ANALYSIS OF FACTORS CAUSING LOW STUDENT READING INTEREST IN THE DIGITAL ERA AND STRATEGIES TO OVERCOME IT

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Abstract
Interest in reading is a fundamental aspect in students' intellectual and academic development. However, in the digital era, students' interest in reading tends to decline due to various factors, such as increasing distraction from technology, changes in information consumption patterns, and lack of support from the family and school environment. This research aims to analyze the factors that cause students' low interest in reading in the digital era and identify strategies that can be implemented to improve reading habits. The research method used is a literature review by analyzing various academic sources, such as scientific journals, books, and research reports that discuss interest in reading, the impact of digitalization on literacy, as well as innovative approaches to literacy learning. The research results show that the main causes of students' low interest in reading include increased dependence on instant digital content, a lack of literacy culture in the family environment, limited innovation in learning methods at school, and a lack of interesting and varied reading materials. To overcome this problem, several strategies that can be implemented include building a culture of literacy at home, limiting excessive digital distractions, integrating technology in literacy learning, and utilizing gamification and digital reading applications to increase the appeal of reading. By implementing the right strategies and collaboration between families, schools, and wise use of technology, students' interest in reading in the digital era can be increased significantly.
Keywords: Interest in Reading, Digital Era, Literacy, Technology, Learning Strategies

INTRODUCTION

Interest in reading is an important aspect in students' learning and intellectual development. Reading is not just an activity to obtain information, but is also a means of improving critical and analytical thinking skills, as well as enriching insight and imagination. By reading, students can understand various concepts, broaden their perspectives, and improve their communication skills. Strong literacy also contributes to academic success and

students' readiness to face global challenges in the future (Hapinas et al., 2025). Therefore, a high interest in reading is a fundamental factor in building an intelligent and competitive generation.

However, in the current digital era, reading habits have experienced quite significant changes. Technological advances and the widespread use of digital devices have changed the way students access information and enjoy reading. The existence of the internet, social media, and various digital content in audio-visual form makes students more interested in instant and entertaining information compared to reading long texts. These changes have caused a shift in literacy patterns, where reading physical books or long texts has become less desirable than consuming digital content which is faster and more interactive (Yoga et al., 2024).

Even though digital technology provides many conveniences in obtaining information, it also creates its own challenges in the world of literacy. Students tend to experience a decline in their in-depth reading abilities due to being accustomed to accessing information instantly. The habit of reading that used to be done in depth is now often replaced by the habit of skim reading which does not support in-depth understanding of a text (Savira & Abdullah, 2024). This can have an impact on decreasing concentration power, critical thinking abilities, and understanding of more complex reading.

Apart from technological factors, students' low interest in reading is also caused by a lack of motivation from the surrounding environment. The family, as the first environment in forming the habit of reading, often does not provide enough encouragement for their children to love reading. A lack of literacy culture at home, a lack of interesting book collections, and a lack of examples from parents in reading can be factors that hinder the development of students' interest in reading. If children are not accustomed to reading activities from a young age, they will tend to look for other entertainment that is more easily accessible, such as watching videos or playing games (Dewanti & Riady, 2024).

The school environment also plays an important role in forming students' reading habits. However, in some cases, the learning approach in schools still does not support increasing interest in reading. Monotonous learning methods, limited book collections in libraries, and a lack of innovation in literacy learning make students less interested in reading. In fact, if schools are able to create an environment rich in literacy, such as by holding interesting reading programs or using technology creatively, students will be more motivated to read actively (Maryatiningsih & Abduh, 2024).

Apart from that, access to reading materials that are interesting and match students' interests is also one of the main obstacles in increasing interest in reading. Many students consider reading a boring activity because they do not find reading material that suits their interests (Romero et al., 2022). Meanwhile, the reading materials available at school or at home are often less interesting, both in terms of content and presentation format. If reading material is not packaged in an interesting and relevant way to their world, then students will prefer other, more enjoyable activities in the digital world.

Given these various challenges, strategic efforts are needed to increase students' interest in reading again in the digital era. An innovative approach to literacy learning is needed so that reading is no longer considered a boring obligation, but becomes a fun and useful activity. Wise use of technology, use of digital platforms that support literacy, as well as support from families and schools in creating a positive literacy culture can be a solution in increasing students' interest in reading (Wela et al., 2022).

Therefore, this research aims to analyze the factors that cause students' low interest in reading in the digital era and identify strategies that can be implemented to improve reading habits. By understanding the factors that cause low interest in reading, it is hoped that this research can provide appropriate recommendations for educators, parents and policy makers in creating an environment that supports student literacy development.

RESEARCH METHOD

This research uses a literature review method, namely by analyzing various previous studies and relevant academic sources regarding students' low interest in reading in the digital era and strategies for overcoming it. The literature review was carried out by searching scientific journals, books, research reports, and academic articles that discuss factors that influence students' reading habits, the impact of the digital era on literacy, and approaches that can be applied to increase reading interest. This approach aims to identify patterns, main findings, and recommendations from previous research in order to gain a deeper understanding of the problem being studied.

In the analysis process, the data collected will be categorized based on main themes, such as factors causing low interest in reading, the impact of the digital era on literacy, as well as effective strategies that have been implemented in various educational contexts. The academic sources used will

be selected based on their validity and relevance to the research topic to ensure that the study results have a strong basis and can be trusted. With this approach, research is expected to provide a comprehensive picture of the causes of students' low interest in reading as well as solutions that can be implemented to improve literacy culture in the digital era (Earley, M.A. 2014; Snyder, H. 2019).

RESULT AND DISCUSSION
The Role of Schools in Increasing Interest in Reading

Schools have a very important role in forming students' reading habits. As a formal educational institution, schools not only function as places for the transfer of knowledge, but also as environments that can foster a culture of literacy. With technological developments in the digital era, schools are required to be more innovative in increasing students' reading interest so that they remain interested in reading even though they are faced with various digital distractions. Therefore, the right strategy needs to be implemented so that students' interest in reading can develop optimally (Hasanah & Ningsih, 2023).

One way that schools can do this is by integrating technology into literacy learning methods. The appropriate use of technology can make the reading process more interesting and interactive for students. For example, schools can utilize digital reading applications, e-books, or educational platforms that provide reading materials with a more attractive and interactive display (Wirdiyana et al., 2024). With technology, students can access various reading materials anytime and anywhere, so they have more opportunities to read.

Apart from that, technology-based literacy learning methods can also be applied through the use of multimedia, such as learning videos, audiobooks and digital comics. Some students may not be interested in reading long texts, but with a variety of media, they can be more motivated to understand the content of the reading in a more enjoyable way. Schools can take advantage of digital libraries that provide various reading formats so that students can choose according to their preferences (Pangriptaningrum & Hermanto, 2022).

Apart from integrating technology, providing interesting and varied reading materials is also an important factor in increasing students' interest in reading. Schools need to ensure that the available reading collections match students' interests and needs. It not only provides academic books, but also popular reading such as youth novels, illustrated stories, educational

magazines, and books with themes that are relevant to students' lives (Deswalantri et al., 2023). That way, students will be more encouraged to read because they feel the reading material suits their interests.

In this case, the school library must play an active role as an attractive literacy center for students. Not only does it provide a complete book collection, libraries also need to carry out various activities to attract students' interest in reading, such as holding group reading sessions, book review competitions, or literacy discussions. By providing interesting activities, students will see reading as a fun activity and not just an academic obligation (Sasfitri, 2023).

Apart from providing interesting reading materials, schools can also collaborate with various parties to increase students' access to a wider range of reading materials. For example, schools can collaborate with publishers, regional libraries, or digital platforms that provide free or low-cost access to various book collections. With easy access to a variety of reading materials, students will be more encouraged to make reading a part of their daily life (Yonanda & Choiriyah, 2024).

By optimizing the use of technology and providing interesting and varied reading materials, schools can create an environment that supports the development of students' interest in reading. An innovative and sustainable approach is needed so that the habit of reading can continue to be instilled in students, even in the midst of a digital era full of distractions (Sabriana et al., 2024). If schools succeed in building a strong literacy culture, students will have good reading habits, which will ultimately improve their literacy skills and academic achievement.

Family Strategies for Encouraging Reading Habits

The family has a major role in forming children's reading habits from an early age. Parents as the first educators in a child's life can create an environment that supports literacy. The culture of reading that is instilled from childhood will shape children's mindset that reading is a fun and useful activity (Sutrisno, 2023). Therefore, building a culture of literacy at home is the main strategy that every family needs to implement so that children have good reading habits.

One way to build a culture of literacy at home is to provide a variety of reading materials that are easily accessible to children. Parents can fill the house with books that suit their children's age and interests, such as picture story books, children's encyclopedias, or educational comics. With interesting

reading material, children will be more interested in reading rather than spending time with gadgets or watching television (Syafira & Dafit, 2022). Apart from that, parents can also invite their children to visit the library or bookstore to increase their enthusiasm for the world of literacy.

Apart from providing reading materials, parents also need to provide real examples of reading. Children tend to imitate their parents' habits, so if they see their parents like reading, they will also be encouraged to do the same (Khasanah & Setyowati, 2024). Therefore, it is important for parents to spend time reading in front of their children, be it reading books, magazines or articles. By presenting the habit of reading as part of their daily routine, it will be easier for children to adopt this habit.

Apart from building a culture of literacy, families also need to reduce excessive digital distractions. Uncontrolled use of gadgets can be a major obstacle in improving children's reading habits. Many children are more interested in spending time playing games, watching videos, or surfing social media than reading books (Boja & Achim, 2022). Therefore, parents need to apply balanced rules regarding the use of gadgets so that children still have time to read.

One strategy that can be implemented is to create a reading schedule together without the distraction of technology. Parents can set a special time each day where the whole family reads together, for example before bed or after dinner. During this time, all digital devices such as televisions, smartphones and tablets can be disabled so that children can focus on enjoying the books they are reading (Prihartini et al., 2023). In this way, children will get used to seeing reading as part of their daily activities.

Apart from that, parents can also use technology wisely to support reading habits. Instead of prohibiting the use of gadgets completely, parents can direct their children to use educational digital reading applications, such as interactive e-books or audiobooks (Bachtiar & Abidin, 2023). In this way, children can still make positive use of technology without losing the opportunity to develop their interest in reading.

By building a culture of literacy at home and reducing excessive digital distractions, families can create an environment that is conducive to the development of children's interest in reading. The role of parents as literacy companions is very important in ensuring that children not only see reading as a school assignment, but also as a fun and useful activity (Temirkulovna & Qizi, 2022). If this strategy is applied consistently, children will grow into individuals

who have strong reading habits, which will ultimately have a positive impact on their academic and intellectual development.

Utilization of Technology as a Means of Increasing Interest in Reading

In the digital era, technology can be used as an effective tool to increase students' reading interest. Rather than being considered a barrier, technology can actually be an interesting means for developing reading habits, especially for the younger generation who are more familiar with digital devices (Makhroji et al., 2023). With the right approach, technology can make reading a more interactive and enjoyable activity, so that students are more motivated to do it regularly.

One way to use technology to increase interest in reading is by using digital applications and platforms that provide various interactive reading materials. Nowadays, there are many e-book applications, digital libraries, and learning platforms that offer various book collections in attractive formats. Some applications even provide features such as word search, audio-narration, and interactive illustrations that can help students understand reading content more easily (Sumiati et al., 2022). With these features, reading becomes more interesting and no longer feels boring.

Apart from that, digital platforms also allow wider access to reading materials from various sources. Students can access thousands of books, articles, journals and stories from various genres with just a few clicks. With this more flexible access, they are no longer limited to physical books available in the school or home library. This ease of access can increase students' motivation to explore more reading that suits their interests (Sunyianto et al., 2024).

Apart from using digital reading applications, the concept of gamification can also be applied in literacy learning to increase students' interest in reading. Gamification is an approach that integrates game elements into the learning process, including reading activities. Examples of applying gamification in literacy are a points and reward system for students who successfully complete certain books, interactive quizzes after reading, or reading competitions packaged in a fun way (Arafik et al., 2022).

Some digital reading applications have even implemented gamification in their features, such as providing badges or achievement levels for users who read diligently. This competitive element can be additional motivation for students to continue reading and complete the challenges given

(Yemmardotillah et al., 2022). With this approach, reading is no longer seen as a boring task, but as a challenging and exciting experience.

Apart from that, the use of technology in literacy learning can also be done through the use of social media and blogs to write and share book reviews. Students can be given the assignment to write a summary or review of the book they read, then share it on a digital platform such as a class blog or online discussion forum (Faizah et al., 2022). In this way, students not only read but also practice processing information and putting it in written form, which can ultimately improve their overall literacy skills.

By using interactive digital applications and platforms and implementing gamification in literacy learning, students' reading interest can be increased effectively. Technology that was previously considered a distraction can now become a tool that supports literacy development, as long as it is used in the right way (Indrayani & Hidayati, 2023). With innovative and creative strategies, reading can become a more interesting activity for students, so that they can develop sustainable reading habits in this digital era.

CONCLUSION

The low interest in reading among students in the digital era is caused by various factors, such as increasing distraction from technological devices, changes in information consumption patterns that are faster and more instantaneous, and a lack of support from the family and school environment in building a literacy culture. Ease of access to more visually interesting digital content, such as videos and social media, also means students tend to avoid reading long texts. Apart from that, the lack of reading materials that suit students' interests and less innovative literacy learning methods also worsen this condition.

To increase students' interest in reading, various strategies need to be implemented simultaneously by families, schools, and by using technology wisely. Families can build a culture of literacy at home by providing interesting reading materials and limiting excessive digital distractions. Schools can integrate technology in literacy learning and provide a varied reading collection. Apart from that, the use of technology such as digital reading applications and gamification in learning can make reading activities more interactive and fun for students. With the right strategy, it is hoped that students' interest in reading can increase and become a sustainable habit, so that they can develop strong literacy skills in this digital era.

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