

The Influence of Digitalization of Learning Media on the Reading Interest of Anugerah Abadi Pamulang Primary School Students

Aspari

aspari.spa@bsi.ac.id

Risa Prayudhi

risa.rpi@bsi.ac.id

Universitas Bina Sarana Informatika

ABSTRACT

Reading is a very important activity in society, especially in the world of education at all levels. Apart from adding information, it is also to increase knowledge and broad thinking insights. In the current digital era for reading, you don't need to have to buy books or borrow books from the library, but by simply accessing sites that provide reading via a smart phone which almost all people on this earth have, then whoever he is will find it easy to get the right reading. cool, including students and educators. The easier it is to obtain reading media through sites on the internet in digital form invites researchers to find out the influence of digitalization of learning media on the influence of students' reading interest when studying at home or at school. The research method used in this research is a descriptive survey method. The research sample taken consisted of 79 respondents who came from students in grades 4, 5 and 6 of elementary school. Data collection instruments using questionnaires, interviews, observation and documentation. Based on the results of research originating from questionnaires, it was found that 50.6% felt that their interest in reading had increased with the presence of digital learning media.

Keywords: Digital Media; Digital Learning Media, Reading Interest

INTRODUCTION

Reading is an effective learning process. New knowledge and insights will increase by reading a lot. The current development of science and technology is one of the effects of reading, so the development of science and technology should have an impact on an increasing love of reading. In a complex society, reading is very important, because almost every aspect of human life involves reading activities. To master various fields of study, the basic ability that must be possessed is reading. If a student does not have this reading ability, it is certain that the student will experience difficulties in studying all forms of study. Therefore, teaching reading to special students at elementary school level is very important for their future.

In social life, reading is usually reading a text in written form which is printed in various forms, including print media or newspapers, story books, educational books, and so on. As times continue to progress and change, we have now entered

the digital era. In today's digital era, if you want to read you no longer have to have a book or buy a newspaper because many reading texts are available in digital form which can be accessed very easily via the internet. Nowadays someone can find out information that is happening throughout the world via the internet very quickly. Likewise in the world of education, many students today do not need to buy textbooks in printed form because they are available in digital form which can be accessed easily. The effect of this digital era means that students are sometimes aware of developments in information and science that occur in the world earlier than teachers who do not utilize the internet as fully as possible to support their profession.

A person's level of interest in reading varies. Because the way a student learns is also different. There is by reading, listening, or even by practicing. A person's interest in reading will influence that person's personality, where someone who has a high interest in reading will have extensive knowledge, have systematic greetings, and be more patient in conveying the messages they will convey when communicating with other people. In this digital era, sources of books or reading materials are very easy to obtain. Everything can be accessed using a laptop, even a cellphone that is in your hand at all times can be used to access all kinds of information, whether in the form of ebooks, online magazines or even online entertainment. Based on the description above, the author feels it is necessary to find out whether the digitalization of learning media has an influence on Anugerah Abadi Pamulang Elementary School students' interest in reading when studying at school or at home, with the title of the article "The Effect of Digitalization of Learning Media on Students' Reading Interest at Elementary School Level". Therefore, the general aim of writing this article is to determine the effect of digitalization of learning media on students' interest in learning. Where currently digital media can be easily accessed using cellphones, laptops and tablets.

LITERATURE REVIEW

Reading

Reading is a way of knowing and understanding all kinds of information. Reading is the same as seeing the world from the window of life. Reading is the door to personal success. Reading is not only reading written texts but also reading the nature around us and/or reading our attitudes. According to Nurhadi (2016:2) there are various meanings of reading, in a narrow sense, reading is the activity of understanding the meaning contained in writing. Meanwhile, in a broad sense, reading is the process of critically and creatively processing reading carried out by readers to obtain a comprehensive understanding of the reading, which is followed by an assessment of the condition, value, function and impact of the reading. So reading is a process of understanding something before it is used as a basis for thinking and acting as well as a guide in life.

Samsu Somadayo (2011: 4) stated that reading is an interactive activity to extract and understand the meaning contained in written material. Meanwhile, according to Nurhadi (2008 : 13) Reading is a complex and complicated process. Complex means that in the reading process various internal and external factors are involved in the reader. Internal factors include intelligence, interests, attitudes, talents, motivation, reading goals, and so on. External factors can be in the form of reading facilities, social and economic background, and reading traditions. Complicated means that external and internal factors are interconnected to form complex coordination to support reading comprehension.

Meanwhile, Farida Rahim (2008: 2) stated that reading activities include 3 basic skills, namely recording, decoding, and meaning. Recording refers to words and sentences, then associating them with their sounds according to the writing system used. The decoding process refers to the process of translating a series of graphics into words. Meanwhile, meaning is the process of understanding meaning that takes place from the levels of understanding, interpretative, creative and evaluative understanding. The recording and decoding process takes place in early grade students, while meaning is more emphasized in higher grades. Reading is an activity that has many benefits, but not everyone has a high interest in reading, because for some people reading is boring.

According to Widyamartaya (1992: 140-141), reading can open the horizons of life, witness another world - the world of thoughts and reflections, and turn the reader into a charming and enjoyable person with words. According to Farida Rahim (2008: 11) in her book entitled *Teaching Reading in Elementary Schools*, improving thinking skills through reading should start from an early age. Elementary teachers can guide their students by asking questions that enable them to improve their thinking abilities. The questions asked by the teacher should stimulate students to think, such as asking why and how. So the questions asked in connection with reading are not only questions that produce answers in the form of facts

Interest in Reading

Reading interest is a person's desire to read in all situations. Meanwhile, interest itself is an interest in something. Muhibbin Syah (2004: 136) stated that simply interest means a high tendency and enthusiasm or a great desire for something. People's understanding and use of interest during this time can influence the quality of student learning outcomes. In <http://litbang.kemendagri.go.id>, Coordinating Minister for Human Development and Culture Puan Maharani revealed that, based on research by the National Library in 2017, the frequency of reading for Indonesians is on average only three to four times per week. They read books per day for an average of only 30-59 minutes. This data shows that Indonesian people's interest in reading is currently weak. According to Sutarno (2006: 56), "Indonesian people's low interest in reading is partly influenced by the lack of supporting facilities, such as the number of libraries which does not match the ratio of

population". The low interest in reading in Indonesia, according to Colin McElwee, Co-Founder of Worldreader, which was expressed again by Abd. Ghofur and Evi Aulia Rachma in their journal published in <http://e-journal.unipma.ac.id>, one of which is influenced by the difficulty of access to books. Not only that, but Colin also said that the onslaught of innovation in the field of technology has made people, especially the millennial generation, prefer staring at device screens rather than reading books.

Learning Media

Media is a means of doing something. While learning is a process in teaching and learning activities. So, learning media are the tools used in carrying out teaching and learning activities. Muhammad Yaumi (2017) explains that learning media is all physical equipment that is designed in a planned way to convey information and build interaction. The equipment must be designed and developed deliberately to suit student needs and learning objectives. Rossi and Breidle in their book Wina Sanjaya (2020) state that learning media are all tools and materials that can be used for educational purposes such as radio, television, books, newspapers, magazines, and so on. However, media is not only tools or materials, but other things that enable students to gain knowledge.

Digitalization

Talking about digitalization means talking about digital technology. Digital technology is the latest technology that changes something manual into digital. Musnaini, Suherman, Wijoyo, & Indrawan (2020) stated that digital technology is technology that no longer uses human or manual labor. But it tends to be an automatic operating system with a computerized system or a format that can be read by a computer. From the explanation above, it can be said that digital technology is a change from manual to automatic that uses a computerized system so that what was previously analog becomes digital. Therefore, digitalization of learning media means changing learning media from analog or manual to digital form. This digital learning media is easier to access and carry or even store because it doesn't require a large space like storing analog or non-computerized items. This digital media storage only requires Information and Communication Technology equipment such as cellphones, laptops and other technological devices.

METHOD

Design and Samples

In this study, researchers used a descriptive survey method. This method is a problem-solving procedure that is investigated by describing the condition of the subject or object in research conducted to obtain facts from existing symptoms and seek factual information. According to Sugiyono (2005: 21) states that the descriptive method is a method used to describe or analyze research results but is not used to make broader conclusions. Zulanaidi (2007: 11) stated that basically surveys are no different from research. The use of these two terms is often only intended to emphasize the scope. Research focuses on one or several aspects of the object. Meanwhile, the survey is comprehensive which will then be continued specifically on certain aspects if more in-depth study is needed. This research was conducted over a period of 8 months, starting from November 2023 to August 2024. The research sample taken was 79 respondents from a private school in South Tangerang City at elementary school grades 4, 5 and 6 with an age range of 9 - 12 years. Research subjects were taken using a multi-stage sampling technique.

Instruments and Procedures

The data collection instruments in this research were questionnaires, interviews, observation and documentation. The data collection procedure is carried out by conducting interviews, observation and documentation as well as giving questionnaires to respondents who are then analyzed to obtain the desired results or information.

Data Analysis

The data analysis used in this research is quantitative descriptive analysis. The data presentation is made in descriptive form which aims to provide a description of the research subject based on data from variables obtained from the group of subjects studied using tabulation techniques, by presenting the research results in tables/charts/graphs of frequency distribution with percentages for each group.

RESULTS AND DISCUSSION

The Classification of Respondents

The classification of respondents in this study is divided into three categories, namely the Gender category, Class category and Age.

1. Gender Category.

Based on Figure 1 below, it shows the classification of respondents based on gender, namely men and women. If we look at the categories, men have a percentage of 43%, while women have a percentage of 57%.

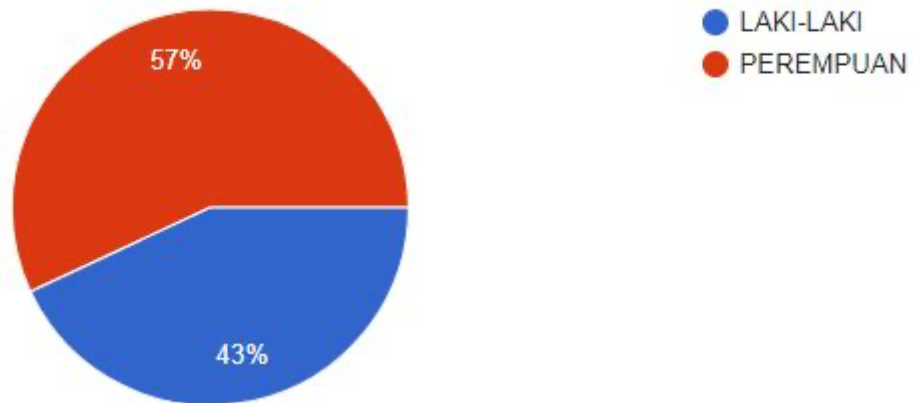


Figure 1: Classification of respondents based on gender

2. Class Level Category

Based on Figure 2 below, it shows that the classification of respondents is based on class level, namely class 4, 5, and 6. If you look at the categories, class 4 has a percentage of 31.6%. Meanwhile class 5 has a percentage of 41.8%, and class 6 is 26.6%.

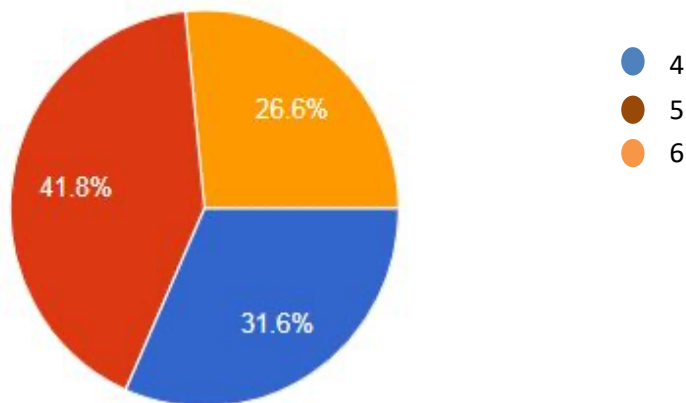


Figure 2: Classification of respondents based on grade level

3. Age Category

Based on Figure 3 below, it shows that the classification of respondents based on age consists of three categories, namely ages 9 -10 years, ages 10-11 years, and ages 11-12 years. If we look at the categories, respondents aged 9 - 10 years have a

percentage of 13.9%, ages 10-11 years have a percentage of 59.5%, and ages 11-12 years have a percentage of 26.6%.

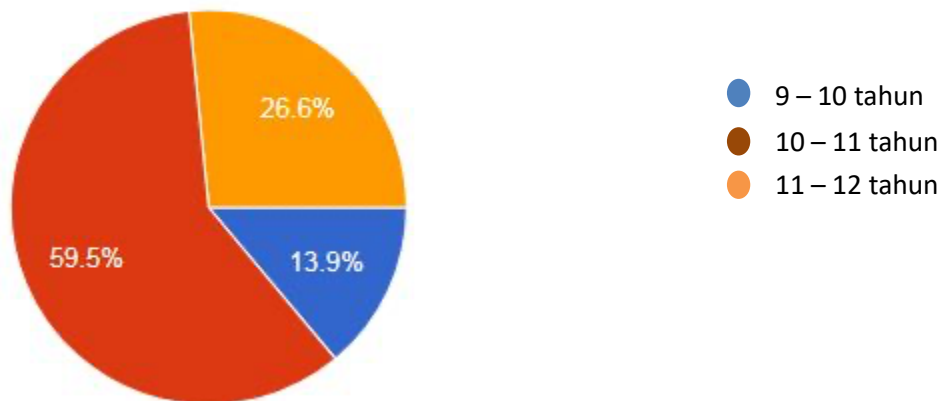


Figure 3: Classification of respondents based on age

Respondent's Favorite Type of Reading

The spread of reading preferred by respondents has two categories, namely the off-line category and the online category. The off-line category is a type of reading text that is printed in the form of paper such as books, newspapers and so on. While the online category is a type of reading that is digital or published in a website which requires the internet to access it.

1. Distribution of Off-line Reading Type Categories

Distribution of Respondents' Favorites for Types of Reading It is known that the theme that is most widely read is the type of educational or lesson reading. This type of learning or educational reading has a percentage of 27.8%, followed by the next types of reading that are in demand are story reading and Religious Studies, each with 24.1%. In sequence, namely other types of reading with a percentage of 17.7%, encyclopedias around 4%, and news around 2.3%. All this data is based on figure 4 below.

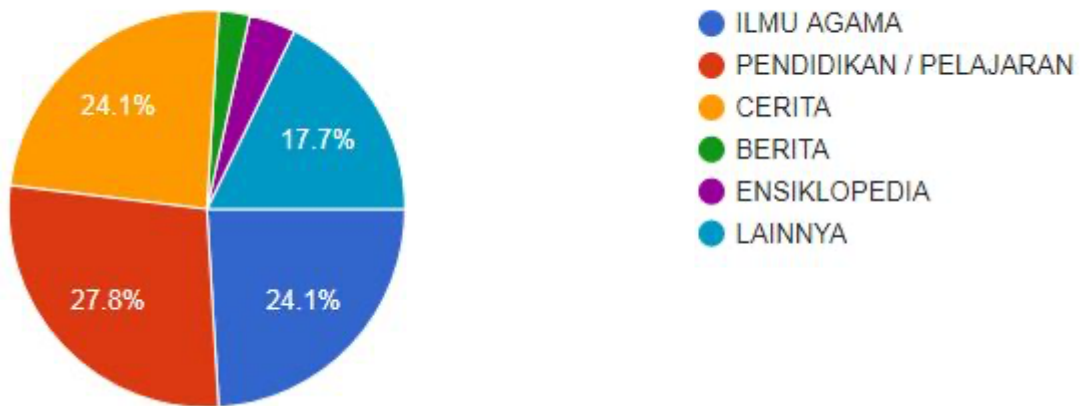


Figure 4: Distribution of Respondents' Favorite Type of Reading

2. Distribution of Online Reading Type Categories

The distribution of respondents' reading in the category of online reading types on the internet with various themes based on Figure 5 shows that the highest reading types are educational and entertainment types of reading, each of which has a percentage of 19%. Meanwhile, next is the type of story reading with a percentage of 17.7%, then in sequence next is the type of reading: social media at 15.2%, religious knowledge at 8.9%, tutorials and tips at 7.6%, social media at 7.6%, and news is the type of reading with the smallest percentage, at 5.1%.

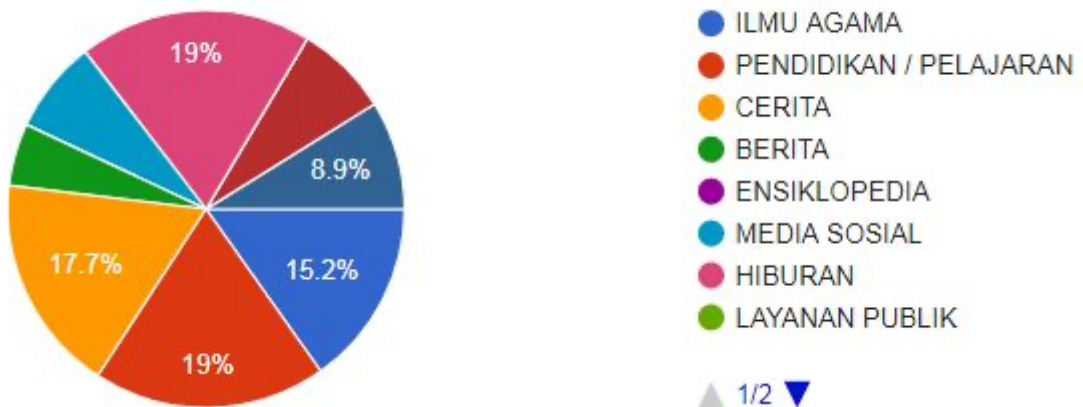


Figure 5: Distribution of Reading Types on the Internet

Devices used to access Digital Learning Media

There are types of devices used by respondents to access the internet, namely computers, laptops, cellphones and tablets. The computer agent referred to here is a personal computer or what is known as a PC. Based on Figure 6 below, the percentage of computer devices used by respondents is around 2.5%, and laptops are 1.3%, while tablets are 0%. Mobile phones are the devices used to access baccan on the internet with the largest percentage compared to the others, namely 96.2%.

This shows that the mobile phone is the most familiar device in the hands of respondents.

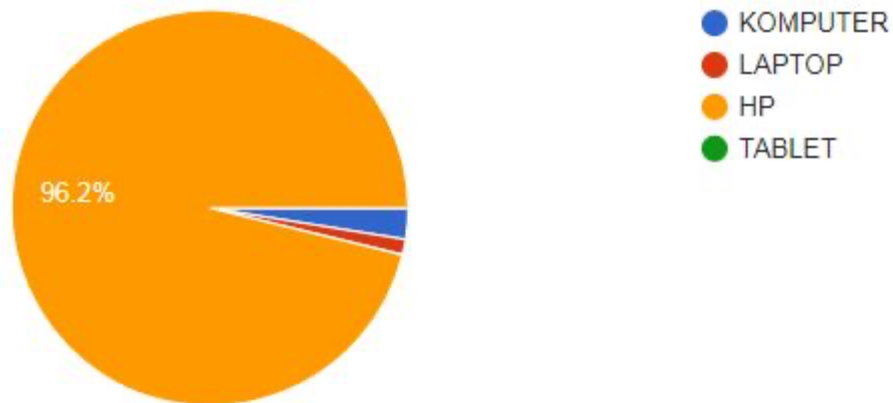


Figure 6: Distribution of Types of Devices Used by Respondents to Access Learning Media in Digital Form

The influence of using digital learning media in elementary school students' reading activities. Based on the picture below, it is known that the use of learning media in digital form in reading or learning activities at school or at home has an impact on increasing reading interest in elementary school students with a percentage of 50.6%, while the percentage has no impact or is mediocre at all. The use of learning media in digital form has a percentage of 43%, and which has the impact of decreasing interest in reading when using learning media in digital form has a percentage of 6.3%.

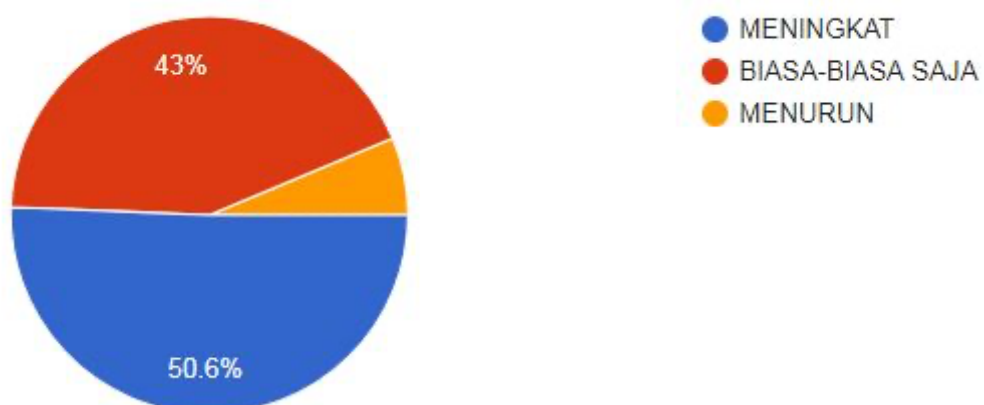


Figure 7: The Influence of the Use of Digital Learning Media in Reading Activities at School or at Home

CONCLUSION

Based on the discussion above, it can be concluded that the use of digital learning media at the elementary school level in grades 4, 5, and 6 using various media such

as laptops, cell phones and others can be said to be able to increase students' interest in reading when studying at home or at school, although only 50.6% of respondents answered that it could increase interest in reading. The number of presentations that feel the influence of using digital learning media, which has reached 50.6%, can be used as one of the reasons for educators or parents of students to use digital learning media when students carry out learning activities either at home or at school. In terms of the devices chosen by respondents, it turns out that the highest was using a cell phone at 96.2%. This could happen because the device that is easiest and simplest and closest to students' current activities is a cell phone.

REFERENCES

- Ghofur, A., & Rachma, E. A. (n.d.). Pemanfaatan media digital terhadap indeks minat baca masyarakat Kabupaten Lamongan. Retrieved from <http://e-journal.unipma.ac.id>
- Maharani, P. (2017). Menteri Koordinator Pembangunan Manusia dan Kebudayaan. Retrieved from <http://litbang.kemendagri.go.id>.
- Muhibbin, S. (2004). *Psikologi pendidikan*. Bandung: Remaja Rosda Karya.
- Nurhadi. (2008). *Teknik jitu menjadi pembaca terampil*. Yogyakarta: Pustaka Pelajar.
- Nurhadi. (2016). *Teknik membaca*. Jakarta: PT Bumi Aksara.
- Rahim, F. (2008). *Pengajaran membaca di sekolah dasar*. Jakarta: Bumi Aksara.
- Sanjaya, W. (2020). *Perencanaan dan desain sistem pembelajaran*. Jakarta: Kencana.
- Somadayo, S. (2011). *Strategi dan teknik pembelajaran membaca*. Yogyakarta: Graha Ilmu.
- Sutarno, N. S. (2006). *Perpustakaan dan masyarakat*. Jakarta: CV Sagung Seto.
- Sugiyono. (2005). *Memahami penelitian kualitatif*. Bandung: CV Alfabeta.
- Widya Martaya, A. (n.d.). *Seni membaca untuk studi*. Yogyakarta: Kanisius.
- Yaumi, M. (2017). *Belajar dan mengajar dengan media dan teknologi* (Cet. I). Makassar: Syhadah.
- Zulnaidi. (2007). *Metode penelitian*. Medan: Universitas Sumatera Utara.