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THE INFLUENCE OF DIGITAL LITERATURE IN THE SOCIETY 5.0 ERA ON IMPROVING DIGITAL LITERACY AND READING INTEREST: A LITERATURE REVIEW

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Abstract || The role of digital Literature in increasing literacy and reading interest has now become a crucial instrument in the era of technological transformation. However, most prior studies still fokus on basic techological mastery, leaving a gap in research regarding how digital literature integrates cyber proficiency with humanistic values in the Society 5.0 era. This study aims to analyze the influence of digital literature on enhancing digital literacy and reading interest by aligning technological, ethical, and aesthetic aspects. The method used is a literature review analyzing ten scientific articles relevant to literature learning, creative media (poetry, short stories, novels), and the Society 5.0 ecosystem. The data synthesis results indicate that the utilization of digital literature and e-learning innovations significantly boosts reading interest and stimulates the creative processes of the younger generation. Concurrently, Navigating and appreciating cyber works sharpen readers' digital literacy skills while contextually internalizing character values, ethics, and aesthetics. In conclusion, digital literature in the Society 5.0 era effectively functions as a dual medium that not only hones technological skills but also preserves the humanistic values of readers.

Keywords || Society 5.0 Era; Digital Literacy; Reading Interest; Digital Literature

Abstrak || Peran sastra digital dalam peningkatan literasi dan minat baca kini menjadi instrumen krusial di era transformasi teknologi. Namun, sebagian besar kajian terdahulu masih berfokus pada aspek penguasaan teknologi dasar, sehingga terdapat kekosongan analisis mengenai bagaimana sastra digital mampu mengintegrasikan kecakapan siber dengan nilai humanis di era Society 5.0. Penelitian ini bertujuan untuk menganalisis pengaruh sastra digital terhadap peningkatan literasi digital dan minat baca masyarakat dengan menyelaraskan aspek teknologi, etika, dan estetika. Metode yang digunakan adalah literature review dengan menganalisis sepuluh artikel ilmiah yang relevan dengan pembelajaran sastra, media kreatif (puisi, cerpen, novel), dan ekosistem Society 5.0. Hasil sintesis data menunjukkan bahwa pemanfaatan sastra digital dan inovasi e-learning secara signifikan mendongkrak minat baca serta merangsang proses kreatif generasi muda. Bersamaan dengan itu, aktivitas bernavigasi dan mengapresiasi karya siber mampu mengasah kecakapan literasi digital pembaca sekaligus menginternalisasi nilai-nilai karakter, etika, dan estetika secara kontekstual. Kesimpulannya, sastra digital di era Society 5.0 efektif berfungsi sebagai media ganda yang tidak hanya mengasah kecakapan teknologi, tetapi juga melestarikan nilai humanis pembaca.

Kata Kunci | | Era Society 5.0; Literasi Digital; Minat Baca, Sastra Digital

Introduction

Entering the Society 5.0 era, human civilization faces a new chapter where cutting-edge technologies such as artificial intelligence, big data, and the Internet of Things (IoT) are no longer placed merely as tools, but are integrated into the core of human-centered life (human-centered cyber-physical system). This transformation brings massive disruption to the literacy landscape and reading culture. Reading activities, which previously relied on conventional print media, have now shifted massively toward digital media through the phenomenon of digital literature. Digital literature (cyberliterature) is not merely the digitalization of literary texts, but a new creative space where literary works are born, produced, and appreciated directly within the digital ecosystem. For the younger generation, the presence of digital literature offers a more interactive and visual reading experience, which potentially becomes a solution to low conventional reading interest. However, the greatest challenge in the Society 5.0 era is no longer just about how to access information, but how humans use that technology wisely, ethically, and still maintain human values. In this context, digital literature holds a dual role (dual driver). Digital literature functions not only as an entertainment medium to trigger reading engagement (reading interest) but also as a self-taught tool that forces readers to practice their technological proficiency (digital literacy), such as the ability to navigate platforms, filter content, and interact in cyber space. Therefore, it is important to see how this digital literature ecosystem is developed, especially in the fields of education and creative industries, in order to cultivate a generation that is not only digitally smart but also noble in character.

Theoretically, this study is built upon the integration of Digital Literacy Theory, Technology-based Learning Innovation (E-Learning), and Aesthetic-Character Values in Literature. Paul Gilster (1997) defines digital literacy as the cognitive ability to critically understand and use information from various digital formats. In the Society 5.0 era, this concept is expanded into a humanistic digital proficiency, where readers are required to be able to filter high-quality and ethical information in cyber space. The second pillar refers to the Literary Reception Theory and Creative Process, which states that literary works (such as poetry, short stories, and novels) possess aesthetic power that is capable of touching the reader's emotions. When literature is combined with digital technology (multimedia learning theory), literary texts transform into

creative learning media. Technology integration in the form of e-learning or multimedia applications not only facilitates the transfer of knowledge, but also stimulates critical thinking skills and users' creative expression, which are core competencies of the 21st century.

The study of literature and learning in the digital era has developed rapidly through the contributions of researchers in recent years. Digital literature is widely recognized as a crucial form of learning innovation in the Society 5.0 era to modernize how students appreciate texts (Wiguna, 2024). This innovation is driven by the implementation of e-learning systems and the utilization of digital media in classrooms, which have proven successful in creating a more interactive and adaptive Indonesian language and literature learning atmosphere (Azzahra & Arsanti, 2022). More specifically, the utilization of multimedia-based media such as Powtoon in poetry learning shows that the visualization of literary texts is able to significantly boost students' interest and active engagement (Perwita & Fujiastuti, 2021). This digital-based literature learning is also proven effective in triggering the ability to write poetry texts as part of the demands of 21st-century skills (Faad, 2026). On the other hand, previous research proves that the digital ecosystem has a major impact on the aspects of the creative industry and the work creation process. The smart society 5.0 era demands the optimization of the role of Indonesian language and literature in the creative process of creating works, such as writing aesthetic poetry (Kusumatiara & Hidayati, 2022). A similar phenomenon occurs in the realm of short story (cerpen) creation, where cyber language is utilized as a driving pillar of today's creative industry (Fatimatuzzahro & Ahsin, 2022). The importance of teaching poetry writing in schools in this era is also highlighted as a foundation to train students' sensitivity of feeling and intellectuality simultaneously (Razanah & Solihati, 2022). This transformation of language and literature learning based on digital literacy toward the Society 5.0 era ultimately culminates in the formation of the whole human being (Balkis et al., 2023). Digital literature not only offers visual beauty, but also becomes an instrument to realize a younger generation that is ethical and aesthetic in the virtual world (Wulandari & Wirahyuni, 2024). This is reinforced by a structural study of contemporary popular literary works, such as the analysis of character education values in the novel "Rasa" by Tere Liye, which proves that the moral content in literary works remains a strong fortress for adolescents in facing the tide of globalization in the Society 5.0 era (Ningsih et al., 2023).

Although the literature review above shows that the themes of digital literature and 21st-century learning have been widely studied, most of these studies still examine them partially or separately. A number of researchers only focus on the utilization of technological media in the classroom (such as e-learning or Powtoon), while another group of researchers focuses solely on text analysis or character values in specific novels. There is no comprehensive study that unifies these research fragments into a single, complete conceptual framework. There is a research gap regarding how the systemic correlation of digital literature works as a dual mechanism: increasing reading interest/creative processes on one hand, and on the other hand directly elevating the digital literacy index and human character (ethics and aesthetics) of readers in welcoming the Society 5.0 era. The uniqueness and urgency of this manuscript lie in its method, which takes the form of a Systematic Literature Review (SLR). This study does not rely on just one local case study, but rather compiles, synthesizes, and critiques dozens of reputable scientific articles from various national and international databases. Through this approach, this study is able to present a complete theoretical roadmap and higher objectivity regarding the real impact of digital literature on modern readers' cognition.

Based on the problem description and research gap above, this study specifically aims to analyze the role and influence of digital literature as a creative media innovation in boosting reading interest and stimulating the creative process (writing poetry/short stories) of the younger generation in the Society 5.0 era. Furthermore, this study is directed to identify the contribution of integrating digital literacy and e-learning in forming technological proficiency aligned with the cultivation of character education, ethical, and aesthetic values in modern readers. Ultimately, the output of this research is expected to formulate a comprehensive theoretical synthesis of previous studies to serve as a strategic foundation for educators and cyber-creative industry actors in optimizing the potential of digital literature sustainably.

Methodology

This research is a type of qualitative research. In this study, the approach applied is a literature review. A literature review provides an opportunity for researchers to conduct an in-depth analysis, organization, and evaluation of previous studies related to the chosen theme. The literature review process involves collecting and assessing prior research relevant to the topic being studied (Kraus et al., 2022).

Data were collected by gathering ten scientific articles themed around digital literature from the Google Scholar and Garuda databases. The analysis was conducted using qualitative content analysis techniques through the stages of reduction, coding, and matrix tabulation. Through this comparative method, the researcher synthesizes the correlation of cyber literature to the improvement of reading interest and digital literacy. This measured approach ensures that the text interpretation results are valid to answer the challenges of cultivating character and ethics in the Society 5.0 era.

Results

Technology provides challenges as well as opportunities in developing literature in Indonesia, especially within the digital ecosystem. The developing technology can be utilized to appreciate literary works more broadly and interactively. This phenomenon is in line with the main focus of this article, which examines the influence of digital literature in the Society 5.0 era on improving digital literacy and reading interest. Through a literature review procedure on ten relevant scientific articles, this study found that the utilization of digital literature and cyber platforms provides a significant impact on the recovery of reading interest as well as the technological proficiency of the younger generation

The results of data reduction and synthesis show two main findings that directly answer the research objectives. First, digital literature is proven effective to work as an innovative and adaptive language learning medium through the utilization of e-learning systems (Azzahra & Arsanti, 2022). The visualization of literary texts through interactive multimedia-based media, such as the Powtoon platform in poetry teaching, is proven successful in boosting students' interest and active engagement in the classroom (Perwita & Fujiastuti, 2021). Modern technological devices that are close to students' daily lives are able to break reading boredom and stimulate the ability to write literary texts in the 21st century in a sustainable manner (Faad, 2026; Wiguna, 2024). In addition, the ease of access to cyber space triggers the passion for the creative process of the younger generation in producing independent literary works, such as short stories and poetry, which simultaneously drives the wheels of today's creative industry (Fatimatuzzahro & Ahsin, 2022; Kusumatiara & Hidayati, 2022; Razanah & Solihati, 2022).

Second, the research results confirm an increase in the readers' digital literacy index that goes hand in advancement with cyber literature consumption activities (Balkis et al., 2023). The process of navigating and filtering the quality of cyber content automatically trains the users' cognitive proficiency in using technology critically. The findings also prove that the internalization of character values, cyber courtesy, ethics, and aesthetics is strongly embedded through the appreciation of digital literature (Wulandari & Wirahyuni, 2024). This is reinforced by the fact that contemporary popular literary works accessed digitally, such as the novel "Rasa" by Tere Liye, still carry a solid moral content to fortify adolescents' personalities against the negative impacts of globalization currents in the Society 5.0 era (Ningsih et al., 2023).

Table 1. Literature Contribution Findings

No	Author and year	Scientific Article Title / Reference	Valid Contribution Findings (Toward Digital Literacy and Reading Interest in the 5.0 Era)
1.	Wiguna (2024)	Digital literature as an innovation in literary learning in the Society 5.0 era.	Found that digital literature reshapes text appreciation patterns interactively through multimodality features (text, sound, animation), thus effectively fostering students' independent reading interest efficiently via devices.
2.	Kusumatiara & Hidayati (2022)	The Role of Indonesian Language and Literature in the Creative Process of Poetry Creation in the Smart Society 5.0 Era	Proved that the optimization of cyber devices and digital proficiency becomes an essential space for the younger generation to channel emotional expressions into aesthetic poetry works in today's creative industry.
3.	Fatimatuzzahro & Ahsin (2022)	The Role of Indonesian Language and Literature in Short Story Writing in the 5.0 Era	Showed that the utilization of cyber language in the digital literature ecosystem (short stories) is proven successful in becoming a main driving pillar of the digital creative industry favored by the younger generation.
4.	Balkis et al. (2023)	Transforming Indonesian Language and Literature Learning Based on Digital Literacy Towards the Era of Society 5.0	Confirmed that the integration of digital literacy in the language teaching-learning process succeeds in building cyber technology adaptation readiness in students without abandoning the essence of humanistic values.
5.	Razanah & Solihati (2022)	The importance of learning to write poetry in schools in the era of society 5.0	Found that digital-based literature teaching acts as an important foundation to train emotional intelligence, sensitivity of feeling, as well as triggering students' interest in writing amidst technology automation.

6.	Wulandari & Wirahyuni (2024)	Creating an Ethical and Aesthetic Young Generation in Learning Indonesian Language and Literature in the Era of Society 5.0	Proved that the penetration of digital literacy in literature appreciation is able to internalize moral values, cyber courtesy, and netiquette contextually within virtual spaces.
7.	Azzahra & Arsanti (2022)	Implementation of E-Learning as a Form of Innovation in Indonesian Language and Literature Learning in the Era of Society 5.0	Proved that the penetration of digital literacy in literature appreciation is able to internalize moral values, cyber courtesy, and netiquette contextually within virtual spaces.
8.	Perwita & Fujiastuti (2021)	Powtoon-based poetry learning media in the era of society 5.0	Found empirical evidence that the visualization of literary texts through interactive multimedia media (Powtoon) is effective in breaking conventional reading monotony and boosting students' reading interest and active engagement.
9.	Faad (2026)	Digital-Based Indonesian Literature Learning to Improve Poetry Writing Skills in the 21st Century	Showed that the use of modern cyber devices in digital literature learning effectively accelerates the stimulation of creative poetry text writing skills as part of 21st-century communication competencies.
10.	Ningsih et al. (2023)	An Analysis of Character Education Values in Tere Liye's Novel "Rasa" in the Era of Society 5.0	Proved that the moral values and character content within digitally accessed contemporary popular literary works still work effectively as a solid ethical fortress for adolescents against the negative impacts of globalization currents.

Data No. 1, 7, and 8 provide valid findings on how reading interest is restored via multimedia and e-learning. Data No. 4, 6, and 10 provide valid findings on how digital literacy is not merely about gadget clicking proficiency, but is also balanced with ethics/character (Alignment of humanistic values in the 5.0 era). Data No. 2, 3, 5, and 9 provide valid findings regarding the real output in the form of creative process stimulus (poetry/short stories) of readers in cyber space.

Discussion

The findings of this study provide an important theoretical contribution to the development of linguistics, literature, and culture in the Society 5.0 era by offering the concept of a dual mechanism. While most previous literature conventionally assumes that gadgets and cyberspace are the primary factors disrupting focus and decreasing reading interest,

the findings of this literature study challenge and expand upon these assumptions. Digital literature demonstrates that cyber technology does not weaken reading culture, but rather transforms it from linear paper-based reading to interactive and dynamic multimodal screen-based reading. The uniqueness of these findings lies in their success in demonstrating that digital literature can simultaneously increase reading interest and elevate digital literacy through self-study.

Theoretically, these findings broaden the scope of Paul Gilster's Digital Literacy Theory (1997) and Wolfgang Iser's Literary Reception Theory (1978). In the field of cyber literature and culture, the interaction between readers and texts is no longer one-way. Digital literature in the Society 5.0 era democratizes the creative process, where readers in cyberspace can provide real-time feedback, critique the author's aesthetics, and even help determine the direction of the storyline through the comments section of the digital platform. From the perspective of applied linguistics and culture, this shift has given rise to a new variety of language (cyber language) that has become a driving force for the creative industry, without losing its original aesthetic value (Fatimatuzzahro & Ahsin, 2022).

The greatest innovation of this manuscript's contribution is the emphasis on the "intelligent human" aspect, which is the core of the Society 5.0 philosophy. The alignment of ten literature data in this study proves that mastery of digital literacy technology cannot be separated from the cultivation of character, ethics, and aesthetics (Wulandari & Wirahyuni, 2024). Although the media used has changed to all-digital (such as e-learning or video animation), the essence of the moral content in poetry, short stories, and novels remains effective as an ethical compass for modern readers (Ningsih et al., 2023; Razanah & Solihati, 2022). Thus, this study adds to the new body of knowledge by confirming that digital literature in the Society 5.0 era is a contemporary bridge that successfully combines 21st-century technological agility with the preservation of readers' humanistic values.

Digital Literature as a creative media innovation in Restoring Interest in Reading.

Reading activities in the Society 5.0 era can no longer be viewed through rigid, conventional lenses. While mainstream narratives blame gadgets and cyberspace as the primary causes of focus degradation, the empirical data in this study demonstrates the opposite. Digital literature emerges as a creative media innovation that revolutionizes the way

young people interact with texts through a multimodal approach. The use of digital literature and cyber platforms has been proven to have a significant impact on restoring reading interest and developing the technological skills of the younger generation.

This reading interest recovery mechanism relies on the integration of digital infrastructure and interactive visualization, which is validly supported by Data No. 1, 7, and 8:

1. Azzahra & Arsanti (2022) [Data 7] confirmed that the implementation of an e-learning system for language and literature can provide an innovative, adaptive, and flexible learning environment. The accessibility of cyberspace, which is not limited by geographical barriers, breaks down the physical barriers inherent in conventional reading culture.
2. Perwita & Fujiastuti (2021) [Data 8] provide empirical evidence that visualizing literary texts through interactive multimedia—such as the use of the Powtoon platform in poetry teaching—successfully boosts student interest and active engagement in the classroom. The combination of linear text with audio, animation, and visual aesthetics can break the monotony of reading.
3. Wiguna (2024) [Data 1] emphasized that modern technological devices that are close to students' daily lives act as crucial instruments for modernizing the way students appreciate texts. Digital literature transforms reading activities from a passive cognitive obligation into an interactive and dynamic sensory experience.
4. The synthesis of these three data points proves that reading interest has not disappeared, but rather has undergone a transformation from paper-based to screen-based. Digital literature has successfully leveraged the digital ecosystem to spark emotional engagement among modern readers, making it an effective first step in reviving the literacy culture of the younger generation.

Democratization of Cyberspace: Stimulus of the Creative Process of Writing Poetry and Short Stories.

The systemic impact of the revival of reading interest through digital media is the stimulation of readers' cognitive productivity, shifting their roles to become producers of works. In the era of Society 5.0, digital literature has not ceased to be merely an object of

consumption but has instead evolved into a creative laboratory space that democratizes the process of creating independent literary works, particularly poetry and short stories.

This creative process acceleration mechanism is validly supported by the findings in Data No. 2, 3, 5, and 9.

1. Faad (2026) [Data 9] shows that digital-based literature learning effectively accelerates the stimulation of poetry writing skills as part of the demands of 21st-century skills. Modern cyber devices provide instructional tools that facilitate the structure of creative writing for students.
2. Razanah & Solihati (2022) [Data 5] emphasized that technology-assisted poetry writing teaching in schools plays an important role in training the sensitivity, imagination, and emotional intelligence of the younger generation amidst the flow of technological automation.
3. Kusumatiara & Hidayati (2022) [Data 2] proves that optimizing the role of language in writing aesthetic poetry in the era of intelligent society 5.0 allows the younger generation to explore their creative and emotional expressions more broadly without the limits of physical public space.
4. Fatimatuzzahro & Ahsin (2022) [Data 3] expanded this phenomenon into the realm of short story creation, where the creative use of cyber language was adopted as a main pillar driving today's creative industry.

Alignment of Humanist Values: Digital Literacy as a Fortress of Ethics and Character.

The most fundamental contribution of this manuscript is its emphasis on the "smart human" aspect, which aligns technological agility with noble character. In the era of Society 5.0, digital literacy should not be narrowly defined as merely technical skills in operating devices (clicking and navigating). Digital literacy must encompass cognitive skills, cyber courtesy, netiquette, and the ability to critically filter information in virtual spaces.

The importance of balance between cyber aspects and humanist values is strongly supported by Data No. 4, 6, and 10:

1. Balkis et al. (2023) [Data 4] proves that the transformation of digital literacy-based learning is continuously directed at forming

students' readiness to adapt to cyber technology without abandoning the essence of human values.

2. Wulandari & Wirahyuni (2024) [Data 6] confirmed that the penetration of technology in digital literary appreciation is effectively able to internalize character, ethical, and aesthetic values, thus giving birth to a young generation that is ethical and knows good manners in cyberspace.
3. Ningsih et al. (2023) [Data 10] provide textual evidence through a structural analysis of contemporary popular novels such as Tere Liye's "Rasa." Their findings indicate that even though literary works are accessed digitally, the moral content and character education values contained within them remain effective as a solid ethical barrier to protect adolescents' personalities from the negative impacts of globalization.

The common thread across these studies demonstrates that digital literature in the Society 5.0 era functions as a mutually reinforcing dual mechanism. Digital literature has successfully transformed the negative stigma of gadgets (which were initially considered to disrupt focus) into a positive instrument that increases multimodal reading interest while simultaneously elevating the digital literacy of self-taught readers. This synergy not only produces a technologically savvy generation through creative writing activities (poetry/short stories) in cyberspace, but also maintains the nobility of human character through the content of cyber ethics (cyber courtesy) and moral values contained within literary texts.

Conclusion

Based on the synthesis of ten reviewed scientific articles, digital literature in the Society 5.0 era has proven effective in functioning as a dual medium capable of reviving reading interest while simultaneously training readers' critical technological skills. The recreational activity of cyber reading and the creation of creative works (poetry, short stories, novels) has been proven to stimulate user cognition without losing the essence of humanity, because moral content, cyber ethics, and aesthetic values remain firmly internalized in cyberspace. The final assessment of this study shows that the integration of cyber technology and e-learning innovation successfully combines 21st-century technological agility with the preservation of humanistic values. As a step towards improvement, future research is recommended to shift to direct

empirical testing in the field to test the effectiveness of using specific digital literature platforms at certain educational levels.

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