IS TECHNOLOGICAL PROGRESS AN OPPORTUNITY OR AN OBSTACLE IN GROWING CHILDREN'S LITERACY?

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Abstract: This study aims to explore whether technological advances are an opportunity or an obstacle in growing children's literacy. Along with the rapid development of technology, children are increasingly exposed to various digital media such as television, the internet, audiobooks or podcasts. This study uses the literature study method to collect and analyze data from various relevant literature sources. In literature analysis, it was found that television and the internet can provide significant obstacles to children's literacy development. Television often reduces reading time and displays content that does not always support good language development. The internet, despite its richness of information, often causes distractions and provides unverified content. However, on the other hand, technology also has great potential as an educational tool that can improve literacy skills if used appropriately. The conclusion of the study states that technological advances have a dualistic impact on children's literacy. Technology can be a barrier if its use is not controlled and directed, but it can also be a significant opportunity when used in a way that supports learning and literacy skills development. Thus, a wise approach and the right educational strategy are needed to maximize the benefits of technology in fostering children's literacy.

Keywords: technological advancement, children's literacy, television, internet, literature study.

INTRODUCTION

The definition of literacy in the daily life of Indonesian people is still in a narrow definition. Literacy is defined as a receptive reading activity. This means that literacy is still at the stage of simply understanding reading or understanding the information contained in the writing (Ahmadi & Ibda, 2022). Literacy can also be interpreted as a problem-solving activity using language activities such as writing, reading, listening, and speaking (Sugara et al., 2021). The essence of literacy is actually broader than receptive activities, receptive reading activities are fragments of literacy. Literacy is one of the basic abilities that must be possessed by individuals living in the present and future centuries. Literacy skills are important in a society because through literacy a person can absorb various information and knowledge insights to develop civilization in society (Pratama et al., 2022)

The meaning of literacy will develop with the advancement of the times, for now literacy can be interpreted as critical thinking, solving problems, and developing knowledge and one's potential (Subandiyah, 2015). Another meaning of literacy is the ability to understand, access, and use something intelligently through various activities such as observing, listening, reading, writing and/or speaking (Aswat & Nurmaya G, 2019). From this definition, literacy has a broad and diverse meaning and is not a single meaning.

Literacy basically has the goal of making humans literate. A person is said to be literate if he can understand something because he reads the right information and does something based on his understanding of the content of the reading. Sensitivity or literacy in a person certainly does not appear out of nowhere. Creating a literate generation requires a long process and conducive means. This process starts from a small and family environment, then is supported or developed in schools, social environments, and work environments (Lizawati, 2018).

There is a difference between literate and illiterate people. Literate people agree that literacy is a tool to maintain social relations in a sustainable manner while illiterate people have a tendency to engage in quarrels and violence as an effort to stop conflict. People who are illiterate have a tendency to be irritable and irritable (Osalusi & Oluwagbohunmi, 2014). In line with the findings, it means that illiterate people indirectly have problems in character. If drawn into education, especially basic education, illiteracy is also one of the

factors that affect the character of students in Indonesia such as easy fighting, sexual abuse, bullying, drugs, drunkenness, and smoking (Sugara & Saptono, 2023)

Departing from the definition of literacy above, of course literacy is important to advance education and lead to the improvement of the nation's quality of life. Intelligence and knowledge obtained from education can determine the quality of a nation, it can be said that the higher the knowledge of a nation, directly proportional to the civilization of the nation (Permatasari, 2015).

In the scope of family and society, several studies say that literacy culture in Indonesia tends to be low, one of the factors that affect the low literacy culture is related to audio-visual media (Hibana, 2018). The emergence and skyrocketing of audio-visual media in this country is a problem that needs to be thought about and found a solution together. This nation skips the reading stage and immediately moves on to the audio-visual stage which is assumed to be more interesting and practical in getting information (Arofah & Wulandari, 2023).

Advances in technology and information logically and logically should not be an obstacle to literacy culture, technological advances should be able to support literacy culture, the assumption is like that (Intansari & Sugara, 2023). With technological advances, literacy materials should be easily accessible and digestible (Intansari et al., 2023). In fact, technological advances can be used to increase digital literacy related to technical skills in accessing, understanding, and distributing information (Wulandari & Fajrin, 2022).

In fact, the progress in the field of communication has made the literacy culture decline from time to time which results in the stagnation or even the decline of the intelligence of this nation. This phenomenon is certainly very interesting to study. What's wrong? Not a few humans are lazier to understand symbols and symbols that are rich in meaning and knowledge and have complex flows. Today's people prefer audio-visual culture that offers convenience and gets real images.

The presentation of audio-visual information has poor meaning and knowledge, because in its presentation it is only conveyed subjectively, meaning that it depends on who conveys the information, whether it has other interests in conveying information or not (Xiong & Li, 2021). Not a few also believe in the truth of the information without analyzing the truth of the information provided. It is natural that many phenomena of

people are consumed by fake news or hoaxes. Actually, I don't want to admit it, but that's the reality.

Research related to learning with the use of technology is also increasingly published. For example, how the learning approach for Generation Z is related to e-learning (Mosca et al., 2019), Education in the era of the industrial revolution (Aziz Hussin, 2018), Use of technology and learning characteristics (Lai & Hong, 2015), or how to learn Digital (Molnar, 2015).

With this appeal, the question arises how learning using technology can improve these three literacys, especially related to human literacy? Keep in mind that with the use of technology, it means that children will be increasingly dependent on technology, especially their smartphones. According to Turner (2015) The very high use of technology has the potential to interfere with neurological development. When an individual uses a search engine too often that can find any answer needed in a matter of seconds will change the pattern of concentration, the way of reading and meditating. In addition, it is increasingly seen that children lose cultural and religious values or norms. This condition needs to be considered for the Government or Lecturers and Teachers in providing material in the use of e-learning related to human literacy (Zulpiyanti & Wulandari, 2023).

The purpose of this study is to examine the impact of technology on children's literacy. Is it possible that learning with technology can improve human atliteracy or even further hinder their literacy ability? So far, children have been very exposed to technology, their ability to focus is very short and the values they hold are very universal which causes cultural and religious identities to become increasingly lost in them. Is this really what we want for our children? How can we allow them to be more exposed to technology by increasing e-learning or online-learning for lessons related to children's literacy skills? Is the excessive use of technology compatible with the purpose of education and learning in the State of Indonesia? Shouldn't improving children's literacy be taught direct communication skills, decision-making skills, leadership in the real world, not just in cyberspace (Hastini et al., 2020). This research is important to propose possible outcomes obtained in learning that use technology in an effort to increase children's literacy or actually inhibit children's literacy.

METHODS

This research uses a qualitative approach that is library research. The object of his research is Technology and Literacy. The type of data used is secondary data. The scope of the data used is research journal articles on Technology and Literacy. The source of data collection comes from searching for national journals through the Google Scholar website.

Data collection techniques include: (1) opening Google Scholar software, then searching for journals based on the category of title words saying the key "Technology; literacy" throughout the year; (2) collect journal title data in Microsoft Excel, and identify journal titles; (3) download PDF (Portable Document Format) format files from all journals that have collected data; and (4) enter the RIS data file into the Mendeley Desktop software. Data analysis techniques by mapping research topics around Technology and Literacy based on journals that have been collected.

RESULTS AND DISCUSSION

Based on the results of Warsihna (2016) research, it is known that the community states that technological advances cause children's literacy to decrease. However, not a few other parties also stated that technological advances can be used to encourage children's literacy. These differences are indeed true, and both are true in every layer of people's lives. Warsihna (2016) divides the types of technology that affect literacy. These types of technological advancements are:

Television

Television is a very effective medium for conveying information, entertainment, and education (Warsihna, 2016). Before there was a habit of watching television, Indonesian people had the habit of gathering with their families to read the scriptures and listen to oral stories. In this condition, the presence of television changes the habit of reading and listening to watching.

The Use of Television in Children's Literacy

Warsihna (2016) stated that if you want to convey something or change people's habits, the tool that can be used is television. For example, to invite children who are fond of literacy, the invitation will be effective if they use television media. Although in the

general view between television and reading habits is a paradox. This means that the habit of reading has decreased due to the existence of television. But actually these two things can synergize with each other. This is in accordance with the opinion Anwas (2012), because television is a media that is popular with the public, while books are a window of knowledge, there must be a synergy between television station managers and book publishers. The synergy between television station managers and book publishers is that television broadcast materials are taken from book sources. For example, the making of soap operas is taken from novels, so that people who have read the novel will be interested in watching the soap opera. According to the results of a study by Ginting & Pratiwi (2017), television station managers should pay attention to the habits of their television viewers are dynamic people, especially with the current technological advances that make viewers' knowledge and abilities increase, so they can sort and choose the spectacle that they like, entertain, and educate. If television station managers are aware of this, then they will present quality broadcast materials or those needed by the audience.

This is in accordance with the results of the Anwas study (2012), that the quality of television broadcasts is not solely the result of ratings, but is based on the results of objective and beneficial public assessments. One of the quality broadcast materials, for example, is taken from famous literary works. With the elevation of literary works into television shows, the audience will be curious and want a more complete story by reading the printed form. In this way, writers are more motivated to continue to work even better, and of course will encourage the growth of new writers. Thus, the culture of writing will grow because it is read and appreciated by the community.

Likewise, television broadcast materials that get a good response from the public are made into story books, both in the form of novels, comics, cergam, and so on. From the television entertainment program, it can then be made in the form of print media (comics). Thus, children who previously only watched television programs can follow the complete story in the form of comics. In this way, children's interest in reading becomes better. With a good interest in reading, it encourages new writers (Warsihna, 2016).

Another way is for television stations to broadcast profiles of writers who have been successful both at the regional, national, and international levels. Television stations can also air public service advertisements that motivate children to always be literate, starting with small things, such as starting with their own experiences. If all children are happy to

be literate, even if it is simple, eventually there will be a lot of writing circulating among children. With a variety of readings written by many people and various themes, children finally have many choices and are close to their environment. Thus, television has great potential to support children's conditioning so that they are happy to be literate (Warsihna, 2016)..

The next effort is to utilize television broadcasts into the classroom. With television broadcasts in the classroom, learning in the classroom is not just memorizing theories, but students can also see facts or applications of theories that have been understood through television. This is in line with a study conducted by Pantiwati & Husamah, (2016) which stated that students' conceptual knowledge is relatively high because learning at school uses audio-visual media (television). Aspects of knowledge or concepts become more real. From this fact, learning in the classroom supported by television broadcasts/learning videos can foster students' critical and creative thinking skills.

Although television has a number of opportunities in fostering children's literacy, parents and teachers also need to pay attention to television which has the potential to be an obstacle in growing children's literacy. It's common knowledge that television often reduces the amount of time children should be able to read. When children spend a lot of time watching television shows, they miss out on the opportunity to engage in reading activities that are essential for the development of literacy skills (Hume et al., 2015).

Television watching tends to be a passive activity, so it doesn't provide the same cognitive stimulus as reading a book, which requires imagination, concentration, and deeper understanding. In addition, television often offers content that does not support good language development. Many television programs, especially those aimed at children, use simple language and are often grammatically incorrect (Vulchanova et al., 2017). This can hinder the development of children's vocabulary and language skills. In addition, exposure to fast and sometimes unclear dialogue can make it difficult for children to understand more complex language contexts and structures, which are important in improving their literacy skills.

Then, television also often presents visual and auditory content without written text. This is different from books that force children to decipher words and sentences, which is an important process in the development of reading and writing skills. When children are used to receiving information visually without active involvement in reading, their ability

to develop literacy skills becomes limited (Kędra, 2018). This can lead to a reliance on simpler forms of communication and reduce their ability to understand more complex written texts.

Television also often conveys messages that can reduce children's interest in reading. For example, programs that feature characters that are more fun and interesting than those in books can make children feel that reading is a less interesting activity. In addition, the culture of consumption instilled through television can promote materialistic values that shift interest from intellectual activities such as reading towards more superficial entertainment. All of these factors together create a less supportive environment for children's literacy development, making television one of the main obstacles in fostering reading and writing skills among children.

Internet

The presence of the internet in society is almost the same as television, there are pros and cons. All the presence of new technology always has its positive and negative value. This really depends on each point of view. The internet has diverse content, namely education, entertainment, politics, religion, culture and so on. The diversity of content on the internet is what people then call the internet as cyberspace, meaning that all content in the real world is a copy on the internet (Warsihna, 2016).

Currently, the internet is no longer a luxury item, especially for urban people. The internet has become a necessity and part of the lifestyle. The internet provides an unlimited variety of information, relatively easy, and cheap. However, unfortunately many users do not use the internet wisely and intelligently. Smart in the sense refers to the appropriate, healthy use of the internet, both in terms of content, producers, and consumers. Wise in the sense of understanding intellectual rights and as needed for productive interests (Warsihna, 2016).

Indonesia's problems in the current digital era are uneven internet penetration, inadequate facilities and infrastructure for all regions of Indonesia, such as difficulty in accessing cheap and interesting reading resources/materials, and the digital divide.

How can the Internet be used to improve children's literacy?

The findings of Warsihna (2016) show that internet use is highest for activities related to reading and writing. However, reading and writing have not been directed to a common

awareness that encourages reading literacy and children. However, the internet has a variety of digital publication media such as e-books, e-journals, e-newspapers, e-magazines, and so on that are expected to encourage people to enjoy reading and writing to be sent to these media. According to Warsihna (2016), there are several things that are advantages of the internet: (1). Space and Time, the use of digital media, both e-books, e-journals, and so on, will certainly save a lot of space; (2). Accessibility, by relying on digital formats and supported by internet infrastructure, users can access digital media files anytime and anywhere, and through any device; (3). Simplicity, simple and easy to carry, transfer to any device; (4). More affordable cost and selling price; (5). Promoting the Go Green movement.

From these various explanations, it is hoped that children will want to use the internet to read and write a lot. Thus, the internet is possible to improve reading and writing literacy in the community, especially children and adolescents. The trick is to encourage all parties to write anything with attractive packaging, so that those who were not happy to read become happy to read (Warsihna, 2016).

In order for the internet to effectively improve reading and writing literacy, the actions that need to be taken are: first, the government conditions parents, adolescents, and children to enjoy reading. From these various readings, I was finally inspired to write various things and various kinds of writing that are distinctive and interesting. The writing can be in the form of literary works, scientific works, or other popular works. These works are with various themes, for example: politics, religion, culture, art, economics, history, and so on (Warsihna, 2016).

Second, the government holds writing training both scientific, popular, literary, and journalistic. With this practice, children who previously thought writing was difficult and boring, will change to writing is easy and fun (Warsihna, 2016).

Third, various writing competitions are held for various levels, ranging from children to adults in various activities, such as agency birthdays, independence anniversaries, holidays, and so on. With these various writing competitions, the results can be printed and shared in various media, both electronic and print. Thus, there will be more interesting writings with various themes and various points of view, even various styles and packaging.

When the writing is uploaded to the internet and packaged attractively, children will flock to open the internet. They will find the writing interesting and necessary. With a lot and variety of writing, it can encourage children to enjoy reading. From this explanation, it is very clear that the internet is very effective in improving reading and writing literacy in the community, especially adolescents and children.

Although the internet has great potential to support children's literacy, it also presents some significant obstacles. First, one of the main obstacles is the inevitable distraction. The internet is full of content that can distract children from reading or other literacy activities. Social media sites, video games, and streaming platforms offer instant entertainment that is more engaging than reading activities that require more concentration and time. When children spend more time on these activities, their opportunities to read and develop literacy skills become limited.

In addition, the internet often presents unverified and poor quality information, which can confuse children. In a digital environment, children can easily access a variety of information sources that are not always accurate or appropriate for their age. The ability to sort out correct and useful information requires digital literacy skills that not all children necessarily have. Without proper guidance, children can get caught in a cycle of misinformation or uselessness, which ultimately hinders their literacy development.

Then, excessive internet use can also affect children's cognitive development, including their ability to understand and process more complex texts. Reliance on quick, easy-to-digest sources of information, such as short videos or superficial articles, can reduce children's ability to engage in a deeper and analytical understanding of the written text. This habit can hinder their ability to read longer and more complex texts, which is essential for advanced literacy development.

Finally, unrestricted access to the internet can lead to exposure to inappropriate or harmful content, which can affect children's moral and emotional development. Inappropriate content, including violence and pornography, can have a negative influence on children's minds and distract them from healthy literacy activities.

Buku digital/e-book

The results of Warsihna (2016) research revealed that there is a significant digital gap between different regions. In Jakarta and the Special Region of Yogyakarta, almost all

respondents are internet users, while in North Maluku and West Papua, only one-third of respondents are internet users. The majority of non-users do not have access, live in areas without internet service or cannot afford to pay the costs associated with the internet. However, in general, respondents have or have used computers, mobile phones, landlines, or smartphones. To encourage groups that have difficulty or minimal internet access, but still have computers, mobile phones, or smartphones, e-books can be provided. E-books can actually be distributed online or offline.

How can e-books be used to improve children's literacy?

The purpose of making an e-book is to provide opportunities for authors to find various information more easily in a more interesting and interactive way. By writing in digital form, writers do not need to go to the publisher to publish their books. According to Warsihna (2016), an e-book is a publication consisting of text, images, videos, and sounds and is published in digital form that can be read on computers and other electronic devices.

The e-book format has been adopted by many circles to publish and disseminate works from various disciplines. The digital book format is increasingly preferred because it has many advantages over the book format in conventional form. The first advantage of digital books is that they are easy to carry around and do not require large storage space. Digital books can be stored on Personal Computers, laptops, mobile phones or electronic devices that are specifically provided to store and read books in digital form (Safitri & Wulandari, 2023) .

The second advantage of digital books, this book format can be obtained either offline or online. Offline, it can be in the form of CDs/DVDs/Flash disks and so on. Online anytime as long as you are connected to the internet, you can search for the collection of books you need, both buying and downloading your favorite books anywhere and anytime. According to Warsihna (2016), currently there are many publishers who have offered digital book formats to their readers. It is also advantageous for writers, especially beginner writers who want to publish their books independently, the digital format offers

the process of creating and distributing books in an easier and faster way. Promotion can also be done by utilizing blogs and various social networks that are mushrooming today. The existence of digital books can encourage people to enjoy writing. Through writing, it will encourage people to learn creative and critical thinking on the basis of reading activities and daily experiences (Suyono, 2009). The results of his writing are published or shared either offline or online. Offline, by sharing writings in the form of CDs or flashdisks, while online can be through social media, blogs, web, or others.

With the advancement of technology, writers no longer think about publishers and are free of cost. This condition will encourage people to enjoy writing. With the presence of this digital book, writers can express their thoughts to the maximum without having to worry because no one reads their writing, while readers can easily find new readings according to their tastes and styles (Sumirah et al., 2023).

Radio/audio book/podcast

The format of this book is actually very suitable for the Indonesian people who have a very strong oral culture. In the old days, children before going to bed listened to stories from their parents about inspirational stories. These stories are very attached to children's minds and are deeply embedded as a character (Warsihna, 2016). According to Indriastuti & Saksono (2015), podcasts/audiobooks are one of the effective voice-based learning media.

The process of making an audio book is a book read by someone or several people with intonation and dialect according to the demands of the book's content, and can even be given musical illustrations or sound effects that can support the creation of an atmosphere. Then it is stored in digital files such as mp3, audio CDs, or digital formats that are integrated with mobile gadgets.

How can audiobooks/podcasts be used to improve reading and writing literacy?

Audio books/podcasts according to their characteristics will encourage children who do not have time to read books or are not interested in reading can just listen. Even children who have visual impairments or are blind will be greatly helped by this audio book, because they will be able to learn by listening anytime, anywhere, and in a relaxed state (Warsihna, 2016).

The format of this book in audio is actually very interesting and can replace part of the function of parents in telling fairy tales to their children. This habit is very good for the condition of Indonesia which has a more dominant listening culture than a reading culture. After the child is interested in the story, then the child is encouraged to read the printed version, then his reading literacy will increase. After that, children are encouraged to write stories that are almost the same or different according to the peculiarities of their region or the ones they like and understand the most. Thus, reading and writing literacy will grow well (Warsihna, 2016).

From the description above, it can be seen that television broadcasts, the internet, digital books, and audiobooks are various technology-based media that can be used to improve reading and writing literacy. In fact, according to Warsihna (2013), the media is also very effective in improving the quality of learning, especially distance education. By utilizing these technology-based media, children can learn flexibly anytime, anywhere, in any way. With easy access to learning resources, it can foster reading literacy. By reading a lot, inspiration arises and thoughts to write. Thus, it can be concluded that technological advances are more able to encourage people's reading and writing literacy if they can be utilized appropriately rather than being an obstacle to children's literacy (Azizah et al., 2023).

CONCLUSION

From the discussion above, it can be concluded that technological advances can be used to improve children's literacy, namely television, internet, e-books, and audio books. These various technological devices with their various advantages and disadvantages turn out to be very effective in improving children's literacy.

Cooperation between television station managers and book writers and publishers is very effective in improving children's literacy. Through the approach of television content that has a large audience, it can be written in the form of a book that can be published, or the book that gets the best sales is made into a television show. The internet makes it easier for its users to get diverse information. Because there are more and more internet users, it encourages people to upload their works, including in the form of written works. People's penchant for searching for reading on the internet and uploading writing, can automatically improve children's literacy. E-books make it easy for readers to get

interesting, inexpensive, and readable reading resources anywhere, anytime, and their storage is easy and lightweight to take anywhere. As for writers, the presence of this technology can be used to distribute to readers without having to look for a publisher and without strict selection, so that they can express their potential at any time and about anything. Meanwhile, audiobooks (podcasts) can reach a wider and simpler area, so to understand the content people do not need special concentration because they can be listened to while doing something. Especially for people who have visual impairments (blind), this media is very helpful for a better learning process. As for writers, the presence of this technology can open up new opportunities to express their potential without having to look for a publisher, but can be recorded by themselves.

The study is still incomplete and reviews the findings based on one primary source. It is still very possible for other researchers to obtain other findings that differ from these findings. It is hoped that the study of technological advances on children's literacy will continue to develop and follow the dynamics of the times and be practically useful for parents and teachers at school who want to grow literacy for their students.

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