

Reading Guide and Gadget: How to Build Digital Literacy Through Primary Education Student Learning

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Abstract:

This article aims to reconstruct reading guide learning strategies and devices as learning media to develop students' digital literacy in basic education. This is literature research. We gathered the data for this study by searching for relevant articles on the Google Scholar page. We then employ the content analysis technique to examine the collected data. The results show that the use of reading guide strategies and gadgets in learning to develop students' digital literacy in primary education is carried out through four stages, namely the introduction and preparation of WhatsApp groups, the pre-reading stage, the reading stage, and the post-reading stage. In all three stages, the teacher shares the reading link with students through the class WhatsApp group, instructs them to read it using their gadgets, and asks them to respond to questions based on their reading results on the survey service within the class WhatsApp. This study's limitation lies in its conceptual nature, necessitating the testing of its results through experimental research activities in primary education institutions.

Key words:

Reading Guide; Gadget; Digital Literacy; Primary Education

DOI: [10.18952/aladzkapgmi.v14i1.12506](https://doi.org/10.18952/aladzkapgmi.v14i1.12506)

Received: 24 March 2024; **Accepted:** 18 June 20234; **Published:** 20 June 2024

How to cite : Amalia, R. R., Bambang Suharto, A. W., (2024). Reading Guide and Gadget: How to Build Digital Literacy Through Primary Education Student Learning. *Al-Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah*, 14 (1), 43-54



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Introduction

The primary activity in the educational process is learning. The learning activities present a variety of learning materials. Learning activities facilitate the transformation of students' values, knowledge, and skills. During learning activities, students undergo a process of knowledge transformation, which leads to the acquisition of a wealth of information. The more information the student obtains, the wider his knowledge will be. We refer to the ability to access information as literacy ([Yusup & Saepudin, 2017](#)). In these literacy skills, students perform the search, processing, and understanding of information both through reading and writing activities ([Bu'ulolo, 2021](#)).

There are at least six forms of literacy, namely: (1) literacy in reading and writing; (2) numeracy literacy; (3) science literacy; (4) financial literacy; (5) cultural literacy; and (6) digital literacy ([Poernomo et al., 2021](#)). Digital literacy is the most frequently discussed form of literacy in this digital era. Digital literacy is one of the abilities that students must have in today's digital era ([Marín & Castañeda, 2023](#)). Digital literacy is the knowledge and skills of a person in utilizing digital media, such as communication tools, internet networks, and others ([Ayu et al., 2022](#)). The implementation of learning in today's digital era can lead basic education students to have strong digital literacy competencies. Teachers can accomplish this by utilizing information and communication technology (ICT) equipment as a learning medium ([Ibda, 2022](#); [Sholeh et al., 2022](#)). Whether we like it or not, in today's digital era, we must make an effort to avoid the crisis of using digital technology in education ([Reddy et al., 2023](#)).

But unfortunately, not all primary school teachers have the will and ability to use ICT equipment as a medium for learning. The reason for this is due to the limitations of teachers' pedagogical, professional, and digital competencies, as well as the limitations of ICT devices owned by teachers, students, or primary schools. But with the use of in-depth ICT, teachers can develop digital literacy in their pupils ([Mahardika, 2022](#)). In addition, the use of ICT equipment in learning can also direct students to use their gadgets positively. Nowadays, it's easy to find elementary school students who tend to use gadgets negatively, like playing online games all day long, accessing pornographic content, and more ([Yulanda, 2017](#)).

The school and the teacher must be sensitive to the above issues. The head of school must provide supporting pre-school facilities for digital transformation and develop the digital skills of teachers ([Sholeh et al., 2022](#)). Teachers must develop their competencies, whether pedagogical, professional, or digital ([Sholeh, 2021](#)). One strategy involves developing a learning syntax that students can utilize to enhance their digital literacy skills. One strategy functions as a reading guide, while the other takes the form of an ICT gadget. Research results show that the use of reading guide strategies with ICT-based learning media can improve student literacy ([Aeni & Marzuki, 2023](#)).

Unfortunately, not all elementary school teachers are capable of assembling the learning syntax necessary to foster digital literacy in their students. Teachers can actually create the learning syntax, which consists of a reading guide strategy with digital technology media, to form the digital literature of elementary school students.

Previous research was relevant to the author's study. The study [Sutomo, \(2019\)](#) aims to describe the application of reading guides in PAI learning. The study, along with the authors' research on the use of reading guides. [Hidayah et al., \(2023\)](#) analyze active reading guide learning. [Aeni & Marzuki, \(2023\)](#) concentrates on

enhancing students' literacy skills through the implementation of reading guide techniques. In this article, the author describes the concept of learning reading guides and gadgets as learning media to develop digital literacy in students in primary education institutions.

Research Method

This research is qualitative and descriptive. The type of research is library research. In this research library, the author serves as the primary subject of study (Dodgson, 2017). The research focuses on the use of reading guides and gadgets to foster digital literacy among students in primary education. The research objects are intriguing to examine, especially considering that the students are part of the digital generation, living in the digital age and capable of utilizing digital technology to complete their daily tasks.

Then, in accordance with the study's objective, the author, acting as the research subject, conducted an analysis of the relevant documents. The author tracked the document through the Google Scholar page, making it the primary source of information for this research.

The stages in the collection of data for this study include: (1) accessing various articles that correspond to the research study on Google Scholar and then downloading them; (2) selecting articles that can describe the purpose of the research; (3) taking part of the content of the article that has relevance to the study research and making it research data; and (4) presenting the research data. Next, we analyze the collected data using techniques like content analysis (NidaGökçe Narin, 2021).

We analyzed the data deductively, inductively, interpretively, comparatively, and historically. Deductive reasoning means analyzing general facts and then drawing specific conclusions. Inductive reasoning is drawing conclusions from concrete situations to abstract matters. Interpretative is a step in interpreting the meaning to be normative. Comparative analysis involves comparing the object of research with a reference point. Historical analysis is the analysis of past events to find out why and how these events occurred (Kuhlthau, 2010). We conducted the research process using the following steps:

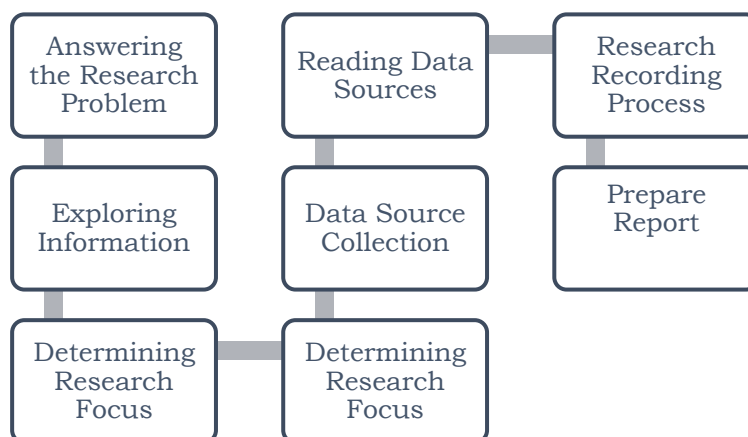


Figure 1. Research Procedure (Kuhlthau, 2010)

Results and Discussion

Reading Guide and Gadgets in Learning

The curriculum, enforced by the government as part of its responsibility for maintaining education services in a country, guides the course of these services. (Wiwik Astuti et al., 2021). Indonesia is currently implementing an independent

curriculum. The independent curriculum directs teachers to be able to conduct student-centered or student-centered learning activities ([Lince, 2022](#); [Idhartono, 2022](#)). It applies to all teachers teaching all subjects in the primary education.

Student-centered learning activities, or student centers, make students the subject of learning. The student's position as a subject of learning gives him the ability to regulate himself while learning and can imitate the emergence of independence in learning ([Dada et al., 2023](#)). Besides, students also become active learners who have the opportunity to freely explore the subject matter they are studying.

Teachers take on the role of facilitating the learning activities. [Abdullah, \(2018\)](#) defines learning as the process that empowers students to actively and independently learn. It requires teachers not only to ensure students can complete their learning tasks but also to build and develop learning motivation in students through both instrumental and extrinsic means, such as by selecting strategies and learning media that are variable ([Yu et al., 2023](#)).

Teachers can organize student-centered learning activities when they implement active learning strategies. People perceive active learning strategies as tactics capable of enhancing human connections. An active learning strategy supports the humanization of students in their learning process ([Quintero-Angel et al., 2024](#)). Mel Siberman pioneered the active learning strategy ([Zaini, 2017](#)). He developed a number of active learning strategies based on Confucius' philosophy: "What I hear, I forget. What I see, I remember. And what I do, I understand." One of the active learning strategies that can be used by teachers in organising learning is reading guide ([Ramdani et al., 2023](#)).

A reading guide is a strategy that directs students to read a book based on the teacher's instructions, tailored to the material being taught. The reading guide exhibits the following characteristics: (1) The reading guide includes reading materials; (2) students answer questions based on the reading materials they have read; and (3) the teacher submits reviews or summaries of the material they have learned at the end of the learning activity ([Manshur et al., 2022](#)).

If the teacher cannot complete lessons within the allocated time, they can use reading guides. The reading guide, in its use, demands that the teacher be able to create an active classroom atmosphere. We hope that the students will be able to study independently and remain motivated. The reading guide strategy involves the following steps: (1) identifying the reading material for students to study; (2) preparing the questions for students; (3) distributing the reading materials to the students; (4) guiding students through the reading materials using the prepared questions; (5) discussing questions by asking students their answers; and (6) teachers reviewing the learning material at the end of the lesson ([Sutomo, 2019](#)).

As a result of the study, we can say that the main benefits of using a reading guide are: (1) it makes it easier for the teacher to assign reading material that is mostly informational; (2) it helps the teacher figure out which students are proficient readers; (3) it keeps the teacher from having to spend too much time reviewing what the students have learned; and (4) it makes it easier to evaluate the students' progress. The benefits for students include (1) teaching them to read fluently and accurately; (2) enhancing their understanding of the studied materials; and (3) equipping them with the skills to read, comprehend, and respond to questions in reading manuals ([Hidayah et al., 2023](#)). Other benefits of the reading guide strategy include more interactive learning activities because the teacher and student communicate while the student reads ([Buehl, 2023](#)).

We know that using the reading guide strategy can cause problems for teachers in four ways: (1) teachers have difficulty in inviting students who do not read properly to read the reading material; (2) teachers have difficulties in understanding students

who are difficult to understand the subject; (3) teachers are not creative to teach; and (4) miscommunication often occurs when teachers explain the content of reading material that is sometimes difficult for students to understand ([Hidayah et al., 2023](#)). The use of ICT equipment as a learning medium can complement the reading guide strategy effectively. Using ICT equipment in learning is one way to integrate digital technology into the learning process, which can lead to innovative learning ([Budiman, 2017](#)).

According to research findings, there is a pressing need for students to use digital technology in their learning process. This is because: (1) students require digital competence, which begins with the use of digital media in the learning process; (2) digital media influences learning by presenting material in a more rational or real form; (3) digital media reduces space, time, and distance constraints; (4) digital media can expand students' vocabulary; and (5) the use of digital media stimulates and motivates students during learning activities ([Maisarah et al., 2022](#)).

Other research also revealed that learning implemented using digital technology can improve digital literacy in students. [Eminda Sari et al., \(2022\)](#) and his colleagues conducted the study in 2022 digital literacy in learning in the 4.0 era has many utilities. Examples include: (1) students can obtain a variety of information and knowledge; (2) pupils can upload their work on social media; and (3) pupils can work on issues through internet access. Digital technology makes it simple for students to obtain learning materials. Students can easily find information on one of them at www.google.com. These artificial intelligence applications allow students to input a variety of materials. A variety of applications that can bridge the relationship between teachers and students have emerged, such as Edmodo, Webex, Google Classroom, Google Forms, and so on ([Ariyati, 2020](#)). Both teachers and students can access all these applications on their own gadgets.

According to research results, students can use gadgets to access learning material, watch movies, and analyze learning videos more easily. With the use of gadgets, students become more attractive, and learning becomes more varied and fun. Learning activities can also take place effectively ([Mahmud & Wulansari, 2018](#)). The results also indicate that students can use gadgets as a medium to boost their interest in reading. The advantages of using gadgets in learning include: (1) students can easily and quickly search for textbooks; (2) the use of gadgets is very flexible, both in place and in time; (3) by using the gadget, reading activities become simple; pupils do not have to turn books around; and (4) pupils can get a variety of textbooks. The use of gadgets in learning not only enhances students' interest in reading but also encourages them to become accustomed to engaging in reading activities. It's possible that the use of gadgets will enhance students' literacy and digital literacy ([Intaniasari & Utami, 2022](#)).

Reading Guide and Gadget Strategy to Develop Digital Literacy in Students

In developing learning strategies, teachers can effectively combine a reading guide strategy with gadgets to enhance digital literacy among elementary school students. The process begins with the teacher setting up and introducing the WhatsApp group to the students, utilizing gadgets as learning tools. During this initial phase, the teacher explains the concept of WhatsApp and establishes a dedicated class group. To familiarize students with the platform, the teacher introduces the polling menu, guiding students on how to use it to understand and engage with the current situation. This step ensures that all students, regardless of their prior knowledge, can navigate and utilize the polling features effectively.

Once students are comfortable with the WhatsApp group and polling menu, the teacher moves on to the next stage of integrating gadgets into the learning process. The teacher accomplishes this in two primary ways: (1) by explaining how to use search engines like Google to find information, and (2) by demonstrating how to navigate the menu and utilize it for

learning purposes. This dual approach ensures that students are well-equipped to use digital tools for educational activities.

The second stage is the pre-reading stage, where the teacher undertakes several preparatory steps. First, the teacher selects materials that are accessible via search engines such as Google. Then, the teacher introduces the lesson material by sending relevant links to the students through the class's WhatsApp group. Following this, the teacher formulates questions based on the lesson material and uploads them to the survey menu in WhatsApp. The teacher then conducts a poll to check if students have accessed the provided link, ensuring they are prepared to engage with the material.

For example, in a fifth-grade Indonesian language lesson focused on identifying elements of stories, the learning indicators might include: (1) identifying the names and characteristics of characters in folk stories; (2) identifying themes within these stories; and (3) recognizing cultural beliefs depicted in the stories. Guided by these objectives, the teacher selects appropriate material, such as folk stories about the origin of Lake Toba. The teacher conducts a Google search for stories about Lake Toba, shares the link with the students via the WhatsApp group, and prepares questions based on the story and the learning indicators. These questions help ensure that the learning objectives are clear and targeted.

Finally, the teacher creates a poll in the WhatsApp group to confirm that the students have accessed the page featuring the story about the origin of Lake Toba. This preparation stage is crucial for engaging students in the upcoming reading activities, setting the stage for a productive and interactive learning experience.

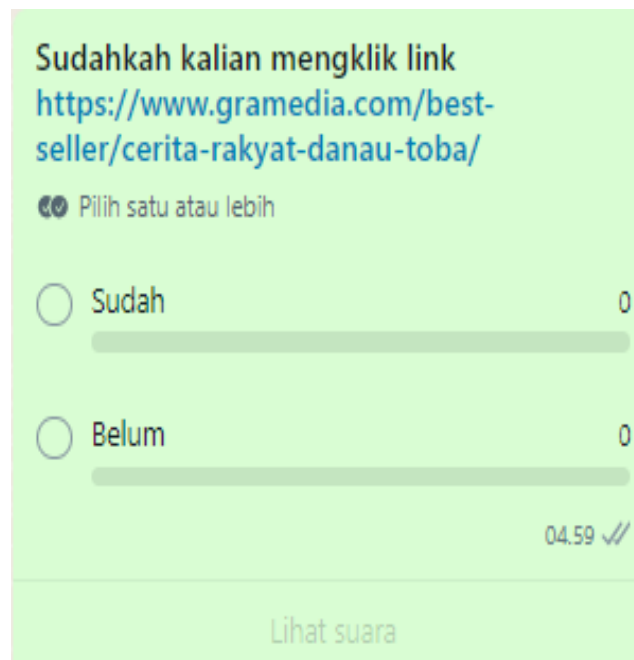


Figure 2. Polling through the WhatsApp group

Third, the reading stage involves several key steps taken by the teacher to engage students with the material. First, the teacher instructs students to bring their gadgets to class, ensuring they have obtained permission from their parents. During the Indonesian language lesson, the teacher shares a link in the WhatsApp group and asks students to access it. The link directs students to a reading passage that they are required to read independently at first. After the initial reading, the teacher asks them to read the passage once more for better comprehension.

Next, the teacher selects one student to read the passage aloud, encouraging the other students to follow along silently. The permission from parents to allow their children to bring gadgets is crucial for this learning activity. In cases where parents do not permit their children to bring gadgets, the teacher adapts by providing alternative digital literacy activities that students can complete at home. However, if all students have permission to bring their gadgets, the lesson continues in the classroom.

In this instance, students read a folk story about the origin of Lake Toba. They are encouraged to read the story slowly and clearly, ensuring smooth reading. Following this, the teacher selects 2 to 4 student representatives to read the story aloud in front of their classmates, while the rest of the students listen attentively. This activity not only improves reading skills but also fosters confidence and public speaking abilities.

Here is a glimpse of the folk tale about Lake Toba's origins as displayed on the students' gadgets:



Figure 3. People's stories on gadgets

Fourth, the post-reading stage. At this stage, the teacher implements the following procedures: (1) The teacher initiates a conversation with the students about the reading material's content; (2) The teacher invites some students to share their experiences during the reading activity using the gadget; (3) The teacher asks all students to jot down their thoughts in a notebook following the read, listen, and speak activity (discussion); (4) The teacher asks the students to respond to questions shared in the WhatsApp group via the polling service; (5) The teacher documents the poll results, detailing each student's responses. When a student successfully answers a teacher's question, the teacher then asks another student to respond to their friend's answer. The process continues until the teacher completes all the questions.

Next, the teacher asks the student representatives, consisting of 2 to 4 students, to share their experiences of reading the folklore about Lake Toba's origin

while the other students listen attentively. After the students have read, listened, and engaged in a discussion about the origin of Lake Toba, the teacher asks them to briefly write their feelings in their notebooks. As the students complete their writing, the teacher can distribute questions for them to respond to through the polling service's WhatsApp group. After the students have finished writing, the teacher can simply ask the students to use their gadgets to answer the questions from the teacher via the WhatsApp group.

1. Dari manakah asal cerita rakyat terbentuknya danau toba
☑️ Pilih satu atau lebih

- A. Sumatera Utara 0
- B. Aceh 0
- C. Sumatera Selatan 0
- D. Kepulauan Riau 0

05.03 ✓✓

Lihat suara

2. Dimanakah Toba bekerja untuk memenuhi kebutuhan sehari-harinya?
☑️ Pilih satu atau lebih

- A. Pasar 0
- B. Laut 0
- C. Ladang 0
- D. Sungai 0

05.05 ✓✓

Lihat suara

3. Bagaimana warna ikan yang didapat oleh Toba?
☑️ Pilih satu atau lebih

- A. Warnanya kemerahan serta sisiknya merah merona 0
- B. Warnanya kekuningan serta sisik-sisiknya kuning keemasan 0
- C. Warnanya hitam serta sisik-sisiknya hitam lekam 0
- D. Warnanya hijau serta sisik-sisiknya hijau seperti daun 0

05.09 ✓✓

Lihat suara

4. Ikan yang didapat Toba berubah menjadi seorang manusia yang bernama....
☑️ Pilih satu atau lebih

- A. Indah 0
- B. Dewi 0
- C. Sri 0
- D. Putri 0

05.11 ✓✓

Lihat suara

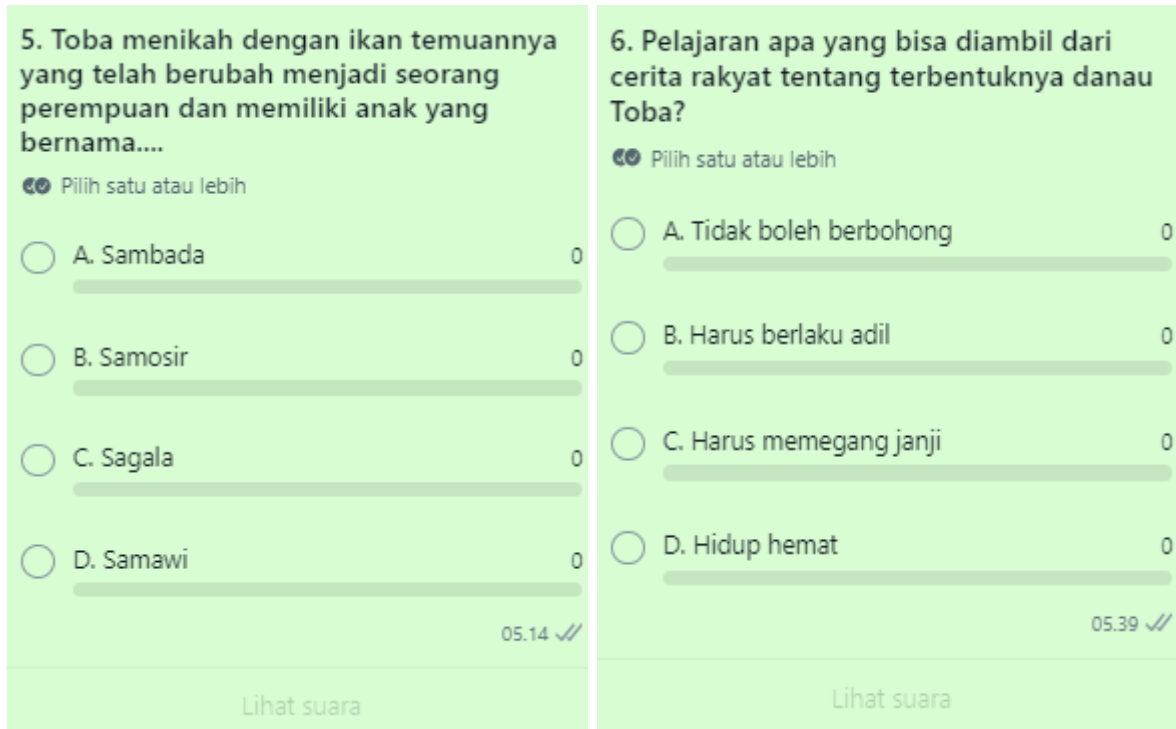


Figure 4. Forms of questions given to students through the WhatsApp group

After the students answer the questions through the polling menu in the WhatsApp group, the teacher captures the students' answers. The teacher can record the student's responses in the following table format:

Table 1. Student answer record format

No.	Name	Number of correct answers	Number of wrong answers	Score

The description above demonstrates that incorporating reading guide strategies and gadget media into learning can encompass four key abilities: listening, speaking, reading, and writing. These four abilities serve as the foundation for students to develop their digital literacy competencies.

Students demonstrate their listening skills by listening to folktales read by their friends, listening to other students' opinions during discussion activities, and listening to their friends' experiences after reading the story. Students demonstrate their speaking ability by answering the teacher's questions and responding to other friends' answers during teacher-guided discussion activities. Students develop their reading ability by reading folk tales both silently and aloud. Students demonstrate their writing ability by expressing their feelings in their respective notebooks after reading the folktale.

When students use their gadgets to read folktales for learning purposes, it can serve as a catalyst for them to explore other folktales on their devices. We can employ

this as a proactive measure to encourage students to utilize their gadgets constructively. Thus, we can further develop students' digital literacy. Based on the two benefits mentioned above, teachers must be able to motivate themselves to effectively utilize digital technology as a learning medium. Implementing an active learning strategy, such as a reading guide, can achieve optimal utilization of digital technology. In using it, teachers can practice the concept of trial and error to then formulate the right learning steps when they use reading book strategies and gadgets as learning media to develop digital literacy in students.

Conclusion

The conceptual research results suggest four steps for leveraging reading book strategies and gadgets as learning media to foster digital literacy in students. First, introduce and organize the use of WhatsApp group with gadgets for students. At this stage, the teacher introduces the concept of WhatsApp and establishes a dedicated WhatsApp class group. Then the teacher introduces the poll menu in the WhatsApp group and guides students in using the poll menu.

In the pre-reading stage, the steps are as follows: (1) The teacher selects subject matter accessible through search engines like Google; (2) The teacher presents the subject matter he has sourced from Google to the students through the class WhatsApp group; (3) The teacher formulates questions relevant to the subject matter, which he then uploads to the survey menu in WhatsApp; (4) The teacher initiates a poll through the WhatsApp group to determine if the children have clicked on the provided page or not. The third step involves reading. (1) The teacher requests the students, with their parents' knowledge and consent, to bring their gadgets; (2) During the learning period, the teacher instructs the students to open the link he shared in the WhatsApp group, then instructs them to read slowly and softly; (3) following the completion of the reading, the teacher requests the students to repeat the reading; (4) the teacher assigns one student to read aloud, while the other students listen

Fourth, the post-reading stage. At this stage, the teacher implements the following procedures: (1) The teacher initiates a conversation with the students about the reading material's content; (2) the teacher invites some students to share their experiences with reading activities using gadgets; (3) the teacher requests all students to jot down their emotions in a notebook following reading, listening, and speaking activities; (4) the teacher requests students to respond to questions shared in the WhatsApp group using a polling service; and (5) the teacher summarizes the poll results, detailing each student's responses. This study's limitation lies in its conceptual nature, which necessitates testing through experimental research activities in class V at basic education institutions. This leads the author to recommend that other researchers conduct their own experiments.

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