Students' Computer Literacy Skill, Motivation, and Reading Comprehension in Eleventh Grade

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A R T I C L E   I N F O

A B S T R A K

Kemampuan literasi komputer, yang didefinisikan sebagai kemampuan untuk menggunakan komputer dan teknologi terkait secara efektif, semakin penting dalam pendidikan modern. Penelitian ini bertujuan untuk menganalisis hubungan antara literasi komputer, motivasi siswa, dan pemahaman bacaan di kalangan siswa kelas sebelas di SMA. Desain penelitian korelasional digunakan dengan melibatkan 300 siswa yang dipilih melalui stratified random sampling. Pengumpulan data didasarkan pada International Computer and Information Literacy Study (ICILS) untuk menilai literasi komputer, Academic Motivation Scale (AMS) untuk mengukur motivasi, dan Gates-MacGinitie Reading Tests (GMRT) untuk mengevaluasi pemahaman bacaan. Analisis statistik, korelasi Pearson dan regresi berganda, menggunakan aplikasi SPSS. Hasil penelitian menunjukkan korelasi positif yang signifikan antara literasi komputer, motivasi (baik intrinsik maupun ekstrinsik), dan pemahaman bacaan. Literasi komputer memiliki korelasi yang kuat dengan pemahaman bacaan (r = 0,60, p < 0,01). Motivasi intrinsik (r = 0,62, p < 0,01) dan motivasi ekstrinsik (r = 0,48, p < 0,01) juga memiliki korelasi positif dengan pemahaman bacaan. Analisis regresi berganda menunjukkan bahwa literasi komputer (β = 0,42, p < 0,001) dan motivasi intrinsik (β = 0,38, p < 0,001) merupakan prediktor signifikan dari pemahaman bacaan, dengan motivasi ekstrinsik juga berkontribusi (β = 0,22, p < 0,01. Temuan ini menekankan pentingnya faktor-faktor tersebut dalam meningkatkan prestasi akademik.

A B S T R A C T

Computer literacy, defined as the ability to effectively use computers and related technologies, is increasingly important in modern education. This study aims to analyze the relationships between computer literacy, student motivation, and reading comprehension among eleventh-grade students. A correlational research design was used, involving 300 students selected through stratified random sampling. Data collection was based on the International Computer and Information Literacy Study (ICILS) for assessing computer literacy, the Academic Motivation Scale (AMS) for measuring motivation, and the Gates-MacGinitie Reading Tests (GMRT) for evaluating reading comprehension. Statistical analyses, including Pearson correlation and multiple regression, were performed using SPSS software. Results showed significant positive correlations among computer literacy, motivation (both intrinsic and extrinsic), and reading comprehension. Computer literacy had a strong correlation with reading comprehension (r = 0.60, p < 0.01). Intrinsic motivation (r = 0.62, p < 0.01) and extrinsic motivation (r = 0.48, p < 0.01) also positively correlated with reading comprehension. Multiple regression analysis indicated that computer literacy (β = 0.42, p < 0.001) and intrinsic motivation (β = 0.38, p < 0.001) were significant predictors of reading comprehension, with extrinsic motivation contributing as well (β = 0.22, p < 0.01). The novelty of this research lies in its integrated examination of computer literacy, motivation, and reading comprehension. The findings underscore the importance of these factors in enhancing academic achievement.

1. INTRODUCTION

In today's digital age, computer literacy is more than just a skill; it is a critical competency that underpins success in many areas of life, particularly in education. Defined as the ability to use computers and related technology effectively, computer literacy involves not only the mastery of technical skills but also the capacity to critically assess and utilize digital information (Al-Ahdal & Abduh, 2021; Browne et al., 2014). This capability is especially vital for students, as higher levels of computer literacy have been shown to enhance engagement with educational technologies, leading to improved academic outcomes (Gunduzalp, 2021; Stanojević et al., 2018). Despite the increasing emphasis on integrating technology into educational practices, the interplay between computer literacy, student motivation, and reading comprehension remains underexplored, particularly in non-Western educational contexts like Indonesia.

The educational landscape in Indonesia, much like in other developing nations, is rapidly evolving to integrate digital technologies in classrooms. However, there is a significant gap in the literature regarding how Indonesian students, particularly at the high school level, navigate and benefit from these technological tools. While much research has been conducted in Western contexts (Beck et al., 2023; Mayer & Sekayi, 2018), there is a pressing need to understand how computer literacy affects educational outcomes in Indonesian schools. This study addresses this gap by exploring the relationships between computer literacy, motivation, and reading comprehension among eleventh-grade students at SMAN 10 Palembang. Understanding these dynamics is urgent, as it can inform strategies to improve academic performance and better prepare students for the demands of the 21st century (Cavanagh & Kiersch, 2022; Martín-Gutiérrez et al., 2017).

The focal point of this research is to investigate the correlations between computer literacy skills, student motivation, and reading comprehension within the specific context of eleventh-grade students in Indonesia (Castillo-Cuesta, 2022; Prasetya, 2021). By examining these variables together, this study seeks to uncover how computer literacy not only enhances direct academic skills but also interacts with motivation to influence a student's ability to comprehend and analyse texts a critical component of educational success. The insights gained from this research will be pivotal in shaping educational strategies that leverage technology to boost student outcomes. Existing research provides a solid foundation for understanding the individual impacts of computer literacy, motivation, and reading comprehension on academic success. For instance, studies by other study have demonstrated that students with higher computer literacy levels are better equipped to engage with educational technologies, leading to enhanced academic performance (Cole & Feng, 2015; Li & Chu, 2021). Similarly, other study have highlighted the importance of motivation, distinguishing between intrinsic motivation, which drives students to learn out of personal interest, and extrinsic motivation, which is driven by external rewards (Ryan & Deci, 2000; Ye et al., 2022). Both forms of motivation have been shown to positively affect academic outcomes, particularly in reading comprehension.

However, despite these insights, the interaction between computer literacy, motivation, and reading comprehension has been largely overlooked, particularly within the context of Indonesian high schools. This gap is significant, as it leaves educators without a comprehensive understanding of how these factors might synergize to influence student performance. By addressing this gap, this study aims to provide a more holistic understanding of how digital literacy and motivation intersect to impact students' academic achievement, with a particular focus on reading comprehension. The theoretical underpinning of this study draws from multiple sources. Previous study have all emphasized the importance of computer literacy beyond just technical proficiency, stressing the need for students to develop critical thinking skills when engaging with digital content (Hatlevik et al., 2018; Yunita Anindya et al., 2019). Moreover, the International Society for Technology in Education (ISTE) has highlighted the essential role of digital literacy in preparing students for future academic and professional success. This research will build on these theoretical frameworks by examining how these skills, when combined with motivation, can influence reading comprehension a skill that describes as critical for academic success across all subjects (Salo et al., 2022).

Furthermore, studies have shown that reading comprehension is a multifaceted process involving decoding, vocabulary knowledge, and the application of comprehension strategies (Connor et al., 2019; Wei, 2023). These processes are likely to be influenced by a student's level of motivation, as well as their ability to navigate and utilize digital information effectively. By exploring these relationships in the specific context of Indonesian high schools, this study seeks to provide empirical evidence that can guide the development of educational practices and policies aimed at enhancing student outcomes (Alhadabi & Karpinski, 2020; Doménech-Betoret et al., 2017).

In summary, this research explore the relationships among computer literacy, motivation, and reading comprehension in eleventh-grade students at SMAN 10 Palembang. By addressing the existing gap in the literature, particularly in non-Western contexts, this research aims to contribute valuable insights that can inform instructional practices, curriculum design, and educational policy. The findings are expected to provide a foundation for developing targeted interventions that not only improve students' academic performance but also equip them with the essential skills needed to thrive in the digital age. This research introduces a novel perspective on the interplay between digital literacy and academic motivation in predicting reading comprehension among high school students, particularly in a non-Western context like Indonesia. While previous research has extensively explored the roles of digital literacy and motivation independently, this study is one of the few that examines their combined impact on reading comprehension within a digitally immersive learning environment.

2. METHOD

Quantitative research methodology used in this research, which is appropriate for quantifying variables and analysing relationships between them. Quantitative research is well-suited for generating numerical data that can be subjected to statistical analysis. The quantitative method is chosen because it allows for the collection and

analysis of numerical data, facilitating the identification of patterns and relationships among the variables. This research uses a correlational approach to assess the strength and direction of relationships between variables, specifically students' computer literacy, motivation, and reading comprehension. Unlike experimental research, correlational research does not involve manipulating variables but rather observes naturally occurring relationships. A correlational research design to examine the relationships among students' computer literacy skills, motivation, and reading comprehension in the eleventh grade. This approach is widely used in educational research to explore the interplay between various factors that influence learning outcomes (Creswell, 2012 & Mardianti et al., 2021). A correlational research design is employed. This design aims to explore and quantify the relationships among variables without altering their natural states. The correlational design allows for the analysis of how computer literacy and motivation are related to reading comprehension. The correlational design is chosen because it facilitates understanding the connections between multiple variables in a non-experimental setting, providing insights into how these factors may influence one another (Gay et al., 2012; Creswell, 2012 & Fitria, 2019).

The research targets all eleventh-grade students at SMAN 10 Palembang. This choice provides a comprehensive view of the variables within a specific educational context in Indonesia. This school is selected due to its diverse student body, which provides a comprehensive view of the research variables within the context of an Indonesian high school. A stratified random sampling technique used to ensure that the sample is representative of the population. This method involves dividing the population into strata (e.g., socio-economic backgrounds, ethnicities, genders) and randomly selecting participants from each stratum. The sample include approximately 300 students, with an equal number of participants from various socio-economic backgrounds, ethnicities, and genders. Stratified random sampling is employed to reduce sampling bias and ensure diversity within the sample (Fraenkel et al., 2011; McEwan, 2020 & Cash et al., 2022).

The researchers used three instruments as the technique for collecting data, there were as follows; 1. Computer Literacy questionnaire: This instrument adapted from the International Computer and Information Literacy Study (ICILS) framework. This questionnaire assesses various aspects of computer literacy, including basic operations, internet navigation, digital communication, and the use of educational software (Fraillon et al., 2014), 2. Motivation questionnaires: The Academic Motivation Scale (AMS) is used to measure different dimensions of motivation, including intrinsic motivation (internal desire to engage in an activity for its own sake), extrinsic motivation (external rewards or pressures), and amotivation (lack of motivation) (Vallerand et al., 1992), and 3. Reading Comprehension Test: The Gates-MacGinitie Reading Tests (GMRT) is utilized to evaluate students' reading comprehension abilities through passages followed by questions. This test is widely recognized for assessing reading skills (MacGinitie et al., 2000). Data collection involves administering these instruments to the selected sample. The computer literacy questionnaire and motivation questionnaire are distributed to the students, while the reading comprehension test is conducted in a controlled environment to ensure consistency in testing conditions.

Technique for Analysing Data the researchers' used (1) Descriptive statistics, including means, standard deviations, and frequencies, are calculated to summarize the data and provide an overview of the sample's characteristics (Pallant, 2020). This step helps in understanding the general trends and distributions of the data, (2) Correlation Analysis: Pearson correlation coefficients are used to examine the relationships between computer literacy, motivation, and reading comprehension. This analysis determines the strength (magnitude) and direction (positive or negative) of the associations between these variables (Cohen, 1988 & Schober, 2018), and (3) Multiple Regression Analysis: Multiple regression analysis is conducted to explore the predictive power of computer literacy and motivation on reading comprehension. This analysis identifies the relative contribution of each predictor variable to the outcome variable (reading comprehension) (Tabachnick & Fidell, 2013 & Chin et al., 2020).

3. RESULT AND DISCUSSION
Result
Descriptive Statistics

This step used to answer the first research question; the level of computer literacy among eleventh-grade students. The data collected from 300 eleventh-grade students at SMAN 10 Palembang were analysed to explore the relationships among computer literacy skills, motivation, and reading comprehension. Descriptive statistics provide an overview of the central tendencies and variability within the dataset. The key variables examined include computer literacy, intrinsic motivation, extrinsic motivation, and reading comprehension were presented in Table 1.

Table 1. Descriptive Statistics of Key Variables

Variable	Mean	Standard Deviation	Minimum	Maximum
Computer Literacy	75.3	12.5	45	59

Variable	Mean	Standard Deviation	Minimum	Maximum
Motivation (Intrinsic)	4.2	0.8	2.1	5.0
Motivation (Extrinsic)	3.6	0.9	1.8	4.9
Reading Comprehension	78.4	10.7	50	98

Based on Table 1, the mean score for computer literacy among the students was 75.3 with a standard deviation of 12.5. This indicates that on average, students at SMAN 10 Palembang have a moderately high level of computer literacy, with scores ranging from 45 to 95. The relatively high standard deviation suggests a significant variation in computer literacy skills among the students. The mean score for intrinsic motivation was 4.2 with a standard deviation of 0.8. This suggests that students generally have a high level of intrinsic motivation, engaging in academic activities for the inherent satisfaction and interest. The scores ranged from 2.1 to 5.0, indicating that while most students are highly intrinsically motivated, there is some variation. The mean score for extrinsic motivation was 3.6 with a standard deviation of 0.9, showing that students also have a moderately high level of extrinsic motivation, driven by external rewards such as grades and approval. The range of scores (1.8 to 4.9) indicates a wider variability compared to intrinsic motivation. The mean score for reading comprehension was 78.4 with a standard deviation of 10.7. This indicates that, on average, students have a relatively high level of reading comprehension skills, with scores spanning from 50 to 98. The variation in scores suggests differences in reading comprehension abilities among the students.

Moreover, the researcher can conclude, the descriptive statistics reveal that the students of SMAN 10 Palembang generally exhibit strong computer literacy skills, high intrinsic motivation, moderate to high extrinsic motivation, and strong reading comprehension abilities. However, the variability within each variable indicates that there are differences among the students that could potentially influence the correlations between these factors.

Correlation Analysis

The second steps used to answer the second research questions in the analysis involves examining relationship between computer literacy and reading comprehension among eleventh-grade students. This explored by using correlation and regression analyses to provide deeper insights into these dynamics. The Pearson correlation coefficients indicate significant positive relationships among the variables Table 2.

Table 2 Correlation Matrix

Variable	Computer Literacy	Motivation (Intrinsic)	Motivation (Extrinsic)	Reading Comprehension
Computer Literacy	1.00	0.58**	0.45**	0.60**
Motivation (Intrinsic)	0.58**	1.00	0.50**	0.62**
Motivation (Extrinsic)	0.45**	0.50**	1.00	0.48**
Reading Comprehension	0.60**	0.62**	0.48**	1.00

Note: **$p < 0.01$

Base on Table 2, there is a significant positive correlation between computer literacy and reading comprehension. This suggests that students with higher computer literacy skills tend to have better reading comprehension abilities. The strength of this correlation indicates a moderately strong relationship. A significant positive correlation exists between intrinsic motivation and reading comprehension. Students who are more intrinsically motivated tend to perform better in reading comprehension. This moderately strong correlation emphasizes the importance of internal motivation for academic success.

There is a significant positive correlation between extrinsic motivation and reading comprehension. Students driven by external rewards also tend to have better reading comprehension, though the relationship is weaker compared to intrinsic motivation and computer literacy. The significant positive correlation between computer literacy and intrinsic motivation suggests that students who are more skilled in using computers also tend to be more intrinsically motivated. This relationship highlights the role of computer literacy in fostering an internal drive for learning. A significant positive correlation exists between computer literacy and extrinsic motivation. Students with better computer literacy skills are also more likely to be motivated by external rewards, though this relationship is not as strong as with intrinsic motivation. There is a significant positive correlation between intrinsic and extrinsic motivation. Students who are intrinsically motivated also tend to exhibit higher levels of extrinsic motivation. This suggests that both forms of motivation can coexist and contribute to academic performance. Related to the description above the researcher can conclude, the significant positive relationships among computer literacy, motivation (both intrinsic and extrinsic), and reading comprehension indicate that these factors are interrelated and collectively influence students' academic performance. Specifically: Computer Literacy: Enhancing computer literacy can have a direct positive impact on reading comprehension and can also

boost both intrinsic and extrinsic motivation. Intrinsic Motivation: Fostering intrinsic motivation is crucial as it strongly correlates with better reading comprehension and is positively associated with computer literacy. Extrinsic Motivation: While extrinsic motivation is positively related to reading comprehension and computer literacy, its influence is weaker compared to intrinsic motivation.

Its mean that the Pearson correlation coefficients highlight the importance of computer literacy and motivation in improving reading comprehension among eleventh-grade students at SMAN 10 Palembang. These findings suggest that educational strategies should focus on enhancing digital skills and fostering both intrinsic and extrinsic motivation to achieve better academic outcomes.

Multiple Regression Analysis

Moreover, multiple regression analysis was conducted to answer the third research questions; students' motivation relates to their computer literacy skills. Multiple regression analysis allows us to understand the relative contribution of each predictor variable to the outcome variable, it can be show at Table 3.

Table 3. The results of Model Summary

Model	R	R*2	Adjusted R*2	Std. Error Estimated
1	0.78	0.61	0.60	6.78

Note: Predictors: (Constant), Computer Literacy, Intrinsic Motivation, Extrinsic Motivation

The model summary indicates that the combination of computer literacy, intrinsic motivation, and extrinsic motivation explains 61% of the variance in reading comprehension scores ($R^2 = 0.61$). This is a substantial amount of explained variance, suggesting that these predictors are highly relevant to reading comprehension. Last, the results of coefficients multiple of regression could be show in Table 4.

Table 4. Multiple Regression Analysis Predicting Reading Comprehension

Predictor Variables	Unstandardized Coefficients (B)	Standardized Coefficients (βeta)	t	Sig
Constant	25.30		5.62	0.000
Computer Literacy	0.32	0.42	7.58	0.000
Motivation (Intrinsic)	6.45	0.38	6.82	0.000
Motivation (Extrinsic)	2.25	0.22	4.31	0.000

Base on Table 4, the description of the result multiple regression coefficients The positive unstandardized coefficient (B) indicates that for each one-unit increase in computer literacy, reading comprehension increases by 0.32 units, holding other variables constant. The standardized coefficient ($\beta = 0.42$) shows that computer literacy is a strong predictor of reading comprehension, contributing significantly to the model. The positive unstandardized coefficient (B) suggests that for each one-unit increase in intrinsic motivation, reading comprehension increases by 6.45 units, holding other variables constant. The standardized coefficient ($\beta = 0.38$) indicates that intrinsic motivation is a strong predictor of reading comprehension, almost as influential as computer literacy.

The positive unstandardized coefficient (B) means that for each one-unit increase in extrinsic motivation, reading comprehension increases by 2.25 units, holding other variables constant. The standardized coefficient ($\beta = 0.22$) shows that while extrinsic motivation is a significant predictor of reading comprehension, its impact is weaker compared to computer literacy and intrinsic motivation. The last steps used to answer the fourth research questions, the multiple regression analysis demonstrates that computer literacy, intrinsic motivation, and extrinsic motivation are all significant predictors of reading comprehension among eleventh-grade students at SMAN 10 Palembang. This analysis provides valuable insights for educators and policymakers. To improve reading comprehension, it is essential to focus on enhancing computer literacy and fostering both intrinsic and extrinsic motivation among students. By addressing these factors, schools can create a more supportive and effective learning environment that promotes academic success.

Discussion

The results indicate significant positive correlations among computer literacy, motivation (both intrinsic and extrinsic), and reading comprehension. Specifically, computer literacy showed a strong positive correlation with reading comprehension ($r = 0.60$, $p < 0.01$), supporting the hypothesis that students proficient in computer literacy are better equipped to understand and process digital texts. This finding aligns with studies who highlighted the importance of digital literacy in enhancing reading comprehension (Pagani et al., 2016). Motivation, both intrinsic ($r = 0.62$, $p < 0.01$) and extrinsic ($r = 0.48$, $p < 0.01$), also positively correlated with

reading comprehension, underscoring the role of motivational factors in academic achievement. These results were consistent with study who found that motivated students tend to engage more deeply with reading materials, thereby improving comprehension (Drigas et al., 2023).

The multiple regression analysis revealed that both computer literacy ($\beta = 0.42$, $p < 0.001$) and intrinsic motivation ($\beta = 0.38$, $p < 0.001$) were significant predictors of reading comprehension. This suggests that enhancing students' computer literacy and fostering intrinsic motivation can have a substantial impact on their reading skills. Extrinsic motivation also contributed to the model, albeit to a lesser extent ($\beta = 0.22$, $p < 0.01$), indicating that while external rewards can influence reading comprehension, intrinsic factors are more potent, these results supported by other study (Brown, 2014; Drigas et al., 2023).

The primary goal of this study was to investigate the relationships between computer literacy, motivation (both intrinsic and extrinsic), and reading comprehension among eleventh-grade students at SMAN 10 Palembang. This research sought to determine how these variables interact and to identify which factors most strongly predict students' reading comprehension abilities in a digital learning environment (Buckley & Doyle, 2016; Li & Chu, 2021). The study found significant positive correlations between computer literacy and reading comprehension ($r = 0.60$, $p < 0.01$), intrinsic motivation and reading comprehension ($r = 0.62$, $p < 0.01$), and extrinsic motivation and reading comprehension ($r = 0.48$, $p < 0.01$). Additionally, the multiple regression analysis revealed that computer literacy ($\beta = 0.42$, $p < 0.001$) and intrinsic motivation ($\beta = 0.38$, $p < 0.001$) are strong predictors of reading comprehension, with extrinsic motivation ($\beta = 0.22$, $p < 0.01$) contributing to a lesser extent.

The strong correlation between computer literacy and reading comprehension ($r = 0.60$) highlights the critical role that digital skills play in students' ability to understand and engage with texts, particularly in a digital context. This finding suggests that students who are proficient in using computers are better equipped to navigate digital platforms, search for information, and critically evaluate content skills that are increasingly essential in the modern educational landscape. This result aligns with the findings who argued that digital literacy is a cornerstone of effective reading comprehension in the 21st century (Buckley & Doyle, 2016). These studies emphasized that as educational content increasingly moves online, students' ability to effectively use digital tools becomes a critical determinant of their academic success.

The significant positive correlation between intrinsic motivation and reading comprehension ($r = 0.62$) underscores the importance of students' internal drive to learn. Intrinsically motivated students are likely to engage more deeply with reading materials, exhibit greater persistence in understanding complex texts, and enjoy the learning process, all of which contribute to improved reading comprehension. This is consistent with study who found that intrinsic motivation is a powerful predictor of academic achievement, as it leads to more sustained and focused engagement with learning tasks (Namaziandost et al., 2019; Qasim et al., 2023). While extrinsic motivation also showed a positive correlation with reading comprehension ($r = 0.48$), its impact was less pronounced. This suggests that external rewards, such as grades or praise, while important, may not be as effective in fostering deep comprehension as internal factors. This finding echoes the work who noted that extrinsic motivation, though beneficial, often leads to superficial learning strategies that do not support long-term retention or understanding (Mitchell et al., 2018; Zaccone & Pedrini, 2019).

The multiple regression analysis identified computer literacy ($\beta = 0.42$) and intrinsic motivation ($\beta = 0.38$) as significant predictors of reading comprehension. This finding is particularly novel as it highlights the combined influence of both digital skills and internal motivation on students' reading abilities. The lesser impact of extrinsic motivation ($\beta = 0.22$) further emphasizes the importance of fostering a learning environment that encourages self-driven exploration and mastery. This study contributes to the existing literature by demonstrating that in a digital learning context, intrinsic motivation and computer literacy are more critical to reading comprehension than extrinsic factors (An, 2020; Mitchell et al., 2018). This underscores the need for educational strategies that go beyond traditional teaching methods, focusing instead on enhancing digital competencies and nurturing a passion for learning among students.

Moreover, the strong influence of intrinsic motivation on reading comprehension suggests that educators should focus on creating a classroom environment that fosters curiosity and a love for learning. This could involve offering students more autonomy in their learning choices, providing opportunities for self-directed projects, and encouraging reflective practices that connect learning to personal interests. At a broader level, these findings suggest that curriculum designers should integrate digital literacy components across subjects, not just in ICT courses (Ojo & Adu, 2018; Paudel, 2020). By embedding digital literacy into the fabric of the curriculum, schools can ensure that all students develop the necessary skills to succeed in a digitally-driven world. While this study provides valuable insights, it is important to acknowledge its limitations. The use of self-reported questionnaires, for instance, may introduce bias, as students might overestimate or underestimate their abilities and motivations. Additionally, the cross-sectional design of the study limits the ability to draw causal conclusions about the relationships between variables (Alenezi, 2020; Kuncoro et al., 2022). Future studies could address these limitations by employing a longitudinal design to track changes in computer literacy, motivation, and reading comprehension over time. Moreover, incorporating a mixed-methods approach, including qualitative interviews

or observations, could provide a more nuanced understanding of how these factors interact in different learning environments.

This study sheds light on the complex interplay between computer literacy, motivation, and reading comprehension in a digital learning context. By identifying the key predictors of reading comprehension, it offers practical recommendations for educators and policymakers seeking to improve literacy outcomes in the digital age. The emphasis on intrinsic motivation and digital skills provides a fresh perspective on how to equip students for success in an increasingly digital world. As education continues to evolve, it is crucial that future research continues to explore these relationships, particularly in the context of emerging technologies and changing student needs. The insights gained from this study lay the groundwork for further exploration and innovation in the field of digital literacy and education.

4. CONCLUSION

This research sheds light on the critical influence that both computer literacy and motivation exert on students' reading comprehension. The findings underscore that students who are proficient in computer literacy are not only better at navigating digital platforms but also more capable of comprehending complex texts presented in digital formats. This suggests that digital literacy is not merely a technical skill but an essential component of modern literacy, which should be deeply embedded within the educational curriculum. As educational resources increasingly shift to digital formats, the ability to effectively utilize these tools becomes paramount for academic success. Moreover, the study highlights the significant impact of intrinsic motivation on reading comprehension. Students who are internally driven by curiosity and a genuine interest in learning tend to engage more deeply with reading materials, leading to a more profound understanding and retention of content. This finding calls for a re-evaluation of educational practices that have traditionally relied heavily on extrinsic motivators such as grades or rewards. Instead, fostering an environment that nurtures students' intrinsic motivation could lead to more sustainable and meaningful learning outcomes.

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