

**CULTIVATION OF DIGITAL LITERACY CULTURE  
THROUGH AN INTEREST IN READING LITERATURE 21<sup>st</sup>  
CENTURY LIFE SKILLS**

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**ABSTRACT**

This study aims to photograph or measure the culture of digital literacy in early adolescents, around 11-14 years or junior high school level. This research was conducted on students of SMP Pahlawan Toha Bandung, totaling 40 students. The research was conducted by surveying the understanding and ability to use digital devices, as well as students' interest in reading literature through the devices they have. The research method used is quantitative descriptive, the research subjects are students of SMP Pahlawan Toha Bandung, and the object of research is survey data on the level of digital literacy culture among students. The instrument used is in the form of a questionnaire compiled through the media Google form which is distributed to students, then proceed with coding data, tabulating, scoring, and data analysis to conclude. The study results show a cultural portrait of early adolescent digital literacy at SMP Pahlawan Toha Bandung, which is known to be going well and has become entrenched, as shown by 95% of students being able to use technology and information media tools properly, and ethically. Even so, having digital literacy competence will not always automatically increase interest in reading or writing literacy, let alone interest in literary literacy. Efforts are needed to ensure that the better students use digital media as a tool to help, make it easier to access literacy materials, and obtain general and specific information related to literary works, the better the achievement of student life skills competencies in the 21st century.

**Keywords:** Digital literacy culture, interest in reading literature, 21st-century life skills

**ABSTRAK**

*Penelitian ini bertujuan untuk memotret atau menakar budaya literasi digital pada remaja awal, sekitar usia 11 – 14 tahun atau setingkat SMP. Penelitian ini dilaksanakan pada siswa SMP Pahlawan Toha Bandung yang berjumlah 40 orang siswa. Penelitian dilakukan dengan survey terhadap pemahaman dan kemampuan menggunakan perangkat digital, juga pada minat membaca sastra peserta didik melalui gawai yang mereka miliki. Metode penelitian yang digunakan adalah deskriptif kuantitatif, subjek penelitiannya adalah siswa SMP Pahlawan Toha Bandung, dan objek penelitian berupa data hasil survey terhadap tingkat budaya literasi digital di kalangan pelajar. Instrument yang digunakan berupa angket yang disusun melalui media google form yang disebar pada peserta didik, kemudian dilanjutkan dengan membuat koding data, tabulating, skoring dan analisis data untuk mengambil kesimpulan. Hasil penelitian memperlihatkan potret budaya literasi digital anak remaja awal di SMP Pahlawan Toha Bandung, yang mana diketahui berlangsung dengan baik dan telah membudaya, ditunjukkan dengan 95% peserta didik telah mampu menggunakan piranti media teknologi dan informasi dengan baik, dan beretika. Meskipun demikian, memiliki kompetensi literasi digital tidak selalu akan secara otomatis meningkatkan minat literasi membaca atau menulis, apalagi minat terhadap literasi sastra. Perlu adanya upaya yang dapat memastikan bahwa semakin baik siswa memanfaatkan media digital sebagai alat untuk membantu, mempermudah mengakses bahan literasi, mendapatkan informasi umum maupun khusus terkait karya sastra, maka akan semakin baik pula pencapaian kompetensi kecakapan hidup siswa di abad ke-21 ini.*

**Kata kunci:** Budaya literasi digital, minat membaca sastra, kecakapan hidup abad ke-21

## INTRODUCTION

Survival in achieving the goals of providing education amid the challenges of the 21st century is about how to survive the complexities of educational problems faced today. In this century students must have learning skills, and skills in using technology and information media, have high creativity, have strong character, and be able to innovate and have life skills. Therefore, educating the younger generation in the 21st century cannot only be done with the old strategy, in which the teacher has always been the center of every learning activity but what is more important is how the teacher prepares students who are strong, have character, and can adapt to various situations. challenges and developments over time. 21st-century skills are integrated into cognitive, psychomotor, and affective abilities, as well as ICT mastery which can be developed through Critical thinking and problem-solving skills; Communication skills (communication skills); Creativity and innovation skills (creativity and innovation); and Collaboration skills, (Kholid, 2020).

One of the challenges faced in the 21st century is transforming education from the traditional to the digital era. Today's teaching and learning activities don't just involve direct interaction between teachers and students, in a rectangular box room with a wall partition, decorated with chairs lined up facing the blackboard, then doing activities together in one space and time. The learning process can be carried out anytime and anywhere because the teacher is no longer the only source of information. Students can easily access the information they need quickly and in a variety of ways (Nurfadhillah et al., 2021). This is where the activities of finding, sorting, and understanding correct and appropriate information become an important competency that must be possessed by students in the digitalization era in the 21st century.

The competencies needed in the 21st century are digital literacy skills. Digital literacy skills are very important for students to master, in connection with the development and use of technology and the rapid flow of information. Digital literacy focuses on a person's ability to find, evaluate, and write information clearly through writing, both in the media and in various other digital platforms (Syah et al., 2019). Gilster and Watson (1997) first put forward the term digital literacy as an ability to understand and use information from various digital sources.

According to him, digital literacy skills are the ability to use technology and information from various electronic devices effectively and efficiently in various contexts, both in terms of academics, careers, and everyday life (Kurnianingsih, I., Rosini, and Ismayati, 2017). Therefore, digital literacy skills must be a basic competency that students need to have amidst the use of gadgets and internet media which are increasingly becoming *prima donna* among local and global communities. Several studies state that there are still many people who have a culture of technology and information literacy that is still low, this is evident from portraits of everyday life such as a low interest in reading and writing among the community (Kurniadi et al., 2023). People prefer watching television, listening to music, and playing games rather than having to read and write because, for some of them, it feels boring.

Several factors have a strong influence on digital literacy competence, including 1) the Use of online media, 2) the acquisition of academic grades, 3) the support and role of parents or family, 4) reading intensity (Kuo, 2016; Mcdougall et al., 2018). Today the intensity of reading must be higher because it is facilitated using fulfilling their needs through gadgets, laptops, or other devices connected to internet services. Most people, especially students, have these tools, and interaction between the two has become a primary need.

The reading intensity of students will indicate high literacy interest and competence. It is very possible to be stimulated through reading literary works because literary works are a strategic medium for inserting didactic messages, moral ethics, character, and national culture. The aim of teaching literature in the world of education is essentially prioritized on students' understanding of the interaction of the physical and social world, through reading comprehension of literature to understand and appreciate the values of life about fellow human beings as creatures of God (Alamsari, 2016). Almost the same understanding was put forward by Gee and Stripling, that literacy is a skill possessed by someone from the process of thinking, speaking, reading, and writing through language composition (Luthfiyani, 2022). That is why literacy skills are important to be mastered by this nation's generation. Literacy is a prerequisite for individual success in the 21<sup>st</sup> century (Murnane et al., 2012). Literacy needed in this century is not only to

understand the meaning behind language codes but to be used to explore the world of information, science, technology, health, economics, religion, culture, history, and other life practices (Damaianti, 2021).

Several studies on digital literacy provide a variety of information regarding the opportunities and challenges faced by the younger generation in this century. The information tsunami forces digital literacy learning to be inevitable, so that digital literacy is needed to shape the digital generation in the 21st century (Anggraini, 2016). Another finding is the fact that today's rapid technological developments are not in line with the development of digital literacy culture. The level of digital literacy in Indonesia only shows 8% (Pangarepan, 2022). This condition seems to be inversely proportional to the rapid number of media developments and the use of *gadgets* by the user community (Muin, 2013). Furthermore, digital media such as *gadgets* have a big impact on reading interest. These impacts include positive and negative impacts, depending on how users use these facilities (Zuhria et al., 2022).

Looking at these studies, it can be concluded that to realize quality education today it must be through improving the quality of literacy, especially the interest in reading of the younger generation, so that a culture of digital literacy is formed, by the demands of the times in the 21st century. This will not may well be achieved without sufficient information about digital literacy practices that have been carried out by the community and educational institutions. Therefore, to obtain this information, research on digital literacy practices is needed, by looking at the level of interest in reading students as a starting point for developing and improving the quality of literacy in society and educational institutions.

## **METHOD**

The research method used is descriptive quantitative because researchers take data directly. The quantitative descriptive method is a method that aims to show a picture or describe a fact, or situation objectively, through numbers, starting from data collection to the interpretation of the data as well as the appearance and results (Arikunto, 2006). This quantitative descriptive research was conducted as an attempt to photograph the real situation in the field, to obtain information

regarding the level of digital literacy culture in students by surveying interest in reading literature through the devices they have, as millennials who are literate with technology and information and have the skills live in the 21st-century. This research was conducted on 40 students of SMP Pahlawan Toha Bandung, who are still categorized in age teenagers early. There are three stages of development of adolescents namely: a) adolescents early (age 11-14 years); b) teenagers middle age (15-17 years old); and c). teenagers late (age 18-21 years), (Sarwono, 2000). As for object research in the form of survey data on the level of digital literacy culture among these students.

An instrument is a method or tool for collecting data in research (Azwar, 2013). The instrument used in this study was a questionnaire which was compiled through the Google form media which was distributed to students. The steps taken in this study include: 1) Develop research plans and timelines 2) Arrange research instrument grids 3) Survey by distributing several questionnaires to respondents 4) Identify the results of the survey 5) Classify the survey results based on aspects that show a digital literacy culture through an interest in reading literary works 6) Analyze the data, and 7) Summarize the results of the analysis.

Data were analyzed through the stages of editing, coding, tabulating, and scoring (Supandi et al., 2020). Activities carried out during editing are checking the data that has been collected. Then coding, providing a code for each data that belongs to the same category. Then tabulating, making tables that contain data and coded according to the required analysis, and scoring, giving a score in the form of a percentage on the questionnaire result data. Furthermore, the percentage data is then grouped into qualitative sentences and interpreted through standard calculations proposed by Suharsimi Arikunto, including 76% - 100% in the good category, 56% - 75% good enough, 40% - 55% not good, and less than 40 % not good (Hatmoko, 2015). Finally, conclude from the results of the analyzed data.

## **RESULT AND DISCUSSION**

### **Result**

The questionnaire contains 20 questions with 5 answer options. The measurement uses a Likert scale, where the answer options are 1. Strongly agree is

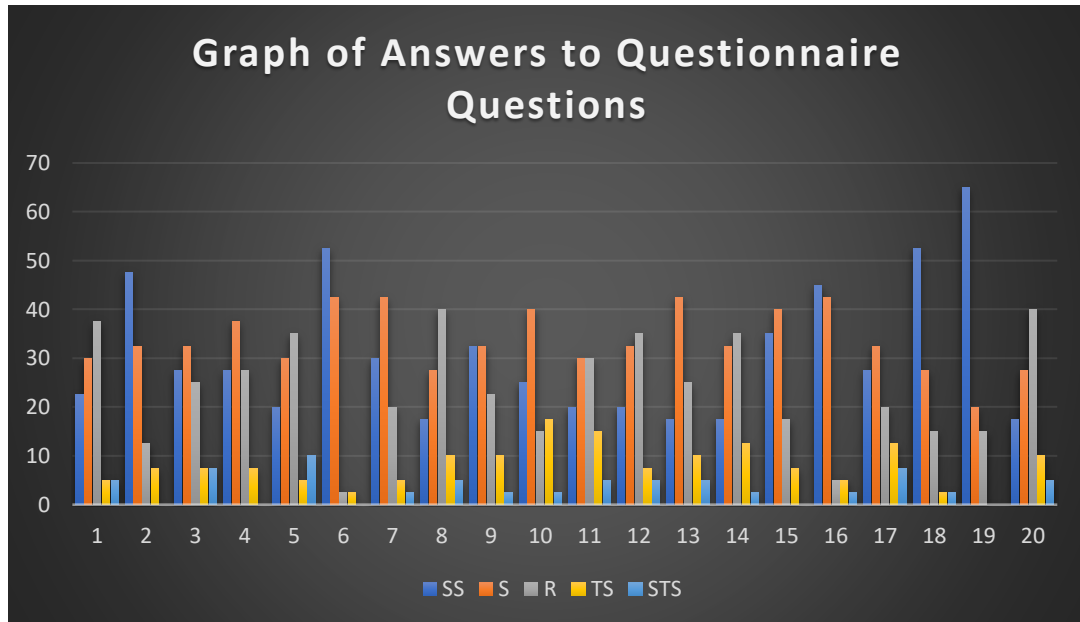
worth 5, agree is worth 4, undecided is worth 3, disagree is worth 2, and strongly disagree is worth 1. The questionnaire that has been compiled into the data code looks like in the following figure.

**Table 1** Table of Data Codes of Digital Literacy Questionnaire Results Through Interest in Reading Literature

Responden	DATA ANGKET PROFIL LITERASI DIGITAL MELALUI MINAT MEMBACA SASTRA																				Jumlah
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Elga yulanda	4	5	4	4	5	5	4	3	4	4	3	3	4	3	5	4	5	5	5	3	82
Nesa fitri	3	4	4	4	4	5	5	4	5	3	5	5	4	4	4	4	4	5	5	4	85
Nesa oktafiani	3	5	5	5	4	5	4	3	5	4	4	4	5	4	5	5	2	5	5	3	85
Putri liana septiani lestari	4	5	3	4	2	4	3	3	4	2	2	3	4	2	4	4	5	5	5	3	71
Rahmania Nur Qolbi	4	5	3	4	4	5	4	3	4	3	3	3	4	3	4	5	5	5	5	3	79
Selby arista	4	5	5	4	5	5	5	4	5	5	4	3	5	4	5	5	3	5	5	4	90
Fingkan milda sabrina	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	99
Rangga andika pratama	4	5	4	5	4	5	4	4	5	5	3	4	4	4	4	5	4	5	5	4	87
raya Musthopa	3	5	2	3	3	4	2	2	2	2	2	2	2	2	4	2	3	3	4	2	54
Sherina dewi a	3	5	5	5	3	5	3	3	4	5	4	4	3	3	2	5	2	5	5	3	77
Supriyadi Putra	2	3	1	2	4	4	1	2	2	1	2	3	4	2	3	4	1	5	3	2	51
Muhammad al parill	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60
Ardian Rohmat	3	2	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60
Riananda Widya	3	4	4	3	1	4	3	5	5	2	2	4	2	5	5	4	2	4	5	5	72
Muhammad Rizal	3	4	1	4	1	4	3	2	2	2	3	2	2	1	4	5	3	5	4	2	57
Resta nurani	5	3	4	4	4	4	5	4	4	4	3	3	3	4	4	4	4	5	5	4	80
Muhammad Rendi	4	3	2	4	3	5	3	2	2	2	3	3	3	2	3	4	5	5	5	2	65
Bambang triyadi	1	5	1	2	3	2	2	1	3	2	1	5	4	3	2	1	1	2	3	1	45
Azmi Naura Khairunnisa	5	5	5	5	4	5	5	5	1	2	5	1	5	5	5	5	1	5	5	5	84
Manda Hisanah Nailah	3	4	3	4	3	5	4	4	5	4	4	4	4	5	5	4	5	5	4	83	
Krisan shabil	3	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	97	
Muhammad aditiya irawan	1	4	4	3	3	4	4	1	4	4	3	4	4	2	3	5	2	5	3	1	64
Muhammad farel	4	5	3	3	3	4	4	4	3	5	5	4	5	3	4	5	4	4	5	4	81
Ashilla alika putri	3	2	3	4	3	4	4	3	3	4	3	2	3	3	4	4	4	4	4	3	67
Abdul Halim Mughni	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	100
M. Dafi fajri	5	5	5	5	5	5	5	5	5	5	5	4	4	5	5	4	5	4	5	5	96
Muhamad ikhsan Alfari	5	5	2	4	1	4	4	3	3	4	1	1	1	3	5	2	4	3	5	3	63
Tia Nopriyanti	3	4	4	4	3	5	4	4	4	4	4	3	3	4	4	4	3	4	4	4	76
Amanda viola Maharani	3	4	4	4	5	5	4	4	3	4	3	3	4	3	4	4	4	4	5	4	78
Ilham Nur Fikri Ismail	5	5	4	2	1	4	5	3	5	5	2	5	3	4	2	4	5	3	5	3	75
Irham Faujian	4	4	3	3	3	4	4	3	4	3	4	4	4	4	4	5	4	4	4	3	75
Lexa Driyana Purwanti	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	80
Ridwan Rachmatulloh	2	2	3	3	3	4	4	3	3	4	4	3	4	3	4	5	3	4	3	3	67
audiana anggraeni	3	4	4	4	4	4	3	3	4	4	3	4	4	3	3	4	3	3	4	3	71
Pairul Ramdani	5	4	5	5	5	5	5	5	5	4	5	5	1	5	5	5	5	5	5	5	94
Tedi Rusdaya	3	4	4	3	3	5	5	3	4	5	4	3	2	4	5	4	4	4	5	3	77
Keysha putri sofianti	4	3	3	5	4	5	4	4	4	4	4	4	3	4	4	4	4	1	5	4	77
Rizki amanah faturohman	4	5	5	5	5	5	4	3	5	3	2	5	5	3	3	5	2	5	5	3	82
Rima rahmayani	5	5	5	3	2	5	5	3	3	4	4	3	3	3	5	5	5	5	5	3	81
Salsabila Al Zahra	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	79
Rata-rata	3,6	4,2	3,7	3,85	3,5	4,5	3,93	3,4	3,8	3,7	3,45	3,6	3,6	3,5	4,03	4,2	3,6	4,3	4,5	3,4	3046

Furthermore, to make it easier to read the data, the data is presented in graphical form.

**Graph 1** Graph of Digital Literacy Questionnaire Answers Through Interest in Reading Literature



graph is the answer to the questionnaire that was distributed to 40 respondents. In detail, the percentage data for the results of the questionnaire answers can be seen in the following percentage table.

**Table 2** Table of Percentage of Digital Literacy Questionnaire Results Through Interest in Reading Literature

	Percentage																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
SS	22,5	47,5	27,5	27,5	20	52,5	30	17,5	32,5	25	20	20	17,5	17,5	35	45	27,5	52,5	65	17,5
S	30	32,5	32,5	37,5	30	42,5	42,5	27,5	32,5	40	30	32,5	42,5	32,5	40	42,5	32,5	27,5	20	27,5
R	37,5	12,5	25	27,5	35	2,5	20	40	22,5	15	30	35	25	35	17,5	5	20	15	15	40
TS	5	7,5	7,5	7,5	5	2,5	5	10	10	17,5	15	7,5	10	12,5	7,5	5	12,5	2,5	0	10
STS	5	0	7,5	0	10	0	2,5	5	2,5	2,5	5	5	5	2,5	0	2,5	7,5	2,5	0	5
Total	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

**Discussion**

the following information can be obtained .

- a. Able to use technology

Question	Analysis
I can operate digital devices such as computers or laptops.	Based on the number of results of the questionnaire presentation as much as 22% strongly agreed, 30% agreed, 37.5%, undecided and respectively 5% disagreed also strongly disagreed. So it can be concluded that more than 50% of respondents said they were able to operate digital devices.
I can find information via the internet using search engines like <i>Google Chrome, Mojila, MC. Edge</i> , and others.	The results of the analysis concluded that around 80% of students said they were able to find information through the available digital devices. 12.5% are undecided and 7.5% disagree.
I can make products in the form of written text, images, audio, video or others by utilizing digital technology.	About 60% of students stated that they were able to make products in the form of written text, images, audio, video or others by utilizing digital technology. 25% are undecided and 15% disagree
I can provide information to others about the use of digital media and the internet.	around 65% of students said they were able to provide information to others about using digital devices. 27.5% doubt and 7.5% disagree
I have my own ICT facilities in the form of a computer, laptop, <i>smart phone</i> , along with adequate internet access	50% of students agree they have ICT facilities and have internet access. 35% doubt it and another 15% admit that they have limitations in owning digital devices and internet access.



b. The use of gadgets/ *mobile phones* / *smartphones* for literary literacy

Question	Analysis
I can operate the device / <i>cellphone</i> / <i>smartphone</i> well	around 95% of students agree that they can operate the device properly. 2.5% doubt and 2.5% disagree.
I use a gadget/ <i>mobile phone</i> / <i>smartphone</i> for my reading needs	Around 72.5% of students use their gadgets to read. 20% doubt and 7.5% disagree.
I like to read literary books through digital platforms through the devices I have	Only 45% of students stated that they enjoyed reading literary works. 40% are undecided and 15% disagree.
I understand the stories I read and then I discuss them with friends directly or through digital groups	63% of students feel they understand what they read and discuss it with other friends. 22.5% are undecided and 12.5% disagree.
I use gadgets more often to communicate and read than other activities.	65% of students admit to using gadgets for useful things, such as reading and communicating with interested parties. Another 15% expressed doubt and 20% disagreed.
I mark or make small notes about what I have read, or make a synopsis of the stories I have read	50% of students agreed and 30% of other students expressed doubt and 20% disagreed if they made a review of the books they read.
I feel a loss if I don't use my device to read, even if it's only for a week	52.5% of students feel at a loss when their gadgets are not used for reading, and 35% of students are unsure and 12.5% disagree.
I am often asked by my parents to learn and be literate using the device I have	It can be concluded that 60% of students are often asked by their parents to use their gadgets to study and read. 25% doubt and 15% disagree
I feel challenged to continue reading literature because I like it and it has many benefits for me	From the data above, it can be seen that only 49% of students like reading

literature, 35% are hesitant and 15% do not like reading literature.

I read literature to fulfill literacy assignments given by the teacher/school

Referring to the table above, 75% of students agree that interest in reading literature is more on literacy assignments. 17.5% of students are undecided and 7.5% disagree.

c. Understanding of *Networking* and *Online safety*

Question	Analysis
I communicate well and speak politely in the digital space.	87.5% of students communicate well and speak politely in the digital space. 10% doubt and 2.5 disagree.
I receive a variety of incoming information on my device without any restrictions.	60% of students receive a variety of incoming information on my device without any restrictions. 20% doubt and 20% disagree
I follow one of the social networking sites	80% of students admit to following one of the social networking sites. 15% doubt and 5% disagree.
I respect the privacy of my online friends and maintain safety and courtesy when commenting or collaborating with them in the digital space	85% of students value the privacy of online friends and maintain security and politeness when commenting or collaborating with them in the digital space. The remaining 15% expressed doubt.
I block sites that provide information on hoaxes, gossip, crime news and political debates.	45% of students block sites that provide information on hoaxes, gossip, crime news or political debates, 40% are unsure and 15% disagree.

Through the questionnaire above, it is known that the ideal value of all questionnaires is  $20 \times 5 \times 40 = 4000$ , and the number of questionnaires obtained is

3046, derived from 20 questionnaire questions with 40 people the number of respondents (students). The percentage is formulated as follows.

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{3046}{4000} \times 100\%$$

$$P = 76.15\%$$

Information:

P = percentage number

F = Searched frequency

N = Number of respondents

Thus, the results obtained from students' digital literacy questionnaire through interest in reading students' literature are 76.15% which is in the 76% - 100% interval, which means it is categorized as good. Therefore, the digital literacy of SMP Pahlawan Toha students is classified as good. However, there must be improvement in several ways so that the increase in digital media literacy will go hand in hand with an increase in interest in reading literature. The important things to note are:

### 1. Digital competence

Good mastery of digital literacy competencies is urgently needed in the digitalization era as it is today because it will be a determining factor for success in any activity involving digital media. These digital literacy competencies include skills, habits, and performance, all of which can be observed and measured through the ability to think critically, be analytical of the validity and completeness of information, and be able to evaluate facts and opinions appropriately so that when receiving information, you are not consumed by issues of lies or hoaxes. This shows competencies related to the concept of 21st-century life skills that must be manifested in students' personalities.

### 2. Literacy interest and motivation

Interest and motivation in literacy related to writing and reading must be developed with certain strategies that will stimulate students' interest to become even better. Interest and motivation towards literacy manifests in the attitude of enjoying reading, being aware of the benefits of reading, the frequency of reading,

and the quality of reading material. So the school literacy movement in terms of getting used to reading minutes, must continue to be cultivated because something that is carried out repeatedly will certainly become habituation in time, and manifest into character. Factors that can be pursued by the school in realizing literacy interest and motivation include: 1) Adding various reading book facilities, both physical and digital. 2) Collaboration between parties and parents in guarding habituation and always providing opportunities for students to read the books they like. 3) Build networking awareness, network and gather with fellow friends who have an interest in reading, or join literacy communities. 4) Online safety, safety awareness, and maintaining ethics in interacting with digital media devices.

### 3. Digital Literature Literacy Competence

Digital literacy competence with an interest in reading literature itself, will mutually influence and support one another. These competencies also embody characters that are in line with the expectations of life skills in the 21st century, including: 1) Digital access, digital competencies facilitate access to literary reading materials online, so that to read literary books you are interested in you don't always have to have physical books, accessibility to literary books becomes easier, and limited availability of reading materials can also be minimized. 2) Involvement in the literary community in terms of building networks for positive activities and building a culture of community literacy becomes easier. 3) creativity and self-expression, enabling the development of a literate society culture so that reading and writing as well as publishing articles become part of everyday people's lives, not only belonging to researchers and academics. 4) Learning and personal development, digital competence makes it possible to access online educational resources, such as courses, tutorials, or webinars related to literature, thereby increasing knowledge and insight which can also be an additional source of income for those interested in arts, literature and culture.

## CONCLUSION

Based on the research that has been done, it can be concluded that digital literacy competence is a gateway for people to be able to use digital media applicatively in everyday life, to create competent human beings with knowledge

and insight who must be in line with the times in the 20th century. - 21 or welcoming the era of society 5.0. Photographing and measuring the digital literacy culture of early adolescents, through students at SMP Pahlawan Toha Bandung, is known to have gone well and been entrenched, as shown by 95% of students being able to use technology and information media tools properly and ethically. This shows that most of their students have carried out digital literacy and are capable and responsible. Even so, having digital literacy competence will not always automatically increase interest in reading or writing literacy, let alone interest in literary literacy. Harder efforts are still needed in campaigning for literary literacy, persuading people to want to join the community and create works, so that literary works of art become interesting and in demand like broadcasts on social media or games such as online games. Thus it is necessary to make efforts that ensure that the better students use digital media as a tool to help, make it easier to access literacy materials, and obtain information both in general and specifically related to literary works, then the problem of interest in reading literature in particular can be overcome. This means that understanding students and cultivating students' will is the key to solving the problem of reading interest itself.

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