



Generation Z's Perception of Reading Literacy in the Digital Era: Preferences for Print and Digital Media

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Abstract

Reading literacy in the digital era has become increasingly complex due to the overwhelming and often unstructured flow of information. Literacy does not develop automatically; instead, it requires deliberate efforts to foster reading interest to become a sustainable habit that supports knowledge acquisition, attitude formation, and skill development. This study aims to investigate Generation Z's preferences, habits, and perceptions regarding the use of print and digital media, and how these media contribute to fostering reading interest. The research employed a qualitative method with data collected through an online questionnaire distributed to Generation Z students in the Ciayumajakuning region. The results reveal that while print media remains relevant for a portion of Generation Z, digital media has emerged as the dominant medium in cultivating their reading motivation and habits. Respondents highlighted print's sensory and credibility values, but emphasized the accessibility, interactivity, and variety of digital platforms as more appealing. The findings suggest that Generation Z demonstrates stronger engagement when reading materials are presented digitally. However, print media remains important in supporting deeper concentration and comprehension. This study implies that digital and print media should be integrated strategically in educational and social contexts to enhance literacy development. The study contributes to ongoing discussions on designing hybrid literacy strategies that combine the strengths of both media ecosystems to foster lifelong reading interest among Generation Z.

INTRODUCTION

Generation Z, born between 1997 and 2012, represents the first cohort to grow up fully immersed in rapid technological advancement, including the internet, social media, and mobile devices (Prensky, 2001; Reddy et al., 2022). Their daily lives are shaped by digital platforms, making them a truly “digital native” generation. While these technological advancements provide unprecedented access to information, they also challenge the cultivation of strong reading literacy skills.

Reading literacy in the modern era is increasingly complex due to the vast and often unstructured flow of information. According to Aisyah et al. (2025), literacy competence is an urgent necessity and must be prioritized in education, as it enables learners to navigate technological changes effectively. Literacy does not develop automatically; it must be nurtured early so that reading becomes a sustainable habit, supporting knowledge acquisition, critical thinking, and personal growth (Lubis, 2020).

The Indonesian government defines literacy as the ability to search, understand, evaluate, and manage information effectively and transform it into knowledge that benefits both personal and social life. In this context, the media plays a critical role. Digital media allows users to access a vast variety of information and to interact through written, visual, and audio channels (Howell & Brossard, 2021). Its interactive nature increases engagement and motivation to read. Nevertheless, print media retains relevance, mainly because of its credibility, permanence, and ability to support sustained and distraction-free reading (Khan et al., 2022).

Print media has a long historical trajectory, beginning with Gutenberg’s invention of the printing press in 1455. Over centuries, it evolved into newspapers, magazines, books, and bulletins, which have become essential tools for communication, education, and cultural development (Mihailidis, 2015). Several advantages of print include re-readability, affordability, and the capacity to enhance concentration and comprehension. Conversely, digital media offers immediacy, portability, interactivity, and unlimited content variety.

Given these contrasting features, it is important to examine how Generation Z perceives and utilizes print and digital media in their reading practices. This study explores Generation Z’s preferences, habits, and perceptions of print and digital media and how these media influence their reading interest. By doing so, the research aims to provide valuable insights for educators, parents, and policymakers to design effective literacy strategies that respond to the unique characteristics of this generation.

LITERATUR REVIEW

Reading Literacy in the Digital Era

Reading literacy refers to the ability to decode written text and the competence to understand, evaluate, and apply information for personal and social development. In the digital era, literacy has expanded beyond traditional reading skills to include digital literacy, emphasizing critical evaluation of online content and effective use of technology (Bawden, 2001; Howell & Brossard, 2021). Previous studies indicate that digital literacy prepares individuals to participate effectively in knowledge-based societies (Reddy et al., 2022).

Generation Z Characteristics

Generation Z is identified as the first cohort raised in an environment dominated by the internet, smartphones, and social media platforms (Prensky, 2001). Studies reveal that this

generation is highly visual, interactive, and accustomed to multitasking, influencing their reading behavior and learning styles (Khan et al., 2022). Unlike earlier generations who relied heavily on print media, Generation Z prefers dynamic and multimedia-rich sources of information. However, they continue to value the credibility and permanence of print formats (Eynon, 2021).

Print Media and Its Relevance

Print media such as books, newspapers, and magazines have historically been regarded as credible and authoritative (Mihailidis, 2015). Delgado et al. (2018) show that print reading often results in better comprehension than digital reading, particularly for complex or lengthy texts. Print offers unique sensory and cognitive advantages, including reduced distractions, stronger memory retention, and a more immersive experience (Gündüzalp, 2021). These features continue to make print media valuable in supporting deep reading and academic performance.

Digital Media and Reading Engagement

Digital media provides portability, instant access, and interactive features that make reading more engaging for Generation Z. Platforms such as Wattpad, Webtoon, and social media channels have transformed reading into an interactive and socially connected activity (Sanjeev et al., 2022). However, Tosun (2014) and Rizaldi et al. (2020) caution that while digital formats increase accessibility, they may also lead to shorter attention spans, visual fatigue, and challenges in comprehension. Thus, the effectiveness of digital media depends on its purposeful and balanced use.

Previous Studies on Media Preferences

Recent studies indicate practical and emotional factors influence young people's reading preferences. For example, Zuhria et al. (2022) found that adolescents enjoy print due to its tactile and nostalgic qualities, while simultaneously engaging with digital formats for convenience and entertainment. Research by Faeni et al. (2024) highlights the importance of digital platforms in motivating reading among students, yet also emphasizes that traditional print remains essential in shaping critical thinking and deep comprehension.

Research Gap

While numerous studies have examined literacy practices in the digital age, limited research focuses on Generation Z's perception of print and digital media in the Indonesian context, particularly in regional areas such as Ciayumajakuning. Moreover, most existing studies emphasize the advantages of print or digital formats in isolation, rather than examining their complementary roles. This study seeks to fill this gap by exploring how Generation Z perceives the interplay of both media types in shaping their reading interest.

METHODS

Research Design

This study employed a qualitative research design with a descriptive approach. Qualitative research was selected because it allows in-depth exploration of participants' perceptions, habits, and preferences related to reading media (Hammarberg, Kirkman, & De Lacey, 2016). The descriptive approach was used to present the data narratively, enabling the researchers to capture respondents' experiences and provide meaningful insights into Generation Z's reading literacy in the digital era.

Research Setting and Participants

The study was conducted in the Ciayumajakuning region, West Java, Indonesia, which includes Cirebon, Indramayu, Majalengka, and Kuningan. The population targeted was students categorized as Generation Z (born between 1997 and 2012). Participants were selected using a purposive sampling technique, ensuring they met the age criteria and were actively engaged in reading activities. In total, 34 respondents participated in the study, representing diverse educational levels within Generation Z. Their responses provided a range of perspectives on the use of print and digital media.

Data Collection

Data were collected through an online questionnaire distributed via Google Forms. The questionnaire consisted of 15 items that focused on the following dimensions:

1. Perceptions of the relevance of print media;
2. Preferences for print versus digital media;
3. Emotional and cognitive responses to reading in both media;
4. Frequency of reading activities;
5. The role of digital applications and social media in fostering reading interest.

The questionnaire combined closed-ended questions (multiple choice) with open-ended prompts, allowing respondents to explain their reading experiences in more detail.

Data Analysis

Data analysis followed a descriptive qualitative procedure. Responses to closed-ended questions were tabulated and presented in percentages, while open-ended responses were analyzed thematically to identify recurring patterns and themes. Integrating quantitative and qualitative insights enabled a more comprehensive understanding of Generation Z's reading preferences. To ensure the validity of findings, the researchers applied data triangulation, cross-checking participants' written responses with supporting literature. The analysis highlighted the differences and complementarities between print and digital media in fostering reading literacy.

RESULTS AND DISCUSSION

RESULTS

The questionnaire was distributed to 34 Generation Z respondents in the Ciayumajakuning region. The findings reveal several key insights into their perceptions and preferences toward print and digital media.

Perceptions of Print Media Relevance

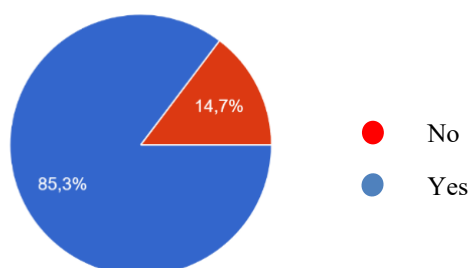


Figure 1. Perceptions of the Current Relevance of Print Media
Source: processed data (2025)

Figure 1 shows that 85.3% of respondents regard print media as still relevant, while 14.7% disagree. Respondents explained that print offers sensory experiences such as the feel of paper and the ability to read without distractions from digital notifications. Print was also perceived as more credible due to editorial gatekeeping and archival permanence. Several interrelated themes emerged in the interview session when respondents were invited to explain their continued affinity for books, magazines, and newspapers. First, many highlighted the tactile and sensory qualities of print, the feel of turning pages, the distinctive smell of paper, and the richness of typographic design, which, according to embodied cognition research, can deepen semantic processing and memory.

Second, participants emphasized print's capacity to foster sustained, distraction-free reading: unlike smartphones or tablets that constantly deliver notifications and hyperlinks, printed texts impose minimal external stimuli, enabling readers to maintain focus on lengthy narratives or complex arguments. Third, credibility surfaced as a critical consideration; the editorial gatekeeping inherent in traditional publishing was viewed as conferring a reputational advantage and ensuring archival permanence. Fourth, respondents reported less visual fatigue when reading from paper than from back-lit screens, corroborating ergonomic studies linking prolonged digital exposure to ocular strain and circadian disruption. Finally, print materials were appreciated as collectible artifacts contributing to personal intellectual identity and domestic and educational spaces' cultural or aesthetic ambience.

Effectiveness of Print vs. Digital Media

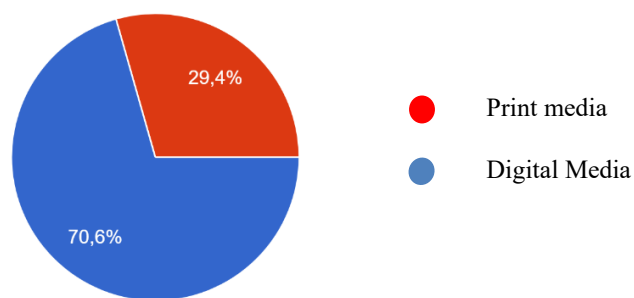


Figure 2. Assessing the Effectiveness of Print vs. Digital Media
In Fostering Reading Interest Among Generation Z
Source: processed data (2025)

As shown in Figure 2, 70.6% of respondents consider digital media more effective than print (29.4%) in fostering reading interest. Respondents highlighted the interactive features, accessibility, and content variety of digital platforms as the main reasons for this preference. These observations suggest that print's resilience in the digital era is rooted not in nostalgia but in a constellation of sensory, cognitive, and sociocultural affordances that digital platforms have yet to replicate fully. Understanding these nuances is essential for educators, publishers, and technologists seeking to design hybrid reading experiences that harness the complementary strengths of both media ecosystems.

Figure 2 reveals that 70.6 percent of respondents consider digital media more effective than print (29.4 percent) for cultivating reading interest among Generation Z. This preference underscores the decisive role of interactive affordances embedded in digital platforms, which heighten user engagement and make the reading experience more appealing to younger audiences (Howell & Brossard, 2021). Moreover, the convenience of ubiquitous access and the sheer

breadth of online content libraries further enhance the attractiveness of digital formats (Howell & Brossard, 2021). The immediacy, interactivity, and social features of digital reading environments appear to synergistically stimulate curiosity and sustain reading habits, suggesting that educators and content creators should leverage these strengths to foster a more robust literacy culture in this demographic.

Emotional Responses to Print Reading

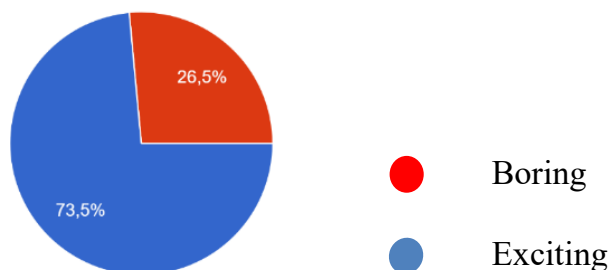


Figure 3. Understanding Generation Z's Emotional Responses to Reading in Print Media

Source: processed data (2025)

Figure 3 indicates that 73.5% of respondents described reading print media as “exciting,” while 26.5% found it “boring.” Many participants valued the immersive and distraction-free nature of print reading and its tactile and sensory elements. Exploring Generation Z’s emotional responses to print media is particularly compelling as it offers insight into how traditional reading formats continue to resonate with a digitally native generation (Khan et al., 2022). By examining feelings such as comfort, focus, or nostalgia when reading physical books or magazines, we can better understand the sensory and psychological dimensions of print-based reading. These insights are valuable for educators and content creators aiming to design reading experiences that are not only effective but also emotionally engaging.

First, print materials foster a high-comfort reading environment; for example, paper imposes no glare, scrolling, or pop-ups, enabling sustained attention and reducing cognitive fatigue (Eynon, 2021). Second, the multisensory cues of print, the texture of paper, the rustle of pages, and even the distinct scent of ink, create an immersive atmosphere that many readers interpret as pleasurable and engaging. This sensory richness can trigger nostalgic or aesthetic responses that digital screens seldom match, reinforcing the perception of print as an enjoyable medium rather than merely a vessel for information.

Finally, print’s cultural status as an “authentic” or authoritative source shapes reader attitudes. Studies in media sociology show that positive framings of print in family and school contexts influence how young adults internalize its value (Zuhria et al., 2022). When combined with the absence of digital distractions, these cultural cues can elevate reading a physical book from a routine task to a rewarding experience. In sum, the data imply that print’s tactile, cognitive, and symbolic advantages translate into genuinely positive emotions for a substantial majority of Generation Z. Educators and publishers who wish to sustain reading motivation may thus benefit from preserving a hybrid ecosystem in which print remains available alongside digital formats, allowing readers to select the medium that maximizes both enjoyment and engagement.

Emotional Responses to Digital Reading

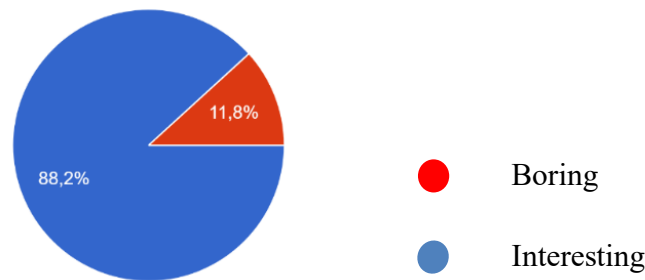


Figure 4. Understanding Generation Z’s Emotional and Cognitive Responses to Reading Through Digital Media
Source: processed data (2025)

Based on Figure 4, 88.2% of respondents found digital reading “exciting,” while 11.8% considered it “boring.” This demonstrates a slightly stronger emotional attachment to digital media, which was attributed to its interactive and visually stimulating nature. Exploring Generation Z’s feelings when engaging with digital reading formats offers valuable insight into their reading experiences in a technology-driven environment. As digital media becomes increasingly dominant, understanding emotional and cognitive responses—such as enjoyment, distraction, or fatigue can help educators and content creators design more engaging digital reading tools. This discussion is also essential for identifying potential barriers to sustained reading and optimizing digital platforms to support literacy development better.

This finding aligns with recent research suggesting that balanced and purpose-driven digital media use can contribute to subjective well-being, particularly in academic work and social interaction (Rizaldi et al., 2020). For Generation Z, who are digital natives, digital reading platforms may provide a more dynamic and personalized experience, encouraging sustained engagement with texts. The positive emotional association with digital reading highlights its potential as a powerful tool in promoting literacy and fostering a lifelong interest in reading.

Media Preferences

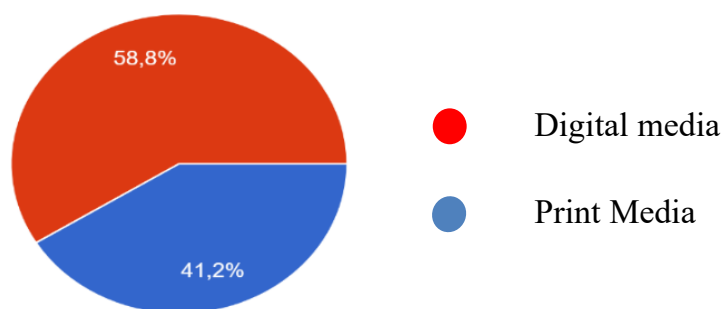


Figure 5. The Preference of Generation Z for Print and Digital Media in Reading Activities
Source: processed data (2025)

Figure 5 shows that 58.8% of respondents preferred digital media, while 41.2% favored print. Similarly, Figure 6 reveals that 76.5% considered digital media more appealing than print. Respondents emphasized digital accessibility and alignment with their lifestyle as key factors. Analyzing Generation Z’s preference level for print and digital media in reading activities is

essential to understanding their reading habits and adapting educational strategies accordingly. As digital technology becomes increasingly integrated into daily life, identifying whether Generation Z favors traditional or digital formats can help educators, publishers, and content creators provide more engaging and accessible materials. Moreover, such analysis offers valuable insights into how media preferences influence comprehension, motivation, and long-term reading behavior in this tech-savvy generation.

Research findings remain mixed; for instance, print reading is often associated with higher comprehension outcomes, particularly among older children, as highlighted by (Delgado et al., 2018; Tosun, 2014). On the other hand, digital readers tend to value the convenience and accessibility of online content, frequently perceiving print media as outdated or less relevant in today's digital age, as noted by V(Reddy et al., 2022). These contrasting perspectives underline the importance of balancing media formats in educational and informational contexts to accommodate both preferences and cognitive outcomes

Perceptions of the Appeal of Media

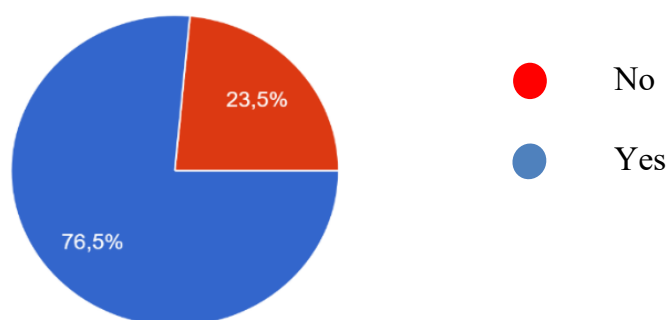


Figure 6. Respondents' Perceptions of the Appeal of Digital and Print Media
Source: processed data (2025)

Figure 6 illustrates respondents' perceptions of whether digital media is more appealing than print. The data show that 76.5% of respondents answered "Yes," indicating that they found digital media more appealing, while 23.5% answered "No." Respondents who preferred digital media emphasized its interactive features, colorful visuals, and social connectivity, which make reading more enjoyable and engaging. This finding supports Sanjeev et al. (2022), who note that Generation Z values platforms like Wattpad and Webtoon because they provide immersive and community-driven reading experiences. Conversely, respondents who still preferred print media highlighted its tangibility, credibility, and ability to foster deep concentration.

Digital and print media offer different reading experiences, each with unique advantages. To understand user preferences, the following diagram illustrates respondents' perceptions of the relative appeal of both formats. This generation, characterized by their digital upbringing (Sanjeev et al., 2022), strongly prefers interactive and visually engaging content on platforms like Wattpad and Webtoon, which they consider more captivating than traditional print media. Digital media aligns better with this generation's lifestyle, preferences, and expectations for all these reasons.

Digital Media and Reading Intention

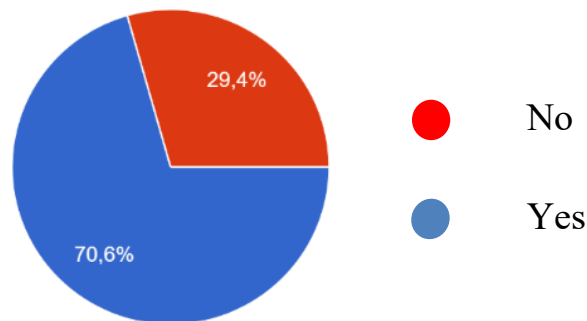


Figure 7. The Influence of Digital Media on Generation Z's Reading Intention
Source: processed data (2025)

According to Figure 7, 70.6% agreed that digital media increases their reading intention, while 29.4% disagreed. Respondents reported that social media platforms, such as Instagram, TikTok, and Wattpad, played a role in encouraging them to read more frequently through online communities and recommendations. This indicates that while digital dominates, print still contributes significantly to literacy development. Understanding how digital media affects their reading motivation can help educators, parents, and policymakers develop effective strategies to foster literacy and critical thinking skills. Moreover, insights from this topic can guide the creation of engaging digital reading platforms that align with Gen Z's preferences and behaviors.

Combined Effectiveness of Media

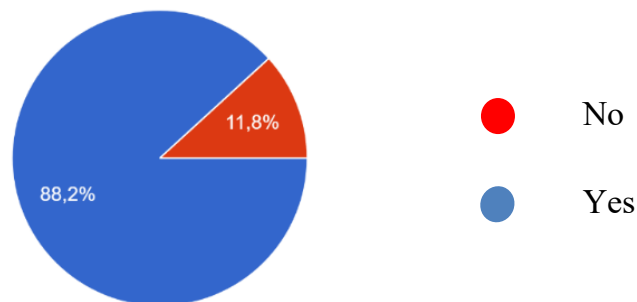


Figure 8. Comparison of the Effectiveness of Print and Digital Media in Increasing Reading Interest
Source: processed data (2025)

As seen in Figure 8, 94.1% of respondents believed that print and digital media effectively foster reading interest. This indicates that while digital dominates, print still contributes significantly to literacy development. Digital platforms such as Google Sites have been shown to significantly enhance students' enthusiasm for reading by offering varied and engaging content presentations. A systematic review also highlights the critical role of digital media in improving students' reading skills and interest, while supporting the development of foundational literacy abilities (Reddy et al., 2022).

Print Media Preferences

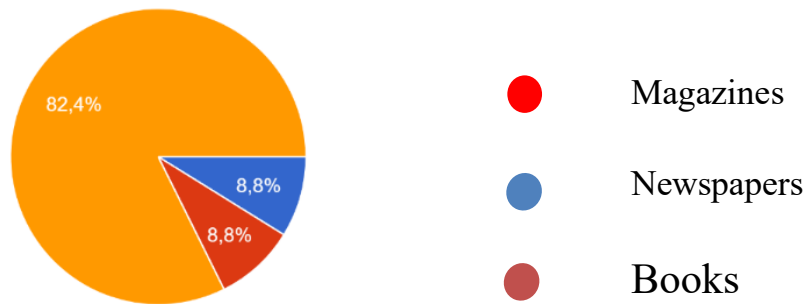


Figure 9. Print Media Preferences Frequently Read by Generation Z
Source: processed data (2025)

Figure 9 illustrates that books were the most frequently read form of print media (82.4%), followed by magazines (8.8%) and newspapers (8.8%). Books were preferred for their depth, focus, and long-term value.

Digital Media Preferences

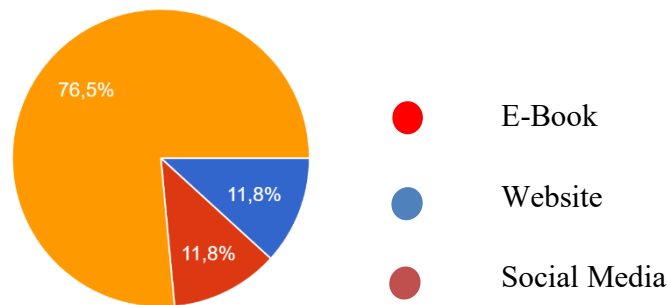


Figure 10. Generation Z's Most Frequently Accessed Digital Media Preferences
Source: processed data (2025)

Figure 10 shows that social media dominated digital reading preferences (76.5%), followed by e-books (11.8%) and websites (11.8%). Respondents emphasized that social media's accessibility and community-driven content made it more attractive than other digital formats. Digital media refers to technology-based platforms that access, store, and distribute information electronically through digital devices such as smartphones, tablets, and computers. This type of media includes various forms such as websites, social media, online news platforms, e-books, and content-based applications. For Generation Z, who have grown up in the digital era, digital media is the primary choice for obtaining information, entertainment, and literacy due to its speed, interactivity, and easy accessibility at any time.

Advantages of Digital Media

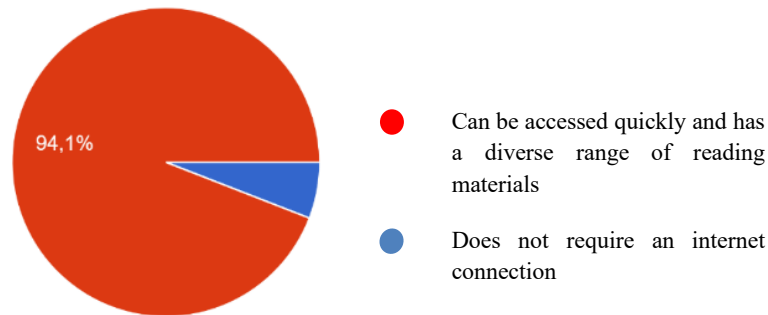


Figure 11. The Effectiveness of Digital Media in Building Reading Habits among the Millennial and Gen Z Generations
Source: processed data (2025)

Figure 11 reveals that 94.1% of respondents highlighted quick access and a wide variety of reading materials as the main advantages of digital media.

Advantages of Print Media

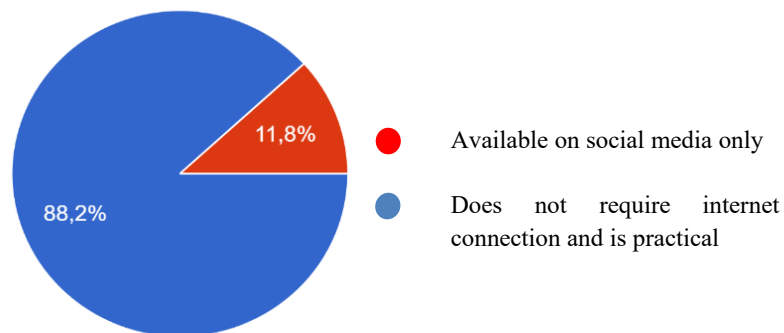


Figure 12. Exploring the Reasons Behind the Continued Preference for Print Media such as Books and Magazines
Source: processed data (2025)

Figure 12 indicates that 88.2% of respondents valued print media because it is practical and does not require an internet connection. Respondents also mentioned better comprehension, less eye strain, and a stronger emotional attachment to physical books.

Digital Accessibility

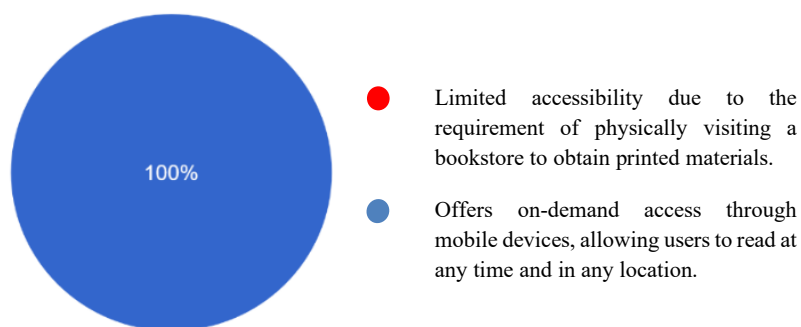


Figure 13. Exploring the Reasons Behind Generation Z's Preference for Reading Through Digital Media
Source: processed data (2025)

Figure 13 shows that 100% of respondents preferred digital media for its on-demand accessibility, particularly via mobile devices.

Strategies to Increase Reading Interest

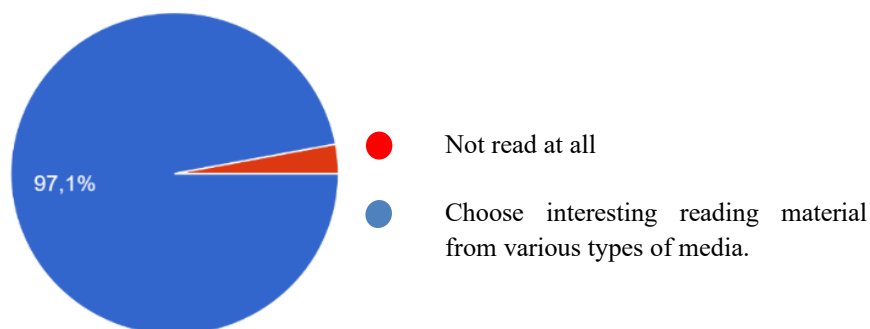


Figure 14. Determinants of the Increasing Reading Motivation Among Generation Z
Source: processed data (2025)

Figure 14 highlights that 97.1% of respondents suggested providing interesting reading materials across various media as the best way to increase reading motivation.

Advantages of Print Reading

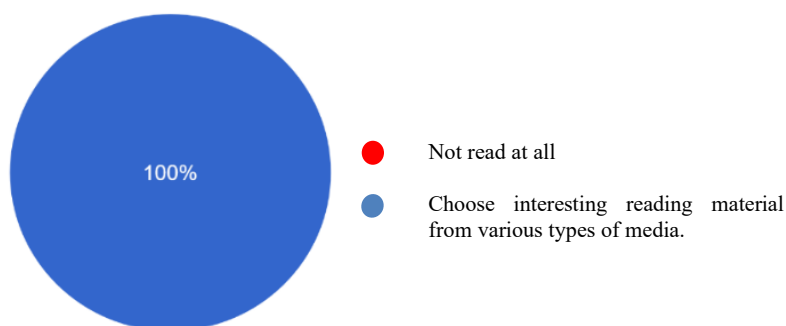


Figure 15. The Positive Aspects of Using Print Media
Source: processed data (2025)

Finally, Figure 15 demonstrates that print media was appreciated for enhancing comprehension and focus, despite the growing dominance of digital formats. Print and digital media each offer unique advantages and disadvantages in reading and information consumption. This diagram shows us how print media gives us insightful reading.

DISCUSSION

The findings of this study reveal a complex and nuanced picture of Generation Z's relationship with print and digital media in fostering reading literacy. While digital media emerges as the dominant platform for engaging Generation Z readers, print media still retains a meaningful role due to its sensory, cognitive, and cultural value.

Print Media as a Medium of Depth and Credibility

Although only a minority of respondents identified print as their primary medium, most acknowledged its relevance. The tactile and sensory aspects of print, such as the texture of paper, the act of turning pages, and the absence of digital distractions, remain attractive for focused and immersive reading experiences. This resonates with Delgado et al. (2018), who reported that print

reading often leads to higher comprehension outcomes than digital reading, particularly for long or complex texts.

Respondents also emphasized the credibility of print media, echoing Mihailidis (2015), who described print as a medium associated with quality control and archival permanence. This is consistent with cultural studies indicating that print continues to symbolize authority and authenticity, particularly in academic and professional contexts (Zuhria et al., 2022). Therefore, while digital media dominates in terms of accessibility, print plays an irreplaceable role in supporting critical reading and deep comprehension.

Digital Media as a Driver of Accessibility and Engagement

The data show that most Generation Z respondents favored digital media, highlighting its interactivity, ubiquity, and entertainment value. Platforms such as Wattpad, Webtoon, and social media channels provide access to information and opportunities for social engagement, peer recommendation, and collaborative storytelling (Sanjeev et al., 2022). This aligns with Rizaldi et al. (2020), who found that digital platforms can enhance student engagement when integrated with purposeful and educational content.

The strong emotional response to digital media (88.2% describing it as “exciting”) reflects Generation Z’s broader orientation toward fast, visually stimulating, and interactive environments. However, this also introduces challenges. Research suggests that digital platforms’ fragmented and distraction-prone nature may impair concentration, reduce retention, and encourage superficial reading habits (Tosun, 2014). Thus, while digital platforms expand access, they must be carefully managed to prevent shallow reading practices.

The Coexistence of Print and Digital Media

Interestingly, 94.1% of respondents believed that print and digital media effectively foster reading interest. This suggests that Generation Z does not perceive the two media as mutually exclusive but complementary. Digital media provides immediacy, variety, and social interactivity, while print offers depth, focus, and credibility. This finding supports Bawden (2001), who emphasized that literacy in the digital era requires not only technological competence but also critical evaluation of diverse media forms. By integrating both print and digital, educators can design hybrid literacy strategies that balance accessibility with depth, ensuring that students engage in meaningful reading experiences.

The Role of Social Media in Reading Motivation

The study highlights the increasing role of social media in shaping reading habits. Respondents frequently mentioned discovering book recommendations and engaging with reading communities through platforms like Instagram, TikTok, and Wattpad. This aligns with Watie (2016), who observed that social media is a communication space that promotes interaction and information sharing. While social media can be a source of distraction, it also represents a powerful entry point for literacy promotion. By leveraging social media as a gateway, educators and policymakers can encourage young readers to transition from short, fragmented content to longer and more reflective forms of reading.

Implications for Education and Literacy Development

The results have several implications for educators, parents, and policymakers:

1. Hybrid Literacy Models – Schools should integrate print and digital resources, using print for in-depth comprehension and digital for accessibility and engagement.
2. Critical Digital Literacy – Educators must teach Generation Z how to use digital media and critically evaluate the credibility and reliability of online sources (Howell & Brossard,

2021).

3. Social Media as a Literacy Tool – Instead of viewing social media as a threat, it should be embraced as a tool for promoting reading culture through online book clubs, storytelling communities, and curated recommendations.
4. Personalized Reading Choices – Providing autonomy in selecting reading materials, as 97.1% of respondents suggested, is crucial for sustaining long-term motivation.

Research Contribution

This study contributes to the literature by offering empirical evidence from the Indonesian context, particularly the Ciayumajakuning region, which has not been widely studied in discussions of Generation Z literacy. The findings highlight the complementary roles of print and digital media, reinforcing that literacy development in the digital age requires a multimodal approach.

CONCLUSION

This study explored Generation Z's perceptions, preferences, and habits regarding reading literacy in print and digital media. The findings indicate that while digital media dominates as the preferred medium due to its accessibility, interactivity, and wide content variety, print media remains relevant for its credibility, sensory engagement, and ability to support deep and focused reading. The results highlight that Generation Z does not view print and digital media as mutually exclusive but complementary. Print media offers immersive and credible reading experiences, whereas digital platforms attract younger readers through convenience, visual appeal, and social interactivity. Importantly, social media has emerged as a significant driver of reading motivation, serving as both a potential distraction and a powerful gateway to literacy engagement.

The implications of this study suggest that educators, policymakers, and parents should adopt hybrid literacy strategies that integrate print and digital resources. Schools must provide balanced opportunities for students to engage with print texts for comprehension and critical thinking, while leveraging digital platforms to enhance motivation and broaden access. Promoting critical digital literacy is also essential, enabling Generation Z to navigate the vast amount of online information responsibly and effectively. In conclusion, fostering a sustainable reading culture among Generation Z requires acknowledging their digital-native characteristics while preserving the strengths of print media. A multimodal literacy approach that combines depth, accessibility, and interactivity will most effectively cultivate lifelong reading habits. This study contributes to the ongoing discourse on literacy development in the digital era and provides insights that can guide future educational interventions, particularly in the Indonesian context.

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