THE INFLUENCE OF DIGITAL LITERACY CULTURE AND INTEREST IN READING ON SOCIOLOGY LEARNING ACHIEVEMENT

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Abstract

The accelerated progress in information and communication technology has fundamentally altered the frameworks and interpretations of literacy, broadening its dimensions to include complex social constructs. An individual's inherent enthusiasm for reading emerges as a crucial and foundational component in mastering sociological concepts. This study adopts a survey-based approach, utilizing correlational analysis to explore the relationships between various elements. The variables under investigation comprise one dependent variable, learning achievement (Y), alongside two independent variables: digital literacy culture (X1) and intrinsic reading interest (X2). This can be seen from the significance testing of the regression coefficient conducted with the SPSS program, obtained a value of Sig. 0.000 (Sig. 0.05) and Fcount 25.337 which means that there is a positive influence of the independent variables X1 (Digital Literacy Culture) and X2 (Reading Interest) together on the dependent variable Y (Sociology Learning Achievement). It is concluded: 1) There is a significant influence of digital literacy culture and reading interest together on the sociology learning achievement of public high school students in East Jakarta II. This is evidenced by the acquisition of Sig. 0.000 0.05 and Fcount 25.337; 2) There is a significant influence of digital literacy culture on the sociology learning achievement of public high school students in East Jakarta II. This is evidenced by the acquisition of Sig. 0.001 0.05 and tcount 3.428; 3) There is a significant influence of reading interest on the sociology learning achievement of public high school students in East Jakarta II. This is evidenced by the acquisition of Sig. 0.001 0.05 and tcount 3.500.

Keywords: Digital Literacy; Interest in Reading; Learning Achievement

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INTRODUCTION

The School Literacy Initiative represents an educational effort aimed at fostering literacy within the school community by actively engaging students, teachers, administrative staff, and parents. This program focuses on showcasing exemplary literacy practices while cultivating a deeply ingrained culture of reading and writing across the entire school environment. The initiative seeks to embed literacy as a foundational aspect of daily activities, ensuring that all members of the school community contribute to and benefit from this enriched literacy culture (Yulinda & Fernandes, 2019). The primary

objective of the School Literacy Movement is to transform schools into learning institutions deeply rooted in a culture of literacy. This initiative aims to develop school communities that are proficient not only in reading and writing but also in numeracy, scientific literacy, digital competence, financial literacy, and cultural awareness. Its implementation is strategically focused on fostering literacy across the entire school ecosystem, particularly targeting students, educators, and staff within both primary and secondary education levels. Through this, the movement seeks to nurture well-rounded, literate individuals capable of navigating various domains of knowledge and practical skills.

Literacy refers to an individual's capacity to interpret and engage with information through reading and writing, enabling them to access and critically evaluate a diverse array of knowledge and experiences. It involves the ability to comprehend, analyze, and synthesize information across various forms of communication, fostering deeper understanding and intellectual engagement (Bawden, 2020). The foundation of literacy culture begins at the individual level with young children, nurtured by the reading and writing traditions established within the family. In the broader context of cultivating literacy within society, the family serves as the fundamental unit responsible for fostering literacy skills in children at home. To effectively instill a literacy culture, it should be made enjoyable and engaging, enabling children to develop critical thinking, communication skills, creativity, and the ability to collaborate in problem-solving. Moreover, a strong literacy culture contributes to shaping a child's character and fostering empathy, promoting both intellectual and emotional growth.

The swift evolution of information and communication technology has reshaped the analogy and understanding of literacy, expanding it into a more encompassing social construct. As we enter the era of the Industrial Revolution 5.0, particularly within the educational landscape, schools, educators, and students find themselves immersed in a highly advanced digital environment. This technological progression not only transforms how literacy is perceived but also redefines the way learning is conducted, emphasizing the integration of digital tools and platforms in the educational process. In this context, the presence and influence of teachers in mastering digital literacy are of utmost importance. Cultivating a literacy-rich environment can play a key role in advancing a nation's educational progress. Engaging in literacy initiatives is essential, as the educational standards of a country often serve as a reflection of its overall development and societal well-being. Therefore, fostering literacy practices within education systems becomes a vital component in elevating a nation's quality and growth (Salam, 2021). A lack of proficiency in information technology undoubtedly poses risks to society. As such, it is crucial for schools particularly students and educators to develop strong digital literacy skills to enhance the learning experience. The world is undergoing rapid transformations, especially in the realm of digital technology, with internet-based platforms emerging as some of the most advanced and influential tools in this landscape. Acquiring digital competencies is no longer optional but essential for adapting to these technological shifts and improving the overall quality of education (Hanelahi & Atmaja, 2020). Considering the current trends, it is evident that digital literacy presents a compelling subject for research. The goal of such studies is to assess the literacy capabilities of individuals, groups, or communities in relation to ongoing technological advancements. In today's era, digital literacy has become a critical necessity, as it offers accessibility and convenience, allowing people to engage with information and technology effortlessly, regardless of time or location. As technology continues to evolve, the demand for digital literacy skills grows increasingly vital for society's adaptation and progress. As a strong and progressive nation, it is essential for us to cultivate a literacy culture as a foundation for acquiring 21st-century life skills. This development must be achieved through a comprehensive and holistic approach to education

that integrates efforts from families, schools, and the wider community. By fostering literacy at every level of society, we can equip individuals with the critical thinking and problem-solving abilities necessary to thrive in the modern world (Hidayah & Arifin, 2024.).

KBBI (2022) interest is described as a strong inclination or enthusiasm for something, signifying passion or desire. Meanwhile, reading is defined by the same source as the act of observing and comprehending the meaning of written text, whether done aloud or silently. Djuanda (Witri, 2022) argues that reading encompasses both a process and an outcome in the comprehension of written language. From this perspective, it can be inferred that reading interest refers to a strong inclination toward engaging with and grasping the meaning of written content. When students possess an intrinsic motivation to read, it serves as a valuable foundation for their learning experience, particularly in subjects like sociology, where critical understanding is key. In practice, the teaching of sociology is often perceived as monotonous and uninspiring by students, who tend to show little interest in the subject. It is frequently viewed as a discipline that merely presents existing facts without engaging students actively. This lack of enthusiasm, combined with low literacy levels, leads to limited understanding and minimal knowledge of sociology among students, hindering their ability to fully grasp the subject's depth and relevance.

METHODS

This study adopts a survey approach, employing correlational analysis techniques to examine the relationships between the variables. The dependent variable in this research is learning achievement (Y), while the independent variables consist of digital literacy culture (X_1) and reading interest (X_2). The investigation aims to assess the influence of these two independent variables digital literacy culture (X_1) and reading interest (X_2) on students' academic performance in sociology (Y), seeking to understand how these elements impact learning outcomes in the subject.

According to Sugiyono (2020), in both quantitative and qualitative research methods, the term "population" refers to a generalized group comprising objects or subjects that share specific attributes and characteristics as defined by the researcher. This population serves as the focus for investigation and from which conclusions are drawn (Arikunto, 2020) states that When the number of subjects is fewer than 100, it is advisable to include the entire group, thereby transforming the study into population research. In cases where the subject pool is extensive, a sample size of 10-15% or 20-25% can be selected, or even a larger proportion if necessary. For this study, the population consisted of Class XI students from SMA Negeri 88 Jakarta, SMA Negeri 98 Jakarta, and SMA Negeri 106 Jakarta, totaling 858 individuals. Sugiyono (2020) states that A sample represents a subset of a population characterized by specific traits or conditions that are subject to investigation. In quantitative research, samples consist of subjects deemed to be representative of the broader population, commonly referred to as research respondents.

The sampling method employed in this study involved selecting 89 students from a total population of 792 individuals. The participants were drawn from various classes at SMA Negeri 88 Jakarta, SMA Negeri 98 Jakarta, and SMA Negeri 106 Jakarta. The data collection methods included observation, interviews, and documentation. To assess the validity of the research instruments, a validity test was conducted using the point biserial correlation coefficient formula.

RESULTS & DISCUSSION

Results

Table 1.

Calculation Results of Significance Testing of Regression Coefficient of Variable X_1 and X_2 on Y

ANOVA					
Model	**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
Regression	4393,803	2	2196,902	25,337	000
Residuals	7456,758	86	86,706		
Total	11850,562	88			

Table 2.

Calculation Results of Multiple Regression Equation of Variable X_1 and X_2 on Y

Model	**Unstandardized Coefficients**	**Std. Error**	**Standardized Coefficients Beta**	**t**	**Sig.**
(Constant)	,576	9,934		-,0583	,954
Culture Digital Literacy	466	,136	,345	,428	,001
Learning Motivation	507	,145	,352	3,500	,001

1. The effect of digital literacy culture (X_1) and interest in reading (X_2) together on Indonesian sociology learning achievement (Y)
   Hypothesis tested:
   H0: $\beta y1 = \beta y2 = 0$
   H1: $\beta y1 \neq 0$ and $\beta y2 \neq 0$

   Meaning:
   H0 : There is no effect of digital literacy culture and students' interest in reading together on Indonesian sociology learning achievement.
   H1 : There is an influence of digital literacy culture and students' interest in reading together on Indonesian sociology learning achievement.

   According to the data in table 1, it can be concluded that both digital literacy culture and students' reading interest jointly have a significant impact on Indonesian sociology academic performance. This conclusion is supported by the statistical values, with a significance level (Sig.) of 0.000, which is less than 0.05, and an F-value of 25.337.
   The multiple regression equation is represented as $Y = -0.576 + 0.466\,X1 + 0.507\,X_2$. This implies that for each unit increase in the digital literacy culture variable (X_1) and students' reading interest (X_2), there is a contribution of 46.6% from X1 and 50.7% from X_2 to the Indonesian sociology learning achievement variable. From table it can also explain that together the variables of digital literacy culture and reading interest contribute 37.1% to the learning achievement variable of Indonesian sociology. The remaining 62.9% is influenced by other factors.

2. The impact of digital literacy culture (X_1) on academic performance in Indonesian sociology (Y)
   Hypothesis being tested:
   H0: $\beta y1 = 0$
   H1: $\beta y1 \neq 0$

   Meaning:
   H0 : The impact of digital literacy culture on academic achievement in Indonesian sociology is found to be insignificant.
   H1 : Digital literacy culture exerts a notable influence on academic performance in Indonesian sociology.

   Referring to the data in table 2, it can be concluded that digital literacy culture has a significant impact on the learning outcomes in Indonesian sociology. This is substantiated by a significance value (Sig.) of 0.001, which is less than 0.05, and a t-value of 3.428. The contribution of the digital literacy culture variable to Indonesian sociology academic performance can be represented by the following formula:
   KD = Value of $\beta x1y$ x Its Pascal Correlation Value ($rx1y$) x 100%
   KD = 0.345 x 0.347 x 100% = 11.97%

   Based on the calculated data, it can be concluded that the influence of digital literacy culture contributes 11.97% towards enhancing academic performance in Indonesian sociology.

3. The effect of students' interest in reading (X_2) on Indonesian sociology learning achievement (Y)
   Hypothesis tested:
   H0: $\beta y2 = 0$
   H1: $\beta y2 \neq 0$

   Meaning:
   H0 : The analysis reveals that students' interest in reading does not have any measurable impact on their academic performance in Indonesian sociology.
   H1 : The findings indicate that students' interest in reading has a significant influence on their academic achievement in Indonesian sociology.

   Based on the data in table 2, it can be concluded that students' reading interest significantly impacts their academic achievement in Indonesian Sociology. This is demonstrated by the statistical results, showing a significance value (Sig.) of 0.001, which is less than the threshold of 0.05, along with a t-value of 3.500, indicating a strong correlation.
   The extent to which students' attitudes contribute to their comprehension of chemical concepts can be represented through the following formula:
   KD = $\beta x2y$ value x pascal correlation value ($rx2y$) x 100%
   KD = 0.352 x 0.353 x 100% = 12.43%

   Based on the calculations presented, it can be concluded that students' reading interest contributes 12.43% to the enhancement of their academic performance in Indonesian Sociology.

Discussion

1. The Effect of Digital Literacy Culture (X_1) and Students' Reading Interest (X_2) Together on Indonesian Sociology Learning Achievement (Y).

     The findings of the aforementioned research suggest that the culture of digital literacy, coupled with students' interest in reading, has a notable impact on their academic performance, particularly in Indonesian sociology for class XI students in public high schools in East Jakarta. This conclusion is supported by the significance testing of the regression coefficient, which was anallyzed using the SPSS 20.0 software. Sig. = 0.000 (Sig. <0.05) and F count = 25.337 which means that there is a positive influence of the independent variables X1 (Digital Cultural Literacy) and X2 (Reading Interest) together on the dependent variable Y (Indonesian Sociology Learning Achievement).

     One approach to cultivating individuals who are both capable and high-performing is ensuring that students attain strong academic achievements. Academic achievement serves as a measure of the progress students have made after engaging in the educational process. It functions as an indicator of the effectiveness and success of the teaching and learning activities they have undergone. Broadly speaking, the factors influencing students' academic performance can be categorized into two main groups: internal and external factors. Internal factors encompass both physical and psychological elements. Physical aspects include bodily health and physical development, as well as levels of faltigue. Psychological factors, on the other hand, involve talents, interests, intelectual capacity, motivation, cognitive skills, and overall academic accomplishment. External influences can be classified into severall environments, such as natural, familial, school, and societal. The family environment includes dynamics among family members, the overall atmosphere at home, economic stability, and the level of parental support and understanding. In the school environment, factors such as teaching strategies, educational resources, curriculum design, and the relalionships between teachers and students, as well as peer interactions, play a crucial role. Lastly, the societal environment involves the peer groups students associate with and the broader social structure in which they live. One of the external factors influencing academic performance is the use of learning media. Learning media serves as an essential tool within the educational process, aiding in the facilitation and attainment of specific learning objectives. Various forms of learning media are available for students, with digital literacy being a prominent example. These tools enhance the teaching and learning experience, making it more accessible and effective.

     We are now living in a time where nearly every facet of life, including education, is heavily reliant on digital platforms, marking the beginning of what can be termed the digital era. In this environment, it is crucial for each learner to develop a solid foundation in digital literacy. According to Bawden (2020), digital literacy encompasses the capacity to effectively and efficienty navigate technology and digital information across multiple contexts, particularly within academic settings. This skillset has become indispensable for success in today's increasingly digital word. According to Balwden's perspective, digital literacy primarily involves the technical abilities required to access, compile, comprehend, and distribute information. It emphalsizes the practical skills necessary for effectively managing digital resources and utilizing them to gather and share knowledge. Meanwhile, according to Lalwallaltal (2020) Digital literacy refers to an individual's proficiency in using information and communication technologies to search for, assess, generate, and convey information. This requires both cognitive and technical skills. It involves the applicaltion of functional competencies with digital

media, enabling a person to effectively locate and choose pertinent information, critically evaluate its content, think creatively, collaborate with others, and communicate efficiently. Moreover, digital literacy also emphasizes maintaining awareness of electronic security and considering the evolving socio-cultural dynamics within the broader community.

Within the realm of education, cultivating a strong digital literacy culture is essential for enhancing students' understanding of various subjects. It stimulates curiosity and creativity, thereby contributing to improved academic performance. Schools today are progressively urged to integrate information and communication technology across all areas of study. In this digital age, students, as primary consumers of information, benefit greatly from the incorporation of technology in the learning environment, which equips them with the skills necessary to engage with and explore diverse sources of knowledge. The information students require is no longer confined to traditional printed media. The internet offers a wide array of resources in digital formats, providing learners with alternative ways to access knowledge. With the advancement of the internet and digital technologies, accomplishing tasks has become far more efficient, streamlining the learning process and enabling quicker access to relevant information. This phenomenon gives rise to scientific reference sources that are available in digital form and can be accessed to obtain various information that is useful for improving learning in schools. This, of course, will foster more curiosity in students, creating motivation for them to learn from within themselves and study harder (Praltiwi, 2017).

Reading interest refers to the inclination toward engaging with written material, driven by curiosity and a desire to learn, understand, and explore a subject through active involvement. This deep-seated interest in reading plays a crucial role in the learning process, as it enhances a student's willingness to engage with educational content. In the context of school education, fostering reading interest is essential, given that not all teaching methods naturally capture students' attention or contribute to improved academic performance. Without a genuine desire to read, students are unlikely to fully participate in learning activities, which can hinder their overall academic progress. Fundamentally, reading interest is the conscious motivation that stimulates, guides, and sustains an individual's actions, prompting them to pursue specific tasks in order to achieve desired outcomes or goals. It serves as a mental impetus that influences and shapes human behavior, particularly in the context of learning. When students possess a strong interest in reading, they are more likely to engage in their studies with greater determination, persistence, and focus, maintaining full concentration throughout the learning process. Cultivating and fostering this intrinsic desire to read is a crucial aspect of educational efforts within schools, as it significantly enhances the effectiveness of learning. Students' interest in reading is a crucial factor in enhancing their academic achievement in various subjects, particularly in Indonesian sociology. Sociology is often perceived as a dull subject, as it deals with historical events, making it less engaging for some students. However, those who exhibit a strong passion for reading are more likely to achieve better academic outcomes. The greater the interest in reading, the more effort and dedication students tend to invest in their studies, leading to higher academic success, especially in subjects like Indonesian sociology. This correlation suggests that an increase in reading interest directly influences improved performance.

Based on the theoretical discussion above, it can be inferred that a strong digital literacy culture among students is likely to foster a greater interest in reading, motivating them to delve deeper into their studies, particularly in subjects like sociology. This

heightened interest and engagement with the material are expected to contribute to improved academic performance, especially in Indonesian sociology courses.

2. The Effect of Digital Literacy Culture (X_1) on Indonesian Sociology Learning Achievement (Y)

The results of the hypothesis test reveal a significance value of Sig. = 0.001 (Sig. < 0.05) and a t-value of 3.428, indicating a substantial effect of the independent variable X1 (Digital Literacy Culture) on the dependent variable Y (Indonesian Sociology Learning Achievement). This confirms a significant relationship between digital literacy culture and students' academic performance in sociology.

Since 2016, the government, through the Ministry of Education and Culture, has amplified the National Literacy Movement (GLN) as part of the enactment of Ministerial Regulation No. 23/2015, which emphasizes the cultivation of character education. To oversee this initiative, the Ministry formed a National Literacy Movement task force responsible for coordinating various literacy activities across different departments. One specific branch of this movement is Digital Literacy, which aims to empower learners to effectively access and use information from a variety of sources, including the internet, to enhance their learning experiences.

Today's generation is expected to possess strong digital literacy skills. Digital literacy encompasses an individual's ability to effectively navigate and utilize digital media. It is defined as the capability to comprehend and engage with information in diverse formats, sourced from a broad range of platforms accessed via digital devices. Mastery of digital literacy offers numerous advantages for learners, enabling them to stay informed about both academic and non-academic developments through access to up-to-date information. Advancements in technology have significantly impacted Indonesia's education sector, providing students with more efficient access to information and learning resources through the internet. This ease of access is particularly beneficial for subjects like Indonesian sociology, allowing learners to obtain relevant study materials with greater convenience and speed.

Based on the theoretical explanation outlined above, it can be inferred that students who possess a strong digital literacy culture are likely to develop critical thinking, creativity, and innovative problem-solving skills. These abilities, in turn, positively influence their academic performance, particularly in subjects like Indonesian sociology, leading to higher levels of achievement.

3. The Effect of Reading Interest (X_2) on Indonesian Sociology Learning Achievement (Y)

The results of hypothesis testing reveal a significance value of Sig. = 0.001 (Sig. < 0.05) and a t-value of 3.500, indicating a statistically significant impact of the independent variable X2 (Reading Interest) on the dependent variable Y (Indonesian Sociology Learning Achievement). This confirms a meaningful relationship between students' reading interest and their performance in sociology.

The factors affecting learning outcomes can be categorized into two main groups: internal factors and external factors. Internal factors refer to influences that arise from within the students themselves, including their self-discipline in learning, physical health and well-being, and psychological aspects such as intelligence, talents, interests, and motivation. These elements play a crucial role in shaping students' overall academic performance and engagement in the learning process. External factors refer to influences originating outside of the learner, including elements such as the environment, family background, educational tools (such as the curriculum, facilities,

infrastructure, and teachers). In contrast, an internal factor that significantly affects learners is their interest in reading, which plays a critical role in shaping their engagement and success in academic activities (Firdalus et al., 2021).

Reading interest can be described as the primary motivating factor within students that stimulates engagement in learning activities, sustains their ongoing involvement, and guides these activities toward a specific purpose. It serves as the internal catalyst that helps ensure students remain focused, enabling them to achieve the learning objectives they have set for themselves. Students' reading interest plays a pivotal role in enhancing their academic performance, particularly in Indonesian Sociology subjects. Success in learning is largely dependent on the presence of a genuine desire to engage with and absorb the material. When students possess a strong inclination toward reading, it significantly boosts their ability to achieve academic success. Learners who have low interest in reading will affect learning activities at school, leading to students being more passive in the learning process in class. Laziness will arise at any time if someone lacks motivation, such as during lessons, independent or individual learning, or when doing assignments from the teacher. Likewise, on the contrary, students who have a high interest in reading will certainly have the intention to learn, do assignments, build learning intentions usually by starting to make a study schedule, and will carry it out diligently and regularly.

Learners who have a high interest in reading Indonesian sociology will be seen from the way they learn. They will be serious in learning the material provided, actively involved during lessons, and working on problems given by the teacher. Students who have a high interest in reading will not be satisfied with what is obtained; there is always curiosity to know more broadly. If they find difficulties, students will make every effort to find solutions to the problems faced, ensuring that their learning achievements improve significantly. This is inversely proportional to students who have a low interest in reading, where students will underestimate the tasks given by the teacher, only as passive listeners during the lesson, without asking questions if they have difficulty or trying to find out more if they face challenges. Even if given special attention and guidance or direction from parents, teachers, or friends, there is only a very small chance of changing their behavior and directing them in a better direction.

Based on the qualitative data and theoretical framework, it can be concluded that reading interest has a notable and significant impact on students' academic performance in Indonesian sociology courses. This finding underscores the importance of cultivating a strong reading interest to enhance students' learning outcomes in this subject.

CONCLUSION

Drawing from the analysis and examination of the research data, the following conclusions can be made:

1. Digital literacy culture and reading interest collectively have a notable impact on the sociology learning achievement of public high school students in East Jakarta. This relationship is demonstrated by the statistical results, with a significance value of Sig. 0.000, which is less than the threshold of 0.05, and an F-count of 25.337, indicating a strong correlation between these variables and students' academic performance in sociology.
2. Digital literacy culture exerts a considerable impact on the sociology learning outcomes of public high school students in East Jakarta. This influence is substantiated by statistical findings, with a significance value of Sig. 0.001, which is well below the 0.05

threshold, and a t-value of 3.428, indicating a strong positive correlation between digital literacy and academic achievement in sociology.

3. Reading interest has a significant effect on the sociology learning performance of public high school students in East Jakarta. This relationship is supported by statistical data, showing a significance value of Sig. 0.001, which is lower than the 0.05 threshold, and a t-value of 3.5, indicating a strong positive connection between students' interest in reading and their academic success in sociology.

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