

Implementation of the School Literacy Movement as a Development of 21st Century Skills: A Case Study of Journalism Extracurricular Activities

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Abstract

Keywords:

School literacy movement;
21st-century skills;
journalism extracurricular;
character education;
digital literacy.

The decline in national literacy and the demands of the 21st century call for innovation in education, particularly in developing critical thinking, communication, collaboration, and creativity. This study aims to analyse the implementation of the School Literacy Movement (GLS) within the *Jurnalis SASTRA* extracurricular program at SMA Negeri 4 Pontianak as a strategy for fostering 21st-century skills. Using a qualitative case study approach, data were collected through interviews, observations, and document analysis involving students, a supervising teacher, and the school principal. The findings reveal that integrating GLS into journalistic activities enhances basic literacy (Reading and writing), digital literacy, and cultural literacy. Activities such as news and opinion writing, short film production, poetry, and digital broadcasting develop students' critical thinking, creativity, and effective communication. Furthermore, teamwork in journalistic production cultivates responsibility, discipline, solidarity, and adaptive collaboration skills. The study also demonstrates that journalistic practice serves as a platform for character education, instilling journalistic ethics and social empathy. Thus, *Jurnalis SASTRA* is not only a medium for developing 21st-century competencies but also a character education laboratory grounded in literacy. This study recommends strengthening GLS through journalistic approaches as an innovative and practical learning strategy to support curriculum development that is responsive to digital transformation and global challenges.

Abstrak

Kata kunci:

gerakan literasi sekolah;
keterampilan abad ke-21; ekstrakurikuler
jurnalisme; pendidikan karakter;
literasi digital

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Menurunnya literasi nasional dan tuntutan abad ke-21 menuntut inovasi dalam pendidikan, khususnya dalam mengembangkan pemikiran kritis, komunikasi, kolaborasi, dan kreativitas. Penelitian ini bertujuan untuk menganalisis implementasi Gerakan Literasi Sekolah (GLS) dalam program ekstrakurikuler *Jurnalis SASTRA* di SMA Negeri 4 Pontianak sebagai strategi pembinaan keterampilan abad ke-21. Dengan pendekatan studi kasus kualitatif, data dikumpulkan melalui wawancara, observasi, dan analisis dokumen yang melibatkan siswa, guru pembimbing, dan kepala sekolah. Temuan penelitian menunjukkan bahwa pengintegrasian GLS ke dalam kegiatan jurnalistik meningkatkan literasi dasar (membaca dan menulis), literasi digital, dan literasi budaya. Kegiatan seperti penulisan berita dan opini, produksi film pendek, puisi, dan penyiaran digital mengembangkan pemikiran kritis, kreativitas, dan komunikasi efektif siswa. Lebih lanjut, kerja sama tim dalam produksi jurnalistik menumbuhkan tanggung jawab, disiplin, solidaritas, dan keterampilan kolaborasi adaptif. Penelitian ini juga menunjukkan bahwa praktik jurnalistik berfungsi sebagai platform pendidikan karakter kontekstual, yang menanamkan etika jurnalistik dan empati sosial. Dengan demikian, *Jurnalis SASTRA* bukan hanya media pengembangan kompetensi abad ke-21, tetapi juga laboratorium pendidikan karakter berbasis literasi. Studi ini merekomendasikan penguatan GLS melalui pendekatan jurnalistik sebagai strategi pembelajaran yang inovatif dan praktis untuk

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INTRODUCTION

Literacy is a fundamental element in national development. Good literacy skills are believed to influence student success both in school and in everyday life (Rintaningrum, 2009). In the 21st century, mastery of the six basic literacies language, numeracy, science, digital, financial, and cultural and civic literacy is crucial for facing global challenges (Superman et al., 2020). However, national literacy outcomes remain concerning. The 2022 PISA results showed an average decline in international reading literacy scores of 18 points, with Indonesia experiencing a 12-point decline and ranking in the low category (Herlina & Abidin, 2024). Data from the "Reading Literacy Activity Index of 34 Provinces" also shows that 71% of provinces have a low literacy index, and none reach the high category. At the local level, Pontianak City, based on its 2014 Regional Work Plan (RKPD), still experiences a shortage of human resources and facilities for literacy management.

In response to these issues, the School Literacy Movement (*Gerakan Literasi Sekolah/GLS*) emerged as a strategic initiative to transform schools into sustainable literacy-friendly environments involving all school members and the broader community (Rochmah & Bakar, 2021). One of the approaches to implementing GLS is through extracurricular programs, particularly journalism. Journalism-based activities are believed to be effective in enhancing students' literacy skills, as they involve critical thinking, information synthesis, and social responsibility (Alinssan, 2023). Schools also play a vital role in character building through non-formal education such as school culture and extracurricular activities (Kurniawan et al., 2024; Masnawati et al., 2023). Journalism programs thus offer dual benefits: improving literacy and reinforcing positive character traits through communication, teamwork, and media production skills.

Aligned with the demands of 21st century education, students are expected to master competencies such as critical thinking, collaboration, communication, and digital literacy (Barokah et al., 2025; Komara et al., 2021; Triyono et al., 2023). School journalism serves as a relevant platform to train these competencies through activities like article writing, broadcasting, and online content management. The increasing interest in journalism among students further supports its integration into character-based curricula like the Education Unit Curriculum, which promotes a positive and literate school culture (Amalia et al., 2025; Ikhwan et al., 2025; Murni et al., 2024; Saputra, 2015; Sukirman & Mirnawati, 2020). Therefore, the integration of journalism into GLS not only addresses literacy challenges but also supports holistic character education aligned with 21st century learning goals.

Several previous studies have emphasized the importance of journalism extracurricular activities in supporting both literacy and character development. Masnawati et al. (2023), found that journalism enhances students' communication and social habits, while Alinssan (2023), showed its positive effect on self-confidence and logical reasoning. Supriyanto & Haryanto (2017), stressed the impact of GLS on reading interest and character. Meanwhile, Rahmah et al (2023), and Mihailidis & Gamwell (2022), addressed the need for structured journalism training through participatory

approaches, which resulted in higher student engagement in news production. Saputra (2015), highlighted the utility of blogs in addressing logistical limitations in journalism education, while Juliantari (2024), (Awwaliyah & Hafidz, 2024; Kartini & Putra, 2024; Ningsih et al., 2025) linked journalism instruction to independent learning strategies.

Despite this growing body of literature, there remains a significant gap in research that specifically explores how GLS is integrated into journalism-based extracurricular programs to foster 21st-century skills. Moreover, there has been no study that thoroughly investigates the local implementation of GLS at SMA Negeri 4 Pontianak, particularly within the SASTRA Journalist activity. This study seeks to fill that gap by examining how journalism activities under GLS contribute to the development of critical thinking, creativity, communication, and responsibility among students. The novelty of this study lies in its integrative perspective, bridging national literacy policy and school-level extracurricular practice to strengthen students' character and future-readiness in facing global challenges.

METHODS

This study employs a qualitative research method with a case study approach to explore the implementation of the School Literacy Movement (*Gerakan Literasi Sekolah*/GLS) in developing student character through journalism extracurricular activities at SMA Negeri 4 Pontianak. The qualitative approach was chosen to gain a deep and holistic understanding of the phenomena within their natural context by emphasizing meaning, process, and authenticity of data (Somantri, 2005). The case study method is considered appropriate for this research because it allows the researcher to investigate contemporary issues in a real-life setting where the boundaries between the phenomenon and its context are not clearly defined (Sapendi & Suratman, 2024; Yin, 2018). Through this approach, the study aims to reveal how GLS is implemented and how it contributes to character formation and the enhancement of 21st century skills among students.

The research was conducted at SMA Negeri 4 Pontianak, focusing on the Journalism extracurricular activity called LITERATURE Journalism, which has shown consistent achievements in academic and non-academic competitions. The research informants included one acting principal, one supervising teacher, and twelve active student members of the journalism extracurricular, all selected through purposive sampling based on their engagement and contributions. Data were collected through semi-structured interviews, allowing flexibility while maintaining focus the research objectives. Interviews lasted between 3-15 minutes, were conducted in Indonesian, and recorded with the informants' consent to ensure data accuracy and ethical compliance. Complete demographics of the study responses can be seen in Table 1.

Table 1. Demographics of Research Informants

Code	Age	Gender	Last education	Department
R1	57	Woman	S1	Acting Principal of State Senior High School 4 Pontianak
R2	41	Woman	S2	Extracurricular Journalist Supervisor

				Teacher for LITERATURE
R3	18	Woman	JUNIOR HIGH SCHOOL	Learners
R4	18	Woman	JUNIOR HIGH SCHOOL	Learners
R5	18	Woman	JUNIOR HIGH SCHOOL	Learners
R6	18	Woman	JUNIOR HIGH SCHOOL	Learners
R7	18	Woman	JUNIOR HIGH SCHOOL	Learners
R8	18	Woman	JUNIOR HIGH SCHOOL	Learners
R9	17	Woman	JUNIOR HIGH SCHOOL	Learners
R10	16	Woman	JUNIOR HIGH SCHOOL	Learners
R11	16	Woman	JUNIOR HIGH SCHOOL	Learners
R12	17	Man	JUNIOR HIGH SCHOOL	Learners
R13	16	Man	JUNIOR HIGH SCHOOL	Learners
R14	16	Man	JUNIOR HIGH SCHOOL	Learners

To ensure the validity and reliability of the findings, the study used data triangulation, analyzing information from multiple perspectives and sources. The collected data were then processed using the Miles and Huberman (2014), interactive analysis model, which includes three main components, data reduction, data display, and conclusion drawing or verification. The process was carried out continuously throughout the research, from data collection to interpretation, allowing the researcher to identify emerging patterns and themes. This method ensured that the research results were comprehensive, credible, and reflective of the actual implementation of the School Literacy Movement in enhancing student character and 21st-century competencies through journalism activities at SMA Negeri 4 Pontianak.

RESULTS AND DISCUSSION

This study reveals five main themes (basic literacy, critical thinking and problem solving, creativity, effective communication, and collaboration and character building) that illustrate how the integration of the School Literacy Movement (GLS) into the SASTRA Journalism extracurricular activity contributes to the development of 21st-century skills in students at SMA Negeri 4 Pontianak. The findings are analyzed thematically and supported by quotations from in-depth interviews with informants.

Based on the research findings, the five themes cover basic literacy, critical thinking and problem-solving, creativity, effective communication, collaboration, and character development. The basic literacy theme encompasses reading skills as a foundation for writing, receptive literacy, and mastery of digital and cultural literacy.

Critical thinking and problem-solving encompass activities such as analyzing information, reasoning, and investigating issues through blogs and media. Creativity is developed through creative video production, wall magazine management, and improvising new ideas. Effective communication emerges from interviewing, news writing, and public speaking. Meanwhile, collaboration and character building are evident in editorial teamwork, content production responsibilities, and critical attitudes toward surrounding social conditions. These five themes are divided into several subthemes, as shown in Figure 1.

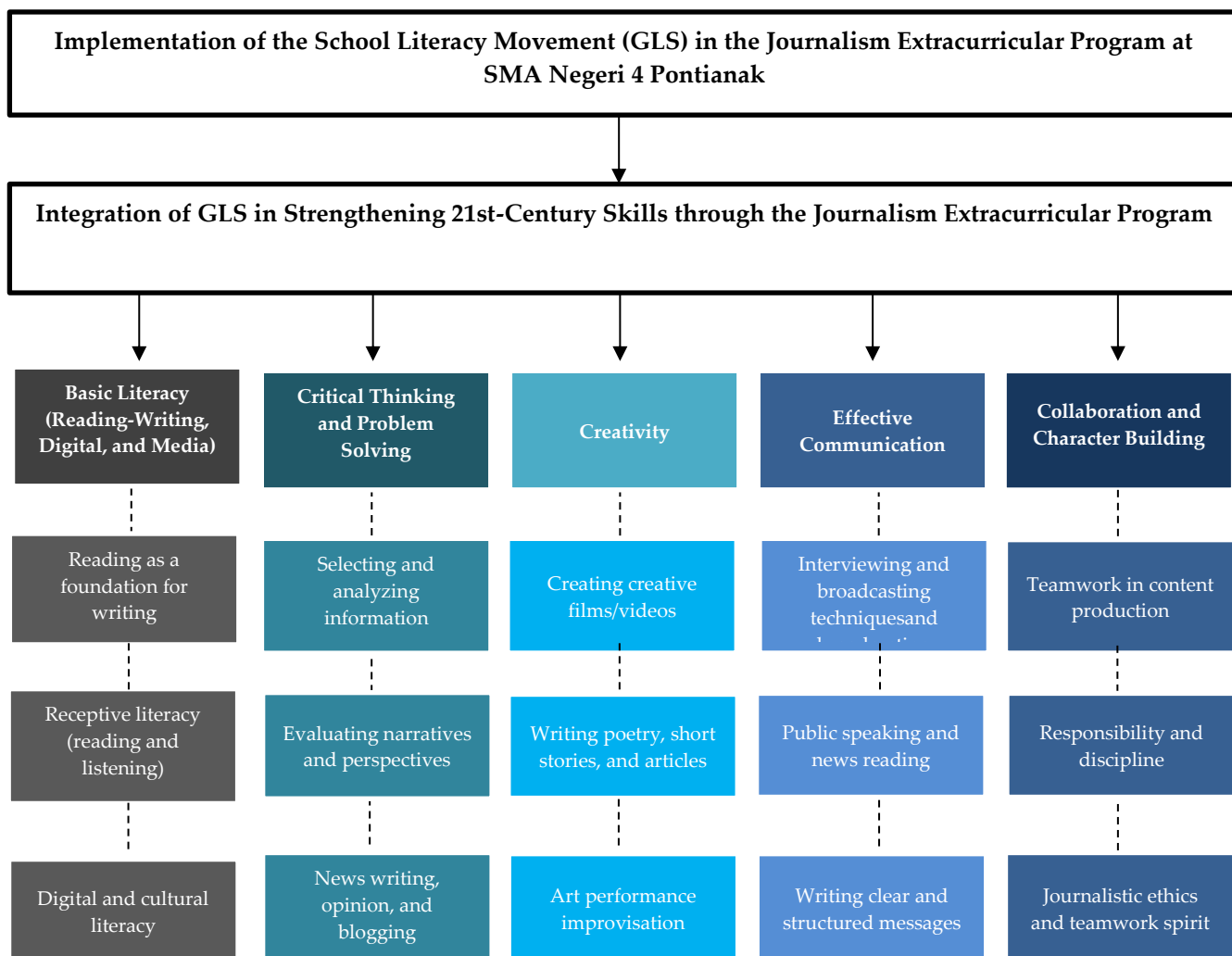


Figure 1. School Literacy Movement Integration Flowchart

Basic Literacy (Reading, Writing, Digital, and Media)

Reading as a foundation for writing

In the context of developing 21st-century skills, reading ability is not only interpreted as an activity of recognizing text, but also as a crucial foundation for the writing process. Research results show that the SASTRA Journalism extracurricular activity places reading literacy as a core competency that students must possess to support quality writing skills. The SASTRA Journalism extracurricular emphasizes the importance of reading skills as a primary foundation for writing. Reading is understood not only as the activity of recognizing text, but also as the ability to comprehend its meaning, context, and message, which can then be reprocessed into informative and valuable writing. The supervising teacher explained that students' writing skills are highly dependent on strong reading habits (Based on the results of an interview with R2). At Pontianak State Senior High School 4, literacy activities are conducted routinely,

such as reading fiction/nonfiction books and holy books every Friday, as well as a 10–15 minute reading session at the beginning of each lesson. These activities serve not only as literacy stimulation but also as a process of enriching ideas and insights that support writing skills. This habituation significantly helps students develop more structured, critical, and reflective writing skills. Thus, reading literacy becomes a crucial element underlying the strengthening of journalistic skills in the SASTRA Journalist program.

Receptive Literacy (Reading and Listening)

Receptive literacy is a fundamental skill essential to journalism. In the SASTRA Journalism extracurricular activity, receptive literacy serves as a foundation for understanding the full context of information, both through print and oral communication. Research findings indicate that students are not only trained to write but also guided in actively and deeply listening to information, as part of a responsible journalistic process. Students are trained to actively listen to information from sources and to read various references to strengthen the content of their news or work. One student stated that participating in journalism activities has trained her to better understand others' perspectives and honed her social sensitivity: Receptive literacy, namely the ability to read and listen, is a pillar of the journalistic activities undertaken by students. Students are trained to actively listen to information from sources and to read various references to strengthen the content of their news or work. One student stated that participating in journalism activities has trained her to better understand others' perspectives and honed her social sensitivity (Based on the results of an interview with R10). Receptive literacy not only impacts the quality of journalistic content produced but also contributes to the development of empathetic, reflective, and open-minded students. Therefore, the receptive aspect of literacy is a crucial pillar in strengthening students' soft skills, particularly in social and interpersonal communication contexts.

Digital Literacy and Culture

In a digital era that demands both technological skills and cultural awareness, the SASTRA Journalism program responds to this need by integrating digital and cultural literacy into its extracurricular activities. Interviews and observations indicate that students are not only encouraged to understand the use of information technology but also to apply it wisely and contextually in their daily lives. SASTRA Journalism not only develops literacy, but also strengthens digital and cultural literacy. Students are involved in various activities such as short film production (Jursastra Movie), blog and article writing (Jursastra Writer), and digital broadcasting (Jursastra Broadcast). These activities not only improve digital technical skills but also foster awareness of media ethics (Based on the results of an interview with R2). The literacy developed is not narrow or limited to cognitive aspects alone, but also encompasses social and cultural dimensions. Cultural literacy is also developed through performing arts and poetry activities, which provide a space for students to creatively express ideas, values, and local wisdom. This learning, which combines technology and the arts, not only fosters students' self-confidence and expressive abilities, but also enriches their perspectives on diversity and local values. This combination of technology and culture makes Jurnalists SASTRA a holistic and contextual literacy platform, while also relevant to the demands of 21st century skills, namely adaptability, digital literacy, and cross-cultural understanding.

Critical Thinking and Problem Solving Selecting and Analyzing Information

Critical thinking and problem-solving skills are key components in developing 21st-century skills. Within the context of SASTRA Journalism's extracurricular activities, these skills are honed through journalistic activities that demand precision, analytical acumen, and sensitivity to social issues. Journalism activities in SASTRA Journalism require students to develop critical thinking skills in selecting and analyzing information from various sources. Students not only receive raw information, but are challenged to validate, filter, and restructure it to create factual, relevant, and publicly valuable news (Based on the results of an interview with R3). Active involvement in journalistic activities not only equips students with technical skills but also fosters reflective thinking and real-life problem-solving abilities. These achievements demonstrate the application of critical thinking principles in in-depth discussions of anti-corruption issues, as well as the ability to convey messages accurately and responsibly. Thus, SASTRA Journalists contribute to creating a learning environment that fosters social awareness and essential cognitive skills for the younger generation.

Evaluation of Narrative and Perspectives

The ability to evaluate narratives and understand multiple perspectives is a crucial part of advanced literacy, contributing to the development of critical thinking and information ethics. In the SASTRA Journalism program, students are trained not only to produce content but also to assess the validity and impartiality of the information they encounter or create. In the process of creating news, opinion pieces, and other literary works, students are required to evaluate various narratives. They learn to recognize bias, compare differing viewpoints, and determine an angle or narrative framework that aligns with the facts and journalistic ethics. This extracurricular activity provides a space for intensive discussion, both in preparing film scripts (*Jurasastra Movie*), discussion of themes in *Jurasastra Poetry*, to selection of wall magazine contents (*Jurasastra Wallnews*). This process encourages students to question and analyze information in depth, develop reflective thinking patterns, and form critical assessments of an issue. Through this approach, students not only learn the technical aspects of journalism and literature but are also guided to become responsible readers and writers. This experience is crucial in shaping a generation capable of filtering information, appreciating diverse perspectives, and prioritizing integrity in expressing opinions in the public sphere.

News Writing, Opinion, and Blogging

One of the essential skills in developing 21st-century literacy is the ability to write logically, factually, and persuasively. Journalism provides ample opportunity for students to hone these skills through various forms of writing, both informative and reflective. Research findings indicate that the SASTRA Journalism program facilitates the development of writing skills through a structured, issue-based approach. The ability to write news, opinion pieces, and blogs is one of the key skills developed through the SASTRA Journalism program. Students are trained to express ideas, convey opinions, and influence readers logically and persuasively. They are also encouraged to understand the structure of journalistic writing and the techniques for conveying strong arguments. The *Jurasastra Writer* program specifically provides space for writing practice in various genres. In practice, students produce not only factual news but also creative opinions and narratives derived from critical reflection on current issues. The supervising instructor emphasizes the importance of accurate data and responsible

narrative construction (Based on the results of an interview with R2). The writing process in journalistic activities is not merely about producing text, but also serves as a means to foster social responsibility in conveying information. Students are encouraged to write ethically, use valid data, and consider the social impact of their writing. Thus, the writing practices developed in SASTRA Journalism not only improve language skills but also foster critical awareness and integrity in written communication.

Creativity

Creating Creative Films/Videos

Developing creativity is a crucial aspect of 21st century education, which emphasizes innovation, self-expression, and the ability to produce original work. In the SASTRA Journalism program, student creativity is facilitated through various media production activities, particularly in the flagship Jursastra Movie program, which encourages imaginative thinking and independent and collaborative work. This program provides ample space for students to express ideas, craft visual narratives, and produce short films independently or in groups. The creative process, from scriptwriting and shooting to final editing, fosters innovative thinking and enhances digital skills and teamwork (Based on the results of an interview with R14). The creative process can open up new, more contextual and enjoyable learning spaces. Beyond mere technical practice, this activity also fosters students' courage to express themselves and explore original ideas. This program has also yielded various prestigious awards at the city, provincial, and national levels, such as first place in the FLS2N West Kalimantan 2020 competition and first place in the TikTok Advertising Video competition at the national level in 2024. These achievements demonstrate that student creativity is not only developed internally but also recognized externally as a form of quality and innovation worthy of appreciation. Thus, *Jurnal* SASTRA becomes a strategic medium in encouraging creativity and strengthening the creative competence of the younger generation.

Writing Poetry, Short Stories, Articles

Creative writing skills are a profound form of literacy expression, reflecting students' intellectual, emotional, and aesthetic abilities. In the SASTRA Journalism program, this aspect is facilitated through the Jursastra Writer and Jursastra Poetry activities, which not only develop technical writing skills but also encourage original exploration of ideas, values, and meaning. Creative writing skills are honed through this program, which facilitates students to create literary works in the form of poetry, short stories, opinion articles, and scientific essays. In this program, students are encouraged to develop their imagination, emotional expression, and originality in conveying ideas. Literary writing activities in schools are not merely complementary but are a vital part of character and aesthetic education. The learning approach in this program is not merely technical but also touches on the philosophical side and the beauty of language, making writing a tool for self-reflection and conveying ideas to the wider community. Achievements such as winning first place in the national poetry reading competition and winning the university-level short story competition demonstrate that students write not only as academic practice, but also as genuine creators of substantial, highly competitive works.

Art Performing Improvisation

Creativity in the form of performative expression is an integral part of developing 21st century competencies, particularly in fostering courage, spontaneity, and teamwork. At *Jurnal* SASTRA, performing arts are utilized as a medium to channel artistic expression while simultaneously shaping students' character collectively and dynamically. The performing arts program at *Jurnal* SASTRA provides a space for

developing collective creativity. Students are trained to perform drama, musical poetry, and contemporary dance, where improvisation is a crucial part of the creative process. They are involved from scriptwriting and costume design to stage design and performance execution. This activity fosters courage to perform, spontaneity, and authentic artistic expression. The creative process not only enhances the aesthetics of the performance but also shapes the students' self-confidence and adaptability. With a diverse range of expressive media and a comprehensive approach, the creativity of students at SMA Negeri 4 Pontianak develops in various forms – from visual and verbal works to complex and reflective performative expressions.

Effective Communication

Interview and Broadcasting Techniques and

Effective communication skills are a core competency of the 21st century, crucial in education and social life. At *Jurnal*is SASTRA, these skills are systematically developed through various activities that encourage students to convey information accurately, engagingly, and ethically. The SASTRA Journalism extracurricular program consistently trains students to master interpersonal communication techniques through interviews and broadcasting activities. In the *Jur*sastra Broadcast program, students are trained to become broadcasters for the school's internal radio and television stations, from writing broadcast scripts, using microphones with proper vocal techniques, to delivering information objectively and engagingly. Students are also guided in conducting professional journalistic interviews, including preparing questions, approaching sources, and practicing active listening techniques and accurately recording responses (Based on the results of an interview with R5). Extracurricular activity not only trains technical speaking and listening skills but also fosters self-confidence, accuracy in message delivery, and sensitivity to the audience. The communication developed is not one-way, but rather dialogic and reflective, thus fostering responsiveness, empathy, and speaking etiquette. Through an integrated approach between practice and values, communication activities in SASTRA Journalism have become a strategic means to strengthen interpersonal skills while instilling social responsibility in the use of language in the public sphere.

Public Speaking and News Reading

Public speaking is an essential skill for building effective communication, self-confidence, and social influence. At *Jurnal*is SASTRA, this ability is intensively developed through various public speaking activities designed to strengthen students' oral expression. Public speaking skills are a key focus of various SASTRA Journalism programs, including Poetry and Broadcast. Through news reading, poetry recitation, and art performances, students practice speaking articulately, expressively, and communicatively before an audience. These activities emphasize not only the technical aspects of speaking but also mastery of emotions, body language, and politeness in conveying messages. Students said that involvement in this activity increased their self-confidence and ability to express ideas openly (Based on the results of an interview with R6). The public speaking skills developed through this program not only impact communication performance but also strengthen aspects of students' character, such as responsibility and courage to perform. Students' success in broadcasting and news presentation competitions demonstrates that public speaking training is not only a learning experience but also a proud competitive achievement. With this approach, SASTRA Journalists successfully integrated speaking training with the formation of positive attitudes and students' readiness to face the challenges of public communication in the future.

Writing Clear and Structured Messages

The ability to write coherently and structured is a crucial written communication skill in journalism, particularly in conveying information to the public effectively and responsibly. In the SASTRA Journalist program, this skill is systematically developed through ongoing guidance and practice. In all journalistic activities, the skill of writing coherent, clear, and communicative messages is highly emphasized. The Jursastra Writer program specifically trains students to convey information in logical and easy-to-understand writing, whether in news stories, opinion pieces, or broadcast scripts. The supervising teacher explained that students were not only trained to write, but also to compose structured messages by paying attention to logical sequence, effective language style, and the communication goals they wanted to achieve (Based on the results of an interview with R2). The writing process in SASTRA Journalism is not only about the technical ability to string words together, but also about how to convey messages systematically, based on data, and aligned with communication objectives. Students are encouraged to think critically in structuring information, choosing appropriate diction, and considering the communicative impact of their writing.

Collaboration and Character Building Collaboration in Content Production

Collaboration is a key element in developing the social skills and character of 21st-century students. Through teamwork, students learn to interact, share responsibilities, and complete tasks together efficiently and harmoniously. The SASTRA Journalism Program facilitates this process concretely in every journalistic activity. The SASTRA Journalism extracurricular at Pontianak State Senior High School 4 emphasizes the importance of collaboration in all activities, especially in the production of creative content such as short films, news, broadcasts, and art performances. Each project requires the active participation of various roles, from scriptwriters and editors to cameramen and broadcasters, to actors. Through teamwork, students learn to support each other, share ideas, and resolve conflicts constructively. This provides a hands-on experience that fosters mutual trust and tolerance (Based on the results of an interview with R7). This statement illustrates that collaboration in Jurnalis SASTRA is not only a tool for completing media assignments, but also a process of social character development. Intensive and productive interactions within the team produce not only quality content but also solidarity, a sense of belonging, and empathy among participants. This program significantly shapes a culture of collective work and strengthens interpersonal relationships as part of holistic learning at school.

Responsibility and Discipline

Character education through strengthening the values of responsibility and discipline is an essential goal of extracurricular activities designed to shape students' personalities. In the context of SASTRA Journalism, these values are instilled through role-based work mechanisms and clear deadlines. Character building through responsibility and discipline is a core value of SASTRA Journalism. Each member has tasks and deadlines to meet, whether covering school activities, writing articles, producing videos, or preparing wall magazines. Students recognize that the success of the project depends on the contributions of disciplined and responsible individuals in their respective roles. Active involvement in journalistic activities with a clear structure and work targets can foster a sense of responsibility and discipline. Through the routine practice of composing and completing assignments within specific deadlines, students learn to maintain commitment, manage their time, and face challenges with

perseverance and consistency. Thus, SASTRA Journalism is not only a means of expression and creativity, but also a strategic platform for contextual and sustainable character development.

Journalistic Ethics and Team Solidarity

21st century literacy education emphasizes not only cognitive skills but also the formation of ethics and social values in communication practices. In the context of school journalism, ethical principles and team solidarity are crucial elements in shaping students' integrity as information producers. Students in SASTRA Journalism are taught not only technical skills but also ethical journalistic principles such as honesty, accountability for information, and adherence to the truth. These ethics serve as guidelines for writing news stories, conducting interviews, and expressing opinions. Team solidarity is also a value instilled through various group activities, where each member is encouraged to respect and support one another. Programs like Jursastra Wallnews even provide space for students with special needs to express themselves, reflecting a commitment to inclusivity and social justice. The program not only produces students capable of writing and conveying information, but also instills empathy, fairness, and openness to diversity. By cultivating ethical principles and solidarity in journalistic work, students become not only good communicators but also individuals who uphold moral values and social empathy. This activity fosters character with integrity and preparedness to participate in a democratic and inclusive society.

Discussion

Basic Literacy (Reading, Writing, Digital, and Media)

Strengthening basic literacy is a key foundation for developing 21st-century skills. Literacy is no longer simply defined as the ability to read and write, but has expanded to include digital and media literacy, which require the ability to critically access, evaluate, and produce information. Within the context of the School Literacy Movement (GLS), the SASTRA Journalist program at Pontianak State Senior High School 4 presents an innovative strategy to strengthen basic literacy through authentic, creative, and contextual journalistic practices. Literacy and writing are developed through activities such as news coverage, writing articles, opinion pieces, poetry, and editing manuscripts. Students are not only trained to understand correct language structure but are also guided to think coherently, construct arguments, and convey communicative messages (Muzayana, 2024; Nisa et al., 2025; Siregar & Sapri, 2025). Writing is not merely a cognitive task but also a means of self-reflection and expression on social, cultural, and educational issues. Baroutsis (2019), emphasize that journalistic activities encourage students to distinguish between fact and opinion and hone their ability to convey logical and responsible narratives.

In terms of digital literacy, students are introduced to various media platforms and technologies. They are directly involved in digital content production through programs such as Jursastra Broadcast, Jursastra Movie, and Online Journalism. These activities require mastery of video editing applications, graphic design, online broadcasting, and blog or website management. In this process, students develop digital skills that are not only technical but also ethical. According to Al-Qallaf & Al-Mutairi (2016), the use of blogs in digital literacy trains students to convey information with a high level of moral awareness and social responsibility (Miftahuddin et al., 2024; Widiana et al., 2023).

Meanwhile, media literacy focuses on students' ability to understand, critique, and produce mass media content. Through their experiences as student journalists, students learn to recognize media bias, compare news framing, and develop fairer and more balanced alternative narratives. In practice, basic literacy in this program is also developed collaboratively. Teachers act as facilitators, guiding students in selecting valid information, organizing content, and discussing the meaning of messages. This guidance process not only improves students' linguistic competence but also fosters reflective and independent learning habits. With an integrated journalistic approach within GLS, literacy, digital literacy, and media literacy are no longer taught separately but become a unified project-based learning process. Students learn directly through real-world experiences, develop creativity, and hone analytical and communication skills. Therefore, it is recommended that schools develop an integrated literacy-based curriculum that systematically integrates literacy, digital literacy, and media aspects into intracurricular and extracurricular activities. Furthermore, teacher training in digital and media literacy needs to be strengthened, and collaboration with local media or professional journalists can be established to enrich contextual and applicable literacy learning practices.

Critical Thinking and Problem Solving

Critical thinking and problem-solving skills are essential competencies students must possess to face the complex challenges of the digital age. In the SASTRA Journalism program at SMA Negeri 4 Pontianak, these two skills are developed holistically through project-based journalism practices that encourage students to analyze, evaluate, and develop solutions to real-life social and educational problems. Journalistic activities such as covering local issues, writing analytical articles, and drafting news scripts require students to filter information from various sources, compare available facts, and assess the relevance and accuracy of the data. This process strengthens critical thinking skills as students are encouraged to question dominant narratives, identify media bias, and logically construct alternative narratives. Leggette et al. (2020), state that writing practices in journalism encourage students to develop argumentative and reflective skills simultaneously.

Problem-solving skills are also honed when students are faced with real-world obstacles, such as limited information sources, conflicting ideas within a team, or discrepancies between coverage and editorial targets. In these situations, they learn to evaluate the causes of problems, discuss alternative solutions, and determine the most appropriate course of action. Supriyanto, (2017), showed that media-based and collaborative learning can improve problem-solving skills because students are trained to develop adaptive and democratic work strategies. Furthermore, the process of creating a documentary or public opinion film encourages students to understand social issues more deeply. They are challenged to design solutions and persuasive messages, while considering ethical values, justice, and diverse perspectives. This not only develops critical thinking but also increases students' social sensitivity to issues occurring in their surroundings. In this context, Jurnal SASTRA serves as a training platform for systemic thinking based on local realities. Teacher guidance is key to the success of critical thinking and problem-solving. Teachers assist students in analyzing coverage content, developing argumentative structures, and providing feedback on the

quality of the thinking expressed in their journalistic products (Hakim et al., 2025; Salamah et al., 2025; Tihabsah et al., 2024).

Creativity

Creativity is one of the key skills that must be developed in students to face the challenges of the 21st century. In the context of the LITERATURE Journalism program at SMA Negeri 4 Pontianak, creativity is honed through various digital storytelling activities such as short film production (Jursastra Movie) and poetry writing (Jursastra Poetry), which enable students to express ideas, emotions, and cultural values in an original and reflective manner.

The results of this study indicate that digital storytelling activities implemented through Jursastra Movie and Jursastra Poetry have been an effective medium in encouraging the growth of student creativity. This medium provides space for students to explore ideas, develop storylines, visualize narrative concepts, and convey messages aesthetically and communicatively. This is in line with the results of a study by Isaacs et al (2024), which concluded that digital storytelling significantly improves critical thinking skills, creativity, and strengthens the affective dimension in collaborative learning. They emphasized that student involvement in the process of designing and sharing stories through digital media not only promotes cognitive achievement but also enriches the expression of identity and social empathy (Aryasutha et al., 2025; Widiana et al., 2023; Zamroni & Barnoto, 2024).

Furthermore, projects such as short films in Jurnal *SASTRA* require cross-disciplinary collaboration, from scriptwriting and acting to filming and video editing. Beaumont (2025), support this finding by stating that the integration of digital technology in film production encourages students to think imaginatively, develop socially nuanced scripts, and enhance their visual and narrative literacy. This process also enables students to learn to convey messages containing social values with a creative and humanistic approach.

Beyond technical aspects, creativity is also strengthened from an affective perspective. (Tecedor, 2024) noted that digital storytelling increases students' self-efficacy in expressing their ideas and feelings. Through digital poetry and literature activities, students become more confident in expressing their personal perspectives on social, cultural, and emotional issues around them. Thus, the creativity developed in this program extends beyond aesthetic abilities to include moral, social, and reflective aspects. Through Jurnal *SASTRA*, students are not only trained to become innovative digital content creators but also guided to convey ideas with responsibility, values, and empathy. The teacher-guided creative process encourages students to explore technology as an educational and expressive tool. Activities such as the Jursastra Movie have also been proven to support national and regional achievements, demonstrating the significant impact of structured and contextualized creativity.

Effective Communication

Oral communication skills are becoming a key skill in the 21st century, particularly in educational contexts that demand active participation and open expression from students. In the *SASTRA* Journalism program, various activities such as interviews, news reading, and broadcasting through the Jursastra Broadcast program provide a concrete platform for students to hone effective and ethical communication skills. Activities such as interviews, news reading, and broadcasting in the Jursastra Broadcast

program provide concrete opportunities for students to develop effective oral communication skills. Through hands-on experience as interviewers, broadcasters, and newsreaders, students are trained to convey messages with good articulation, appropriate intonation, and a logical and persuasive structure. These activities not only boost students' confidence but also develop public communication skills, which are crucial in the information age.

The journalism activities conducted routinely in Jursastra Broadcast have successfully created a contextual learning environment, where students directly play the role of interviewers, newscasters, and public presenters. This process requires students to master good vocal techniques, develop communicative scripts, and adapt their delivery style to the characteristics of their audience. Not only does this experience strengthen the technical aspects of communication, it also trains students' courage to speak in public, fosters self-confidence, and significantly expands their capacity for verbal expression.

This finding is supported by the opinion of Tohani & Aulia (2022), who emphasized that 21st century skills-based learning, particularly in communication and collaboration, can improve students' ability to convey ideas effectively in various social and academic situations. According to them, communication skills include active listening, providing relevant responses, and conveying ideas in a structured and persuasive manner, competencies clearly evident in the SASTRA Journalism program. Furthermore, research by Bylkova et al (2021), shows that regular public speaking practice can strengthen students' social and professional skills. In this context, students involved in broadcasting and newsreading practices experienced improvements in message clarity, emotional control when speaking, and the ability to convey arguments with confidence and responsibility. In the realm of school media, Herlina & Abidin (2024), highlighted the importance of adapting communication styles to media types and audiences. They stated that media-based communication approaches, such as radio broadcasts or school videos, help students understand the purpose of communication and increase sensitivity to context. In SASTRA Journalism, students not only learn to speak but also understand why and how to convey messages appropriately and responsibly. Equally important, the values of empathetic communication, honesty, and ethical speaking are also instilled through this activity. Students are encouraged to pay attention to the ethics of conveying information, uphold polite language, and demonstrate empathy toward both the speaker and the audience. This makes communication learning not just a skill, but also character development relevant to today's global communication challenges.

Collaboration and Character Building

Collaborative skills are a crucial dimension in developing 21st-century competencies, particularly in the context of project-based extracurricular activities such as journalism. In the SASTRA Journalist program at SMA Negeri 4 Pontianak, collaboration is fostered through a content production process involving various roles and responsibilities. From short film production to managing a digital bulletin board, students are trained to work synergistically and responsibly in teams. At the same time, these activities serve as a strategic tool in developing students' character traits of integrity, such as responsibility, discipline, honesty, empathy, and solidarity.

Journalistic activities such as news reporting, opinion writing, broadcasting, and creating information media not only train students' cognitive and communication skills

but also touch on affective aspects through the instillation of character values. In the journalistic work process, students are trained to be honest with facts, disciplined in meeting deadlines, and responsible for the content of the publications they produce. They are taught to side with the truth, avoid plagiarism, and respect the rights of sources. These values form the foundation for developing a strong and contextual character that meets the challenges of the information age.

The results of this study indicate that SASTRA Journalists create a dynamic teamwork environment, where each member plays a vital role in the success of the joint project. Cross-functional collaboration such as scriptwriter, editor, cameraman, narrator, announcer, and director not only trains technical coordination but also strengthens a sense of positive interdependence. This experience encourages students to build open communication, respond constructively to conflict, and manage differences of opinion wisely.

Wawan (2021), states that character education is the primary foundation for developing a resilient and virtuous personality in the global era. In the context of SASTRA Journalism, these character values are not taught purely theoretically but internalized through practical journalistic activities. When students are asked to compile news reports based on interviews and observations, they not only learn to write but also recognize the social responsibility inherent in the information they convey to the public.

These findings align with a study Wang et al (2022) that highlighted the importance of transactive memory systems in enhancing teamwork effectiveness. In the context of educational journalism, students who understand the roles and expertise of each team member are more likely to make decisions quickly, develop work strategies, and complete projects efficiently. This type of collaborative system also fosters mutual trust, avoids conflict, and increases shared accountability for work results.

Huda & Hashim (2022), also emphasized that engaging students in activities that require ethical decision-making, such as selecting appropriate information for publication or responding wisely to controversial issues, constitutes a form of contextual character education. Such activities encourage students to reflect on the social impact of their writing and consider the moral dimension in every expression of opinion. This aligns with the values of democracy and tolerance in a pluralistic society. Furthermore, Supriyanto (2017), stated that collaboration-based learning in media and digital literacy encourages the development of social responsibility, awareness, and problem-solving skills within groups. In the SASTRA Journalism program, this is reflected in how students divide roles according to their interests and competencies, discuss ideas democratically, and integrate diverse backgrounds into a cohesive journalistic product.

Furthermore, Masnawati et al (2023), revealed that project-based learning with a journalistic approach effectively fosters discipline, collaboration, and conflict resolution skills. In the production of short films or digital broadcasts, students are required to share roles fairly, adhere to production schedules, and adapt to the team's character and work style. This process develops adaptive, communicative characters who are able to take responsibility for their respective roles within the team. From a character perspective, collaboration in SASTRA Journalism also serves as a medium for learning social values such as tolerance, solidarity, and collective leadership. Avsheniuk et al (2023), found that creative project-based learning can enhance a sense of ownership in teamwork, thereby fostering students' intrinsic motivation to actively contribute and

maintain the quality of shared output. In practice, students not only build media products but also form ethical and supportive working relationships, which are essential for their future social and professional lives. Furthermore, aspects of solidarity and empathy are also developed within the SASTRA Journalism program, particularly in inclusive programs like Wallnews, which provides space for students with special needs to participate. This approach not only prioritizes journalistic ethics but also cultivates the values of social justice and inclusivity, which are crucial for character development in the younger generation.

CONCLUSION

The study demonstrates that the implementation of the School Literacy Movement (GLS) through the SASTRA Journalist extracurricular program at Pontianak State Senior High School 4 has a more substantial impact than initially anticipated. Beyond strengthening basic reading and writing literacy, the program effectively integrates digital and media literacy to develop students' critical thinking, creativity, communication, collaboration, and character formation. Journalism-based activities, ranging from short film production to public speaking, serve as a contextual medium for experiential learning, transforming literacy from a cognitive skill into a moral and social practice. These findings challenge the conventional view that literacy programs focus primarily on reading and writing, positioning journalism as a holistic pedagogical model for cultivating 21st century competencies. This research contributes to the academic discourse on literacy education by introducing a journalistic-based literacy model that operationalizes the GLS framework in a practical, interdisciplinary manner. It strengthens existing findings on project-based learning and literacy integration while extending the discussion toward the fusion of journalistic ethics and character education. By situating literacy within authentic social communication contexts, the study offers a conceptual bridge between media literacy, character education, and digital pedagogy. Hence, it provides both theoretical and empirical enrichment to the field of literacy and 21st century education, particularly within the Indonesian secondary education setting. This research is limited to State Senior High School 4 Pontianak so the results cannot be generalized so that further research can use several studies in schools in Indonesia.

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