

THE EFFECT OF DIGITAL LITERACY ON READING INTEREST OF STUDENTS OF SMAN 21 BEKASI

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Abstract: Students' interest in reading at SMAN 21 Bekasi has decreased due to a decrease in students' literacy skills. The research objective was to determine the effect of digital literacy on students' reading interest at SMAN 21 Bekasi City. The research method is a quantitative method with an associative approach. The population in this study were all students of class X at SMAN 21 Bekasi City, totaling 280 students. The sample in this study amounted to 74 obtained by the Slovin formula with a leeway percentage of 10%. The research instrument used a questionnaire with an interval scale of the Likert scale type 1-5. The researcher also used the product moment correlation formula and Cronbach's alpha to test the validity and reliability of the digital literacy and reading interest variable questionnaire. The data analysis technique used to test the research hypothesis is a simple linear regression test and the data requirements test for normality and linearity. The results of the t test to test the effect of digital literacy on reading interest is $0.000 < 0.05$, so that means that there is a significant influence of digital literacy on students' reading interest at SMAN 21 Bekasi City.

Keywords: digital literacy, reading interest, literacy skill

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INTRODUCTION

The development of information and communication technology provides a challenge for schools to improve students' digital literacy skills. Digital literacy is the ability to master knowledge through digital applications that are connected to the internet network. (Simbolon et al., 2022) stated that digital literacy is a learning effort based on digital media, where there is a combination of education science and technology so that digital literacy affects students' reading interest. Interest in reading is a student's interest in reading a book, news, etc. without coercion. Literacy and reading have a very strong relationship because literacy is a tool for recognizing, understanding, and applying the knowledge gained at school. Literacy is the basis for improving the ability of other sciences because literacy can affect the level of success and the ability to understand information analytically, critically and reflectively. Thus, literacy becomes one of the benchmarks for the progress of the nation and gets international attention.

Based on an assessment by the Program for International Student Assessment (PISA) in 2018. The result is that Indonesian children's literacy skills are the lowest in mathematics and science. The value of reading ability shows a score of 371, which means that it is 116 points behind the average score of other countries, namely a score of 487. The data presented by the researchers shows that along with the development of science and technology, reading ability is still lagging behind other countries so that the low ability reading results in low interest in reading for students. Interest in reading is the ability to grasp the meaning contained in writing so as to provide an emotional experience as a result of a deep concern for the meaning of reading. (Sajidah et al., 2023) lack of motivation and support from family and unavailability of interesting reading sources are significant obstacles to decreasing reading literacy.

SMAN 21 Bekasi is a school that has problems with low literacy and interest in reading. The reason is that the facilities and infrastructure are incomplete and the number of reading books is very limited. Based on education report cards, the literacy scores of SMAN 21 Bekasi City students have decreased. The Achievement Score of SMAN 21 Bekasi City Literacy Ability in 2023 was 82.22 and decreased by 9.76% from 2022 (score 91.11). The reason is that the Achievement Score for Reading Information Text Competency in 2023 is 67.8, down 6.2% from 2022 (score 72.28) and the Achievement Score for Reading Literary Text Competence for 2023 is 70, down 2.98% from 2022 (score 72.15). The data shows that SMAN 21 Bekasi City is still experiencing problems in literacy outcomes.

(Sajidah et al., 2023) states that digital literacy has a positive influence on reading interest. This means that the better the students' digital literacy, the better the students' interest in reading. This is shown by the results of the table coefficients which have a significant value of $0.00 < \alpha = 0.05$. (Fauziyah & Kurniawan, n.d.) The results of research from Fauziah and Kurniawan (2020) explain that teachers can use digital literacy to increase students' interest in reading so they can maximize online learning as a form of learning development. Digital literacy can also be used in providing a direct reading experience and there are many topics that can be read. Students can read short stories, poetry, news, or other reading materials as a form of technology utilization. This shows that the research that has been carried out supports a significant influence between digital literacy and reading interest.

Based on the results of the research above, the role of digital literacy is very important to increase students' interest in reading because digital literacy can make students interested in reading digital reading materials such as digital comics, digital novels, and others. Reading digital comics and digital novels will increase students' interest in reading.

(Aqil Siroj et al., 2022) Digital literacy is the ability and knowledge of individuals in utilizing digital devices or digital media such as smartphones and computers so that they can understand, organize, assess and analyze information effectively in various formats. explained that there are four core competencies of digital literacy skills, including: (1) Internet searching or searching on the internet; (2) Hypertextual navigation or guided directions; (3) Content evaluation or evaluation of information content; (4) Knowledge Assembly or preparation of knowledge. Meanwhile, (Setiawan, n.d.) reading interest is an activity that is carried out with full diligence and is usually carried out repeatedly in order to foster communication patterns within individuals so that they can

get the purpose and meaning of writing and obtain information as a method of spreading thoughts in developing intellectual. Interest in reading is a desire or strong will followed by effort and motivation in carrying out reading activities with a feeling of pleasure and no coercion from other parties.

Based on the background of the problems above, researcher wants to conduct the research with the title, the effect of digital literacy on students' reading interest at SMAN 21 Bekasi City.

METHOD

The research method used in this study is a quantitative method with an associative approach. Associative research according to (Sugiyono, 2017) is research that has the aim of knowing the relationship or influence between two or more variables. An associative approach is used to explain the causal relationship or influence of digital literacy on students' reading interest at SMAN 21 Bekasi City. This research was conducted on class X students at SMAN 21 Bekasi City. The population in this study were all students of class X at SMAN 21 Bekasi City, totaling 280 students. The sample in this study amounted to 74 obtained by the Slovin formula with a leeway percentage of 10%. The research instrument used a questionnaire with an interval scale of the Likert scale type 1-5. The researcher also used the product moment correlation formula and Cronbach's alpha to test the validity and reliability of the digital literacy and reading interest variable questionnaire. The data analysis technique used to test the research hypothesis is a simple linear regression test and the data requirements test for normality and linearity.

RESULT AND DISCUSSION

Based on the table 1, the number of samples that were male was 38 or 51.4% and those that were female were 36 or 48.6%.

Table 1. Characteristics of Class X Student Respondents at SMAN 21 Bekasi

No	Gender	Frequency	Percentage
1	Male	38	51.4
2	Female	36	48.6
Total		74	100%

Table 2. Overview of Digital Literacy Class X Students of SMAN 21 Bekasi

No	Digital Literacy	Frequency	Percentage
1	Not Enough	35	47,3%
2	Enough	20	27%
3	Good	19	25,7 %
Total		74	100%

Based on the table 2, respondents who rarely lack digital literacy are 35 or 47.3%, enough are 20 or 27%, using either 19 or 25.7%.

Table 3. Overview of Reading Interest of Class X Students of SMAN 21

No	Interest in Reading Students	Frequency	Percentage
1	Not Enough	32	43,2%
2	Enough	19	25,7%
3	Good	23	31,1%
Total		74	100%

Based on the table 3, respondents who have less interest in reading are 32 or 43.2%, either 23 or 31.1%, and enough are 19 or 25.7%.

Table 4. The Result of Normality Test

One-Sample Kolmogorov-Smirnov Test			
		X	Y
N		74	74
Normal Parameters ^{a,b}	Mean	77.04	77.72
	Std. Deviation	11.104	9.933
Most Extreme Differences	Absolute	.105	.102
	Positive	.074	.102
	Negative	-.105	-.092
Test Statistic		.105	.102
Asymp. Sig. (2-tailed)		.052 ^c	.055 ^c
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			

Based on the table 4, the results of the normality test for digital literacy variable data are 0.52 and reading interest is 0.055 > 0.05, so digital literacy data and reading interest have normal population data.

Table 5. Linearity Test Results of Digital Literacy Variables on Reading Interest

ANOVA Table						
		Sum of Squares	df	Mean Square	F	Sig.
Between Groups	(Combined)	5194.102	25	207.764	4.964	.000
	Linearity	4158.273	1	4158.273	99.355	.000
	Deviation from Linearity	1035.830	24	43.160	1.031	.450
Within Groups		2008.938	48	41.853		
Total		7203.041	73			

Based on the table 5, the results of linearity test results of digital literacy variables on reading interest are 0.450 > 0.05. It means that the effect of digital literacy on reading interest is linier.

Table 6. Simple Correlation Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.760 ^a	.577	.571	6.503

a. Predictors: (Constant), X

Based on the table 6, the result of a simple correlation test between digital literacy and reading interest is 0.760, which means that the correlation between digital literacy and reading interest is positive and strong.

The test result of the coefficient of determination is 57.7%. That means that the digital literacy variable affecting reading interest is 57.7% and the remaining 42.3% of other variables besides digital literacy variables.

Table 7. Simple Regression Test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	25.352	5.334		4.752	.000
	X	.680	.069	.760	9.916	.000

a. Dependent Variable: Y

Based on the table 7, the results of the simple regression equation test are $Y = 25,352 + 0,680 X$. That means that for every one unit increase in the digital literacy variable, the reading interest variable will increase by 0,680.

The results of the t test to test the effect of digital literacy on reading interest is $0.000 < 0.05$, so that means that there is a significant influence of digital literacy on students' reading interest at SMAN 21 Bekasi City.

Discussion

The result of a simple correlation test between digital literacy and reading interest is 0.760, which means that the correlation between digital literacy and reading interest is positive and strong. The test result of the coefficient of determination is 57.7%. That means that the digital literacy variable affecting reading interest is 57.7% and the remaining 42.3% of other variables besides digital literacy variables. The results of the simple regression equation test are $Y = 25,352 + 0,680 X$. That means that for every one unit increase in the digital literacy variable, the reading interest variable will increase by 0,680. The results of the t test to test the effect of digital literacy on reading interest is $0.000 < 0.05$, so that means that there is a significant influence of digital literacy on students' reading interest at SMAN 21 Bekasi City.

(Kusmiati, 2022) the value of r count is 0.599 and R Square is 0.359 meaning that

the effect of the variable applying digital literacy on reading interest of grade 5 students at Al-Ikhlis Islamic Elementary School is 35.9%. This shows that there is an effect of implementing digital literacy on the reading interest of grade 5 students at Al-Ikhlis Islamic Elementary School. (Zuhria, 2022)The digital era can have a positive impact on youth because of the convenience of smartphones to access the information needed by their users. The negative impact caused on adolescent reading interest is due to the breadth and unlimited information that can be accessed or entertainment and games on the internet so that interest in reading decreases because it is considered less attractive. The lack of digital literacy among adolescents from both the family environment, school environment, and society. The use of gadgets has no boundaries from various age groups and is normalized by society. (Aisyah, 2022) using digital literacy can help elementary school children increase their interest in reading. Digital literacy becomes an umbrella in various educational activities that seek to equip it to be useful in society (Leaning, 2019). Strengthening digital literacy in teaching and learning activities and assessment is an effort to provide experience in designing digital-based learning and assessment and implementing it in teaching and learning activities. Increasing student digital literacy will affect students' reading comprehension (Lazonder et al, 2020; Wiratman & Tarman, 2021).

CONCLUSION

Based on the results of the research and discussion, digital literacy can affect students' reading interest at SMAN 21 Bekasi because students who have digital literacy skills will be interested in reading digital reading materials and seeking sources of knowledge from the internet. Students who have good digital literacy skills will try to find knowledge in solving difficult problems so that students will read various kinds of learning resources on the internet. The implication of the results of this study is that teachers are expected to be able to use digital-based learning media in teaching and providing learning tasks that can improve students' digital literacy abilities and students' interest in reading. For further research, learning achievement variables must be examined to determine the effect of digital literacy on learning achievement.

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