

## IMPROVING STUDENTS' READING INTEREST THROUGH DIGITAL LITERACY

Surya Adi Sasmita<sup>1</sup>, Majidah<sup>2</sup>, Pratiwi Anindita Adji<sup>3</sup>

<sup>1, 2, 3</sup>Universitas Terbuka (INDONESIA)

### Abstract

The purpose of writing this article is to analyze digital literacy as a supportive tool for enhancing students' reading interest. This research is conducted through a literature review, which involves gathering information from various sources relevant to the topic under consideration. These sources include national journals and books related to the research focus. From the findings of this literature review, it can be concluded that digital literacy plays a crucial role in the success of education. However, students' reading interest in Indonesia, in general, still needs improvement. Factors influencing students' reading interest can be categorized into two groups, namely internal and external factors. In particular, the current development of communication and information technology has transformed many aspects of life, including learning and access to information. Access to information has become easier and faster through smartphones or gadgets owned by many people. This is reflected in students' tendency to prefer reading through digital media because of the easy access to a wealth of information. Therefore, having good digital literacy is expected to help guide students in increasing their reading interest, which ultimately contributes to the improvement of their knowledge.

Keywords: Reading Interest, Digital, Literacy

### 1 INTRODUCTION

Reading is a facet of literacy that holds immense value and utility in human activities. For students, reading is an act of acquiring knowledge, learning, and applying the knowledge they gain in school. Reading literacy is of paramount importance to be instilled starting from primary education because it enables students to develop skills in accessing information and knowledge. The culture of literacy instilled in students has a significant impact on their ability to approach information in an investigative, responsive, and introspective manner. Therefore, literacy serves as an indicator of a nation's progress and garners attention in the context of the international stage.

According to the National Education System Law Number 20 of 2003, education is a conscious and planned effort to create a learning environment and learning processes that enable students to actively develop their potential. The goal is for them to have spiritual strength, self-control, personality, intelligence, noble character, and skills that are useful for themselves, society, the nation, and the state. The progress of a country, both now and in the future, heavily relies on the younger generation who will be the nation's future leaders. The

quality of this younger generation is significantly influenced by the quality of the education system. Progress in a country's future cannot be achieved without advancements in the field of education. Education is considered a valuable and high-value long-term investment, especially in the younger generation who will impact the quality of a nation (Muhardi, 2005). The national education goals outlined in Law No. 20 of 2003 are to enlighten the life of the nation, strive for the expansion and equalization of opportunities to obtain quality education for all Indonesian citizens, assist and facilitate the development of the nation's potential in its entirety from an early age to the end of life in order to realize a learning society, enhance input readiness and the quality of the education process to optimize the formation of a moral personality, and uphold educational norms to ensure the continuity and success of the education process.

The reading interest in Indonesia is currently very low, as evidenced by several pieces of data. For instance, the Human Development Index data for the year 2019 ranks Indonesia 39th out of 42 countries in terms of reading interest (Fatmawati, 2020). Additionally, according to the PISA data, Indonesia ranks 72nd out of 77 countries in reading scores.

Several factors influence children's reading interest in Indonesia, including the lack of appeal in reading materials, inadequate facilities, schools that do not always succeed in cultivating reading habits in every student, curriculum overcrowding, and teaching methods that overly emphasize memorization (Winarto dkk, 2016). Furthermore, Hayadi (2018) reading interest is also influenced by factors such as individual talents, practice and habits, needs, obligations, emotional conditions, mood, the surrounding environment, and the strength of stimuli. Therefore, there is a need for concerted efforts from various stakeholders, including parents, teachers, and the government, to enhance children's reading interest in Indonesia by addressing the factors that influence this interest.

To instill a reading habit in students, the initial step to be taken is to spark their interest in reading. In this context, interest in reading refers to personal motivation, attraction, or enjoyment in reading without external pressure. This concept aligns with the views of several experts, including the perspective put forth by Wahadaniah in a study referenced by Artana (2016). Wahadaniah defines reading interest as a strong and deep attention to the activity of reading, accompanied by pleasure in the act of reading itself. This can encourage individuals to read on their own initiative, without external coercion. Reading interest can also be defined as the joy of reading based on the belief that reading brings benefits to individuals.

Through reading, one can expand their knowledge. Conversely, if someone lacks interest in reading, there is a risk that they will not be able to keep up with developments in science and information. Since extensive knowledge is often acquired through reading, it is essential to cultivate reading interest from an early age. This serves as a crucial foundation for building a culture of literacy (Rohim & Rahmawati, 2020). These findings are also in line with the research conducted by Shofa & Setyawan (2018), which emphasizes that literacy should be instilled from a young age because a culture of literacy cannot be developed in a short period.

In the context of students' reading interest, it is often observed that some students have a low interest in reading during the learning process. In response to this issue, the Ministry of Education and Culture has initiated a digital literacy movement in schools with the aim of enhancing students' reading interest. Digital literacy goes beyond mere reading and writing activities; it also encompasses the ability to use and apply digital media, utilize various communication tools, and access networks to acquire, assess, use, create, and leverage information correctly, intelligently, wisely, and in compliance with the law in the context of developing interactive and communicative skills in daily life (Mauludin & Cahyani, 2018). Digital literacy serves as the foundation for various educational activities aimed at preparing individuals to make positive contributions to society (Leaning, 2019). Strengthening digital literacy in the teaching and assessment processes is an effort to provide experiences in designing digital-based learning and assessment that can be integrated into the learning activities. The improvement of students' digital literacy will have an impact on their understanding of reading materials (Lazonder et al., 2020; Wiratman & Tarman, 2021).

In her book titled "Literacy: The Best Solution to Address Social Issues in Indonesia," Yukaristia (2019) states that one of the key factors in advancing a nation and enhancing the quality of its human resources is through the act of reading. The low level of literacy in society poses a serious threat to the lives of individuals and the overall development of the community. It becomes challenging for these individuals to keep up with the changes of the times if their literacy skills are lacking. Therefore, it is crucial for the society to cultivate a culture of literacy, as literacy is expected to improve the quality of human resources. In the context of education, literacy has a significant impact on a nation's progress. Literacy enables individuals to think critically, imagine, be creative, and innovate (Ulfi, 2019).

One way to utilize technology in the context of education is through digital literacy. Digital literacy has become commonplace, both in academic and non-academic settings. One aspect of digital literacy is the transition from physical reading materials to digital formats. Digital literacy provides convenience for readers to access information anytime and anywhere, as long as they have a device connected to the internet (Muna, 2020). According to Gilster, as quoted by the Ministry of Education and Culture (2017), digital literacy is an individual's ability to understand and use information in various forms from a wide range of sources, accessed through computer devices. Furthermore, as explained in research cited by Mustofa & Budiwati (2019), digital literacy can be used as a current educational resource and a reference material. The use of digital materials not only offers convenience but also has numerous other benefits, such as increasing reading interest beyond class hours, boosting selfconfidence, and expanding the available sources of reference.

With the aforementioned principles in mind, the author aims to investigate issues related to digital literacy and how it can enhance students' reading interest. This research aims to understand the role of digital literacy in improving students' reading interest.

## **2 METHOD**

In this research, a qualitative approach is employed using the literature review method. Qualitative research is a descriptive approach aimed at explaining observational findings in the form of words or opinions of individuals who have observed the research subject, as well as describing social and cultural phenomena related to it. The objective of this research method is to deeply and comprehensively understand and describe the investigated phenomena based on factual information.

The concept in this article is based on a literature review. A literature review is a type of study that examines various book references and previous research findings that are relevant to establish the theoretical foundation related to the issue being investigated (Sarwono, 2006). The literature review process begins by collecting a number of national journals and books related to the issue under investigation. Subsequently, information from various previous studies is compiled to draw conclusions related to: 1) The significance of reading interest, 2) The important role of digital literacy in increasing students' reading interest, 3) How digital literacy can contribute to enhancing students' reading interest. The data analysis method used in writing this article is the content analysis technique, which is employed to

ensure valid conclusions. In the analysis process, considerations, comparisons, developments, and information selection are carried out to achieve the most informative and meaningful results.

### **3 FINDING AND DISCUSSION**

#### **3.1 Reading Interest**

The results of this article are derived through a literature review approach involving the analysis of various journals and books relevant to the research topic. Through this method, it is expected to generate new findings that offer fresh perspectives and input or recommendations related to the article's title. Previous studies have attempted to uncover the impact of digital literacy on students' reading interests. The data collection process in this research is conducted by searching for theories and literature online with relevant titles. Subsequently, various theories and literature are analyzed in-depth, and the results of this analysis are used to draw conclusions within the framework of the theories and literature that have been studied.

Reading interest is an expression of an individual's internal attraction and motivation toward a specific subject or topic. It arises from a strong desire and a sense of pleasure that comes from within. In other words, reading interest is an internal motivation to explore specific information or knowledge. Every individual has a natural inclination to pursue things that provide them with satisfaction or joy. In the context of reading, this interest leads to a desire to gain new understanding and knowledge.

Reading is the act of extracting information from written or spoken texts. People engage in this activity to acquire knowledge or information they need. When someone has a reading interest, it indicates that they have a desire to learn and explore various topics. Reading interest contributes to enhancing learning because when someone is interested in a particular subject, they are more likely to be engaged and enthusiastic in the learning process. It's important to note that reading interest can grow gradually, similar to a growth curve, and can be influenced by various factors within an individual's environment.

Reading can also be interpreted as a way to transform (letters) into words or to translate them. It is one of the thinking processes that encompass activities such as letter recognition, word understanding, literacy comprehension, interpretation, critical reading, and creative understanding. It takes time and practice for someone to become interested in reading, and

sometimes this interest develops gradually, while at other times it can emerge more quickly. People who enjoy reading often have a strong interest in the content of the text, whether it's understanding the words clearly or even creating their own interpretations. When someone is interested in something, they experience happiness. Reading is important for personal development as it aids in learning and enables individuals to enjoy various types of stories. Interest in reading can change over time due to various influencing factors.

Success in education is not solely measured by students' achievement of satisfactory grades but also by their level of literacy. If a student lacks an interest in reading, they will struggle to acquire new knowledge. This perspective aligns with the views of Antoro (2017), who states that the purpose of education is not only to attain high grades but also to shape good moral character. Reading activities, which can lead to an interest in reading, serve as a means to achieve this goal. Therefore, every phase of teaching and learning should include reading activities. Reading, as part of literacy activities, is the key to advancing learning and serves as a window to diverse knowledge.

There are many benefits derived from reading activities. These include improving reading and writing skills, comprehension of texts and grammar, expanding vocabulary, cultivating positive reading behaviors, boosting self-confidence, and developing a lifelong interest in reading. According to the opinion of Tampubolon, as cited by Jahrir (2020), students' interest in reading should be nurtured during the educational process. Furthermore, Darmadi (2018) emphasizes the importance of adequate facilities in shaping a culture of reading enthusiasm within the community. This is expected to enhance the overall quality of society.

Interest in reading plays a crucial role in the development of education and students' knowledge. The positive impacts of reading interest are diverse, including:

1. **Opening Access to Knowledge :** Through reading, one can explore various topics, gain a deeper understanding, and continually expand their knowledge. Without a strong interest in reading, the potential to acquire knowledge is limited.
2. **Enhancing Language Skills:** Regular reading helps enrich vocabulary and improve language skills. This ability is highly valuable for effective communication, both in speaking and writing, and can also influence success in the professional and educational realms.

3. **Sharpening Critical Thinking Skills:** When reading, individuals automatically analyze information, consider the author's perspective, and assess accuracy and relevance. This helps sharpen critical thinking skills, a valuable asset for decisionmaking and problem-solving.
4. **Building Imagination and Creativity:** Books and stories allow us to enter boundless realms of imagination. This fosters creativity and imaginative thinking. While reading, we often visualize scenes, create characters, and envision places within the narrative. This is an exceptional exercise for our minds.
5. **Emotional Experience and Empathy:** Reading also enables us to emotionally connect with characters in stories. It helps us understand various emotions and even develop empathy for others. It's a powerful way to experience and comprehend different perspectives.
6. **Stimulating Curiosity:** Reading interest stimulates curiosity. Those who enjoy reading often ask questions about many subjects, seek answers, and continue learning. This creates a positive cycle where reading interest leads to deeper understanding, which, in turn, enhances reading interest.
7. **Fostering Positive Habits:** Reading interest also cultivates positive habits. Reading is an activity that provides satisfaction, and when someone enjoys doing something, they are more likely to do it regularly. A good reading habit can bring lifelong benefits.

By nurturing an interest in reading from an early age and making it an integral part of our lives, we can experience its benefits throughout our lifetime. Reading is not just an ordinary activity; it's a journey that takes us to new places and provides unforgettable experiences. In general, there are several internal and external factors that can hinder students' reading interest. However, in this article, the focus is primarily on external factors that act as obstacles to students' reading interest. These external factors include a lack of attention from the surrounding environment, limited availability of facilities, and a lack of understanding among teachers and parents regarding students' learning styles.

### **3.2 Digital Literacy**

The development of information and communication technology (ICT) in this era demands that we master more than just basic literacy. Modern society requires not only traditional literacy but also additional skills, especially in communication and analysis, to succeed in this century. Literacy encompasses not only a series of learning experiences that help

individuals achieve their goals and enhance their knowledge but also enables active participation in society and larger groups (UNESCO, 2004). Therefore, digital literacy combines ICT skills, critical thinking, collaborative abilities, and social awareness. In other words, digital literacy relates to understanding technology, the ability to analyze and evaluate digital information, good behavior in the virtual world, and the wise use of technology.

Digital literacy is the skill to search for and utilize information or news from various sources (Paul Gilster, 1997). The concept of digital literacy has evolved to encompass the importance of networking, interaction, collaboration, and creativity supported by technology (Lankshear & Knobel, 2011). The latest definition by Hobbs (2017) explains that digital literacy includes the knowledge, skills, and competencies needed to thrive in a technology-driven culture. In other words, digital literacy combines IT skills and interaction, critical thinking, creativity, and social awareness. It refers to practical abilities in effectively using digital knowledge and technology. This involves the ability to evaluate digital information, understand safe and ethical behavior in the online world, and the capability to choose and use digital tools appropriately to solve problems and achieve goals.

In the 21st century, the rapid development of digital technology has been witnessed and widely utilized by many. One such application is in the field of education, where digital literacy is employed as a tool to enhance students' reading interest. In this era, many people have experienced a decline in their interest in reading. Therefore, education utilizes digital literacy as an effort to rekindle students' reading enthusiasm. Even elementary schools have adopted digital literacy as one of the methods to boost reading interest among their students.

In the 21st century, reading is no longer confined to printed books; it has been integrated with technology, making it more appealing. Gadgets, designed to captivate students' interest in reading, incorporate elements such as images, varied font colors, and other features that make the reading experience more engaging. The benefits of digital literacy are felt across different groups, especially in enhancing elementary students' reading interest. Firstly, it is user-friendly. Secondly, it can be accessed anytime and anywhere, providing flexibility to students. Thirdly, it aids students in critical thinking as they evaluate information from various online sources. Fourthly, it enriches students' vocabulary with a variety of information. Fifthly, it improves students' concentration in learning and thinking. Sixthly, it enhances students' reading skills and their ability to construct sentences and write down the information they acquire. Although technology continues to evolve and education



incorporates this technology, elementary school students still require guidance and supervision from adults to ensure its beneficial use and to prevent negative aspects.

In the context of education, digital literacy can be applied to students. With the advancement of time, almost all students have an understanding of advanced technology. Therefore, this becomes one of the approaches to enhance reading interest, including reading learning materials and general knowledge. Although students are already familiar with technology, efforts are still needed to improve their literacy to strengthen their interest in reading and understand the importance of literacy. One way to achieve this goal is by utilizing information technology and providing reading materials in digital format.

Understanding digital literacy provides many benefits to students in using products from information technology advances. Digital literacy skills have significant benefits for students, including:

1. **Access to Extensive Information** : Digital literacy enables students to access various sources of information on the internet. They can efficiently seek knowledge, data, and the latest information on various topics.
2. **Interactive Learning** : Digital technology allows students to engage in interactive learning, such as game-based learning or online learning platforms. This can make learning more engaging and effective.
3. **Critical Thinking Skills** : Digital literacy involves the ability to assess and critique information found online. Students learn how to identify reliable sources and differentiate between facts and opinions.
4. **Collaborative Skills** : Digital technology enables students to collaborate with their peers online. They can work together on group projects, share ideas, and learn from each other.
5. **Communication Skills** : Students can develop online communication skills, which are crucial in an increasingly digitally connected world. This includes the ability to write professional emails, participate in online discussions, and use social media wisely.
6. **Preparation for the Workforce** : In the modern workplace, digital literacy is a highly valuable skill. Students who possess these skills are better prepared for success in various professions that require the use of technology.

7. **Increased Reading Interest** : Digital literacy can also enhance students' reading interest. They can access e-books, online articles, and other digital reading materials that align with their interests.
8. **Understanding Digital Security** : Students learn about online security, including how to protect themselves from potential threats and risks in the online world.
9. **Creativity Development** : Digital literacy allows students to create their own digital content, such as blogs, videos, or graphics. This can stimulate their creativity and provide an outlet for sharing their ideas and work with a broader audience.
10. **Adaptability** : Technology is continually evolving, and students with digital literacy skills are prepared to adapt to technological changes in the future.

Possessing digital literacy skills, students can master, understand, and navigate the challenges present in digital spaces effectively. Furthermore, digital literacy skills give students an advantage in learning, employment, and engagement in an increasingly digitalized society. Using digital literacy as a tool to enhance reading interest can be a highly effective approach in today's digital era. Here are some ways to boost reading interest with digital literacy:

1. **Access to E-Books and Digital Materials** : Provide access to various e-books, online articles, blogs, and other digital materials that align with students' interests and reading levels. This offers more choices than traditional printed books.
2. **Reading Apps** : Utilize reading apps like Kindle, iBooks, or other reading apps that allow students to read on their devices. This makes reading more portable and accessible.
3. **Online Reading Communities** : Join online reading communities or virtual book clubs. This gives students the opportunity to discuss the books they're reading with others, which can enhance their reading interest.
4. **Literacy-Focused Social Media Platforms** : Make use of social media platforms that focus on literacy. There are many groups and accounts that share book reviews, reading recommendations, and even reading challenges that can boost reading interest.
5. **Multimedia Content** : Don't limit it to just text. Many digital literacy resources include multimedia content like audiobooks, literacy podcasts, and educational videos. This provides students with various ways to access stories and knowledge.

6. **Interactive Learning Platforms** : Use interactive learning platforms that incorporate storytelling with interactive elements, such as gamification. This can make learning a more engaging experience.
7. **Creating Blogs or Social Media** : Encourage students to create blogs or social media accounts where they can share book reviews, short stories, or their own creative writing. This gives them a chance to share their interests with others.
8. **Literacy Competitions** : Organize digital literacy competitions like writing contests, reading challenges, or online literacy contests. Prizes or recognition can serve as additional motivation.
9. **Support from Teachers and Parents** : Support from teachers and parents is crucial. They can provide reading recommendations, encourage discussions about books, and allocate time for reading outside of class.
10. **Monitoring Progress and Engagement** : Use digital literacy tools that allow you to track students' progress and see how actively they're engaging in literacy activities. This helps you tailor your approach to individual needs.

Combining digital literacy with reading interest can create a more enjoyable and relevant literacy experience for students. It helps them explore the world of literacy in a more modern and connected way that aligns with their interests.

In efforts to enhance students' reading interest through digital literacy, teachers and parents play crucial roles. To stimulate students' interest, teachers can leverage technology-based facilities in the learning process, such as using digital libraries or technology-based teaching materials. Moreover, teachers can provide information about intriguing topics that can spark students' curiosity, encouraging them to explore further information through digital reading materials. The role of parents is equally essential. They can guide their children in using digital literacy at home. For instance, parents can encourage their children to read books, both fiction and non-fiction, available in digital formats. This can boost their children's motivation to read and foster their interest in digital literacy. Teachers and parents also need to have the ability to utilize digital platforms in the teaching process, including mastering the use of educational applications that can enhance digital literacy in teaching activities. Teachers should be able to use technology effectively and make it an engaging experience, with the goal of increasing students' interest in reading.

#### 4 CONCLUSION

Based on research findings, it can be concluded that students' interest in reading is currently low. One way to increase students' reading interest is by utilizing technology, specifically through the use of digital literacy. Additionally, both internal and external factors can influence students' reading interests. Therefore, the roles of parents and teachers are crucial in motivating and enhancing students' reading interests.

Indonesia is one of the countries with low reading interest levels, which can have a negative impact on the country's competitiveness. To address this issue, the Ministry of Education and Culture (Kemendikbud) has initiated a digital literacy movement that will be piloted in schools across Indonesia. This movement aims to boost students' reading interests and broaden their understanding of digital media. Digital literacy encompasses more than just reading and writing as traditionally understood; it also includes understanding digital media. This is realized through web-based platforms integrated into the learning process. Previous research has shown that digital literacy has a positive impact on students.

Combining digital technology with an interest in reading, we can create a more engaging and relevant literacy experience for students. Digital literacy is the key to helping students explore the world of knowledge in a modern and personally connected way. Digital literacy is a highly effective tool in increasing students' interest in reading in the digital age. With the right approach, we can leverage technology to open the door to a richer and more relevant literacy world for students.

#### REFERENCES

- Abustang, P B. Alam, S. Amaliyah, N. Arima, M T. (2022). Pengaruh Literasi Digital Terhadap Hasil Belajar Siswa Sekolah Dasar Kota Makassar. *Ejournal FKIP Universitas Widyagama Mahakam*. 6(2). 105-109. DOI: <https://doi.org/10.24903/pm.v6i2.818>
- Aisyah, T. F. (2022). LITERASI DIGITAL UNTUK MENINGKATKAN MINAT BACA SISWA SMAPADA PEMBELAJARAN DARING. *Jurnal Perpustakaan dan Informasi*, 16.
- Anggraeni, P R. (2019). Implementasi Kebijakan Literasi Sekolah Guna Peningkatan Karakter Gemar Membaca. *Jurnal Indonesian Journal of Sociology, Education and Development (IJSED)*. 1(2). 134-141. DOI: <https://doi.org/10.52483/ijsed.v1i2.12>

- Anisa, Janati, F. Safitri, D. Ramadhani, M R. (2021). Upaya Meningkatkan Minat Baca Siswa Sekolah Dasar di Masa Pandemi Covid-19 Melalui Literasi Digital. *Jurnal Seminar Nasional PGMI (SEMAI)*. 1 (1). <https://proceeding.uingusdur.ac.id/index.php/semai/article/view/426>, diakses 8 Juni 2023.
- Ardiansyah, R. Atmojo, I R W. Chumdari. Matsuri. Nafiash, A. Saputri, D Y. (2022). The Effectiveness of Digital Literacy Indicators in Improving Students' Reading Interest. *Al-Ishlah: Jurnal Pendidikan*. 14(3). 3008-3018. DOI: 10.35445/alishlah.v14i3.2123
- Artana, I. K. (2016). UPAYA MENUMBUHKAN MINAT BACA PADA ANAK. *ACARYA PUSTAKA*, 2, 4.
- Astuti, W. Tarmidzi. (2020). Pengaruh Kegiatan Literasi Terhadap Minat Baca Siswa di Sekolah Dasar. *Caruban: Jurnal Ilmiah Pendidikan Dasar*. 3(1). 40-50. DOI: <http://dx.doi.org/10.33603/.v3i1.3361>,
- Cayani, N L P. Jayanta, N L. (2021). Digital Literacy-Based Learning Video on The Topic of Natural Resources and Technology for Grade IV Elementary School. *Jurnal Ilmiah Sekolah Dasar*. 5(3). 538-546, diakses tanggal 9 Juni 2023.
- Elendiana, M. (2020). Upaya Meningkatkan Minat Baca Siswa Sekolah Dasar. *JURNAL PENDIDIKAN dan KONSELING*, 2, 1-2.
- Faizah, R. (2022). Digital Literacy: Effort to Increase Interest in Reading at SDN Nglumber II Kepohbaru Bojonegoro. *7st International Seminar of Research Month 2022. NST Proceedings*. 631-634. DOI: 10.11594/nstp.2023.33102
- Fathuzaen, F. Hermanato, N. Nurfaizah. Wibowo, A T. Rozaq, H A A. (2022). Implementasi Aplikasi Baca dan Tulis Sebagai Upaya Peningkatan Literasi Digital. *Jurnal Paradigma Bina Sarana Informatika*. 24(1). 1-5. DOI: <https://doi.org/10.31294/paradigma.v24i1.928>
- Fatmawati, R. Habiburrahman, H. (2020). Peningkatan Minat Baca dan Literasi Digital Melalui Pojok Baca Interaktif Ramah Anak. *Abdi Humaniora: Jurnal Pengabdian Masyarakat Bidang Humaniora*. 1(2). 57-64. DOI: <https://doi.org/10.24036/abdihumaniora.v1i2.107177>
- Fauziyah, R. Kurniawan, K. (2021). Meningkatkan Minat Baca Siswa Melalui Literasi Digital Sebagai Upaya Memaksimalkan Pembelajaran Daring. *Jurnal Seminar Internasional Riksa Bahasa*. 439-442. <http://proceedings2.upi.edu/index.php/riksabahasa/article/view/1379>, diakses 8 Juni 2023.

- Fitri, Supriyatno, T. Yaqin, M Z N. (2022). Pengaruh Penerapan Literasi Berbasis Web Terhadap Peningkatan Minat Baca Peserta Didik Kelas V. *Jurnal Ideas*. 8(3). 1173-1176. DOI: 10.32884/ideas.v8i3.828
- Fitriyani, Nugroho, A T. (2022). Literasi Digital Di Era Pembelajaran Abad 21. *Jurnal Pengabdian Pada Masyarakat dan Inovasi Literasi*. 2 (1). 307-313.
- Galuh, B P. (2022). Pengaruh Minat Baca Siswa Terhadap Kemampuan Literasi Digital Siswa. *E-Jurnal Pendidikan Mutiara*. 7(1). 42-44, diakses tanggal 9 Juni 2023.
- Handayani, N N L. (2022). Peningkatan Literasi Membaca dan Literasi Membaca Dan Literasi Menulis Melalui Literasi Digital Pada Siswa SD Kecamatan Buleleng. *PRAMANA: Jurnal Hasil Penelitian*. 2(2). 125-134. DOI: <https://doi.org/10.55115/jp.v2i2.2686>
- Handayani, T. Nurlaini, Sofyan, F A, Surnadi.(2022). Analisis Literasi Digital Siswa Kelas V di SDN 22 Tanjung Batu. *Jurnal Ulil ALBAB : Ilmiah MULTIDISIPLIN*. 1(4). 699-704, diakses tanggal 10 Juni.
- Intaniasari, Y. Utami, R D. (2022). Menumbuhkan Budaya Membaca Siswa Melalui Literasi Digital Dalam Pembelajaran dan Program Literasi Sekolah. *Jurnal Basicedu*. 6(3). 4987-4996. DOI: <https://doi.org/10.31004/basicedu.v6i3.2996>
- Izzudin, A. Luthfi, N A. Muhammad, A. Wahyudi, D. (2022). Meningkatkan Literasi Digital Dengan Pendampingan Belajar Pada Siswa-siswi Sekolah Dasar Terdampak Pandemi Covid-19 Di Kota Probolinggo. *Jurnal Integritas Pengabdian Masyarakat*. 6(1). 54-64. DOI: <https://doi.org/10.36841/integritas.v6i1.1312>
- Khair, B N. Siroji, H A. Witono, A H.(2022). Pengaruh Literasi Digital Terhadap Minat Baca Siswa Kelas V di SDN 1 Dasan Tapen Tahun Pelajaran 2021/2022. *Jurnal Ilmiah Profesi Pendidikan*. 7 (3).1049-1056. DOI: <https://doi.org/10.29303/jipp.v7i3.668>
- Khoeriyah, S F. (2020). Pengembangan Literasi Digital Untuk Meningkatkan Kemampuan Membaca. *Journal Social, Humanities, and Educational Studies (SHEs): Conference Series*. 3(4). 691-694. DOI: <https://doi.org/10.20961/shes.v3i4.54378>

- Khusaini, A. Rofi'ah S. (2022). Efektivitas Program Literasi 30 Hari Berbasis Digital Terhadap Minat Baca Siswa Di MI Islamiyah. *Jurnal Al-Adawat: Pendidikan Madrasah Ibtidaiyah*. 1(1). 30-37, diakses tanggal 10 Juni 2023.
- Marini, A. Nafiah, M. Simbolon, M E.(2022). Pengaruh Literasi Digital Terhadap Minat Baca Siswa Sekolah Dasar. *Jurnal Cakrawala Pendas*. 8(2). 532-540. DOI: <https://doi.org/10.31949/jcp.v8i2.2449>
- Ramadhani, A. Saputro, G E. (2021). Perancangan Aplikasi Perpustakaan Anak “SOLIT” Berbasis Android Sebagai Media Literasi Digital. *Jurnal CITRAKARA*. 3(2). 222-233, diakses tanggal 9 Juni 2023.
- Rizki Desta Utami, DKK. (2018, April). ANALISIS MINAT MEMBACA PADA KELAS TINGGI DI SEKOLAH DASAR NEGRI 01 BELITUNG. *Jurnal Pendidikan Dasar PerKhasa*, 4, 181.
- Sari, C. P. (2018). FAKTOR-FAKTOR PENYEBAB RENDAHNYA MINAT MEEMBACA SISWA KELAS IV. *Jurnal Pendidikan Guru Sekolah Dasar Edisi 32*.
- Sholeh, M. Wulandari, D R. (2021). Efektifitas Layanan Literasi Digital Untuk Meningkatkan Minat Baca Siswa Di Masa Pandemi Covid-19. *Jurnal Inspirasi Manajemen Pendidikan*. 9(2). 327-333, diakses 9 Juni 2023.
- Tuna, Y. (2021). Literasi Digital Dalam Pembelajaran Di SD Sebagai Upaya Peningkatan Kualitas Pendidik. *Jurnal Prosiding Seminar Nasional Pendidikan Dasar*. 388-397, diakses tanggal 10 Juni 2023.
- Wiratman, A., & Tarman, T. (2021). The Effect of The Search, Solve, Create, and Share (SSCS) Learning Model on Students' Critical Thinking Abilities. *Proceedings International Education Webinar of IAIN Palopo (PROCEEDINGS IEWIP)*, 1(1), 78-86.
- Yamin, Y. (2022). Pengembangan Media Pembelajaran Literasi Digital Dalam Meningkatkan Minat Baca Siswa Kelas IV SDN 1 Rimo. *Jurnal PROSIDING Pendidikan Dasar*. 1(1). 74-77. DOI: <https://doi.org/10.34007/ppd.v1i1.173>

