Elevating Literary Literacy: Navigating Reading Engagement in the Digital Age

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Abstract

The development of digital technology in the last decade has brought significant changes in the world of education, including how students access and understand literary literacy. In Indonesia, even though access to digital reading materials is getting easier, the reading interest of elementary school students is still relatively low. This study aims to measure the effectiveness of digital literary literacy in increasing the reading interest of Elementary School students, especially in Indonesian subjects. This study also explores the factors that support the successful implementation of digital literary literacy and how students' perception of literary texts in digital format is compared to traditional print formats. Through an approach that combines literary literacy with digital technology, this research offers a new approach to increasing students' interest in reading and understanding literary texts. Using digital reader applications, interactive platforms, and multimedia is considered a strategy that can make literary learning more interesting and relevant for the digital generation. However, the main challenge is ensuring the depth of student engagement and understanding when reading digital texts that tend to be shorter and shallow. The result shows that as many as 81% of the teachers totally agree that digital literacy makes it easier to access the various types of literary text, and more than 90% agreed that digital literary literacy helps and improves student helps students to be more involved in overall literary learning. While in practice, the results of this research can guide educators in designing more effective learning strategies. Thus, this research offers a new perspective to increase students' interest in reading through integrating literary literacy and digital technology.

Keywords: *Digital literary, Digital literacy, language learning, reading, digital age, Elementary School, Indonesia.*

Introduction

In the last decade, the development of digital technology has brought significant changes in various aspects of life, including education (Jasin et al., 2024). One of the most striking changes is the transformation from print to digital media, affecting how we access, consume, and process information (Suherman et al., 2020). This change also impacts literary literacy, which is no longer limited to printed books, but also includes digital texts that can be accessed through electronic devices (Ghazali et al., 2024). Literary literacy in the digital era presents challenges as well as opportunities in an effort to increase reading interest, especially among Elementary School students, which is a critical period in the formation of reading habits (Wilson et al., 2024).

As we all know, although access to information and reading materials is getting easier, data shows that reading interest among Elementary School students in Indonesia is still low (Rochmiyati et al., 2024). A national survey of reading interest shows that although students have access to digital devices, they are more likely to use them for entertainment than to read literature. This is a serious challenge for educators, especially in Indonesian Language subjects, where mastery of literary literacy is considered one of the core competencies (Gordon, 2023). This lack of interest in reading can affect students' ability to understand complex literary texts, which in turn can negatively impact their academic performance as stated by (Getenet et al., 2024) .

Although, the switch from print to digital media has changed the way students interact with literary texts.

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Print books, which used to be the only source of literature, are now competing with e-books, online articles, and various other forms of digital text (Nuryadi & Widiatmaka, 2023). Students are now more often exposed to quick and short information, which often does not require in-depth involvement (Sundari et al., 2023). This condition raises questions about how traditional literary literacy can be maintained and improved in a digital context, where students are more accustomed to short and shallow texts. Therefore, a new approach is needed that integrates literary literacy with digital technology to attract students' interest in reading (Bal & Akcil, 2024).

Therefore, literary literacy has great potential to increase reading interest among Elementary School students (Pyle et al., 2024). Literature not only teaches language skills, but also develops critical thinking skills, empathy, and cultural understanding. However, the challenge is how to present literary literacy in a format that appeals to the digital generation (Niu, 2024). Using digital media to introduce classical and contemporary literary texts can be an effective strategy. By integrating technologies that are familiar to students, such as digital reader applications, interactive platforms, and multimedia, literary literacy can be made more interesting and relevant in the context of students' daily lives (Yasa, 2022).

While digital literary literacy offers a variety of opportunities, there are also challenges that need to be addressed (Harris et al., 2024). One of the main challenges is maintaining students' depth of understanding and engagement when reading digital texts, which are often more superficial than reading printed books. Additionally, there are concerns that the use of digital technology may reduce students' concentration and attention, which is essential for understanding complex literary texts (Axelrod & Kahn, 2024).Therefore, this study tries to determine the effectiveness of digital literary literacy in increasing reading interest and understanding how digital technology can be used optimally in literature learning in Elementary School.

So far, research on digital literacy and reading interest has been limited to how technology is used to improve general reading skills, with no particular focus on literary literacy (van Dorresteijn et al., 2024). Existing research also tends to focus more on the level of primary education or university, while literary literacy at the Elementary School level is still less explored (Eschenfelder et al., 2019). In addition, many studies ignore the potential of digital literary literacy in the context of learning the Indonesian Language in Elementary School (Jandrić & Ranđelović, 2018). Therefore, this research is expected to fill this gap by offering new insights into how digital literary literacy can be integrated into the curriculum and increase students' interest in reading.

This study aims to measure the effectiveness of digital literary literacy in increasing the reading interest of Elementary School students, especially in Indonesian Language subjects. By developing an approach that combines literary literacy with digital technology, this research is expected to make a theoretical and practical contribution to the world of education (Feng & Sumettikoon, 2024). From a theoretical perspective, this research will enrich existing literature with a new focus on literary literacy in the digital era. From a practical perspective, the results are expected to guide educators and policymakers in designing more effective and attractive learning strategies for Elementary School students.

Research Questions

Based on the above background, the author reviews the following research questions as follows:

1. Is digital literary literacy effective in increasing Elementary School students' interest in reading?

2. What are the key factors that support the effectiveness of digital literary literacy?

3. How do students perceive literary literacy in digital format compared to traditional formats?

Research Novelty

This research offers a new approach by combining literary literacy and digital technology in the context of Indonesian Language learning in Elementary School. Development of measuring tools and methodologies that have never been used in previous research to assess the effectiveness of digital literary literacy. This is certainly very interesting because it can provide new insights into how digital literary literacy can be applied effectively in education, as well as its impact on students' interest in reading.

Literature Review

Previous research has revealed various aspects of digital literacy and reading interest, but studies that specifically examine the effectiveness of digital literary literacy in the context of Indonesian Language education at the Elementary School level are still very limited as discussed by (Sheehy et al., 2024). Most of the existing research focuses more on reading abilities in general or on the use of digital technology to improve basic reading skills, without paying attention to the more complex and culturally rich literary dimensions (Ali et al., 2024). In addition, digital literary literacy is often considered a less relevant topic at the Elementary School level, even though Elementary School is an important period in the formation of a critical mindset and literary appreciation (Aydınlar et al., 2024). Therefore, this study seeks to fill this gap by exploring how digital literary literacy can be effectively applied in Indonesian Language learning, and whether this approach can increase students' interest in reading literary texts that are considered difficult and less interesting in this digital era as conducted by (Kucirkova & Tosun, 2024).

Although there have been many studies that discuss digital literacy and reading interest, there is a significant gap in the literature related to the application of digital literary literacy, especially in the context of learning Indonesian Language at the Elementary School level (Yang et al., 2024). Most previous studies have focused more on improving general reading skills or the use of technology in education at large, without examining in depth how digital literary literacy can be effectively integrated in the secondary school curriculum (Sarva et al., 2023). In fact, literary literacy has an important role in developing critical thinking skills, cultural understanding, and appreciation for human values (Punar Özçelik & Yangın Ekşi, 2024).

The Development of Digital Literacy and Its Impact on Reading Interest

The development of digital technology has changed the way we access information and interact with text. Digital media, such as e-books, reader apps, and online platforms, have replaced printed books as the primary source of information (Suhardiman et al., 2024). Some studies suggest that this shift can significantly affect reading interest. For example. found that reading texts in digital format can have an effect on reader comprehension and engagement, compared to reading printed books (Safia & Ghania, 2020). Meanwhile, research by (khellab et al., 2022) emphasizes the importance of integrating technology in education to improve students' reading skills. However, the impact of this change on literary literacy, especially among Elementary School students, still requires further exploration.

Digital Literacy Competencies
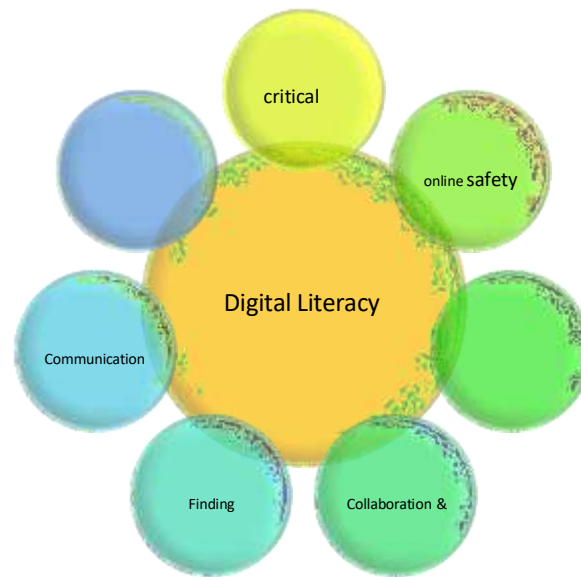
Picture 1, Seven key components of digital literacy (university of Derby, 2014)

Digital literacy in Literary literacy, which involves understanding the critical thinking, online safety skills, digital culture, collaboration and creativity, finding information, communication and netiquestte, and also functional skills that lead in this context to appreciating literary texts, faces challenges in the digital age. A study by (Punar Özçelik & Yangın Ekşi, 2024) shows that literary literacy requires deep engagement with texts, which can be interrupted by digital formats that often offer rapid and shallow information consumption. However, research by (Abugohar, 2024) suggests that digital technology can enrich literary literacy if applied with the right strategy. Therefore, it is important to explore how literary literacy can be translated in digital formats and how this can contribute to increased interest in reading (Williams, 2024).

Reading interest among Elementary School students is often influenced by various factors, including the quality of reading materials, teaching methods, and the social environment. According to research by (Goynov et al., 2023) students' interest in reading can be influenced by the relevance of reading material to their daily lives. In addition, research by (Ibda et al., 2023) shows that technology learning approaches can increase students' motivation and interest in reading. However, studies on how digital literacy can address this problem are still limited, especially in the context of Indonesian education at the Elementary School level and the emerged of OpenAi and other Apps that support digital literary literacy (Mahapatra, 2024).

Innovation in Digital Literary Literacy

Innovations in digital literary literacy offer new opportunities to increase reading interest among students. Research by (Guglietti, 2023) highlights the potential of digital technology in providing more interactive and engaging reading materials. Digital reader apps and interactive learning platforms can increase student engagement with literary texts. A study by (Löfgren & Erixon, 2024) shows that multimedia and reader applications can make literary literacy more relevant and interesting for students in the digital age. Therefore, it is important to explore how these innovations can be effectively implemented in the Indonesian Language curriculum in Elementary Schools as will be explored in the discussion.

Methodology

Research Design

The research method used for this research was a quantitative approach. The quantitative approach is a research method that uses numbers and statistical calculations to analyze the variables to be studied (Okada et al., 2024). Because this research is used only to assess the the effectiveness of digital literary literacy in increasing reading interest of elementary school students, especially in Indonesian Language subjects. By developing an approach that combines literary literacy with digital technology,

Participants

This study involved 11 teachers who were experienced in teaching Indonesian literature in elementary school. Age of respondent 27 – 58 years old, have teaching experience over 10 years. Female teachers 27,3% and Male teachers 72,7 %. From the same level at elementary school in Semarang City, Central Java, Indonesia. The research was conducted by distributing online questionnaires in a Google form to those participants.

Instrumentation

This study used a questionnaire with a 5-option Likert scale and 12-question instruments. The questions included the effectiveness of digital literacy and the use of media and technology to enable and help students understand literary context.

Data Collection Procedure

Data collection was carried out online through the media Google form. Researchers used Google form media because this media is considered effective in collecting participant answers for quantitative research.

Data Analysis

Data analysis was carried out quantitatively. Researchers conducted descriptive text to determine the percentage of participants for each instrument. The data is presented in a graphic chart to help readers understand the research results.

Results and Discussion

The writer would like to elaborate on the result of the questionnaires as follows:

1. Digital literacy makes it easier for students to access literary text
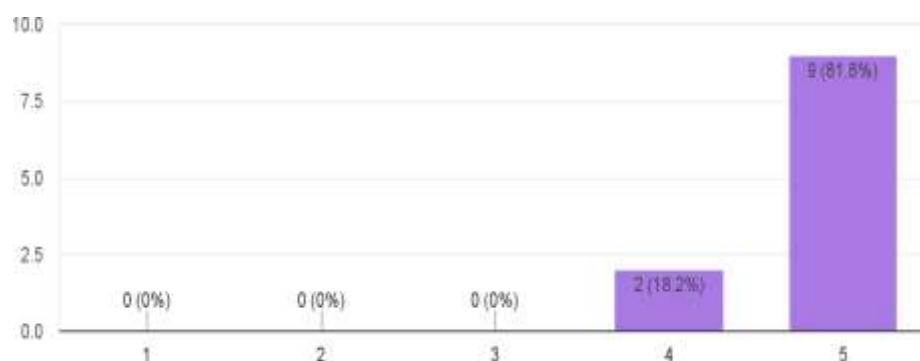
Graphic 1. Illustrates the digital literary literacy access

The result shows from the graphic 1, as many as 81% of the teacher agree that digital literary makes students more easier to access the various type of literary text. As many as 18% said that agree to this same opinion.

2. The use of digital media in literature learning increases students interest
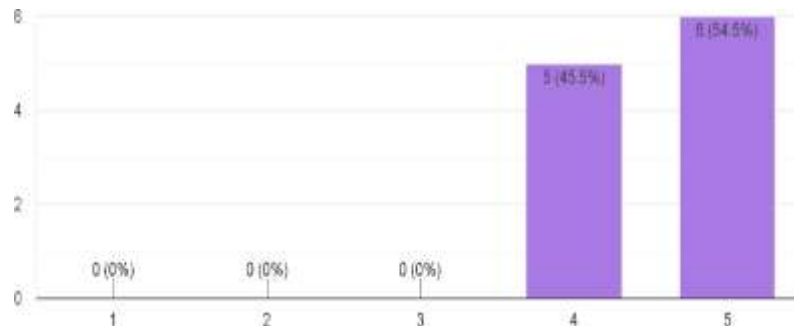
Graphic 2. Illustrates the use of digital media in literature can increase interest

From graphic 2, we can see that as many as 54,5% of teachers totally agree that digital media in literature can improve students' interest in study, and as many as 45,5% agree with this opinion.

3. The digital technology helps students understand complex literary texts
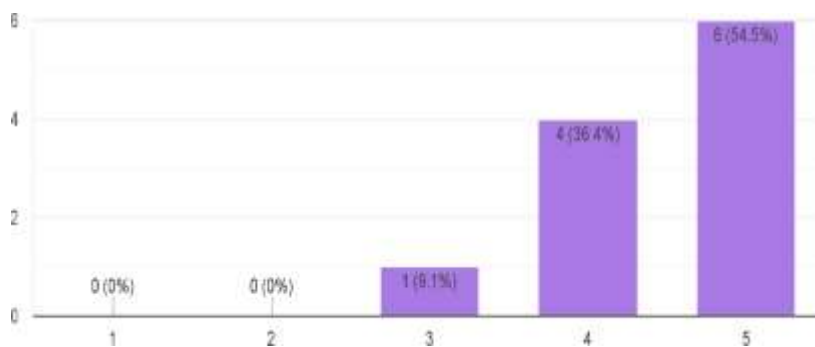
**Graphic 3, Illustrates digital technology helps students understand complex literary texts**

The results show in graphic 3 describes that as many as 54,5% responden answered totally agree and 36,4% agree and 9,1% neutral about how digital technologies support students to comprehend the complex literary texts.

4.   Digital literacy can effectively replace printed books in literature teaching
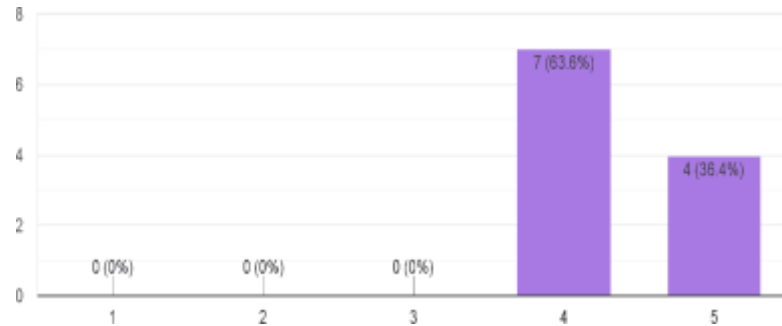
Graphic 4, illustrates the replacement of printed books to digital literacy

5.   Students are more enthusiastic about reading literary texts through digital platforms compared to printed books.
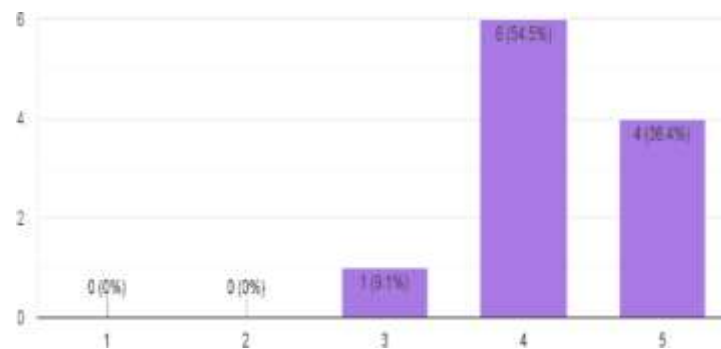
Graphic 5 illustrates students enthusiastic in reading

The result shows in graphic 5 explain that as many as 36,4% Totally agree, and as many as 54,5% agree that reading literary text using digital platform is more interesting for student than using printed books.

6.   The use of digital reader applications increases student engagement with literary texts.
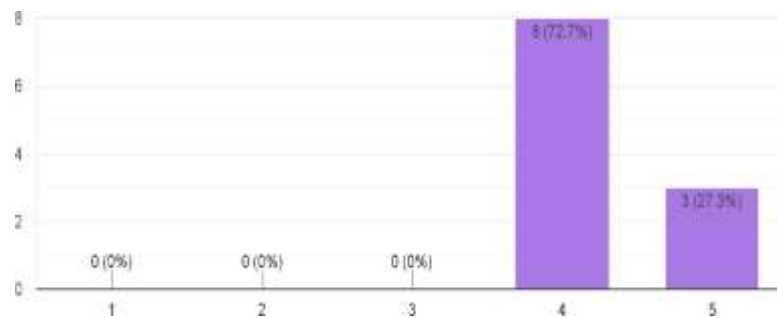
Graphic 6 illustrates the use of digital reader app improves students engagement with literay text

The research showed that the percentage of students who use digital reader applications has increased students' engagement with literacy, namely 27,3%. and as many as 72,7% totally improved.

7.   Digital literary materials provide a more relevant context for students in understanding literary texts.
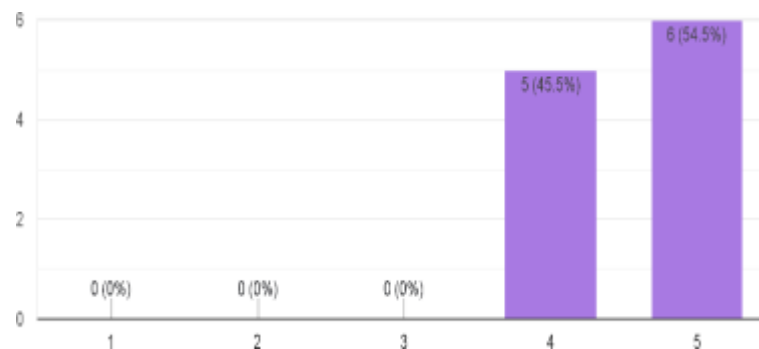
Graphic 7. Illustrates Digital literary materials provide a more relevant context

The research shows that as many as 54,5% totally agreed and as many as 45,5% agreed that digital literary materials provide more relevant context in understanding literary literacy.

8.   Digital literature materials can be accessed by students anytime and anywhere.
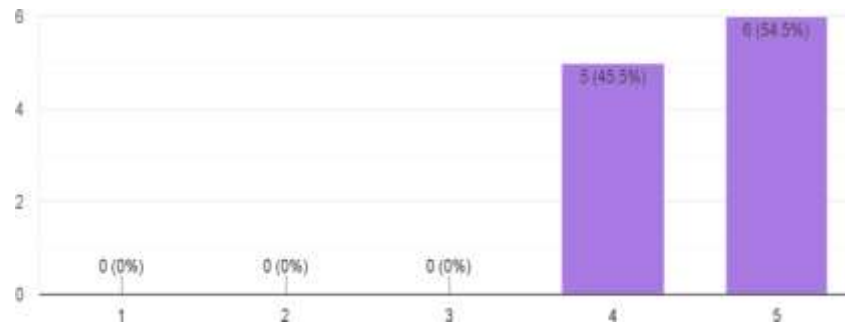
Graphic 8. Illustrates digital literature material easily access

The result of the graphic 8 shows that as many as 54,5% Totally agree, and as many as 45,5% agree that digital literature materials can be accessed by students anytime and anywhere. It means that digital literary literature can be fully flexible to be learnt by students.

9.   Students showed improvement in critical reading skills after using digital literature.
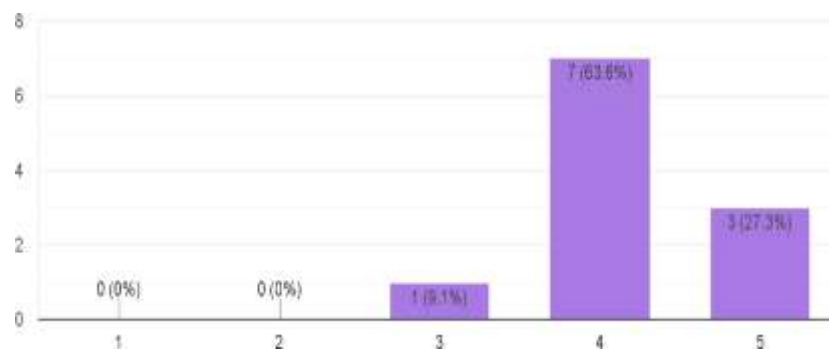
Graphic 9 illustrates the improvement of students in critical reading skills

The result shows that as many as 27,3% of participant totally agree, and as many as 63,6% of participant agree that digital literature improve students' critical thinking skill.

10.   The use of digital literary materials requires less time in teaching preparation compared to printed materials
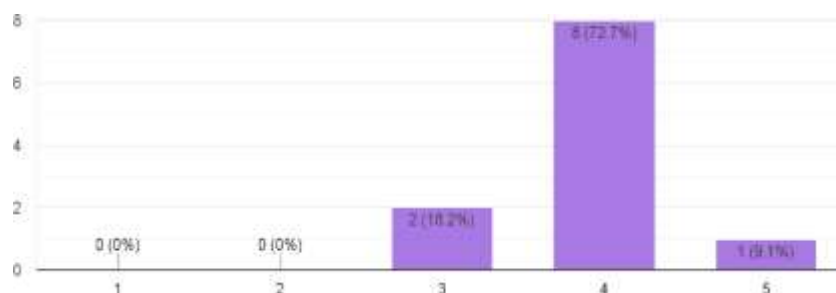
Graphic 10 Illustrates the less time in teaching digital literary materials preparation compare to printed materials

The graphic 10 shows that as many as 9,1% of participant totally agree, and as many as 72,7% of participant agree that much more time to be saved in preparing digital literary materials compare to printed materials.

11. Students can more easily adapt literary materials to their learning needs through digital technology.
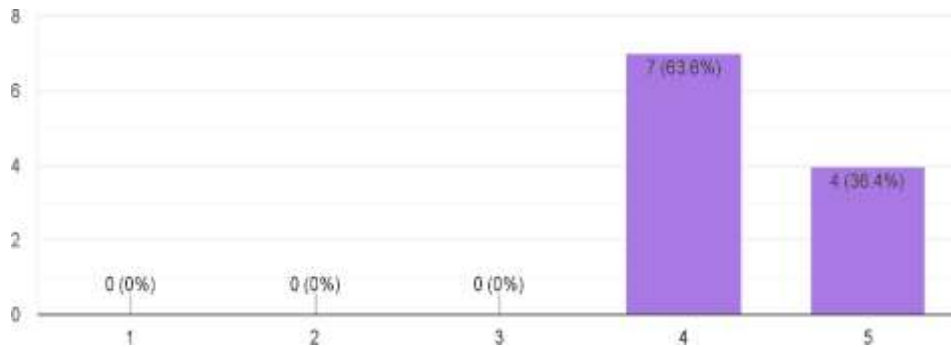
Graphic 11 illustrates the adaptation of literary materials to students needs

The graphic 11 shows that as many as 100% of participant agree that students can easily adapt to literary materials to the learning needs through digital technology.

12. Digital literary literacy helps students to be more involved in overall literary learning
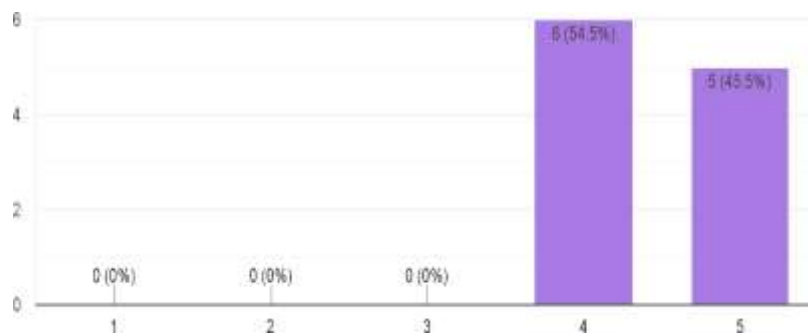
Graphic 12 illustrates the digital literary literacy helps students to be involved in overall literary learning

The graphic 12 shows that as many as 45% of participant totally agree, and as many as 54,5% of participant agree that digital literary literacy support and help students to be more involved in overall literary learning.

Conclusion

This research underscores the great potential of digital literacy in increasing the reading interest of elementary school students in Indonesia, who have been known to have low reading interest. Through the integration of digital technology, such as reading applications, interactive platforms, and multimedia, literary learning can be presented in a more interesting and relevant way for the digital generation. Students have easier access to various types of literary texts, which have been proven to enrich their learning experience, while increasing the appeal of literature in a more modern and interactive form.

Finally, the results of the study show that teachers strongly support the application of digital literacy in literary education. As many as 81% of respondents agreed that digital literacy makes it easier to access literary texts, while more than 90% of teachers admitted that this digital approach is able to increase student involvement in literary learning activities. The positive reception from these teachers indicates that digital literacy not only makes it easier for students to access materials, but also has the potential to increase their understanding and enthusiasm for literary texts.

However, the study also identified an important challenge, namely maintaining the depth of students' understanding when they access digital texts that are often more concise than traditional printed texts. Deep understanding remains the main concern so that students' reading experience is not only superficial. Thus, this study provides guidance for educators in designing literary learning strategies that utilize the advantages of digital technology, but still maintain the quality of understanding, so that literary literacy can develop optimally in this digital era.

Declaration of conflicting interest

The authors declare that there is no conflict of interest in this work.

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