Digital Literacy Through Let's Read App to Improve the Reading Interest of Elementary School Students

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Abstract. This study aimed to determined digital literacy through Let's Read application (app) as an innovation to increase students' reading interest and to find out the results of using the let's read app in reading activities in elementary schools. The method used in this study was descriptive qualitative with a case study design. The authors collected data by using observation, interview, and documentation techniques. Data were analyzed by data reduction, data presentation, and conclusion. The validity of the data used by the author was triangulation, namely triangulation of techniques and sources. Let's Read app has features, namely various language choices such as national and international languages, different story categories, reading level features from level 0 to level 5, story type features, daily reading goals feature, and my book feature to view the history of stories that students have read. Reading activities at 2 Sendang Public Elementary School (2SPES) carry out the first stage of the GLS (school literacy movement), namely the habituation stage which lasts for fiften minutes during breaks using Let's Read app. Let's Read app is an attractive digital literacy media for students because it is easy to use, has stunning images, has additional information, and has a variety of stories for elementary school students. Let's Read app is interesting for students because it has several language choices such as national and international discussions, various story categories, reading level features, story type features, daily reading goals and my book features.

Keywords: Application · Digital literacy · Reading interest

1 Introduction

Literacy is an activity related to reading and writing. Reading literacy has a significant role in people's lives, adding insight into all fields [1]. Literacy also makes a person's mind more open to the many opinions expressed through reading.

Literacy problems in Indonesia are still a significant problem. Supported by the statement [2] that the low reading skills of students prove that educational activities in Indonesia have not developed students' reading abilities and interests well. In addition, reading activities have not received full attention from the school or the students.

The results of the PISA study issued in 2018 by the OECD have shown that students' reading abilities in Indonesia achieved an average score of 371. This result is still far from the OECD average score of 487 [3]. This shows that the literacy rate in Indonesia has not increased, which can be compared with data [4] published by Central Connecticut State University in 2016; Indonesia ranks 60th out of 61 countries in terms of literacy ability.

In overcoming this problem, the government issued a policy called the School Literacy Movement (GLS). School Literacy Movement means skills to access, use and understand well through reading, listening, speaking, viewing, and writing activities. One of the most straightforward stages is called the habituation stage, namely growing interested in reading through 15 min as stated in Permendikbud No. 23 of 2015 [5]. This literacy movement has a vital role in building students' reading interests. Not only read it before starting learning for fiften minutes, but students must also include these activities in every lesson [6]. However, this program has not run well. The biggest challenge in implementing digital literacy is the ability of teachers and the lack of digital literacy support facilities that still need to be developed further [7].

Reading not only trains speaking skills but also educates and develops the individual. Reading activities can be used by children to adults [8]. Reading activities require a high willingness of students to do so because it dramatically affects reading activities. One of the factors that can increase interest in reading in students is the role of a complete school library supported by the school. Students' interest in reading will increase when students realize the meaning in everyday life that the benefits of reading are enormous [9].

Technology development makes it easier for users to get information without exception, from children to the elderly. This creates a new term called the digital generation, where all generations make the internet necessary in their daily lives [10].

Especially in the era leading to the 5.0 revolution which requires educators to be familiar with the name of technology, including using digital literacy. Following [8], students must master six, including digital, literacy. The term digital literacy was first put forward by Paul Gilster in his book Digital Literacy [7]. Digital literacy is awareness of using digital facilities in accessing digital resources to acquire new knowledge [11].

Digital literacy can help an educator's work become more practical, effective and fun. This is in line with the statement of [12] argues that a person is said to have digital literacy if he has the ability to complete tasks efficiently in a digital environment which includes being able to interpret media, the ability to read, reproduce images and data through digital manipulation, and be able to evaluate and apply new knowledge obtained from the digital environment.

Digital literacy knowledge is the ability to connect devices to the internet network and install the software used. It is hoped that with digital literacy, children will be more active in interacting with the digital world and be able to analyze every news around them in advance rationally [13].

Let's Read app is a digital application created by Book for Asia that contains children's story material with 5 levels of reading in various languages. [1]. The application has many reading materials in multiple genres and is interesting because it is filled with

illustrations. In addition, the application can also be opened anywhere using a smart-phone. Students are no longer bothered to bring reading books; simply by opening a smartphone, students can get the literacy reading of the desired story. The statement follows [9] In the principle of reading there is reading that is read; it must be story reading books, not textbooks, the atmosphere is built with fun, and readers can attract students' attention.

Illustrated stories also have several benefits, namely giving a feeling of pleasure to the reader, fostering a desire to read, encouraging students to choose the level they like, improving reading skills, and being able to grow students' willingness to read by themselves [14].

The solution to this problem is that educators can use Let's Read app as a medium to help run the literacy movement program and make literacy activities more enjoyable. This statement follows [15] that literacy activities will be more enjoyable using digital literacy by using mobile phones as the medium. According to [16] digital literacy in learning has 4 indicators based on the nature of digital literacy, namely (1) the level of use and application in education. (2) Utilization of digital media. (3) Using supporting digital tools and (4) Finding sources that can be used for learning through websites and various digital media.

The difference between this study and previous studies is that this study describes the implementation of digital literacy through Let's Read app carried out at 2SPES. Previous studies have not discussed the performance of Let's Read app which is applied directly to students. In this study, the implementation is in the form of students doing reading activities using the Let's Read app for fiften minutes at break time. The purpose of this study is the author wants to describe Let's Read app used in reading activities to strengthen students' reading interest. Thus, Let's Read app can help overcome the problems of less interested students. Especially schools that conduct online learning during the pandemic.

2 Method

This study used a descriptive qualitative approach. This study emphasized a process and data analysis with analytical induction which was modified based on the case study. This study used a case study design with a unique value, which lies in the Let's Read app as a digital literacy media provided through reading activities. This study was conducted at 2SPES with the target of teachers and students in grades IV and V.

The object of this study was 2SPES. The subject of this study was focused on teachers and students in grades IV and V. The data of this study were information about the Let's Read app and the implementation of reading using the application. This data was taken from interviews, observations and documentation to obtain in-depth information regarding implementing the Let's Read app in reading activities. The source of the data for this study was taken from resource persons, namely teachers, and grade IV and V students at 2SPES. The data taken was expected to be a reinforcement of the authors' findings.

Data collection techniques used observation, interviews and documentation. Statements were made to determine the process of implementing Let's Read app given during

reading activities and to observe the interactions and attitudes of students when participating in reading activities. Interviews were conducted with the teacher to deepen further information on the topic of study to be studied. The documentation in this study was in the form of a student questionnaire on the use of Let's Read app. The authors observed directly what was happening and honors teachers and students in the application of Let's Read app during reading activities. The aspects observed were as follows:

The validity of the data used by the authors was a triangulation of techniques and triangulation of sources. This aims to see the truth. Source triangulation means testing data from various sources, namely teachers, and fourth and fifth-grade students from which the data will be taken triangulation techniques obtained by observation, interviews, and documentation.

The data analysis technique used in this study was interactive model analysis. According to [17], this model has three components of research: data reduction, data presentation, and conclusions. After the data was collected, the data was processed and analyzed and interpreted. Furthermore, process analysis and analysis of the results of the application of Let's Read app to increase interest in reading was carried out by presenting data, namely describing digital literacy media used in schools, describing the form of carrying out reading activities using Let's Read app, and comparing student interest before and after the application.

3   Result

3.1   Let's Read App as Reading Media

Let's Read app is a digital library application accessed using the internet. This application created by Books for Asia focuses on children's story material delivered more excitingly. Reading materials contain various characters, themes and backgrounds that reflect people's lives. Easy access is provided by this application as a forum to build reading habits in children from an early age.

The application has features that can help students in reading, such as a reading level that the student's reading ability can adjust. Thus, students do not feel burdened with vocabulary that is difficult to understand. The Let's Read app has 6 reading levels from level 0 to level 5. In addition, readings can be read in the desired language such as Indonesian, English, Javanese, and other local and international languages. Students can have extensive reading material because Let's Read app offers various genres or categories, including superhero, critical thinking, science, adventure, animals, art and music, non-fiction, problem solving, nature, mighty girls, health, funny, folktales, family & friendship, and community. The features provided by the Let's Read app can be seen in the Table 1.

Let's Read app can be used by registering first or by not registering. However, when the user registers first, the features obtained would be more. When students want to write, students can use the email from google. Next, students must fill in their preferred name and profile picture from the available options. The registration stage has been completed; students can use the let's read the application to read.

Students can choose the category of stories they want to read first. The description above explains that there are 15 categories that students can choose freely and free of

Table 1. Features in Application Let's read

Language	Category	Reading Level
Bahasa Indonesia	Superhero	Level 0
English	Animals	Level 1
Java	Mighty Girls	Level 2
Sunda	Community	Level 3
Minangkabau	Critical Thinking	Level 4
Toba Batak	Problem Solving	Level 5
Bali, etc.	Health	
	Family & Friendship	
	Science	
	Non-fiction	
	Funny	
	Arts and Music	
	Adventure	
	Nature	
	Folktales	

charge. Furthermore, students can also select a reading level according to their wishes. Reading groups are given up to 6 stories from level 0 to level 5. The students' reading difficulty level is distinguished from level 0 which has one sentence. This level is suitable for reading by grade 1 students who still like to see illustrated pictures rather than narratives. For the next level, the narration will increase by one sentence. From level 4 to level 5, the story features the conversation from the character's point of view. Reports also have more challenging vocabulary than level 0 to level 3.

Let's Read app can also choose the type of story provided such as audio type. Students who choose the audio type can understand the story without reading but listen to the level that will be read like listening to the radio. Unfortunately, because the application is still relatively new, no Indonesian language can be heard via audio. Even so, this application seems to also provide for students with disabilities who want to read because it allows for stories that are equipped with sign language. Sign language is demonstrated through a video that students can see.

Furthermore, there are still activities and alt image types. The type of activities still only contains 1 story entitled "Emma" with a choice of Indonesian. Emma's report focuses more on outdoor activities. While the kind of alt image is slightly more, they total of 24 stories for the selection of Indonesian. The features provided by the Let's Read app can be seen in the Fig. 1.

At the end of each story, the Let's Read app also writes several moral messages that can be learned and additional information that can be used as new insights for students. The stories in Let's Read app partially contain the lives of people with disabilities such
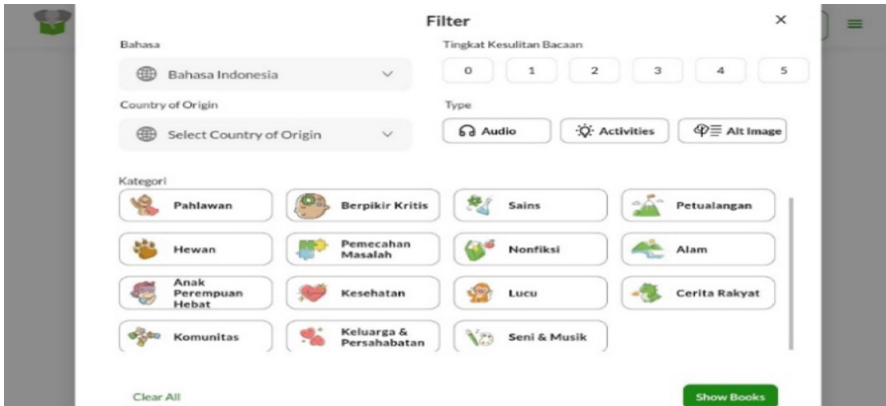
Fig. 1. Features contained in the Let's Read app

as low vision, tetra-amelia syndrome, the use of prostheses, and others. Let's Read app answers the challenge in society's stereotyped attitude towards people with disabilities who always depend on others. Let's Read app stories prove that people with disabilities can stand independently. Additional information on the Let's Read app can be seen in Fig. 2.

Another feature of the Let's Read app is my daily reading destination and books. Each user can set in a day to read how many minutes and at what time. Like an alarm, the application can also remind you when you haven't read that day. This feature can monitor how long students have been reading. This feature is used if the user wants to target reading activities for how long in a day the user reads. The daily reading goals feature in the Let's Read app can be seen in Fig. 3.

The feature of my book is that a collection of stories that students have read will be stored in this feature. Each level will also have a percentage to show whether students have finished reading the story. So, every student who does not complete the report will

Mengenal Lebih Dekat: Low Vision
Kirana dalam cerita ini adalah penyandang disabilitas low vision. Artinya, penglihatan Kirana buram karena ada gangguan di saraf matanya. Saraf matanya tidak bekerja dengan baik sehingga tidak dapat membiaskan cahaya sebagaimana seharusnya. Karena itu, penglihatan Kirana selalu buram. Kondisi ini berbeda dengan mata yang rabun jauh (miopia) atau rabun dekat (hipermetropia) (atau yang sering dikenal awam dengan istilah mata minus dan mata plus).
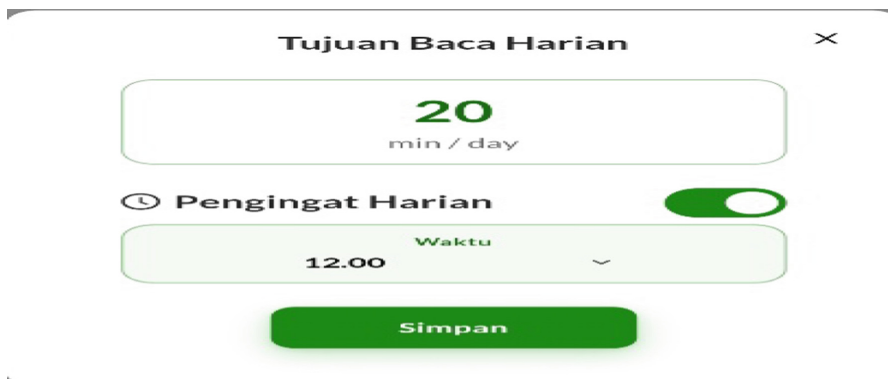
Fig. 2. Additional information in the Let's Read App

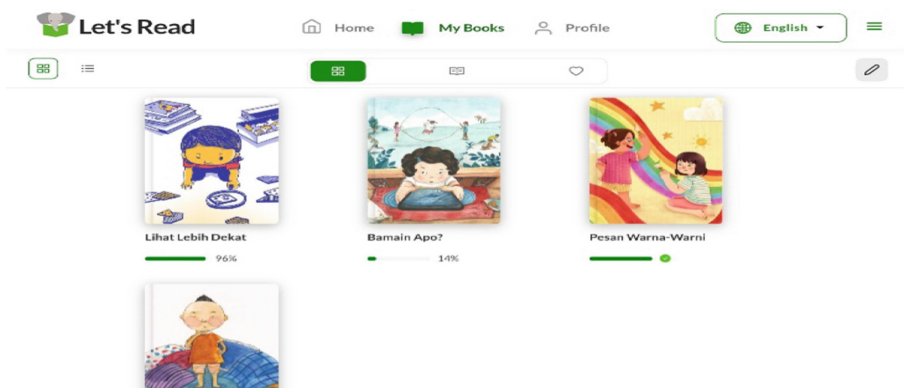**Fig. 3.** Daily Reading Goals Feature in the Let's Read App

Fig. 4. The My Books feature in the Let's Read app

not look 100% at the rate of the story. This feature also helps teachers to monitor students in reading activities. The Fig. 4 is screenshot shows my book feature in the Let's Read app.

When finished reading, the application displays how many minutes students have read and the progress of the target requested by the user. Apart from that, the App also suggests some stories similar to those that have been read. Users can select another level to continue reading without returning to the home page first. The progress of the reading target in the Let's Read app can be seen in Fig. 5.

3.2 Implementation of Digital Literacy Through Let's Read App in Reading Activities

The interview results on October 19, 2022 with a fifth-grade teacher in 2SPES stated that initially, this activity was made for students who are still not fluent in reading. It turned out that the enthusiasm for reading other students was also high because they wanted to read along. The story material was initially only taken from the school library.
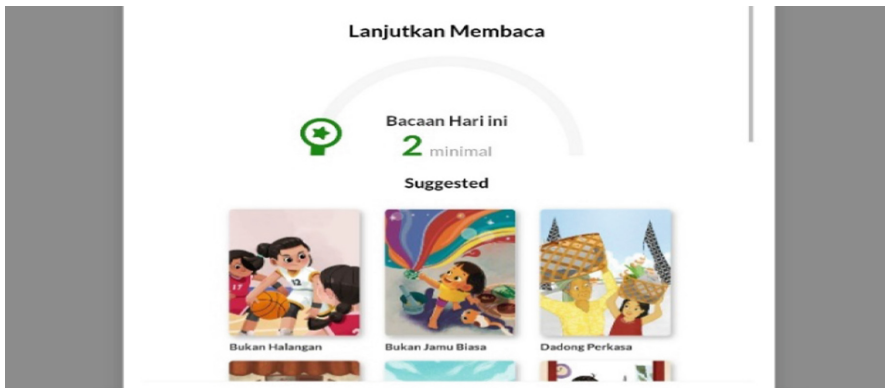
Fig. 5. Reading Target Progress in Let's Read app

The school library provides storybooks such as fables, collections of fairy tales, and other picture storybooks. However, the number of books and the year the book was published are pretty long. The book's story content has many narratives unsuitable for students participating in reading activities. So, as time passes, the students get bored participating in reading activities because the story material is just that. So that,

Application selection lets read as a free media to help literacy activities because the language displayed uses straightforward and explicit language. Thus, students can absorb the essence of the story more quickly and precisely. This is because the story reading material in the library is minimal and requires an inexpensive update. In addition, the let's Read app is also suitable because it does not require ordering time like buying a book. So students can use the application quickly. The complete let's Read app allows students to explore deeper and broader stories that are not in the library.

The results of observations at 2SPES showed that reading activities were carried out twice a week during breaks. Reading activities took place alternately because there were few facilities with a more significant number of students. Students must read simultaneously by grouping them for those who can and those who cannot. For students who cannot, students will be guided by one teacher, and those who are fluent in reading can read it themselves.

The reading activity begins with the students being gathered in front of the teacher's room with a mat laid out as a mat when it is time to enter the break. Students can sit downstairs comfortably and relax. The teacher builds the atmosphere in a relaxed and comfortable way. Thus, when participating in reading guidance activities, students do not mind and participate in activities with pleasure. When the students have gathered, the accompanying teacher comes with story material from the application let's read previously downloaded or printed. Students are given several choices of categories that can be chosen by themselves. Students choose a story reading and read it. For 15 min students are free to read whatever they want. This freedom is expected to enable students to read as much as possible without coercion.

The disadvantages of Let's Read app one of them sign language has not been included in the features provided and must be opened one by one if you want to see if the story

does support sign language. So, it is enough for users to be a little overwhelmed in finding suitable story material for users with disabilities. In addition, the collection of books, especially the choice of Indonesian for the audio type, is still unavailable. This makes Indonesian users who want to listen while reading still cannot use it.

3.3 Students' Reading Interest After Using Let's Read App

According to most students, reading is preferred because it can increase knowledge in acquiring new vocabulary. In addition, students also like reading because it is fun. Students can read stories that have never been read before in a relaxed atmosphere and accompanied by other friends. According to students, reading activities are no longer tedious and tense because students can be accessible in untargeted reading like when reading during learning.

After participating in reading activities using the application, students become happier in waiting to gather for reading activities. This can be seen from the students' faces and willingness to sit together without being asked and join in reading with friends who are not yet fluent. For students who are already fluent in reading, students become more frequent in reading activities. Thus, making students more fluent in reading and wanting to repeat reading stories at home.

Especially when reading activities using the application, students feel they have many stories to read. In addition, students feel that the Let's Read app has a good appearance and is not dull. Another thing that makes students happy with the Let's Read app is that the application can be opened anywhere. So, students can find the most comfortable place around the school to read. In reading the Let's Read app, students find it easy to use because students click the red button on the story they want. However, there are still other students who feel confused about its use. Because the teacher does not let students 100% in reading activities. The teacher is still helping with the let's Read app operation.

Students feel interested in stories that are equipped with illustrations. The story is well illustrated by the illustrator who makes extra points for students to read in the application let's read. In addition, at the end of each level, although not all stories specifically tell stories about persons with disabilities, there will be additional information that students can know.

Each student also becomes more motivated when reading stories in the application let's read because every level has its moral message that the author conveys to the reader. Especially the attitude of gratitude, patience, and sincerity is shown in the stories of people with disabilities who can mix with other normal children without any particular barriers between them. They are told very well to accept the situation and eliminate the public perception that people with disabilities can only cause trouble for others.

Students also feel excited when participating in reading activities because they can't wait to follow reading activities to read new stories immediately. However, students also find it tricky when using the Let's Read app. Several things make it difficult for students because the application has to be read using a cellphone, difficulties when using the let's Read app when going to read, and other reasons the writing from Let's Read app which, according to students, is not big enough. The results of student responses after using the Let's Read app can be seen in Table 2.

Table 2. Students' Reading Interest After Using the Let's Read App

No	Result Description	Data
1.	Students like reading activities because they can increase their knowledge	9 students
2.	Students like reading activities because of obligations	2 students
3.	Students like reading because it is fun	5 students
4.	Students feel happy with reading activities when using the Let's read application because it has many stories	4 students
5.	Students feel happy with reading activities when using the Let's read application because it has a good display	7 students
6.	Students feel happy with reading activities when using the Let's read application because it can be opened anywhere	3 students
7.	Students feel happy with reading activities when using the let's read application because it is easy to use	2 students
8.	Students feel interested in reading stories in the Let's read application because accounts have interesting pictures	7 students
9.	Students feel interested in reading stories in the Let's read application because the application has a variety of stories	7 students
10.	Students feel interested in reading stories in the Let's read application because accounts have additional information	6 students
11.	Students feel interested in reading stories in the Let's read application because accounts have a moral message	5 students
12.	Students feel excited when they are going to do reading activities using the let's read application because they already feel happy with reading activities	7 students
13.	Students feel excited when they are going to do reading activities using the let's read application because they want to take part in reading activities immediately	4 students
14.	Students feel excited when they are going to do reading activities using the Let's read application because they want to read a new story immediately	5 students
15.	Students have difficulty using the Let's read application because they have to open it using a cellphone	6 students
16.	Students have difficulty using the Let's read application because they are still a little confused about how to use it	8 students
17.	Students have difficulty when using the Let's read application because the writing is not large enough	3 students

Based on the data in Table 2, the total number of students is 9 who can choose more than one option. The first criterion relates to the reasons students like reading activities. The student's choices were at most 9 students who decided to like reading because it could increase their knowledge. The second criterion relates to why students feel happy with reading activities using the let's Read app. The student's choices were at most 7 students chose to feel satisfied with reading activities when using the let's Read app

because it had a good display. The third criterion relates to why students feel interested in reading stories in the let's Read app. The student's choices were 7 students who chose to feel interested in reading novels in Let's Read appl because they have interesting pictures and various stories. The fourth criterion relates to the reasons students feel excited when doing reading activities using the let's Read app. The student's choices were at most 7. Students chose to feel excited when they were going to do reading activities using the let's Read app because they were already happy with reading activities. The fifth criterion relates to why students experience difficulties using the let's Read app. The student's choices were 8 students who chose to share the challenges when using Let's Read app because students were still a little confused about how to use it.

3.4 Discussion

Reading activities at 2SPES are related to a government program, namely the School Literacy Movement. Reading activities at 2SPES carry out the first stage of the GLS, namely the habituation stage which lasts for 15 min at break time. School Literacy Movement means skills to access, use and understand well through reading, listening, speaking, viewing, and writing activities. One of the most straightforward stages is called the habituation stage, namely growing interested in reading through 15 min as stated in Permendikbud No. 23 of 2015 (5). This literacy movement has a vital role in building students' reading interests. Teachers must cultivate students' interest in reading because reading is an essential skill for further education [14]. Not only read it before starting the lesson for 15 min but students also have to include these activities in each lesson [6]. This is because the growth of a reading culture is the goal in realizing literate school residents close to books, and accustomed to using reading materials in solving various life problems [1].

Reading activities at 2SPES were initially hampered by reading materials. In line with [15], the cause of reading literacy material is limited reading material in textbooks. Thus, teachers need reading literacy innovations in addition to using reading materials from books. Also shown [18] that the primary capital in fostering children's reading interest is providing attractive reading facilities and arousing their interest. Increasing interest in reading is also a long-term investment whose results can be felt in the future. Even according to [14] that in some developed countries, reading is an activity that cannot be separated from life. Thus, reading activities should be able to use media because students will be more interested in participating in the learning process [19].

According to [20] Students are now faced with the problem of short time but must obtain as much information as possible when reading. Reading activities run for 15 min carried out during breaks. Thus, children become more focused as conveyed by [18] that reading activities must be held at certain hours and in conducive conditions. Even according to the results of a study [21] shows the effects that the percentage of students who can read most chooses about 0–60 min, which means that 15 min is enough for students to do reading activities. Even according to [22] Reading activities are not only done in classrooms and libraries. However, reading activities can also be done at home. According to [18], bringing children closer to getting used to reading is by surrounding children with various types of exciting books in the rooms in the house.

Reading activities are carried out together sitting in a circle using a pedestal in front of the teacher's room. Activities carried out on an open page will make students participate in seeing the actions of other friends who are reading and want to follow them too following [23] that classmates are an external factor that affects students' reading interest. Students interested in reading will invite other friends to participate in reading activities.

In the 4.0 era, educators must use technology to maximize the GLS program and foster a reading culture through digital literacy. Advances in technology make reading activities not have to use printed books. However, it can be connected with the help of technology which is presented attractively in various images, colors, and fonts used for elementary school students. Thus, it can attract students' interest in reading activities [16]. This is also shown [18] that moves to increase children's reading interest can use internet media but need assistance. Digital literacy is quite effective in improving students' reading interests. It can be seen that students are more interested in reading references through the internet because much information can be accessed quickly [24]. In addition, introducing literacy can also develop social and emotional in children [25].

Reading activities must be supported by the school, both through teachers and facilities. Conducive facilities will foster children's curiosity. For example, by providing exciting books in terms of characters and displaying books and pictures (21). One of the teacher innovations that can be done is to combine reading activities using the let's Read app. Let's Read app is a digital library containing children's stories. The mission of the Let's Read app is to preserve the love of reading in children through digitalization, accompanied by the introduction of local wisdom that is included in the story and equipped with the translation of story books into national and international languages [15]. The let's Read app has an attractive appearance for students, completes various types of reading, and makes it easy for students because it can be opened anywhere.

At the end of each story, the application let's read. It also conveys a moral message that contains social and religious values. Let's read the application selection. According to [9], choosing appropriate reading books in elementary schools must contain inspirational messages and statements in various aspects, not patronizing. According to [26] also stories with a moral message make students able to understand the story's content better. Thus, it positively impacts students, such as student character development.

A survey conducted on students at 2SPES showed that the application let's read can make students interested in reading activities. In line with [18] reading interest is a person's desire to read so that desire to read arises. Plus according to [6] mentioning the ultimate goal of social issues let's Read app can make children and their families have a positive impact from reading the let's Read app. For example, a child who enjoys reading will enjoy learning, be successful in school, and reach peak development on time. In addition, students' interest in reading activities has increased because students also prefer reading activities to playing. [22] and [27] also said that students with a firm reading intention would take the time to do reading activities often.

Reading activities using the let's Read app have several advantages. Teachers can save time, save costs, easy, and get the latest story material. According to [8] Digital literacy activities have the benefits of saving time, saving costs, learning faster and more accessible, and quickly obtain the latest information [20]. Also said that nowadays people

use digital literacy to get information quickly. In addition, students also get additional quality story reading material. In line with [28] that digital literacy makes the mindset of school residents more developed and not consumed by untrue issues, and can choose quality information.

4 Conclusion

Reading activities using the let's Read app is an effort made by the school to increase students' reading interest. Reading activities at 2SPES are related to a government program, namely the School Literacy Movement. Reading activities at 2SPES carry out the first stage of the GLS, namely the habituation stage which lasts for 15 min at break time. The implementation of reading activities begins with the students being gathered in front of the teacher's room with a mat as a base. Thus, when participating in reading guidance activities, students do not mind and participate in activities with pleasure. When the students have gathered, the accompanying teacher comes with story material from the let's Read app. Students choose a story reading and read it.

The features of the Let's Read app are that there are several choices of national and international languages, and the story categories also vary from fables, heroes, problem-solving, etc. The reading level feature is also available from levels 0 to 6. The story type feature in the let's Read app can not only be read but can be listened to or used sign language. The daily reading goal is to see the reading target and the My books feature is to view the history of stories that students have read. The benefits of reading activities using Let's Read app can increase students' interest in reading because of the exciting pictures and various stories; students also feel excited when they do reading activities using Let's Read app because they feel happy to participate in reading activities. Students are still a little confused about how to use it.

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