Conference Paper

DIGITAL INVOLVEMENT IN DRIVING READING HABITS IN THE ERA OF SMART EDUCATION

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Abstract

The current accelerated development of the world of education is increasingly leading to the involvement of digitalization in the learning process. This digital engagement is one of the supporting aspects towards intelligent education. In addition, digitalization will also influence students' reading habits; for this reason, a deep understanding is needed regarding how far the use of digitization instruments can influence students' reading habits. This study will identify the influence of digital presence on today's growing reading habits by systematically analyzing the available literature. The research data was taken from scientific papers published in the Scopus database using specific keywords related to reading habits and digitization. In collecting literature, we limited the time to two decades, from 2002 to 2022. There were 179 related documents, which were then analyzed using the VOSviewer data visualization tool. The study results show that research trends related to reading habits in the past six years have continued to show a significant increase, the peak occurring in 2021, with a total of 30 documents having been produced discussing this issue. In addition, countries with the highest publication contributions can also be identified by placing China as 21 documents. Furthermore, the current trend issue analysis shows that the presence of digitalization in improving reading habits has a very close relationship. The intervention network between reading habits and available digital services evidence this. Other findings also show that digital penetration in reading habits is influenced by various types of media directly connected to the internet and can be used by current students, namely digital libraries, digital media, and social media, all of which can be accessed using smartphones.

Keywords: Digital Involvement; Reading Habits, Smart Education

INTRODUCTION

One of the critical indicators in human development is the presence of proper education (Khoirunnisa, 2018; Swasono et al., 2020). currently, with technological advances that continue to develop, education is no longer seen as something that is left behind but has also entered modern innovation spaces both in the learning process and the assessment process, which cannot be separated from the presence of Information and Communication Technology (ICT) (Haris Budiman, 2017; Tambak & Lubis, 2022). In other words, the current accelerated development of the world of education is increasingly leading to the involvement of digitalization in the learning process (Ruskandi et al., 2021). Digital participation in education is one of the supporting aspects of intelligent education (Ruskandi et al., 2021).

The habit of reading is the basis for realizing the civilization of an educated society anywhere in the world (Ahmad et al., 2019). The habit of reading can not only be done at school but can also be developed independently at home (Hsu et al., 2022). The presence of digital content that is widely available on digital platforms has changed the treatment to foster reading habits that

are carried out so that they are able to eliminate physical boundaries and space in accessing the required references (Shimray et al., 2015). Consumption of information freely and quickly has become unstoppable (Sala et al., 2020).

Student engagement in the classroom is encouraged by additional technology, such as mobile applications packaged as an open educational program (McCollum, 2016). So, in the end, the use of digital technology cannot be denied anymore. In addition, social media and other digital media have a significant influence on building reading habits for students (Ahmad et al., 2019). With the high number of smartphone users, the habit of reading using a smartphone device is usually triggered by several situations, such as waiting or feeling lonely; this usually starts people to use their smartphones (Levratto et al., 2021). owever, the habit of reading using mobile phone technology can have both positive (fast access to information) and negative (health problems) impacts (Shimray et al., 2015).

Reading habits and digital penetration also occur in several countries and experience many interactions. As is the case in Malaysia, websites are increasingly important because they are a source of reading for students to find references and others (Abdul Karim & Hasan, 2007). In Singapore, people's reading habits experience a tendency towards the digital realm, influencing people's visits to conventional libraries (Lee, 2018). In Pakistan, students' reading habits are encouraged rather than using digital technology that is carried out in a given learning method (Mirza et al., 2021). According to Muller (2021) in Croatia, most students' reading habits are still very minimal. The reading habits of students in Vietnam are also influenced by the use of digital services such as the Web in completing various class assignments (Stoller & Nguyen, 2020).

In general, in education, reading is an essential habit for students to understand the learning appropriately given (Khoirunnisa, 2018; Swasono et al., 2020). Even today, the reading habit of an educator is also an essential component in increasing human capital and social capital, impacting a teacher's professionalism (Reichenberg & Andreassen, 2018). With the involvement of digitalization in education, students' current reading habits are not only driven by students' enthusiasm for learning. Still, they are also influenced by digital services through available ICT (Abdul Karim & Hasan, 2007). With the rapid development of education, it is necessary to understand the relationship between digital intervention in the education process and students' achievement of reading proficiency. For this reason, it is essential to conduct this research to understand the digitalization of education on students' reading habits and identify digital media connected to it. This research will focus on analyzing the available literature on previous studies.

METHOD

This study uses a descriptive qualitative approach in analyzing research data; a descriptive qualitative approach was chosen to determine in depth how far digital involvement in encouraging reading habits in the smart education era has been going so far. This study uses secondary data as a data source. Secondary data comes from a collection of scientific papers collected by researchers from one of the trusted academic database sources, namely the Scopus Database. In searching for data in the search section available on Scopus, the initial step taken is identifying keywords relevant to the issue you want to research. There are two keywords used in this study. The first is "Reading Habits," and the second is "Digital or digitalization or e-learning or electronic learning." In the second keyword, use the search option "OR" to produce a collection of documents with several keywords that have the same meaning in the issue under study. After implementing year restrictions (2002 to 2022) and limiting the language used in document collections, the final result is that the total number of documents can be processed is 179 documents.

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In processing the 179 documents produced, this research uses the visualization data analysis software VOSviewer. VOSviewer was used by previous researchers to carry out in-depth and straightforward literature analysis (Ajibade & Mutula, 2019; Akbar, Nurmandi, Irawan, & Loilatu, 2022). The resulting set of documents is then imported and downloaded into the CSV data type and processed into VOSviewer for analysis. The first step of research is to look at the trend of issues that appear in 179 documents. The second step highlights trends to see the resulting network and its relation to reading habits.

RESULT AND DISCUSSION

These findings are divided into three parts. The first part discusses the trend of publications produced on this issue. The second part discusses the distribution of documents per country and identifies countries with the highest document contributions. The third section discusses the findings of issue networks that show digital involvement in encouraging reading habits.

Trend Document

Based on the results of previous data searches shows that the intensity of learning related to reading habits and their relation to digital presence from 2002 to 2022 continues to increase. Of a total of 179 documents generated through the search process, the highest document contributions occurred in 2021 and 2022, with the number of records reaching 30 in 2021 and 29 in 2022. This increase occurred significantly compared to the number of documents available in 2020, which only got 18 papers. Based on the results of network analysis in Figure 3 shows that this increase is closely related to the health crisis that occurred in 2020 with the keyword Covid-19, accompanied by several studies that discuss teaching and learning processes in the Covid-19 era (Ali et al., 2021; Chalari & Vryonides, 2022; John & Tater, 2022; Parlindungan et al., 2021; Sun et al., 2021; Swasono et al., 2020).
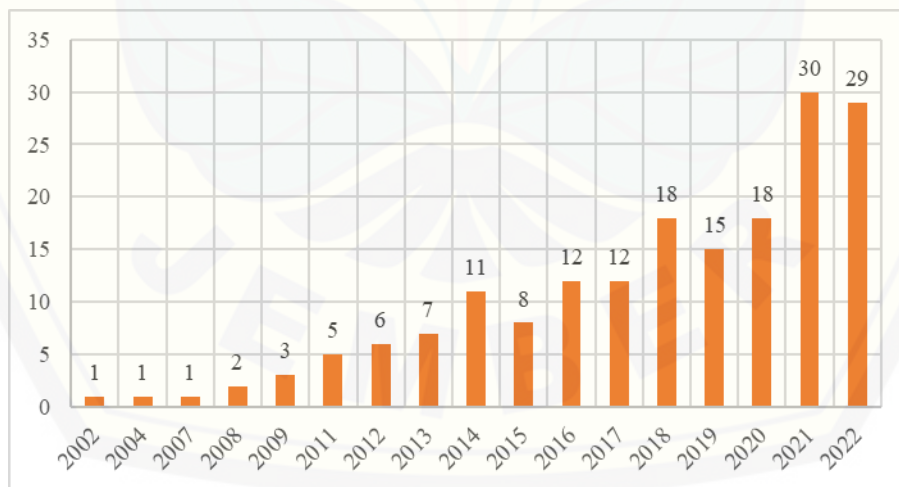

Fig. 1. The intensity of habit and digital document reading by year.

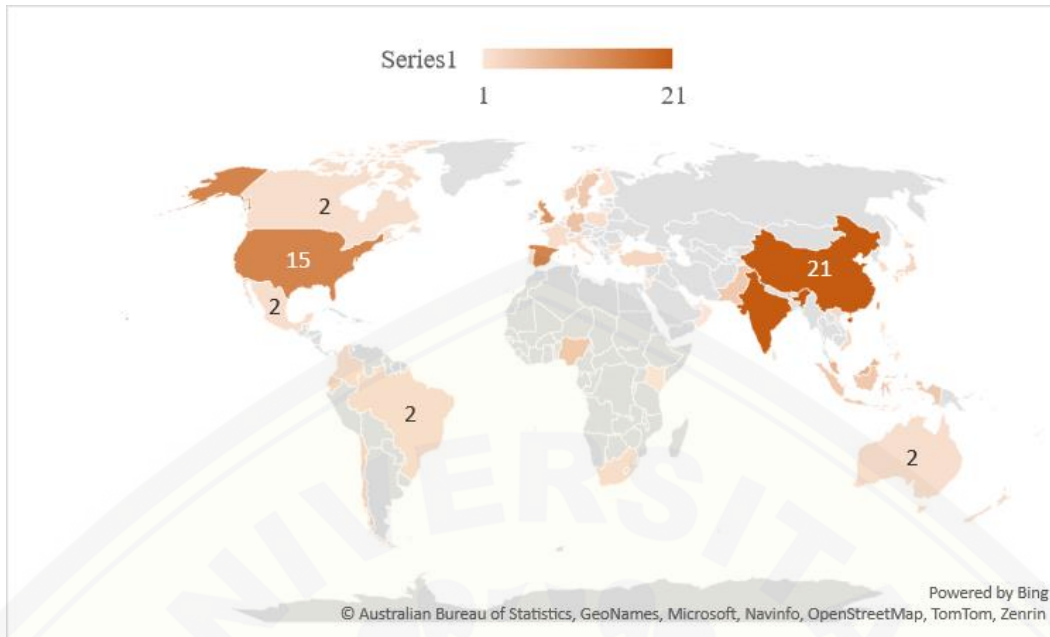**The highest countries discuss digital issues and reading habits**

Fig. 2. Document intensity by country.

Apart from looking at research trends by year, these findings also show how research is distributed by country; in other words, these findings indicate countries with the highest document contributions to the issue of reading habits and the presence of digitization. The total number of countries contributing to this issue has reached 50 countries. The findings of the 50 countries in the diagram and table focus on countries with contributions above five documents per country. The countries with the highest document contributions on this issue were China and India, each of which contributed 21 documents. In the second position, two countries have contributed 15 documents, namely Spain and the United States. In the third position, there is the United Kingdom (13 documents). In the fourth position, there is the country of Taiwan (11 documents). In the fifth position is Malaysia (8 documents). The sixth country is Germany (6 documents), and in the seventh position, there are five countries with document contributions reaching five documents, namely Denmark, Indonesia, Nigeria, Pakistan, and Sweden.

Table 1. Countries with a number of publications above five documents

Country	Total Document
China	21
India	21
Spain	15
United States	15
United Kingdom	13
Taiwan	11
Malaysia	8

Germany	6
Denmark	5
Indonesia	5
Nigeria	5
Pakistan	5
Sweden	5

Involvement Digital in Encouraging Reading Habits

A collection of 179 documents produced in the mining process are then processed in the VOSviewer software to show the dominant network of issues that arise in discussing issues of reading and digital habits. Based on the visualization results obtained, it indicates that several issues have become the dominant issue, namely the issue of reading habits itself, then the issue of e-learning, education issues and students issues, each of which is shown in Figure 3 as an issue that has the most extensive circle of nodes if Compared to other issues, this indicates that this issue is the most widely discussed issue and has the most connected networks to other issues.

Figure 3 below, in addition to showing the dominant issue, also shows how the trend of the issue runs during the period from 2014 to 2022. 2014 was chosen because this year was the year in which the publication trend became very significant, producing a total of 11 documents in 2014. At the beginning of the trend that occurred, it showed that the researchers' attention discussed the trend of electronic document publication, which was closely related to the presence of digital libraries (Chuene et al., 2014; Hu, 2016). Then in the period between 2016, the focus of many researchers was on the transformation of learning because of e-learning using the internet (online) which continues to grow (Kong, 2016; McCollum, 2016; Nkordeh et al., 2017; Oduwobi & Ojokoh, 2015; Wu & Peng, 2017; Yoon et al., 2016). Furthermore, in the 2018 period, the study focuses on analyzing issues of reading habits which are closely related to the use of available digital media (R. C. Das et al., 2019; Maden, 2018; Ovide & García-Peñalvo, 2018; Rabaud et al., 2018). In the 2020 period, shown in red, there were many discussions about how the Covid-19 pandemic impacted reading habits, further encouraging the involvement of digital literacy and could change students' reading culture. During this period, smartphone technology became the primary tool for students to improve their reading habits. During the Covid-19 pandemic (Ali et al., 2021; Chalari & Vryonides, 2022; John & Tater, 2022; Mirza et al., 2021).

Fig. 3. A network of issues that emerge from across the document.

Furthermore, this finding then highlights the issue of reading habits that appears in the collection of 179 documents analyzed. VOSviewer, as bibliographic data network visualization software, can then connect each node to each other issue which shows that the reading habits node in the collection of documents being analyzed is closely related to various issues related to teaching patterns (learning, reading comprehension, reading culture, literacy) as well as other issues which are learning media (smartphones, social networking, internet, social media, e-learning) used in the process of forming reading habits. It can be clearly seen in the following part of Figure 4.

Fig. 4. The issue of reading habit and its relation to other issues.

Furthermore, several media that are part of digital services that are presented to improve reading habits have also been identified and can be seen in Figure 5. Each media takes a different approach to improving students' reading skills. This study will then describe the four media identified as digital media used by students to improve reading skills: the Internet, Smartphones, Digital Libraries, and social media.

First, Internet media is the most basic means of implementing digitization, and digitization requires an internet network so that digital devices can be connected and connected online. Several studies have confirmed the importance of the Internet network in increasing reading habits. As stated by Divya & Mohamed Haneefa (2020), the presence of the Internet provides a better boost to students' reading skills. However, on the other hand, Kolajo & Agbetuyi (2021) argue that the presence of the Internet, if not managed wisely, will result in a reduced reading culture. These two different points of view confirm that internet media is an essential instrument in the issue of reading habits.

The second medium is smartphones. Smartphones are the most popular digital devices currently used by students to access available readings on the Internet (Oh et al., 2022). The presence of smartphones in encouraging reading habits for users' needs to be handled more carefully because, in some cases, smartphones can have a good impact on users in building reading habits but on the other hand, they can also increase reluctance to read, for this reason, special attention is needed in their use(Levratto et al., 2021). Furthermore, switching to the third media, namely digital library media, the presence of digital libraries has encouraged changes for traditional libraries to switch to using digital libraries (Songhui, 2008; Wee et al., 2019). In several countries, the digitization of traditional libraries has made much progress for students in facilitating their users' reading habits (Abdul Karim & Hasan, 2007; A. K. Das, 2022).
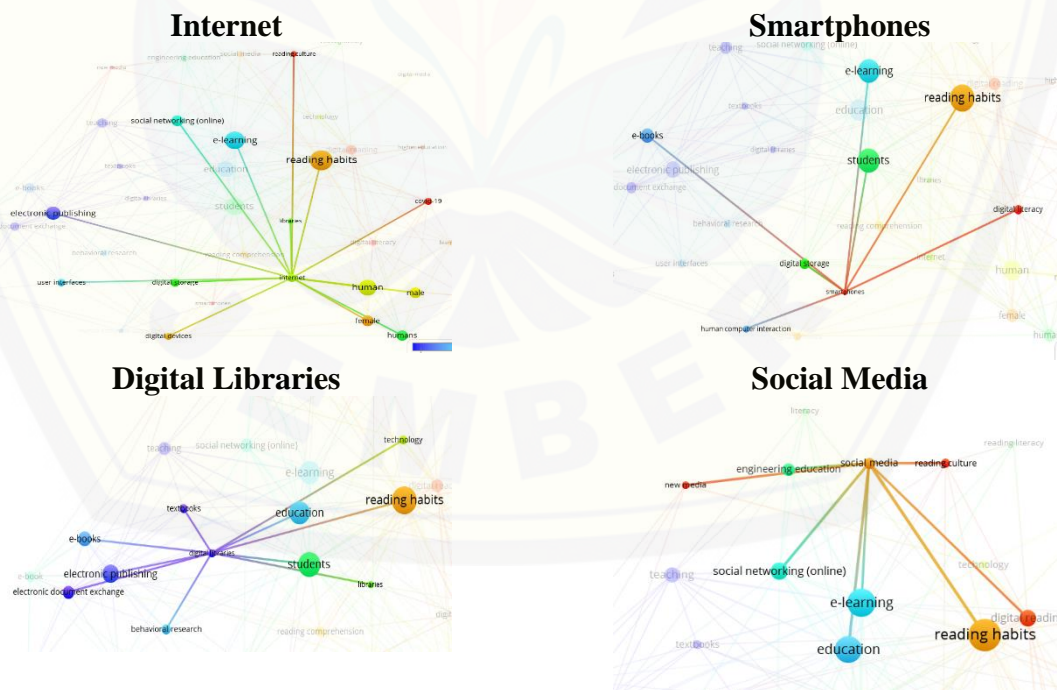

Fig. 5. Digital media and its connectivity to reading habits.

The fourth media is the media most widely used by the world community today, namely

social media (Akbar, Nurmandi, Irawan, Qodir, et al., 2022). Social media is integral to digital engagement in supporting efforts to improve reading habits. This is confirmed in several studies analyzed that place social media as an essential means of forming reading habits (Maden, 2018), as stated by Genç & Köksal (2021) , who view social media as a new medium that makes it easy for users to improve language foreign. As well as the innovation presented using social media is a suitable means for libraries to reach the majority of the public, the majority of whom are social media users (Kulkarni et al., 2017).

The findings from this document's analysis show that digital involvement in reading habits has confirmed how digitalization in education is an important thing to do. The presence of digitalization of education through various digital media available today can accelerate the achievement of smart education. Smart education is an education pattern that prioritizes easy access to students so that it can be accessed anytime and anywhere and can be personalized (Bajaj & Sharma, 2018). Therefore, students' digital orientation in education is critical to be directed in the future so that the presence of digital services can encourage the quality of education itself (Bajaj & Sharma, 2018).

CONCLUSION

From the process of analyzing a collection of 179 documents, it can be concluded that the publication trend related to digitization in reading habits continues to grow and has increased every year. On the other hand, although there have been fluctuations in the number of documents in several years, the trend in the last ten years has shown that the intensity of documents has increased. In fact, a rapid increase has occurred in the previous three years. This research has also clearly identified several countries with the highest document contributions, namely China and India, contributing 21 documents, and Spain and the United States, with 15 document contributions. Several other countries have also been identified as countries with the highest publications above five documents per country (United Kingdom, Taiwan, Malaysia, Germany, Denmark, Indonesia, Nigeria, Pakistan, and Sweden).

The relationship between digital media and reading habits can also be identified through the network connectivity between the issue of reading habits and the forms of digital services available. The close relationship between reading habits and digital service nodes shows that the collection of documents processed is a collection of documents relevant to digitization and reading habits. This research also provides new insights that several digital media have been used in teaching reading habits; some of these digital media are internet services, smartphones, digital libraries, and social media. And finally, but most importantly, this research confirms how reading habits through digital media can strongly support the achievement of intelligent education, which is demonstrated by the critical role of digital in encouraging students' reading skills.

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