Critical Analysis of the Use of Digital Book in the Literacy Program for Students' Reading Interest

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Abstract Learners at the elementary school level, from low to high levels, do not yet have good reading awareness. The study aims to describe the effect of the existence of digital books on literacy programs. This Literacy Program was launched by the Ministry of Education and Culture with the written regulation of the Minister of Education and Culture Regulation Number 23 of 2015 became known as the School Literacy Movement. Meanwhile, this digital book was used as a learning medium that supports literacy programs, especially digital literacy programs. Critical analysis is used as a method to reveal the effect of digital books on literacy programs. Based on the analysis of this study, the following conclusions were obtained. There are two types of effects from the application of digital books in literacy programs on students' reading interest, namely positive and negative effects. the positive effect is that learners are increasingly interested in learning with digital books, teachers must have extensive knowledge of internet-based learning, students must understand technology, are more environmentally friendly, cheaper, and easier to carry everywhere. The negative effect is that students must have a mobile phone, depending on electricity, students become dependent on quota or Wi-Fi.

Keywords: digital books, literacy programs, critical analysis

1 Introduction

Literacy learning must start from early childhood to get optimal results, which is commonly referred to as early literacy [13]. One of the literacy skills that need to be improved is reading literacy. Reading comprehension has an important role in people's lives. Reading is an important bridge for students who want to have interactive skills to integrate all the information around them.

Reading comprehension has an important role in people's life. Reading becomes an important bridge to the students who want to integrate interactive ability[15]. Reading is an activity that applies some of the abilities to process reading text to understand the content of reading. Therefore, reading can be called an activity to get the information or message delivered in written language [13]. A person can read, not only because of coincidence but also because someone learns and practices to read a text.

The result suggests that reading interest has an important role in reading comprehension. Students who have a high level of reading comprehension can be seen from the intensity of reading [13]. Students who often read will faster to get the essence of text without repetition. They are also easy to find information and knowledge, enhance their achievement, develop their abilities, and make communication both orally and written.

The length or length of time a person knows the ability to read from pre-school education to the last education should make learners love reading more and make this reading ability a daily habit, but this is not a reality in the field. Based on the findings of research conducted by Ruddamayanti[4], many students, especially students at the elementary school level, from low to high levels, do not yet have a good reading awareness. Students will not read books in class or go to the library to just borrow books to read if they are not instructed by the teachers. So it can be said that asking students to read is very low. High-level learners at the elementary school level are more interested in reading books with lots of pictures than lots of writing or text. In addition, learners of this age prefer to listen to teachers or parents to read texts rather than these learners reading alone. Meanwhile, advanced learners prefer to read novels or comics rather than learning material books.

Apart from Ruddamayanti, some studies say that Indonesia is a country that has problems deal dealing with reading interest as revealed by PISA [9]. PISA further said that Indonesia ranks second from bottom out of 61 countries for the level of reading done by students. This is related to mobile phones that are the choice of students to accompany learning rather than reading books by the reason that it is faster to find all sources of information for students who have a lot of time in using mobile phones. Students prefer to use mobile phones to play online or offline games and use them to communicate, but not use them for learning. The students are lazy to read books because in the reading book it takes a longer time to find the information they are looking for by opening from one page to another than from one chapter to another. It is different from mobile phones, the students only need to type in a search engine so that all the information they are looking for is immediately visible and can be enjoyed immediately. This is a very, unfortunately, habit because it is not used for learning. This is what underlies the need to create learning media that uses or is technology-based, so we need an action that makes mobile phones become one of the learning media.

Based on the description of reading awareness which is still low, its effects on the lack of students' ability to understand a text or reading. It is due to the low ability of a person to process and understand information when doing the reading and writing process. This ability is called literacy[2]. So that someone who already can string words well and make other people receive the message he wants to convey both orally and in writing, then that person already has better literacy skills. The reality is that there is still an imbalance between people who have good literacy skills and those who do not have these abilities well.

This is what underlies the development of the School Literacy Movement (GLS) by the Ministry of Education and Culture. GLS is an important part of in breakthrough for developing student competencies, one of which is

to read fifteen minutes of non-lesson books before the lesson begins. This is stated in the Regulation of the Minister of Education and Culture Number 23 of 2015

The term literacy is essentially not enough to mean just reading and writing activities, more than literacy. The reason is it includes the ability to think critically in understanding everything in various fields. Reading and writing are part of the literacy activity itself[6]. In addition, UNESCO also argues that literacy is concerned with the learning process of individuals to achieve goals, develop the knowledge gained, and be able to participate fully in the community and society at large[5]. The Literacy and Numeracy Secretariat (2009) states that literacy can form a critical society and help prepare a person to live in a knowledge society ultimately. Learners are expected to commit to all literacy activities that are not just reading and writing but can think critically and apply noble values in every lesson (reading results, research, and so on).

Even though this literacy can be used as a culture, it means that it becomes a reading habit anywhere and anytime. Besides, people are also happy if they can express what they feel and think in a written way that does not confuse the norms, culture, and religion they follow. Social media is now a place for people to share what they feel and think. Many social media users express themselves without paying attention to cultural and religious norms so they often make other people angry when they read the writings on social media. This has also inspired the emergence of a literacy program or literacy movement in schools (GLS). This literacy movement develops according to the development of an era that is all easy with the advancement of sophisticated technology.

Technology, it i word that cannot be separated from human life in the 21st century. The 21st century is a century that prioritizes ease of activity. Everything that humans do can be facilitated by the existence of technology, both in the form of technology that is difficult to carry, such as the machines used in factories to facilitate the production of goods, to technology that is easy to carry, such as gadgets. This device is easy to carry with several models of various types of applications and specifications. All things in today's gadgets make people feel more comfortable, such as games and other entertainment applications that make human life easier, such as how easy it is for an academic to search for knowledge from the past to the latest without having to go to the library.

Machines and gadgets are technologies that can be seen around humans. This technology brings changes in human life in all fields as said by Ruddamayanti [14]. One of the changes that have been carried away by the convenience brought by technology in the world of education. Today, the world of education cannot be separated from technological advances, such as gadgets. Teachers and students can use comfort and convenience technology in supporting the world of education. The convenience that teachers and students get from technological advances in the world of education is the existence of YouTube. YouTube is a social media that shares videos or moving images in which it is enriched with sound, music, and other supports[10]. Teachers and students can also have or search for online games that can be searched by using Google Chrome, Yahoo or, other search engines. One example of a game that can be used in the learning process is word wall. Learners can enjoy the games found on the word wall to play that supports learning, such as reading comprehension or vocabulary improvement[8]. The effect of the game is being inserted in the learning process helps the learner feel comfortable and understand the material easier[12]. Learners enjoy the learning process more.

In addition, the technology that can be used as a medium for the learning process is digital books or better known as E-book. This type of book is easier for teachers and students to carry. This E-book or digital book is a book that has text and images that are used as a tool to explain easily and concisely in the form of text and images in digital form. The next step is the book can be read through a computer or device owned[8]. When the learner uses the device to read it, the learner can carry it everywhere without being afraid to be burdened by his body in carrying it. In addition, learners in reading digital books can do it anywhere and anytime.

Based on the things that have been revealed, a question arises that requires reflection and answers. The question is as follows:

What is the effect of the existence of digital books on literacy programs on the reading interest of elementary school students?

2 Research Method

The method used to analyze this study is critical analysis. One of the originators of critical analysis theory by prioritizing the use of the five elements theory is Harold D. Lasswell[16]. The explanation of the theory of the five elements is as follows:

2.1. *Who* or Who delivered,

2.2 *Say what* or what is said,

2.3 *in what channel* or through what channel,

2.4 *to whom* or to whom,

2.5 *what effect* or what effect.

The data used to examine this study uses four journals, both domestic, and international journals. The articles uploaded in the domestic journal are *Readiness of Digital Book-Based Learning* by Didik Dwi Prasetya and *Use of Digital Books to Increase Reading Requests* by Ruddamayanti. Two articles uploaded by international journals used are *A Study of the Effects of Digital Learning on Learning Motivation and Learning Outcome* by Ming-Hung Lin, Huang-Cheng Chen, Kuang-Sheng Liu affiliated with Tung-Fang Design Institute, *The Effects of Electronic Books on the Reading Experience of First Grade Students* by St. Ashley Melinis affiliated John Fisher College.

3 Results and Discussion

3.1 Research result

Critical analysis is used to answer the problem formulation in this study. The Critical Analysis is adapted to this study so that it places more emphasis on effects instead of the other four elements. This has the aim of making it easier to understand, the positive and negative effects of digital books on the world of education.

The theory of the five elements is

3.1.1 Who or Who delivered,

This Literacy Program was created and promoted by the Ministry of Education and Culture. This literacy program is known as the School Literacy Movement (GLS). GLS is an effort that involves all school members (teachers, students, parents/guardians) and does not forget the society, because it is part of the education ecosystem[6].

3.1.2 Say what or what is said,

The GLS has three stages that must be carried out in its implementation in schools [5]. These stages consist of habituation, development, and learning. This habituation stage fosters interest in reading before learning for 15 minutes. This is under Permendikbud No. 23 of 2015. Furthermore, the development stage that is usually carried out is to improve literacy skills through activities responding to enrichment books. The last is the learning stage. This stage aims to improve literacy skills in all subjects: through enrichment books and reading strategies in all subjects. The GLS aims to foster enthusiasm for students to have a high interest in reading in all subjects.

3.1.3 In what channel or through what channel,

Channel used to spread this GLS through various media. The first official print media from the Ministry of Education and Culture is the 6th edition of *Jendela* magazine[14]. In addition, the Ministry of Education and Culture is also aggressively publishing the School Literacy Movement or GLS through print media, visual media, and also social media. This is done to make the GLS widely known in all circles that are part of the education ecosystem. The education ecosystem consists of teachers, students, parents/guardians of students, and the community.

3.1.4 to whom or to whom,

The GLS is aimed at all parts of the education ecosystem. GLS is prioritized for teachers and learners who are in direct contact with the program. The teacher as a teacher is a pioneer for this program because it introduces students directly. Learners in this program are a core part of the program. Learners are the part that will be changed to become more well-mannered through cultivating the school ecosystem which is manifested in the School Literacy Movement.

3.1.5 what effect or what effect.

Digital books that are used as learning media can use games or games or the term gamification. Gamification in recent years has developed very quickly and has begun to penetrate various business fields such as web designers and even workers who have something to do with education such as teachers have started using gamification as a medium specifically developed to achieve learning outcomes from learning (Welbers et al., 2019). This gamification can be used on mobile phones and can be made online or offline or both at once. Various kinds of gamification can be used in education such as a multiple-choice quiz app, completing sketches, compiling sentences, etc. The gamification attracts students because, in addition to drawing sketches and attractive colors, it can also make students challenged to get a higher score than their friends.

Digital books can also use images such as comic strips or in the form of animation. This animation can be made by yourself or can be downloaded from the internet. This animation can also attract students' attention to study[3]. Animation is more effective in attracting students' attention to reading and learning than digital books

which only contain text without pictures. Digital books can not only contain animation but can also contain sound, music, highlight text, and narration[16].

Teachers are policymakers in the continuity of the learning process in the classroom. Teachers must think that the best for students in this case is the process of understanding a material. Teachers can use digital books to help development, especially the process of understanding a material[1].

This digital book is helped a lot by the internet. This internet helps so that learning objectives are achieved properly. This can replace the traditional learning process, namely the face-to-face learning process[12]. The technology of handy and portable PDAs and smartphones is getting mature that about everyone has a device in hand.

3.2 Discussion

There are positive and negative things about the existence of digital books in their application in the learning process.

3.2.1 Positive effect

3.2.1.1 Learners are increasingly interested in learning with digital books

Learners in the learning process become very enthusiastic. This can be seen clearly from the attitude of the learner who initially seemed not serious in carrying out the learning process to be more enthusiastic and very much looking forward to the Indonesian language learning process using digital books. So it can be said that the learning process with this digital book is highly anticipated by learners[12]. Learning is not only enthusiastic in the reading process but also in the process of understanding the reading text as well as answering reading comprehension questions. This all happened because the digital book contained interesting online games and was following the basic competencies of learning Indonesian.

3.2.1.2 Teachers must have extensive knowledge of internet-based learning.

The 21st century is a century where the movement of science is developing rapidly because of the technology that follows it. In this century, if someone does not keep up with the times, they will be eroded and left behind by others. As with education, teachers must be technology literate. Teachers must understand that there are many online and offline media available on the internet that can be used to teach in the classroom.

Learning media can be accessed from the internet to develop the learning process so that it is not monotonous and can make students enthusiastic to learn in the learning process both offline and online. Teachers must know the address of internet websites that can assist vt. teachers in providing explanations more easily and acceptable to their students, such as http://librarianmendunia.orga website to read children's E-books for free, legal, in Indonesian and other regional languages. Free Literacy Book Reading Collections for Elementary, Middle, and High School Children are in the form of educational comics that can be accessed at https://komik. Pendidikan.id There are many more useful websites for the world of education, so teachers must be good at it. looking for one that should be tailored to their individual needs.

3.2.1.2 Students must understand technology.

So, not only teachers who have an understanding of technology to help understand. Learners can immediately look for an explanation that is more understandable if the explanation from the teacher is not easy to understand. The knowledge possessed about technology makes students more masters of the following subjects and enjoys the subjects that must be passed

3.2.1.3   More environmentally friendly.

Printed books require paper made from the parts of a tree. This can disrupt the balance of life on this earth. This digital book does not require paper because student responses can be in the form of answers or student work directly collected in the digital book.

3.2.1.4   Cheaper and easier to carry everywhere.

Digital Books are cheaper because users only need to download once but can be used over and over again. In addition, this digital book is very easy to carry everywhere. This digital book can be embedded in a mobile phone which is smaller in size when compared to the size of a material book or ordinary book. It can be said that digital books are lighter than ordinary textbooks.

3.2.2   Negative effects

3.2.2.1   Students must have a mobile phone.

Learners in the 21st century are ready to use digital books on their respective devices. The reason that underlies this statement is that there are no learners in this century who do not have a smartphone. Learners at the elementary school level do not yet have their own devices, but parents lend devices and then supervise the device-based learning process. This supervision needs to be done so that students continue to learn according to the direction of the teacher or teacher, and do not use it to play online games only.

The mobile phone used for this digital book is at least a mobile phone that can already be used to view YouTube and download it. Old model mobile phones cannot be used for digital book-based learning.

3.2.2.2   Depends on electricity

The mobile phone that is embedded in the digital book still requires electricity to support the battery of the mobile phone. The mobile phone battery must be fully charged because if it is not fully charged it will require electricity to make electricity full again.

3.2.2.3   Learners become dependent on quota or Wifi

Digital books can be tailored to the needs of students and teachers. There is a very important thing to note, namely that the digital book is made as an offline book or a mixture of offline and online. Offline digital books mean that teachers and students are only glued to the text and images that are the content of the digit digital book the other hand, digital books that have online features can connect book materials to the internet. The point is, digital books can include online games that can be changed according to the features of the game. What can be ascertained from this is that learners can enjoy learning Indonesian very well because there are games that are challenging but still follow the competence of the learning. The teacher will not lack materials to teach or add enrichment material from the internet. This digital book, which includes online features, makes this digital book user inseparable from Wi-fi and internet quota[14]. This has an impact on the unavoidable need

for an internet quota for the learning process. If you don't have an internet or Wi-fi quota, the learning process can be left behind.

4 Conclusion

Digital books or better known as E-books are learning tools or media that can be used to foster students' enthusiasm for literacy or reading. There are 2 types of effects from the application of digital books in literacy programs on students' reading interest, namely positive and negative effects. the positive effect is that learners are increasingly interested in learning with digital books, teachers must have extensive knowledge of internet-based learning, learners must understand technology, are more environmentally friendly, cheaper, and easier to carry everywhere. The negative effect is that students must have a mobile phone, depending on electricity, students become dependent on quota or Wi-fi

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