



## Application of Digital Literacy Media in Improving the Reading Habits of Students in Class IV SD Negeri 25

Nurfia Abdullah<sup>1</sup>, Iwan Irawan<sup>2</sup>, Wiwin R Redjeb<sup>3</sup><sup>1,2,3</sup>Faculty of Educational Science, Universitas Muhammadiyah Maluku UtaraCorresponden email \* [fiaabdullah266@gmail.com](mailto:fiaabdullah266@gmail.com)

Receive: 10/04/2025

Accepted: 10/05/2025

Published: 01/10/2025

### Abstract

Permasalahan yang diangkat dalam penelitian ini adalah Bagaimana penerapan media literasi digital dalam meningkatkan kebiasaan membaca siswa kelas IV di SD Negeri 25 Kecamatan Mandioli Selatan, Kabupaten Halmahera Selatan? Penelitian ini bertujuan untuk meningkatkan kebiasaan membaca siswa dengan menggunakan media literasi digital. Penelitian Aksi Kelas bertujuan untuk meningkatkan kebiasaan membaca siswa menggunakan media digital bagi siswa kelas IV di SD Negeri 25, Kecamatan Mandioli Selatan, Kabupaten Halmahera Selatan. Subjek penelitian sebanyak 24 mahasiswa. Prosedur penelitian terdiri dari 4 tahapan dalam setiap siklus, yaitu perencanaan, pelaksanaan tindakan, pengamatan dan refleksi. Indikator capaian pembelajaran dalam penelitian ini adalah tercapainya kebiasaan membaca yang lengkap. Pengumpulan data dilakukan dengan menggunakan teknik: observasi, tes, wawancara dan dokumentasi. Hasil penelitian menunjukkan bahwa dapat dilihat dari pencapaian aktivitas mahasiswa, yaitu pada siklus I sebesar 37,5% pada siklus I dan pada siklus II terdapat meningkat menjadi 72,7%. Peningkatan dapat dilihat dari hasil belajar siswa pada setiap siklus, sehingga dapat disimpulkan bahwa terjadi peningkatan nilai rata-rata dari siklus I ke siklus II dan tidak perlu siklus III, sehingga menyebabkan peningkatan kemampuan membaca.

**Kata Kunci :** Literasi, Digital, Membaca

### Abstract

The issue raised in this study is how to apply digital literacy media to improve the reading habits of fourth-grade students at SD Negeri 25 in Mandioli Selatan District, South Halmahera Regency. This study aims to enhance the reading habits of students using digital literacy media. This Classroom Action Research (CAR) aims to improve the reading habits of fourth-grade students at SD Negeri 25, Mandioli Selatan District, South Halmahera Regency. The study subjects consisted of 24 students. The research procedure consists of four stages in each cycle: planning, action implementation, observation, and reflection. The indicators of achievement in this study are the attainment of complete reading habits. Data collection was carried out using techniques such as observation, tests, interviews, and documentation. The results of the study show that the achievement of student activity can be seen from the results: 37.5% in cycle I, and an increase to 72.7% in cycle II. This increase can be seen from the students' learning outcomes in each cycle, which suggests that there was an improvement in the average score from cycle I to cycle II, and cycle III is no longer necessary, resulting in an improvement in reading ability.

**Keywords:** Literacy, Digital, Reading

### Introduction

The Regulation of the Minister of Education and Culture of the Republic of Indonesia

Number 23 emphasizes the importance of cultivating noble character, particularly in section (f), which focuses on the recognition and development of students' abilities by

encouraging them to enjoy reading and to explore interests in accordance with their talents as a way of supporting personal development. One form of innovative support for children's learning is by emphasizing the concept of Digital Literacy.

Digital literacy is becoming an essential competency in the modern era. According to Caaniago (2013:8), digital literacy includes understanding and utilizing websites and search engines. It can also be defined as a combination of behavior and knowledge in addressing and communicating information effectively through various media and formats. In the context of education, digital literacy enables students to access learning resources, engage with interactive content, and participate more actively in the learning process.

Meanwhile, Rusman et al. (2011:1) emphasize that entering the era of Information and Communication Technology (ICT) in education highlights the urgency and significance of incorporating ICT in teaching and learning processes. The use of ICT helps enhance the quality of learning by broadening access to knowledge and enabling the delivery of education in an effective and engaging way, particularly through high-tech and high-approach strategies. Digital devices allow users to share information effortlessly, and data sources can come from anywhere. While the digital age is unavoidable and offers many conveniences, misuse due to lack of understanding can lead to negative consequences for both individuals and society.

The public's limited understanding of digital media often leads to its misuse, which in turn affects personal and social life. Therefore, media literacy or digital literacy must improve people's intellectual capabilities in understanding media messages and content. In addition, emotional skills must be enhanced so that individuals can recognize their own experiences and those of others as

portrayed in media content. Moral reasoning must also be developed to anticipate the ethical consequences of media consumption and communication (Taamburaka, 2013:13).

In the educational setting, reading skills are a basic but essential aspect of learning, especially in primary schools. However, many students still struggle with reading fluently and with comprehension. In the observed context, some students felt shy or hesitant when asked to read aloud in front of the class, which affected their pronunciation and intonation. Moreover, many students read quickly without understanding the content, and they tended to ignore punctuation marks such as commas, periods, question marks, and exclamation marks. These issues point to the lack of reading habits and practices among students.

Based on the observation conducted on December 23, 2022, in Class IV of SD Negeri 25 Mandioli Selatan, South Halmahera Regency, the reading ability of the students was notably low, especially in Indonesian language subjects. This indicates a pressing need to implement digital literacy media in the learning process to address the gap. In today's digital age, many Indonesian children are already actively using social media and mobile applications. Hence, integrating digital tools in the learning process, especially in reading activities, becomes a strategic and relevant approach.

Digital literacy media can serve as a powerful platform for engaging students in reading. This includes the use of digital devices such as smartphones, tablets, or computers to access interactive reading materials like e-books, online stories, blogs, or educational videos. The goal is to make reading more interesting and accessible, especially for students who may not be motivated by traditional printed texts.

The reading culture among students needs to be fostered through innovations that integrate digital technology with instructional

strategies. This requires schools to be proactive in adopting technology-supported learning environments and for teachers to be trained in designing digital-based reading lessons. When students engage with texts through interactive platforms, their motivation increases, which in turn improves comprehension and retention.

The application of digital literacy in reading also addresses the issue of limited learning resources in some schools. With internet access and digital tools, students can explore a wide range of reading materials that suit their levels and interests. Moreover, digital literacy supports independent learning, allowing students to read anytime and anywhere.

The use of digital tools in reading activities is also aligned with the 21st-century education competencies, which include critical thinking, communication, collaboration, and creativity. When students are exposed to various digital texts, they learn how to analyze content, interpret meanings, and relate them to real-world contexts. They also develop technological proficiency and become more confident in expressing their ideas.

Therefore, this study aims to improve students' reading habits by implementing digital literacy media in the classroom. Specifically, the research focuses on fourth-grade students at SD Negeri 25, Mandioli Selatan District, South Halmahera Regency. The implementation is carried out through classroom action research involving two learning cycles. Each cycle consists of planning, acting, observing, and reflecting. The study utilizes observation, tests, interviews, and documentation to collect data on student engagement and reading performance.

It is expected that through the integration of digital literacy media, students will become more motivated to read, leading to improved

reading fluency, comprehension, and overall academic performance. In addition, teachers will be better equipped to create engaging learning experiences using digital tools, which will contribute to more dynamic and effective classroom instruction.

This study contributes to the broader educational discourse on how digital media can be leveraged to support literacy development in primary schools. It highlights the importance of adapting teaching methods to technological advancements and student needs. By incorporating digital literacy into the reading curriculum, schools can help build a generation of learners who are not only literate but also capable of navigating the digital world with responsibility and critical awareness.

## METHOD

This study was conducted in Class IV of SD Negeri 25, Mandioli Selatan District, South Halmahera Regency, involving 24 students, consisting of 10 boys and 14 girls. The method used was Classroom Action Research (CAR), which included four key stages: planning, acting, observing, and reflecting. The goal was to improve students' reading habits using digital literacy media in a structured and iterative process.

In the planning stage, the researcher collaborated with the class teacher to develop lesson plans, prepare digital learning media such as laptops, smartphones, and internet links, and design observation and assessment tools. Short stories were selected and made accessible via digital platforms, and reading activities were aligned with learning objectives. This planning ensured that each meeting followed a consistent framework and targeted student reading comprehension and fluency.

During the implementation stage, students participated in two cycles of classroom learning. In each session, students were

divided into small groups, accessed digital short stories, and read the texts aloud in turns. Teachers and the researcher guided the sessions using interactive discussions and provided feedback. Students also completed reading tasks and comprehension exercises based on the texts. This interactive, technology-supported approach aimed to boost motivation and confidence in reading.

Observation was carried out throughout the process to monitor student behavior, engagement, and improvement in reading skills. Data was collected through observation sheets, reading tests, and documentation of classroom activities. In Cycle I, only 37.5% of students met the expected reading proficiency, indicating the need for improvement. Adjustments were made in Cycle II, including the use of mobile phones for more flexible access, which resulted in 79.2% of students achieving the learning goals.

The reflection stage involved analyzing the results of each cycle to determine the effectiveness of the interventions. The significant increase in student performance between Cycle I and Cycle II confirmed that digital literacy media positively impacted students' reading habits. The study concluded that digital tools not only facilitated access to reading materials but also increased student interest, participation, and reading achievement.

## RESULT AND DISCUSSION

This research is a classroom action study conducted at SD Negeri 25, Mandioli Selatan District, South Halmahera Regency, involving 32 fourth-grade students in the even semester of the 2023–2024 academic year. *First Meeting – Planning*  
In the initial meeting, the class teacher explained the stages of the learning process according to the tools used. The training material was focused on reading skills, and the researcher utilized digital literacy tools. Fourth-grade students were divided into five groups, each consisting of four to five

students. Cycle I was conducted over two meetings. The researcher prepared the lesson plan (RPP), digital media in the form of laptops, and observation sheets. To measure students' reading improvement, an individual reading test was applied. The researcher developed evaluation instruments in the form of observation guidelines to monitor students' reactions during the implementation of the method and a reading skills test.

### *Implementation*

The first meeting was held on January 30, 2023. The teacher began the session by discussing types of communication technology in daily life, then handed over the class to the researcher. The researcher greeted the students and asked, "Children, who has a dream? Who wants to be a teacher?" Several students responded enthusiastically. After this apperception session, the researcher presented the learning objectives and motivated students to develop reading habits.

In the main activity, the researcher prepared the necessary tools for the learning process and divided students into 4–5 groups. The researcher explained that reading via digital devices can improve reading skills. Then, a digital link was shared, and students were guided to open it on their laptops. The students listened and followed the explanation. They then took turns reading a short story titled "*Aku dan Cita-Citaku*" fairly well. After the reading, group assignments were given. *Closing activity*: students answered questions and reflected on the lesson, summarized the material, and the researcher closed the lesson with a prayer.

The second meeting was held on January 31, 2023, continuing the previous material. The researcher explained the development of communication technology, its uses, and how to operate it. After greeting and asking students, "Who wants to be a doctor?" and "Who likes helping friends?" the lesson proceeded to Subtheme 1, Lesson 2. Students read the story "*Kisah Dua Orang Sahabat*"

with acceptable pronunciation and tone. The story was read in turns, followed by reading comprehension activities and group assignments.

In the closing activity, students summarized the lesson with the help of the teacher. The researcher assessed the reading outcomes and concluded the class with a prayer.

Cycle I Test Results:

No	Score	Number of Students	Percentage	Category
1	≥70	10	37.5%	Passed
2	≤70	14	62.5%	Not Passed

*Reflection*

After implementing Cycle I, the researcher identified issues encountered during the learning process and planned corrective actions for Cycle II.

Cycle II

*Planning*

Before implementation, the researcher and the classroom teacher prepared Cycle II. Two meetings and one assessment were scheduled. The RPP was revised as a guide for the teaching and learning activities.

*Implementation*

In this cycle, reading activities used mobile phones. The first meeting on Monday, February 6, 2023, lasted 40 minutes and covered Subtheme 1, Lesson 3, titled "Aku dan Cita-Citaku", involving 24 students. The researcher began with apperception, asking, "Who helps their mother at home?" followed by material explanation. In the main activity, students were divided into groups, then asked to open a link on their mobile phones to the story "Topan Anak yang Rajin". Students listened to the teacher's explanation and read the story with proper pronunciation and intonation. Peers listened attentively, and students were given the opportunity to read in front of the class while being observed.

*Closing activity:* students completed assignments and reflected on the lesson. The class summarized the material, and the researcher closed the session with a prayer. The second meeting took place on Tuesday, February 7, 2023, also lasting 40 minutes and attended by 24 students. It focused on Subtheme 1, Lesson 4. After greeting and taking attendance, the lesson began.

In the main activity, the researcher introduced a new story titled "Kisah Seekor Semut yang Balas Budi". Students read it in turns with appropriate voice and tone, discussed characters and events, and completed group assignments.

In the closing activity, the teacher helped students draw conclusions. The researcher evaluated the reading results and concluded the lesson with a group prayer.

Cycle II Test Results:

No	Score	Number of Students	Percentage	Category
1	≥70	15	79.2%	Passed
2	≤70	9	20.8%	Not Passed

*Reflection*

The reading activities using mobile phones in Cycle II were conducted successfully. The learning outcomes reached the desired target of 80% of students achieving mastery. Therefore, an additional cycle was deemed unnecessary. Student performance improved significantly from Cycle I (average score 64.0) to Cycle II (average score 80.0).

Discussion

Based on the reading skills assessed in the Indonesian language subject, the integration of digital media significantly improved students' reading abilities. This improvement was evident from the progress between Cycle I and Cycle II. The study, conducted from January to February in the even semester of

2023/2024, aimed to strengthen students' reading habits through digital literacy.

Initial observations showed that students' reading skills were low due to lack of engagement and encouragement. Many struggled with fluency. The application of digital media was chosen to address these issues. Although Cycle I was implemented smoothly, some weaknesses were noted. For instance, the learning objectives were not fully communicated, and not all students were ready to engage. As a result, only the most active students participated fully. In terms of digital competence, teachers scored an average of 1.7 for operating digital devices during reading activities.

Out of 24 students, 15 met the standard, and 9 did not. Assessment focused on fluency, accuracy, pronunciation, and intonation. Students were evaluated in groups and individually. The results of Cycle I showed that 37.5% of students achieved mastery, indicating the need for improvement in the next cycle.

The average score had not reached the school's minimum passing grade (KKM) of 70, indicating low reading proficiency.

Cycle II was conducted on February 6–7, 2023, using mobile devices and digital story links. Students showed increased interest, leading to improved reading ability. Initial monitoring and evaluation identified problems, and appropriate strategies were implemented. There was a marked improvement between the cycles. In Cycle I, the average score was 64.0, while in Cycle II, it rose to 80. The percentage of students achieving mastery increased from 37.5% to 79.2%, showing that the intervention had successfully enhanced reading skills.

## CONCLUSION

Based on the results of the research and data analysis, it can be concluded that the

implementation of digital literacy media in the Indonesian language subject can improve the reading skills of fourth-grade students at SD Negeri 25, Mandioli Selatan District, South Halmahera Regency. Previously, reading instruction was very monotonous and lacked variation, relying heavily on lecture methods and teacher-centered explanations, which made students appear passive. Therefore, the researcher used digital tools by creating links to short stories that were applied in Indonesian lessons—an approach that had not previously utilized digital devices. This is evidenced by the improvement in student achievement from Cycle I to Cycle II, with success rates of 37.5% and 72.7%, respectively. Additionally, the researcher noted an increase in teacher and student performance based on monitoring results. The observation score in Cycle I was 21 and increased to 48 in Cycle II; similarly, the observation score for teacher performance increased from 12 in Cycle I to 33 in Cycle II.

Thus, the classroom action carried out was in accordance with the prepared plan and successfully achieved the target of improving students' reading ability.

## REFERENCES

1. Arsyad, A. (2010). *Instructional Media*. Jakarta: Rajawali Pers.
2. Badudu, J.S., & Zain, S.M. (1996). *General Indonesian Dictionary*. Jakarta: Pustaka Sinar Harapan.
3. Warsita, B. (2008). *Educational Technology: Foundations and Applications*. Jakarta: Rineka Cipta.
4. Bawden, D. (2008). Origins and concepts of digital literacy. In *Digital Literacies: Concepts, Policies and Practices*. New York: Peter Lang Publishing.
5. Bawden, D. (2001). Information and digital literacies: A review of concepts. *Journal of Documentation*, 57(2), 218–259.
6. Belshaw, D. A. J. (2011). *What is Digital Literacy? A Pragmatic Investigation* (Doctoral thesis). United Kingdom.
7. Buckingham, D. (2015). Defining digital literacy—What do young people need to know about digital media. *Nordic*

- Journal of Digital Literacy*, 10(Special Issue), 21–35.
8. Chaniago, H. (2013). *Contemporary Office Management*. Bandung: Akbar Limas Perkasa.
  9. Daryanto. (1997). *Complete Indonesian Dictionary*. Surabaya: Apollo.
  10. Department of Education and Culture. (1998). *Great Dictionary of the Indonesian Language*. Jakarta: Balai Pustaka.
  11. Glister, P. (2007). *Digital Literacy*. New York: Wiley.
  12. Kamal, F., Burhanuddin, D., & Putra, R. M. (2021). The influence of optimism and digital literacy on the performance of education supervisors in Kampar Regency. *Jurnal Pendidikan Tambusai*, 5(3), 10006–10015.
  13. Muhammad, S. (2021). *Digital Literacy as a Learning Media in the Perspective of Islamic Education* (Undergraduate Thesis). UIN Raden Intan Lampung.
  14. Rusman, et al. (2011). *Learning Based on Information and Communication Technology*. Jakarta: PT Raja Grafindo Persada.
  15. Tamburaka, A. (2013). *Media Literacy: Smart Media for the Mass Audience*. Jakarta: Rajawali Press.
  16. Chaniago, S. M., Badusah, J., & Embi, M. A. (2011). The problem of teaching language skills in Indonesian schools. *Jurnal Pendidikan Bahasa Melayu*.
  17. Elpira, B. (2018). The Influence of the Application of Digital Literacy on Student Learning Improvement at SMP Negeri 6 Banda Aceh. Undergraduate Thesis. Faculty of Adab and Humanities, UIN Ar-Raniry Darussalam, Banda Aceh.
  18. Hague, C., & Payton, S. (2010). *Digital Literacy Across the Curriculum: A Futurelab Handbook*. United Kingdom. Retrieved from [https://www.nfer.ac.uk/publications/FU\\_TL06/FUTL06.pdf](https://www.nfer.ac.uk/publications/FU_TL06/FUTL06.pdf)
  19. Rusman, et al. (2011). *Learning Based on Information and Communication Technology: Developing Teacher Professionalism*. Jakarta: PT RajaGrafindo Persada.
  20. Rusman. (2011). *Learning Models*. Jakarta: PT RajaGrafindo Persada.
  21. Herlina, D. S. (2020). Building National Character Through Digital Literacy. Retrieved from <http://staff.uny.ac.id/sites/...msc/membangun-karakter-bangsa-melalui-literasidigital.pdf>
  22. Kurnia, N., Wendratama, E., et al. (2017). *Family Digital Literacy: Theories and Practices of Parental Guidance for Children Online*. Yogyakarta: Center for Digital Society (CfDS).
  23. Stefany, S., et al. (2017). Digital Literacy and Self-Disclosure. *Journal of Sociology Thought and Research, Universitas Padjadjaran*, 2(1).
  24. Kurnianingsih, I. (2017). Efforts to Improve Digital Literacy Skills for School Library Staff and Teachers in Central Jakarta Through Information Literacy Training. *Journal of Community Service*, 3(1).
  25. UNESCO. (2006). *Media Education: A Kit for Teachers, Students, Parents and Professionals*. Paris: UNESCO.