# Systematic Literature Review on Students' Reading Habits in Indonesia in the Era of Technology

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**Abstract**

This systematic literature review aimed to explore the impact of massive technology use on the reading habits of students in Indonesia, with a focus on the impact of digital media on their reading behavior. This review covers studies from 2019 to 2024, a period marked by the COVID-19 pandemic and the transition to digital learning environments. The findings show that reading habits among Indonesian students are generally low in various regions, including Sumatra, Java, Kalimantan, Sulawesi and Papua. The widespread use of smartphones and computers for entertainment purposes, such as gaming, social media, and video streaming, has significantly reduced the time spent reading traditional or academic material. Although technology offers extensive access to educational resources, the dominant use of technology for recreational activities hinders the development of strong reading habits. This research shows that students' reading habits in Indonesia tend to be low and are influenced by the use of technology, especially smartphones and computers, which are more often used for entertainment than reading. Awareness and self-control in using technology are the keys so that students can utilize technology to improve their reading habits, so that technology can become a useful tool rather than an obstacle in the learning process.

Keywords: Indonesia, Reading habits, Students, Technology Era

## INTRODUCTION

Reading books regularly has many benefits for individuals and society. This habit can improve cognitive abilities, broaden horizons, and improve communication skills. Reading books can also help a person to better understand different cultures and points of view. Reading ability is the ability to understand and extract information as effectively as possible (Dewi et al., 2023). Reading habits is a habit that is carried out every day with the aim of developing knowledge about something. According to Yusof (2021), he said that the concept of students reading habits is on how often they read, when do they read, what do they read and why do they read. Literally, not all students have the same habits in reading. In the other hand Palani (2012), he said that the reading habits is an essential and important aspect in creating a literate society in this world. It shapes a person's personality and helps them develop appropriate methods of thinking and create new ideas. Moreover Davidovitch et al. (2016) confirm that the way individuals organize their reading is known as reading habits. Although some people prefer digital material because it is quicker and easier to obtain information, some people prefer to

read written or printed material because it is more direct. Undoubtedly, their reading habits may be influenced by the reading material itself.

Reading is one of the important keys to improving the quality of human resources in Indonesia. Reading as the main focus in the field of education is at the heart of everything formal learning skills (Priyanti et al., 2019). However, students' reading habits in a number of regions in Indonesia are very low. In Sumatra and Riau Island, the condition of students reading habits there are low. In Padang, students are more likely to playing a smartphone rather than reading a book, this causes students reading habits are low (Wahyuni et al., 2020; Yulastri et al., 2022). In Riau and Palembang, the problem of students reading habits is causes by smartphone (Miranda et al., 2023; Satriani, 2019). There is not only in Sumatra and Riau, in java actually students are faced same problem, the problem of students reading habits in java are low are causes by the influence of technology, students are more preferred use smartphone and computers to do an entertainment and playing game (Chairanissa & Wirza, 2019; Hanah et al., 2020; Male et al., 2021; Nurrohmah, 2021; Pardede et al., 2023; Sarono et al., 2023). However some students in java have a high reading habits condition, they are like reading a book in their free time (Asipi et al., 2022). In addition, students reading habits condition on Kalimantan, Sulawesi and Papua are low in sulawesi and Kalimantan the students have same behaviour on reading habits, students like to use smartphone and computer as a media to playing game and entertain media (Awaru et al., 2022; Sarono et al., 2023; Utami et al., 2022) on the other hand Papuans students can read but don't understand the meaning contained, this causes the reading habits of students in Papua to be relatively low (Retynasari et al., 2023). Therefore, the condition of students' reading habits in Indonesia is relatively low, this started with the pandemic and the use of technology during the pandemic.

The widespread use of technology for teaching began with the Covid-19 pandemic. This causes students' study habits to change. At that time everything in the world was done online from home. The teaching and learning process is also carried out from home, this requires assistance from technology and this changes students' learning habits. Teachers and students are more comfortable when learning is carried out as usual at school (Selvaraj et al., 2021). The massive use of technology at pandemic has contributed to students' reading habits declining. The rise of the digital era has contributed to a change in student patterns and behaviors toward reading habits. Instead of reading material in more conventional formats like books and newspapers, students would much rather read it on their smartphones (Yusof, 2021). One of the most prominent changes in the world today is technological progress media availability and accessibility, and the advent of the internet (Paramahita et al., 2023). The rise in popularity and

availability of the internet has put reading skills to challenge in modern times. Students now find it quicker and easier to read information instantly from digital sources like smartphones (Tanjung et al., 2017). Therefore, the use of technology in pandemic era has change students learning patterns and reading habits. Students more likely use technology not for learning but for having fun like playing a game and watching video rather than study.

The surge in the use of technology for learning during the pandemic has had a double-edged sword effect on students' reading habits in Indonesia. On the positive side, technology offers many learning resources: eBooks, online articles, educational websites, and more. Ideally, this can foster a love of reading and a thirst for knowledge. In the negative way students in Indonesia really enjoy using smartphones and computers to play games, watch videos and listen to music rather than looking for learning resources and reading the latest news around them (Chairanissa & Wirza, 2019; Male et al., 2021; Satriani, 2019; Soepardi, 2023; Wahyuni et al., 2020). On the positive side, students have a huge opportunity to get learning resources, technology can be used anywhere and at any time as long as the technology can be accessed wherever they are. Some students in indonesia also have a good responsibility on their study habits (Asipi et al., 2022; Awaru et al., 2022). Therefore, students in Indonesia can take advantage of the opportunity to learn through technology, but this can only be done with their own awareness of wanting to develop themselves through today's advanced technology. Moreover, the urgency of conducting this research is to find out what impact the massive use of technology has on students' reading habits in Indonesia. This research is essential to understand the impact of the widespread use of technology on students' reading habits in Indonesia.

Previous study shows that condition of students reading habits in indonesia are low. Several previous studies confirmed that Indonesian students have low reading habits, this was shown in research conducted by Chairanissa & Wirza (2019); Hanah et al. (2020); Male et al. (2021); Miranda et al. (2023); Pardede et al. (2023); Retynasari et al. (2023); Nurrohmah (2021); Sarono et al. (2023); Satriani (2019); Soepardi (2023); Utami et al. (2022); Wahyuni et al. (2020); Yulastri et al. (2022). They are found that reading habits in indonesia are low. In the other hand study conducted by Asipi et al. (2022); Awaru et al. (2022), they found that students reading in indonesia are in high condition. Furthermore, there are still lack of systematic literature review conducted for future study. However, this study wants to focus on what is the impact of massive technology use on students reading habits in Indonesia and what is the advantages and disadvantages of technology use on students reading habits in Indonesia.

**METHOD**

This study was a systematic literature review (SLR). This type of research is used to define, evaluate, and interpret related research findings to achieve the objectives of this research. The data and information for this research were collected from journals and articles in google scholar published in 2019-2024, the reason choose those years because in 2019 there is a beginning of covid-19 until two years later, the following three years were a transition period from Pandemic to Endemic, Therefore, we want to research the phenomena that occurred in that period. In this study, the researcher began by searching related papers by using the keywords 'reading,' 'reading habits,' 'reading habits of EFL learners,' and 'reading habits in Indonesia,'. All the sources for this study were collected and selected. That action aims to determine whether the sources are suitable for this present study.

The method used is the PRISMA method. Preferred Reporting Items for Systematic and Meta-Analytic (PRISMA) was used to select, review, and summarize based on objectives, year of publication, instruments, methods, and results for future research. by focusing on the impact of the widespread use of technology on students' reading habits in Indonesia. The inclusion of this study includes 1) research on the students reading competence, 2) students reading habits, 3) students In Indonesia, 4) published between 2019-2024. Contrarily, the exclusion criteria include: 1) the research are not about students reading competence, 2) not about students reading habits, 3) not in Indonesia, 4) published under the year of 2019. The articles were gathered from e-journals as the primary online database. Around 194 studies were gathered after using the PRISMA model. Around 15 studies were selected and chosen based on the inclusion criteria. The data shows in Figure 1.

**Identification of studies via databases and registers**

**Identification**

Records identified from*:
Databases (n =194)
Registers (n =102)

Records removed *before screening*:
Records removed not in Indonesia (n = 92)

**Screening**

Records screened
(n =102)

Records excluded**
(n =72)

Reports sought for retrieval
(n =30)

Reports not retrieved
(n =0)

**Screening**

Reports assessed for eligibility
(n =30)

Reports excluded:
Not a Paper (n =3)
Error Article (n =12)

**Included**

Studies included in review
(n =30)
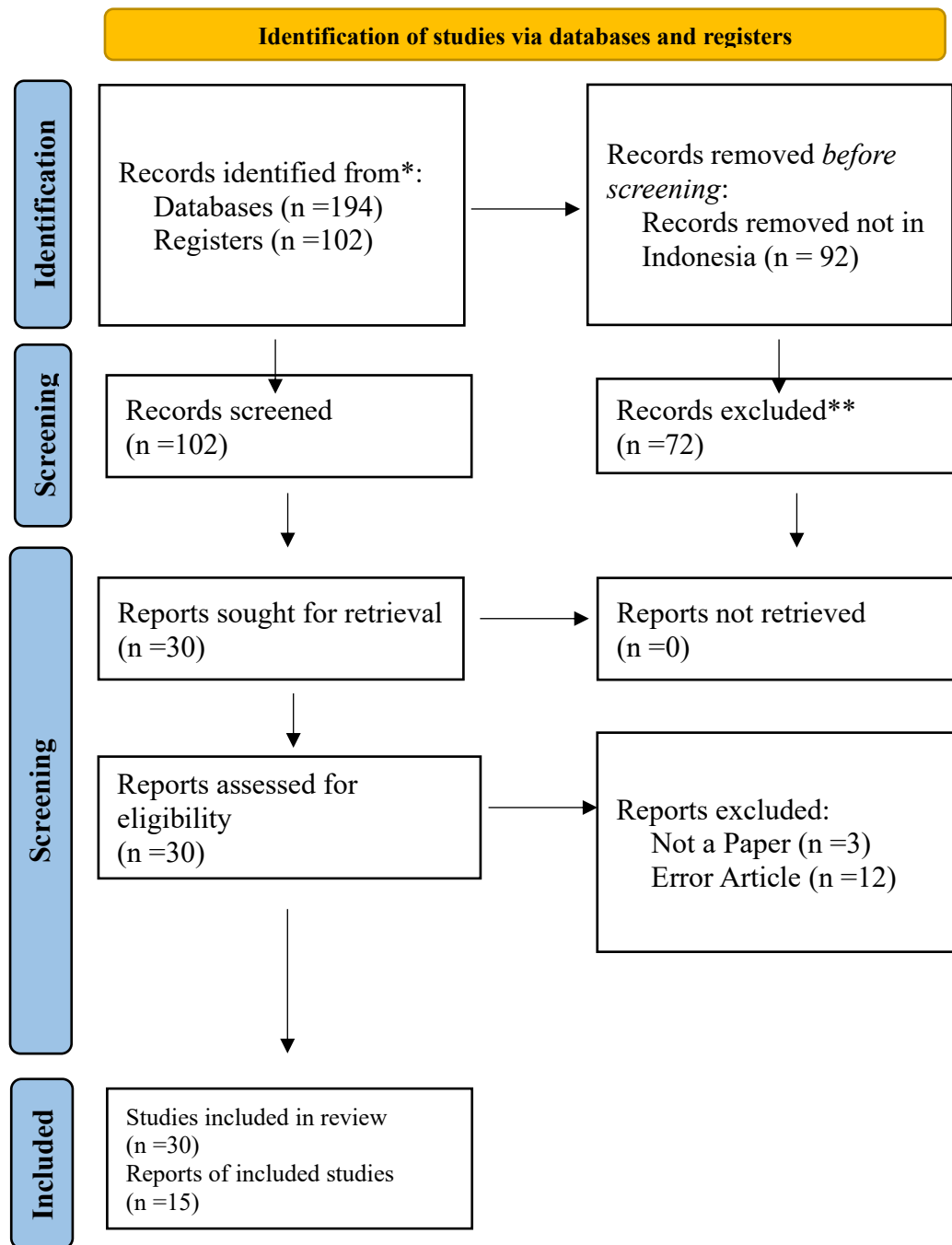Reports of included studies
(n =15)

Figure 1. The Prisma Model

The article was chosen have some criteria. The inclusion of this study includes 1) research on the students reading competence, 2) students reading habits,3) students In Indonesia, 4) published between 2019-2024. Contrarily, the exclusion criteria include: 1) the research are not about students reading competence, 2) not about students reading habits, 3) not in Indonesia, 4) published under the year of 2019. The table shows in Table 1.

Table 1. Criteria Table

| INCLUSION | EXCLUSION |
|---|---|
| Research On the Students Reading Competence | The Research Is Not About Students Reading Competence |
| Students Reading Habits | Not About Students Reading Habits |
| Students In Indonesia | Not In Indonesia |
| Published Between 2019-2024 | Published Under the Year Of 2019 |

**RESULTS AND DISCCUSION**

The article chosen talked about Reading Habits of students in Indonesia. Majority of the studies said that Indonesian students reading habits are Low. There are several studies reveal that the reading habits of students in Indonesia tend to be quite good and good enough. Most of these studies say that the main factor causing students' Low reading habits is technology. Technology plays a big role in causing students to become lazy about reading. Factors that cause this include: 1. Games; 2. Video/Film; 3. Music. However, students also enjoy reading novels and comics, but students only read this for less than 1 hour a day. In their free time, students also prefer to explore social media such as Instagram and TikTok rather than read academic source. Table 2 will present more details toward this explanation.

Table 2. The Overview of Related Study

| Author | Location | Reading Habits | Findings |
|---|---|---|---|
| Chairanissa & Wirza. (2019) | Bandung, Indonesia | Low | The students are more spend their time to watching Television, listening to music, and playing video games, the students just read only in 1-2 hour |
| Satriani (2019) | Riau, Indonesia | Low | The students using digital platform/internet source to find something to read. They are enthusiastic and pleasure in reading |
| Wahyuni et al. (2020) | Padang, Indonesia | Low | The students are likely spending their time on doing internet-based activity rather than reading. |
| Hanah et al. (2020) | Subang, Indonesia | Low | The students are reading a book just less than 1 hour in a day, it is indicating that students are not really interested in reading |
| Male et al. (2021) | Jakarta, Indonesia | Low | The students are likely using internet to watching on *YouTube* and listening to the music rather than spent their time to find source or something to read. |
| Yulastri et al. (2021) | Padang, Indonesia | Low | The students having limited time in reading and they are more preferred to read a novel rather than academic books. They are more engaging more on internet activities. |
| Nurrohmah. (2021) | Pekalongan, Indonesia | Medium | The students are like to read but the students more preferred read a novel, comics, and humour story rather than Academic books or journal article. |

| Author | Location | Reading Habits | Findings |
|---|---|---|---|
| Utami et al. (2022) | Pontianak, Indonesia | Medium | The students are often read a journal article in 1-3 hour a day. The students are more preferred read an online source. |
| Awaru et al (2022) | Majene, Indonesia | High | The students have a good improvement in reading when researchers implemented literacy movements. This method has a good impact on students' reading habits. |
| Asipi et al. (2022) | Cirebon, Indonesia | High | The students are likely reading a book in their free time, in a day they are always spare their time to read a book. |
| Soepardi. (2023) | Surabaya, Indonesia | Low | The Sophistication of Technology 5.0 make the students interest in learning are decreased. The students more preferred to use technology as an entertainment media not as an educational media. |
| Pardede et al. (2023) | Jakarta, Indonesia | Low | The majority of students are preferred reading trough digital platform, they are prefer using smartphone when reading. The academic reading is not the priority they are more spent their time on non-academic reading. |
| Miranda et al. (2023) | Palembang, Indonesia | Low | On this technology era the students are more preferred reading through the smartphone, but the students more likely read a novel and comics rather than academic books or academic source. |
| Sarono et al. (2023) | Manado, Indonesia | Low | The majority of students are reading less than 1 hour in a day, the students are more spent their time to surf the internet, and the students are prefer read a novel and comics rather than academic source. |
| (Retynasari et al., 2023) | Papua, Indonesia | Low | Many students, especially in the Papua region, can read but don't understand the meaning contained |

The condition of Indonesian students' reading habits can be categorized as low. Students' reading habits in a number of regions in Indonesia are very low. In Sumatra and Riau Island, the condition of students reading habits there are low. In Padang, students are more likely to playing a smartphone rather than reading a book, this causes students reading habits are low (Wahyuni et al., 2020; Yulastri et al., 2022). In Riau and Palembang, the problem of students reading habits is causes by smartphone (Miranda et al., 2023; Satriani, 2019). There is not only in Sumatra and Riau, in Java actually students are faced same problem, the problem of students reading habits in java are low are causes by the influence of technology, students are more preferred use smartphone and computers to do an entertainment and playing game (Chairanissa & Wirza, 2019; Hanah et al., 2020; Male et al., 2021; Nurrohmah, 2021; Pardede et al., 2023; Sarono et al., 2023). However some students in java have a high reading habits condition, they

are like reading a book in their free time (Asipi et al., 2022). In addition, students reading habits condition on Kalimantan, Sulawesi and Papua are low in Sulawesi and Kalimantan the students have same behaviour on reading habits, students like to use smartphone and computer as a media to playing game and entertain media (Awaru et al., 2022; Sarono et al., 2023; Utami et al., 2022) on the other hand Papuans students can read but don't understand the meaning contained, this causes the reading habits of students in Papua to be relatively low (Retynasari et al., 2023). Therefore, the condition of students' reading habits in Indonesia is relatively low, this started with the pandemic and the use of technology during the pandemic.

The cause of students' low reading habits is due to the influence of the use of technology. This is confirmed by Yusof (2021),he said that the rise of the digital era has contributed to a change in student patterns and behaviors toward reading habits. Instead of reading material in more conventional formats like books and newspapers, students would much rather read it on their smartphones. This is in line with the findings of research from Miranda et al. (2023); Pardede et al., (2023), in their research they found that the students are more like use smartphone to read but smartphones very easily distract students from looking at other things than reading. However, some students are like use their smartphone to read some journal article in their free time (Utami et al., 2022). These confirmed by study conducted by Rusiana et al., (2024) in their study they proved that students had a positive perception of the use of virtual books. On the other hand, some students also still like reading books on their free time (Asipi et al., 2022). The cause of students' low reading habits could be influenced by technology, it could also be that technology can make it easier for them to find reading material. This can be an advantage or disadvantage of technology.

Technology can be a double-edged sword effect on students' reading habits in Indonesia. On the positive side, technology offers many learning resources: E-Books, online articles, educational websites, and more. Ideally, this can foster a love of reading and a thirst for knowledge. In the negative way students in Indonesia really enjoy using smartphones and computers to play games, watch videos and listen to music rather than looking for learning resources and reading the latest news around them (Chairanissa & Wirza, 2019; Male et al., 2021; Satriani, 2019; Soepardi, 2023; Wahyuni et al., 2020). On the positive side, students have a huge opportunity to get learning resources, technology can be used anywhere and at any time as long as the technology can be accessed wherever they are. Some students in Indonesia also have a good responsibility on their study habits (Asipi et al., 2022; Awaru et al., 2022). Therefore, students in Indonesia can take advantage of the opportunity to learn through

technology, but this can only be done with their own awareness of wanting to develop themselves through today's advanced technology.

The use of technology can be controlled ourself, if you can control the use of technology, it is can be beneficial for you, but if you can't you will become dependent on interesting things other than reading about this technology. And this can also change the style of your reading habits. According to Davidovitch et al. (2016) they said that some people prefer digital material because it is quicker and easier to obtain information, some people prefer to read written or printed material because it is more direct. Undoubtedly, their reading habits may be influenced by the reading material itself. In some cases, people prefer to read digitally because it is easier to access and can contain a lot of reading material (Miranda et al., 2023; Pardede et al., 2023; Sarono et al., 2023). On the contrary some people may be preferred reading conventionally, like reading a book or printed paper (Nurrohmah, 2021; Utami et al., 2022; Yulastri et al., 2022). So, technology can change the style of our reading habits, this can be an advantage or disadvantage for everyone.

Technology can have a good influence and bad influence. The good influence of technology on students reading habits are, students can have a good media to find some reading source or academic source (Asipi et al., 2022; Satriani, 2019), not only academic source, students also can have a good reading source like comics, novel, or short story on the internet (Miranda et al., 2023; Nurrohmah, 2021; Sarono et al., 2023; Yulastri et al., 2022). But technology can have bad influence on the students' reading habits. Students can use technology for whatever they want to do, like playing a game, scrolling Instagram and scrolling TikTok, watching video on YouTube; Netflix; vidio; Prime video (Chairanissa & Wirza, 2019; Male et al., 2021; Wahyuni et al., 2020) These things can distract students in the process of reading or studying or if students want to start studying, this will definitely make them forget to study or read. Therefore, technology can have both good and bad influences on students' reading habits. However, this can be reduced as students become aware of this. Therefore, students are expected to be able to manage their time in order to balance studying and playing.

**CONCLUSION**

The reading habits of Indonesian students are generally low in many regions, strongly influenced by the widespread use of technology. In areas such as Sumatra and the Riau Islands, students prefer playing on smartphones rather than reading books. This trend reflects the situation in Padang, where digital disruption has led to a decline in reading engagement. Likewise in Riau and Palembang, the prevalence of smartphones contributes to low reading habits among students. This problem extends to Java, Kalimantan, Sulawesi and Papua, where

students often choose digital entertainment over reading. In Papua, even though students can read, they have difficulty understanding, thereby reducing their reading habits. The COVID-19 pandemic has exacerbated this trend, as distance learning increases reliance on digital devices, which are often not used for educational purposes. Technology, while offering many benefits such as access to e-books, online articles, and educational websites, also presents significant challenges. Many students use technology primarily for entertainment like playing games, watching videos, and browsing social media which causes distractions in reading and learning. The preference for instant digital gratification over traditional reading is further reducing reading habits among Indonesian students. In conclusion, the reading habits of Indonesian students are generally low, and technology plays an important role in forming these habits. Although technology provides many resources and learning opportunities, its misuse for entertainment purposes has led to a decline in reading habits. Improving reading habits requires a balanced approach to technology use, encouraging students to utilize its benefits for educational purposes while minimizing distractions. Promoting a reading culture and increasing awareness of the importance of reading can help students make better use of technology to improve their reading habits and overall academic performance.

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