by paired-samples t-tests to compare pretest and posttest scores.

Effect sizes were calculated to determine the magnitude of the treatment effect. Research ethics were maintained through obtaining participants' informed consent, securing approval

from the study program, ensuring the confidentiality of respondents' identities, and selecting culturally appropriate local wisdom texts.

3. Results and Discussions

The participants of this study consisted of 36 fifth-semester students from the Indonesian Language Education Study Program at Universitas Muhammadiyah Tapanuli Selatan who were enrolled in the Literature and Local Wisdom course during the current semester. Participant selection employed a total sampling technique (saturated sampling) involving one intact class that was available and feasible for intervention over a six-week Notion-assisted learning period. The use of an intact class was necessitated by the one-group pretest–posttest research design, in which the intervention was consistently applied to the same group in accordance with the course schedule. Accordingly, the sample represented 100% of the students in the selected class who met the inclusion criteria.

The inclusion criteria comprised: (1) enrollment as a fifth-semester student in the Indonesian Language Education Study Program, (2) participation in the Literature and Local Wisdom course, and (3) willingness to complete the pretest–posttest sequence and engage in reading activities using Notion for six weeks. Data were collected using a reading motivation questionnaire (8 items) and a reading strategy/reading learning strategy questionnaire (8 items). In addition, the study utilized reflection rubrics, students' reading annotations, and Notion activity logs that recorded the number of entries, annotations, and active days throughout the intervention period. This section presents the results of descriptive analysis, statistical assumption testing, and hypothesis testing to evaluate the effects of Notion utilization on students' sustainable reading motivation and reading strategies.

Table 1. Characteristics of Research Participants

Characteristics	Category	Frequency (n)	Percentage (%)
Gender	Male	8	22,2 %
	Female	28	77,8 %
Study Program	Indonesian Language Education	36	100 %
Semester	V (Fifth)	36	100 %
Course	Literature and Local Wisdom	36	100 %

Based on Table 1, the research participants consisted of 36 fifth-semester students from the Indonesian Language Education Study Program at Universitas Muhammadiyah Tapanuli Selatan who were enrolled in the Literature and Local Wisdom course. The composition of respondents was predominantly female, with 28 students (77.8%), while male students accounted for 8 participants (22.2%). All respondents were drawn from the same study program, were in the same semester, and were enrolled in the same course, indicating that the sample characteristics were homogeneous and aligned with the intervention context applied to a single intact class.

Table 2. Descriptive Statistics of Pretest and Posttest Scores

Construct	Stage	Mean	SD	Min	Max
Reading Motivation	Pretest	20,61	4,23	14	30
	Posttest	24,97	3,60	19	32
Reading Strategies	Pretest	21,31	3,51	16	28
	Posttest	24,00	3,95	14	32

After presenting the characteristics of the respondents in Table 1, the descriptive statistics of pretest and posttest scores for each construct are displayed in Table 2. Based on Table 2, students'

reading motivation scores increased from a pretest mean of 20.61 (SD = 4.23; min = 14; max = 30) to a posttest mean of 24.97 (SD = 3.60; min = 19; max = 32). A similar pattern was observed for reading strategies, which increased from a pretest mean of 21.31 (SD = 3.51; min = 16; max = 28) to a posttest mean of 24.00 (SD = 3.95; min = 14; max = 32). Descriptively, these findings indicate an upward trend in both reading motivation and reading strategies following the six-week Notion-based intervention.

Table 3. Reliability of Research Instruments

Construct	Stage	Total Items	Cronbach's Alpha	Interpretation
Reading Motivation	Pretest	8	0,86	Highly reliable
	Posttest	8	0,84	Highly reliable
Reading Strategies	Pretest	8	0,80	Reliable
	Posttest	8	0,86	Highly reliable

Prior to hypothesis testing, data normality was examined using the Shapiro–Wilk test ($n = 36$). All variables demonstrated p-values greater than 0.05 (Pretest Motivation $p = 0.302$; Posttest Motivation $p = 0.118$; Pretest Reading Strategies $p = 0.122$; Posttest Reading Strategies $p = 0.436$), indicating that the data were normally distributed and met the assumptions required for the use of parametric paired-samples t-tests.

Table 4. Normality Test Results Using the Shapiro–Wilk Test

Variable	Shapiro-Wilk Statistic	Sig. (p)	Interpretation
Pretest Reading Motivation	0,965	0,302	Normal
Posttest Reading Motivation	0,952	0,118	Normal
Pretest Reading Strategies	0,952	0,122	Normal
Posttest Reading Strategies	0,970	0,436	Normal

Hypothesis testing was conducted using paired-samples t-tests to examine differences between pretest and posttest scores. The results indicated a significant improvement in students' reading motivation, increasing from a pretest mean of 20.28 to a posttest mean of 25.06, with $t = -7.57$ and $p < 0.001$. Similarly, students' reading learning strategies demonstrated a significant increase, rising from a pretest mean of 20.08 to a posttest mean of 25.28, with $t = -8.98$ and $p < 0.001$. Accordingly, it can be concluded that the utilization of the Notion application integrated with local wisdom had a significant effect on enhancing students' sustainable reading motivation and reading strategies.

Table 5. Results of the Paired-Samples t-Test

Variable	Mean Pre	Mean Post	t	Sig. (p)	Interpretation
Reading Motivation	20,28	25,06	-7,57	< 0,001	Significantly different
Reading Strategies	20,08	25,28	-8,98	< 0,001	Significantly different

Discussion

Changes in Students' Reading Motivation

These changes can be explained through the framework of Self-Regulated Learning (SRL) theory, which emphasizes the importance of motivational aspects in managing the learning process. The Notion application functions as a self-regulation support tool that facilitates students in setting reading goals, organizing learning strategies, and monitoring their learning progress. Through features such as note-taking, annotation, and scheduling, students are encouraged to enhance their self-efficacy as they perceive themselves to be capable of mastering

the assigned reading materials. Furthermore, the integration of local wisdom-based content strengthens students' intrinsic motivation, as the materials are perceived as relevant to their cultural identity.

An increase in task value also emerges, as students view reading activities mediated through Notion not merely as academic assignments but as meaningful opportunities to understand and preserve local culture. These changes can be explained through the framework of Self-Regulated Learning (SRL) theory, which emphasizes the importance of motivational aspects in managing the learning process. The Notion application functions as a self-regulation support tool that facilitates students in setting reading goals, organizing learning strategies, and monitoring their learning progress. Through features such as note-taking, annotation, and scheduling, students are encouraged to enhance their self-efficacy as they perceive themselves to be capable of mastering the assigned reading materials.

Furthermore, the integration of local wisdom-based content strengthens students' intrinsic motivation, as the materials are perceived as relevant to their cultural identity. An increase in task value also emerges, as students view reading activities mediated through Notion not merely as academic assignments but as meaningful opportunities to understand and preserve local culture. The findings of this study are consistent with previous research. Kandia et al. (2023) reported that the use of learning journals can enhance students' interest and reading motivation by encouraging active reflection. Similarly, Faridah et al. (2022) found that a self-regulated literacy learning model had a positive effect on students' reading comprehension and reasoning skills in Makassar.

International studies have also demonstrated that the integration of digital applications in learning can strengthen students' learning motivation by providing flexibility and autonomy in accessing and managing reading materials (Li et al., 2022). Therefore, the improvement in reading motivation through the utilization of Notion aligns with empirical evidence indicating that technology-supported self-regulation strategies are effective in enhancing student engagement in learning activities.

The practical implications of these findings highlight the importance of utilizing digital learning management applications such as Notion to strengthen students' reading motivation, particularly in courses grounded in local wisdom. Lecturers can facilitate students by providing interactive and reflective learning spaces through Notion, thereby encouraging sustained reading engagement. Ultimately, this approach can support the achievement of more holistic learning objectives, namely the development of students with strong intrinsic motivation, cultural awareness, and sustainable academic literacy skills.

Strengthening Students' Reading Learning Strategies through Notion

The quantitative analysis results indicate a significant improvement in students' reading strategies following the utilization of the Notion application. The mean pretest score for reading strategies was 20.08 (SD = 3.16), which increased to 25.28 (SD = 2.46) in the posttest. The paired-samples t-test yielded a value of $t = -8.98$ with $p < 0.001$, confirming a statistically significant difference in students' reading strategies before and after the intervention.

This improvement demonstrates that Notion functions effectively as a learning medium capable of strengthening students' self-regulation strategies in reading activities. In addition to being presented in tabular form, changes in students' reading motivation and reading strategy scores are also visualized in Figure 1. The graph illustrates a consistent upward trend from pretest to posttest for both variables, with reading strategies showing a slightly greater increase compared to reading motivation.

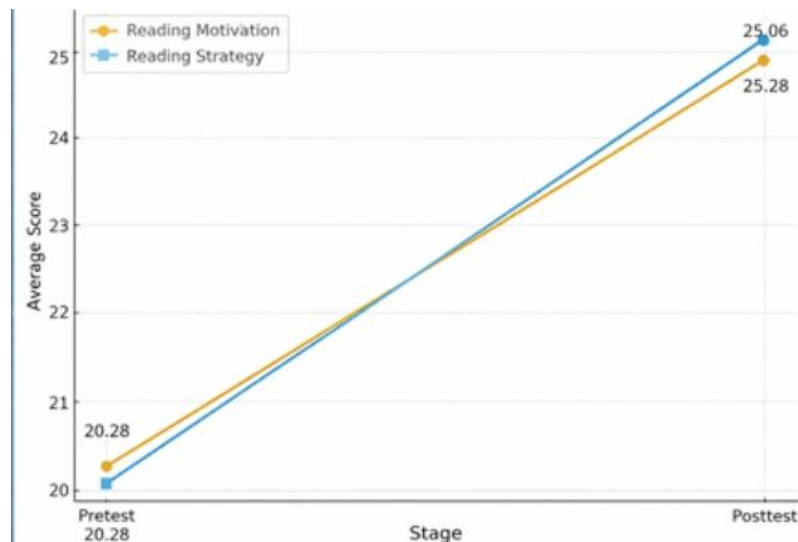


Figure 1. Changes in the Mean Scores of Students' Reading Motivation and Reading Strategies

Changes in students' reading strategies were reflected in several key aspects. First, students' ability to plan their reading improved, as they were able to use Notion to organize reading lists, set time targets, and mark priority materials. Second, the quality of annotations increased, shifting from merely copying sentences to highlighting main ideas, creating concise notes, and developing simple diagrams using Notion's block features. Third, the aspect of progress monitoring was evident in students' consistency in accessing Notion, where reading records could be systematically tracked through learning progress pages. Fourth, reading reflection became more developed, as students used reflection rubrics to connect the content of the texts with local cultural contexts, making the reading process more meaningful and applicable.

Qualitative data from the reflection rubrics and Notion activity logs further supported these findings. The students' reflection rubrics indicated a shift in the quality of annotations from mere information reproduction toward critical analysis and interpretation. For instance, students not only wrote summaries of the reading materials but also provided evaluative comments on the relevance of the texts to local wisdom values. Meanwhile, the Notion activity logs recorded that students were active on average five days per week, with the number of annotations reaching approximately 18 entries per student over the six-week intervention period. These data indicate that Notion successfully fostered a consistent routine of self-directed learning.

These findings are consistent with Self-Regulated Learning (SRL) theory, which emphasizes behavioral aspects of self-regulation, such as time management, environmental control, and progress evaluation (Winne & Hadwin, 1998; Zimmerman, 1990). Notion's features such as flexible note-taking, checklist creation, and direct integration of reflective notes-function as digital scaffolding that strengthens students' learning behaviors. This is in line with the findings of Yusri et al. (2024), who emphasized that digital applications can enhance students' self-directed learning strategies. Similarly, Guggemos (2021) reported that the use of digital annotation platforms reinforces students' academic literacy skills by promoting active engagement through annotation and reflection.

In the Indonesian context, Anwar and Junaidi (2022), as well as Napis and Rahmatulloh (2021), also found that self-regulation-based strategies implemented through learning journals or digital literacy models are effective in improving students' reading strategies. The practical implication of these findings is that Notion can serve as a transformative literacy learning medium. For students, the application facilitates a shift from passive to active reading strategies through systematic note-taking, reflection, and self-evaluation. For lecturers, Notion provides a

digital scaffolding space to monitor students' learning progress, deliver feedback, and integrate local wisdom into literacy activities. Thus, the use of Notion not only enhances students' reading strategies but also fosters sustainable learning habits oriented toward learner autonomy and cultural relevance.

Academic and Practical Implications

The use of the Notion application in this study was proven to enhance students' reading motivation and reading strategies while simultaneously reducing digital distractions. Distractions from social media and entertainment applications often interfere with students' concentration during reading activities. Notion functions as a centralized learning hub that integrates note-taking, scheduling, and reflection within a single platform. This integration helps students reduce the need to switch between multiple applications, thereby allowing their attention to remain fully focused on the reading process. The academic implications of this study relate to the development of local wisdom-based literacy theory. Literacy is understood not merely as a technical reading skill but also as a cognitive activity that internalizes cultural values.

The integration of Notion with reading materials grounded in local wisdom demonstrates that digital applications are capable of accommodating cultural and identity dimensions within literacy practices. This study also contributes to Self-Regulated Learning theory by showing that digital technology can serve as an effective means of strengthening students' self-regulation, particularly in terms of reading motivation and reading strategy development.

The practical implications of this study operate at three levels. First, students gain access to a learning tool that reduces digital distractions while strengthening intrinsic motivation and fostering active learning strategies. Second, lecturers benefit from a medium that functions as digital scaffolding to monitor students' reading progress, provide reflective feedback, and design more systematic literacy activities. Third, higher education institutions can utilize these findings to develop strategies for integrating learning technologies with local wisdom-based content, thereby producing curricula that are both innovative and relevant to the demands of the digital era.

4. Conclusions

This study aimed to analyze the use of the Notion application in strengthening students' sustainable reading skills through the enhancement of motivation and reading strategies grounded in local wisdom. The findings indicate that Notion is effective in increasing students' intrinsic motivation and reinforcing active reading strategies through planning, annotation, monitoring, and reflection. The improvement in pretest and posttest scores across both variables demonstrates that the integration of Notion not only helps students maintain focus and avoid digital distractions but also enriches contextual and meaningful literacy experiences by emphasizing local cultural values. The academic contribution of this study lies in strengthening Self-Regulated Learning theory by demonstrating the role of digital technology as a pedagogical instrument that supports self-regulation in the dimensions of motivation and learning strategies.

Practically, the findings have implications at three levels: students gain learning tools that foster sustainable literacy habits; lecturers obtain digital scaffolding media to monitor progress and provide feedback; and higher education institutions acquire empirical evidence to support the integration of learning technologies with curricula grounded in local wisdom. Future research is recommended to expand the research context and sample in order to examine the sustainability of Notion's effects and to compare it with other digital applications

Author Contributions

Konseptualisasi, Nikmah Sari Hasibuan, Ribut Wahyu Eriyanti, Hari Sunaryo, dan Daroe Iswatiningsih; metodologi, Nikmah Sari Hasibuan, Ribut Wahyu Eriyanti, dan Hari Sunaryo; perangkat lunak, Nikmah Sari Hasibuan; validasi, Ribut Wahyu Eriyanti, Hari Sunaryo, dan Daroe

Iswatiningsih; analisis formal, Nikmah Sari Hasibuan dan Ribut Wahyu Eriyanti; investigasi, Nikmah Sari Hasibuan; penyediaan sumber daya, Nikmah Sari Hasibuan; kurasi data, Nikmah Sari Hasibuan; penulisan penyusunan draf awal, Nikmah Sari Hasibuan; penulisan telaah dan penyuntingan, Ribut Wahyu Eriyanti, Hari Sunaryo, dan Daroe Iswatiningsih; visualisasi, Nikmah Sari Hasibuan; supervisi, Ribut Wahyu Eriyanti, Hari Sunaryo, dan Daroe Iswatiningsih; administrasi proyek, Nikmah Sari Hasibuan. Seluruh penulis telah membaca dan menyetujui versi akhir naskah yang dipublikasikan.

References

- Anwar, Y. A. S., & Junaidi, E. (2022). Implementasi Model Pembelajaran Berbasis Kasus Ditinjau dari Self Regulated Learning Mahasiswa. *Jurnal Ilmiah Profesi Pendidikan*, 7(2c), 987–994. <https://doi.org/10.29303/jipp.v7i2c.575>
- Baharuddin, R. A., Rosyida, F., Irawan, L. Y., & Utomo, D. H. (2022). Model pembelajaran self-directed learning berbantuan website notion: meningkatkan kemampuan berpikir kritis siswa SMA. *Jurnal Inovasi Teknologi Pendidikan*, 9(3), 245–257. <https://doi.org/10.21831/jitp.v9i3.52017>
- Cahyani, A., Agustin, D., Muslimah, I., & Khulliyatunnisa, N. (2023). Peran Aplikasi Notion dalam Perkuliahan untuk Mewujudkan Produktivitas Mahasiswa. *Jurnal Pendidikan, Sains Dan Teknologi*, 2(2), 262–273.
- Faridah, N. R., Afifah, E. N., & Lailiyah, S. (2022). Efektivitas Model Pembelajaran Project Based Learning Terhadap Kemampuan Literasi Numerasi dan Literasi Digital Peserta Didik Madrasah Ibtidaiyah. *Jurnal Basicedu*, 6(1), 709–716. <https://doi.org/10.31004/basicedu.v6i1.2030>
- Guggemos, J. (2021). On the predictors of computational thinking and its growth at the high-school level. *Computers and Education*, 161(March 2020), 104060. <https://doi.org/10.1016/j.compedu.2020.104060>
- Huynh, N. K. (2024). Effectiveness of Notion Application to the Development of Learner Autonomy in TOEIC Learning. *VNU Journal of Science: Education Research*, 40(4), 77–86. <https://doi.org/10.25073/2588-1159/vnuer.4874>
- Kandia, I. W., Suarningsih, N. M., Wahdah, W., Arifin, A., Jenuri, J., & Suwarma, D. M. (2023). The Strategic Role of Learning Media in Optimizing Student Learning Outcomes. *Journal of Education Research*, 4(2), 508–514. <https://doi.org/10.37985/jer.v4i2.193>
- Lestariani, N. (2023). Analisis Hasil Belajar Kognitif Mahasiswa Melalui Peningkatan Otonomi Belajar dan Literasi Informasi Digital. *Jurnal Pendidikan Dan Kebudayaan*, 8(2), 2023. <https://doi.org/10.24832/jpnk.v8i2.4392>
- Li, Q., Xu, D., Baker, R., Holton, A., & Warschauer, M. (2022). Can student-facing analytics improve online students' effort and success by affecting how they explain the cause of past performance? *Computers and Education*, 185(April). <https://doi.org/10.1016/j.compedu.2022.104517>
- Martha, J. A., Pratikto, H., & Rahayu, W. P. (2024). Inovasi Website Notion Sebagai Platform Pembelajaran Interaktif Berbasis Proyek. *Research and Development Journal of Education*, 10(1), 605. <https://doi.org/10.30998/rdje.v10i1.23521>
- Matte, K. C. M., & Latuperissa, R. (2025). Evaluasi Usability dan Rekomendasi Aplikasi Notion untuk meningkatkan Produktivitas Mahasiswa Usability Evaluation and Recommendations for the Notion Application to Enhance Student Productivity. 14, 1057–1071.

- Mustakim, R., Mawardi, C., & Rismawati. (2025). Inovasi Penggunaan Notion dalam Pembelajaran Proyek yang Dinamis dan Interaktif. 6(1), 22–32.
- Napis, N., & Rahmatulloh, R. (2021). Pengaruh Regulasi Diri Dalam Pembelajaran Daring Menggunakan Schoology Terhadap Pemecahan Masalah Fisika Mahasiswa. *Jurnal Pendidikan Indonesia*, 2(2), 270–281. <https://doi.org/10.36418/japendi.v2i2.94>
- Notion. (2025). Sharing & permissions. Notion Help Center. <https://www.notion.so/help/sharing-and-permissions>
- Perpusnas & Indekstat Konsultan. (2024). Indeks tingkat gemar membaca dan indeks pembangunan literasi masyarakat Indonesia tahun 2024. <https://www.perpusnas.go.id>
- Pujiatna, T. (2021). Kearifan Lokal sebagai Penunjang Pendidikan Literasi Budaya. *Prosiding Seminar Nasional Pascasarjana Pascasarjana Universitas Negeri Semarang*, 343–346. <http://pps.unnes.ac.id/prodi/prosiding-pascasarjana-unnes/>
- Rosanti, A. Y., Amelia, R., & Sastrawati, E. (2023). Analisis Strategi Kemampuan Mahasiswa Dalam Memanfaatkan Literasi Digital. *Innovative: Journal Of Social ...*, 3(6), 5075–5086. <http://j-innovative.org/index.php/Innovative/article/view/6561%0Ahttp://j-innovative.org/index.php/Innovative/article/download/6561/4827>
- Wahid, A., Syamsuri, A. S., & Hasrianti, A. (2023). Pendekatan Self Regulated Learning (SRL) dalam Meningkatkan Minat dan Kemampuan Membaca Telaah Bahasa Mahasiswa. *Cakrawala Indonesia*, 8(1), 38–47. <https://doi.org/10.55678/jci.v8i1.888>
- Williams, A. M., & Hodges, N. J. (2023). Effective practice and instruction: A skill acquisition framework for excellence. *Journal of Sports Sciences*, 41(9), 833–849. <https://doi.org/10.1080/02640414.2023.2240630>
- Winne, P. H., & Hadwin, A. F. (1998). Studying as self-regulated learning. In A. C. Hacker, D. J.; Dunlosky, J.; Graesser (Ed.), *Metacognition in Educational Theory and Practice* (pp. 277–304). Lawrence Erlbaum.
- Yusri, Y., Ramadona, A., Fitri, A., Wismanto, W., & Amin, K. (2024). Strategi Pembelajaran yang Efektif untuk Meningkatkan Karakter Mandiri di Kalangan Mahasiswa. *Journal of Education Research*, 5(4), 4784–4789. <https://doi.org/10.37985/jer.v5i4.1712>
- Zahroh, N. F., & Kirani, E. D. (2024). Analisis Kemampuan Membaca Pemahaman pada Mahasiswa PBSI. *Edukatif: Jurnal Ilmu Pendidikan*, 6(2), 1051–1065. <https://doi.org/10.31004/edukatif.v6i2.6135>
- Zimmerman, B. J. (1990). Self-regulated learning and academic achievement: An overview. *Educational Psychologist*, 25(1), 3–17.