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Reading in the Digital Age: An Empirical Examination of Digital Literacy's Significance for UIN Suska Riau Students Using SEM Path Analysis

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Abstract

The digital literacy is likely playing a crucial role on the reading interest in this digital age. This study aimed to determine the influence of digital literacy on the reading interest of UIN Suska Riau students. The sample of this study comprised of 82 students of UIN Suska Riau and the data were collected using questionnaires. The collected data were analyzed using Structural Equation Modeling (SEM) Path Analysis 3.0 and SPSS 21. The results showed that digital literacy had a significant influence on the reading interest of UIN Suska Riau students. This showed that the path coefficient value of the original sample estimate (beta) was positive at 0.471, and the direction of the relationship between both variables was in the quite strong category. The effect of digital literacy on the reading interest was also significant in the 2-way test (t table = 1.97) with a t-statistic value of 8.105, which was greater than the t table, and a p-value lower than alpha 5% (0.000 < 0.05). Overall, the results of this analysis proofed that the digital literacy positively related to the rading interest and it significantly influenced the reading interest.

Keywords: digital age, digital literacy, structural equation modeling

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1. Introduction

Education is a series of learning processes aimed at providing comprehension and experience to students. These processes facilitate a holistic understanding and contribute to the enhancement of their resources. (Florida et al., 2012; Sari, 2017; Liu & Qin, 2010). In addition, education transcends the mere transmission of diverse knowledge to successive generations but also serves as a crucial forum anticipated to provide significant and beneficial

transformations in the nation's future development. In the context of Indonesia, it extends beyond a sole focus on the advancement of science and technology and can be strategically directed towards developing attitudes and improving social sensitivity. This strategic approach provides individuals with the capacity to scrutinize and analyze a spectrum of factual events transpiring in their immediate environment (Astawa, 2017; Sujana, 2019).

Education programs in Indonesia predominantly manifest in the form of reading activities, and all learning processes are based on individuals' reading proficiency and comprehension (Megantara & Wachid, 2021). The cultivation of good reading skills has been reported to play na essential role in shaping success in social life, thereby providing opportunities for enhanced life achievements within the broader societal framework (Syahidin, 2020); (Pujiati et al., 2022). In line with previous studies, reading is an essential language skill along with speaking and writing (Rohman, 2017). This skill is very important in the contemporary context of the Fourth Industrial Revolution and the current landscape of scientific advancements. The ability and proficiency in reading have a significant influence, serving as a gateway to accessing information within the society and digital world (Setiawan, 2017; Aisyah, 2022). As the educational landscape evolves in the era of the Fourth Industrial Revolution and disruption, educators (teachers and lecturers) are challenged to integrate all facets of learning outcomes. In this context, literacy plays an essential role in the growth and development of students as active participants. Literacy is defined as the ability to read and write (Lestari & Erwanto, 2021; Syahmani et al, 2021), with reading being an essential skill across all educational levels. For individuals, reading is not only a requisite for gaining insight but also a means of developing their potential, preparing them to compete effectively in the global era (Wahyuningsih & Citraningrum, 2019).

Engaging in reading activities offers individuals the opportunity to explore various information, acquire knowledge, and embrace new experiences due to the receptive nature (Fitriana & Khoiri Ridlwan, 2021). The knowledge derived from these activities serves as a means to broaden perspectivesf, facilitating positive shifts in thinking patterns (Megantara & Wachid, 2021). Despite the potential transformative power of reading, a significant reality persists in society in the form of widespread disinterest (Lubis, 2018; Sudiana, 2020). This disinterest is reflected in the high prevalence of illiteracy among the Indonesian population, as evidenced by the significant number of individuals who are illiterate and unable to read (Kamardana et al., 2021; Atmaja, 2020).

The results of a study conducted by UNESCO in 2020 stated that Indonesia ranks second from the bottom in terms of world literacy, indicating the low interest of the population in reading. According to UNESCO data, the reading interest in the society is alarming, standing at only 0.001%, indicating that only 1 out of 1,000 individuals is diligent in reading. Consequently, Indonesia occupies the 62nd position out of 70 countries in terms of reading interest. The results of the study conducted by the Central Bureau of Statistics in all provinces in the country provide information on the top 10 provinces with a reading craze:

Table 1. Provincial Reading Craze Level in Indonesia 2021

No	Name	Points
1	D.I Yogyakarta	70.55
2	Central Java	68.3
3	West Java	65.34
4	East Kalimantan	64.85
5	East Java	64.2
6	Aceh	64.13
7	South Sulawesi	63.1
8	East Nusa Tenggara	63
9	Lampung	62.44
10	DKI Jakarta	62.25

Based on the findings, Riau Province does not rank among the top 10 regions in Indonesia. A study conducted by the Cultural Studies Team of Riau Province showed that the reading interest of the Indonesian population in 2021 was within the moderate category, with a value of 55.74%. In addition, this reading level has shown a consistent upward trend each year, but within Riau Province, the level is slightly lower at 55.20%. This outcome shows that the reading interest among the residents of the area remains below the national average. Therefore, addressing this issue becomes a collective responsibility, with a particular focus on stakeholders, specifically higher education institutions in Riau Province (Dihni, 2022).

Riau Province has been reported to have several universities across various regencies and cities, including UIN Suska Riau. As one of the state universities in the area, UIN Suska Riau is positioned to facilitate societal transformation, particularly within the province. Therefore, students enrolled at the university are expected to possess proficient reading literacy skills, positioning them as integral contributors to human development. In its capacity as a higher education institution committed to cultivating exceptional human resources, UIN Suska Riau consistently strives to enhance digital literacy among students. This initiative is evident through a range of literacy programs, including seminars and other activities. Recognizing digital literacy as the ability to adeptly navigate technology in daily life, these efforts are geared towards not only improving human resources but also fostering a culture of reading. The prioritization of digital literacy within educational frameworks is essential, as institutions play an essential role in advancing digital literacy among students. This enhances their skills and augments career opportunities, particularly in the dynamic landscape of the 21st century.

In confronting the challenges presented by the 21st century, students are not only required but also expected to possess critical thinking skills, problem-solving abilities, perseverance, a keen sense of curiosity, and effective teamwork capabilities. To address these challenges, the World Economic Forum, in 2015, identified three key sets of skills that students must acquire and master, including basic literacy, competencies, and character. In addition, the emphasis on literacy is evident through the issuance of Permendikbud Number 23 of 2015 by the Minister of Education and Culture. This regulation

marked a shift in the orientation of Teaching and Learning Activities, transitioning from the eradication of illiteracy to Knowledge, Skills, and Abilities (KBM), with a primary focus on enhancing the literacy levels of the population. Following the dissemination of Permendikbud No. 23 of 2015, a movement promoting National Literacy emerged, aiming to increase interest in reading and impart reading habits within the community. According to previous reports, Indonesia faces the imperative task of cultivating a culture of literacy within society, which is recognized as a prerequisite for life skills in the contemporary era. Through literacy and a genuine interest in reading, the nation aims to cultivate essential competencies. The six fundamental literacy domains comprise general literacy, numeracy literacy, scientific literacy, digital literacy, financial literacy, and cultural literacy. These literacies prove invaluable, specifically for students who constitute the upcoming generation of leaders positioned to play essential roles in shaping the future of education, the economy, socio-culture, and politics within the nation. Digital literacy is the ability to identify and create various information digitally with information technology components in achieving a goal, namely obtaining information.

A previous study (Nurdin et al., 2015) showed that 97% of students perceived reading as an important activity, but only 3% engaged in this activity. This data showed a significant difference between students' recognition of the significance of reading and their actual behavior and habits. The results also showed that the interest in the activity was in a low category, with 79.20% of the participants exhibiting occasional desires to read, but upon closer examination, a significant portion leaned towards a lack of interest (Deni Hardianto, 2011). In addition, the management of reading books, study references, and library space is adequate but reading enthusiasts, leading to a limited number of students utilizing the facility (Yuliani, 2018).

The impact of students as the next generation of the nation is dependent on the level of literacy and the quality of human resources. The quality of human resources is the main reference in the progress of a nation and state, which fosters resilience in facing problems in the future. Therefore, students must have good literacy skills for life in the future, specifically literacy skills, such as digital literacy.

2. Method

This study was carried out in March-September 2023 at UIN Suska Riau using 82 students as participants. The report method used in this study was the survey approach, which was a scientific way to obtain data with specific purposes and uses. In addition, the method was based on scientific characteristics, including rational, empirical, and systematic. This approach was selected because data was obtained from samples that were generalized into the population.

Primary data were obtained from the variables of Digital Literacy and Student Reading Interest based on the participant's answers to the questionnaire instrument provided. The instrument was arranged with a closed question typed using a Likert scale. The sample population comprised all students of UIN Suska Riau who actively participated in lectures. The participants were selected using the purposive sampling technique, which comprised noting students' semester level. The operationalization of the variables used in this study was digital literacy, which was defined as the ability to access, select, and expand information related to digital skills applied in daily life using technological

devices. The indicators used included the ability to use technology, creativity, communication collaboration, the ability to find information, critical thinking, and E-Safety. Reading interest was defined as individuals' desire or attention accompanied by effort, as well as a need and interest in reading sources with a happy feeling (Sukmawati et al, 2020). The indicators included Feelings of Pleasure, Awareness of Reading, Frequency of Reading, Duration, and Quantity of Reading Sources. The data analysis methods of this study were as follows:

a. Descriptive Analysis

Descriptive analysis was carried out by collecting and presenting data to facilitate understanding. This evaluation described the conditions, symptoms, and problems. The descriptive analysis used data on a group to explain or draw conclusions about the group. This technique was used to analyze data by describing the collected data without intending to make generalized conclusions. In addition, it was used to assess the Reading Interest and Digital Literacy of UIN Suska Riau students. The scoring criteria for students' Reading Interest and Digital Literacy used the Likert scale, including Strongly Agree (SS), Agree (S), Disagree Less (KS), and Disagree (TS).

b. Inferential Analysis

To test the hypothesis and produce a viable model (fit), this study used Structural Equation Modeling (SEM) with a variance-based or component-based approach using Partial Least Square (PLS). In PLS structural models, the relationship between latent variables was called the inner model, while the measurement model (reflexive or formative) was referred to as the outer model. SEM was not clearly distinguished between the two methods, but there was an overall model, which was a combination of structural models of relationships between latent variables and measurement models with confirmatory factor analysis (CFA).

The Partial Least Squares (PLS) method served as a testing tool designed to evaluate models or prediction examples, distinctively free from reliance on diverse opinions. In addition, it proved particularly valuable in determining the suitability of models using weaker theories. PLS was also well-suited for analyzing data afflicted by issues, such as non-normal contributions, multicollinearity, and autocorrelation. The method could also accommodate small sample sizes and was adaptable for formative and reflective constructs (Abdillah, 2009). Given these characteristics, PLS emerged as the most appropriate tool for the present study. The predictive capabilities made it well-suited to assess and analyze the presence or absence of independent latent variables and dependent latent variables within the context of this study. The sample size, consisting of only 82 students, was in line with PLS's versatility in handling smaller datasets effectively.

The steps in PLS analysis used in this study included: (a) Development of a theory-based model or inner model to analyze the relationship between exogenous and endogenous variables elaborated in a conceptual framework. (b) Development of a flowchart (Path Diagram). The theoretical model that had been built in a conceptual framework was then drawn in a flowchart showing the relationship between exogenous and endogenous variables.

3. Results and Discussion

Based on the results of data recapitulation from participants of this study. The number of participants who participated in this study was 82 students. This number of samples was

based on the results of verification of the completeness of valid data filling carried out by investigators. The findings of the report results were presented as follows.

a. Reading the Interests of UIN Suska Riau Students

Interest in reading was individuals' desire or attention that was accompanied by effort and was made a need and interest in reading sources with a feeling of happiness. Students as one of the subjects in learning need an interest that spurs them to learn both from within and from outside. Investigators in this case obtained data on students' reading interests which had been shared with 82 students.

The student reading interest questionnaire consists of 19 questions packaged from 5 indicators of reading interest, namely: 1). Feelings of Pleasure, 2). Awareness of Reading, 3). Frequency of Reading, 4). Duration and 5). Quantity of Reading sources. Each question indicator was given an alternative 4 answers with a score of 1,2,3,4 so that the maximum score of all questions was 76 and a minimum score of 19.

To determine the value of students' reading interest intervals, investigators divided them into five categories, namely: 1) Not Good, 2) Less Good, 3) Good Enough, 4) Good, and 5) Very Good. The results of the analysis of student reading interest would be presented in Table 2 as follows:

Table 2. Frequency Distribution of Student Reading Interest

Interval	Category	Frequency	Percentage
31-42	Not Good	4	4.9
43-54	Good enough	16	19.5
55-66	Good	41	50.0
67-76	Excellent	21	25.6
Total		**82**	**100.0**

Based on Table 2 above, it was found that 41 students were in the interval 55-66, or 50% with a good reading interest category, 21 people were in the 67-76 interval, or 25.6% with a very good reading interest category. 16 people were at intervals of 43-54 or 19.5% with moderately good categories and 4 people at intervals of 31-42 or 4.9%. Therefore, data was obtained that the interest of UIN Suska Riau students was in the "Good" category.

b. Digital literacy of UIN Suska Riau Students

Digital literacy was the ability to access, select, and expand information related to digital skills that students applied in their daily lives using technological devices. Investigators in this case obtained data on digital literacy through questionnaires that had been distributed to 82 students. The questionnaire on student digital literacy consisted of 18 question items packaged from 1). Ability to use technology, 2) Creativity, 3). Communication Collaboration, 4). Ability to search for information, 5). Critical thinking and 6). E-Safety was each given 4 answers with a score of 1,2,3,4 so the maximum score for all questions was 72 and a minimum score of 18.

To determine the value of students' digital literacy intervals, investigators divided them into five categories, namely: 1) Not Good, 2) Less Good, 3) Good Enough, 4) Good, and 5) Very Good. The results of the student digital literacy analysis are be presented in Table 3 as follows:

Table 3. Frequency Distribution of Student Digital Literacy

Interval	Category	Frequency	Percentage
42-53	Good enough	6	7.3
54-65	Good	35	42.7
66-72	Excellent	41	50%
Total		**82**	**100.0**

Based on Table 3 above, it was found that 41 students were in the 66-72 interval as many as 41 people, or 50% in the Very Good category, 35 people were in the 54-65 interval, or 42.7% in the good category, and the 42-53 interval as many as 6 people or 7.3% with the good enough category. Therefore, data was obtained that the Digital Literacy of UIN Suska Riau students was in the "Very Good" category.

c. Model Fit Evaluation

There were three criteria in using the technique: data analysis with SmartPLS to assess the outer model, namely Convergent Validity, Discriminant Validity, and Composite Reliability. The convergent validity of measurement models with reflexive indicators was assessed based on the correlation between item scores and component scores. An individual's reflexive measure was said to be high when it correlated more than 0.70 with the variable i.e. measured. (Imam, 2008) said that for early stage study, a measurement scale for loading values of 0.5 to 0.6 was considered adequate. In this study would be used a loading factor limit of 0.5. The results of processing using PLS could be seen in Table 4. The outer value of the model or the correlation between variables and variables had met convergent validity because all of them have a loading factor value above 0.50.

Table 4. Outer Loading Indicator Model Value

Indicator	Digital literacy	Interest in reading	Critical value	Information
X1	0.601		0.5	Valid
X10	0.505		0.5	Valid
X11	0.766		0.5	Valid
X12	0.774		0.5	Valid
X13	0.771		0.5	Valid
X14	0.706		0.5	Valid
X16	0.663		0.5	Valid
X17	0.670		0.5	Valid
X18	0.659		0.5	Valid
X2	0.639		0.5	Valid
X3	0.598		0.5	Valid
X4	0.526		0.5	Valid
X5	0.629		0.5	Valid

Indicator	Digital literacy	Interest in reading	Critical value	Information
X6	0.533		0.5	Valid
X7	0.690		0.5	Valid
X8	0.563		0.5	Valid
X9	0.732		0.5	Valid
Y10		0.629	0.5	Valid
Y11		0.608	0.5	Valid
Y12		0.629	0.5	Valid
Y13		0.581	0.5	Valid
Y14		0.523	0.5	Valid
Y16		0.649	0.5	Valid
Y17		0.588	0.5	Valid
Y18		0.652	0.5	Valid
Y2		0.698	0.5	Valid
Y3		0.731	0.5	Valid
Y4		0.569	0.5	Valid
Y5		0.667	0.5	Valid
Y6		0.783	0.5	Valid
Y7		0.695	0.5	Valid
Y8		0.595	0.5	Valid
Y9		0.669	0.5	Valid

Table 4 showed the *Loading Factor* value for each construct of the variables, and all constructs were declared valid. The next step was the testing of *Average Variance Extraction* (AVE) to further strengthen the result of *Convergent validity*. When the AVE value was > 0.5, the construct used in the study was said to be valid. Fornell and Lacker (Cheng et al., 2013) stated that when AVE < 0.5 and Composite Reliability > 0.6, the construct was still acceptable.

Table 5. Average *Variance Extracted Value*

Variable	Composite Reliability	Average Variance Extracted (AVE)
Digital Literacy	0.926	0.428
Reading Interest	0.919	0.416

Based on Table 5, the results of convergent validity could be found using the value of the average variance extracted. These results showed that all latent variables had AVE values smaller than 0.5, namely digital literacy of 0.428 and reading interest of 0.416. However, the composite reliability value was > 0.6, namely Digital Literacy of 0.926 and reading Interest of 0.919, indicating that all constructs were declared valid. These findings indicated that the indicators that inherent in the latent construct had good convergent validity when viewed from the value of average variance extracted.

d. Structural Model Testing

Structural model testing was carried out to see the relationship between variables, significance values, and R Square from the study model. The structural model was

evaluated using R Square for the dependent variable T-test and the significance of the structural path coefficient. The following was an overview of the structural model in this study.

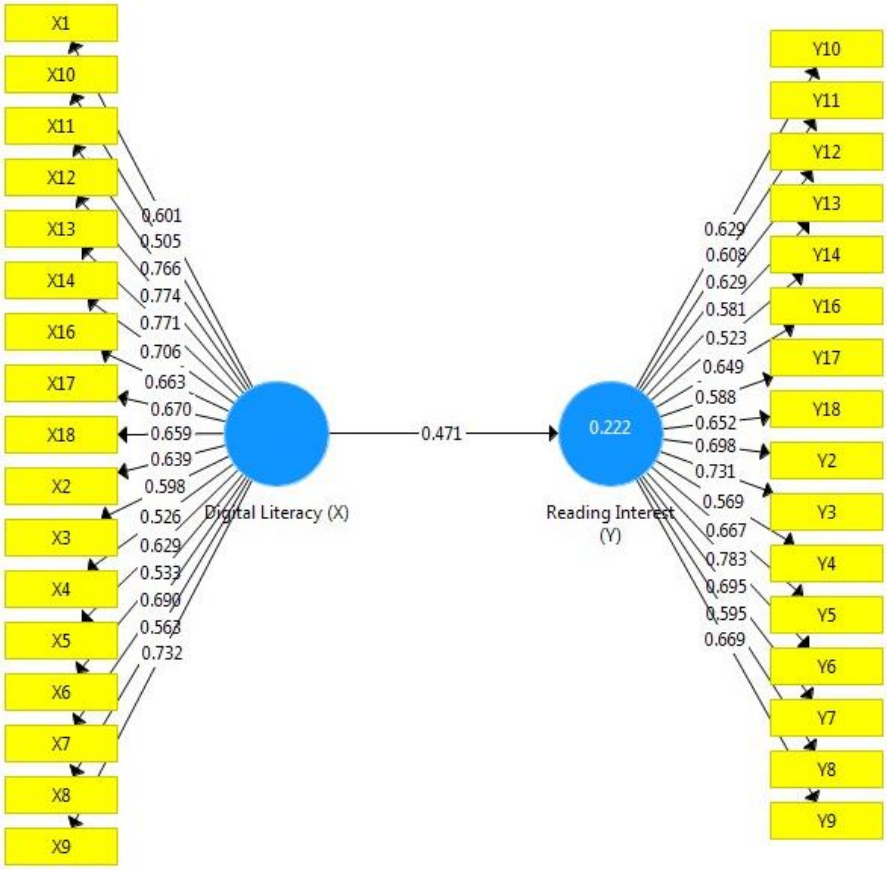

Figure 1. Digital Literacy and Reading Interest Structure Model

Based on Figure 1, *the covariance of indicator* measurements was influenced by latent constructs and reflected variations from construct to indicator. The model hypothesized that changes in latent construction affected changes in indicators. In the model, there was 1 exogenous variable, namely learning satisfaction, and 2 endogenous variables, including learning motivation and learning achievement. Model assessment with PLS began by looking at the R Square for each dependent latent variable. In addition, changes in the value of R Square could be used to assess the effect of certain exogenous latent variables on endogenous latent variables that had a significant influence. The figure above showed that changes in digital literacy scores contributed 22.2% to changes in reading interest scores, and the remaining 77.8% was influenced by other factors not analyzed in this model.

e. Test the Hypothesis

The significance of the estimated parameters provided very useful information about the relationship between the reported variables. The basis used in hypothesis testing was the value contained in the output *results for inner weight.* The following table presented the *output* results for the structural model testing:

Table 6. t-count Coefficient Value Results

Variable	Original Sample	Sample Mean	ST. DEV	T Statistics	P Values
Digital Literacy > Reading Interest	0.471	0.537	0.058	8.105	0.000

Hypothesis Testing:

H0: *Digital Literacy* has no significant effect on the *Reading Interest of UIN Suska Riau Students*

H1: *Digital Literacy* has significant rffect on the *Reading Interest of UIN Suska Riau Students*

Based on hypotheses above, a hypothesis test was carried out with the *bootstrapping* method using SmartPLS software, and obtained the following values:

Table 7. Digital Literacy t-count Coefficient > *Reading Interest of UIN Suska Riau Students*

Influence	Path Coefficient (beta)	t-count	P value	Conclusion
Digital Literacy > Reading Interest	0.471	8.105	0.000	Accept H1

The path coefficient value *of the original sample estimate* (beta) was positive, which was 0.471. This indicated that the direction of the relationship between *Digital Literacy and Reading Interest* was positive or unidirectional. When *Digital Literacy* increased, the Reading Interest was likely to increase, and vice versa. The effect of *Digital Literacy* on *Reading Interest* was significant in the 2-tailed test (t table = 1.97) with a T-statistic value of 8.105 greater than the t table, and a p-value smaller than alpha 5% (0.000 < 0.05). Therefore, H1 was accepted, indicating that Digital Literacy had a significant effect on the Reading Interest of UIN Suska Riau Students.

The results of this study were in line with a previous report that digital literacy had a strong influence on students' reading interest. This was shown by grade *correlation coefficient* (R) of 0.795, which showed that the degree of relationship between both variables was 79.5%. Based on these findings, the better the digital literacy of students, the better the interest in reading (Siroj et al., 2022).

Several studies had also reported similar findings including 1) the implementation of digital literacy program at MI Islamiyah Banjarpoh Ngoro considered 3 stages of literacy, namely habituation, development, and learning, 2) student reading interest before the implementation of digital literacy was still relatively moderate, but after the program, the variable became high. 3) the application of a digital-based 30-day literacy program to the reading interest of MI Islamiyah Banjarpoh Pulorejo Ngoro Jombang students was effective because the media used was well processed and more interesting to read (Khusaini & Baca, 2022).

Various reports had also shown the influence of digital libraries on students' reading interest. The data processing and statistical data analysis showed that students' reading interest was higher when using digital libraries, showing the presence of a significant influence. Good facilities in the digital library could attract learners and increase the ease of looking for reference books, doing assignments, or studying. Therefore, it could be concluded that the use of digital libraries affected reading interest (Qoolili &; Husni,

2022; Awaludin et al, 2022). This was consistent with a previous study that *Gadgets* had a major impact on reading interest due to the lack of supervision from parents or teachers during usage. The study concluded that positive impacts or negative impacts can be addressed depending on the use of the gadgets (Zuhria et al., 2022).

A previous study also explored the application of media *Literacy Cloud* Useful for fostering students' interest in reading both at school and at home. The positive impacts that occurred included reading endurance becoming longer than usual, increasing focus and concentration, enhancing interest in obtaining new information when studying, and fostering the desire to read (Fina &; Susanto, 2023). Based on the finding, increasing interest in reading through the application of digital literacy was very necessary for school students even though learning activities were carried out remotely (Aisha, 2022).

Another study suggested a significant impact of the School Literacy Movement on students' reading interests. This influence was substantiated by the results of a correlation test, where the significance value was less than 0.05, and the F-calculate value exceeded the table t value. According to the findings at UPT SPF SD Inpres Lanraki 2 Makassar City by Inzani et al. (2022), there was a statistically significant correlation between the variables of the school literacy movement (X) and students' reading interest (Y). In a separate study, the UPN Veteran Yogyakarta library conducted a study to assess the impact of information source exploration on master and doctorate students. The search for information comprised utilizing EBSCO journals and ebooks, engaging 50 participants. This initiative aimed to address the fact that a considerable portion of students, namely 59.5%, were unfamiliar with and had never accessed digital collections in the library. The training provided by the library proved highly effective, with 73.8% of participants acknowledging its value in introducing them to the library's collections and guiding them on accessing digital resources. This heightened awareness contributed to increased interest among students, with 69% expressing that the training significantly aided them in their final projects and scientific publications (Alifah et al., 2019). The findings also showed that 64.3% of participants expressed a heightened interest in accessing digital collections more frequently following their participation in the training. These results underscored the positive impact of library-led initiatives on students' engagement with digital resources and their subsequent academic endeavors.

The findings of a study showed that Electronic Books (e-books) served as a Please avoid use this viable alternative for students to cultivate a heightened interest in reading. This recommendation stemmed from the undeniable reality that students now possessed more mobile phones than physical books. The practical and portable nature of digital books allowed individuals the convenience to read at their discretion, fostering an environment where reading could take place anytime and anywhere. Consequently, the utilization of digital books was anticipated to elevate interest in reading, providing a more effective and efficient means of engaging with literary material (Ruddamayanti, 2019). This conclusion was supported by related report, indicating a significant positive correlation between digital literacy activities among adolescents aged 16-17 and reading comprehension. The data suggested that an increase in digital literacy activities corresponded to an improvement in reading comprehension, and vice versa. This interplay underscored the

potential impact of enhancing digital literacy activities, achieved through purposeful engagement with digital technologies Setyawati et al., 2021). Meanwhile, an alternative perspective emerged from a study focusing on students' reading habits, responses, and questioning behaviors. Despite evaluating 50% of the class, the results consistently showed a lack of interest in reading, leading to a parallel absence of enthusiasm in participating in discussions (Ningsih, 2020).

4. Conclusion

In conclusion, the results showed that the reading interest of UIN Suska Riau students was in the Good category, while digital literacy was in the Very Good category. The influence of digital literacy on the reading interest of UIN Suska Riau students shows that the path coefficient value of the original sample estimate (beta) was positive at 0.471. This showed that the direction of the relationship between both variables was positive with a fairly strong category. In addition, the effect was significant based on the 2-tailed test (t table = 1.97) with a T-statistic value of 8.105 greater than t table, and p-value was lower than alpha 5% (0.000 < 0.05). Digital literacy of students at UIN Suska Riau must be maintained because it directly had implications for students' reading interest. The provision of digital literacy assistance can be packaged in various ways in the learning process, such as providing digital access to reading resources. The results of this study were expected to serve as a reference for future investigations to examine other variables that affect students' reading interest at UIN Suska Riau on a wider scale.

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