



The Benefits of Android in Increasing the Reading Interest of Generation Z Students at SMA Negeri 1 Pringgarata, Central Lombok District

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Abstract: Generation Z are “digital natives” exposed to smartphones, social media, and the internet. Nearly all Generation Z (98 percent) use smartphones, which can shape the way they communicate, learn, and interact with the world. However, amidst easy access to digital information and entertainment, a serious challenge arises, namely the low interest in reading among Generation Z students. This negatively impacts critical thinking skills, creativity, and in-depth understanding of various issues. In fact, Android devices have great potential to change the way students interact with reading. However, on the other hand, the potential of Android in increasing reading interest in Generation Z students has not been fully explored. Therefore, this study aims to analyze the benefits of Android in increasing reading interest in Generation Z students. Using a purposive sampling technique, the data obtained were analyzed descriptively qualitatively. The results of the study showed that the benefits of Android significantly increase the frequency and duration of students' reading. Applications such as Wattpad, Gramedia Digital, and Webtoon are popular choices due to easy access to various types of reading, personalized features, and interactive elements. Challenges faced include distractions from social media and limited internet access. Proposed solutions include implementing focus mode, establishing partnerships with internet service providers, offline digital libraries, and developing media literacy. These findings imply the need for collaboration between educators, app developers, and other stakeholders in designing effective and relevant digital literacy strategies for Generation Z students, thereby creating a supportive learning environment and increasing students' interest in reading.

Keywords: Android; Generation Z; Reading interest

Introduction

In this fast-paced digital era, Generation Z, born between the mid-1990s and early 2010s, grew up in a technological ecosystem that differs greatly from previous generations. They are digital natives exposed to smartphones, social media, and the internet from an early age. A study conducted by the State of New York shows that almost all Generation Z (98 percent) use smartphones (Ahmed, 2019). Technology is no longer just a tool, but an integral part of their daily lives,

shaping how they communicate, learn, and interact with the world (Windari et al., 2021).

However, amidst the ease of access to digital information and entertainment, a serious challenge arises: low reading interest among students. Data from various studies and surveys indicate that students' reading interest in Indonesia remains concerning (Sari et al., 2024). This negatively impacts critical thinking skills, creativity, and in-depth understanding of various issues. Yet, strong literacy skills are crucial for academic, professional, and social success in this information age.

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On the other hand, Android devices have become an integral part of Generation Z's lives. Android smartphones offer a variety of features and applications that can be utilized for various purposes, including reading. With easy access to thousands of digital books, articles, news, and other educational content through apps like Google Play Books, Kindle, iPusnas, or local library apps, Android has great potential to transform the way students interact with reading.

Utilizing Android as a learning medium and reading resource offers several advantages, such as portability, accessibility, personalization, and interactivity (Christou et al., 2025). Students can read anytime and anywhere, choose reading genres that suit their interests, and interact with the text through features like notes, bookmarks, and dictionaries. Some apps even offer gamification and social interaction features that can make reading more enjoyable and motivating.

However, the potential of Android in increasing reading interest among Generation Z students has not been fully explored. Further research is needed to understand the benefits of Android in increasing reading interest among Generation Z students..

Method

This study is a field study using a qualitative approach to obtain natural-sense data related to the benefits of Android in increasing reading interest among Generation Z students at SMA Negeri 1 Pringgarata, Central Lombok Regency.

This study uses two data sources: primary and secondary (Cheong et al., 2023). The primary data consists of interviews with students at SMA Negeri 1 Pringgarata, Central Lombok Regency. Therefore, the informants in this study were students who use Android-based reading applications, with a sample of 15-20 students from various classes actively using reading applications.

Secondary data consists of various literature related to the research object, both directly and indirectly. These include "The Use of Android in Education" by Verawati and Enny Comalasari, "Analysis of Digital Literacy Rates in Generation Z" by Riyana (2021) "The Use of Android Application-Based Learning Media in Expository Text Learning" by Muhamad Riyana, and "Generation Z Digital Literacy" by (Asufie & Aripkah (2023).

This research was conducted at SMA Negeri 1 Pringgarata, Central Lombok Regency, focusing on students who use Android-based reading applications. Therefore, the informants for this study were approximately 15-20 students from various classes who actively use reading applications. The reason the

researchers conducted the research at SMA Negeri 1 Pringgarata, Central Lombok Regency, was because one of the activities at SMA Negeri 1 Pringgarata, Central Lombok Regency, is learning Artificial Intelligence (AI) to improve students' digital literacy.

The data collection techniques used were interviews, observation, and literary data documentation. The purpose of the interviews was to explore students' experiences using Android-based reading applications. Participatory observation was conducted within the Generation Z student community at SMA Negeri 1 Pringgarata, Central Lombok Regency, to observe students' interactions with the reading application during class hours and extracurricular activities. The researcher then recorded students' behavior while using the application, as well as their involvement in reading activities. Documentation of literary data related to the usefulness of Android in increasing reading interest among Generation Z students at SMA Negeri 1 Pringgarata, Central Lombok Regency, was conducted in various locations, such as the school library and other relevant data and documentation collection locations.

Data obtained from interviews, observation, and documentation were analyzed using Miles and Huberman's interactive analysis technique. This analysis model operates through interactions between components, with the data collection process being a cyclical process. This interactive cycle includes data reduction, data presentation, and conclusion drawing or verification. The researcher interactively moved between the analysis components while continuing to collect data. The next step after data collection is for researchers to simply move between the three components of analysis. Data reduction and presentation are compiled once the researcher has obtained the required data from the required number of data units. Once data collection is deemed sufficient and complete, the researcher begins drawing conclusions and verifying the data reduction and presentation, comparing them with existing theoretical studies. However, if new data is discovered, the researcher returns to data collection and continues with the analysis component. This interactive cycle continues until deemed adequate.

Finally, in the final stage, the researcher formulates conclusions regarding the usefulness of Android in increasing reading interest among Generation Z students at SMA Negeri 1 Pringgarata, Central Lombok Regency.

Result and Discussion

The Benefits of Android Apps in Increasing Reading Interest among Generation Z Students at SMA Negeri 1 Pringgarata, Central Lombok Regency

Based on interviews, the majority of students at SMAN 1 Pringgarata showed a high interest in reading using Android apps. Three main reasons explain this strong interest. First, Android apps offer a variety of features, including engaging visuals, dynamic animations, and interactive audio and video elements. Second, Android apps provide easy access and flexibility in reading activities, allowing students to access reading materials anytime and anywhere (Hasanudin et al., 2022; Rahmanita et al., 2021). Third, Android apps play a significant role in facilitating the discovery of new reading materials. Students stated that through Android apps, they easily access bestseller lists and book promotions distributed through social media, enabling them to find reading material that aligns with their individual interests and preferences.

Based on the interviews with students at SMA Negeri 1 Pringgarata, the use of Android apps has proven effective in increasing reading interest among Generation Z students. These apps provide easy access to a variety of reading resources and enable students to find material that aligns with their interests. When analyzed based on the theory of reading interest, Android applications function as triggers and sources of student reading interest (Iswara et al., 2023; Mewoh et al., 2022). Thus, Android applications serve not only as tools but also as sources of motivation, encouraging students to be more active in reading.

When using Android applications, Generation Z students not only read but also actively ask questions about the content they read and share the information they gain with their peers (Szymkowiak et al., 2021). This activity of asking questions and sharing information demonstrates positive social interactions with the reading content. This means that social interactions can strengthen students' reading interest because they can learn from others, share experiences, and feel part of a community of readers. This aligns with social constructivism theory, which emphasizes the importance of social interaction in the learning process, where knowledge and understanding are socially constructed through interactions with others and the environment.

Regarding comprehension and motivation, the majority of students were able to explain the content of the reading and showed improvements in comprehension after reading on Android. Furthermore, most students also found it easier to understand the material read through Android applications. This is because Android applications are an operating system

with easy-to-use features, allowing students to access a variety of information, including for expressing ideas, developing potential, expanding horizons, networking, and other positive activities.

Although Android applications have significant potential to increase students' interest in reading, observations indicate that physical books still hold a special appeal for some students at SMAN 1 Pringgarata. This is due to the comfort and habits they have developed since childhood of reading physical books. These students feel more connected to the reading experience offered by printed books, which, for them, better supports the learning process and understanding of the material.

Applications and Features Used to Increase Reading Interest among Generation Z Students at SMA Negeri 1 Pringgarata, Central Lombok Regency

Based on interviews, Generation Z students at SMA Negeri 1 Pringgarata use a variety of applications and features to increase their reading interest. These applications and features include: Wattpad, a very popular reading and writing application. Wattpad is a reading and writing community platform where users can read free stories, write their own, and interact with other authors and readers; Gramedia Digital, a digital reading platform from the Gramedia bookstore chain, offers access to thousands of digital books, magazines, and newspapers. Students who need additional textbooks can find digital versions on Gramedia Digital, take notes, and read them on their Android devices; Quizizz, an interactive learning platform that provides fun quizzes as a learning method. This application combines a game-based approach for effective learning and offers a wide variety of learning materials; Fizzo Novel, a digital novel reading platform offering a variety of story genres, particularly romance and fantasy fiction. Some Generation Z students use this app for reading; Webtoon, a digital comic platform offering a variety of comic genres optimized for smartphones. This app is widely used by Generation Z students; Shinigami, an app with a collection of comics; and Brainly, a question-and-answer platform where students can ask questions about their schoolwork and get answers from other students or experts.

Challenges and Solutions in Optimizing Android Usage to Increase Reading Interest among Generation Z Students at SMA Negeri 1 Pringgarata

Although Android applications can provide convenience for Generation Z students at SMA Negeri 1 Pringgarata, there are also several challenges in using these applications to increase their reading interest, namely: Constant notifications from various applications that constantly appear, which can disrupt students' focus while reading; The temptation of other

applications that are more interesting than reading, such as social media, games, and others. A possible solution to overcome this challenge is to use full-screen reading mode to minimize visual distractions from other notifications; Limited internet access and data costs can be a financial burden for students from low-income families. To overcome these challenges, partnerships with internet service providers are needed to offer special data packages for educational purposes. Furthermore, offline digital libraries containing collections of books and articles that can be accessed without the internet are also needed.

Optimizing the use of Android to increase reading interest in Generation Z students requires ongoing efforts to overcome these challenges. By implementing the right solutions and involving all stakeholders, we can create a literacy-rich learning environment, empower students to become active, critical, and independent readers, and prepare them for success in Society 5.0 to realize Golden Indonesia 2045.

Conclusion

Effective use of Android to increase reading interest. The use of Android devices can increase reading interest among Generation Z students. This is evident in the increase in students' reading frequency and duration after using Android as a reading medium. Easy access to various reading resources, personalized features, and interactive elements in Android applications are determining factors in increasing reading interest. Effective Applications and Features. Applications such as Wattpad, Gramedia Digital, Webtoon, and Quizizz, with their superior features such as interactive communities, personalized recommendations, engaging visual formats, and gamification elements, have proven effective in fostering reading interest among Generation Z students. Challenges in utilizing Android. There are several challenges in optimizing the use of Android to increase reading interest, including distractions from social media and limited internet access. To overcome these challenges, comprehensive solutions are needed, such as implementing focus mode, establishing partnerships with internet service providers, and offline digital libraries and developing media literacy.

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Authors contributions

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Conflict of Interest

The authors declare that they have no conflict of interest related to this study.

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