

# Asynchronous Online Community Engagement for Developing Intensive Reading Skills Using a Prototype LMS and Adapted Literary Texts

Dedi Rahman Nur\*, Arbain, Godefridus Bali Geroda, Hanita, Sukaena, Akhmad Heriyadi, Indah Farma Pasaribu, Maria Goretti Adella Kornelia Yulianti Hiping, Yasmin Auliasari, Annisa Rohmah

Universitas Widya Gama Mahakam Samarinda, Jl. Wahid Hasyim No.28, Samarinda, Kalimantan Timur 75119, Indonesia

\*Corresponding author, email: d.blues84@gmail.com

doi: 10.17977/um050v9i12026p56-64

## Article History

Submitted: 13 January 2026

Revised: 22 February 2026

Accepted: 27 February 2026

Publisher: 28 February 2026

## Keywords

Asynchronous learning

Intensive reading

LMS prototype

Pilot project

## Abstract

This community service initiative investigated the implementation of an asynchronous Learning Management System to enhance intensive reading abilities in English language learners. The platform, available at <https://publicmodul.my.canva.site/checkreading1>, was developed as a prototype Learning Management System (LMS) to evaluate instructional viability, learner engagement, and the effectiveness of modular delivery in a flexible online setting. The program took place from January 2026 and was structured into six consecutive modules addressing skimming, scanning, primary concept identification, cohesiveness, inference, and tone analysis. Participants engaged in self-directed learning activities, contributed to asynchronous discussion forums, and assembled documentation of their progress via organized reading portfolios. The evaluation utilized LMS activity logs, task completion trends, and qualitative reflections submitted by participants during the training. The results indicate a progressive transformation in reading habits. Numerous learners seemed to diminish word-by-word processing and commenced utilizing more deliberate tactics, especially in skimming and scanning activities. Enhancements in cohesion awareness were also seen in subsequent entries. Inference and tone interpretation continued to be challenging, while portfolio entries suggest developing progress backed by textual rationale. The LMS operated dependably as a prototype for pilot use, although it exposed multiple opportunities for usability enhancement. The results suggest that an asynchronous, community-focused paradigm demonstrates potential for facilitating flexible reading development, while specific enhancements are necessary prior to broader implementation.

## 1. Introduction

For numerous English language learners, intensive reading constitutes a challenging endeavor that progresses gradually over time. In diverse educational settings, students frequently engage with texts via word-by-word decoding instead of employing strategic comprehension (Hiebert, 2025). This method may enhance word recognition, but it often hinders the reader's comprehension of the passage's overarching purpose. As texts increase in length and complexity, the disparity between superficial decoding and profound comprehension tends to expand. Students may identify specific terms but may still find it challenging to articulate the author's purpose, implicit significance, or rhetorical position (Yang, 2022). The difficulty is amplified in community-based learning settings. A multitude of participants in these programs concurrently manage academic pursuits alongside employment, familial obligations, or inconsistent schedules. Conventional synchronous instruction, despite its pedagogical framework, does not consistently address these limitations (Handoko & Ayumi, 2022). When participation necessitates rigid attendance schedules, certain learners progressively withdraw, not from disinterest but owing to practical constraints (Asia et al., 2024). This scenario indicates that flexibility is not simply a convenience but an essential structural requirement in numerous community learning environments.

The cultivation of advanced reading abilities necessitates continuous and repeated involvement. Techniques like skimming and scanning may typically be implemented swiftly (Husnul et al., 2025). However, interpretive skills such as inference and tone recognition typically emerge more gradually. Nonetheless, interpretive abilities, including inference and tone identification, generally develop progressively. These competences entail the integration of textual cues, contextual awareness, and metacognitive evaluation (Viani & Roswati, 2025). Without opportunities for continuous practice and reflection, learners may show initial improvement yet struggle to consolidate more advanced reading behaviors. Digital learning environments have

increasingly been viewed as one possible response to these constraints (Umarlinda et al., 2025). Asynchronous platforms, in particular, offer temporal flexibility that may better align with the realities of adult and community learners (Baker & Tukhvatulina, 2023). Through modular access, learners can review materials, attempt tasks, and revisit feedback at their own pace (Utami et al., 2025). This flexibility has the potential to reduce participation barriers and support more sustained engagement over time. However, asynchronous delivery also raises legitimate concerns. Without careful instructional design, online modules may become fragmented, overly mechanical, or insufficiently interactive (Du et al., 2025). Students may execute activities methodically without assimilating the appropriate reading strategies.

In light of these factors, the current community service program has implemented an asynchronous Learning Management System (LMS) specifically tailored for progressive intensive reading enhancement. The system was implemented as a prototype instead of a fully developed platform. The prototype LMS, available at <https://publicmodul.my.canva.site/checkreading1>, was deliberately launched in a pilot format to monitor genuine user engagement, discern usability limitations, and assess instructional coherence in actual settings. Utilizing the platform as a prototype enabled the software to reveal friction points that could remain obscured in controlled demos. The instructional design adhered to a systematic advancement from basic to advanced reading skills. The initial modules prioritized skimming and scanning techniques to assist learners in effectively managing textual information. These skills were anticipated to alleviate cognitive overload and foster initial confidence. The central modules emphasized the identification of important ideas and the understanding of cohesiveness, prompting readers to monitor relationships between sentences and paragraphs. The latter modules introduced inference and tone analysis, which involve greater interpretive thinking and evidence-based argument. This sequencing was meant to guide learners gradually into more advanced understanding processes.

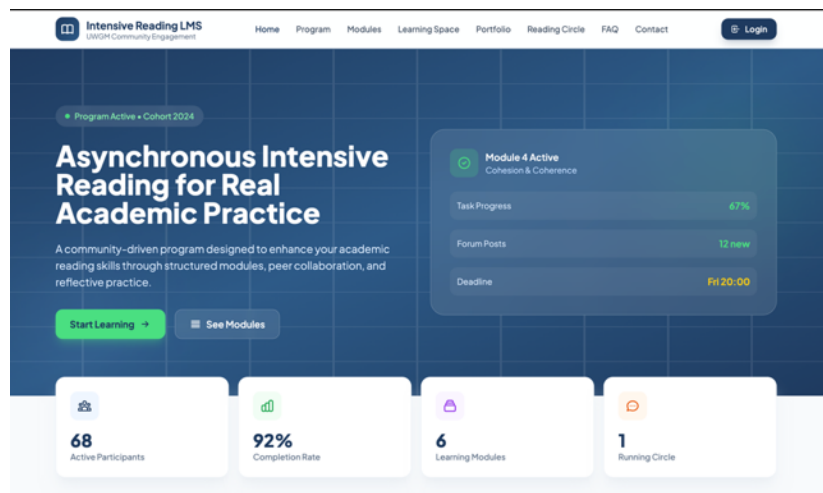


Figure 1. Home View

Another distinctive feature of the program was the use of adapted literary texts. Johansson (2022) remarked that, literary passages often contain latent meaning, subtle tone modulation, and coherent intricacy that can challenge developing readers. When suitably simplified, however, such writings may provide excellent material for strategy instruction. The program therefore combined brief altered extracts that kept interpretive depth while staying accessible. The emphasis was not on literary appreciation alone but on transferable reading skills that learners may apply in academic or professional situations. Community participation was also built into the architecture using asynchronous discussion boards (Hasani et al., 2022). Participants were asked to reply to peers, post succinct reflections, and provide textual support for their interpretations. The forum was designed to be low-pressure. It sought to establish a reflective environment (reading circle) where students could externalize their reasoning rather than mimicking structured classroom debate. As students start to explain not only what they understand but also how they came to that understanding, such interaction may eventually promote metacognitive awareness.

Despite these design intentions, several uncertainties remained at the outset. It was not entirely clear whether participants would maintain consistent engagement in a fully asynchronous environment. There was also some concern that higher-order skills, particularly inference and tone, might remain resistant to short modular practice. In addition, the technical usability of the prototype LMS required observation under authentic user conditions, especially given the dominance of mobile access among participants (Alqurni et al., 2023). For these reasons, the present program aimed to examine the practical viability of an asynchronous, community-oriented reading model implemented through a prototype LMS. The pilot orientation allowed the team to observe participation patterns, emerging skill development, and system usability simultaneously (Alkoblan & Abdullah-al-wadud, 2023). Rather than assuming effectiveness, the program sought grounded evidence from

real implementation. The findings are expected to inform iterative refinement of the platform and guide decisions about potential scaling in similar community learning contexts.

## 2. Method

### 2.1. Program Design

This community service project used a web-based Learning Management System to teach people asynchronously. The platform, which can be found at <https://publicmodul.my.canva.site/checkreading1>, was made on purpose to be a prototype LMS instead of a fully functional instructional system. The prototype status was important because the main goal of the program was not only to help kids learn to read, but also to see how people use the platform in real life. The team hoped that by using the system in a pilot form, they would be able to find usability problems, workflow problems, and instructional alignment problems that might not have been found otherwise.

The way the lessons were set up was in a modular way. Each module focused on a different intensive reading strategy while still keeping the ideas from the previous units. Short recorded explanations introduced the main strategy, and then there were guided practice tasks built right into the LMS. To get students to explain how they came to their answers instead of just picking them, reflection prompts were added. This combination was made to help with both procedural fluency and metacognitive awareness.

#### 2.1.1. Participants and Implementation Procedure

The participants were English language learners who volunteered from the target community network. We used open announcements and communication channels with partners to find new employees. There was no strict level of proficiency required, but participants were expected to have a basic understanding of English reading in order to interact with the materials in a meaningful way.

During the early stages of implementation, patterns of device use were watched. Most people used their smartphones to get to the LMS, which is a common way for people in the community to access technology. A smaller number of people used laptops or desktop computers. The prototype interface was made to work on screens of different sizes and with different amounts of bandwidth because of this difference. They paid special attention to making the files as small as possible and making it easy to get around.

The program took place from January 2026. During this time, the lessons were organized into six modules that built on each other. These modules covered skimming and scanning techniques, finding the main idea, cohesion, inference, and tone recognition. There was a consistent order within each module. Participants initially observed a brief, recorded elucidation delineating the target strategy. After that, they did guided practice tasks with modified texts. After they sent in their answers, students were encouraged to post short thoughts in the forum that was not live. Facilitators looked over submissions from time to time and gave written feedback instead of correcting them right away. The early modules focused on strategies that were aimed at getting things done quickly. Participants in skimming tasks had to figure out the main idea of the paragraph and the general topic direction (Agustin et al., 2023). Scanning activities taught students how to find certain pieces of information in a short amount of time (Fatmawan et al., 2023). These initial stages were intended to reduce cognitive overload and build confidence.

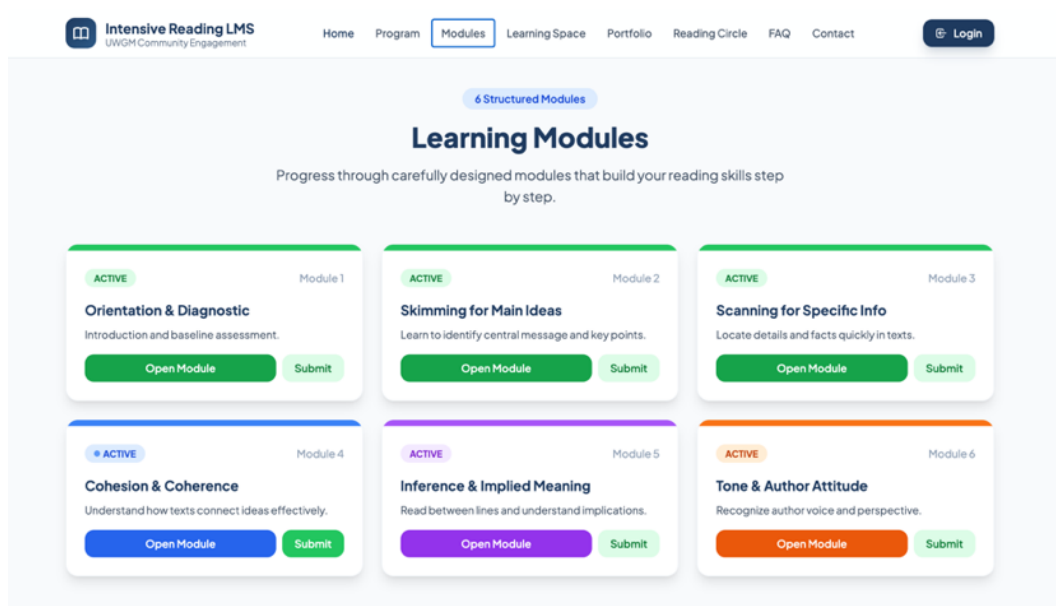


Figure 2. Six Reading Module

The focus of modules three and four changed to understanding structures. Main idea activities needed proof from the text, while cohesion tasks looked at reference chains, connectors, and how paragraphs relate to each other. These modules were made to help students learn more than just how to process sentences. Modules five and six taught them how to interpret things at a higher level. Inference tasks necessitated discerning implicit meanings and elucidating them (Kamagi, 2020). In tone analysis, people had to use text to figure out how the writer felt. Because these skills usually grow over time, more prompts were added to help with reasoning. Throughout the program, each participant put together their own reading portfolio with their work. The portfolio was used for both evaluation and reflection (Santos, 2024). The program stressed visible proof of strategy use over time instead of just quiz accuracy.

### 2.1.2. Facilitation and Monitoring

Even though the learning model was asynchronous, the facilitator was still there in the background. Moderators kept an eye on the discussions in the forum, answered common questions, and sent out reminders about deadlines for tasks. This light-touch facilitation was meant to keep students moving forward without taking away from the freedom of studying at their own pace. We checked in on the program halfway through to look for trends in participation. Every week, we looked at the LMS activity logs to find sudden drops in engagement, repeated access failures, or submission delays that were out of the ordinary. When needed, the announcement feature of the prototype platform sent out short troubleshooting tips.

### 2.1.3. Data Collection

The evaluation of the pilot utilized various data sources, starting with LMS activity logs that offered quantitative insights into login frequency, module access patterns, and submission timing to assess participation consistency throughout the program. Additionally, task completion data were analyzed to discern patterns of improvement, focusing specifically on open-ended responses that demonstrated a transition from superficial explanations to evidence-based reasoning, signifying the emergence of strategic awareness. A qualitative review of portfolio entries added to this by showing how reading behavior changed over time through changes in the style of annotations, the depth of explanations, and the way texts were referenced across modules. Finally, we looked at how people interacted in the forum to see how involved they were in the community. Instead of just counting the number of posts, we looked at whether people used textual evidence, responded to their peers, or added to discussion threads.

### 2.1.4. Data Analysis

The analysis of the data used both descriptive statistics and qualitative interpretation. It used quantitative summaries to show trends in participation stability and completion while focusing qualitative reviews on new patterns in reading strategy use and reflective depth. The LMS was still in prototype form, so the evaluation focused on practical insight rather than controlled experimental comparison. This was done to see how the system worked in real community settings and to find areas that needed improvement before it could be scaled up.

### 3. Results and Discussion

The analysis of the data used both descriptive statistics and qualitative interpretation. It used quantitative summaries to show trends in participation stability and completion while focusing qualitative reviews on new patterns in reading strategy use and reflective depth. The LMS was still in prototype form, so the evaluation focused on practical insight rather than controlled experimental comparison. This was done to see how the system worked in real community settings and to find areas that needed improvement before it could be scaled up.



Figure 3. Prototype LMS Program Overview and Learning Outcomes Achievement

#### 3.1. Participation Patterns

Participation metrics reveal that most active users interacted with the prototype LMS weekly. Login logs indicate regular access in the initial weeks, especially during the skimming and scanning modules. The initial tasks were succinct and familiar in structure, perhaps contributing to the high early completion rates. A minor decrease in timely submissions occurred during the program's mid-phase. This pattern seems less associated with disengagement and more linked to heightened cognitive demand. Cohesion analysis necessitated participants to monitor reference chains throughout sentences, a process that numerous forum responses characterized as laborious. Nevertheless, the majority of learners ultimately fulfilled the specified tasks, indicating persistence rather than disengagement.

In the subsequent modules, participation among the remaining active group became stable. While a minority of users decreased their activity, those who persisted shown more engagement. During this phase, portfolio items frequently featured more extensive explanations and more precise textual citations. This pattern may suggest that the curriculum progressively kept students who were inclined to exert continuous effort. Significantly, access logs indicate that numerous participants utilized the platform during overnight hours. This conduct substantiates the premise that asynchronous delivery was essential for the intended group. The adaptability of the prototype LMS seems to have supported diverse daily patterns.

##### 3.1.1. Prototype LMS Performance in Authentic Use

Because the platform was still a prototype, system performance was examined alongside learning outcomes. Overall, the LMS supported the core instructional flow (Herniawati et al., 2025). Participants successfully accessed modules, submitted tasks, and posted reflections with minimal critical failures. Nonetheless, multiple usability friction points emerged. Several participants expressed doubt on the effective upload of their submissions. Some individuals noted that transitioning between modules necessitated a period of acclimatization. These challenges are characteristic of nascent systems and did not impede participation; however, they undoubtedly affected user comfort. From an evaluative perspective, these observations hold substantial significance. Engagement levels in a prototype environment may partially indicate interface clarity rather than solely learner motivation. Enhancements in visual feedback and navigation efficiency could potentially accelerate submission rates and forum engagement. Consequently, the current findings must be considered in light of their prototype stage.

A notable development pertained to participants' self-reported reading strategies. Initial observations often highlighted dependence on literal translation. A considerable number of learners voiced apprehension

regarding absent vocabulary elements. Following the initial two courses, forum entries began to exhibit a divergent orientation. Participants progressively indicated that they scanned for keywords and identified topic phrases prior to analyzing details. This transition was regularly evident in portfolio annotations. Initial submissions frequently comprised disjointed notes focused on certain terms. Subsequent entries demonstrated enhanced focus on paragraph organization and content coherence. Awareness of cohesion also progressively enhanced. Initially, numerous participants found it challenging to articulate the connections of pronouns across sentences. Their comments frequently reiterated superficial meaning without maintaining reference. In subsequent courses, additional learners explicitly recognized referents and connective signals. Some compared several meanings prior to selecting the most plausible option. This pattern indicates the emergence of discourse sensitivity.

### 3.1.2. Development of Higher-Order Interpretation

The study of inference and tone constituted the most challenging aspects of the program. Numerous participants first saw inference questions as vocabulary exercises. Rather than analyzing contextual cues, they pursued immediate translation. Facilitator comments consistently underscored the necessity of substantiating interpretations with textual evidence. Subsequent portfolio entries shown discernible enhancement. Some comments were succinct, while others exhibited more coherent reasoning processes. Participants starting referencing particular sentences to substantiate their interpretations. The study of tone has also seen a modest improvement. Initial efforts usually categorized tone without elucidation, however subsequent answers more commonly associated tone assessments with descriptive language. Nonetheless, advancements in these domains persisted in an inconsistent manner. A segment of learners persisted in grappling with implicit meaning. This inconsistency presumably indicates the intrinsically sluggish progression of advanced reading ability. This may suggest that further scaffolding would enhance subsequent versions of the program.

### 3.1.3. Forum Interaction and Emerging Community

The asynchronous discussion forum functioned as a modest but meaningful interaction space. Participation levels varied, yet the quality of contributions improved over time. Early posts were typically short and confirmatory. Many participants simply indicated agreement with a given answer. As the program progressed, posts became more elaborated. Some learners began quoting short textual segments when explaining their reasoning. Others responded directly to peers, occasionally offering alternative interpretations. While the forum did not reach high conversational density, the trend suggests growing comfort with evidence-based discussion.

One outcome worth highlighting is the emergence of an informal online reading circle near the end of the program. This group was not formally required but developed through participant initiative. Members continued exchanging short reflections on adapted texts beyond the structured modules. Although still modest in scale, this continuation indicates potential sustainability of the community-based approach.

### 3.1.4. Interpretation of Pilot Outcomes

The findings indicate that the prototype LMS fulfilled its primary objective as a pilot environment. Students exhibited quantifiable progress towards more strategic reading behaviors, especially in the initial and intermediate modules. Participation remained adequately stable to facilitate ongoing participation. The pilot simultaneously disclosed multiple areas need improvement. Higher-order skills, including inference and tone, did not evolve equally. This trend may signify the progressive progression of interpretive reading, but it may also suggest the necessity for enhanced scaffolding and more explicit job modeling.

Modifications to enhance usability seem necessary. Despite the prototype's reliable performance, the clarity of the interface remains susceptible to enhancement. As navigation effort competes with cognitive processing, minimizing technical friction may indirectly facilitate deeper learning. The results seem tentatively promising. The asynchronous paradigm did not yield unrealistic short-term benefits; nevertheless, it facilitated consistent behavioral adaptation and the development of analytical awareness. From a community service standpoint, such incremental progress may be more durable than swift yet cosmetic enhancement.

## 4. Conclusion

This community service initiative aimed to investigate the efficacy of an asynchronous Learning Management System in fostering intensive reading skills within a community learning environment. Instead of deploying a fully developed platform, the effort intentionally utilized a prototype LMS, available at <https://publicmodul.my.canva.site/checkreading1>, to monitor genuine user engagement, instructional coherence, and technical efficacy in realistic settings. The pilot orientation was beneficial, as it highlighted both positive advancements and aspects needing additional improvement.

A significant effect pertains to the gradual alteration in participant reading behavior. Data from forum reflections and portfolio submissions indicates that numerous learners transitioned from rigid word-for-word

translation to a more strategic interaction with texts. Participants progressively indicated engaging in keyword scanning, recognizing topic phrases, and monitoring coherent connections. Despite the gradual nature of these changes, they demonstrate that the staged modular design significantly impacted reading habits. For community learners who frequently engage in solo study, such behavioral modification signifies a crucial advancement toward enhanced understanding. The arrangement of instructional modules is generally suitable. The initial focus on skimming and scanning assisted participants in managing textual demands and fostering preliminary confidence (Fadli, 2024). Intermediate modules emphasizing central concepts and coherence promoted focus on discourse structure rather than on individual sentences. These foundations presumably equipped learners for subsequent interpretive challenges. The comparatively superior performance noted in initial modules should thus be regarded as an aspect of a natural developmental trajectory rather than a constraint of the program.

The findings simultaneously underscore persistent difficulties in advanced reading skills. The analysis of inference and tone exhibited variability among participants. Certain learners exhibited a nascent capacity to substantiate interpretations with textual evidence, but others persisted in depending on superficial indicators. This tendency is not surprising. Interpretive reading generally necessitates prolonged engagement, structured demonstration, and iterative practice. However, the findings indicate that subsequent versions of the program would gain from enhanced scaffolding in these modules. Supplementary worked examples, systematic reasoning demonstrations, and focused feedback mechanisms may enhance learners' internalization of the interpretative process.

The prototype LMS operated dependably during the pilot phase. The majority of participants successfully accessed modules, submitted tasks, and engaged in discussions without significant technical interruptions. The prevalence of mobile access validates that the platform's streamlined design was suitable for the intended audience. Nonetheless, the pilot also uncovered numerous usability concerns that warrant consideration. Several users indicated ambiguity concerning submission confirmation, while a minority noted initial challenges in moving between modules. Although these concerns did not hinder participation, they may have affected user comfort and efficiency. Resolving these interface specifics prior to broader implementation would likely enhance overall engagement.

An additional positive result pertains to the formation of an informal online reading group. A small group of participants persisted in sharing reflections after the structured courses ended, despite it not being legally mandated. This advancement indicates that the community-oriented aspect of the program is promising for sustainability. When learners willingly engage in shared reading tasks, the effects of the intervention may last beyond the official program duration. Future implementations may deliberately facilitate organic community growth by utilizing structured peer groupings or rotating conversation prompts.

Notwithstanding these favorable indicators, several constraints must be recognized. The program, as a pilot endeavor, was not intended to yield conclusive causal assertions regarding learning efficacy. Participation was voluntary, and levels of engagement varied accordingly. The program time, although enough for observing beginning trends, may be insufficient for the consolidation of advanced interpretative skills. Extended follow-up would yield a more definitive understanding of enduring effects. Several recommendations arise from the pilot experience. Initially, enhancing scaffolding for inference and tone tasks should be addressed in the forthcoming development cycle. Secondly, interface enhancements must prioritize the clarity of submission feedback and the simplification of navigation, especially for mobile users. Third, structured peer engagement tactics may enhance forum density and intensify reflective exchange. Ultimately, ongoing iterative evaluation of the prototype LMS will be crucial prior to contemplating wider institutional implementation.

This community service program illustrates that an asynchronous, community-focused reading model implemented via a prototype LMS may operate well in a pilot setting. The method facilitated a gradual transition to more strategic reading practices and demonstrated initial indicators of enduring learner engagement. Although additional refinement is necessary, the results offer a solid basis for prudent extension into analogous community learning contexts.

## Authors Contribution

To promote transparency, the following details the specific contributions of each author to the paper using the relevant credit roles: Author 1: Conceptualization, Project administration, Supervision, Writing – review & editing; Author 2: Methodology, Investigation, Data curation, Writing – original draft; Author 3: Software (LMS prototype), Validation, Resources, Writing – review & editing; Author 4: Formal analysis, Visualization, Writing – original draft; Author 5: Investigation, Data curation, Validation; Author 6: Investigation, Writing – review & editing; Author 7: Investigation, Resources; Author 8: Writing – review & editing; Author 9: Data curation, Investigation, Validation; Author 10: Resources, Writing – review & editing. All authors have made an equal contribution to the article. All authors have read and approved the final version of the manuscript.

## Funding Statement

This community service program was funded through the internal grant scheme of Universitas Widya Gama Mahakam Samarinda. The financial support enabled the development and implementation of the LMS prototype, the delivery of the training modules, and the overall evaluation of the program. The funding body had no role in the study design, data collection, data analysis, manuscript preparation, or the decision to publish the results.

## Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this article. The development and implementation of the LMS prototype were conducted solely for academic and community service purposes. There are no financial or non-financial relationships that could have influenced the interpretation of the reported findings.

## Acknowledgment

The authors express their sincere appreciation to the Institute for Research and Community Service (LPPM) of Universitas Widya Gama Mahakam Samarinda for providing internal grant support for this program. The authors also thank all participants who actively engaged throughout the implementation of the LMS prototype. Special appreciation is extended to the facilitators and moderators whose assistance contributed to the smooth execution of the program.

## References

- Agustin, L., Wisudaningsih, E. T., & Fatmawati, R. (2023). Exploring how skimming and scanning fosters EFL students' reading comprehension at an English club senior high school in Indonesia. *22(1)*, 20–27. <https://doi.org/https://doi.org/10.33096/tamaddun.v22i1.309>
- Alkoblan, S. I., & Abdullah-al-wadud, M. (2023). A model for usability evaluation of learning management systems. *International Journal on Integrating Technology in Education*, *12(1)*, 59–71. <https://doi.org/10.5121/ijite.2023.12105>
- Alqurni, J. S., Abdulrahman, I., Faisal, B., & Arabia, S. (2023). Evaluating the user interface and usability approaches for e-learning systems. *International Journal of Information Technology and Web Engineering*, *18(1)*, 1–25. <https://doi.org/10.4018/IJITWE.333638>
- Asia, M., Asdam, M., & Asdar. (2024). Investigating students' reading strategies and comprehension through digital literacy environment. *Al-Ishlah: Jurnal Pendidikan*, *16(3)*, 3370–3379. <https://doi.org/10.35445/alishlah.v16i3.5510>
- Du, J., Xu, G., Liu, W., Zhou, D., & Liu, F. (2025). Enhancing online learning through multi-agent debates for CS university students. *15(11)*, 1–30. <https://doi.org/https://doi.org/10.3390/app15115877>
- Fadli, M. (2024). The improvement reading comprehension through skimming and scanning techniques skills. *Journal of English Teaching and Applied Linguistic*, *5(2)*, 73–90. <https://doi.org/https://doi.org/10.52217/jeta.v5i2.1745>
- Fatmawan, A. R., Dewi, N. P. A., & Hita, I. P. A. D. (2023). Skimming and scanning technique : is it effective for improving Indonesian students' reading comprehension? *Edusaintek: Jurnal Pendidikan, Sains Dan Teknologi*, *10(3)*, 1181–1198. <https://doi.org/https://doi.org/10.47668/edusaintek.v10i3.897>
- Handoko, & Ayumi. (2022). Designing synchronous and asynchronous activities for interactive learning. *JURNAL ARBITRER*, *9(2)*, 164–177. <https://doi.org/https://doi.org/10.25077/ar.9.2.164-177.2022>
- Hasani, Lintang Matahari Santoso, H. B., & Junus, K. (2022). Designing osynchronous online discussion forum interface and interaction based on the community of inquiry framework. *International Review of Research in Open and Distance Learning*, *23(2)*. <https://doi.org/10.19173/irrodl.v23i2.6016>
- Herniawati, A., Holifah, L., & Syakur, A. (2025). The effectiveness of learning management system (LMS) use in higher education. *4(1)*, 20–29. <https://doi.org/https://doi.org/10.54012/ijcer.v4i1.625>
- Hiebert, E. H. (2025). Unpacking automaticity : Scaffolded texts and comprehension. *Journal of Adolescent & Adult Literacy*, *68(4)*, 313–433. <https://doi.org/10.1002/jaal.1394>
- Husnul, Putra, B. K., Azmi, M. U., Wati, K., & Ernawati, N. (2025). The effectiveness of skimming and scanning strategies in improving reading comprehension among EFL learners. *Penelitian Ilmu Pengetahuan Sosial*, *2(2)*, 109–131. <https://doi.org/https://doi.org/10.61511/pips.v2i02.2025.1999>
- Johansson, M. (2022). “ It was difficult. And a little bit boring.” Swedish middle school students' reception of narrative texts. *Scandinavian Journal of Educational Research*, *67(5)*, 695–708. <https://doi.org/10.1080/00313831.2022.2042848>
- Jonathan D. Baker, S. T. (2023). Reflections of adult learners in asynchronous online degree programs. *Journal of Effective Teaching in Higher Education*, *6(1)*, 47–65. <https://doi.org/10.36021/jethe.v6i1.344>
- Kamagi, S. (2020). A study on students' ability in literal and inferential comprehension of English texts. *Journal of International Conference Proceedings*, *3(2)*, 140–144. <https://doi.org/https://doi.org/10.32535/jicp.v0i0.913>
- Santos, A. R. dos. (2024). Reflective portfolios : A learning and self-assessment tool. *South Florida Journal of Development*, *Miami*, *5*, 1–13. <https://doi.org/10.46932/sfdv5n10-023>

- Umarlinda, S. T., Sulistyanto, I., & Kurniawan, E. H. (2025). Utilizing LMS for EFL reading classes : A student survey approach. *CELTIC: A Journal of Culture, English Language Teaching, Literature and Linguistics*, 12(1), 679–693. <https://doi.org/https://doi.org/10.22219/celtic.v12i2.41015>
- Utami, R. A., Ernawati, Nelmira, W., & Hafidza, H. (2025). Digital Learning Modules : Perspectives on usability, content quality, and effectiveness. *Jurnal Teknologi Pendidikan : Jurnal Penelitian Dan Pengembangan Pembelajaran*, 10(4), 639–646. <https://doi.org/https://doi.org/10.33394/jtp.v10i4.17561>
- Viani, A. O., & Roswati. (2025). An analysis of students' reading comprehension level at Nurul Falah Senior High School Pekanbaru. *VISION*, 21(1), 1–12. <https://doi.org/10.30829/vis.v21i1.4237>
- Yang, H. (2022). Second language learners ' competence of and beliefs zbout pragmatic comprehension : Insights from the Chinese EFL context. *Frontiers in Psychology*, 12(2021). <https://doi.org/10.3389/fpsyg.2021.801315>