

Strategy to Increase Students Interest in Reading through School Literacy Programs in The Era of Digital Transformation in Junior High School

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Abstract

Purpose: This research aims to formulate strategies implemented by schools to increase students' interest in reading through school literacy programs in the era of digital transformation.

Methodology: The method used in this research is descriptive qualitative. This research was carried out at SMP Negeri 1 Jetis Ponorogo using data collection techniques through interviews, observation and documentation. Sources of research data came from the principal, library director, teachers and students. The data analysis technique uses data triangulation, namely by collecting data, reduplicating data, presenting data, and drawing conclusions.

Results: The strategy implemented by the school in an effort to increase students interest in reading is good and proven to be effective, as it aligns with the success indicators mutually agreed upon by the school as its goal in increasing students interest in reading in the era of digital transformation. The strategy implemented is through (a) the Sabu Saku (One Month One Book) movement with outputs in the form of books and short films based on print and digital media, (b) literacy corners as the school's effort to promote interest in reading in strategic corners of the school, (c) the existence of a cultural and arts studio, (d) a digital library, and (e) the selection of literacy ambassadors as one of the supporters and pioneers of fostering love and appreciation for books.

Applications/Originality/Value: The data validity technique uses data validity tests in the form of credibility, transferability, dependability, and confirmability tests which are of course adapted to the conditions in the field.

Introduction Section

Education in the era of digital transformation necessitates students' interaction with unlimited digitalization, which requires students to adapt to multiliteracy learning. Students' reading interest in the education 4.0 era, particularly at primary and secondary levels, needs augmentation (Handayani, et al., 2018). The current era of education is a challenge for schools and students themselves in responding to the era of digitalization which is increasingly developing in all fields, including the educational aspect. With the rapid development of technology, it certainly has two positive and negative sides which are challenges for students.

Education 4.0 does not only focus on the use of technology, but also needs to increase students' interest in reading. The current condition of students' interest in reading and reading ability is very worrying. This low interest in reading is related to students' reading motivation. Low reading habits will cause students' reading abilities to also be low. This is a problem in itself for schools regarding students' declining interest in reading, one of which can be seen from their lack of literacy with textbooks.

Data from January 2022, UNESCO stated that Indonesia has a low interest in reading, which is in second place from the bottom. According to UNESCO data, Indonesia's reading interest is very worrying, namely only 0.001%. This means that out of a thousand Indonesians, only one person is an avid reader. In March 2016, Central Connecticut State University also conducted research entitled World's Most Literate Nations Ranked regarding interest in reading, stating that Indonesia was declared ranked 60th out of 61 countries, precisely below Thailand (ranked 59th) and in over Botswana (ranked 61st). In fact, in terms of infrastructure to support reading, Indonesia is above European countries.

Based on BPS data and the National Library of Indonesia survey in 2022 regarding reading interest in Indonesia, Indonesians spend an average of 1 hour and 37.8 minutes reading per day. So, every week Indonesian people spend 9 hours 56 minutes reading. This is still far from the reading interest index in the eyes of the world. As a person's interest in reading

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significantly influences the comprehension of material, especially in the learning process. This is also reinforced by the results of research by Mulyani & Nurlina (2017) which states that the higher a student's interest in reading will also have a significant influence on reading ability and comprehension. One of Indonesia's targets that needs to be achieved is to make education a success in the 4.0 era through literacy. Students' literacy skills in reading are very necessary because this influences students' development in following the current development of their own world of education (Yuriza, et al., 2018).

SMP N 1 Jetis is one of the schools with the most complete book holdings in Ponorogo Regency. This is proven by fulfilling the library accreditation assessment criteria. There are many visits to this junior high school, such as visits from the East Java language center and other visits from Central Java and Yogyakarta. The success in improving library facilities and services actually had less of an impact on the students there. The visit from junior high school students was actually considered low because of the lack of awareness of their love of books.

In contrast to the low interest in reading books, Wearesocial data as of January 2017 reveals that Indonesians are able to stare at gadget screens for approximately nine hours a day. From the survey results of the Indonesian Internet Service Providers Association (APJII), the largest number of internet users in 2022 is dominated by teenagers aged 13-18 years with an emphasis scale reaching 99.16% in 2021-2022. This means that there is a reason why Indonesians prefer opening gadgets rather than opening books.

At this time, students are faced with the problem of how to overcome time constraints and read, which can be done in a relatively short time but can obtain as much information as possible (Rahmania, et al., 2015). This transition to the use of digital media as part of learning innovation is called digital transformation. Westerman et al., (2014) explained that in digital transformation many changes occur, replacing thoughts, changing beliefs, or being able to complement existing rules in an organization. Digital transformation can also be interpreted as the process of utilizing digital technology, such as utilizing virtualization technology, mobile computing, cloud computing and other system integration (Loonam, et al., 2018). This is also what is found in the scope of education, particularly in the utilization of teaching and learning facilities in schools.

The characteristic of the education era 4.0 is the rapid digitalization which results in students having to be able to face digital transformation which must be able to increase students' interest in reading. There must be a balance between the use of digitalization and conventional learning sources, such as textbooks. At SMP N 1 Jetis itself has started to direct students not to focus on just one learning source, but also to provide easy access to digital media. However, this has actually been misinterpreted as a large-scale shift from textbooks to digitalization. Of course this will affect the students' own mindset. They are more lazy about reading books and can easily access all information through their devices because they will get answers instantly without having to bother reading textbooks like before. This abundance of information has actually become one of the characteristics of this era, where students use the internet as the sole accessible and practical learning source. If this perception regarding the unlimited use of digitalization is not straightened out, it will cause students to be more lazy about reading books. So, schools have a big responsibility in efforts to restore students' interest in reading textbooks, so that there is a balanced ecosystem between digitalization and conventional through school programs.

The school literacy program has started to be put into practice since the existence of the GLS (School Literacy Movement) from the Ministry of Education and Culture. Surangga (2017) stated that the purpose of GLS is to (a) develop a culture of literacy in students at school, especially in reading and writing activities, (b) provide stimulation to school residents about the importance of cultivating literacy, (c) create a child-friendly school and fun, and (d) provide various types of reading books that support continuous learning. Literacy itself is not just reading and writing, but also includes thinking skills that integrate other abilities, as is the case in multiliteracy studies.

Research by Ati et al., (2020), AM (2014), Nugraha et al (2015) is in line with Kinasih et al., (2021) examining "The Relationship Between Students' Learning Motivation and Interest in Reading and Learning Outcomes. This research aims to determine the relationship between learning motivation and interest in reading on learning outcomes. Rohim et al., (2020) and Achadah (2019) stated the role of literacy in increasing students' reading interest in primary and secondary schools. Thus, support is an important factor in developing and increasing students' interest in reading. Providing facilities and facilitating access to reading can be used as support in efforts to develop students' motivation to read.

As an educational institution that is considered by the public to be one of the favorite schools, of course the quality and existence of SMP N 1 Jetis needs to be maintained and improved. Before the Covid-19 pandemic, students at SMP N 1 Jetis were strictly prohibited from bringing devices to school. This aims to reduce the impact caused by using devices at any time which can certainly disrupt focus in studying. Due to the Covid-19 pandemic, schools still have to carry out their duties by starting to use digitalization to support the learning process. Finally, after several considerations were made, both by the school, the school committee, and parents, students at SMP N 1 Jetis were allowed to bring devices, provided they did not use them while at school other than in the learning process that required devices. Of course, the learning process, which initially relied on digital media as necessary, is now starting to be explored as widely as possible. So that almost all activity processes are transferred to digital media (Moranyane, et al., 2017).

Research by Thanh, Nguyen Hai (2021), Tulungen et al., (2022), Nagel, PJF (2020), Fitria, et al., (2021), and Listiyoningsih et al., (2022) explains the transformation digital which is associated with changes that occur in various institutions, as well as several aspects that encourage a shift in learning media. The emergence of digitalization is characterized by easy access without boundaries of space and time. These studies are in line with research conducted by

researchers. The research conducted only shows the advantages of digital transformation without discussing the shortcomings in its implementation in schools, especially at the junior high school level. Meanwhile, researchers this time focus more on strategies that schools can implement in an effort to increase interest in reading in the era of digital transformation which forces educational stakeholders to be willing to change and leave their 'comfort zones and safe zones'. Bringing innovation to balance digital transformation with the actual diversity of conditions in schools.

Method

This research uses descriptive qualitative research to obtain an overview regarding the implementation of school literacy programs centered on school libraries. The research was conducted at SMP Negeri 1 Jetis, located in Josari Village, Jetis District, Ponorogo Regency, East Java, Indonesia. The research was carried out from August 21 to September 7 2023. Sources of research data came from school principals, librarians, teachers and students. Researchers obtained data from the principal in the form of information on the literacy program that was running at SMP N 1 Jetis. Researchers obtained data from the head of the library in the form of the results of the implementation of the school literacy program spearheaded by the head of the library. Researchers obtained information from teachers in the form of teacher evaluation results regarding the implementation of the school literacy program. As for students, researchers obtained information in the form of student responses to the school literacy program. The techniques used in data collection were interviews, observation and documentation techniques. In the initial stage, interview techniques were carried out by researchers to find out general information related to literacy activities at SMP N 1 Jetis and continued by finding out further information related to indicators of the success of the literacy program being implemented. Observation techniques were carried out by researchers to determine the sustainability of the school literacy program at SMP N 1 Jetis, especially the literacy activities carried out by students during the research period. Documentation techniques are carried out to document literacy program activities to be used as reinforcement in the research process.

The collected data is then analyzed using the data triangulation method using the Miles Huberman model (2007: 84), namely data collection, data reduction, data presentation, and drawing conclusions. Data collection was carried out by collecting data from interviews, observations and various appropriate documentation at SMP N 1 Jetis in full and described in as much detail as possible. From this data, enter the data reduction stage which produces a summary of field notes, encompassing initial observations, expansions, or additions that are considered important and presented clearly and easily understood. The data presentation stage is equipped with supporting data, including methods and activity documentation. Based on the data presented, the researcher then formulated temporary conclusions. These initial conclusions will evolve with the acquisition of new data and understanding. The conclusions formulated are obtained from the results of data that are linked together. And so the research activities continue, until the researcher produces a final conclusion. Data validation and validity techniques are carried out using credibility, transferability, dependability and confirmability (Moleong, 2014). Credibility testing is carried out by triangulating sources, namely by comparing and re-checking the degree of truth of school literacy program information through different times and techniques. The transferability test is carried out by providing a detailed, clear and systematic description of the results of research that has been carried out at school, so that it is easy for others to understand. Dependability testing is carried out by consulting with experts, namely the head of the library who directly handles the school's literacy program. The confirmability test is conducted through a literature review and comparison with previous research results.

Results and Discussion

The school literacy program is a program that has long been implemented at SMP N 1 Jetis. Since 2019 until now, many changes have occurred, especially in library maintenance and digitalization. The following are the programs implemented at SMPN 1 Jetis Ponorogo.

School Literacy Programs

Sabu Saku Literacy Movement (One Month One Book)

“There are a lot of literacy activities here, like what is actually the first time talking about SABU SAKU. Firstly, why am I talking about pocket methamphetamine. The background is like what you experienced yourself when you were studying at SMP N 1 Jetis. The writing is like that (the writing on the wall regarding the language in the wrong poster) and so on. Then one by one continues to develop in a digital direction, which actually starts from the demands of digitalization. Because of that, it ended up being that way. This is done (holding a pocket book and a student's book) and it is saved on the computer, saved on a CD, maybe later on a drive too, Sis. That's a development of literacy, yes, and it was also adapted to KD, yes, before this Kumer. So this emerged because KD demands that KD 3.2 have examples of reviews or eee non-fiction and fiction. Finally, I made it like this for every literacy activity. Literacy

activities are 15 minutes and reading, that's my method, like 15 minutes, you can take home yesterday's 15 minutes."
(transliteration of interviews results with head librarian)

The Sabu Saku movement stands out as an innovative program feasible for implementation in schools. This program is an innovation program as well as development and improvement of the previous program, namely literacy 15 minutes before learning is carried out. Initially, students were required to read both fiction and non-fiction books and then write summaries in school-provided books. However, at that time students were free to choose the books they read every day. So, it is very possible for students to only read the first part, then the next day students read another book or only read certain parts they like. The Sabu Saku program signifies both refinement and innovation, warranting appreciation.

The Sabu Saku movement itself was spearheaded by the head of the library and school literacy manager where he started pioneering this program in 2019. Significant changes have transpired over the past four years. This literacy movement is used as an activity which, apart from increasing knowledge, is also used as a strategy to increase students' interest in reading. This movement is more organized than the previous program. This is delineated by several rules necessitating students' attention.

The technical implementation includes, (1) students read at least four books every semester. This implies that students must complete at least one book per month. So, after studying at SMP N 1 Jetis, students have read at least 24 books apart from textbooks. (2) students must write a review after reading the book they like. Later the results of the review will be combined into one for each class and followed up by being recorded. The result of this collection of reviews is what is called Sabu Saku.

There are several stages that need to be considered in implementing the Sabu Saku literacy program, which can be detailed as follows.

1. There is socialization from schools regarding the importance of loving and appreciating books.

This socialization underscores the significance of fostering love and appreciation for books. These two words have quite deep meaning for a learner, especially students. The reason is, after digital transformation, many students are reluctant to read books. They prioritize playing rather than reading. They feel overwhelmed by the abundance of information on the internet. From the results of research conducted by teachers at schools, students who are spoiled by digitalization tend to be more passive and reluctant to socialize with their surrounding environment. The number of library visitors has also decreased. It cannot be denied that digitalization has changed the style and lifestyle of students in this modern era. Digitalization is increasingly widespread, without being balanced by the culture of reading books. Dewi, Zurahmi's (2018) research discusses the cultivation of student character through the school literacy movement, the results of which show that this program is able to instill in students a character that is disciplined, creative, responsible and has a reading culture. This research is different from that research, because the literacy movement program at SMP N 1 Jetis emphasizes the character of love for books, so that it can automatically increase students' interest in reading.

The role of schools here is to aggressively encourage students to love and appreciate books by reading them. Digitalization will never be able to replace the role of books in learning. This was stated by the Director of the Indonesian National Library, Muhammad Syarif Bando, in 2018 at a press conference. He also explained that textbooks and digitized products (such as *e-books*) would go hand in hand, meaning they were all important. So, even though students have been introduced to digital products, books still need to be read properly.

Another manifestation of loving and appreciating books here can be the act of caring for them. Borrowed books will be fully entrusted to the student. Students have the responsibility to keep the books in good condition when they are returned. Arranging books neatly according to the shelves provided is also a manifestation of loving and appreciating books.

2. Implementation of the literacy movement.

Literacy movements are held every day, 15 minutes before learning time starts. In order for literacy activities to be effective, students are allowed to take the books home to read at home or students have provided their own reading books to review. This is a form of testing the extent to which students understand the books they read. And the teacher's role here is to test student reviews, whether they are appropriate or just copied from the internet. The usual way teachers do this is by asking questions related to the books they read. "Naturally, the teacher must have read the same books as the students. Students are given one full semester to complete at least four non-lesson reading books. Books can be fiction or non-fiction. During this activity, students are expected to really understand the message the author wants to convey to the reader, not just read it briefly but also understand and absorb the meaning.

3. Writing student reviews.

Dharma et al., (2020) explains the implementation of the school literacy movement to increase interest in reading, one of which is by creating a reading journal. This program trains students to have language skills, especially writing skills. A person's writing skills are greatly influenced by the person's reading ability, how he understands and conveys back through writing what he has learned previously (Sari, et al., 2018). At SMP N 1 Jetis, students are trained to make reading journals in the form of review texts. Writing this review is actually a form of adoption and implementation of one of the CPs in Indonesian phase D which discusses review texts. In this writing step, students are directed to provide reviews regarding books they have read previously. Students are given the freedom to express the results of their

respective understandings to be conveyed in writing which will later be recorded. Students are also facilitated by the school if they want to add references when reviewing a work. One of the facilities provided by the school is several computers that students can use independently.

4. Student works.

This stage is the peak of the Sabu Saku movement. This student work is one of the student projects to develop language skills, especially speaking and presenting and writing. In this section, students are not limited to what kind of creativity they can create. However, teachers direct students to create literary works that can be recorded or documented, such as short story anthologies, poetry anthologies, novels, and so on for writing skills. Meanwhile, for speaking and presenting skills, students are directed to make short films that are adopted from books they have read and then created or can be from students' experiences which of course contain moral values that can be accepted by the audience. Works such as anthologies and novels will be printed by publishers and become books with ISBNs. This means that the book can be sold to the public officially. The method that has been taken by SMP N 1 Jetis in its marketing efforts is by participating in book bazaar activities and carrying out promotions at the Indonesian MGMP meeting in Ponorogo. Meanwhile, film works are usually uploaded on the school's Instagram and YouTube *platforms and social media to be seen by many people*. Apart from that, the best films will be shown at school gatherings, as well as entertainment at committee meetings and big day celebrations.

5. Handover of books from students for school.

At the end of secondary school, students are invited by teachers to share knowledge with the next generation. One of the supporting factors in implementing the school library management strategy is the assistance of alumni and BOS funds. Batubara, HH, et al., (2018) and Al Farizi (2017) alumni and students are invited to share knowledge by donating books to schools to increase the collection and diversity of books. At SMP N 1 Jetis, students are required to donate one non-teaching book, excluding fiction or no-fiction. One student is obliged to give one book to the school in order to share happiness and train students to want to share happiness when reading the book and it is hoped that the book will be useful in the future.



Figure 1. Socialization and implementation of the Sabu Saku program to students



Figure 2. Student literacy results report



Figure 3. Results of the Sabu Saku book (student review)



Figure 4. Sabu pocket book and short film DVD/CD



Figure 5. Students work
(novels, short story anthologies, poetry anthologies, etc.)

Literacy Corner

“The literacy corner is deliberately placed in a place frequently visited by students. Apart from being strategic, the literacy corner must also be comfortable. So they were given a seat”. (The literacy corner is deliberately placed in a place frequently visited by students. Apart from being strategic, the literacy corner must also be comfortable. So they were given a seat”. *(transliteration of interviews results with head librarian)*)

Nugroho (2023) explains efforts that can be made to encourage literacy in schools, one of which is by establishing a literacy corner. Therefore, reading corners must be placed in places that are considered strategic and within reach of students. The literacy corner or often called the reading corner contains fiction and non-fiction books, which of course help students to increase their knowledge apart from textbooks. The Ministry of Education and Culture's external books are books that can be used as learning supports because of the appropriateness and completeness of their contents (Huda, M., et al., 2021). The literacy corner is also arranged in such a way that students are interested in seeing and then reading the books in it. Books that are placed in the literacy corner are also books that are considered still worth reading in the sense that they are not damaged or physically disabled. Literacy corners are held by students every day. From observations made, every day there are definitely students who want to read books in the literacy corner (Hidayatullah, et al., 2019). The literacy corner can be used by students to exchange ideas through discussions (Rahmawati, 2022). This program will certainly train students' own thinking abilities by integrating previously possessed abilities. Students can exchange ideas with each other and reflect on the reading they have done.

In each literacy corner there are also several posters that say you must keep the book even if no one sees it. As discussed previously, the form of loving and cherishing books is by taking good care of them. Don't let it happen that because there is no security, many books are lost and not returned to their place. Borrowing books in the reading corner must also be properly recorded. If a student wants to borrow a book, the student must report it first to the library. The existence of digital transformation makes it easier for school residents to access various facilities at school, such as borrowing books online. SMP N 1 Jetis has a library application called 'Zaiz Library', where all school residents can access the library.



Figure 6. Documentation of children reading books in the literacy corner



Figure 7. Utilization of the gazebo as a literacy corner

Art and Language Studio

“I will use this space to preserve Indonesian culture. Later I will try to find examples of batik and songket images as a form of cultural literacy.” (transliteration of interviews results with head librarian)

It is called the Art and Language Studio because in the room there are two sides displayed. In terms of art, of course there are many displays that aim to preserve and develop existing culture. SMP N 1 Jetis is one of the schools that requires its students to be able to dance Reog, so in the studio you can find reog, jathil and ganongan ornaments. Apart from Ponorogo reog art, there is also typical Ponorogo batik displayed on the walls. There is also batik made by teachers at SMP N 1 Jetis which is used as a display and immortalized as a uniform for the teachers there. Nahak, HMI (2019) also explains the preservation of local culture in the era of globalization and digitalization which can at any time shift existing culture. This cultural preservation must also be implemented in schools, so that students also know that existing culture should not be abandoned, especially the art of reog and typical Ponorogo batik which have become icons of the city of Ponorogo in the eyes of the world.

Apart from that, there is also a language studio with a lingua/linguistics laboratory. There, students are free to learn more deeply about good and correct Indonesian language tips. This room is also filled with student work in the form of novels and anthologies which, apart from being used as displays, can also be read. If these two studios are managed well, they will create quite an interesting collaboration. Remembering that art and language cannot be separated in everyday life. Because language skills include art (Susanti, E., 2020). Therefore, the school is aggressively carrying out updates so that students are also interested in entering and participating in this studio. Take part in maintaining and preserving the art and language studios in it. There are many things that can be done, such as discussions and evaluations of previously published works.

The provision of language studios has a significant influence on learning (Lalisu, et al., 2021). Providing a language studio not only has an influence on learning, but also on the character of the students themselves. Providing a language and arts studio really allows students to learn more deeply about what arts need to be preserved and developed in this era of modernization.



Figure 8. Utilization of arts and language studios



Figure 9. Students discussing work together to be published

Digital Library

“This is a paid application from school funds. There are various types of books and can be borrowed at any time. But it also has a deadline.” (transliteration of interviews results with head librarian)

The digital library is a form of digital transformation at SMP N 1 Jetis. The digital library at SMP N 1 Jetis can be downloaded via Android or iOS, simply by downloading the 'Zaiz Library' application. Entering the application is also easy, by *logging in* with an email that has been verified by the library. If so, anyone who has been verified can access the features in it. After researchers studied it, the digital library at SMP N 1 Jetis has the same features as the application owned by the National Library. Books borrowed for more than three days will automatically disappear from the user's device. So, if you want to continue reading, you have to re-register to extend the *e-book loan period*.

Digital libraries can be used as a balance to digitalization which is increasing day by day. Digital libraries are used as a balance between conventional and modern techniques. Conventional techniques are characterized by the school library still operating and modern techniques are characterized by the existence of digital libraries. Apart from not being found in many junior high schools, the digital library at SMP N 1 Jetis is proven to have an increasing number of visitors from day to day. Most of the book collections borrowed are textbooks and novels.

Widayanti, Yuyun (2015) also emphasized that digital libraries are used as a facility and effort to solve problems related to time constraints. Library visitors are no longer bound by library service hours where they have to visit directly at a location with set hours. From the research results, the use of digital libraries has higher visitors than school libraries. With this achievement, the school also has other plans that need to be developed in the future. The plan is in the form of developing digital library access so that it can be accessed by many people, as stated by Prayitno, et al., (2015) which is to create a digital library that can provide services to the wider community, as well as being a medium for writers to disseminate their creative ideas through writing to be published with a filter process whether the manuscript is suitable or not for publication.

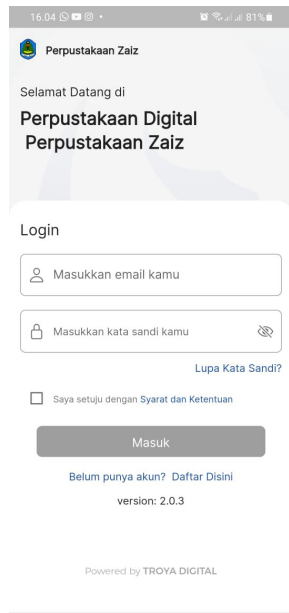


Figure 10. Zaiz library application entry home page

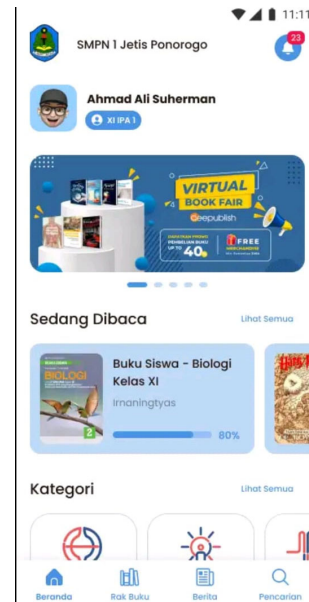


Figure 11. Homepage of the zaiz library application

Selection of Literacy Ambassadors

“We did not just choose in selecting this language ambassador. There are standard criteria that students must meet in order to become language ambassadors” (*transliteration of interviews results with head librarian*)

Literacy ambassadors are chosen to provide enthusiasm to continue to be active in literacy activities. Language ambassadors are an appreciation for students who have a high interest in reading while at school. There are certain criteria for selection. Based on the results of an interview with the head of the library and literacy manager, he explained that students who fit into these criteria have read non-learning books, both fiction and non-fiction and used them as reviews, at least four books in one semester. More value if it exceeds the minimum limit. Not only that, prospective language ambassadors must also master literacy knowledge and be able to serve as examples for other students in literacy activities. Of course, this is a matter of pride and challenge for prospective language ambassadors.

Sitorus, V. J. Br, et al., (2019) and Fauzia, A., et al., (2022) stated that language ambassadors are used as promoters in efforts to socialize the good and correct use of Indonesian. The school has high hopes for language ambassadors, therefore the selection is not done carelessly. Language ambassadors must be able to communicate well and master other language skills to support their main duties. Therefore, student ambassadors need to have speaking skills acquired based on prior knowledge (Huda, 2021). For this reason, it is necessary to practice speaking repeatedly and increase knowledge through various studies.

The selection of language ambassadors is carried out in language month, namely October. There are several series of activities in commemoration of this language month. Not only selecting language ambassadors, but also displaying the works that students have created. There are also poetry reading and storytelling activities, which are useful for students to practice language skills, especially speaking and presenting. At that time, students' work in the form of films began to be distributed widely. Language ambassadors are a reflection or benchmark for literacy at SMP N 1 Jetis.



Figure 12. Judging process for language ambassadors



Figure 13. Language ambassadors at SMP N 1 Jetis

Conclusion

From the results of research that has been carried out, it shows that the strategies implemented by SMP N 1 Jetis in an effort to increase students' interest in reading are good and proven to be effective in learning. The strategy implemented is through (a) the Sabu Saku Literacy Movement (One Month One Book) with output results in the form of books and short films based on print and digital media, (b) literacy corners as the school's effort to promote interest in reading in strategic corners of the school, (c) the existence of a cultural and arts studio, (d) a digital library, and (e) the selection of literacy ambassadors as one of the appreciations and pioneers for loving and appreciating books. The success of these school programs is evidenced by the improved results in student learning evaluations compared to the previous year. Apart from that, the existence of this program is also a balance in the use of digitalization technology which cannot be separated from textbook literacy. The program outputs, in the form of student work documented in both print and digital mediums, contribute to exploring potential and fostering innovation and creativity among secondary school students.

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