

Utilization of Digital Reading Corners (Pocadi) to Enhance Public Digital Literacy

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ABSTRACT

This study employs a library research approach. Sugiyono (2019) defines library research as a study involving theoretical analysis based on references concerning the values, culture, and norms that evolve within the social context under investigation. The data sources for this study consist of books, journals, and scholarly articles related to digital literacy and the utilization of Digital Reading Corners (*Pojok Baca Digital* or *Pocadi*). The instruments used in this study include research materials relevant to the study's focus, a writing outline or map, and a research recording format. Research findings indicate that the Digital Reading Corner (Pocadi) enhances public literacy by providing reading facilities—such as computers and digital access services—alongside a comfortable reading environment. These corners are located in various high-traffic public areas, including regional libraries, educational institutions (universities and schools), and airports. The government hopes that Pocadi will boost digital literacy among the public, particularly regarding the use of digital technology. In practice, the public utilizes Pocadi to experience digital technology firsthand through an initiative launched by the National Library of Indonesia (Perpusnas RI). Furthermore, the presence of Pocadi serves as an innovation designed to raise public awareness about reading habits and foster interest in using digital technology.

INTRODUCTION

The low interest in reading among various segments of society has become a significant issue contributing to low literacy levels and the quality of human resources. According to data from Indonesia's Central Statistics Agency (BPS) in 2025, the National Reading Interest Index (Tingkat Kegemaran Membaca/TGM) reached 72.44%, which falls within the moderate category. An interesting phenomenon is observed among Generation Z (born between 1997 and 2012), who contribute the highest reading activity, accounting for 26% of total readers.

Low reading interest is generally caused by digital distractions, particularly excessive use of social media, the lack of reading habits developed from an early age, environmental factors, and limited access to attractive reading materials such as libraries. These conditions are further exacerbated by limited budgets for procuring reading materials. Increasing public reading interest is not an easy task, as it requires collaboration among various stakeholders, including the government, educational institutions, families, and the wider community. The government's primary responsibility is to provide adequate facilities and infrastructure to support public literacy needs.

Traditional printed media such as books, magazines, and newspapers have gradually transformed into more advanced digital media that disseminate information through online news available on websites and social media platforms. Changes in people's habits and behaviors during this era of digital disruption are reflected in data reported by DataIndonesia.id (2022), which recorded that the number of internet users in Indonesia reached 205 million in January 2022. This figure indicates that 73.7% of Indonesia's population had access to the internet.

One of the digital literacy initiatives introduced by the National Library of Indonesia (Perpusnas) is the Digital Reading Corner (Pojok Baca Digital/Pocadi). Pocadi is a technology-based library service developed to expand public access to digital reading materials such as e-books, magazines, journals, and other digital information resources that can be accessed through computers or mobile devices provided at designated service locations. Furthermore, Pocadi represents the transformation of conventional libraries into modern information service centers that are accessible and equitably distributed across various regions. These facilities are commonly established in government offices, public service centers, hospitals, airports, bus terminals, railway stations, universities, schools, and other public spaces.

In practice, Pocadi serves several important functions. As an educational facility, it provides various reading materials to support teaching and learning activities. As an information service, it offers access to accurate, reliable, and up-to-date information. As a recreational resource, it provides light reading materials such as novels and children's stories. As a research facility, it offers references including academic journals and scholarly publications. In addition, Pocadi functions as a knowledge preservation platform by maintaining digital collections that can be utilized sustainably.

The widespread establishment of Pocadi across districts and municipalities throughout Indonesia is expected to improve the country's

reading literacy index. Based on the National Reading Literacy Activity Index (Alibaca) measured across the 34 provinces of Indonesia in 2019, the national literacy score was relatively low at 37.32 out of 100. Therefore, literacy programs such as the Digital Reading Corner (Pocadi) are expected to encourage communities to develop sustainable reading habits. Public participation is equally important in fostering a reading culture, ensuring that literacy initiatives receive positive responses and collectively contribute to improving Indonesia's literacy ranking at both national and international levels, thereby supporting the development of high-quality, competitive human resources.

As a regulator, the government plays an essential role in formulating policies that support Indonesian families in improving literacy (Rahmadanita, 2022, p. 59). In 2017, the Government of Indonesia, through the Ministry of Communication and Information Technology, launched the National Digital Literacy Movement. Subsequently, in 2022, the Ministry of Education, Culture, Research, and Technology initiated efforts to improve literacy by distributing books to Indonesia's frontier, outermost, and disadvantaged regions (known as the 3T areas). The Indonesian government has continuously sought to strengthen and improve national literacy programs, particularly for students and adolescents. Through these policies and programs, it is expected that Indonesian society will develop stronger literacy competencies and be able to evaluate information more effectively.

Previous studies have also highlighted the importance of digital literacy. Research conducted by Pratama et al. (2025, p. 59) found a positive correlation between digital literacy levels and learning outcomes, indicating improvements in students' academic achievement, engagement, and satisfaction. Nevertheless, the implementation of digital literacy in education continues to face complex challenges, including disparities in infrastructure between urban and rural areas, limited digital competencies among educators, unequal access to technology, and budget constraints.

THEORETICAL FRAMEWORK

A literature review, also referred to as a literature review, is an activity of reviewing or examining various sources of literature that have previously been published by academics or other researchers in relation to the topic being studied. In the research process, whether before, during, or after conducting research, researchers are usually required to prepare a literature review, generally as part of the introduction to a research proposal or research report. Preparing a literature review is similar to synthesizing various findings from previous studies to obtain an overview of the topic or problem to be investigated, as well as to address various challenges that arise when beginning a research study.

Rajagukguk (2021, p. 23) states that a systematic literature review is a literature review method that aims to answer research questions by identifying, examining, evaluating, and interpreting all findings related to the research topic. A systematic literature review has proven to be an effective research method for

providing an overview of trends in particular research topics, including findings, methodologies, and the scope of previous research.

Mahanum (2021, p. 3) explains that a literature review is an effort undertaken by researchers to seek and compile various types of information that are relevant and related to the topic or problem being investigated. This is done to obtain theories that can be used as a foundation or guideline for the research being conducted, as well as to obtain information about similar studies or studies related to the research to be undertaken.

Based on the explanation above, it can be concluded that a literature review is necessary to provide clarification and establish boundaries regarding the distinctive characteristics of the research to be conducted. The uniqueness of a study can be demonstrated by referring to books, articles, undergraduate theses, master's theses, and dissertations as references and research materials. Therefore, a literature review provides significant benefits for prospective researchers in exploring research problems and phenomena.

METHODS

This study employs a library research approach. Sugiyono (2019) defines library research as a study involving theoretical analysis based on references concerning the values, culture, and norms prevalent in the social context under investigation. This type of research relies on scholarly literature; it does not involve direct fieldwork or face-to-face interaction with respondents or informants. Instead, data is obtained from documentary sources – such as books and official documents – which are then read, recorded, and analyzed.

Data for this study is derived from relevant literature, including books, journals, and scholarly articles pertaining to the selected topic. The data collection technique involves gathering information on specific subjects or variables from records, books, papers, articles, journals, and similar materials. The research instruments consist of source materials aligned with the study's focus, an outline or writing framework, and a format for recording research notes.

RESULTS

The Development of Digital Literacy in Indonesia

In the 21st century, the rapid development of technology has made all sectors, ranging from government and companies to education, increasingly dependent on and required to master technology, as it is an essential aspect of life in the future. The education sector plays a very important role in improving the quality of human resources so that they can compete globally in an era of increasingly rapid technological advancement. Technological development can advance human interaction, supported by adequate internet connectivity, thereby making it easier for people to interact. However, from another perspective, technological development can also create challenges in everyday life, including challenges for the nation and the state. The increasingly easy access to information from various parts of the world, the truth of which is not always known, as well as the increasing ease with which foreign cultures can erode Indonesian national values, has become increasingly evident, particularly as

many people still show greater enthusiasm for foreign cultures than for their own. Clearly, this constitutes a threat to the Indonesian nation that must be addressed immediately in relation to the use of digital technology.

Nurfauziyanti et al. (2022, p. 55) argue that the use of digital technology among young people, particularly university students, varies considerably. Digital technology can be used not only as a learning medium but also as a means of building relationships, communicating, and seeking information. As university students are part of the digital society, they need to understand digital literacy. Digital literacy can be developed through various approaches, including communication, collaboration, critical thinking, creativity, and active learning through the use of digital technology.

Community empowerment in the era of globalization consistently incorporates digital literacy so that communities are able to respond to the rapid development of an increasingly advanced era (Veronika et al., 2022, p. 121). Research shows that digital literacy provides significant benefits in improving the quality of learning through broad access to information, the development of research skills, collaborative governance, and other areas.

In general, digital literacy involves the use of media supported by information and communication technology. Restianty (2018, p. 84) states that digital literacy encompasses various forms of literacy, making it more complex. Similar to media literacy, digital literacy also requires the ability to analyze and evaluate information critically in order to obtain a high-quality understanding. In digital literacy, messages in the media are constructed in such a way that they can function optimally even in more complex communication situations. Digital literacy has a broader scope and usually addresses important issues. Digital literacy education can begin by developing skills in reading content; by reading content diligently, digital literacy can be strengthened.

When considering literacy within the context of digital education communities, and taking into account functional, sociocultural, and intellectual models, it can be viewed as a powerful tool for students to understand their own relationship with digital technology. Digital literacy is the awareness, attitude, and ability of individuals to use digital tools and facilities appropriately to identify, access, manage, integrate, evaluate, analyze, and synthesize digital resources; construct new knowledge; create media expressions; and communicate with others within the context of particular life situations, in order to enable constructive social action and reflect on these processes (Yoga Pratama et al., 2022, p. 100).

Digital Reading Corner (Pocadi)

Libraries, as educational media for improving literacy in society, have innovated by providing digital library services to address these challenges. In accordance with the objectives of digital libraries, various tools are used to facilitate library data processing, information, and communication, while information technology supports all activities in libraries. One of the simplified services designed to be accessible to many people is the Digital Reading Corner (Pocadi) service.

Pangestu & Prajawinanti (2025, p. 2) state that the Digital Reading Corner (Pocadi) consists of content stored on a local server as well as iPusnas content, which can be downloaded through the Play Store application. Pocadi is also equipped with pop-up devices and applications used for promotional media, activities, and collections of e-books, audio, and videos recommended on the available banners. The establishment of Pocadi is expected to increase people's reading interest and improve literacy by providing reliable literature based on resources from the National Library of Indonesia (Perpusnas).

Sucahyo et al. (2024, p. 177) state that Pocadi is expected to improve the literacy of the people of Probolinggo City with the aim of creating a Smart City and helping all segments of society develop an interest in reading and improve their ability to find information. Rather than competing for support from other libraries, Pocadi focuses on improving library services by creating new materials and refining existing ones. By combining these two elements, it is expected that people will continue to be motivated to read.

The National Library of the Republic of Indonesia (Perpusnas RI), through regional libraries at the regency/city level, has introduced the Digital Reading Corner (Pocadi) as a government priority program located within public access facilities, with the aim of providing the community with convenient and comfortable access to information, education, and reading materials. Based on data from the National Library of Indonesia (Perpusnas) in 2020, there were 90 library extension service points in the form of Pocadi, distributed across 28 provinces and 83 regencies/cities throughout Indonesia.

Based on previous findings by Octaviani & Putri (2025, p. 107), efforts to foster people's reading interest through the Digital Reading Corner at the Jambi City Samsat indicate that the Jambi Provincial Library and Archives Service prioritizes increasing public outreach and education. By introducing digital facilities more widely and educating the public about the benefits of digital literacy, it is expected that more people will be interested in using and benefiting from the Digital Reading Corner. This step is key to increasing public awareness and encouraging their interest in reading and learning through digital technology.

Digital Reading Corner (Pocadi) Facilities

There are several facilities provided by Pocadi, including:

- **Digital Devices**
Computers/PCs and tablets connected to the internet, as well as a large-screen Smart TV.
- **Internet Access**
Internet services at the Digital Reading Corner (Pocadi) can be accessed free of charge by the public through computers/tablets available at public locations such as public libraries, schools/higher education institutions, government offices, and other locations.
- **Complete Book Collection**
Printed books, digital books (e-books), and audio-visual materials are available.

- **Free Wi-Fi Access**
Available for browsing and online reading.
- **Comfortable Area**
An air-conditioned room with a relaxed reading area (including carpets).
- **Children's Area**
Equipped with educational children's games.



Types of Collections Available at Pocadi

The various e-book collections provided at Pocadi include:

- Textbooks
- Reference Books
- General Books
- Novels
- Children's Books
- Encyclopedias
- Scientific Journals
- Magazines
- Scientific Works
- Legislation and Regulations
- Indonesian History and Cultural Collections

How to Use Pocadi

There are several steps for using Pocadi, as follows:

- Visit a Pocadi location, such as a regional/public library, government office, or other designated location.
- Use the available computer or device.
- Access the application or service portal provided.
- Search for books by title, author, or category.
- Open and read the available digital collections.
- For some services, users can log in using an integrated digital library account to access a wider range of collections.

Advantages of Pocadi

During its implementation, users can experience several advantages of Pocadi, including:

- Faster access to information
- A diverse range of digital collections
- Reduced storage space requirements
- Supports an environmentally friendly, paperless concept
- Can be updated regularly
- Supports independent learning
- Reaches communities in various regions
- Supports the transformation toward digital libraries

DISCUSSION

Pocadi Development Strategy

The Digital Reading Corner (Pojok Baca Digital/Pocadi) serves as a strategy for expanding Pocadi locations to several important points that are accessible to the public and the wider community, such as public libraries, universities/schools, and other locations. In addition, Pocadi can improve the quality of internet connectivity, making it easier for the public to access public information and reading services. The Pocadi application contains a wide range of digital collections tailored to the needs of the community, including education, health, social affairs, and other areas.

Shandya & Ridwan (2024, p. 60) state that the Pocadi program is a program designed by the National Library of Indonesia (Perpusnas), which provides each library service at the regency/city level with a Digital Reading Corner unit to support the accelerated improvement of reading interest, reading culture, and digital literacy among the community. The presence of Pocadi can also strengthen cooperation with stakeholders to enhance collaboration at the local government level (regencies/cities), universities/schools, and other institutions that seek to improve community literacy.

The Role of Pocadi in Improving Literacy

Pocadi has several important and central roles in improving literacy and reading interest among the community. Based on research conducted by Shandya & Ridwan (2024, p. 61), three relevant government agencies were identified, each having different interests and limitations in terms of authority in carrying out the duties and functions required to implement the Pocadi program as a reading service in Tebing Tinggi City. Within the Pocadi program, the Library Service collaborates with the Tebing Tinggi City Communication and Information Service, focusing on the development of internet services at the Digital Reading Corner. Meanwhile, cooperation between the Tebing Tinggi City Library and Archives Service and the Tebing Tinggi City Housing, Settlement Areas, and Sanitation Service focuses on the development of facilities and infrastructure for the Digital Reading Corner.

The role of Pocadi is also consistent with the findings of quantitative statistical research conducted by Pangestu & Prajawinanti (2025, p. 18), which

found that the utilization of the Digital Reading Corner as a means of improving digital literacy at the Batu City Library and Archives Service has provided benefits to users in four main aspects. The majority of users have utilized computers and the internet to search for information, with 80% of respondents accessing information sources such as books, journals, websites, and social media. However, 40% of users were still unfamiliar with academic information sources such as databases or repositories. In terms of core ICT competencies, 85% of respondents used Microsoft Office to create documents and spreadsheets, although limitations remained in the use of more complex digital technologies, such as programming. Regarding users' attitudes toward digital information, 90% of respondents understood the importance of copyright and paraphrased information before using it from digital sources, while 80% of respondents actively filtered and compared information before using it.

Titik et al. (2024, p. 48) state that the Digital Corner service is a reading facility that provides printed collections and digital books (e-books). The e-book collections available at Pocadi are sourced from content stored on a local server as well as content from iPusnas, which can be downloaded through the Play Store. Pocadi was developed with the idea of facilitating access to information. The basic principle of Pocadi expansion is to extend library services so that they can be enjoyed at community activity centers designed according to users' needs, utilizing digital technology and diverse and engaging reading materials.

Based on the findings of Efrinandes & Handayani (2025, p. 82), the community's reading interest in the area remains low. As a result, the use of Pocadi has not increased as anticipated. One of the problems in implementing this program is that reading habits have not yet been established and there is insufficient motivation to utilize library facilities. When community interest in reading is not supported by engaging and sustainable literacy activities, facilities such as Pocadi tend to be underutilized and ultimately become ineffective. Limited internet access around the location is an additional obstacle that prevents Pocadi from maximizing its potential. For facilities that depend on digital access, an internet connection is essential for people to read electronic books or access information through the devices provided. Without an adequate internet connection, Pocadi's digital features become ineffective, and its utilization decreases further.

This is consistent with the findings of research conducted by Silfi (2025, p. 142), which found that Pocadi provides various service innovations, such as digital reference services, literacy tours, and Javanese language classes to foster reading interest and literacy skills among the community. Digital reference services facilitate rapid and flexible access to information, while literacy tours provide an interactive literacy experience through visits to Pocadi, the Magetan Regional Library (Perpusda Magetan), and the Magetan Literacy Center (Graha Literasi Magetan), in collaboration with local schools. The Javanese language classes, targeting kindergarten and elementary school students, help preserve the local language while expanding children's everyday vocabulary. Overall, these innovations make a significant contribution to improving literacy culture by integrating learning, practical experiences, and active community engagement.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The Digital Reading Corner (Pocadi) is one of the technology-based library service innovations that plays an important role in improving digital literacy and reading interest among the community. Based on the results of the literature review, the existence of Pocadi provides easier access to various sources of information and reading materials, including printed books, e-books, journals, magazines, scholarly works, and other digital information resources. Facilities such as computers, tablets, internet access, free Wi-Fi, and comfortable reading spaces make Pocadi a facility that supports reading activities, independent learning, information seeking, and the development of digital skills among the community.

The utilization of Pocadi also contributes to improving people's ability to use and evaluate digital information. This can be seen from the use of computers and the internet to search for information, the use of office applications, as well as increased user awareness of copyright and the importance of filtering and comparing information before using it. Thus, Pocadi functions not only as a reading facility but also as a learning and community empowerment medium in responding to developments in digital technology.

However, the implementation of Pocadi still faces several challenges, particularly the low reading habits and reading interest of the community, as well as limited internet access in some locations. Without being supported by engaging literacy activities, socialization, education, and adequate internet connectivity, Pocadi facilities may not be utilized optimally.

Therefore, optimizing Pocadi requires the development of facilities and improvements in internet network quality, the provision of digital collections that meet community needs, and the implementation of innovative and sustainable literacy activities. In addition, cooperation among local governments, libraries, educational institutions, relevant agencies, and the community is needed to expand its reach and increase the utilization of Pocadi. Through these strategies, Pocadi can become a strategic means of fostering a reading culture, improving digital literacy, expanding access to information, and supporting the development of a more knowledgeable, technologically adaptive, and competitive society.

Recommendations

The recommendation arising from this study is that the use of digital reading corners can enhance public reading interest and digital literacy, particularly given the widespread use of technology that makes accessing any information via online platforms incredibly easy. Furthermore, these digital reading corners serve as public facilities located in easily accessible areas, such as schools, universities, libraries, and similar venues.

FURTHER STUDY

A limitation of this study is its reliance on a literature review, gathering data or information from books, journals, and previous research findings. Future research of this nature should employ a qualitative approach—utilizing

observation and structured interviews—to uncover other significant facts occurring in the field.

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