



Literacy Tourism Revolution: The Role of Technology in Increasing Students' Interest in Reading and Learning

Wahyu WIBOWO*

Master of Sharia Economics Study Program, Sunan Kalijaga State Islamic University, Yogyakarta, Indonesia

*Corresponding author: wahyuwibowopenulis@gmail.com

Abstract

Literacy has a crucial role in the education and development of a country, but the level of literacy in Indonesia is still relatively low. One of the innovations to increase students' interest in reading is literacy tourism, which is now developing from conventional methods to technology-based approaches. This research aims to analyze the role of technology in revolutionizing literacy tourism and its impact on students' interest in reading and learning. With a literature review method, this study examines various academic sources related to literacy tourism, educational technology, and its implementation challenges. The results of the study show that the use of technology such as digital libraries, e-books, augmented reality (AR), and virtual reality (VR) can increase students' interest in reading and understanding through more interactive learning experiences. However, challenges such as limited infrastructure, uneven access to technology, and lack of teacher training are still the main obstacles. Therefore, synergy between the government, schools, and the private sector is needed to support the integration of technology in literacy tourism. With an inclusive approach, technology-based literacy tourism has the potential to strengthen literacy culture in schools and create a more critical and innovative generation.

Keywords: literacy tourism, educational technology, reading interest, augmented reality, digital literacy

Acknowledgments: I would like to express my deepest gratitude to all parties who have contributed to the smooth running of this research, both directly and indirectly. The support, input, and assistance provided are very meaningful in completing this research. Hopefully the results of this study can provide broad benefits and be an inspiration for future research.

For citation:

Wibowo, W. (2025). A Literacy Tourism Revolution: The Role of Technology in Increasing Interest in Reading and Learning. *Journal of Digital Learning and Distance Education*, 3(9), 1277-1282. <https://doi.org/10.56778/jdlde.v3i9.448>.

Introduction

Literacy skills are very important for the progress of education and development in a country. UNESCO (2023) emphasizes that literacy is not only limited to reading and writing skills but also includes critical thinking skills, comprehension, communication, and the use of information in various contexts. Unfortunately, based on the 2022 *Programme for International Student Assessment* (PISA) report, the literacy level in Indonesia is still relatively low compared to other countries; even that year it was the lowest score since 2020. This is a big challenge for the world of education to improve students' literacy skills and their interest in reading. In fact, according to (Andas Nidaa'an Khofiyya et al., 2023), reading and writing are an inseparable part of the learning routine that every individual lives in their daily lives.

Literacy tourism is one of the strategies to increase reading interest by inviting students to get to know the world of literacy directly outside the classroom through visits to libraries, reading parks, bookstores, or literacy museums. It aims to create a more enjoyable and unlimited learning experience in the classroom (Sudarwati, 2022). In other words, literacy tourism not only adds to students' insight but also fosters a more fun and interactive reading habit. (Wahyudi & Mutiari, 2021) assured that literacy tourism is a means of recreation to build the idea that libraries are not only a place of learning but also a place of (Zahra et al., 2025). In the context of formal education, That literacy tourism can be used as an effective experiential learning method in building students' critical and analytical thinking skills. In fact, (Chen et al., 2022) said that literacy tourism activities can produce learning products that actively involve students in the manufacturing process. Students show their creativity in a variety of works, which are shown in the classroom. Usually, students who are active in literacy tourism activities tend to have a better level of reading comprehension compared to students who only get literacy learning in the classroom. Thus, literacy tourism not only contributes to improving reading skills but also builds a stronger literacy culture among students.

In its implementation, literacy tourism does not only rely on physical books but also introduces various other forms of literacy media (Tawakkal et al., 2024). This program is widely implemented in various schools and literacy communities, but still relies on conventional methods (Prasetyo & Rini, 2021). Through the use of technology, literacy tourism can become more interactive and relevant to the needs of today's generation (Rohma & Pratiwi, 2024). More dynamic learning is needed because students' interest in reading continues to decline in the era of social media dominance and digital activities. Technology-based literacy tourism supported by digital media to improve the learning experience is one of the methods that can be used (Lahaya et al., 2023); (Yeşilyurt & Vezne, 2023). Media not only serves to convey information, but also helps students understand complex material through interactive simulations and visualizations. However, the use of technology in literacy must be accompanied by the right pedagogical strategy to achieve maximum results.

Many studies have discussed literacy tourism and educational technology, but often the two are researched separately. Research on literacy tourism focuses more on program ideas and practices without considering how technology can improve program performance. Meanwhile, research on technology in literacy focuses more on digital media without considering its relationship with the concept of literacy tourism. Therefore, studies that integrate literacy tourism with technology are still very limited. This research aims to fill this gap by analyzing how technology can revolutionize literacy tourism and its impact on students' interest in reading and learning.

Methodology

The main method of this research is literature review. Literature reviews include a wide range of academic sources, including scientific journals, reference books, research reports, and documents from educational institutions and organizations that focus on literacy development. The literature review also includes concepts, theories, and findings of previous research on literacy tourism and the use of technology to increase interest in reading and learning. The choice of literature is made based

on relevance to the research topic and the latest information. Publications from the last 5 to 10 years are prioritized so that the data studied remains relevant to technological advancements. The study also compared the results of previous studies to find patterns, trends, and differences in research that could be used as a basis for future research. This method allows the research to provide a thorough analysis of the role of technology in revolutionizing literacy tourism in the computer and internet era.

Results and Discussion

Transformation of Literacy Tourism from Conventional to Digital

Literacy tourism at school initially includes visits to the library, borrowing books, or reading activities together in class. Many schools also hold programs such as literacy weeks, book festivals, and visits to publishers or printing houses to introduce students to the real world of literacy. By providing engaging and enjoyable hands-on experiences, these programs seek to increase students' interest in reading (Hidayati & Usman, 2020). However, with the changing learning styles of the younger generation that are increasingly digital, this approach is starting to face challenges to remain effective. Literacy tourism in schools is changing due to technological advancements. To provide a more flexible literacy experience, schools began to use digital libraries, e-books, and technology-based learning platforms. A more interactive and immersive reading experience has been generated by the use of Augmented Reality (AR) and Virtual Reality (VR). For example, students can explore the world of stories through 3D simulations or use interactive technology to learn more about reading. Schools in developed countries have implemented this method well. For example, schools in Finland have integrated digital libraries into their curriculum, allowing students to access books through their electronic devices at any time (Soltani & Nikou, 2020). Some schools in Japan use AR to bring folktales to life in an interactive visual format that increases student participation in reading. This digital transformation shows that technology-based literacy tourism can be an innovative way to improve literacy culture in schools.

The Role of Technology in Increasing Students' Interest in Reading in Schools

Methods of delivering material and access to interesting reading materials often contribute to students' interest in reading. Through various technological innovations, such as e-books, audiobooks, and literacy gamification, students' interest in reading has increased. E-books allow students to easily access readings through digital devices, while audiobooks offer options for those who prefer a voice format. It is an innovation that helps students with a variety of learning styles, including those who face conventional reading difficulties. The school's digital library is growing in popularity and helps to increase access to literature (Marsini, 2023). With platforms like iPusnas, Google Books, and Open Library, students can read books without having to visit a physical library. The technology has interactive features such as word search, digital annotation, and automatic translation that improve students' understanding of the text. Students who have access to digital libraries tend to have better reading skills compared to students who only rely on printed books.

The Impact of Technology on Literacy Learning in Schools

Technology has changed the way schools teach literacy in addition to increasing interest in reading. Students can not only read the text but also view the content in a more engaging visual and audio form with interactive technologies such as VR and AR. For example, during history learning, students can use VR to "visit" historical locations mentioned in books, improving their understanding of the material and improving their understanding of it. This technology allows for a more contextual and immersive learning experience, which helps students understand concepts in a more concrete way. With digital libraries and e-learning platforms, technology also helps students learn independently (Robbia & Fuadi, 2020). Students have the ability to access reading materials at any time and tailor learning to a rhythm that suits them. Various studies have been conducted on how

effective printed books are compared to digital books in improving students' literacy skills. Studies show that digital books can improve student learning outcomes. For example, research conducted by (Kisno & Sianipar, 2019) found that digital books were preferred by 69.9% of the 216 students surveyed as a learning medium. This is due to the fact that they are very accessible and have interactive features. Another study from (Amirtharaj et al., 2023) showed that students who used printed books were more interested in reading compared to students who used electronic books. That study shows a big difference between those who use printed books and those who use electronic books. In addition, technology is essential for improving digital literacy skills, which is the ability to understand, analyze, and evaluate information available online. These skills are especially important in the modern era, as they help students distinguish between true information and fake news. Schools can help students improve their critical thinking skills by utilizing technology in literacy tourism. However, issues such as limited infrastructure and lack of teacher training still hinder the use of technology. Therefore, more supportive education policies, including investment in technology and strengthening teachers' capabilities, are needed to maximize the integration of technology in literacy.

Challenges in the Implementation of Technology in School Literacy Tourism

Although technology offers various benefits in literacy tourism, there are still challenges in its application in schools. One of the main obstacles is unequal access to technology (Hamsa Ramadhan et al., 2022). According to (Hermawansyah, 2021) many schools in remote areas still lack facilities such as computers, stable internet networks, and AR/VR devices necessary for digital-based literacy tourism. This has led to a gap in access to digital literacy between urban and rural schools, so not all students can benefit from these innovations optimally. The success of technology-based literacy tourism depends on the infrastructure and readiness of teachers (Haleem et al., 2022); (Elshaer et al., 2025). Many teachers are not yet familiar with digital technology in learning, so they need to be trained to use it well. Teachers who receive digital literacy training will have a greater ability to use technology in learning and increase students' interest in reading. Therefore, supporting teachers through training and mentoring programs is essential to ensure the smooth use of technology. The cost required to implement technology in literacy tourism is also a problem. Many schools still face this problem. The development of literacy-based applications, the purchase of AR/VR devices, and the creation of digital libraries require considerable funds. To address this, governments and educational institutions must look for other options, such as partnering with educational technology (EdTech) companies or providing technology subsidies to schools with limited budgets. Technology-based literacy tourism can be applied more widely and provide significant benefits for improving literacy culture in schools by using a more inclusive approach.

Conclusion

Technology-based literacy tourism is an innovation that has the potential to improve students' literacy skills and reading interest in schools. Literacy tourism has become more interactive and interesting for the younger generation who are increasingly accustomed to the digital world thanks to the use of technology such as e-books, digital libraries, augmented reality (AR), and virtual reality (VR). This transformation not only makes learning more enjoyable, but also makes students better understand what they read. Technology also helps students in digital literacy, sorting out credible information, and improving their critical and analytical thinking skills. Even so, technology-based literacy tourism still faces several challenges. These include limited infrastructure, lack of access to technology, and teachers' inability to utilize technology in learning. Therefore, to provide adequate facilities and training for teachers and students, various parties, including the government, schools, and the private sector, need to support. Technology-based literacy tourism can help build a stronger literacy culture in schools and create a generation of learners who are more critical and creative if done with an inclusive approach and the right education policies.

Conflicts of Interest

The authors declare no conflict of interest

References:

- Amirtharaj, A. D., Raghavan, D., & Arulappan, J. (2023). Preferences for printed books versus E-books among university students in a Middle Eastern country. *Heliyon*, 9(6), e16776. <https://doi.org/10.1016/j.heliyon.2023.e16776>
- Andas Nidaa'an Khoifiyya, Lilik Binti Mirnawati, & Fajar Setiawan. (2023). Literacy Read and Write in the Application of the Independent Curriculum. *Jurnal Ilmiah Sekolah Dasar*, 7(1), 114–121. <https://doi.org/10.23887/jisd.v7i1.56644>
- Chen, M., Pei, T., Jeronen, E., Wang, Z., & Xu, L. (2022). Teaching and Learning Methods for Promoting Sustainability in Tourism Education. *Sustainability*, 14(21), 14592. <https://doi.org/10.3390/su142114592>
- Elshaer, I. A., Azazz, A. M. S., Mohammad, A. A. A., & Fayyad, S. (2025). Decoding Success: The Role of E-Learning Readiness in Linking Technological Skills and Employability in Hospitality Management Graduates. *Information*, 16(1), 47. <https://doi.org/10.3390/info16010047>
- Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers*, 3, 275–285. <https://doi.org/10.1016/j.susoc.2022.05.004>
- Hamsa Ramadhan, A., Muliyani, S., Vana Hafizah, C., & Ar Rahman, M. A. A. R. (2022). Sistem Pembelajaran Berbasis Teknologi Informasi dan Komunikasi. *Edumaspul: Jurnal Pendidikan*, 6(1), 437–443. <https://doi.org/10.33487/edumaspul.v6i1.2286>
- Hermawansyah, H. (2021). SISTEM MANAJEMEN MUTU MADRASAH UNTUK TERTIP PROTOKOL KESEHATAN DI MASA PANDEMIK COVID-19 TAHUN 2021. *Fitrah: Jurnal Studi Pendidikan*, 12(2), 16–33. <https://doi.org/10.47625/fitrah.v12i2.332>
- Hidayati, I. W., & Usman, N. (2020). Peningkatan Minat Baca Masyarakat Melalui Wisata Leterasi. *BERDIKARI : Jurnal Inovasi Dan Penerapan Ipteks*, 8(1). <https://doi.org/10.18196/bdr.8177>
- Kisno, K., & Sianipar, O. L. (2019). Perbandingan Efektivitas Buku Digital Versus Buku Cetakan dalam Meningkatkan Performa Belajar Mahasiswa. *Jesya (Jurnal Ekonomi & Ekonomi Syariah)*, 2(1), 229–233. <https://doi.org/10.36778/jesya.v2i1.49>
- Lahaya, N., Nusantara, E., Hamidun, M. S., Dama, L., Baderan, D. W. K., & Lamangantjo, C. J. (2023). Using Digital Learning Media as Information Literacy to Improve Learning Activity. *Jurnal Penelitian Pendidikan IPA*, 9(5), 3765–3771. <https://doi.org/10.29303/jppipa.v9i5.3390>
- Marsini, M. (2023). The Effectiveness of the E-Library as a Learning Resource for Elementary School Students' Social Studies in Improving Literacy Skills. *AL-ISHLAH: Jurnal Pendidikan*, 15(3). <https://doi.org/10.35445/alishlah.v15i3.3892>
- Prasetyo, H., & Rini, H. P. (2021). MENINGKATKAN KETERAMPILAN LITERASI INFORMASI MASYARAKAT MELALUI PROGRAM WISATA LITERASI. *BACA: JURNAL DOKUMENTASI DAN INFORMASI*, 42(2), 277. <https://doi.org/10.14203/j.baca.v42i2.812>
- Robbia, A. Z., & Fuadi, H. (2020). Pengembangan Keterampilan Multimedia Interaktif Pembelajaran IPA Untuk Meningkatkan Literasi Sains Peserta Didik di Abad 21. *Jurnal Ilmiah Profesi Pendidikan*, 5(2), 117–123. <https://doi.org/10.29303/jipp.v5i2.125>
- Rohma, W. S. T., & Pratiwi, Y. (2024). GAGASAN INOVATIF MENDESAIN SEKOLAH SEBAGAI KAWASAN WISATA LITERASI SASTRA. *Jurnal Integrasi Dan Harmoni Inovatif Ilmu-Ilmu Sosial*, 4(2), 8. <https://doi.org/10.17977/um063v4i2p8>

- Soltani, S., & Nikou, S. (2020). An assessment of academic library services: International and domestic students perspectives. *Library Management*, 41(8/9), 631–653. <https://doi.org/10.1108/LM-04-2020-0071>
- Sudarwati, S. (2022). Wisata Literasi Siswa (WLS) SDN Sukorambi 01 Jember untuk Meningkatkan Kepedulian dan Percaya Diri. *Stilistika: Jurnal Pendidikan Bahasa Dan Sastra*, 15(2), 311. <https://doi.org/10.30651/st.v15i2.12825>
- Tawakkal, Ramadayanti, Abidin, S., Sufatmah, S., Arsil T., & Umar, T. (2024). PROGRAM WISATA LITERASI UNTUK PENGUATAN LITERASI PELAJAR DI DINAS PERPUSTAKAAN DAN KEARSIPAN KABUPATEN SINJAI. *Literatify: Trends in Library Developments*, 5(1), 99–113. <https://doi.org/10.24252/literatify.v5i1.44537>
- Wahyudi, M. H., & Mutiari, D. (2021). Model Taman Baca sebagai Wisata Literasi di Era Pandemi Covid 19. *Sinektika: Jurnal Arsitektur*, 18(1), 1–7. <https://doi.org/10.23917/sinektika.v18i1.13288>
- Yeşilyurt, E., & Vezne, R. (2023). Digital literacy, technological literacy, and internet literacy as predictors of attitude toward applying computer-supported education. *Education and Information Technologies*, 28(8), 9885–9911. <https://doi.org/10.1007/s10639-022-11311-1>
- Zahra, F. A., Putri Yefani, Nisa, F. O., Rahmah, E., & Rozi. (2025). Optimalisasi Layanan Anak Melalui Kegiatan Wisata Literasi di Dinas Kearsipan dan Peprustakaan Provinsi Sumatera Barat. *Jurnal Pustaka Budaya*, 12(1), 61–74. <https://doi.org/10.31849/pb.v12i1.24306>