The Influence of Digital Literacy on Reading Interests of Elementary School Students

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Abstract

Introduction to The Problem: The study aims to explore the impact of digital literacy on elementary school students' reading interests, particularly focusing on the period during the Covid-19 pandemic. It highlights how digital literacy has enabled students to access a broader range of online reading materials, including textbooks and other educational resources, thereby potentially influencing their reading interests positively. **Purpose:** The primary purpose of this research is to understand the relationship between digital literacy and elementary school students' reading interests. It seeks to determine whether and how digital literacy skills affect students' ability to engage with and enjoy reading materials available online. **Design/methods/approach:** This research employs a library research approach, which involves reviewing and analyzing existing literature on the topic. It aims to gather data by studying theories and findings from various sources related to digital literacy and its effects on reading habits among elementary school students. **Findings:** The research concludes that digital literacy plays a significant role in enhancing elementary school students' reading interests. It finds that students with higher levels of digital literacy are better equipped to navigate and utilize online reading materials, which can contribute to increased engagement and interest in reading. **Research implications/limitations:** While the study provides valuable insights into the positive impact of digital literacy on reading interests, it acknowledges limitations such as the reliance on secondary data and the potential for variations in digital literacy skills among students. These factors may limit the generalizability of the findings. **Originality/value:** This research contributes to the growing body of knowledge on the importance of digital literacy in education by specifically examining its effect on elementary school students' reading interests. It offers practical implications for educators and policymakers looking to leverage technology to enhance student engagement with reading materials.

Keywords : Interest in reading, students, primary school, digital literacy.

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Introduction

Reading is a receptive and vital language skill in life. Which means when a person reads, information has been obtained from the activity, depending on the purpose and what is read. (Widianto & Subyantoro, 2015). According to (Abidin, 2021), reading simply involves the process of pronouncing written language symbols. Reading can also be said to be the process of obtaining the information contained in the text read to understand its content. According to (Rahim, 2008), the purpose of reading includes enjoyment, perfecting the reading, implementing certain strategies, updating knowledge, connecting new information with known information, acquiring information, and making predictions. Answers include justifying or denying, conducting experiments, and presenting or applying information and answering specific questions (Sari, 2018).

Lack of reading interest can be caused by two factors, namely: (1) Internal factors; student reading understanding (e.g. fluency and reading understanding) is still low. Bad reading habits, such as not taking the time to read, only reading if directed by the teacher, rarely going to the library, and not actively looking for reading material. The reading culture is still low, literacy programmes are not optimal, slogans are less read, wall magazines are rarely updated, there are no special places to read besides the library. The library role is less optimal, library conditions are less wellined, service is less optimum, collection is incomplete, layout is irregular, and library cards are less. Students have a limited number of books and reading materials that they are interested in, limited access, and limited opportunity to buy books. (Sari, 2018).

In today's digital age, everything can be done easily because of technology and the ability to connect to the internet anytime and anywhere. It allows humans to use it in everyday life. According to (Rahayu & Widodo, 2019), the digital age is a time of preservation and development that reaches more and faster than the previous era. So, technological advances now enable people to communicate without limitation of time, place, or distance. (Muhasim, 2017). Digital, or more often called digitization, is a form of change from mechanical and analogue electronics technology to digital technology. This digitization has been going on since the 1980s and continues to this day. The digital age emerged from a revolution first triggered by a generation of teenagers born in the '80s. The existence of digitalization marks the beginning of the digital information age, or the rise of more modern technologies. (Mashuri, et al., 2022).

Digital is a form of modernization or innovation in the use of technology, often associated with the emergence of the Internet and computers. A place where everything can be done with state-of-the-art equipment to make people's lives easier. This digital revolution has changed the way people view their ever more demanding lives. With advances and advances in technology, big changes will surely happen all over the world. From helping to ease up to causing problems due to improper use of increasingly sophisticated equipment. (Mashuri, et al., 2022).

Digital literacy is the ability to manage and utilize information received from the Internet meaningfully. Scientific and technological advances not only make our lives comfortable, but also have a negative impact on aspects such as religious values, socio-cultural values and education. Therefore, Internet users should filter what they receive to reduce the negative impact. (Murjani, 2021). This is due to the influence of infinitely diffuse information and knowledge from various sources. (Pratiwi, Afandi, & Wahyuni, 2019). Therefore, we must prepare our students to be Indonesian citizens capable of solving problems, creative, critical, competitive, and bold to make decisions quickly and accurately. That way, they can be productive and successful in the future and survive in this society. The digital age is full of challenges (Sudarisman, 2015) in (Zuhria, Kurnia,

Jaja, & Hasanudin, 2022). Literacy, according to Sulzby (1986) in (Sevima, 2020) is defined as a person's ability to communicate in a variety of ways, including "reading, speaking, listening, and writing", according to a purpose. Literacy clearly has vital functions for human survival, such as solving problems, analyzing, and understanding information. But many people, including Indonesia, ignore literacy and are not even interested in reading. Data collected by The World's Most Literate Nations shows that Indonesia is ranked 60th out of 61 countries in terms of literacy. UNESCO even placed Indonesia as the country with the second lowest reading interest (Maeludin, 2021) in (Sentoso, et al., 2021).

It is important for today's generation to improve their digital literacy so that they can use and disseminate technology information carefully, critically, wisely, and accurately. According to (Irianto & Febrianti, 2017), they are expected to be able to distinguish which information is true and which is not. (Sentoso, et al., 2021). The social facts occurring in the daily life of today's Indonesian people show that the young generation of Indonesia is less skilled in technology and too stuck in the virtual world that is not real. Today's generation tends to spend their free time accessing social media platforms like X, Instagram, and TikTok, among others. As this generation is trapped in the excitement and enjoyment of the virtual world, the desire to read is diminishing (Sentoso, et al., 2021). Therefore, this research is interesting to study as a scientific work.

Library Study

Digital Literacy

Along with the advancement of technology, there has been a change in literacy concepts. An evolving concept of literacy is digital literacy, a concept that has emerged since the 1990s. (Usman, Zulfah, Hardiyanti, Zam, & Qatruddin, 2022). Digital literacy refers to the ability to define, evaluate, and write information through media on a digital platform. (Syah, Darmawan, & Purnawa, 2019).

Aspects of digital literacy include understanding how to use digital technology effectively, including: (1) understanding how technology is used; (2) understanding the Internet; (3) understanding digital threats such as malware, phishing, and data leaks; (4) being able to create meaningful digital content.

Digital literacy can enrich a person's digital insights, especially students, because it can encourage students to search for information through the Internet that today anyone can access, besides the Internet information can also be used anytime and anywhere it means there is freedom for anyone to use it.

The use of social media is also prevalent in Indonesia, especially among children and adolescents. This is because the ease of accessing the Internet that can only be done with mobile phones, laptops, and computers makes digital literacy very important to apply to students. Through digital literacy students can easily find e-books as a handle for learning (Fudzni & Aulia, 2021).

(Naufal, 2021) says there are several factors that affect digital literacy, including:
1. Functional Skills

     Functional skills are the abilities used to run a variety of digital tools skillfully. An important part of the development of functional skills is the ability to adapt those skills to learn how to use new technologies. The focus is on what can be done with digital tools and what needs to be understood to use them effectively.
2. Communication and Interaction

Communication and interaction that occurs through conversation and discussion, as well as collaboration in generating common ideas, are essential to achieving common understanding. Strengthening digital literacy among younger generations helps them understand how to work collaboratively using digital technology, as well as how such technology can support effective collaboration in the classroom and in a broader context.

3. Thinking Crisis

The real difference between man and other creatures lies in his ability to think. By reason, human beings can think critically. Critical thinking involves changing, analyzing, or processing information of data or ideas given to interpret meaning in the development of insights. Then digital literacy also involves the ability to use reasoning skills to engage with digital media, its contents, analyze, and evaluate. It demands that we think critically with digital tools.

Read Interest

Reading is one aspect of language skills that is active receptive. The media used in reading is the media of written language. To read means to see and understand what is written. Interest, meanwhile, is often interpreted as "interest". Interests can be grouped as attitudes that have a particular tendency (Yatun, 2015) Reading interest is a person's interest in reading that is the capital of their education which is usually influenced by indicators of pleasure in reading, interest to read, reading needs, and reading frequency. A routine reading process can add knowledge and insight and then facilitate writing activities. Besides reading also improves language skills, motivation, growing new ideas as well as the pleasure of writing (Safitri, Susianti, & Suhartono, 2021) So, reading interest is a strong incentive in a person to read that is characterized by showing interest in various symbols and symbols (Yatun, 2015) Reading interest is one of the important factors that encourage one to start reading.

(Hariss & Sipay Rebecca 2004) in (Nursalina & Budiningsih, 2014) says that there are four aspects that shape reading interest in children: (1) Awareness of the benefits of reading, i.e. how far the subject is aware, knowing, and understanding the advantages of reading; (2) Attention to reading, that is, how much attention and interest the subject has in reading; (3) Enjoyment, which is how happy the subject feels about reading activity; and (4) The component of reading frequency, or how often the subject reads the book.

According to Crow (Handayani, 2001) in (Nursalina & Budiningsih, 2014) the factors that influence reading interest in children are: (1) internal factors, that is, factors related to physical stimulation; (2) emotional or affective factors, which are factors that can cause a feeling of happiness; (3) social motivation factors, i.e. performing an activity to satisfy the need for approval or acceptance by the social environment.

Growing the interest in reading in a student is very important, because by reading we acquire new knowledge and knowledge. There is digital literacy and facilitated by the era of modernization so it is hoped that this will increase the interest of students in reading.

Digital Literacy Relationship with Reading Interests

According to the results of the study (Siroj, Witono, & Khair, 2022) there is a relationship between digital literacy and reading interest, digital literature has a strong influence on student reading interests, and digital literation also has a positive influence upon student reading expectations. The better the student's digital Literacy, the better the students' reading interest. This is due to the use of technology during the Covid-19 pandemic, such as learning activities

carried out by teachers and students separately by distance or called remote learning through various digital applications such as Whatsapp, Zoom and Google Classroom.

Research Methods

This research uses a library research approach. Data collection by understanding and studying theories from various literature related to the research. According to Zed (2004) in the journal (Adlini, Dinda, Yulinda, Chotimah, & Merliyana, 2022). This data collection uses the search and collection of sources from various sources including books, journals, and research done. Library materials taken from various references are critically analyzed and need to be thoroughly analyzed to support suggestions and ideas. Further understand and study the theories related to research to collect (Adlini, Dinda, Yulinda, Chotimah, & Merliyana, 2022).

This research data is secondary data on related discussion topics such as student reading interests, topics related to the digital age, and the importance of digital literacy for students. Data is obtained from published scientific papers and journals, relevant as they relate to the topics discussed, and can be accessed through electronic media and the Internet network. (Zuhria, et al., 2022).

Results and Discourse

In this study we presented three previous studies that were relevant to what we carefully discussed on "The impact of digital literacy on the reading interest of elementary school students". (1) (Siroj, Witono, & Khair, 2022) in the Scientific Journal of the Education Professions entitled "The influence of Digital Literature on the Reading Interest of Grade V Students in SDN 1 Dasan Tapen Learning Year 2021/2022", in his research found that literacy positively influenced student reading interest, meaning the better digital literature of students, the better the student's reading interest. SDN 1 Dasan Tapen has been doing online learning since the Covid-19 pandemic. Online learning is carried out with the help of digital media and applications such as WhatsApp group, Google form, Google meet, Google Chrome and Youtube. The use of technology in online learning requires an understanding of digital literacy; (2) (Simbolon, Marini, & Maratun, 2022) in the Journal of Cakrawala Pendas entitled "The Impact of Digital Literacy on the Reading Interests of Elementary School Students", in his research found that digital literature has an influence on student reading interests. This is due to the presence of school activities that utilize technology and information during the Covid-19 pandemic, such as learning activities carried out by teachers and students separately by distance or called remote learning through various digital applications such as Whatsapp, Zoom and Google Classroom; (3) (Afriyana, Salamah, Enjelina, & Saputra, 2023) in the Journal of Teacher Research Indonesia entitled "The Impact of Digital Literacy Learning on Students' Learning Interests at Elementary School Level", in his research found that digital literacy learning has a significant positive impact on students' learning interests at the elementary school level. The use of digital technology in learning makes it more interesting and interactive for students. Using learning videos, e-books, and educational sites can facilitate a more exciting and dynamic learning experience.

Based on the research methods that have been implemented, this digital age has a positive impact on student reading interests. It can be seen that since the outbreak of the Covid-19 pandemic, all the teaching activities have been shifted to online models.

At that time, students were encouraged to engage more frequently in digital literacy activities. Online learning is carried out with the help of digital media and applications such as WhatsApp

groups, Google forms, Google meet, Google Chrome and Youtube. The use of technology in online learning requires an understanding of digital literacy.

In a study (Simbolon, Marini, & Maratun, 2022) it was found that there was an influence between digital literacy and student reading interest, because students there had already experienced distance learning activities (PJJ) during the Covid-19 pandemic. Students with digital literacy skills can master a wide range of knowledge, skills and competencies from learning resources that are more easily accessible and of wider reach. Similarly, research (Siroj, Witono, & Khair, 2022) found that the use of technology in online learning requires an understanding of digital literacy.

In online learning, digital literacy can make it easier for students to access reading materials with digital applications such as WhatsApp. With WhatsApp students can share documents in various formats such as pdf, word, powerpoint and excel.

The results of this study are in line with the results of a study conducted by Masunnah (2021) which explains that students prefer to read digital books than printed books. Students generally prefer reading and writing activities using digital-based electronic devices because they are easier and more efficient to use.

From the above discussion, it can be explained that digital literacy plays an important role in student reading interests, especially in the time of the Covid-19 pandemic. Digital literacy can make it easier for students to find reading materials such as text materials on the Internet. The better his digital literacy, the better his reading interest.

Conclusion

Digital literacy has a significant impact on student reading interests, especially in the context of online learning during the Covid-19 pandemic. This digital age has brought about a major change in the way learning and teaching is done, with many learning activities switching to online platforms. Students with digital literacy skills tend to have a higher reading interest. This is due to their ability to access various types of online reading materials easily, as well as being more convenient for them to use digital-based electronic tools for reading activities.

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