

Web-Based Literacy Program to Foster Students' Motivation and Reading Literacy

Joko Arifin^{1,*}, Abdul Wachid Bambang Suharto²

Corresponding author. Email: aquarius3281@gmail.com

¹⁻² UIN Saizu Purwokerto, Banyumas, Jawa Tengah, Indonesia

Abstract

This research is motivated by the low motivation to read and the low literacy score of students of SMP Negeri 2 Kejobong. To foster students' motivation and reading literacy skills, the Web-Based Literacy Program is used. The objectives of this study are: (1) to describe the management of the Web-Based Literacy program, (2) to describe the results of students' reading motivation, and (3) to find out students' reading literacy skills. This research uses qualitative and quantitative approaches, while data collection techniques use techniques: interviews, observations, documentation, and questionnaires. After processing and analyzing data, it was concluded that: (1) The management used in the Web-Based Literacy Program is the following activities: a) planning including the formation of a school literacy team, budgeting for website creation, school web design, and socialization of web-based literacy programs, b) organizing involving teachers and employees who are distributed into several roles and responsibilities, c) implementing (actuating) literacy programs carried out from 07.10 – 07.30 every Wednesday and Saturday, and c) supervision (controlling) including observation activities of the implementation of activities, checking the documentation of the attendance list, and checking the results of student summaries, (2) The web-based literacy program succeeded in increasing the reading motivation of SMP Negeri 2 Kejobong students, with an average motivation of 3.97 (good category). A total of 5.74% of students had good motivation, 67.2% were categorized as good, and 27.5% were categorized as very good, and (3) students' reading literacy ability increased by 10.83 points, from 62.94 before the web-based literacy program to 73.77 after the program was implemented. The percentage of students who achieved the Minimum Literacy Completeness Criteria also increased from 66.70% to 93.33%, or an increase of 26.67%.

Keywords: web-based literacy programs, reading motivation, and reading literacy.

1. Introduction

The low motivation and interest in reading among the Indonesian population is still a serious problem. According to UNESCO data in January 2020, Indonesia ranks second from the bottom with a reading interest index of 0.001, which means that only 1 in 1,000 Indonesians love to read (Rahmawati, 2020). This condition has an impact on the low literacy ability of Indonesian students. The results of the PISA test from 2000 to 2015 show that the reading literacy scores of Indonesian students are always below the international average (Hewi & Shaleh, 2020). This is reinforced by data from the 2022 Computer-Based National Assessment (ANBK), where only 61.53% of elementary school students, 59.00% of junior high school students, and 49.26% of high school students have achieved minimum literacy competencies (Kemendikbud, 2023). Given the importance

of literacy as a 21st century competency, various efforts need to be made to increase students' interest in reading and literacy (Mardhiyah et al., 2021). One of them is the National Literacy Movement (GLN) program launched by the government.

The National Literacy Movement (GLN) is a literacy program that integrates the roles of schools, families, and communities to cultivate literacy in Indonesia (Rahayu, 2017). GLN is an implementation of the Regulation of the Minister of Education and Culture Number 23 of 2015 concerning the Growth of Ethics, which aims to build a literacy culture through synergy between literacy actors and involve broad public participation (Nilayani, 2019). Literacy itself includes the ability to utilize reading, writing, arithmetic, and solving daily problems (Ginting, 2020). There are six basic literacys that must be mastered, namely literacy, numeracy, science, digital, finance, and culture and citizenship (Nudiati, 2020). Thus, GLN plays a role in cultivating literacy as a whole in the fields of literacy, numeracy, science, digital, finance, culture, and citizenship so that every citizen becomes a literate person.

The implementation of GLN in the school environment is often referred to as the school literacy movement (GLS). The School Literacy Movement (GLS) is an effort to foster students' reading motivation at school, by requiring students to read non-subject books for 15 minutes (Dharma, 2020). GLS is an effort to cultivate literacy in the school environment whose activities involve students, educators, education staff, and parents (Atmazaki et al., 2017). From these two opinions, it can be said that GLS is a movement that involves all school residents (students, teachers, education staff, and parents) to cultivate literacy in the school environment, one of which is reading literacy. Some forms of implementation of the school literacy movement include adding interesting book collections, holding reading activities for 15 minutes before the lesson starts, compiling reading journals, creating reading corners, creating an environment rich in texts, organizing various competitions that support literacy, and building libraries that are attractive to students (Dharma, 2020), reading by heart, mandatory visits to the library, reading sessions outside the classroom, as well as cultural literacy exhibitions (Lailiyah, 2021).

The various forms of implementation of the school literacy movement are believed to be able to increase interest and motivation in reading, but many schools experience obstacles to implement it. Many studies have stated: 1) the literacy movement in schools is able to increase student interest, but not all schools are able to carry out literacy movements in schools due to inadequate library facilities and book availability (Sutrisna et al., 2019), 2) the reading corner program is able to increase the reading interest of children aged 6-14 years, but this reading corner program still has obstacles because the book collection is still lacking (Anugrah et al., 2022), and 3) several factors inhibiting the school literacy movement, including: limited number of books available in the library, low interest in reading students, and lack of parental participation in supporting the School Literacy Movement activities (Kartikasari, 2022). Based on the results of the study, obstacles in the form of lack of facilities (books) and low interest or motivation in reading students need to find a way out so that the literacy movement in schools can run more effectively.

The efforts made by the researcher to increase students' motivation and reading literacy and thereby improve the obstacles to the school literacy movement that have been carried out previously, namely by using a web-based literacy habituation program. The web-based literacy program is a reading literacy refraction program whose reading source is sourced from the school website. Diverse and updated reading sources, the display of ebooks combined with multimedia will be more attractive than conventional books, and can be accessed anytime and from anywhere are the advantages of web-based literacy programs (Hu, 2023) (M. R. Nur, 2020), and (Virgiyanti et al., 2024). These advantages will make students more interested and motivated to read so that they can improve their reading literacy skills.

This study aims to describe the management process of the web-based literacy program carried out at SMP Negeri 2 Kejobong, to find out the reading motivation of students when participating in the web-based literacy program, and to find out the reading literacy ability of students after participating in the web-based literacy program. This research is expected to be able to provide a deep understanding of web-based literacy program management as a solution to foster student motivation and reading literacy, become a spur for teachers or other schools to adapt web-based literacy programs, and provide recommendations for policy makers to help web-based literacy programs run more optimally.

2. Research Methods

This study uses a qualitative approach and a quantitative descriptive approach. The qualitative approach is used to describe the management process of the web-based literacy program, while the quantitative descriptive approach is applied to describe the reading motivation and reading literacy ability of students. This research was conducted from September 13 to 25, 2023 at SMP Negeri 2 Kejobong, Purbalingga Regency, Central Java Province, Indonesia. The reason for choosing SMP Negeri 2 Kejobong as the research site was due to the considerations made by the researcher, namely: SMP Negeri 2 Kejobong is a junior high school in Purbalingga Regency that has a literacy program using the web.

The data obtained from this researcher are in the form of primary data and secondary data. Primary data in the form of data: 1) the management process of web-based literacy programs, 2) students' reading motivation, and 3) students' reading literacy skills, while the secondary data used is data from books and scientific journals. To collect these data, the researcher used techniques: interviews, observations, documentation, and questionnaires. The interview was conducted to dig up information or data carried out directly from the informants, namely: the head of the web-based literacy activity team, web creators, teacher representatives, and student representatives. Observations were made on the behavior of people involved in the implementation of web-based literacy programs. The documentation in this study aims to complement and strengthen the techniques that have been carried out, the data or information obtained with this technique include: SMP Negeri 2 Kejobong Work Program, Application of School Activity Plans and Budgets (ARKAS) SMP Negeri 2 Kejobong, and the results of education report cards. The questionnaire in this study was filled by students with questions that explored students' reading motivation during web-based literacy activities. The motivation questionnaire used adapts the motivation instrument developed by Keller by taking three aspects, namely: attention, confidence, and satisfaction (Handoko & Palekahelu, 2018).

The research instruments used are: interview guidelines, observation guidelines, documentation guidelines, and questionnaires. The interview guidelines contain questions to explore the management of web-based literacy programs from planning, organizing, implementing, and evaluating activities. Observation guides are useful for observing the implementation process of web-based literacy programs. Documentation guidelines are used to analyze documents of web-based literacy activities in the form of photos and other documents. The education report card documents used in 2022 and 2023 serve to see students' literacy abilities in the following aspects: reading informational texts, reading literary texts, accessing and finding text content, interpreting and understanding text content, and evaluating and reflecting on text content. The motivation questionnaire consisted of 12 questions filled out by as many as 122 respondents

Data obtained from interview, observation, documentation, and questionnaire techniques were processed and analyzed. The qualitative data obtained during the study were analyzed using the Miles and Huberman Model. The steps of data analysis for the Miles and Huberman Model are: Data Reduction, Data Display, and conclusion drawing/verification (Sugiyono, 2019). To test the validity of qualitative data using triangulation techniques and source triangulation. Meanwhile, quantitative data derived from the results of the questionnaire was analyzed by calculating the average of each aspect of students' reading motivation. Then the average results are described in the categories adapted from Arikunto as follows: $1.00 \leq \text{score} < 1.80$ = Very poor, $1.80 \leq \text{score} < 2.60$ = poor, $2.60 \leq \text{score} < 3.40$ = moderate, $3.40 \leq \text{score} < 4.20$ = good, and $4.20 \leq \text{score} < 5.00$ = very good (Arikunto, 2009).

3. Results and Discussion

The web-based literacy program at SMP Negeri 2 Kejobong is one of the habituation activities to increase students' motivation and reading literacy skills by utilizing various digital reading resources provided on the <https://smpn2kejobong.sch.id/> school website. Based on interviews, observations, documentation, and questionnaires, the following research results were obtained:

3.1. Web-Based Literacy Program Management

Management is an effort to manage resources owned by schools/organizations in the form of planning, organizing, implementing, and supervising so that the goals of a school program or activity are achieved (M. Nur et al., 2022) (Burhanudin Gesi, Rahmat Laan, 2019). In order for the web-based literacy program at SMP Negeri 2 Kejobong to run effectively, management is carried out in the form of planning, organizing, and supervising activities. Based on the stakeholders involved in the study of documents, and observations of the process of managing the web-based literacy program as follows:

The planning of the web-based literacy program at SMP Negeri 2 Kejobong involves a school development team. According to the Head of the Literacy Team, Emi Widiastuti (interview, September 25, 2023), this program was designed because: (1) less than optimal literacy activities due to limited reading materials, (2) low interest in reading students because books at school are outdated, and (3) unsatisfactory results of the 2022 ANBK for the literacy component. This program is planned to start in the 2022/2023 school year by involving students, teachers, and employees. Planning activities include the formation of a literacy team, budgeting for website creation, school website design, and program socialization. All steps have been prepared to ensure the program runs optimally.

Organizing a web-based literacy program involves teachers and employees in a clear organizational structure. Based on an interview with the Head of the School Literacy Team, Emi Widiastuti (September 25, 2023), and the Decree document Number: 421.3/020.2/2022, teachers and employees have been placed in various roles, such as the person in charge, the chairman, the secretary, the material coordinator, the order coordinator, the reference source coordinator, the program assessor, and the member. Each field is equipped with a description of their respective duties, responsibilities, and authorities. Thus, the organization of web-based literacy programs has been arranged as needed to support the smooth implementation of the program.

The implementation of the web-based literacy program at SMP Negeri 2 Kejobong follows the planning stages that have been set. Based on observations and interviews with Emi Widiastuti (September 25, 2023), Yulianah (September 26, 2023), and Arif Rakhmat (September 27, 2023), the implementation of the program began with a budget of IDR 2,000,000 for website creation, including the purchase of a domain, hosting, and design services. The school literacy movement team was formed on July 11, 2022 with the issuance of Decree Number: 421.3/020.2/2022. Furthermore, a school website with <https://smpn2kejobong.sch.id> address was created, which has a "Literacy Corner" menu containing reading resources such as educational comics, short stories, folklore, and articles. After the website is available, the socialization of the web-based literacy program is carried out to teachers and employees, where the homeroom teacher is in charge of conveying the information to students. The web-based literacy program was first held on Wednesday, September 14, 2022.

The web-based literacy program at SMP Negeri 2 Kejobong is held every Wednesday and Saturday at 07.10-07.30 WIB. The day before the activity, the homeroom teacher informed about literacy and shared a web link that students would access. On the day of the implementation, students read material from the web and fill in the attendance online by including their names, reading titles, pages, summaries, and suggestions for program improvement. For students who do not have cellphones or internet quotas, computers are provided in the ICT Laboratory. The homeroom teacher accompanies and participates in literacy activities, which can be carried out inside or outside the classroom according to the student's convenience. The atmosphere of web-based literacy activities at SMP Negeri 2 Kejobong can be seen in the following picture:



Figure 1: Web-Based Literacy Activities in the Classroom



Figure 2: Web-Based Literacy Activities Outside the Classroom



Figure 3: Student Literacy Activities Constrained by Cellphones and Internet Quotas

Monitoring (controlling) this program is carried out to find out whether the implementation of the literacy program has been able to achieve the specified goals, the obstacles faced when running the program, and how to solve these

obstacles. The monitoring carried out in this program is in the form of: observation of the implementation of activities, checking the documentation of the attendance list, and checking the results of the student motivation questionnaire. From the observations made, the following information was obtained: 1) during the implementation of web-based literacy activities, the majority of students did not have difficulty accessing reading resources on the web, 2) students were also enthusiastic when reading, 3) there were obstacles for children who did not have internet quota, 4) for children who were constrained by the internet, computers were provided in the ICT laboratory. Based on the attendance documents filled out by students after carrying out literacy activities, information was obtained: 1) students said that the web-based literacy program is a good program, because it is able to increase students' insight or knowledge, 2) readers suggest that reading resources be multiplied, updated, and equipped with literacy resources in the form of videos, 3) there are students who access web-based literacy from home other than Wednesdays and Saturdays, and 4) if you look at the number of readers who do attendance, it shows that the participation of SMP Negeri 2 Kejobong residents still needs to be increased in web-based literacy activities. Based on interviews with students named Sheylah Ismi Mieftakhurohmah and Sri Anisa, it was shown that they were more motivated when reading using web-based literacy because the reading was pictorial and of various types. This is also corroborated by the results of the student reading motivation questionnaire using the average web-based literacy in the good category.

The web-based literacy program at SMP Negeri 2 Kejobong has gone through management which includes planning, organizing, implementing, and monitoring. At the planning stage, the school chose this program to increase students' reading motivation and design everything necessary for its implementation. In the organizing stage, the school distributes roles according to the competence of each personnel. The implementation of this activity is carried out every Wednesday and Saturday from 07.10 WIB to 07.30 WIB, attended by students, teachers, and employees. During the activity, the homeroom teacher also reads and supervises literacy in the class. Students who do not have a cellphone can use a computer in the ICT laboratory. Monitoring shows that some aspects of the program are on track, but some are not. The identified obstacle is the number of literacy-based users that are not optimal due to limited facilities. Nonetheless, the main goal of increasing students' reading motivation was achieved, and a solution has been taken by facilitating the use of computers in ICT laboratories.

3.2. Student Reading Motivation

Motivation is a strength or encouragement for a person to carry out an activity to achieve a certain goal (Gianistika, 2021). Reading motivation is an encouragement that comes from outside and from within a person that moves a person to want to do reading activities so that the goal of reading is achieved properly. Based on the results of the reading motivation questionnaire filled out by 122 students, an overview of student motivation when implementing a web-based literacy program was obtained. The lowest student reading motivation score of 3.00 was categorized as quite good, the highest student motivation score of 5.00 was categorized as very good, and the average reading motivation score of all students was 3.97 in the good category. The distribution of categories of students' reading motivation is shown in the following table 1:

Table 1. Table of categories of students' reading motivation

No	Value Range	Category	Number of Respondents	Percentage of respondents
1	$1.00 \leq \leq$ score 1.80	Very less	0	0 %
2	$1.80 < \leq$ score 2.60	not good	0	0 %
3	$2.60 < \leq$ score 3.40	pretty good	7	5,74 %
4	$3.40 < \leq$ score 4.20	good	82	67,2 %
5	$4.20 < \leq$ score of 5.00	Excellent	33	27,5 %

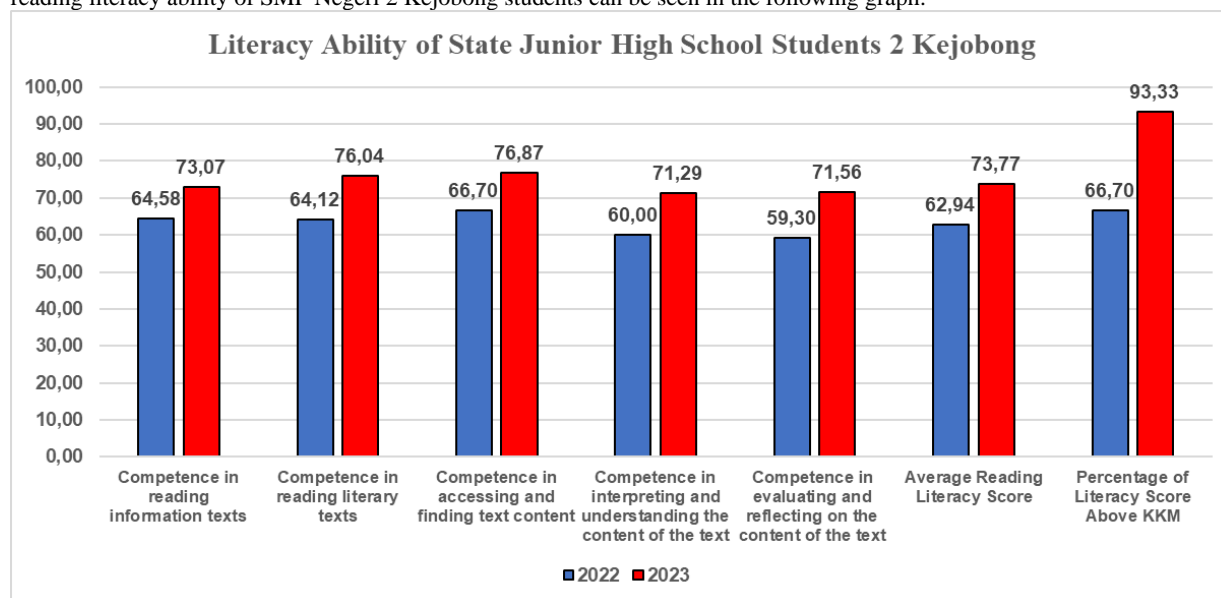
Based on Table 1, the majority of students who carry out web-based reading habits have reading motivation in the good and excellent categories, with only 5.74% of students in the sufficient category. This high motivation to read is due to various factors, including: a variety of reading sources (comics, fairy tales, short stories, and articles), an interesting and informative display of reading sources in 3D FlipBook format (Hu, 2023), content that is always updated (Virgiyanti et al., 2024), and the flexibility of literacy activities that can be carried out anytime and anywhere as long as there is internet access (Hu, 2023) (M. R. Nur, 2020). A variety of interesting and up-to-date reading sources provide students with choices according to their interests, with educational comics being one of the popular choices because they are accompanied by images and use simple and easy-to-understand language. Reading resources on the web are presented in ebook and 3D FlipBook formats, thus increasing student comfort when reading. The fun and not boring atmosphere, as well as the ease of understanding the reading, show that students' reading motivation is at a good level. This proves that comics, short stories, articles, and fairy tales in digital format can foster reading motivation, in line with research that shows that literacy motivation can be increased through ICT devices such as ebooks (Warsihna, 2016). During literacy activities at school, computer laboratories are provided for students who do not have cellphones, which is also a supporting factor in fostering reading motivation. Computers as important facilities for reading activities contribute to reading motivation, in accordance with findings that state that adequate facilities are external factors that affect reading motivation (Banowati et al., 2023).

Based on the discussion above, the web-based literacy program has proven to be effective in fostering reading motivation of SMP Negeri 2 Kejobong students. This is due to its diversity, attractiveness, and always-updated content, as well as the convenient display of reading in FlipBook 3D format. Literacy activities can be carried out anywhere and

anytime as long as there is internet access. In addition, the provision of facilities such as computers and Wi-Fi in schools also increases student participation in literacy activities, which in turn fosters motivation to read. Web-based literacy programs have advantages compared to conventional reading corners because they do not require a large space. In addition, the large number of available digital reading resources allows the implementation of this program in schools that do not have book collections when habituating literacy conventionally.

3.3. Students' Reading Literacy Ability

Students' reading literacy not only includes reading skills, but also includes students' ability to analyze texts and understand the concepts contained in the writing (Martiyono et al., 2021). Based on the education report card documents in 2022 (before there were web-based literacy activities) and in 2023 (after there was a web-based literacy program), the reading literacy ability of SMP Negeri 2 Kejobong students can be seen in the following graph:



Graph 1. Students' literacy skills in 2022 and 2023

Based on graph 1, it appears that in 2023 all aspects of student literacy competence: reading information texts, reading literary texts, finding text content, evaluating and reflecting text content have increased compared to 2022, where the competence of evaluating and reflecting text content has experienced the highest increase of 12.26. The average reading literacy score of students before the web-based literacy program (2022) was 62.94, while after students participated in the web-based reading literacy program, the average literacy score (2023) became 73.77, an increase of 10.83. The increase was also seen in the percentage of students who had exceeded the minimum completeness criteria (KKM), where before there was a web-based reading literacy activity only 66.70% of students achieved completeness, while after there was a web-based literacy program as many as 93.33% of students completed, there was an increase of 26.67%.

The improvement in literacy skills is due to the web-based literacy program in which students read various reading sources, pictures, updates (comics, short stories, articles, and fairy tales or folklore). When students read a variety of reading sources, pictures (comics), and are always updated, it will foster students' interest and motivation in reading. This is evidenced by students who take part in literacy programs with web-based reading sources, 94.7% of students have good and very good reading motivation. When reading motivation is good, it will also affect students' reading literacy skills, this is in line with research that states that reading motivation significantly affects literacy achievement in formal education (Lan & Yu, 2023). Other research also strengthens this argument, namely that learning using comic media (pictorial reading sources) will improve students' literacy skills (Resmi, 2021).

In addition, the factor of increasing students' reading literacy skills is due to the activity of summarizing the content of reading that must be written and reported by students when conducting online attendance after carrying out web-based literacy activities. With the activity of summarizing, students are trained to convey the content of the reading they read in their own words, convey the values contained in the reading, and express criticism of the writing. These activities will certainly improve literacy skills in the form of understanding, analysis, and concepts contained in reading. This is also in accordance with the results of research that say summarizing reading content has a significant impact on improving students' reading comprehension skills (Widaniawati, 2017).

4. Conclusion

The management of the web-based literacy program at SMP Negeri 2 Kejobong shows that the program has been planned, organized, implemented, and supervised systematically. The planning process involves the

formation of a literacy team, budgeting, creating a website that provides various reading resources, and socializing the program to students. Organizing involves the distribution of roles among teachers and employees. The implementation of the program is carried out on a scheduled basis, and supervision ensures that activities run as planned, including observation and checking the attendance list. The implementation of the web-based literacy program at SMP Negeri 2 Kejobong is effective in increasing students' reading motivation, with an average motivation of 3.97 and a good category. A total of 5.74% of students had good motivation, 67.2% were good, and 27.5% were very good. In addition, students' reading literacy skills increased significantly by 10.83 points, from 62.94 to 73.77. The percentage of students who achieved the Minimum Completeness Criteria (KKM) also increased from 66.70% to 93.33%, with an increase of 26.67%.

The findings of this study show that web-based literacy programs are able to increase motivation and reading literacy has important benefits in the development of educational management science, the field of motivation and reading literacy. In the context of education management, this program can be used as a model for developing literacy policies and strategies in schools by utilizing digital technology that is more adaptive, flexible, and accessible. These findings provide a basis for designing a web-based literacy program as an alternative solution for schools that have limited physical facilities or conventional reading material collections. In the field of reading literacy, these findings are a reference to create more interesting and interactive learning methods, with the use of digital content such as e-books and FlipBooks 3D that are able to increase students' interest or motivation in reading. The results of this research can also be used to design training for teachers in utilizing technology to manage and develop literacy programs that are more modern and in accordance with the demands of the digital era. In addition, theoretically, this finding enriches literature in the field of literacy by emphasizing that the use of ICT can play a significant role in improving students' literacy skills, both in terms of comprehension and reading habits. Thus, the integration of technology in literacy programs can be a reference in creating a more innovative, effective, and relevant learning environment to face the challenges of 21st century education.

The web-based literacy program has been able to effectively foster students' motivation and reading literacy, so researchers suggest that this program can be adapted by other schools to be used during literacy habituation activities and managed with effective management. In addition, in order for this program to run effectively, the government needs to meet the internet network in all corners of Indonesia. This study has new limitations using a sample in one school, for this reason it is necessary to conduct further research on the influence of this web-based literacy program by comparing several schools that implement this program.

References

- Anugrah, W. D., Arina Faila Saufa, & Irnadianis, H. (2022). Peran Pojok Baca Dalam Menumbuhkan Minat Baca Masyarakat Dusun Ngrancah. *Jurnal Pustaka Budaya*, 9(2). <https://doi.org/10.31849/pb.v9i2.8859>
- Arikunto, S. dan C. S. A. J. (2009). Evaluasi program pendidikan: pedoman teoritis praktis bagi mahasiswa dan praktisi pendidikan. In *Evaluasi Program Pendidikan*.
- Atmazaki, Ali, N. B. V., Muldian, W., Miftahussururi, Nur, H., Nento, M. N., & Akbari, Q. S. (2017). Panduan Gerakan Literasi Nasional. *Panduan Gerakan Literasi Nasional*.
- Banowati, E. N., Mudrikatunnisa, Maula, A. R., & Fajrie, N. (2023). Faktor-Faktor Yang Mempengaruhi Minat Baca Siswa Kelas II Di SDN 2 Kedungsarimulyo. *Jurnal Inspirasi Pendidikan (ALFIHRIS)*, 1(4).
- Burhanudin Gesi, Rahmat Laan, F. L. (2019). Manajemen Dan Eksekutif. *Jurnal Manajemen*, 8(5).
- Dharma, K. B. (2020). Implementasi Gerakan Literasi Sekolah Dalam Menumbuhkan Minat Baca Siswa Sekolah Dasar. *Jurnal Edukasi Nonformal*, 1(2).
- Gianistika, C. (2021). Strategi Pembelajaran Contextual Teaching Dan Motivasi Siswa Terhadap Hasil Belajar Membaca Nyaring Bahasa Indonesia. *Edukatif: Jurnal Ilmu Pendidikan*, 3(3), 656–671. <https://doi.org/10.31004/edukatif.v3i3.359>
- Ginting, E. S. (2020). Penguatan literasi di era digital. *Prosiding Seminar Nasional PBSI-III Tahun 2020*.
- Handoko, R., & Palekahelu, D. T. (2018). Pengaruh Penggunaan Model Pembelajaran Attention Relevance Confidence Satisfaction (ARCS) Berbantu Media Lectora Inspire Dalam Pembelajaran KKPI SMK Dr Tjipto Ambarawa. *STIE Perbanas Surabaya*, 022.
- Hewi, L., & Shaleh, M. (2020). Refleksi Hasil PISA (The Programme For International Student Assesment): Upaya Perbaikan Bertumpu Pada Pendidikan Anak Usia Dini. *Jurnal Golden Age*, 4(01). <https://doi.org/10.29408/jga.v4i01.2018>
- Hu, Y. (2023). Convenience and Sensory Experience: Analysis of Using Website as a Medium to Read. *Lecture Notes in Education Psychology and Public Media*, 9(1). <https://doi.org/10.54254/2753-7048/9/20230255>
- Kartikasari, E. (2022). Faktor Pendukung dan Faktor Penghambat Gerakan Literasi Sekolah. *Jurnal Basicedu*, 6(5).
- Kemendikbud. (2023). Rapor Pendidikan Indonesia Tahun 2023. *Merdeka Belajar*.
- Lailiyah, I. (2021). Pelaksanaan Pembelajaran Literasi di SMP Negeri 1 Jember Tahun 2019. *Heritage*, 2(1). <https://doi.org/10.35719/hrtg.v2i1.39>
- Lan, X., & Yu, Z. (2023). A Bibliometric Review Study on Reading Literacy over Fourteen Years. In *Education Sciences* (Vol. 13, Issue 1). <https://doi.org/10.3390/educsci13010027>

- Mardhiyah, R. H., Aldriani, S. N. F., Chitta, F., & Zulfikar, M. R. (2021). Pentingnya Keterampilan Belajar di Abad 21 sebagai Tuntutan dalam Pengembangan Sumber Daya Manusia. *Lectura: Jurnal Pendidikan*, 12(1). <https://doi.org/10.31849/lectura.v12i1.5813>
- Martiyono, Sulastini, R., & Handajani, S. (2021). Asesmen Kompetensi Minimal (AKM) dalam Mewujudkan Sekolah Efektif di SMP Negeri 1 Kebumen Kabupaten Kebumen Perspektif Manajemen Kurikulum dan Sistem Penilaian. *Cakrawala: Jurnal Manajemen Pendidikan Islam Dan Studi Sosial*, 5(2). <https://doi.org/10.33507/cakrawala.v5i2.397>
- Nilayani, S. A. P. (2019). Membaca Teks Berbahasa Bali dalam Gerakan Literasi Nasional pada Pembelajaran Berbasis K13. *Lampuhyang*, 10(2).
- Nudiati, D. (2020). Literasi Sebagai Kecakapan Hidup Abad 21 Pada Mahasiswa. *Indonesian Journal of Learning Education and Counseling*, 3(1). <https://doi.org/10.31960/ijolec.v3i1.561>
- Nur, M., Harun, C. Z., & Ibrahim, S. (2022). Manajemen Sekolah Dalam Meningkatkan Mutu Pendidikan Pada Tingkat SD. *Jurnal Manajemen Pendidikan Islam*, 8 Nomor 1(1).
- Nur, M. R. (2020). Pemanfaatan sumber-sumber internet dalam kegiatan membaca ekstensif di rumah. *Jurnal Pendidikan Luar Sekolah*, 14(2). <https://doi.org/10.32832/jpls.v14i2.3580>
- Rahayu, T. (2017). Pengembangan Keterampilan Berpikir Tingkat Tinggi Melalui Gerakan Literasi Nasional. *Seminar Nasional Kedua Pendidikan Berkemajuan Dan Menggembirakan (The Second Progressive and Fun Education Seminar)*, 1(1).
- Rahmawati, R. (2020). Komunitas Baca Rumah Luwu Sebagai Inovasi Sosial Untuk Meningkatkan Minat Baca Di Kabupaten Luwu. *Diklus: Jurnal Pendidikan Luar Sekolah*, 4(2). <https://doi.org/10.21831/diklus.v4i2.32593>
- Resmi, W. S. S. (2021). Media Pembelajaran Komik Untuk Meningkatkan Motivasi Dalam Literasi Membaca Pemahaman. *Wiyata Dharma: Jurnal Penelitian Dan Evaluasi Pendidikan*, 9(2). <https://doi.org/10.30738/wd.v9i2.10403>
- Sugiyono. (2019). Metode Penelitian Kuantitatif, Kualitatif dan R&D. In *Alfabeta, cv* (1st ed.). Alfabeta.
- Sutrisna, I., Sriwulan, S., & Nugraha, V. (2019). Pengaruh Gerakan Literasi Dalam Meningkatkan Minat Baca Siswa. *Parole: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 2(4).
- Virgiyanti, D. F., Fachriza, A., Nuraini, E. I., Dipta, D., & Hafiz, L. A. (2024). Online and Offline Reading Materials from Students' Perspective. *SAGA: Journal of English Language Teaching and Applied Linguistics*, 5(1). <https://doi.org/10.21460/saga.2024.51.181>
- Warsihna, J. (2016). Meningkatkan Literasi Membaca Dan Menulis Dengan Teknologi Informasi Dan Komunikasi (TIK). *Jurnal Kwangsan*, 4(2). <https://doi.org/10.31800/jurnalkwangsan.v4i2.84>
- Widaniawati, W. (2017). Upaya Meningkatkan Hasil Belajar Siswa (Nepikeun Bewara/Talatah) dengan Penggunaan Teknik Meringkas Isi Bacaan Pada Pembelajaran Membaca Pemahaman di Kelas XI IPA-2 SMA Negeri 10 Tasikmalaya. *Wahana Pendidikan*, 4.