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Research Article

Motivating the Younger Generation in Reading: Integrating Technology in Understanding Digital Literacy

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Abstract

Reading is an important activity to develop insight, knowledge and critical thinking skills. Therefore, schools should organize literacy activities to increase interest in reading. Digital literacy is the ability to understand and use information from various digital sources and use technology and information from digital devices in various situations. The aim of this research is to develop an effective strategy for integrating technology in literacy promotion, to motivate the digital generation to read. The research technique is a qualitative method, with a case study approach, the research subjects are the digital generation, such as pupils, students and active social media users. The research object is the reading motivation of the digital generation and the integration of technology in the promotion of digital literacy. Assessment instruments (level of interest in reading, responsiveness, initiative to use technology in reading, and participation). The data collection techniques used are participant observation sheets to observe how the digital generation uses technology in reading, and document analysis to study existing digital literacy programs and how they integrate technology.

Keywords: Digital, Generation, Technology

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INTRODUCTION

Schools are institutions that are responsible for creating a reading culture which is an important part of learning activities. Schools must be able to provide various facilities that can increase students' interest in reading, especially through the use of the school library. By reading, students can expand their ideas, sharpen their insights and increase their creativity (S. Chen dkk., 2024; Dong, Li, Song, He, & Fan, 2024; Tan, 2024). On the other hand , schools as educational institutions have a responsibility to create a reading culture and increase students' interest in reading. Reading is an important activity to develop insight, knowledge and critical thinking skills. However, students' interest in reading is currently decreasing. Reading is an act of acceptance. But to get a good comprehensive understanding, we don't do it with full dedication. To achieve this, we actively try to process the texts we read into meaningful material (Brasier dkk., 2024; Giachetta & Buondonno, 2024; Xia dkk., 2024). Good reading comprehension becomes the basis for further study. These skills are important for the intellectual development of all students and will benefit them in life. Therefore, schools should organize literacy activities to increase people's interest in reading (Ilmi et al., 2021) .

Many countries are now debating the impact of literacy on the welfare of their citizens. The term literacy is generally used to describe the ability to read and write. However, currently literacy has a broader meaning (Erzsébet dkk., 2024; Li dkk., 2024; Yerbabuena Torres, Villagomez Cabezas, Yerbabuena Torres, & Mendoza Torres, 2024). There are different types of literacy. For example, Library Literacy, Legal Literacy, Computer Literacy, Media Literacy, Technology Literacy, Business Literacy, Information Literacy, Mathematics Literacy, and even Moral Literacy. Literacy can thus be interpreted as literacy such as legal literacy, technological literacy , information literacy, critical thinking, environmental sensitivity, even political sensitivity. The core of literacy skills are reading, thinking and writing activities (Warsihna, nd) .

Education in the digital era has a role and responsibility to educate future generations so they can utilize technology appropriately and optimally. To survive in the digital era, education must focus on developing and strengthening students' digital literacy. Considering that society's expectations of them are increasing and science and technology are developing rapidly. Modern literacy packaged with advanced technology is known as "digital literacy". What is meant by "literacy" is only the ability to read, write and interpret texts (Ramadhan, nd) .

The term digital competency literally consists of two words: literacy and digital. Literacy is defined as the ability or ability to write and read digitally, which can be interpreted as a form of reading or writing on a computer (Wahab et al., nd) . Digital literacy is the ability to understand and use information from various digital sources as well as use technology and information from digital devices in various situations, including: To be used effectively and efficiently in academics, work and everyday life. Digital literacy according to (Jbara, Hussein, & Soud, 2024; Qiu dkk., 2024; X. Wang, Hu, Ma, & Meng, 2024) digital literacy is a person's ability to understand digital content. When understanding literacy, the majority understand that literacy is just the ability to read and write. Digital literacy is the ability to use digital devices to search for and select information, think critically, be creative, collaborate with other people, communicate effectively, and be aware of electronic security as well as the development of society which continues to develop, applying the functional skills above, Cultural Background Remains (Akbar & Anggraeni, 2017)

Good reading and writing skills can expand knowledge, provide inspiration and solutions, and even open up many new opportunities (Y. Chen dkk., 2024; Gaverchand, Venkatesan, Jacob, & Yasmin, 2024; Thakare, Narad, & Surysvanshi, 2024). Everyone who has digital skills is expected to be able to use, access, manage and analyze digital information effectively. This allows new knowledge to be built and communicated with many stakeholders. The goals of literacy include: A person's good character helps expand a person's knowledge through reading activities, helps improve understanding in drawing conclusions from the

information read, helps improve critical evaluation of texts, In addition, digital literacy can increase concentration and a person's concentration power and increasing individual skills in reading, synthesizing and writing information.

Currently, technology and learning media cannot be differentiated. The use of technology for students in the world of digital literacy education (Liady et al., 2022)can be implemented through the use of various digital-based media around us to support the learning process. The younger generation who are familiar with the digital world or known as digital natives or millennials learn, play and interact via the internet and social media. Currently, the digital native generation is exposed to a variety of content through social media, making it difficult for those who do not have the ability or sensitivity to filter content to obtain information. The current digital generation is accustomed to the world of technology and the internet and is often exposed to various content on social media. However, not everyone has the ability and awareness to filter this information critically. As a result, you may have difficulty understanding the information you receive and may be more susceptible to incorrect or inaccurate information.

Utilization of technology in digital literacy, for example: Furthermore, the use of electronic modules has emerged as a necessity to meet the needs of the era of information technology development which requires digital skills or competencies (Marcella, Moore, & Parisi, 2024; Tabulov, Bracey, & Coughlin, 2024; Q. Wang dkk., 2024). Modules are now used as a replacement for traditional books, without limiting their role as a resource. information. According to (Amri et al., 2021) digital literacy can be improved through electronic learning (e-learning). Basically, e-learning aims to make it easier for teachers and students to carry out distance learning.

This is also because print media and books are not yet flexible enough to adapt to current developments. A student's lack of interest in reading can be caused by many things, including: Reading activities are considered boring and students are not used to searching for and processing information. Lack of access to reading material that is interesting and relevant to one's interests (Cuadros-Rojas, Garcia-Ramonda, Roca, & Pelà, 2024; Mozun dkk., 2024; Zhang dkk., 2024). There are concerns that the digital generation will have difficulty learning and adapting in this rapidly changing digital information era due to low interest in reading and digital skills.

Considering the importance of digital literacy for the future of the digital generation , further efforts are needed to overcome these challenges. Raising public awareness, developing innovative promotional strategies, and providing the right infrastructure and resources are important first steps in the effort towards an effective digital literacy program (Kundius Alexandrovna, 2024; Liu, Guo, & Wu, 2024; Xing, Yuan, & Lam, 2024). Promotion as part of marketing is an information dissemination activity aimed at introducing a product, attracting consumers, reminding them of its existence, and making consumers accept offers (Supriatna et al., 2022) , solutions to various problems currently faced.

Based on the description above, researchers are encouraged to conduct research on "Digital Generation Motivation in Reading: Integrating Technology in Promoting Digital Literacy". The problems that researchers found were how to integrate technology in promoting literacy, effective strategies for motivating the digital generation to read, the obstacles faced in integrating technology in literacy, and how to overcome these obstacles. The aim of this research is to develop effective strategies for integrating technology in literacy promotion, to motivate the digital generation to read.

RESEARCH METHOD

The research method used is a qualitative method, with a case study approach, the research subjects are the digital generation, such as pupils, university students and active social

media users, the research object is the reading motivation of the digital generation and the integration of technology in the promotion of digital literacy (Abd-Elkareem Eldemerdash, Selim, & Shalaby, 2024; Dutta dkk., 2024; Morgan, 2024). Assessment instruments (level of interest in reading, responsiveness , initiative in using technology in reading, and participation). The data collection techniques used are participant observation sheets to observe how the digital generation uses technology in reading, and document analysis to study existing digital literacy programs and how they integrate technology (Berková, Kubišová, Krpálková Krelová, Krpálek, & Holečková, 2024; Dib, Wimalasena, Graciaa, & Rouphael, 2024; Rigg & Mazierska, 2024). The data analysis technique used is thematic analysis to identify patterns and themes that emerge from observation data, and document analysis.

RESULTS AND DISCUSSION

Digital literacy is one of the skills that every student must have. Implementation of this policy must respond to life entering the Industrial Revolution 5.0 era. As one of the areas of life where the next generation must prepare for the future, motivation must be at the forefront in implementing digital literacy (Cherniavska, 2024; Ellis, Kent, & Cousins, 2024; Kiesling, 2024). The younger generation must actively respond to the phenomena that occur, including responding to changes in this era. The step that every young person must take is to use digital devices intelligently, creatively and responsibly. Through this step, the younger generation can be instructed to use digital devices only for the process of reading and searching for positive information. digital literacy-based reading is designed for technology-centered learning, encouraging information seeking through various reference materials (print and digital).

This research produced several important findings about young people's motivations for reading and how technology can be integrated to improve their digital literacy.

Factors that influence the younger generation's interest in reading

The reading interest of the younger generation in Indonesia is currently still relatively low. This is a concern for many parties, because reading is one of the keys to improving the quality of human resources. Based on the results of research and studies conducted, there are several factors that influence the reading interest of the younger generation, namely internal factors and external factors.

Internal factors are availability of time. The younger generation is busy, both at school, at home and outside the home (De Villiers, Carraro Do Nascimento, Domitrovic, Dhillon, & Rice, 2024; Rundquist, Holmberg, Rack, Mohseni, & Masiello, 2024). This leaves them with less time to read. Lack of motivation to read. Many young people do not see the benefits of reading and consider it a boring activity. Learning style: Some younger generations find it easier to learn visually or audio, so they prefer watching videos or listening to podcasts rather than reading books. Habits: If the younger generation is not used to reading since childhood, it will be difficult for them to have a high interest in reading when they grow up.

External factors, namely the availability of books. In some areas, it is still difficult for the younger generation to get access to quality reading books. Book prices: High book prices can be an obstacle for the younger generation in buying books. Environment: An environment that is not conducive to reading, such as a noisy environment or inadequate lighting, can make the younger generation reluctant to read. Technological developments, technological developments, such as the internet and social media, have made the younger generation more interested in spending their time playing with gadgets rather than reading books.

Young generation's perception of digital literacy

Today's young generation is a digital native generation, which means they grew up surrounded by technology and the internet. This makes them have a different understanding of literacy compared to previous generations. In general, the younger generation has a positive perception of digital literacy. They understand it as the ability to use technology to access, evaluate, and manage information. They also realize that digital literacy is important for life in the digital era.

However, despite having positive perceptions, the younger generation still has many difficulties in understanding and implementing digital literacy. This is caused by several factors, such as: (1) Lack of knowledge. Many young people do not have sufficient knowledge about digital literacy, such as how to find accurate information, how to evaluate information, and how to protect themselves from cyberbullying and fraud. on line. (2) Inadequate skills. The younger generation still needs to develop the skills necessary to become intelligent and responsible technology users, such as critical thinking skills, problem solving skills and communication skills. (3) Bad habits. Many young people have bad habits in using technology, such as spending hours in front of the screen, being addicted to social media, and being easily influenced by wrong information.

Nevertheless, the younger generation has great potential to become intelligent and responsible technology users. They need to receive proper education and training on digital literacy, and be encouraged to develop good habits in using technology. It is important to note that young people's perceptions of digital literacy are not homogeneous. There is great variation in their understanding and experience with technology. Therefore, it is important to conduct further research to understand the younger generation's perceptions of digital literacy in more depth.

1. **Use of technology for reading**

Technology can be a powerful tool for increasing students' reading interest and literacy. Technology has brought major changes in the way we read. Today, there are many ways to read besides traditional printed books. Here are some examples of using technology for reading:

a) E-books and Ebook Readers

E-books are a digital format of printed books that can be read on various electronic devices, such as computers, tablets and smartphones. Reading e-books has several advantages, such as being more practical, easy to carry, and having a large choice of book titles. However, reading e-books also has several disadvantages, such as screens that can tire the eyes and cannot be collected like printed books.

b) Audiobooks

Audiobooks are sound recordings of books that can be listened to on various electronic devices, such as computers, tablets and smartphones. Reading audiobooks has several advantages, such as being able to listen to them while doing other activities, such as exercising or traveling. However, reading audiobooks also has several disadvantages, such as not being able to read randomly and not being able to enjoy the visual beauty of the book.

c) Reading Application

There are many reading apps available on the internet that offer a variety of features, such as access to digital libraries, the ability to bookmark and take notes, and the ability to translate text. Reading applications can help increase interest in reading, especially

for the younger generation who are used to technology. However, reading apps can also be a distraction and make readers lose focus. The use of digital media in the educational sector such as Google Meet, Zoom, Google Classroom, Canva and others is a tool to support the continuity of the literacy process. It is hoped that digital media will be able to carry out the process well and implement learning innovations so that it can improve the quality of digital literacy.

d) Social media

Social media can be used to read various content, such as news articles, blogs and short stories. Reading on social media has several advantages, such as being easy to access and up-to-date. However, reading on social media also has some drawbacks, such as a lot of misinformation and a lack of quality control.

Tips for effective reading with technology are to choose the right device that is comfortable for reading and has a good quality screen. Set a special time for reading and avoid reading in busy or noisy places. Use applications that can help you focus and avoid distractions. Choose quality content that suits your interests, and finally, it's best to keep reading printed books to train your eyes and enjoy the visual beauty of books.

Technology can be a useful tool for increasing interest in reading. By using technology wisely and responsibly, we can improve the quality of life and broaden our horizons.

The findings of this research show that the young generation's interest in reading is still low and they still have many difficulties in understanding digital literacy. This needs to be a serious concern for all parties, especially the government, schools and parents. The government needs to increase access to quality reading books for the younger generation. Schools need to instill a culture of reading from an early age and integrate digital literacy into the curriculum. Parents need to set good examples and role models for their children when it comes to reading and using technology. Technology can be an effective tool to motivate young people to read and improve their digital literacy. However, it needs to be used appropriately and wisely. The following are several strategies that can be used to integrate technology in reading and increase the digital literacy of the younger generation:

a) Create e-books that are interesting and easy for the younger generation to use.
b) Developing interactive and educational reading applications.
c) Utilizing social media to promote reading culture and digital literacy.
d) Carrying out training and education about digital literacy to the younger generation.

Digital literacy is a guide to support the young generation's interest in reading. With the help of digital resources, you can not only focus on understanding the material, but also think creatively when using technology. Therefore, digital literacy is needed to foster critical thinking in the younger generation. Digital literacy refers to a person's ability to process a variety of information, understand information, and communicate effectively with others through various forms of media. Digital literacy is a life skill that not only involves the use of technology and information skills, but also includes personal social skills and critical thinking attitudes, as one of the digital skills. Digital literacy will create a society that is critical and creative and will not be easily deceived by other people because they understand technology, and the social and cultural life of society will be better.

2. Barriers to Integrating Technology in Literacy and Solutions

Although technology offers many benefits for improving literacy, there are several obstacles that can be faced in integrating it. Here are some common obstacles and how to overcome them:

a) Limited Access to Technology

Lack of infrastructure. Not all schools and students have access to adequate electronic devices, internet and digital platforms. Digital divide : Unequal availability of technology and internet access can cause a digital divide between students in urban and rural areas. High costs, Electronic devices and internet services can be expensive for some families, so not all students can afford them.

The solution is that the Government and non-profit organizations need to provide adequate technology infrastructure in schools, especially in rural areas. Financial assistance programs can be provided to families who are less able to purchase electronic devices and internet services and digital educational content needs to be made more accessible and affordable for all students.

b) Lack of Skills and Knowledge

Lack of teacher training, Many teachers do not have adequate training to use technology in learning and literacy promotion Lack of student digital literacy, Students may not have the necessary skills to use technology effectively for learning and reading. Lack of understanding of the benefits of technology. Parents and caregivers may not understand how technology can be used to improve literacy and may be hesitant to support its use.

The solution is that the Government and related organizations need to provide training and professional development for teachers on the use of technology in learning, Curriculum needs to be changed to include digital literacy and teach students how to use technology responsibly and effectively for learning and reading, and Awareness campaigns need to be carried out to educate parents and caregivers about the benefits of technology in literacy and how to support its use.

c) Content Mismatch

Availability of low quality digital literacy content. Not all available digital literacy content is of high quality and meets the needs of the younger generation. Lack of digital literacy content in local languages: Students in language minority areas may not have access to digital literacy content in their own language. Cultural gap: Digital literacy content created in other countries may not be appropriate to local culture and context.

The solution is that the Government and related organizations need to support the development of high-quality digital literacy content that meets needs. Digital literacy content needs to be translated into local languages to ensure that all students have access to relevant content. The development of digital literacy content needs to involve local communities to ensure that the content is appropriate to local culture and context.

d) Motivational Challenges

Digital distractions: Students may be easily distracted by social media, games and other digital platforms when using technology for studying and reading. Lack of interest in reading, Some students may not have a high interest in reading, even with the help of technology. Platform mismatch: The digital platform used for literacy may not be attractive or easy for students to use.

The solution is to use technology in creative and interesting ways to motivate reading. Technology needs to be integrated with activities that students like to increase their interest in reading. Digital platforms used for literacy need to be designed to be attractive, easy to use, and appropriate for age and ability.

e) Security and Privacy Issues

Cyberbullying, Students may experience cyberbullying when using digital platforms for literacy. Inappropriate content Students may be exposed to inappropriate or harmful content when using the internet. Privacy breach, Students' personal data may be at risk when using digital platforms for literacy.

The solution is the need to implement strict security and privacy policies to protect readers when using technology. need education about online safety and how to avoid cyberbullying and inappropriate content, and Parents and caregivers need to supervise their children's online activities and talk to them about online safety.

By overcoming these obstacles, we can make maximum use of technology to improve literacy and help students become active, critical and creative readers in the digital era.

CONCLUSION

This research found that technology can be an effective tool for motivating young people to read and increasing their understanding of digital literacy. Digital literacy is an innovative method that plays a very important role in increasing the reading motivation of the younger generation. Digital literacy competency plays an important role in supporting the success and development of reading interest. The level of digital literacy and use of technology in learning is still at a low to medium level, not yet reaching a high level. This research provides an overview of the young generation's motivations for reading and how technology can be integrated to increase their digital literacy. It is hoped that the findings of this research will be a valuable contribution to the development of effective programs and policies to increase the reading interest and digital literacy of the younger generation. Increasing reading interest and understanding of digital literacy in the younger generation is important for the nation's future. By integrating technology and implementing the right strategies, we can motivate the younger generation to become active and critical readers in the digital era.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

CONFLICTS OF INTEREST

The author(s) declare no conflict of interest

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