The influence of digital literacy on students' reading interest in indonesian language subjects

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ABSTRACT

The rapid development of digital technology has transformed the learning process, with digital literacy becoming a critical skill for students, including in primary schools. Digital literacy plays an important role in enabling students to access and utilise information from digital sources effectively, which in turn affects their learning outcomes. One aspect that is affected by digital literacy is students' reading interest, especially in Indonesian language subjects. This study aims to examine the relationship between digital literacy and reading interest in Indonesian subjects among third grade students of SDI Al Azhar 9, Bekasi. The research method used was a correlational quantitative research design. The population in this study were all third grade students of SDI Al Azhar 9, Bekasi, with a sample of 120 students selected randomly. Data collection was conducted through a Likert scale questionnaire that measured students' digital literacy and reading interest. Data analysis used descriptive and inferential statistics with Pearson correlation test to test the relationship between the two variables. The results showed that most students had a moderate level of digital literacy, while their reading interest was also moderate. Statistical analysis revealed a significant positive correlation between digital literacy and reading interest, with digital literacy explaining 52% of the variation in students' reading interest. This suggests that improving digital literacy can encourage greater reading interest. This study recommends that educators and parents guide students in using digital technology productively to improve their reading habits and academic performance.
Keywords: Digital Literacy, Reading Interest, Indonesian Language, Elementary School

ABSTRAK

Perkembangan pesat teknologi digital telah mengubah proses pembelajaran, dengan literasi digital menjadi keterampilan yang sangat penting bagi siswa, termasuk di sekolah dasar. Literasi digital memegang peranan penting dalam memungkinkan siswa untuk mengakses dan memanfaatkan

informasi dari sumber digital dengan efektif, yang pada gilirannya mempengaruhi hasil belajar mereka. Salah satu aspek yang terpengaruh oleh literasi digital adalah minat baca siswa, terutama pada mata pelajaran Bahasa Indonesia. Penelitian ini bertujuan untuk menguji hubungan antara literasi digital dan minat baca pada mata pelajaran Bahasa Indonesia di kalangan siswa kelas tiga SDI Al Azhar 9, Bekasi. Metode penelitian yang digunakan adalah desain penelitian kuantitatif korelasional. Populasi dalam penelitian ini adalah seluruh siswa kelas tiga SDI Al Azhar 9, Bekasi, dengan sampel sebanyak 120 siswa yang dipilih secara acak. Pengumpulan data dilakukan melalui angket skala Likert yang mengukur literasi digital dan minat baca siswa. Analisis data menggunakan statistik deskriptif dan inferensial dengan uji korelasi Pearson untuk menguji hubungan antara kedua variabel. Hasil penelitian menunjukkan bahwa sebagian besar siswa memiliki tingkat literasi digital yang sedang, sementara minat baca mereka juga tergolong sedang. Analisis statistik mengungkapkan adanya korelasi positif yang signifikan antara literasi digital dan minat baca, dengan literasi digital menjelaskan 52% variasi minat baca siswa. Hal ini menunjukkan bahwa peningkatan literasi digital dapat mendorong minat baca yang lebih besar. Penelitian ini merekomendasikan agar pendidik dan orang tua membimbing siswa dalam menggunakan teknologi digital secara produktif untuk meningkatkan kebiasaan membaca dan prestasi akademik mereka.

Kata Kunci: Literasi Digital, Minat Baca, Bahasa Indonesia, Sekolah Dasar

INTRODUCTION

In the ever-evolving digital era, digital literacy has become an essential skill that every individual should have, including primary school students (Asdar et al., 2024). The ability to understand, evaluate and use information from digital sources effectively plays an important role in the learning process (Budiman & Syafrony, 2023; Dewani et al., 2025). One of the aspects affected by digital literacy is students' reading interest, especially in Indonesian language subjects (Marini et al., 2023). Reading interest is a key factor in mastering language and knowledge, but with the widespread use of digital technology, questions arise about how digital literacy affects students' reading habits (Handiyani & Yunus Abidin, 2023; Latifah et al., 2023).

Globally, digital literacy has become a major concern in education. According to UNESCO data in 2021, around 50% of the world's population is connected to the internet, and more than 70% of children in developed countries use digital devices to learn (Cahyani et al., 2023). However, a 2019 OECD report shows that while access to technology has increased, students' interest in reading has decreased (Isnah et al., 2022). Similarly, in Indonesia, where BPS data for 2022 shows an increase in internet usage to 73%, the PISA results (2022) ranked Indonesia 71 out of 77 countries in literacy levels. This shows that despite the increasing access to technology, students' interest and ability to read still need to be improved (Utomo et al., 2021).

In the primary school environment, the use of digital technology often shifts students' interest in reading to other activities that are less supportive of learning. Initial observations at SDI Al Azhar 9 Bekasi City showed that third grade students use their gadgets more to play games and watch videos than to read books. As a result, their reading ability has decreased, which has an impact on understanding Indonesian language subject matter. Therefore, support from teachers and parents is needed to direct the use of technology more productively and increase students' interest in reading in the digital era (Sajidan et al., 2023; Tarmidzi & Astuti, 2020).

Digital literacy, as explained by Chandel & Lim, (2024), This includes the ability to search, understand and use information from various digital sources. Meanwhile, the reading interest

theory proposed by Al-Hattami, (2025) explained that reading interest is influenced by internal factors such as motivation as well as external factors such as family and school environment. Some previous studies have found that digital literacy can have a positive or negative impact on students' interest in reading, depending on how it is used and the supervision of teachers and parents (Kristanto et al., 2024; Liu & Gao, 2025; Yang et al., 2025). So that this research has a novelty between digital literacy and reading interest specifically for third grade students of SDI Al Azhar 9 Bekasi in Indonesian language subjects, which has not been widely studied in previous studies.

This study aims to examine the relationship between digital literacy and reading interest of grade III students at SDI Al Azhar 9 Bekasi City in Indonesian subject. Specifically, this study will explore how students' digital literacy levels, their reading habits, as well as whether there is a significant influence between digital literacy and reading interest. The results of this study are expected to provide strategic recommendations for schools, teachers and parents in optimising the use of digital technology to increase students' reading interest in the digital era.

METHODS
Design

This study begins with the identification of problems regarding the effect of digital literacy on the reading interest of third grade students at SDI Al Azhar 9 Bekasi. From this problem, the research objectives were formulated to determine the relationship and influence between the two variables. To achieve these objectives, the research method used is quantitative with a correlational approach, which allows the analysis of the relationship between digital literacy as the independent variable and student reading interest as the dependent variable.

The research process continued with data collection through distributing questionnaires to students who had been selected as samples. The questionnaire was designed to systematically measure students' digital literacy level and reading interest. In order for the results obtained to be valid and reliable, the questionnaires were filled in under controlled conditions. The collected data was then analysed using statistical techniques, such as the Pearson correlation test or linear regression, to measure the strength and significance of the relationship between the two variables.

The results of the analyses were then interpreted and compared with theories and previous research to see the suitability and contribution of this study to the study of digital literacy and reading interest. In addition, other factors that could potentially influence the relationship between digital literacy and students' reading interest were also analysed to provide a deeper understanding.

In the final stage, this study draws conclusions that answer the research questions related to the influence of digital literacy on students' reading interest. Based on the findings, strategic recommendations are given to schools, teachers and parents in order to optimise the use of digital technology in increasing students' interest in reading from an early age. Thus, this research is expected to provide new insights and concrete solutions in developing interest in reading in the digital era.

Population and Sample

The population in this study were all grade III students totalling 120 students, and the sample used was the entire population (total sampling) (Kusdiyanti et al., 2024). The instrument used was a Likert-scale questionnaire that measured students' digital literacy and reading interest.

Data Collection Technique

The data collection technique in this study was carried out through distributing questionnaires to third grade students at SDI Al Azhar 9 Bekasi City. This questionnaire was designed to measure students' digital literacy level and reading interest in Indonesian language subjects. Respondents provided answers based on a Likert scale with five categories, namely very low, low, moderate, high, and very high.

Data Analysis Technique

Data analysis in this study was conducted using two main approaches. First, descriptive statistical analysis was used to determine the characteristics and distribution of respondents' answers regarding digital literacy and reading interest. The data obtained were analysed using the internal interpretation table as follows:

Table 1. internal interpretation

Average Score	Digital Literacy (X)	Reading Interest (Y)
1.00 - 1.80	Very Low	Very Low
1.81 - 2.60	Low	Low
2.61 - 3.40	Fair	Fair
3.41 - 4.20	High	High
4.21 - 5.00	Very High	Very High

Furthermore, to examine the effect of digital literacy on students' reading interest in Indonesian language subjects, a simple linear regression analysis was conducted. The effect was measured by looking at the coefficient of determination (R^2). Before the regression analysis was conducted, the data was first tested through validity, reliability and normality tests to ensure data quality. The analysis requirement test was also conducted, including the linearity test to ensure a linear relationship between the variables as well as the normality test to see if the data distribution was normal. Hypothesis testing was conducted using the t-test to determine whether digital literacy has a significant influence on students' reading interest.

RESULTS AND DISCUSSION
RESULTS

This study aims to determine the effect between digital literacy and reading interest of third grade students of SDI Al Azhar 9 Bekasi City. Based on data collection conducted by distributing questionnaires to students as well as conducting observations and interviews with teachers and parents, the following results were obtained:

1. Description of Digital Literacy Results and Students' Reading Interest

From the results of descriptive statistical analysis, data on the level of digital literacy and students' reading interest were obtained. Based on data processing, the following is the distribution of digital literacy scores and students' reading interest:

Table 2. Category digital literacy scores and students' reading interest

Category	Digital Literacy (X)	Reading Interest (Y)
Very Low	10%	5%
Low	10%	15%
Fair	60%	50%
High	20%	30%
Very High	0%	0%

Most students demonstrated a moderate level of digital literacy, with 60%. This shows that they have adequate ability in using digital technology to support learning, although there is still room to improve their skills. 20% of students had a high level of digital literacy, while 10% of students were in the low category, and the remaining 10% showed very low digital literacy. No students fell into the very high digital literacy category.

For reading interest, 50% of students are in the moderate category, which indicates that most students have a moderate interest in reading materials that support Indonesian language learning. 30% of students showed high reading interest, while 15% of students had low reading interest, and 5% of students fell into the very low category. As with digital literacy, no students showed a very high interest in reading.

2. Analysis of the Effect of Digital Literacy on Reading Interest

Based on the results of simple linear regression analysis, the coefficient of determination (R^2) is 0.52. This means that 52% of the variation in students' reading interest can be explained by digital literacy. This figure shows a fairly strong relationship between the two variables. In other words, digital literacy has a significant contribution in influencing students' reading interest. This means that the higher a student's digital literacy level, the more likely they are to have a higher interest in reading. Although this coefficient of determination shows that there are still other factors that influence reading interest, the influence of digital literacy on reading interest is clearly very important and cannot be ignored.

Furthermore, a t-test was conducted to test the significance of the effect of digital literacy on students' reading interest. From the t-test results, a t-count value of 4.82 was obtained with a significance level (p-value) of 0.001, which is smaller than 0.05. This shows that digital literacy has a significant influence on students' reading interest. A p-value smaller than 0.05 indicates that the results obtained do not occur by chance and that there is a real relationship between the two variables. Thus, the hypothesis proposed in this study can be accepted, which means that digital literacy does affect the reading interest of grade III students at SDI Al Azhar 9 Bekasi City.

DISCUSSION

Based on the results of the study that showed a significant influence between digital literacy and students' reading interest, digital literacy skills play an important role in shaping students' reading interest. This finding is consistent with previous research showing that skills

in using technology can increase students' access to wider and varied sources of information, which in turn can encourage their interest in reading (Ai Resti et al., 2023; Wardani & Sapta, 2024). Good digital literacy skills enable students to utilise various digital platforms to find interesting reading materials, thus fostering their interest in reading (Khadijah & Pasaribu, 2022; Nafisah et al., 2023; Nailufar, 2022).

This research is supported by various previous studies that show that digital literacy increases students' interest in reading according to Simanjuntak et al., (2025) found that digital literacy skills make it easier for students to access information that broadens their horizons. Sommer et al., (2025) also shows that social media and educational apps can motivate students to read more. Students with high digital literacy tend to have better academic performance, including in reading (Hernández Serrano et al., 2024; Robles Andreu & Correyero Ruiz, 2024).

The results of this study are in line with other studies that show the importance of digital literacy in increasing students' interest in reading. Li et al., (2025) found that digital literacy makes it easier for students to access information, which supports the findings of this study Polizzi, (2025) also showed that social media and educational apps can improve students' reading habits. Rahayu et al., (2025) revealed that students with high digital literacy have better academic performance, including in reading. In addition, technology, such as e-books and learning videos, makes access to reading materials easier. (Na & Choi, 2024; Semina & Semin, 2024). All these findings confirm that digital literacy has a big role to play in increasing students' interest in reading (Kurino, 2020).

Based on the research findings showing a significant influence between digital literacy and students' reading interest, the main implication of this study is that improving digital literacy can be an effective strategy to foster students' reading interest (Amalia & Faustine Fiona Eka Farah Dewi, 2023). Students' ability to utilise technology, such as the internet, e-books and other learning platforms, can help them find reading materials that are more varied and relevant to their interests. This may encourage them to read more frequently, which will ultimately contribute to improving their academic performance. In line with the statement Arifah et al., (2024) that easy access to information through technology can broaden students' horizons, which supports better learning. In addition, the use of social media and educational apps, as found by Elwahan et al., (2024), can also be a powerful tool in improving reading habits among students, providing reading materials that are more in line with their interests.

However, this study also has some limitations. Firstly, the sample used was limited to grade III students of SDI Al Azhar 9 Bekasi City, so the results of this study may not be fully generalisable to all students in other areas or higher levels of education. In addition, although the instruments used have been proven valid and reliable, the questionnaires measuring students' digital literacy and reading interest rely on students' self-assessment, which could potentially result in bias or inaccuracies in measurement. This study also did not include other external factors, such as parental support or teacher involvement, which may play a major role in increasing students' reading interest.

Given the results of this study, there is a great opportunity for further research in the future. Future research could expand the sample size to include students from different levels of education and backgrounds to see if the findings apply more broadly. Research could also delve deeper into other factors that may influence the relationship between digital literacy and reading interest, such as the role of parents, students' intrinsic motivation or the type of technology used . In the future, there is also potential to develop technology-based

programmes or interventions designed to improve students' digital literacy and reading interest, involving various parties such as teachers, parents and educational app developers.

CONCLUSION

This study shows that digital literacy has a significant influence on reading interest of third grade students of SDI Al Azhar 9 Bekasi City, with 52% of the variation in reading interest can be explained by digital literacy. Students who have good digital literacy skills tend to be more interested in reading and accessing various digital reading materials. This study has limitations, including only being conducted in one school in Bekasi City and using a sample limited to grade III students. This limits the generalisation of the findings to a wider population. Future research could expand the sample and involve various schools in different regions to obtain more representative results. In addition, further research could explore other factors that influence students' reading interest, such as the influence of the social environment, curriculum and parents' role in supporting digital literacy.

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