

Utilization of Digital Media to Restore Reading Interest for University Students

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ARTICLE INFO	ABSTRACT
Keywords: Digital Media; Student Reading Interest; Millennial Generation	The purpose of this research is to use digital media to rekindle a love of reading among students at the Faculty of Islamic Religion at Unismuh Makassar. Studying how people read with digital media is crucial, as such platforms are now an integral part of most people's lives, and notably those of the digital native millennial generation. Digital media is a type of digital content that can be played by digital media players. Students' behavior and routines have been impacted by the prevalence of digital technology in their lives. Reading books is one activity that has experienced significant change among the younger population, particularly among students. Most students today choose to use search engines on their mobile devices to find the information they need for class. The purpose of this study was to collect comprehensive data on how to rekindle students' love of reading through the creative use of existing digital media. A quantitative strategy was employed in the study's analysis. Students fill out a survey to help gather information. Frequency analysis is used to determine how frequently each answer was provided in the collected data. Parametric analysis is supplemented with descriptive analysis to provide light on what may be done to rekindle a love of reading among Unismuh Makassar students. The findings demonstrate a daily digital media consumption rise, from three to twelve hours on average.
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1. INTRODUCTION

Science and information technology rapidly along with the times and times and also the development of the human mindset. One's education certainly supports the development of a nation's human resources. Without quality education, the human resources of a nation will not be good either (Kemal et al., 2019). With education, the development of science and information technology will be

able to improve the quality of a nation (Sahudra et al., 2021). In this modern and sophisticated era of globalization, people are required to be smarter. Smart in terms of sorting and choosing positive and negative things to control the community's morals. Smart in adding knowledge for the development of education. The intelligence of a person or student begins with cultivating an interest in reading, not having to finish a book, but reading a magazine has begun to open the intention and interest in reading (Saljo, 2010). Interest can be done repeatedly so that it becomes a habit because something that is initially awkward can become easy to do. After all, you are, after all, doing something.

The success rate of each student in school or life in society can be a very good chance of success by having a cultured reading ability because all learning processes are based on the reading process. Reading activities are a window for the entry of various kinds of existing knowledge. This is the opinion of Salma & Mudzanatun (2019), who states that by reading, someone can add insight, sharpen ideas, and improve. The number of students who get high scores in a lesson cannot achieve success in education, but a person measures the success of education from the many children who like to read in a class. Students become fond of reading this aims to achieve educational goals, namely to make every student have a noble and noble character. When meeting with human resources, Indonesia is currently uncompetitive due to a lack of mastery of knowledge, which is caused by students' very low interest in reading. According to Maharani, Laksono, & Sukaartiningsih (2017), reading interest is a driving force to be interested, pay attention and be happy with reading activities so that someone wants to do these activities happily on their own accord. Meanwhile, Ruslan & Wibayanti (2019) explained that if students read something without a high reading interest, then the activity will not be done wholeheartedly, but if reading is done with their own will, then students will read wholeheartedly. This is evidenced by Antoro (2017), that the results of the 2012 Program for International Student Assessment (PISA) test put Indonesia in 64th place out of 65 countries surveyed regarding mathematical, reading, and scientific literacy, further strengthening the assumption about the low interest in Indonesian reading literacy scores are still far below the average standard of 496, only 396. Indonesia is also ranked 64th out of 72 countries in the latest 2015 PISA survey, which was announced on December 6, 2016 (Antoro, 2017).

The low reading interest of students in higher education, especially at Unismuh Makassar, is reinforced by the fact that students are given paper assignments by the lecturers whose papers are more dominant in copy and paste compared to reading results from references that are provided by the lecturer concerned. In addition, based on the national reading index quoted from the Sindonews.com newspaper, Indonesian reading interest is only 0.01, and in DIY, it is 0.18. When compared with developed countries, this figure is far adrift. Because the average reading index in developed countries is between 0.45 to 0.62, these results prove that reading interest in Indonesia ranks third from the bottom in the world.

According to Wulan Anggraini (2011), reading is an activity of seeing, thinking, and reciting what is written in the form of words/symbols to get the information contained in the reading material. Through reading, knowledge will increase, have wider insight, and have a better perspective. Reading can be done by children from all walks of life, from elementary school to college and even street children. Unismuh Makassar students, especially in the Islamic Religion faculty, especially PAI Study Program students, reading for them has not yet become a culture, even though all their tasks require broad thinking and insight, which of course can be obtained from reading. Therefore, students can use digital media to restore their interest in reading to have insight and knowledge. The development of digital media and modern information technology today can be a tool to increase interest in reading. Reading interest and culture is far surpassed by the culture of watching television, the internet, and gadgets with various applications in them such as Facebook, Instagram, Path, Twitter, online games, Short Message Service (SMS), BBM, and WhatsApp.

In their research, Aswat et al. (2020) revealed that the digital era requires education stakeholders to continue improving and equalising students' needs according to technological developments. Rustiana (2018), in his research, says that digital Media is in the form of a digital platform that can disseminate information in the form of text, audio, images and video as reading suggestions and communication between one another. Of course, the use of digital media will affect the success of

students in learning. This is to the research conducted by Ningtias and Sujarwo (2021), which revealed that the use of social studies learning on YouTube affects an interest in reading social studies books by 66.2% of students. Surely this should be a concern in the world of education. Living in the era of globalization, the development of gadgets affects students' reading and learning patterns. Learning in the era of globalization requires learning to be carried out remotely. This is to research conducted by Mayasari & Kemal (2020) which said that digital media was used in distance research so that later it would increase students' reading interest in using digital media. From this, we can see that digital media greatly influences students' reading interests. By utilizing digital media, the lecturers hope that students' interest in reading can return and increase compared to before the existence of digital media as it is today.

2. METHODS

The type of research used is a method with a quantitative approach. Quantitative approaches in research are required to use numbers, starting from data collection, interpretation of the data and the appearance of the results. In quantitative research, the theory is used to guide the sea theory in finding research problems, hypotheses, concepts, methodologies, and data analysis tools. With the correlation technique, the writer can find the relationship between variations in one variable and other variations. The magnitude or strength of the relationship is expressed in the form of a correlation coefficient. In research, the correlation coefficient explains the extent to which two or more variables are correlated. In contrast, in generalization research, the correlation coefficient indicates the level of significance of whether the hypothesis is proven or not.

This research was conducted at the University of Muhammadiyah Makassar. The reason the researcher chose this location was to see the level of student interest in reading using digital media. The population is the subject of research. If someone wants to examine all the elements that exist in the research area, then the research is a population study. The population is a generalization population of objects/subjects with certain qualities and characteristics determined by researchers to be studied and then conclusions are drawn. In this study, the population was all students in the religion Faculty of Islamic Education Study Program.

The sampling technique used in this study is accidental sampling, which is a sampling technique based on chance. That is, anyone who coincidentally meets a researcher can be used as a sample if it is deemed that the person who happened to be met is suitable as a data source for 10 days. The reason for using the accidental sampling technique is that this sample easier to do because the sampling is done with anyone who coincidentally meets the author while at the research location and can be used as a sample because it meets the criteria. After all, the author, namely the University of Muhammadiyah Makassar.

The validity test step in this study was carried out by distributing questionnaires to respondents who were not included in the sample but included in the population, to know how far the level of validity of an instrument was, then collecting data from the results of filling the instrument into a table to calculate the correlation coefficient value. The following is the implementation process in the form of a flow chart:

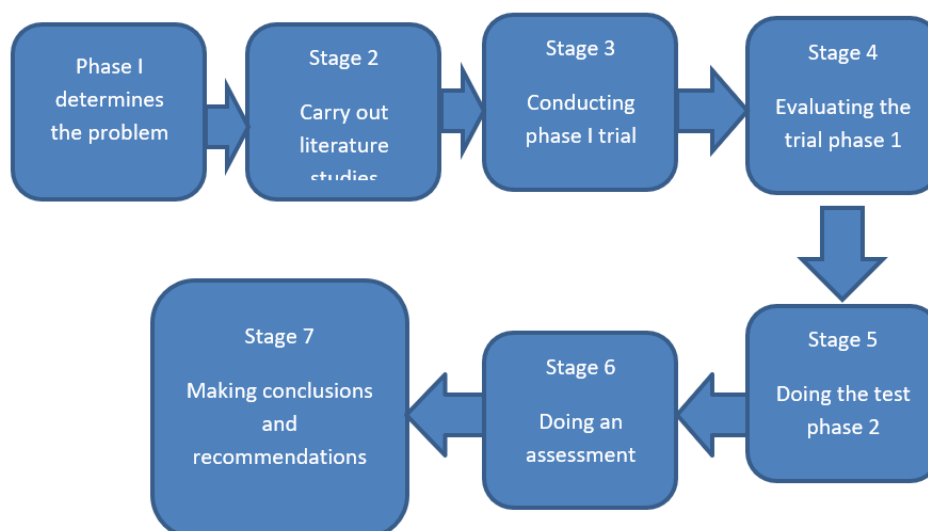


Figure 1: Research Flowchart

3. FINDINGS AND DISCUSSION

Results

Students must own interest in reading in the educational process. Because by reading, students can interact and distinguish the information needed in the world of education. Of course, a student must know the purpose of reading, not just reading. The purpose of reading is to get information and look for the value of the beauty or aesthetic experiences of other life values.

From the results of research interviews among students of the Muhammadiyah University of Makassar, Faculty of Islamic Religion to increase reading interest, it was found that :

"Digital media must of course continue to innovate in the features of providing information sources and book reference sources. As well as the important role of a lecturer towards students in giving assignments that require students to read both in the form of physical and non-physical books. And there is a strict examination by the lecturer."

Another student revealed that:

"To restore students' interest in reading, lecturers must ask students to buy books more often and carry out book reviews and analysis activities. In this way, it will certainly be more effective in returning students' interest in reading. Inevitably they have to force themselves to read the books that have been purchased by reading them in order to understand what will be discussed learning."

It can be concluded that to increase students' reading interest. There must be a collaboration between students and lecturers and the provision of reference books. This is also reinforced by the theory of Haris and Spay (Tidjan: 2001: 16) that the return of student interest in reading can be influenced by two main factors, namely personal and interpersonal. Where this personal factor comes from outside in the form of the availability of books physically and non-physically, as well as references from other sources.

So if it is concluded from these two things, in restoring student interest in reading, there must be good cooperation between several things, both from students and lecturers, as well as the availability of reading sources themselves provided by digital media. The existence of digital Media is quite effective in restoring student interest in reading.

The following are the results of processing related data about students' reading interests through SPSS:

Quantitative Calculation Results (SPSS)

coefficients

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	,696	,998		,697	,494
	Utilization of Digital Media x1	-,241	,136	-1,015	-1,775	,091
	Restore Interest in Reading x2	,471	,173	1,557	2,722	,013

a. Dependent Variable: Student Y

The results of the regression equation can be written as follows: $Y = 696 - 241X_1 + 471X_2$. The regression equation can be explained in detail as follows:

1. Constant Value (a) of 696

This means the use of digital media (X1), returning internships means reading (X2) or constant use of digital media (Y). The value is 696

Utilization of Digital Media (X1) has a regression coefficient value of $b_1 = -241$ Pointing to a negative influence means that if the use of Media is not done correctly, it will reduce students' reading interest by -241.

2. Returning Reading Interest (X2) has a regression coefficient value of $b_2 = 471$ Showing a positive influence on reading interest means that if students use digital media well, they will be able to return student interest in reading (Y), an increase of 471. So the use of digital media (x1) is considered constant.

Based on the test table using the SPSS program in hypothesis testing, the following results are obtained:

- Hypothesis of the effect of using social Media on students
- The significant value for the variable use of digital media (X1) on students (Y) is $0.91 > 0.05$ and the t value is $-1.775 > t$ table 2063. Thus t has once been between the use of digital media and students at the Muhammadiyah University of Makassar.
- The hypothesis returns interest in reading (X2) to students (Y)
- The significant value for the variable returning interest in reading (X20) to students (Y) is $0.13 > 0.05$, and the t count value is $2.722 > t$ table 2063, thus, t has a positive between restoring reading interest with students.

		ANOVA ^a				
Model		Sum of Squares	Df	ANOVA	F	Sig.
1	Regression	11,834	2	5,917	7,649	,003 ^b
	Residual	15,471	20	,774		
	Total	27,304	22			

a. Dependent Variable: Student Y

b. Predictors: (Constant), Returning Reading Interest x2, Digital Media Utilization

x1

Based on the results of the SPSS output test, it can be seen from the ANOVA table above that it is known that the f table count is 7.649 with a significant value (sig) of the x variable together being

0.003. Because the significant value is $0.003 < 0.05$ (5%), it can be concluded that the variable X simultaneously has a significant effect on students.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,658 ^a	,433	,377	,87951

a. Predictor(s): Returning Reading Interest x2, Digital Media Utilization x1

Based on the table above, it is obtained that R is 0.433, meaning that the data shows that the variation in the percentage of the total variable Y (Students) at the University of Muhammadiyah Makassar, Faculty of Islamic Religion, which is explained by the variable x (utilization of digital media and restoring reading interest) together is 377 and is close to one, it can be said to be good because it is close to 1.

So based on the results of the calculations carried out, the use of digital media in restoring student interest in reading has a significant influence. If its use is implemented and used correctly by a student.

Discussion

Digital media in modern times as it is today has an important role in the world of education, especially for a student (Rahmatullah et al., 2022). Digital Media is felt to be very beneficial for students (Watson & Pecchioni, 2011). As we know, an intelligent student can sort and choose sources of information properly and according to what is needed by reading (Alvermann, 2002). However, seeing the current reality regarding student interest in reading, of course, it becomes a slightly serious problem because of students' lack of interest in reading, especially in the Islamic religion faculty.

Based on the results of interviews with students in the use of digital media, the results obtained: many students use digital media to do assignments from course lecturers. The use of digital Media is widely accessed by students, especially Google, because it provides sources of learning materials and sources for reading courses easily as needed. Digital Media provides more book reference sources as well as easy access to them."

This is in accordance with what was stated by Jaiswal (2020) that the use of digital media among students is widely used in the process of completing assignments from lecturers in each course. Every student gets convenience in doing assignments, because of the availability of reference books from extensive sources. The most frequently used social Media is Google (Al-Bahrain, Patel & Sheridan, 2015). As it is known that with the development of the times, humans must also be able to develop a mindset. The mindset can develop, especially in students, namely by continuing to add knowledge and information technology. Smart students will certainly continue to improve their education so that human resources can be managed properly and developed (Churiyah et al., 2020). Of course, to develop all of that, you must have smart students. The intelligence of a student can be seen in how he selects and sorts sources of information.

To select and sort out the right sources of information, students must read (Owens et al., 2002). This statement is also expressed by Castles et al. (2022) in their research which says that by reading a lot, most readers will be able to make better use of social media in developing their knowledge so that their reading interest can be managed properly. If you look at the existing data, it can be seen that the use of digital media among students is widely used in terms of:

a. Completion of Coursework

Completing course assignments given by lecturers greatly influences students to visit digital media in the form of Google more often. Because by visiting social media, students can easily get the materials they need.

b. Search for Sources of Information in the form of News

With digital media, it is easier for a student to obtain news sources both domestically and abroad.

Because digital media has a very wide reach and a faster time of use, it is easily accessible anytime and anywhere.

c. Search for Book Reference Sources in The Provision of Materials

The resources reference source areas used by students to complete assignments because the material will be more abundant and easy to obtain. If you look at the length of time the use of digital media, especially among students, it is very diverse. Students use digital media differently when viewed from the length of use, which ranges from three hours to 12 hours.

We use everything depending on our needs, especially during the pandemic period. Like today's course, everything requires digital media in the lecture process and other things to support the smooth running of lectures and the learning process. Digital media, especially Google and WhatsApp, are the most frequently used. The two digital media are visited the most to look for News and information and exchange information about learning. Digital media in its use is indeed extraordinary in the current era. However, this does not necessarily make us interested in reading in full in the media. Because of the resistance of our eyes to stare at the light screen, both laptops and mobile phones are one of the reasons. So if it is concluded from these two things, in returning students' interest in reading, there must be good cooperation between several things, both from students and lecturers and the availability of reading sources themselves provided by digital media. The existence of digital Media is quite effective in restoring student interest in reading.

4. CONCLUSION

Digital media, in its use has a positive impact on students, especially in providing convenience in the communication process and completing tasks in the lecture process. The use of digital media in its length of use ranges from 3 to 12 hours a day. Then to increase students' reading interest, there must be a collaboration between students and lecturers, as well as the provision of reference books and assignments that require students to read e-books related to their assignments. The existence of digital Media is quite effective in restoring student interest in reading.

Then the results of data processing with quantitative methods with the SPSS formula indicate that the significant value for the variable use of digital media (X1) on students (Y) is $0.91 > 0.05$ and the t value is $-1.775 > t$ table 2063. Thus there is an influence between media utilization. Digital media with students at the Muhammadiyah University of Makassar Shows a positive influence on reading interest, meaning that if students use digital media well, they will be able to restore student interest in reading (Y) an increase of 471. So, the use of digital media (x1) is considered constant. Based on the description above, it can be understood that the use of social Media is very influential in restoring student interest in reading. In this study, researchers have limitations in terms of time and scope of research. This provides an opportunity for other researchers to develop research on reading interests for students in the future.

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